

ACHIEVEMENT MOTIVATION AND CAREER ASPIRATIONS
AMONG SECONDARY SCHOOL STUDENTS IN AIZAWL
CITY, MIZORAM

A dissertation submitted in partial fulfilment of the requirements for
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NGURHLUNCHHUNGI

MZU Registration No. 1906727

M.Phil. registration no. MZU/M.Phil./629 of 12.06.2020



Department of Social Work

School of Social Sciences

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Mizoram University

July, 2021

Certificate

This is to certify that the dissertation titled, “*Achievement Motivation and Career Aspiration among Secondary School Students in Aizawl City, Mizoram*” submitted by Ms Ngurhlunchhungi, Reg. No. MZU/M.Phil./ of 12.06.2020 for the award of Master of Philosophy in Social Work is carried out under my guidance and incorporates the student’s bonafide research.

The scholar has fulfilled all the required norms laid down for the MPhil Regulations by Mizoram University. The dissertation has not been submitted for the award of any degree in this or any other university or institute of learning.

Dated: July 2021

Place: Aizawl, Mizoram

(Prof C. DEVENDIRAN)

Research Supervisor

Department of Social Work

Mizoram University

Aizawl- 796004

Mizoram University

July 2021

Declaration

I, Ngurhlunchhungi, hereby declare that the subject matter of this dissertation is the record of work done by me, that the contents of this dissertation did not form the basis of the award of any previous degree to me or to the best of my knowledge, to anybody else; and that the dissertation has not been submitted by me for any research degree in any other University/ Institute.

This is being submitted to the Mizoram University for the degree of Master of Philosophy in Social Work.

(NGURHLUNCHHUNGI)
Department of Social Work
Mizoram University
Aizawl-796004

(Dr.KANAGARAJ EASWARAN)
Professor & Head
Department of Social Work
Mizoram University,
Aizawl – 796004

(Dr. C. DEVENDIRAN)
Research Supervisor
Department of Social Work
Mizoram University,
Aizawl – 796004

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Date: July 2021
Place: Aizawl, Mizoram

(NGURHLUNCHHUNGI)
Department of Social Work
Mizoram University
Aizawl- 796004

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LIST OF ABBREVIATIONS

APA	: American Psychological Association
N-Ach	: Need Achievement
NAEP	: The National Assessment of Educational Progress
NCES	: National Centre for Education Statistics
NSSO	: National Sample Survey Office
SES	: Socio-Economic Status
UNESCO	: United Nations Educational, Scientific and Cultural Organization.
WHO	: World Health Organization

CHAPTER- I

INTRODUCTION

The present study is an attempt to understand the Achievement Motivation and Career Aspiration among Secondary School Students in Aizawl City, Mizoram.

1. Introduction

Young people are the richest resources and agents of social change, in terms of economic development and technological innovation of a nation. But harnessing these resources is a major challenge. Adolescence is a transition stage of human life where an individual is dependent and is constantly learning and experiencing new things through education and training to prepare themselves for the approaching future. The nation has to cater to the needs of the young people, but with the world continuously developing, the changes in social systems find fast progress due to the industrial and technological revolution. Therefore, it is hard to keep pace with the changing needs of the youth in this contemporary society. Competitions are getting tougher each day and everyone is trying to get their hands on the best thing whether it is education or jobs, but in terms of the academic institution, the better the institutions are, the higher the price of fees which is limiting the person to have access. The education and training require a huge amount of expenses and drives young people especially adolescent to depend on their family to meet such expenses. It is not a surprise that the obligation of training a child always lies in the hand of the parents. As a result, families who are financially struggling are unable to pay huge amounts of fees disabling them to get their children into the desired institution. The above said factors and issues could hinder adolescents in aspiring to the ideal job. Hence, it is essential to understand the Achievement Motivation and Socio-economic status of the family that can affect the decisions of the adolescent on their life choices.

Humans are social beings whose thoughts and opinions are influenced by a variety of factors. Perceptions and conclusions have a dynamic impact on the human mind and the behaviours that follow. Human beings' success is often

determined by an action or a series of actions they take. Motivation is a mechanism that affects one's emotions, values, and attitudes positively. Motivation is a mechanism that affects people's emotions, values, and attitudes positively, thus improving their performance. The power of inspiration is effectively used in several fields, including the performing arts, the military, and academics. It is similarly or perhaps more applicable in academics, where a student's motivation plays a major role in his or her academic success. Various variables can have a negative effect on a person's or a group's motivation such as Inadequacy in teaching to impart a specific curriculum or a lack of adequate preparation to do a job Domestic pressures, peer group pressures, all forms of psychological pressures and negative sociological factors such as low SES.

The American Psychological Association (APA) defines socioeconomic status as “*the social standing or class of an individual or group*” (APA, 2018). According to the National Centre for Education Statistics (NCES, 2012) defined broadly SES as “*one's access to financial, social, cultural, and human capital resources*”.

The Socio-Economic Status of an individual is reflecting the position of an individual in a society, nothing is free in this world that drives humans to work through employment in order to strive and survive. The Socio-Economic Status represents the power of an individual; this power defines certain access to resources and materials that are essential for an individual to survive or to have the most propositions in life. Adolescents who are dependent on their families are sharing not only the Socio-Economic Status of their family but the prosperity and misery brought upon the family. According to National Health Interview Survey (1999, 2000) adolescents from the poor and low-income are more likely to be in fair or poor (versus good or excellent) health, have limitations in their activities, and have had behavioural or emotional problems than their more affluent counterparts. Poor and low-income adolescents also are more likely than their more privileged peers to be uninsured, with no usual source of care, face financial and nonfinancial barriers to access, and do not have medical or dental care during the preceding year (cited by Escarse, 2003). Changes in the family have affected two-parent families as well. An increase in employment of both parents i.e. mother and father has helped the family in securing extra income, but they have also created stress for families and induce difficulties in the caring and

supervising of children and adolescents. Improving the settings in which many low-income children and adolescents grow up—that is, supporting their families, strengthening their neighbourhoods, improving their schools, and making quality health care and other services more accessible to them. There should be a policy priority for government at all levels and a research priority for social scientists from all disciplines. Ultimately, this is likely to be the only way to prevent the intergenerational transmission of poverty and exclusion from meaningful and rewarding participation in our society. The fates of poor and low-income children and adolescents are inextricably linked to our future as a nation (Escarse, 2003).

1.1 Adolescents

Adolescence can be a time of disorientation and discovery. According to the United Nations Adolescence is defined as the teenage years between 10 and 19 and can be considered the phase where individual transitioned from childhood to adulthood, it is a period when many important social, economic, biological, and demographic events set the stage for adult life. It is a time when an individual's physical and mental development is undergoing rapid changes. It is often considered to be a period of storm and stress as the adolescents are still choosing on their interests, values, and priorities. It is a stage, so important, where young people develop decision-making skills and begin to make plans for their future (UNICEF, 2011).

Even though the term 'adolescence' appeared to be used in the 15th Century and came from the Latin word "adolescere" which meant "to grow up or to grow into maturity" (Lerner & Steinberg, 2009). Stanley Hall was credited with discovering adolescence in 1904 (Research on Adolescence in the Twenty-First Century (Crosnoe & Johnson'2017). Adolescence was deemed to be "created" due to social change, which is mainly the convergence of several trends, such as child labour laws and universal education that extended dependency beyond childhood and postponed entry into adult roles (Modell & Goodman 1990). While WHO defines 'Adolescents' as individuals in the 10-19 years age group and 'Youth' as the 15-24 year age group. 'Young People' covers the age range 10-24 years.

India has the largest adolescent population in the world i.e. 21% of the total population. According to the census of India 2011, the total number of adolescents residing in rural areas are 181 million (72% of the total population). Also, 44 million adolescents (17%) in India belongs to the Scheduled Caste category and 23 million (9%) belong to the Scheduled Tribe category. According to the Census of India, it has also been revealed that the sex ratio of adolescents in India is low – with the lowest at 882 in 2001 to the highest at 898 in 2011. The census data also reveals that the population of Mizoram amounts to 10.97 lakhs out of which 2.27 lakhs are adolescents (10-19 years) comprising one fifth (20.67%) of the total population of Mizoram. In India, the proportion of adolescents is 24.5% in Uttar Pradesh, 16.3% in Kerala, 19% in Maharashtra. At present, India has a relative advantage over other countries in terms of the distribution of the youth population as it is home to a fifth of the world's youth. India's young population has been its most valuable asset but at the same time, it is also the most pressing challenge. Today, societies, cultures, communities, and countries are measured by their ability to cater to the needs of the youth and optimizing the benefit of youth towards the economy. Young people today are standing at the centre of the panorama of change propelled by development such as globalization, liberalization, and privatization. The change or development in all aspects influencing the culture is changing the concept of youth culture and traditions and also have a great impact upon the values and aspirations of the youth today therefore must be prepared to face these challenges (Rather & Bhat, 2011).

The emergence of a large youth population of remarkable size may have a profound impact on any country. Whether that impact is positive or negative depends largely on how the nation's governments could cater or responds to the needs of the young people and permit them to engage absolutely and meaningfully in civic and monetary affairs. The Government can choose to see their growing numbers of young people not as a problem but as a solution or an opportunity. With the right policies and investment, the young people can help in nurturing their potential so that they may become problem-solving producers, change agents and leaders of the coming decade (UNFPA, 2014).

Besides family, two key institutions structured the pathway of adolescents. Starting from schools, sociologists have traditionally studied the organization of high schools through academic tracks (e.g., vocational, college preliminary). But with formal tracking being largely dismantled (Lucas, 2001), new organizational frameworks have been identified, including patterns of course-taking, critical courses (e.g., advanced math), and course trajectories (Gamoran & Hannigan 2000, McFarland 2006, Riegle-Crumb 2006). Hence it clearly shows that students' school pathways are far more complex than that the traditional view of the track suggests. Studies in the past decade have also given importance to the changing role of higher education in adolescents' lives. Expectations to complete higher education and earning graduate degrees have risen dramatically, faster than actual attainment (Jacob & Wilder 2010, Reynolds et al. 2006).

1.2 Socio-Economic Status

Traditionally, parental educational achievement, parental employment position, and household or family income have been included as components of a student's SES, with appropriate adjustments for household or family composition. Additional family household, neighbourhood, and school resources might be included in an expanded SES measure. SES has been regularly used as a latent construct for measuring family background (Bofah & Hannula, 2017). However, among empirical research, there is no common perception on how to operationalise the concept. SES has always been conceptualized and measured in various ways. It has been conceptualized as the occupational status of the father (Taussig, 1920), then the later measurement of SES was proposed which included questions about household possession, parent's education, father's occupation, and other important information (Cuff, 1934). By the 1980s, there was an emergence of consensus which comes into conclusion that SES should be a composite variable, typically measuring education, income, and occupation, since these three indicators reflect different aspects of family background (Brese & Mirazchyski 2013). (Bofah & Hannula, 2017).

