

Study the relationship between Academic Achievement Motivation and Personality Adjustment of Secondary School Students and their Vocational aspirations

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Abstract

The purpose of the study is to find the relationship between Achievement Motivation and Personality Adjustment of Secondary School Students and their Vocational aspirations. The sample of the present study includes 200 secondary school students from Bagalkote District using stratified random sampling techniques. Descriptive survey method was adopted. The findings concluded that; i) Students with high Academic Achievement Motivation have higher Vocational Aspiration than the students with low Academic Achievement Motivation; ii) Students with high Personality Adjustment have higher Vocational Aspiration than the students with low Personality Adjustment.

Keywords : Vocational aspiration, Academic Achievement motivation, Personality Adjustment.

Introduction

Vocational aspirations play an important role in the life of an individual, especially in the development of personality. Children differ from one another in their vocational aspirations. The individual differences among the children are due to many factors such as attitude, achievement motivation, intelligence, personality adjustment, educational status and interest. The main purpose of the present study was to determine the influence of some of these factors affecting the vocational aspirations.

Throughout the life, an individual constantly makes decisions whether to listen to one radio programme or another, whether to vote for one candidate or another, whether to make along short or no vacation, whether it is a matter of deciding what to have for breakfast or deciding what college to enroll in the common characteristic is that a man must make a choice from among certain range of alternatives.

Getting right down to it, however, there aren't many really "big" decisions that have to be made in a man's lifetime's decisions which involve very long commitments which influence chances for living full, rich, satisfying lives which influence a man's thoughts, feelings and actions for years to come. One of these "big" decisions is marriage-

whether to marry and if so, to whom. Another is choosing one's life work-whether to work at this job or that. It is plan that the selection of a particular kind of work has important implications both for the individual and for the total society. It means individual's vocational decision has important implications both for society and for his future life activity and satisfaction. Behind every decision about vocations many factors play an important role, one of the important factor is individual's vocational aspiration.

An interesting area for research in vocational education is development of vocational aspiration among students. This is of value for educational planning, curriculum designers, career guidance personnel and educational administrators. Vocational aspiration influences its maturity and also choices in later life which interns affect job satisfaction and optimization of job performance.

The study of vocational aspiration seems to have attracted the attention of educators more than a psychologists. Indian society is still very much in the dark as to the characteristics of the individual who makes wise selection of objective. The professional ignorance of what constitutes a "good" choice explains part of the failure to identify the characteristics of the adequate vocational planner, such individual difference need to be explored.

Adolescence is an ideal time to study the career development of young men/ women. It is

during adolescence that many changes occur that strongly influence the development of career preferences and aspirations. Puberty and emerging sexuality, including a growing interest in heterosexual relationship, create an intensification of gender role identity. Greater autonomy and independence contribute to the process of identity development. Hence, there is a large scope for educational researches to explore this field. The present is therefore undertaken to study the vocational aspirations of the students.

Need and Importance of the Study

Educational personnel should develop a conceptual view of guidance and understand its relationship with education. Guidance and education go together, the former emphasizing more fully the new functions of education in democratic society.

The increasing emphasis upon education- the primary means of preparing for vocations has led to a substantial increase in the period of time when young people spend in school. Much of the school work is oriented towards vocations in the present educational system. The students should work to achieve scholastic performance in accordance with the standards established by a particular school.

Donald Michael (1963) has suggested that in the future vocational education may be characterized by increasing differentiation in the education for those who will be prospectively professionals, skilled technicians and unskilled workers.

Some of the students who seek counseling assistance for selection of academic subjects of study for their future vocation are not at all in touch with reality while others are fairly 'reality-oriented'. At times even their parents are equally ignorant. The parents (especially fathers) wish to make their sons/daughters as doctors, engineers, and professors, without taking into account whether they can face the challenges of the study. On certain occasions the vocational choices of the students will not be in accordance with their 'basic potential'. In such cases if the counselors are aware of the child's potential and his vocational aspiration they may probably, be in a better position to render effective assistance to the students.

The vocational fields (as a whole) which are considered on a hierarchical basis seem to be misleading. An individual, for example, may have

genuine aspiration for medical profession, despite his low intellectual abilities. According to literature and general view his choice behavior would be considered as quite unrealistic. On the other hand this individual having genuine interest in the medical line may profit more if he is placed in this field. He may not prove to be suitable for as high a position as that of a medical specialist with 3 or 4 years of training, after MBBS, or a medical technologist laboratory technician pharmacist, but he may do well in the job of a vaccinator, basic health worker, sanitary inspector. Similarly in the engineering profession an individual with interest in the line but with low intelligence may not be considered fit for the position of an engineer, overseer, draftsman but may be suitable for an assignment of a fitter, turner, molder, sheet metal worker, radio mechanic, welder. Thus the 'field' as a whole cannot be classified in hierarchical order. These vocational fields are rather independent and within each vocational field area, an individual may opt for a very high or a very low vocation. Therefore it is of immense practical value to evaluate the subject's academic achievement motivation, personality make-up, and the type of social status background of the individual in addition to his verbal future vocational plans to assist them and also their guardians in the vocational planning process. If an individual opts for a vocation of which he never thought or for which he has little liking or interest he may make himself vocationally misfit.

Nearly 80% of the people in India live in rural areas. Their needs, expectations, desire, physical and mental potentialities are likely to be different from those of urbanites. It is surprising to note that very fewer studies have been conducted on these two populations simultaneously. It is just possible that urban subjects might attain vocational maturity relatively at a younger age because of their stimulating environment as compared to most of the rural subjects. The opposite may also be true, as the rural children get their impressions re-strengthened again and again without contradiction from outside environment. The interest patterns, reality oriented vocational aspirations, the personality make up as measured on psychological tools would be of help in the initial guidance and counseling provided the counselors are aware of the differences between the urban and rural.

