

## RELATIONSHIP AMONG ACHIEVEMENT MOTIVATION, CAREER ASPIRATIONS AND ACADEMIC ACHIEVEMENTS OF IN- SCHOOL ADOLESCENTS IN OYO STATE, NIGERIA

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### **Abstract**

*The study examined the relationship among achievement motivation, career aspiration and academic achievement of in-school adolescents in Oyo State. Stratified random sampling technique was used to select four hundred and seventeen (417) adolescents from twelve schools (Six public, and six private) across the three senatorial districts of Oyo State. Data were collected using two instruments namely: Achievement Need Academic Scale (ANAS), and Career Decision-Making Self-Efficacy Scale (CDMSES) were subjected test re- test method and Pearson Moment Correlation Statistics was used to determine the reliability coefficients of 0.84 and 0.80. To obtain academic achievement scores, the researcher administered a test to the respondents using past NECO English Language Junior Secondary School Examination Question paper conducted by the body. Data collected were analyzed using frequency count and percentage for the research question and multiple regression analysis for the research hypotheses all at 0.05 level of significance. The finding revealed among other things that a high percentage of sampled secondary school adolescents aspired for business and commercial oriented career. There was significant relationship among achievement motivation, career aspiration and academic achievement of in- school adolescents in Oyo State (calculated F-value 89.479; critical F-value is .013). There was significant relationship among achievement motivation, career aspiration and academic achievement of in- school adolescents in Oyo State on the basis of gender and school type. The following recommendations among others were made; that the teachers, psychologists, parents and counselors should still collaborate and encourage adolescents to engage in challenging tasks, offer subjects of interest and develop skills useful to them instead of ascribing career or achievement to a particular gender or school.*

**Keywords:** Achievement Motivation, Career Aspirations, Academic Achievements, in- School Adolescents

### **Introduction**

Students who have achievement motivation are believed to perform better in school work, value their schooling, have academic goals, possess academic confidence and tend to have positive feelings of self-worth which is necessary in increasing academic achievement (Long, 2007). An individual with high achievement motivation tend to establish challenging and difficult – but realistic goals, they actively pursue success and are willing to take risks in that pursuit. Such individuals also experience intense satisfaction from success achieved and are willing to take risks in that pursuit. Those with low achievement motivation also prefer to succeed, though success brings them not joy but relief at having avoided failure.

Generally, people who are highly motivated to achieve tend to be preoccupied with their performance and level of ability. They prefer tasks that have clear outcomes, and they would rather receive feedback from a harsh but competent critic than from someone who is friendly but less competent (McClelland, 1985). They like to struggle with a problem rather than ask for help, they are able to delay gratification, and they make careful plans about the future (Ryan, & Connell, 1989). In contrast, people who are less motivated to achieve do not enjoy or seek feedback, and they tend to respond to failure by quitting (Weiner, 1980). Similarly, gender differences in achievement motivation begin to appear at a very early age. But it is clear that these differences are tied to the way boys and girls learn to think of themselves and their performance (Bregman, and Killen, (1999). Females are much more likely than males to attribute failure on school-related tasks to lack of ability, and they tend to be doing so when they are quite young (Dweck, & Gillard, 1975). Many continue to see themselves as incompetent even in the face of objective evidence that they do better academically than their male counterparts (Licht & Dweck, 1984).

However, the behaviour of women with high motivation for achievement is much more vary than that of men who are equally motivated by achievement. In particular, women who are highly motivated to achieve do not always establish challenging goal for themselves when given a choice, and they do not always persist when confronted with failure (Dweck, 1986). In fact, some of them withdraw from and even avoid situations in which their achievement could be evaluated. Aspiration may be positive or negative. Negative aspiration reflects the desire to avoid failure; such as the adolescent who is satisfied if he passes an examination, but positive aspiration are oriented towards the goals of achieving success, the example of which would be the adolescent who is satisfied only if he does better than his classmate. Mani, (1983) pointed out that while people of all ages aspire to better themselves; aspirations are especially strong during adolescence. Adolescence stage was described as typically a time of idealism and romanticism, a time of dreaming high hopes and confidence. He also said that adolescent has fanciful ideas about future having glamorous job which will provide him with money which he needs needed for status symbols and considers to be essential for happiness he regards as essential to happiness. Meanwhile career aspiration can be seen as vocational goals one hopes to attain by choosing a particular occupation.