As it has been stated by NCES (2012) students, which implies to adolescents, do not have an SES of their own so their SES is measured by their family's SES which includes 3 main components i.e.; Parent's education, family income, and parent's occupation. Hence, the collection of information ended up

being very challenging when the sample studied are young people who are unaware of such information or are a little bit aware leading to inaccurate results of the study. One instance is The National Assessment of Educational Progress (NAEP) in the United States who does not collect information about family income or parental occupation directly from students, as they believe that many of them are unable to provide an accurate report of such data (Musu-Gillette, 2016). So the collection of data regarding SES must be handled with careful consideration to attain a more accurate result.

According to Rani (2018), *“the socio-economic status in a layman's way of thinking would simply refer to the stratification of the society into three main categories i.e. high, middle, and low. Socio-economic Status has usually been confined to five components.*

1. *Education of the parents and other members of the family.*
2. *The profession of parents and other members.*
3. *The income of the family from all sources.*
4. *Size of the family.*
5. *Total status of the family.”*

However, according to Kuppuswamy (1959), the primary indicators of socio-economic status consist of three variables i.e.; education, occupation and income. The Kuppuswamy scale is also one of the most commonly used tools for the assessment of SES. SES is considered as one's ability to access monetary, societal, cultural, and human capital resources. Generally, a student's SES is composed of factors such as parents educational attainment, parent's profession, and household or family income, all of which have been adjusted appropriately for household or family composition, since students, which implies to adolescents, do not have an SES of their own (NCES, 2012).

Parents Employment- Parental occupation refers to the main work undertaken by the parent/guardian, especially the head of the family. When parents have a steady income, at that point they are by and large able to supply for a steady lodging and a healthy household. Even when their income is not much, they still are aware of how to manage the household, while low-income families are required to give up certain desires they have as they would not be

able to fulfil them anyhow. This also influences the aspirations of the child who were compelled to give up in getting their desired education due to insufficient funds, this shows the vitality of income for maintaining and sustaining a healthy household (Kapur, 2018). Existing research on occupational inheritance has shown that an offspring's inheritance is influenced by his or her parents' occupation. The profession of his or her parents affects his or her decision. For professionals in the middle class, children whose parents have a professional job get easy entry into the professional sector when compared with the managerial sector. And in the fields of agriculture, it is found that children of farmers when compared to non-farm proprietors are nearly five times more likely to become farmers themselves (Egerton, 1997).

Education of the Parents- Parents' level of education refers to a scholastic achievement of mother or father in Academic Establishments, which is said to play an important role in determining a child's intellectual performance. It is believed that the child's academic achievement is mainly influenced or affected by their parents' educational level (Plomin, Defies & McClean, 1990) because it is believed that educated parents can make constructive decisions, such as how much time should be given to spend with their children, give their allowances and to decide on how much they need to give for their children's education (Haveman & Wolfe 1995).

The socio-economic status (SES) is acknowledged to be an important determinant of health, nutritional status, mortality and morbidity of an individual. SES also affects the accessibility, affordability and actual utilization of available health facilities and resources (Agarwal, et.al, 2015). In fact, some considered SES as the most important influence in morbidity and mortality (Adler & Snibbe, 2003). The lower the SES of an individual, the lesser their access to health care (APA, 2007). In the same manner, those of higher SES have access to more health knowledge, higher education, better housing and nutrition, and better health care (Adler & Snibbe, 2003). In terms of education, those children of higher SES have more access to a tutor and can also opt for private schooling. Hence, there is inequality in education itself, as many children of lower SES do not live up to expectations, as others do not encourage them to

succeed (APA, 2007). Poverty is still the main concern and social issue of India, in fact, according to the report of the National Sample Survey Office (NSSO), there are 32 million Indian children (up to 13 years of age) who have never attended any school, the majority of these children belongs to the socially disadvantaged class (India today, 2019). Adams (1996) stated, "*Low parental SES has a negative effect on academic performance of students because basic needs of students remain unfulfilled and hence they do not perform better academically.*"

1.3 Achievement Motivation

“Achievement Motivation has been defined as a concern for excellence in performance, as reflected in competition with the standards set by others or oneself, unique accomplishment, or long term involvement.” - Mc Clelland et al., (1953)

Motivation plays a significant role in the education system, in which the magnificent power of motivation can shape the future of aspiring students. It is a fact that every student or an individual may not be self motivated or may not show any signs of achievement motivation. Hence it is important to understand what makes an individual motivated or how can an individual be motivated.

In the context of a classroom, "Motivation" refers to characteristics of students' behaviour such as their interest, alertness, attention, concentration and persistence. The type of motivation produced by a desire for achievement is called 'Achievement Motivation. Some students need accomplishment in anything that they do. The desire they had to succeed drives them to accomplish every task, irrespective of the type of task, or the difficulties involved in completing it. Even though other students also feel a need for success, they tend to consider the value or worth of the task before attempting it. And if they find the task to be of no value, the student chooses not to do the task, even if they are perfectly capable of accomplishing the task (Atkinson, 1974). Still, others disregard their capabilities and thrive to plod on with their tasks, ending with some of them achieving accomplishment, while others may not. Then there is the last group; those who choose not to do the task. These students have a fear of failure and are afraid that they will not be able to accomplish the task. These students choose not to do the task at all to avoid getting humiliated by their

failure. They would rather risk a poor grade than a poor image (Veroff, et.al., 1971; Grabe, 1979).

According to Atkinson and Feather (1966), *“Achievement motivation is conceived as a talent disposition which is manifested in overt striving only when the individual perceives performance as instrumental to a sense of personal accomplishment.”*

Achievement Motivation is a consistent striving force of an individual, a desire to excel or to achieve success to a certain standard of excellence in competing for a situation. It can be learned and can be fostered among young people especially children and adolescents by providing them with a healthy environment and congenial atmosphere for their development. The easiest way to understand achievement motivation is to look at the definitions of "achievement" and "motivation" individually. The word "achievement" emphasised the outcome of effort i.e.; accomplishment or attainment (Mandel & Marcus, 1988). Motivation, on the other hand, emphasises an individual's purpose for participating in an activity, and the extent to which the individual pursues that activity, as well as the individual's perseverance. (Graham & Weiner, 1996 and see Wana &Masih, 2015)

An achievement motivation is a notion created by social psychologist McClelland that emphasises a person's or society's strong desire to achieve in many areas in order to meet self-esteem requirements. The achievement motive is often regarded as the determining element in achieving success in several areas and professions, such as education, sports, and career, among others. The history of a strong and enduring desire to succeed characterized an achieving society. An individual's high achievement motivation is at its finest when they have a high level of participation in ensuring the excellence of activities, keeping coordination and control in check. But, they may not do effectively, if they are expected to deal with a large number of activities or work in a high-stress workplace. As it is a learned motive, the function of the school and family environment in its development becomes critical. The students' socio-psychological and physical environments at school and at home have a direct impact on them. (Wani&Masih, 2015).

i. Theoretical Framework: Conceptual background of Achievement Motivation

The theoretical framework for this study was rooted in McClelland's Achievement Motivation Theory. The phenomenon of achievement has its beginning with Murray (1938) in which the term '**n-Ach**' (need for achievement) is used to refer to motivation which is a tool so important, to drive the individual to aspire and to strive towards achieving their objectives. The theory of achievement motivation was developed by David C. McClelland and John W. Atkinson (Boruah, 2018). The theory of achievement motivation also referred to as the need for achievement (n-Ach), is an important determinant of aspiration, effort, and persistence when an individual expects that his performance will be evaluated as a failure of success about some standard of excellence. Such behaviour is called achievement-oriented or in other words, the theory of achievement-oriented performance (Atkinson, 1957). Achievement Motivation is a combination of hope of success and fear of failure. The first measures a positive motive for achievement, and the second measures a negative, motive fear of failure.

According to Murray, the concept of achievement motivation (n-Ach) is related to vigorous, long-term, and persistent attempts to complete a challenging task. To labour with a single-minded focus on a high and distant objective. To have the determination to win. This personality trait is characterised by a high level of endurance and a constant concern for creating and attaining high standards of achievement. This need is influenced by an internal drive for action which is called **Intrinsic Motivation** such as the individual's interest or enjoyment in the task itself and the pressure exerted by the expectations of others known as **Extrinsic Motivation** such as rewards like money or grades, coercion or threat of punishments (Sharma, 2018). The theory of motivation that focuses mainly on the internal factors that energize and directs human behaviour is also known as 'need theory' or 'content theory'. McClelland's learned needs or three-need theory (1987) is one of the major content theories. These theories explain how individual's motivations are driven by satisfaction and dissatisfaction and how the level of motivations can be changed over time, moreover, McClelland's theory focuses on the three needs i.e.; the need for Achievement, the need for Affiliation, and the need for Power which according

to McClelland can be learned and taught. In conclusion, this theory gave us insight into the factors that influence the motivations of an individual and can help us in identifying what kind of factors has a greater impact on their level of motivation.

Considerable evidence suggests that achievement motivation is an acquired trait that an individual acquired at an early age and which remains constant through the years. However, McClelland (1978) showed that achievement motivation can be distended. Kolb (1965) conducted a study with underachieving male students from different socioeconomic backgrounds. His study found that school grades improved for all groups; however, the students from low SES backgrounds did not maintain these higher achievement levels. The conclusion as interpreted suggests that achievement motivation is a product of the social environment. Morris (1966) reported that students with a higher score of achievement motivation selected occupations commensurate with their level of ability while students who show signs of fear of failure tendencies did not. As a result, existing ideas and findings from other research helped in the formulation of concepts and objectives for the current study.

1.4 Career Aspiration

The terms 'job,' 'occupation,' and 'career' are used interchangeably but there are distinct differences in their meaning. A job is a work for making a living through earning wages or getting paid. An occupation refers to a broad category of jobs that share similar characteristics and is linked to an individual's life's vocational mission (e.g., educator, scientist, or physician). The term 'career' is derived from the Latin word carrus, which refers to something that will go on and on for many years based on one's vocation in life. A career is regarded as a lifetime journey of enhancing and utilising knowledge, skills, and experience. Therefore, it is related to the total of all events in an individual's family and social lives as influenced by, and affecting, his/her work life, and both the process and the achievement of the individual's journey through life (Omiya, 2009)

According to Rani (2018) aspirations represent a person's orientation towards particular goals. Young people need to have aspirations as it can enable them in assessing the extent to which their choices aid or obstruct their chances of achieving their goals. Two types of factors impact aspirations: environmental

factors and personal factors. A child in his early childhood is not old enough to comprehend or recognise his own abilities, interest, and values, his environment plays a vital role in shaping his aspirations. As he grows older, he began to be aware of his abilities and interests, and his aspirations became largely influenced by personal factors, however, various aspect of his aspirations e.g.; his values, are still environmental.

According to Ali and Ahmad (2019) "*Career aspiration is a goal or objective of an individual base on their career choice.*" There are five sets of goals definable as the basic needs of humans they are; physiological, safety, love, esteem, and self-actualization. An individual is motivated by the desire to achieve or to follow the various conditions upon which the basic needs and satisfaction rest (Maslow, 1943). Hence, a career aspiration is a career choice or desired job and position that one sets to attain, which acts as a guiding principle or motivator of an individual.