Therefore there is a need to study the vocational aspirations of students at secondary stage level as majority of them usually drop out at this stage and seek employment assistance. As they are passing through psycho-physiological stresses associated with the adolescent period it becomes all the more necessary to assist them in vocational planning.

On the whole the student's personality adjustment, academic achievement motivation and social status background may help the counselors in understanding their vocational planning and problems and also to offer counseling assistance in a more effective way at this stage.

The studies on vocational aspiration in relation to educational status (Margaret and Skuy, 1966); and need achievement (Barlett and Smith, 1966); adjustment (Andrew, 1973) revealed conflicting and contradicting findings. Therefore the investigator was prompted to explore the relationships of vocational aspirations with academic achievement motivation, personality adjustment and social status of the students studying High school in Hunagund Taluk.

Allport (1937) called personality one of the most abstract words in our language and listed 50 distinct meaning that were derived from fields as diverse as theology, philosophy, sociology, law and psychology. Although there is some disagreement among contemporary personality theorists about the meaning of personality but there is agreement what people generally do is influenced by stable characteristics that is their personality. He defined personality synthetically as "Personality is the dynamic organization within the individual of those psychological systems that determine his unique adjustments to his environment".

The study of achievement motivation in the field of vocational psychology is of vital concern for the researcher and theories as well. Achievement motivation has got significant impact on economic advancement of the society. McClelland (1961) suggested that achievement motivation may explain economic differences between societies. Economic growth of a society is dependent on the existence in that society of a high level of need for achievement among people playing key role in the economy. Singh and Kaur (1987) studied that n-Ach in

association with economic interest and preferences for activity tended to promote achievement oriented behaviour. Human motivation derives its origin from the seminal work by Murray (1938), he views that personality is a configuration of some basic psychogenesis needs or motives which can be understood basically a lack of something vital to the organism.

The social level of the family appears to exercise the most potent influence of all. The level and quality of education available and aspired to as well as the level of work aspired to and accessible are greatly affected by the education of the family and social contacts. Upper and middle class parents tend to have higher educational and vocational aspirations for their children than do lower class parents. Thus, their children have higher aspirations either as a result of pressure from the parents or as a result of internalizing parental pressure or both. If their intellectual endowment is good, their higher level of aspiration may be achieved. But if intellectual endowment is not commensurate with level of aspiration conflict will arise; the individual will not be able to have an integrated self concept, and vocational maladjustment is likely to follow. At times, however, the reverse is true. Among very affluent families, the level of educational and vocational aspirations may be low, and a person with good abilities may not be sufficiently motivated to concentrate on studies and strikeout a vocational path for himself, thus may fail to actualize his potentialities

Objectives of the Study

1. To find out the relationship between academic achievement motivation of students and their Vocational aspirations.
2. To find out the relationship between Personality adjustment of students and their Vocational aspirations.

Hypotheses

1. **Hypothesis:** Students with high and low Academic Achievement Motivation do not differ significantly with respect to their Vocational Aspiration.
2. **Hypothesis:** Students with high and low Personality Adjustment do not differ

significantly with respect to their Vocational Aspiration.

Methodology

The present study was mainly aimed to find the relationship between Academic Achievement Motivation and Personality Adjustment of Secondary School Students and their Vocational aspirations. In order to collect data descriptive survey method of research was followed.

Sample

In the present study the researcher draws a sample of 400 secondary school students from Bagalkot District using random sampling techniques.

Tools

1. Vocational Aspiration Scale' (OAS).
2. Personality Adjustment Inventory
3. Academic Achievement Motivation Inventory

Statistical Techniques

t-test

Analysis and Interpretation

Hypothesis: Students with high and low Academic Achievement Motivation do not differ significantly with respect to their Vocational Aspiration

To test this hypothesis, the t-test was applied and the results are presented in the following table.

Table-1: Results of t-test between high and low Academic Achievement Motivation of Secondary school students with respect to Vocational Aspiration

Academic Achievement Motivation	n	Mean	SD	t-value	p-value	Signi.
Low	12 8	37.42 58	6.527 3	- 32.38 81	<0.0 5	S
High	27 2	52.40 44	5.891 4			

The results of above table clearly shows that, the Secondary school students with high and low Academic Achievement Motivation differ significantly with respect to Vocational Aspiration ($t=-32.3881$, <0.05) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It is evident that students

with high Academic Achievement Motivation have higher Vocational Aspiration than the students with low Academic Achievement Motivation.

Hypothesis: Students with high and low Personality Adjustment do not differ significantly with respect to their Vocational Aspiration.

To test this hypothesis, the t-test was applied and the results are presented in the following table.

Table-2: Results of t-test between high and low Personality Adjustment of Secondary school students respect with respect to their Vocational Aspiration

Personal Adjustm ent	n	Mean	SD	t-value	p-value	Sig ni.
Low	18 3	42.04 37	10.10 48	- 18.67 41	<0. 05	S
High	21 7	52.30 65	4.944 6			

The above table shows that, the Secondary school students with high and low Personality Adjustment differ significantly with respect to Vocational Aspiration ($t=-18.6741$, <0.05) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It is evident that students with high Personality Adjustment have higher Vocational Aspiration than the students with low Personality Adjustment.

Discussion and Conclusion

In this study, the researcher aimed to find the relationship between Academic Achievement Motivation and Personality Adjustment of Secondary School Students and their Vocational aspirations. From the analysis report, it is concluded that, i) Students with high Academic Achievement Motivation have higher Vocational Aspiration than the students with low Academic Achievement Motivation; ii) Students with high Personality Adjustment have higher Vocational Aspiration than the students with low Personality Adjustment.

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