On the other hand, apart from career aspiration of the students, the type of school an individual attends has a lot of influence on his academic achievement. Snyder (1997) stated that even academic programmes vary tremendously between the two: private schools appear to have more rigorous academic programmes, and their students are more likely to have taken advanced mathematics and science courses than those in public schools. Public high schools focus more on vocational skills while private high schools tend to focus more on college preparatory classes. This is reflected in the fact that 50% more of non-public high school seniors enrolled in a university than public high school students (Coleman & Hoffer, 1987). Students' efforts and engagement are the outgrowth of both individual differences and messages received in the context of the learning environment relating to students' needs (Hardre, 2003). While high school teachers may be heavily constrained by institutional policy, they can influence motivational features of the classroom learning environment (Pintrich & Schunk, 1996). Therefore, it is as a result of the above gap that this study seeks to examine relationship among achievement motivation, career aspiration and academic achievement of in-school adolescents in Oyo State.

### **Statement of the Problem**

The problem of low achievement in the academic endeavours of secondary school students has been a crucial issue in academic analysis and discourse. A baby, who struggles to reach a toy, learns to walk, or eats without assistance are examples reflecting the human natural motivation capacity towards learning.

However, Motivation and achievement are often perceived to be affected by gender. Stereotypically, girls are 'good' at language, boys at science. Meanwhile, diverse opinions have been expressed on the nature of sex-differences nationwide. McCullough, Ashbridge, and Pegg (1994) found that regardless of gender, adolescents who had aspirations to attain a high-status career demonstrated leadership in school, and internal locus of control. Meanwhile, the need to achieve, which is expressed in a variety of activities and various roles, has both intrinsic and extrinsic aspects. The achievement-motivated person aims at reaching a standard determined by an inner need for superior performance and at the same time is motivated by the need for esteem, prestige, status, type of authority pattern within the family, family stability, quality of communication with father, type of reinforcement, degree of independence, parents' occupational aspirations, and students' career aspiration. As a result of this, it will be difficult to conclude while drawing on the relationship among achievement motivation, career aspiration and academic achievement of in-school adolescents in Oyo State without asking the adolescents themselves what some of the problems are, since other studies were carried out in a different setting outside the scope of this study. The gap which this research sets out to fill therefore is to examine the relationship among achievement motivation, career aspiration and academic achievement of in-school adolescents in Oyo State

### **Purpose of the Study**

The main purpose of this study is to relationship among achievement motivation, career aspiration and academic achievement of in-school adolescents in Oyo State. Specifically, this study seeks to:

1. Examine the career aspiration of in- school adolescents in Oyo State
2. Investigate any significant relationship among achievement motivation, career aspiration and academic achievement of in-school adolescents
3. Find out any relationship among achievement motivation, career aspiration and academic achievement of in-school adolescents in Oyo State on the basis of gender
4. Examine any relationship among achievement motivation, career aspiration and academic motivation of in-school adolescents in Oyo State on the basis of school type.

### **Research Questions**

The following research questions were raised to guide the conduct of this study:

1. What is the career aspiration of in- school adolescents in Oyo State?
2. Is there any significant relationship among achievement motivation, career aspiration and academic achievement of in-school adolescents
3. Is there any relationship among achievement motivation, career aspiration and academic achievement of in-school adolescents in Oyo State on the basis of gender?
4. Is there any relationship among achievement motivation, career aspiration and academic motivation of in-school adolescents in Oyo State on the basis of school type?

### **Research Hypotheses**

The following null hypotheses were formulated and tested in the study.