According to Brien (2001) "*Career Aspirations are the desire to pursue higher education after high schools, such as a four-year college, two-year college or a vocational school, to increase career possibilities.*" This means that career aspirations motivate an individual to pursue higher education. The level of aspirations of students can also influence their academic performances (Poudel&Maharjan, 2017). Furthermore, career aspirations can influence the hopelessness and self-efficacy of an individual. It reflects young people's sense of identity and hope for the future and is a marker for adolescent health and wellbeing in some aspects (Dudovitz, et.al, 2018). Hence, career aspiration motivates an individual in setting lifelong goals and planning for the future by improving performing in the present and helps to enhance the individual towards development and progress resulting in better performance and achievements in various aspects of life.

Gutman&Akerman, (2008) discussed in their study, career aspiration may be classified according to the type of jobs or based on the pay scale. For example, job aspiration may also be classified into professional occupations, intermediate occupations, technical occupations, semi-routine, or routine occupations.

According to Patel (2014), People's Career Aspirations can be divided into the following categories:

1) Career success - You would like to make use of your professional skills to achieve advancement. You seek a job that provides chances for you to be promoted

2) Security - You look for a job that provides you with a stable income. You prefer to work in places that offer a long-term secured position.

3) Expertise- You seek jobs that offer technical or professional enhancement and interest to you. You want to become an expert in a professional area.

4) Freedom -You enjoy freedom. You are motivated by values such as freedom and independence.

5) Balance -You perceive your job to be equally or less important than other non-work values such as family, religion, health, and relaxation. You prefer the jobs that you are interested in.

Brown and Brooks (Patton & McMahan, 2006) define career development as “a lifelong process of getting ready to choose, choosing, and typically continuing to make choices from among the many occupations available in our society”. Choosing a career, on the other hand, remains a significant developmental milestone in adolescence and early adulthood. Choosing a career constitutes a coming of age for teenagers, even if career trajectories may no longer be discrete, linear, or inherently stable (Bakshi, 2011).

According to McNulty (1983), Occupational Aspiration referred to the selection of occupations available in individual fields of awareness. The field of occupational aspiration is classified within the framework of the Canadian Classification and Dictionary of Occupations (cited by McNulty).

a. Ideal occupational aspiration was the choice of occupation an individual makes given optimally supportive conditions, e.g., no restraints inability, economics, talent, or opportunities to obtain further necessary education and training.

b. Real occupational aspiration was the choice of occupation an individual makes given actual conditions, e.g., restraints inability, economics, talent, or opportunities to obtain further necessary education and training.

There are many factors under the category of the two main factors of environmental and personal determinants. These factors are highlighted such as parental ambitions, social expectation, family pressure, peer pressure, culture,

social values, mass media, completions, and group cohesiveness under environmental whereas under the personal determinants such as wishes, personality, past experiences, values and interests, sex, socio-economic background, racial background and gender. Gender is a social construct that varies with the roles, norms and values of a given society or era (Phillips, 2005). Thus, career aspirations are the extent to which an individual balances his physical and mental qualities with his educational, intellectual, and vocational goals. These are individual objectives change from one person to another due to a variety of reasons.

1.4.1 Theoretical Background of Career Aspiration

1.4.2 Social Cognitive Career Theory

Social Cognitive Career Theory, a relatively new theory, developed by Lent, Brown & Hackett in 1994, incorporates students' academic goals and career aspiration and extends the Social Cognitive Theory to academic and career behaviour. The goal of SCCT is to explain three interconnected elements of career development: how educational and career choices are determined, how basic academic and career interests evolve, and how academic and career success is achieved. The theory is a combination of a number of concepts (e.g., interests, talents, values, and environmental factors) that have been linked to career development in previous theories. The core building blocks of Social Cognitive Career Theory are three intricately related variables: self-efficacy beliefs, outcome expectations, and goals. Self-efficacy stresses people's confidence in their capacity to perform the required actions for a certain task (Atagi, 2002). Outcome expectations are associated to the beliefs about the consequences or result of a specific behaviour. Outcome expectations can be linked to extrinsic reinforcement, self-directed consequences, and a fundamental knowledge of the activity. Self-efficacy plays a role in determining these expectations (Lent, et.al. 2000). Finally, the success and consequence of acts are referred to as goals (Shuck, et.al. 2008). The choice to initiate a certain activity or plan is defined as a goal (Gibbons, et.al. 2004). This theory is a useful framework that acts as a guide for explaining various aspects of educational, vocational as well as career interest development, choice-making, and performance.

1.5 Conclusion

In the present knowledge-based economy and market scenario, there is high competition, achievement motivation and career aspiration among Secondary School Students especially in the field of education. Fast changes in technology and the competitive environment had impacted the students in schools and educational institutions as well. Studying the achievement motivation and career aspiration would give a complete picture of student youth outlook at large. Based on the literature, the concept of adolescence, student youth, achievement motivation and career aspiration and its related theories were described in detail. In the next chapter, the literature pertinent to these concepts is reviewed comprehensively by the researcher.

CHAPTER II

REVIEW OF LITERATURE

Bolderston (2008) pointed out that a literature review can be an informative, critical, and useful synthesis of a particular topic. It enables the researcher to identify what is known or unknown in the subject area and also help the researcher in the formulation of questions that need further study. It also helps in understanding the concepts, theories, models, methods and different perspectives thoroughly. Furthermore, the secondary data is the only source, which provides the researcher with information and help in analyzing the present situation of the problem in the theoretical context. The researcher overviewed the collected literature to find out the research gap for further research on Career Aspiration and Achievement Motivation of Adolescents.

2.1. Studies related to career aspiration and gender

Ashby & Schoon (2010) opined in their article titled “*Career success: The role of teenage career aspirations, ambition value, and gender in predicting adult social status and earnings*”. The study finds that among the British adolescents who are 16 years old, the teenage girls from higher-income families have higher ambition value; however the same does not apply to the boys revealing the differences across genders in the association between family income and ambition value. However, the research assumption that adolescents from higher-income families have higher career aspirations and education than adolescents from lower-income families was proved to be true.

Beatrice (2010) conducted a study titled “*Influence of Sociological Factors on Career Aspiration for High school girls in Mosoch Division, Kenya.*” The study reveals that young people from a disadvantaged background wants to get a job as soon as possible while the student with a privileged background wanted to pursue higher education that will help them in their career search. The main reason for opting to work is also different between the different SES groups, while a student from disadvantaged backgrounds stated the reason for opting to work was due to financial issues, the student from the privileged background opted to work due to a lack of interest in education. Thus, the study was proving that the relationship between SES and Career Aspiration.

Bhattacharjee and Akhtar (2019) examined in their article titled "*A gender-wise Comparative Study on Career-Related Aspirations of MBA Students*" that upon studying MBA students of ICFAI, Mizoram, there are some basic differences across genders in relating to their career-related aspiration in which male shows a slightly higher salary expectation than their female counterparts, and likewise male respondent aspire for a higher job position than that of the female respondent. Thus, supporting the relationship between genders and career aspirations.

Guerrero, et. al. (2016) examined in their article titled "*Education Aspirations among Young People in Peru and their Perceptions of Barriers to Higher Education*". The longitudinal study of young people in Peru revealed the Impact of Gender on educational aspirations and actual achievements in which among the young people (the then 15 years old) more females aspire to pursue higher education than that males, but when the same sample who have become 19 years old were studied in later years, the result revealed that more male has managed to enter higher education than that of female revealing the gap between aspiration and reality. His study also reveals that the economy had also greatly impacted their choice of education as the study shows that youth from top quintile families are aiming for university rather than technical, whereas almost all of the youth from the bottom quintile family aim for technical rather than university. Hence the result was proving that families' SES also influences the aspirations of young people.

Rani (2018) had done a study titled "*Adolescents Career Aspirations, Gender, and Socio-Economic Status.*" The study was upon 100 students in Chandigarh where equal distribution across genders was made. This study reveals that girls have a significantly higher score in career aspiration than boys and the coefficient of correlation between the score of SES and Career Aspiration turns out to be positive. Hence, proving there is a significant difference in career aspirations across gender and that there is a significant relationship between Career Aspiration and SES.

Reddya & Rajaramb (2015) conducted a study on "*Career aspirations and background of students opting for fashion education courses in India*" and found that design and management courses were mostly preferred by the female while most of the male opted for technological courses. The study also found

that the majority of the parents of the designing student i.e. 70 percent, is graduate or is better qualified (UG, PG or PhD). Thus, showing that gender and parents level of education have an impact on the career decisions of the students.

Sangman and Arulmani (2013) stated in their article titled "*Career Preparation, Career Beliefs, and Academic Achievement Motivation among High School Students in Meghalaya.*" The analysis of career preparation status which reflects individual readiness to make career decisions reveals that the preparation status is higher among boys than girls in rural areas but is the complete opposite in urban where girls have higher preparation status than boys. Even though the study shows the significant differences of genders on career preparation status, it is evident that geographical distributions have an impact too

Tzu-Ling (2019) opined in his article titled "*Gender differences in high-school learning experiences, motivation, self-efficacy, and career aspirations among Taiwanese STEM college students*" that there is no significant difference between gender and most of the variables like motivation, STEM career aspiration and STEM course self-efficacy. However, the study reveals the significant differences between family support and gender in which ability female students perceive lower family support than their male counterparts even though they had similar academic ability and self-efficacy on STEM courses.

2.2. Studies related to career aspiration and socio-economic status

Pfingst (2015) opined in her article titled "*Girls' Career Aspirations: The Impact of Parents' Economic and Educational Status on Educational and Career Pathways*" that a parent's educational level is significantly associated with the child's career aspiration. More specifically, both the mother's and father's highest education which is either the completion of year 10 or year 12 or any equivalent proved to be significant, but this level of education have an impact on the students aspiring to pursue further education rather than work. This shows that students having parents with high educational quality seek development and knowledge to widen their career prospects.

Yadav (2011) opined in his article "*Self-concept, level of aspiration, anxiety and academic achievement of government and non-government school students-A comparative study*" that upon studying 400 school students of government and non-government school, the result revealed that government

girls have the highest level of aspiration amongst all comparison followed by the non-government girls who have a higher level of an aspiration than the government boys, this indicates that female students have a higher level of aspirations in particular when compared to their male counterparts. Thus, revealing the relationship between aspirations of the students and gender as well as the type of schools in which they study.

Momin and Chetry (2019) examined in their article titled “*Occupational Aspiration of Undergraduates in Meghalaya.*” The study finds that the mean score of occupational aspiration of the male and female undergraduates differ significantly in which males have significantly higher mean scores than their counterparts, indicating that males have higher career aspirations than females. Hence, the study reveals the significant differences in occupational aspirations across genders.

Gore, et. al (2015) discussed this in their article titled “*Socioeconomic status and the career aspirations of Australian school students: Testing enduring assumptions*”. The result of their study shows that the majority of the student across all SES Quartiles aspires to have professional or skilled/paraprofessional jobs. The influence of SES was particularly noticeable in the career choices of doctor which was preferred only by a student from high SES background and mechanic being preferred only by the low SES students. While a student from high SES cited interest and passion as their motivation behind career choices, a student with low SES background cited money so often. The study concluded even though there is an association between SES and Career Aspiration, the relationship between the two is weak and moderate.

Jacob and Ravindranadan (2018) discussed in their study titled “*Self-Esteem, Academic and Career Aspirations based on Socio-Economic Status of Adolescents.*” The study was conducted on 269 adolescent from various higher secondary school in Kerala, in which the finding of the study is that student with high SES have a higher mean score of career aspiration than that of a student with low SES which indicate that student with high SES are expecting higher profession whereas a student with low SES expects a Non- professional job. Hence, it is evident that there is a significant difference in Career Aspirations based on the SES of Adolescents.

Koundal (2019) investigated in their article titled “*Socio-Economic Background and Aspirations of Scheduled Castes students in J & K*”. Upon studying the two components of SES i.e. parental education and parental income, the study reveals that students whose parents are educated tend to expect higher professions for their future career while students whose parental education is low are choosing a lower career goal. The same applied to parental income where students from high economic backgrounds have chosen high professions for their future career while a student from low-income families set lower future goals. The result indicates that there is a significant difference in career aspirations based on parental income and parental education.

Bakshiet, al. (2012) wrote an article titled “*Influences on Career Choices as Perceived by Youth in Mumbai*”. The study had found out that the mean score for the importance of self is the highest, followed by parents, i.e.; mother and father (respectively). The importance of the influence of various family members like aunts, cousins, uncles, grandparents was low specifically, however, the mean score of the importance of each family altogether sums up to the highest, which means that family members are important for influencing the aspirations of youth.

Arulmani. et.al, (2003) discussed in their article titled, “*The Influence of Career Beliefs and Socio-Economic Status on the Career Decision-Making of High School Students in India.*” The performance of the sample on the Proficiency Beliefs Scale indicates that high school students belonging to lower SES groups place a low value on acquiring the necessary skills and education required for entering the world of work. Furthermore, Performance on the Control and Self-Direction Beliefs Scale suggests that the low SES Group had a belief that reflects a lower orientation to exercising control and self-direction over their lives. This means that low SES youth have lower aspirations and lower confidence in themselves in pursuing their goals.

2.3. Studies related to achievement motivation and socio-economic status

Salgotra& Roma (2018) observed in their article titled “*Educational Aspiration and Socio-Economic Status among Secondary School Students*”. The study conducted on class 10th students in Jammu and Kashmir revealed that low SES and high SES of students differ significantly in their educational aspiration and the value of the coefficient of correlation study between SES and

Educational Aspiration is positive. This means that there is a positive and significant relationship between SES and the educational aspiration of the student.

D'Souza, et, al. (2003) examined in their article "*The Educational and Occupational Status of Institutionalized, Slum, and Street Children and Their Aspiration for the Future*". According to the study, more girls (91.48%) than boys (78.16%) had been introduced to formal education across all categories (institutionalized, slum, and street children). With the increasing importance given to education and free compulsory education, many more parents may be probably finding it easier and more convenient to send their children to schools. Among those with no formal education, street boys (38.8%) constituted the highest percentage and slum girls (7.4%) were the lowest. The dropout rate was higher in males during primary and middle school while it was higher in girls' higher secondary. Many parents from the lower socio-economic strata of society want more income in the family this explains the higher rate of dropout in boys at a young age, revealing the impact of SES on their life aspirations including education and career.

Makkar (2010) conducted a study on "*A study of educational aspirations and school adjustment of students in relation to organizational climate*". According to the findings, secondary school students from urban areas have substantially higher educational aspirations and better school adjustment compared to students from rural areas. Students in private schools have slightly higher educational aspirations and are better adjusted in school than students in public schools. Furthermore, the study indicates that female students have scored higher level of educational aspirations and better adjustment at school than their male counterparts. Hence, there is a significant relationship between gender and educational aspirations indicating the need for achievement to be higher in females than in males.

Rouse & Barrow (2006) discussed in their article titled "*U.S. Elementary and Secondary Schools: Equalizing Opportunity or Replicating the Status Quo?*" According to his content study, much evidence is suggesting that parental SES has an impact on their children's economic outcomes. There is also a significant difference between the cost and benefits of further schooling based on the SES of students this difference is believed to be driven by a difference in

access to a quality school. Findings from both economics and psychology suggest that if teachers have lower expectations for children from low SES families, regardless of their ability, and if their perceptions about which children have low SES are on average correct, this may raise the psychological costs of education relative to their more privileged peers and thus help explain why children low SES family attain less education.

Deinde, et.al (2020) examined in their article *“Socio-Economic Status of Parents as Predictor of Achievement Motivation of Students of Covenant University Ota, Ogun State”* The study revealed that student who completely agrees on having achievement motivation is highest in students whose parental income falls second highest within the category of income. However, on average, students from high-income parents tend to have lower achievement motivation. The study concludes that there is a significant correlation between parents' income and the achievement motivation of students.

Gouda and Sekher (2014) pointed out in their article titled *“Factors Leading to School Dropouts in India: An Analysis of National Family Health Survey-3 Data”*. The study revealed that the total percentage of girls who drop out of school is higher than boys and area-wise, the female dropout rate was higher in rural than that of urban. The main reason for school dropout was marked as 'reason related to household' with 46% of the total population agreeing to it. Their analysis also reveals that dropout rates were four times higher among the children of illiterate parents. The occupational status of the parents also has an impact, where both parents not working have a higher rate of dropout children. This analysis is evidence that family background has an impact on the child, so far that it may push the child out of education.

Chauhan (2016) opined in his article *“An Achievement Motivation and Academic Anxiety of School Going Students”* that upon the study conducted on 530 students studying in the second year of higher secondary school, in Cuddalore district of Tamil Nadu, the findings suggest that there was a significant relationship between genders and achievement motivations of the students in which achievement motivation score of boys was higher than girls.

Ojha (1973) conducted a study on *“Relation of Achievement Motivation to Parental Behaviours and certain Socio-economic variables”* and found that sons of entrepreneur fathers, boys from nuclear families and sons of younger

mothers had higher achievement than sons of bureaucrat fathers, boys from joint families and sons of middle-aged and older mothers respectively.

Yallappa (2020) conducted a study titled *“Influence of achievement motivation, self confidence and socio-economic status (SES) on the performance of inter-collegiate kho-kho players”* in which data were collected from 72 kho-kho players (both male and female) selected from the inter-collegiate level competition in Bangalore University. The study finds that high SES players have shown substantially high kho-kho performance than the low SES player, and also female players excel the males in scoring points in the kho-kho game. The study also revealed that the high achievement motivation group outscored the low achievement motivation group. Furthermore, the study indicates that there is a positive correlation between achievement motivation, SES, self confidence, and kho-kho performance in both dodging and scoring.

Rather and Sharma (2015) conducted a study titled *“Impact of Socioeconomic Status on the Academic Grades of Secondary Level Students”* in which data from 200 Secondary school students of Aligarh district of Uttar Pradesh were collected. According to the study, the SES and Academic grades of the students are intimately related. Moreover, it also revealed that there are gender differences in the performance and achievement in which male students have higher academic grades than their female counterparts. Hence, revealing the relationship between gender and achievements.

Rani & Reddy (2019) Conducted a study titled *“A Study on Achievement Motivation of Adolescent Students of Different Academic Streams”* on 80 adolescent undergraduate students from Hyderabad district, 40 males and 40 with an age range between 13- 20 years were selected by purposive sampling method. The study finds that respondents scoring moderate and high levels of motivation are more in females than their male counterparts. Furthermore, respondents scoring low level of achievement motivation are more in males than females, indicating that female respondents have higher achievement motivation than the male respondent. Hence, revealing the significant relationship between gender and achievement motivation.

Sarangi (2015) opined in her article titled *“Achievement Motivation of the High School Students: A Case Study Among Different Communities of Goalpara District of Assam”* that there is a gender difference in relating to

academic achievements of high school students, where boys have a slightly higher motivation for achievement than the girls, and also finds out that social demographic played a role in the level of achievement motivation as it is found that Non-tribal have slightly better than their tribal counterpart as well as urban student proving to have higher achievement motivation than the rural students.

Teronpi (2017) conducted a study titled “*A case study on the school dropout reasons in Karbi Anglong district of Assam.*” According to the findings of the study, many factors are resulting in school dropout among youth in the Karbi Anglong District of Assam. One of the major reasons for school dropout is poverty because most of the habitant's occupation is rice farming which is much of a seasonal occupation, moreover, the occurrence of natural disasters like floods adds to their poverty-stricken life resulting in the family needing more hands to earn. Other reasons are parents being uneducated or unaware of parents and lack of parents and students on education. Hence it is evident that parental education and income, as well as their attitude towards education which are all components of SES, is resulting in school dropout of youth to earn for the family at the earliest.

Lalsangpuii (2013) conducted a study titled “*Achievement Motivation of College students in Mizoram about their gender. Stream of study and parental education*”, according to this study, achievement motivation is the type of motivation produced by a desire for achievement. The study reveals that there are no gender differences based on achievement motivation. However, parental education impacts the achievement motivation of the undergraduate in which parents whose educational qualification is PG have the highest mean percentile score and have above average level of achievement motivation while both parents who are HSLC and below HSLC have an average level of achievement motivation with the former having a slightly higher score. Hence, supporting that parents' educational qualification has an impact on the achievement motivation of the undergraduates.

Lalliantluanga (2015) conducted a study titled “*Child Labour and Education in Rural Areas of Zawlnuam Block of Mizoram: A Case Study*”. The study revealed that out of the total population majority of the child labourer are school dropouts with the majority of the child labourers left school by the decisions of their parents and are still interested to be in school. Poverty was

found to be the main reason for children being engaged in labour. Large family size, the inadequate income of parents, and compulsion of socio-economic factors are the other causes of child labour in some cases. Here we found another evidence that family background (SES) is having a great impact on a child's life to such extent that they are stripped off of their freedom and are disabled in having aspirations.

2.4 Studies related to achievement motivation and career aspiration

Kumari & Gupta (2018) Examined in their article titled "*Occupational Aspirations of Secondary School Students about their Achievement Motivation and Parental Occupation*" that male secondary school students have higher occupational aspirations than their female counterparts, whereas, the female secondary school students have higher scores on variables of achievement motivation excelling their male counterparts. The study further reveals that occupational aspiration and achievement motivations of secondary school students are positively and significantly correlated, but an insignificant correlation exists between occupational aspiration and parental occupation of secondary school students which is considered negligible. However, the study is evident that gender, career aspiration and achievement motivation are all correlated.