**H<sub>01</sub>:** There is no significant relationship among achievement motivation, career aspiration and academic achievement of in-school adolescents in Oyo State

**H<sub>02</sub>:** There is no significant relationship among achievement motivation, career aspiration and academic achievement of in- school adolescents in Oyo State on the basis of gender

**H<sub>03</sub>:** There is no significant relationship among achievement motivation, career aspiration and academic achievement of in-school adolescents in Oyo State on the basis of school type .

### Methodology

This Study Adopted Descriptive Survey of correlation research design. The population of the study comprised all in-school adolescents in Oyo State. The targeted population for the study was adolescents in Junior Secondary School 3 (JSS3). Stratified sampling technique was used to sample four hundred and seventeen (417) adolescents from twelve secondary schools (six private and six public), four schools each, across the three senatorial districts. JSS 3 class constituted the study sample because it is a preparatory class to SSS 1 where they were grouped into science, art, social science and commercial classes based on their performance in the junior secondary school National Examinations Council results. The researcher adopted two research instruments was used for the data collection on data in the study. The Academic Need Achievement Scale (ANAS), Career Decision-Making Self-Efficacy Scale (CDMSES) both were subjected test re- test method and Pearson Moment Correlation Statistics was used to determine the reliability coefficients 0.80 and 0.80. To collect data for the academic achievement, scores obtained from the objective English Language test developed by National Examinations Council administered to the respondents by the researcher was used. The Academic Need Achievement Scale (ANAS) for this study has 25 items; each response has 4 options ranging from Very True (VT), Mostly True (MT), Mostly Untrue (MU), and Very Untrue (VU). Career Decision-Making Self-Efficacy Scale (CDMSES) scale for this study has 25 items, each response has 4 options ranging from Not Sure (NS), Least Sure (LS), Sure (S), very Sure (VS). In order to answer the research question percentage and frequency count was used and multiple regressions was used to test the hypotheses at 0.05 alpha level of significance to determine the degree of relationship among the three variables.

### Results

#### Answering of Research Question

**Research Question 1:** What is the career aspiration of in- school adolescents in Oyo State?

**Table 1: Description of career aspiration of in- school adolescents**

Career	N	%
Medical related career	58	13.90
Business and Commercial Career	121	29.01
Mechanical Career	93	22.30
Academic Career	105	25.17
Military Career	40	9.59

As shown on Table 1 out of the sampled 417 respondents 58 (13.90%) picked medical related career such as medicine, nursing, midwifery and dentistry as the career they aspired for, on the other hand, 121 (29.01%) chose business and commercial related career such as banking, insurance , private enterprises and business tycoon while 93 (22.30%) chose mechanical career such as civil engineering, electrical engineering, mechanical engineering, agric engineering, auto mobile engineering and agro-chemical engineering, 105(25.17%) chose academic related career such as teaching and non-teaching career while 40(9.59%) chose military related career such as army, navy, civil defense, customs, police and immigration.

### Testing of Hypotheses

**H<sub>01</sub>:** There is no significant relationship among achievement motivation, career aspiration and academic achievement of in-school adolescents in Oyo State.

**Table 2: Regression analysis of relationship among achievement motivation, career aspiration and academic achievement of in-school adolescents**

Model		SS	df	M S	Critical F-value	Critical F-value	Decision
1	Regression	46269.462	2	23134.731			
					89.479	.013	Rejected
	Residual	107038.912	414	258.548			
	<b>Total</b>	<b>153308.374</b>	<b>416</b>				

$P > 0.05$

Based on the data on Table 2 which indicated that the calculated F-value is 89.479 while the critical F-value is .013 with 2,414 degree of freedom at alpha level of 0.05. Since the calculated F-value is greater than the critical F-value, hypothesis 1 which stated that there is no significant relationship among achievement motivation, career aspiration and academic achievement of in-school adolescents in Oyo State is rejected.

**H<sub>02</sub>:** There is no significant relationship among achievement motivation, career aspiration and academic achievement of in-school adolescents in Oyo State on the basis of gender.