Littig (1979) Opined in his article titled "*Motivational correlates of real to ideal occupational aspiration shifts among black and white men and women*" that irrespective of their race and social class, male respondents have a more stable career aspiration meaning that their ideal goals are not much different from their real goal, unlike the female respondent whose career aspiration tends to shift from real open occupation to closed ideal occupation. The study further reveals that respondents with strong achievement motivation have a lower tendency to fantasize about different ideal goals and have a stable career aspiration. Hence, the study shows that there is an association between gender and career aspiration as well as Achievement Motivation and Career Aspiration.

There is copious literature found on the Aspiration of Youth at international, national, regional, and state levels, in terms of Aspirations, Career Aspirations, Academic Achievements, and its related determinants. However a very few studies have been made on the Career Aspirations, Achievement Motivation and socio-economic status of Adolescents in India based on the

recent SES parameters and in the context of North-East India, fewer studies were found regarding the Family Environment and Educational Aspirations of Secondary and Higher Secondary School Students in Churachandpur, Manipur (Canny, 2019). However, there are no studies found with Career Aspiration, Achievement Motivation and socio-economic status among adolescents in Mizoram. Therefore, the researcher felt the need to study a particular topic and fill the research gap of the proposed study.

Although the literature on the related determinants of Aspirations, Socio-economic Status and Achievements Motivations can be found, there are, if none, or rare studies on Socio-economic Status, Achievement Motivation and Career Aspiration of adolescents in India, and in the context of both North-East India and Mizoram in this particular topic.

2.5 Conceptual Frame work of the study-

Fig.1 Illustrate the conceptual framework of the study and identify the relationship between construct in the structural model. Based on the concepts and theory of career aspiration, achievement motivation and socio-economic status and the previous empirical studies, the conceptual framework developed in this study focused on the relationship between gender, socio-economic and career aspiration as an outcome, as well as the relationship between socio-economic status and achievement motivation and finally the relationship between both the dependent variables i.e. achievement motivation and career aspiration. Four hypotheses were determined for the study as follows:

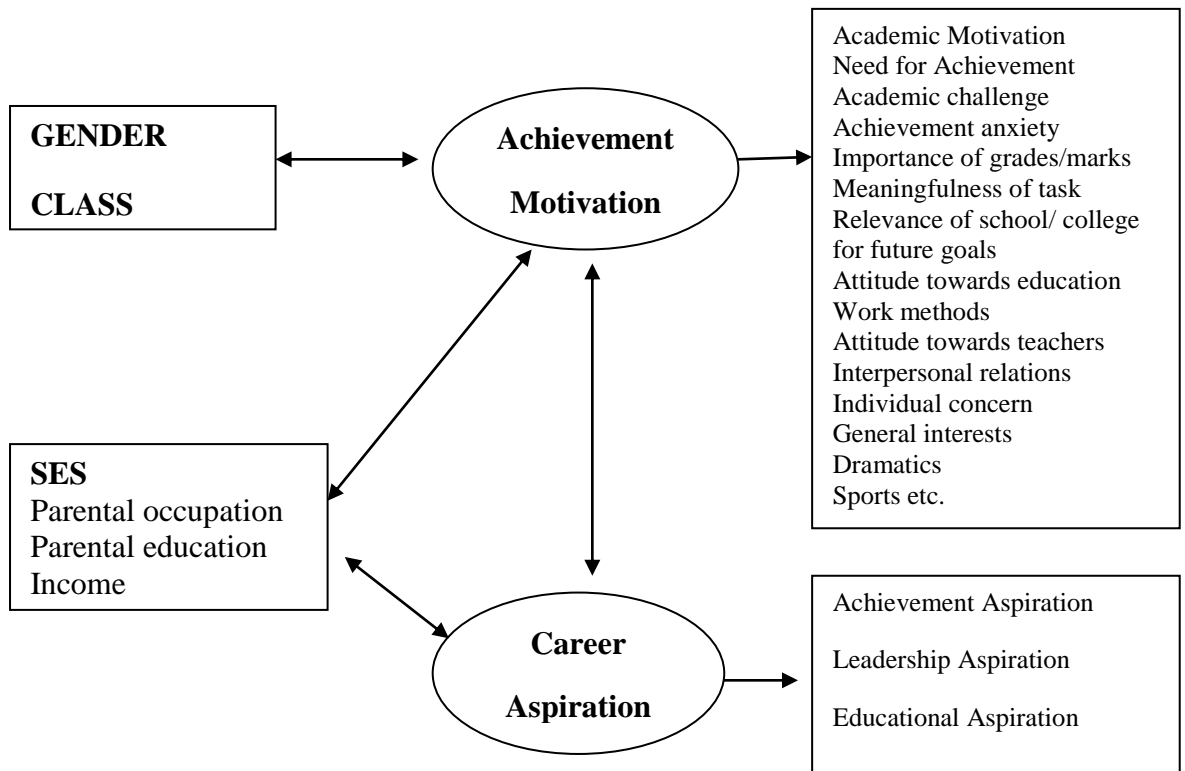


Fig 1. Conceptual Framework

The present chapter reviewed the existing literature on achievement motivation and career aspiration, gender, socio-economic status and career aspiration, socio-economic status and achievement motivation. In the light of these, the next chapter presents the settings of the present study and the research methodology adopted for the present study.

CHAPTER III

METHODOLOGY

The earlier chapter presented a critical review of the literature and the major research gaps therein. This chapter mainly deals with the research methodology and design such as sample design, tools of data collection, data processing and analysis of processed data.

3.1 Statement of the Problem

Change is inevitable in a world that is constantly developing. Due to the growing population, there is an increasing demand for goods and products as well as jobs and employment which makes competitions tougher than ever, and to challenge these competitions, people are striving for high-end education which is not only expensive but is difficult to access. Technological advancement and development in different aspects of life have to change the status of living every day, it introduces a new kind of social platform which divert the attention of the youth from their educational activity. Nowadays, people especially the youth are drawn by the image of rich and famous people leading a fancy life which is portrayed in social media, which led them in changing their perceptions of the world as well as their attitude, values, aspirations, and lifestyle. Due to all these changes, many people are struggling in identifying themselves or are confused about what to expect for their future whether it is in education or career. Hence, the researcher felt the need to study the achievement motivation, career aspiration and socio-economic status of secondary school students of Aizawl, Mizoram.

3.2 Need and Significance of the Study

An individual's life is driven by the force of their motive to achieve their goals or objective, be it the basic necessity or beyond that. The motivation and aspiration has a far reaching impact on the individual in terms of lifestyle, course of action, behaviour, morale and values. The present study attempts to find out the achievement motivation and career aspiration of adolescents. As there are only a few studies in the particular area, the study will give an insight on the achievement motivation and career aspiration of adolescents and also provide information on the factors that may or may not have an impact on the achievement motivation and career aspirations of the adolescents.

The study presents valuable data and information that can aid the educator and guidance counselor to understand the problems along with the background variables faced by the adolescent that may inspire educators to create suitable curriculum and programme to curb the issue. Further, it may impact the design and influence the implementation of education related policies. The study will also provide literature to scholars and researchers attempting to do further studies on the related topics.

3.3. Objectives

1. To assess the Socio-economic status of high school and higher secondary school students in Aizawl, Mizoram.
2. To assess the Achievement Motivation of high school and higher secondary school students of Aizawl, Mizoram.
3. To assess the Career Aspirations of high school and higher secondary school students in Aizawl, Mizoram.
4. To find out the relationship between Socio-economic status and Career Aspirations among high school and higher secondary school students of Aizawl, Mizoram.
5. To find out the relationship between Achievement Motivation and Career Aspiration among high school and higher secondary school students of Aizawl, Mizoram.

3.4 Hypotheses

1. There is a difference in career aspirations between boys and girls student.
2. There is a relationship between the Socio-economic status and career aspirations of the student.
3. There is a relationship between Socio-economic status and achievement motivation of the student.
4. There is a relationship between achievement motivation and career aspirations of the student

The first and the second hypotheses are derived from the study conducted by Daljeet Rani (2018). The third hypothesis is derived from the study conducted by Kolb (1965). The last hypothesis is derived from the intuitive sense of the researcher.

3.5. Research Design

The present study is cross-sectional in nature and descriptive in design. The term 'design' means 'blue print pattern'. According to Kerlinger (1986) research design is "*a plan, structure and strategy of investigation conceived to obtain answers to research questions and to control variance*". The purpose of the research design is to describe the unit under investigation and plan of study that allowed the analysis of cause and effect relationships between independent and dependent variables. The study intends to describe and assesses the achievement motivation of the students and to find out the relationship between gender, socio-economic status and career aspirations dimensions, as well as the relationship between socio-economic status and achievement motivation, achievement motivation and career aspiration used in the standardized scale.

The primary data is collected through both qualitative and quantitative methods. The study adopted a mixed-method approach where quantitative and qualitative data was concurrently collected. In the qualitative method, participatory methods such as case studies and focus group discussions were included. The quantitative data was collected through a semi-structured questionnaire. The secondary data was collected from journals, articles, books, government records etc. The study utilized appropriate scales to measure career aspiration and achievement motivation.

3.6 Field of the study

The field of the present study was Aizawl city including the urban areas. The present study was conducted in both private and government schools having high school and higher secondary school from core community and peripheral community in Aizawl, Mizoram. The lists of schools from the core community are J.L. Higher Secondary School and Providence Higher Secondary School and schools from peripheral communities are Govt. Sairang High School, Sairang Higher Secondary School and Pazawna Memorial School.

The research scholar went to the Mizoram Board of School Education, Aizawl to collect a list of schools within Aizawl City and its peripheral areas. The lists of target schools were obtained from the Mizoram Board of School Education, Aizawl.

3.6.1. Aizawl

Aizawl is the capital of Mizoram, and it is situated at about 1132 meters above sea level. The city is bounded on the north by the peaks of Durtlang, with the Tlawng river valley to its west and the Tuirial river valley to its east. The total area of Aizawl is 457 square kilometres. As per the Census of 2011, the population of Aizawl is 291,822 with a sex ratio of 1029 females per 1000 males. The percentage growth of the population of Aizawl Town/City during 2001-2011 is 22.9 % against the average decadal growth of 23.5 % for the whole Eight District. It is also the centre of administration containing all the important government offices, state assembly house and civil secretariat.

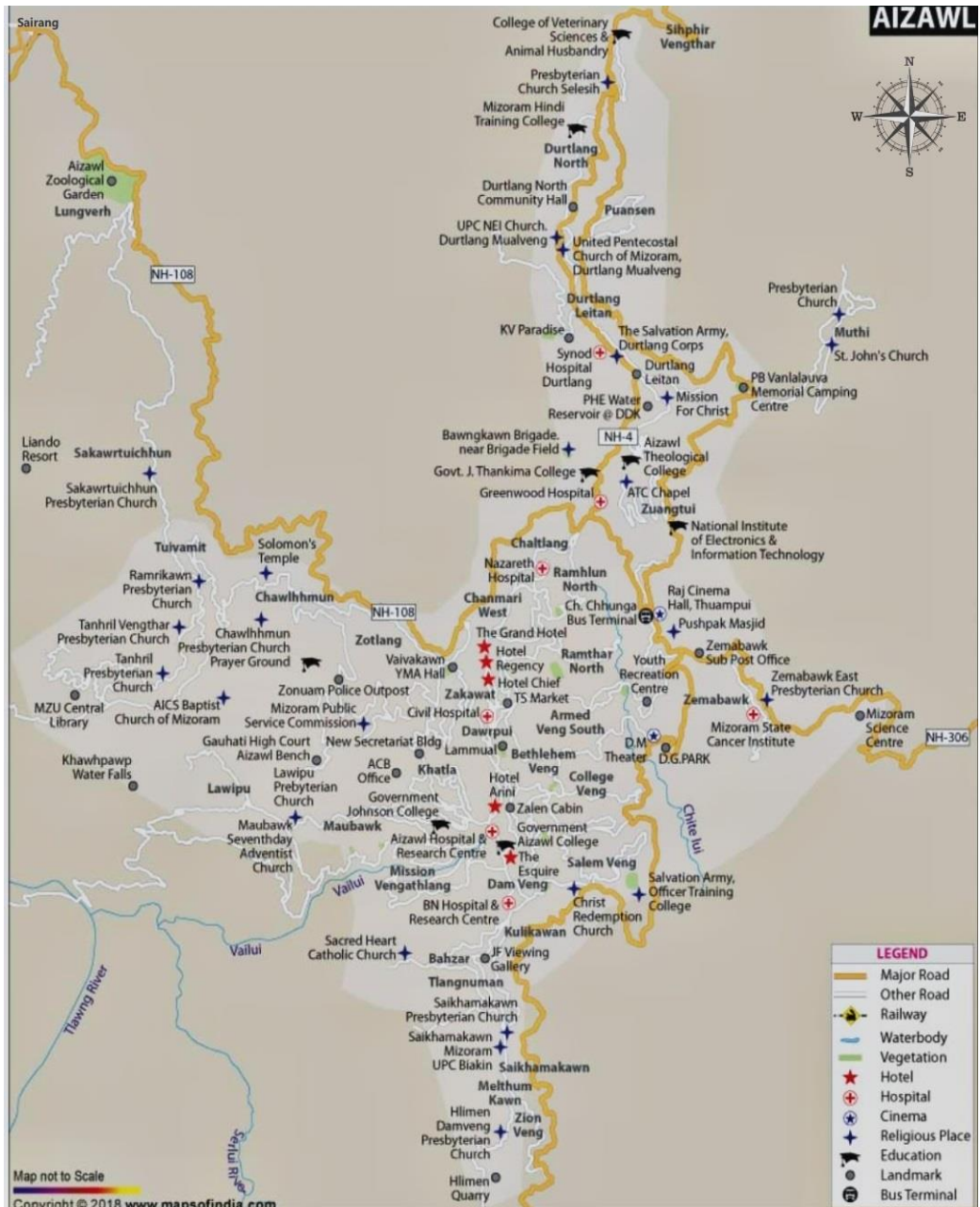


Fig 3.1 Map of Aizawl City

Source: Map of India, 2012

3.7 Method of sampling

A stratified proportionate sampling method was used for the collection of data. The criteria of samples include secondary school students of both genders. The unit of the study was individuals of both genders studying in the final year of high school and higher secondary school students selected from two communities, i.e.; the Core community and the Peripheral community in

Aizawl. The community within a radius of 3 kilometres from the Centre of the city having both secondary school and higher secondary schools was selected as a representation of the core community and the community situated at least 15 kilometres from the Centre of the town having both secondary school and higher secondary school was selected as a representation of the peripheral community.

3.8 Sources of data

The primary data was collected from both government and private schools through a quantitative method using a semi-structured questionnaire in their local language. In the qualitative method, the participatory method was included such as Case Study and Focus Group Discussion. The secondary data was collected through literature survey, magazines, books, journals and open access articles

3.9 Tools for data collection

The design of the study is descriptive and cross-sectional. The tools of data is a semi-structured questionnaire that collected both quantitative and qualitative data through open and close-ended questions. The researcher used a Revised Version of Kuppuswamy's Socio-Economic Status Scale developed by Rahul Sharma (2017) for the assessment of the Socio-economic Status of the Students. The researcher also used the Career Aspiration Scale developed by O' Brien, M.K. (2015) to assess their career aspirations among student youths and for the assessment of achievement motivation of the student, the Achievement Motivation Scale developed by Deo and Mohan (1985) was used. The data were analyzed in the form of simple proportions, descriptive statistics and inferential statistics were used for data analysis with help of the Statistical Package for Social Sciences (SPSS).

3.9.1 Revised and updated version of Kuppuswamy's Socioeconomic Scale-Rahul Sharma: The scale consists of 3 items in which the scoring is done as shown in the following table. According to the scale reliability test, Cronbach's alpha is .734 which indicates a good level of reliability.

Table 3.1 Socioeconomic Scale Indicators

<i>Education Score</i>		<i>Occupation Score</i>		<i>Family Income Per Month (in Rs.) Score</i>	<i>Socio-Economic Total Status Score</i>	
Post graduate or professional degree	7	Professional	10	Real-time updated income categories using 1 to 12 www.scaleupdate.weebly.com	Upper	26-29
Graduate degree	6	Semi-Professional	6		Upper Middle	16-25
Higher secondary certificate	5	Arithmetic Skill jobs	5		Lower Middle	11-15
High school certificate	4	Skilled worker	4		Upper Lower	5-10
Middle school certificate	3	Semi-skilled worker	3		Lower	<5
Less than middle school certificate or literate	2	Unskilled worker	2			
Illiterate	1	Unemployed	1			

Source: Sharma (2017)

The latest CPI-IW which is available before collection of data (August 2020 CPI (iw) =338) is used for assessing SES as the research is a cross-sectional study.

3.9.2 Achievement Motivation Scale- Pratibha Deo (Pune) and Asha Mohan (Chandigarh):

Deo – Mohan Achievement Motivation (n-Ach) scale was developed in 1985. It is a self-rating questionnaire consisting of 50 items among which 37 are positive items and 13 are negative items. The positive items have a response choice on a 5 point scale, given as always, frequently, sometimes, rarely and never with a score in the sequence of 4,3,2,1, and 0, whereas, the negative items have a response choice, given as similar to the positive items but the scoring is done as 0,1,2,3, and 4. The scale was tested for its reliability by conducting the statistical tests of Cronbach’s alpha and the Split- half. The values are .821 and

.715. Since the alpha value is more than .8 and the split-half value is more than .7, the tool was found to be reliable. The fifty statements comprised of the following fifteen factors of achievement motivation:

1. Academic motivation
2. Need for achievement
3. Academic challenge
4. Achievement anxiety
5. Importance of grades/marks
6. Meaningfulness of task
7. Relevance of school/ college to future goals
8. Attitude towards education
9. Work methods
10. Attitude towards teachers
11. Interpersonal relations
12. Individual concern
13. General interests
14. Dramatics
15. Sports etc.

3.9.3 Career Aspiration Scale

According to Gregor & O'Brien (2015), there are three components of Career Aspiration including leadership aspiration (leadership roles and training/managing others in one's career), educational aspiration (advanced education, training, and competency in one's career), and achievement aspiration (recognition, responsibility, and promotion in one's career), each of the three components consist of 8 items each. This Career Aspiration scale is measured with a 5-point Likert scale with a score in the sequence from of (not at all true of me) to 4 (very true of me) and consists of 24 items, whereas 5 items were negative which needs to be reversed coded. The scale was tested for its reliability by conducting the statistical tests of Cronbach's alpha and the Split-half. The values are .862 and .833. Since both the alpha value and split-half value are more than .8, the tool was found to be reliable at an excellent level.

3.10. Data Processing and Analysis

The quantitative data collected through a semi-structured questionnaire was processed and analysed with the help of Ms Excel and SPSS software. The data are presented in the form of tables. Results and findings of both the quantitative and qualitative methods are presented.

3.11. Concepts and definitions

Career Aspirations: According to Sherwood (1989) Aspiration is defined as "any goal an individual is willing to invest in beforehand". Hence, Career aspiration can be defined as a goal or objective of an individual base on their career choice (Ali & Ahmad, 2019)

Achievement Motivation: According to Mc Clelland et al., (1953) - Achievement Motivation can be defined as a concern for performance excellence, as reflected in competition with the standards set by others or oneself, unique accomplishment, or long term involvement.

Socio-economic Status: According to Parson et al. (2001), "Socio-Economic Status (SES) is the term used to distinguish between people's relative position in the society in terms of family income, political power, educational background and occupational prestige".

3.11.1 Operational Definitions

Achievement Motivation: Academic achievement refers to the performance of an individual during their course of study and their attitude to strive for success as well as the degree or level of success in competition with others with the standard sets by oneself. The motive to achieve is a social need that requires long term involvement and distinctive achievements. The need for achievement directs human behaviour and makes individuals more goal-oriented.

Career Aspiration: According to Brien (2001) "*Career Aspirations are the desire to pursue higher education after high schools, such as a four-year college, two-year college or a vocational school, to increase career possibilities.*" The career aspiration scale developed by Gregor and O'Brien (2016) has three subscales; achievement aspiration, leadership aspiration and educational aspiration. The subscales explore the level of career aspiration as well as career satisfaction. Hence, career aspiration is not only the desire to have

the career choice but also include an individual's drive to make effort in pursuing aspiration and developing oneself to increase career possibilities.

Secondary School Student: The Secondary School Student in this study refers to any adolescents who are currently studying in high school and higher secondary, particularly from standard 10 and 12.

Theoretical Frame Work

McClelland's Achievement Motivation Theory: Also known as the theory of needs, focused on the need for Achievement, the need for Affiliation, and the need for Power.