**Table 3: Regression analysis of relationship among achievement motivation, career aspiration and academic achievement of in-school adolescents on the basis of gender**

Model		SS	df	M S	Calculate d F-value	Critical F-value	Decision
1	Regression	.859	3	.286	1.191	.313	Rejected
	Residual	99.261	413	.240			
	<b>Total</b>	<b>100.120</b>	<b>416</b>				

$P > 0.05$

As shown on Table 3, the calculated F-value is 1.191 while the critical F-value is .313 with 3,413 degree of freedom at alpha level of 0.05, thus, hypothesis 2 which stated that there is no significant relationship among achievement motivation, career aspiration and academic achievement of in-school adolescents in Oyo State on the basis of gender is rejected.

**H<sub>03</sub>:** There is no significant relationship among achievement motivation, career aspiration and academic achievement of in-school adolescents in Oyo State on the basis of school type.

**Table 4: Regression analysis of relationship among achievement motivation, career aspiration and academic achievement on the basis of school type**

Model		Sum of Squares	df	M S	Calculate dF-value	Critical F-value.	Decision
1	Regression	2.065	3	.688	3.462	.016	Rejected
	Residual	82.108	413	.199			
	Total	84.173	416				

$P > 0.05$

Based on the data on Table 4 which indicated that the calculated F-value is 3.462 while the critical F-value is .016 with 3,413 degree of freedom at alpha level of 0.05, however, hypothesis 3 which stated that there is no significant relationship among achievement motivation, career aspiration and academic achievement of in-school adolescents in Oyo State on the basis of school type is rejected.

### Summary of Finding

This study examined the relationship among achievement motivation, career aspiration and academic achievement of in-school adolescents in Oyo State. Thus, the finding of this study was summarized as follows;

1. The career highest percentage of sampled in- school adolescents aspired for is business and commercial oriented career.
2. There was significant relationship among achievement motivation, career aspiration and academic achievement of the sampled in- school adolescents on the basis of gender.
3. There was significant relationship among achievement motivation, career aspiration and academic achievement of the sampled secondary school adolescents on the basis of school type.

### Discussion of Findings

Hypothesis one revealed that there is significant relationship among achievement motivation, career aspiration and academic achievement of in-school adolescents in Oyo State. Based on this result, the null hypothesis was rejected. This finding supported Fanner (1985) study which stated that there is relationship between achievement motivation academic achievements.

Hypothesis two stated that there is no significant relationship among achievement motivation, career aspiration and academic achievement of in-school adolescents in Oyo State on the basis of gender. Based on this result, the null hypothesis was rejected. This finding did not agreed with Offerman, and Beil, (1992) study in which the career aspiration and academic achievement on the basis of gender were not significantly related. The finding in this study indicated that subjects offered in the school should be related to career choice of the adolescents and this eventually will improve their academic achievement.

The result in hypothesis three revealed that there is significant relationship among achievement motivation, career aspiration and academic achievement of in- school adolescents in Oyo State on the basis of school type. This finding supported Synder (1997) who observed in his study that school type (Private or Public) had significant relationship on academic achievement of the adolescents.

### Conclusion

Based on the findings of this study, the followings were the conclusions. Adolescents in Oyo State have demonstrated a high sense of aspiration for commercial and business career. Consequently, there was significant relationship among achievement motivation, career aspiration and academic of in-school adolescents on the basis of gender and there was significant relationship among achievement motivation, career aspiration and academic achievement of in-school adolescents on the basis of school type.

### Recommendations

Based on the findings of the study, the following recommendations were made.

1. Teachers should allow adolescents to develop a skill useful to them instead of ascribing a career to a particular gender or school type.
2. Special skills and abilities are necessary to succeed in the teaching profession, therefore, psychologists should devise in-service training programmes for teachers in order to improve their knowledge about behaviour modification which can reduce a wide set of teaching problems.
3. School Counsellors should assist adolescents with low achievement motivation by providing counseling strategies to help improve their view about academic achievement.
4. Government should assist teachers by sending them for seminar/workshop on how to manage the adolescents based on the challenges they face.
5. Parents could also guide in the choice of career of their children but should not dictate to them of what career to choose

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