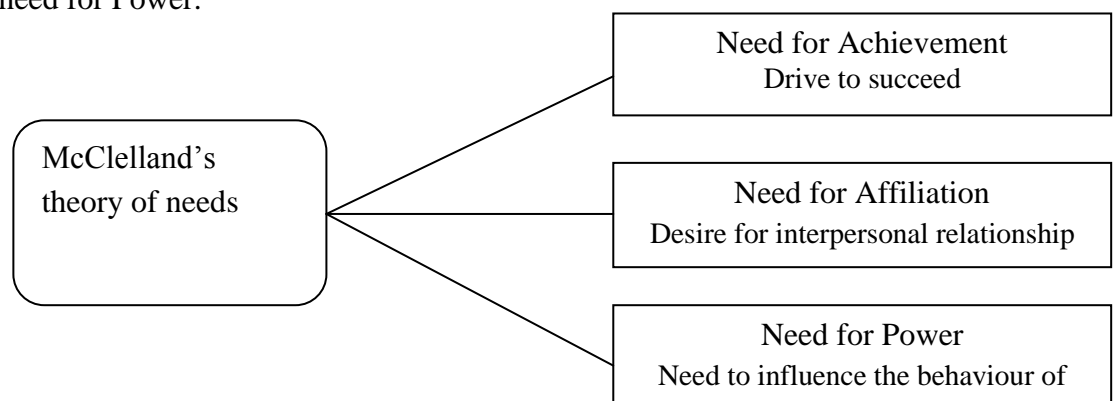


Fig.2 McClelland's theory of needs

Social Cognitive Career Theory: Three intricately linked variables- self-efficacy beliefs, outcome expectations, and goals-serve as the basic building blocks of Social Cognitive Career Theory

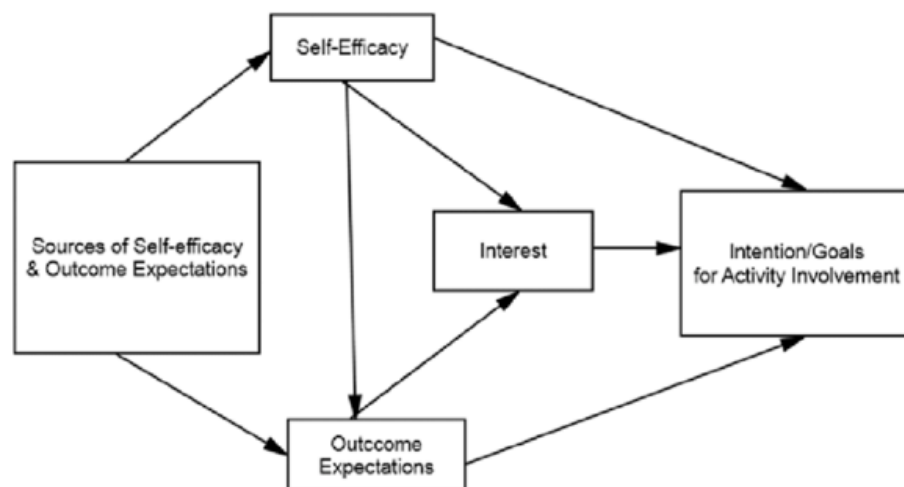


Fig.3 Social Cognitive Career Theory by Lent, Brown, and Hackett

3.12 Ethical Consideration

Permission was obtained from the school authorities before gathering information from the secondary school students. Informed consent and confidentiality were also maintained while conducting case interviews and focus group discussions. All participants were informed about the details of the study beforehand and only the researcher had access to the data.

3.13 Limitation

- The present study is restricted to only the adolescent group.
- The present study is focused on studying only adolescents from Aizawl and the sample size is small considering the entire adolescent population size, hence it cannot represent the entire adolescent level of achievement motivation and career aspiration.
- The present study is conducted among the school adolescents only and it may not encompass the whole Mizoram.

3.14 Chapter Scheme

The present study will be presented in the following chapter scheme:

Chapter I	:	Introduction
Chapter II	:	Review of Literature
Chapter III	:	Methodology
Chapter IV	:	Results and Discussions
Chapter V	:	Conclusion

In this chapter, an attempt has been made to present the empirical contexts of the present study area. It also described the various facets of the methodology of the present study In terms of research design, sampling procedure, sources of data, tools of data collection, processing and analysis and limitation of the study. In the next chapter Results and Discussion are described

CHAPTER IV

RESULTS AND DISCUSSION

The previous chapter discussed the methodology used in the research study and the limitations of the present study. In this chapter, an attempt has been made to present the results and discussions of quantitative data collected through a questionnaire and the qualitative data collected through Case Study and Focused Group Discussion among secondary school students in government and private schools from Core and Peripheral communities. The collected data are analyzed and presented in the form of two way tables with different heads profile of the respondents, socio-economic profile, achievement motivation and career aspirations.

4.1 Profile of the Respondents

The profile of the respondents is presented in age, gender, religion, denomination, tribe, sub-tribe, community, school type and family type. It is an important aspect that is relevant for the identification of target groups in the study. Age is an important factor that highlights an important characteristic about an individual such as their age group- whether they are early adolescence, middle adolescence and late adolescence - which indicates the maturity of an individual. Gender is an important variable in research, according to UNESCO, 2003 "Gender refers to the roles and responsibilities of men and women that are created in our families, our societies and our cultures. The concept of gender also includes the expectations held about the characteristics, aptitudes and likely behaviours of both women and men (femininity and masculinity)". Religion is an important variable for research as religious practices shape, and is shaped by, the culture around them; moreover, it can affect a particular person's habits. A denomination is the sub-group of religion and in the study of Mizoram, there are numbers of different denominations, whose values, practices and beliefs vary from one group to another. Location of the schools is important to determine the availability of infrastructure and access to facilities, and the type of school is an important variable that is used to indicate the capability of the students, as a private school is more expensive and is expected to provide better educational structure. There are numbers of clans under the Mizo tribe who are mainly segregate into 5 sub-tribe, namely; Lusei, Hmar, Lai, Ralte and Mara. The type

of family is another variable of demographic profile and for the study, they are classified into Joint, Nuclear and Extended.

Table 4.1 Profile of the Respondents by Gender

Sl. No	Characteristic	Gender		Total N=193
		Male n=98	Female n=95	
1	Age			
	15-17 (middle adolescence)	37 (37.8%)	52 (54.7%)	89 (46.1%)
	18-21 (late adolescence)	61 (62.2%)	43 (45.3%)	104 (53.9%)
	Mean± SD	17.84±1.181	17.39±1.188	17.26±1.202
2	Religion			
	Christian	98 (50.8%)	95 (49.2%)	193 (100%)
3	Denomination			
	Presbyterian	63 (64.3%)	62 (65.3%)	125 (64.8%)
	The Salvation Army	13 (13.3%)	5 (5.3%)	18 (9.3%)
	Baptist Church of Mizoram (BCM)	7 (7.1%)	11 (11.6%)	18 (9.3%)
	United Pentecostal Church (UPC)	7 (7.1%)	10 (10.5%)	17 (8.8%)
	Roman Catholic	1 (1%)	3 (3.2%)	4 (2.1%)
	Seventh-Day Adventist	2 (2%)	2 (2.1%)	4 (2.1%)
4	Tribe			
	Mizo	98 (100%)	92 (96.8%)	190 (98.4%)
	Others	0 (0%)	3 (3.2%)	3 (1.6%)
5	Subtribe			
	Lusei	65 (66.3%)	51 (53.7%)	116 (60.1%)
	Hmar	10 (10.2%)	16 (16.8%)	26 (13.5%)
	Ralte	12 (12.2%)	8 (8.4%)	20 (10.4%)
	Lai	10 (10.2%)	17 (17.9%)	27 (14%)
	Mara	1 (1%)	0 (0%)	1 (0.5%)
	Others	0 (0%)	3 (3.2%)	3 (1.6%)

Source: Computed

Table 4.1 shows the profile of the respondents by gender. The age group of the respondent falls between the age of 15 years and 21 years and is categorised into 2 age-groups as 15-17 years and 18-21 years. More than half of the total respondents (53.9%) are from the age group of 18-21 years (late adolescence) and nearly half of the total respondents (46.1%) are from the age group of 15-17 years. The mean age is 17.2 ($S_x=1.202$) which fall under the category of middle adolescence. Gender classification of the respondents is also shown; there is almost an equal gender distribution between males (50.7%) and females (49.3%).

With regard to religion, all the respondents belong to Christianity and in the religious denomination, Presbyterian is the dominant denomination with two-third of the respondents (64.8%) belonging to this denomination. It is followed by other denominations such as Salvation Army (9.3%) and BCM (9.3%) which is then followed by UPC which constitutes less than one-tenth of the respondents (8.8%). Other denominations followed constituting lesser than one-tenth of the respondents (3.6%) and there are few denominations such as Roman Catholic (2.1%) and Seventh Day (2.1%).

In the tribe, almost all the respondents (98.4%) belong to the Mizo tribe while the rest belong to other tribes (1.6%). Further, the respondents belong to different sub-tribe such as Lusei, Hmar, Paite, Ralte and Lai of the Mizo Tribe. Among the sub-tribe, Lusei is the predominant constituting more than half of the respondents (60.1%). It is followed by Lai constituting more than one-tenth (14%) of the respondents which is then followed by Hmar which constitute more than one-tenth (13.5%). Also, 10.4 percent of the respondents belong to the Ralte clan. A minimum of 0.5% and 1.6% belongs to Mara and other sub-tribe respectively.

4.1.1 Educational Characteristic by Class

Table 4.2 shows the respondents' educational characteristics by class Majority of the respondents are from the Class 12 constituting more than six-tenths (63.7%) of the respondents ($n=123$), whereas, respondents from the Class 10 constitute 36.3% of the respondents ($n=70$). From the findings, half of the respondents (50.8%) are male and nearly half of the respondents (49.2%), however, the difference is small.

Table 4.2 Respondents' Educational Characteristic by Class

Characteristics	Class		Total N= 193
	10th n = 70	12th n = 123	
Gender			
Male	33	65	98
	47.1%	52.8%	50.8%
Female	37	58	95
	52.9%	47.2%	49.2%
Community			
Core	55	80	135
	78.6%	65.0%	69.9%
Periphery	15	43	58
	21.4%	35.0%	30.1%
School Type			
Government	38	77	115
	54.3%	62.6%	59.6%
Private	32	46	78
	45.7%	37.4%	40.4%
Family			
Nuclear	49	86	135
	70.0%	69.9%	69.9%
Extended	9	13	22
	12.9%	10.6%	11.4%
Joint family	12	24	36
	17.1%	19.5%	18.7%

Source: Computed

Schools are selected from Core and Peripheral communities for the study and the finding shows that the more than two-third of the respondents (69.9%) are from Core communities whereas more than one-fourth of the respondents (30.1%) are from Peripheral communities. The findings suggest that more than half of the respondents (59.6%) are from Government schools while respondents from Private schools are 40.4%.

The respondents a familial characteristic by class is shown in terms of types of family which include nuclear, extended and joint family. The nuclear family is made up of a couple and their dependent children, while the joint family is made up of several generations living in the same home whereas an

extended family includes almost every blood relative, parent, grandparents, aunts/uncles, cousin, and likely spouses living in the same residents. More than two-third of the respondents (69.9%) are from nuclear family, followed by the joint family which constitute nearly one-fifth of the respondents (18.7%). A minimum 11.4% of the respondents belong to an extended family.

4.2 Socio-Economic Status of the Respondents

Socio-Economic Status is the measurement of the individual and family socio-economic characteristics to examine their ranking on a hierarchy such as wealth, power and social status (Rouse and Barrow, 2006). Furthermore, SES is a constant and accurate predictor of a wide range of outcomes across the life span, including physical and mental health. Thus, SES applies to all realms of behavioural and social science research. In the Study, it is classified into occupation and educational qualification of the head of the family, and total monthly income of the family and finally, the total score of the three variables was used to determine the respondent socio-economic status by class.

Table 4.3 shows the socio-economic profile by gender, more than one-fourth of respondents' head of the family (25.9%) had completed their study till the middle school level, followed by nearly one-fourth of the respondents' head of the family (24.9%) completing graduate-level. This is then followed by respondents' head of the family with a high school certificate constituting 20.7%. The respondents' head of the family that completed higher secondary school constitute more than one-tenth of the respondents (13.5%). A minimum 2.6% and 1.6% of the respondents' head of the family are post graduate and illiterate respectively.

In occupation, the head of the family who is having an arithmetic skill job constitute more than two-fifth of the respondents (41.5%), followed by semi-professional jobs constituting more than one-tenth of the respondents (15%). Further, it is followed by the semi-skilled worker and unskilled worker constituting more than one-tenth (11.9%) and (10.4%) of the respondent respectively. A family head who are skilled workers constitutes less than one-tenth of the respondents (8.8%). Only 6.7% of the respondents' head of the family holds professional and a minimum of 5.7% of the respondents' head of the family are unemployed.

Table 4.3 Respondents Socio-Economic Status of the Head of the family by Gender

Sl. No	Head of the Family	Gender		Total N=193
		Male n=98	Female n=95	
1	Education			
	Post-graduate or professional degree	2 (2.0%)	3 (3.2%)	5 (2.6%)
	Graduate degree	27 (27.6%)	21 (22.1%)	48 (24.9%)
	Higher Secondary Certificate	9 (9.2%)	17 (17.9%)	26 (13.5%)
	High School Certificate	20 (20.4%)	20 (21.1%)	40 (20.7%)
	Middle School Certificate	21 (21.4%)	29 (30.5%)	50 (25.9%)
	Literate, less than Middle School Certificate	17 (17.3%)	4 (4.2%)	21 (10.9%)
	Illiterate	2 (2.0%)	1 (1.1%)	3 (1.6%)
2	Occupation			
	Professional	6 (6.1%)	7 (7.4%)	13 (6.7%)
	Semi-Professional	17 (17.3%)	12 (12.6%)	29 (15%)
	Arithmetic Skill Job	39 (39.8%)	41 (43.2%)	80 (41.5%)
	Skilled worker	10 (10.2%)	7 (7.4%)	17 (8.8%)
	Semi-skilled worker	13 (13.3%)	10 (10.5%)	23 (11.9%)
	Unskilled worker	9 (9.2%)	11 (11.6%)	20 (10.4%)
	Unemployed	4 (4.1%)	7 (7.4%)	11 (5.7%)
3	Monthly Income (in Rs.)			
	52129 & above	23 (23.5%)	25 (26.3%)	48 (24.9%)
	26065-52128	33 (33.7%)	26 (27.4%)	59 (30.6%)
	19549-26064	13 (13.3%)	12 (12.6%)	25 (13%)
	13032-19548	14 (14.3%)	5 (5.3%)	19 (9.8%)
	7819-13031	12 (12.2%)	22 (23.2%)	34 (17.6%)
	2633-7818	3 (3.1%)	5 (5.3%)	8 (4.1%)
	Mean	39323.2	39595.7	39455.9

Source: Computed

Nearly one-third (30.6%) of the respondents' family monthly income falls in Rs. 26065-52128, roughly one-fourth (24.9%) of the respondents' family monthly income falls in the category of Rs. 52129 & above. The number of the respondents' family whose monthly income falls in the category of Rs. 7819-

13031 and Rs. 19549-26064 are 17.6% and 13% respectively. The family monthly income below 5000 constitutes 7.8% of the respondents. A minimum of 9.8% and 4.1% of the respondents' family monthly income falls in the category of Rs. 13032-19548 and Rs. 2633-7818 respectively. The average monthly income of the respondents is Rs. 39455.9 which is next to the highest in the monthly income score.

4.2.1 Respondents Socio-Economic Status by class

Table 4.4 Respondents Socio-Economic Status by class

Sl. No	Socio-Economic Class	Gender		Total N=193
		Male n=98	Female n=95	
1	Upper	6 (6.1%)	7 (7.4%)	13 (6.7%)
2	Upper Middle	45 (45.9%)	41 (43.2%)	86 (44.6%)
3	Lower Middle	15 (15.3%)	16 (16.8%)	31 (16.1%)
4	Upper Lower	32 (32.7%)	31 (32.6%)	63 (32.6%)

Source: Computed

Table 4.4 shows the respondents socio-economic status by class, the socio-economic class are segregated into the 5 categories i.e, Upper, Upper Middle Lower Middle, Upper Lower and Lower, however, there are no respondents whose socio-economic class falls under the lower category. The data reveals that the upper-middle class is predominant constituting more than two-fifth of the respondents (44.6%) followed by nearly one-third of the respondents (32.6%) belonging to the upper-lower class. Respondents' families whose socio-economic class falls in the category of lower-middle class constitute more than one-tenth of the respondents (16.1%). A minimum of 6.7% of the respondents' family socio-economic class falls under the upper-class category.

4.3. Achievement Motivation

Achievement Motivation can be defined as a concern for performance excellence, as reflected in competition with the standards set by others or oneself, unique accomplishment, or long term involvement (Mc Clelland. 1953). The Achievement Motivation Scale consists of 50 items with a 5 point scale, given as always, frequently, sometimes, rarely and never for the assessments of

adolescents' response. The scale consists of 15 factors of achievement motivation viz.; academic motivation, need for achievement, academic challenge, achievement anxiety, the importance of grades/marks, meaningfulness of task, relevance of school/ college to future goals, attitude towards education, work methods, attitude towards teachers, interpersonal relations, individual concern, general interests, dramatics, sports etc. The score from the respondents was the rate in three dimensions namely: High, Average and Low.

Table 4.5 Achievement Motivation of the respondents by Gender

Sl. No	Characteristic	Gender		Total N=193
		Male n=98	Female n=95	
1	Academic Motivation			
	High (Above 12)	28 (28.6%)	33 (34.7%)	61 (31.6%)
	Average (7-11)	59 (60.2%)	56 (58.9%)	115 (59.6%)
	Low (Below 6)	11 (11.2%)	6 (6.3%)	17 (8.8%)
2	Need Achievement			
	High (Above 12)	39 (39.8%)	34 (35.8%)	73 (37.8%)
	Average (7-11)	56 (57.1%)	54 (56.8%)	110 (57%)
	Low (Below 6)	3 (3.1%)	7 (7.4%)	10 (5.2%)
3	Academic Challenge			
	High (Above 11)	28 (28.6%)	20 (21.1%)	48 (24.9%)
	Average (6-10)	60 (61.2%)	60 (63.2%)	120 (62.2%)
	Low (Below 5)	10 (10.2%)	15 (15.8%)	25 (13%)
4	Academic Anxiety			
	High (Above 4)	25 (25.5%)	13 (13.7%)	38 (19.7%)
	Average (2-3)	38 (38.8%)	29 (30.5%)	67 (34.7%)
	Low (Below 1)	10 (10.2%)	53 (55.8%)	88 (45.6%)
5	Importance of Grade			
	High (Above 6)	47 (48%)	61 (4.2%)	108 (56%)
	Average (3-5)	45 (45.9%)	28 (29.5%)	73 (37.8%)
	Low (Below 2)	6 (6.1%)	6 (6.3%)	12 (6.2%)
6	Meaningfulness of Task			
	High (Above 11)	40 (40.8%)	31 (32.6%)	71 (36.8%)
	Average (6-10)	46 (46.9%)	57 (60%)	103 (53.4%)
	Low (Below 5)	12 (12.2%)	7 (7.4%)	19 (9.8%)
7	Relevance of School for Future			
	High (Above 7)	21 (21.4%)	33 (34.7%)	54 (28%)
	Average (4-6)	48 (49%)	49 (51.6%)	57 (50.3%)
	Low (Below 3)	21 (29.6%)	13 (13.7%)	42 (21.8%)

Source: Computed

Sl. No	Characteristic	Gender		Total N=193
		Male n=98	Female n=95	
8	Attitude toward Education			
	High (Above 13)	41 (41.8%)	33 (34.7%)	74 (38.3%)
	Average (9-12)	43 (43.9%)	53 (55.8%)	96 (49.7%)
	Low (Below 8)	14 (14.3%)	9 (9.5%)	23 (11.9%)
9	Work Method			
	High (Above 14)	17 (17.3%)	20 (21.1%)	37 (19.2%)
	Average (7-13)	62 (63.3%)	67 (70.5%)	129 (66.8%)
	Low (Below 6)	19 (19.4%)	8 (8.4%)	27 (14%)
10	Attitude towards Teacher			
	High (Above 9)	65 (66.3%)	72 (75.8%)	137 (71%)
	Average (5-8)	24 (24.5%)	19 (20%)	43 (22.3%)
	Low (Below 4)	9 (9.2%)	4 (4.2%)	13 (6.7%)
11	Interpersonal Relations			
	High (Above 11)	22 (22.4%)	35 (36.8%)	57 (29.5%)
	Average (6-10)	68 (69.4%)	54 (56.8%)	122 (63.2%)
	Low (Below 5)	8 (8.2%)	6 (6.3%)	14 (7.3%)
12	Individual concern			
	High (Above 6)	76 (77.6%)	72 (75.8%)	148 (76.7%)
	Average (3-5)	19 (19.4%)	20 (21.1%)	39 (20.2%)
	Low (Below 2)	3 (3.1%)	3 (3.2%)	6 (3.1%)
13	General Interest			
	High (Above 12)	29 (29.6%)	29 (30.5%)	58 (30.1%)
	Average (6-11)	56 (57.1%)	46 (48.4%)	102 (52.8%)
	Low (Below 5)	13 (13.3%)	20 (21.1%)	33 (17.1%)
14	Dramatics			
	High (Above 6)	11 (11.2%)	24 (25.3%)	35 (18.1%)
	Average (3-5)	49 (50%)	48 (50.5%)	97 (50.3%)
	Low (Below 2)	38 (38.8%)	23 (24.2%)	61 (31.6%)
15	Sport etc			
	High (Above 14)	37 (37.8%)	18 (18.9%)	55 (28.5%)
	Average (7-13)	51 (52%)	54 (56.8%)	105 (54.4%)
	Low (Below 6)	10 (10.2%)	23 (24.2%)	33 (17.1%)

Table 4.5 shows the achievement motivation scores of the respondents by gender that more than half of the respondents (59.6%) scored average in academic motivation. Less than one-third of the respondents (31.6%) scored high and also few of the respondents (8.8%) scored high in academic motivation.

In need achievement, more than half of the respondents (57%) scored average, while more than one-third of the respondents (37.8%) have high need achievement and the rest of the few respondents (5.2%) scored the low level of need achievements.

On academic challenge, two-third of the respondents (62.2%) has an average score. One-fourth of the respondents (24.9%) score high in academic challenges while (13%) scored the low level of need achievement.

In academic anxiety, more than one-third of the respondents (45.6%) scored low. Another one-third of the respondents (34.7%) score average in academic anxiety. One-fifth of the respondents (19.7%) scored high academic anxiety.

More than half of the respondents (56%) scored high on the importance of grades. More than one-third of the respondents (37.8%) scored average and also (6.2%) scored low in the importance of grade.

In the meaningfulness of the task, more than half of the respondents (53.4%) have an average score. More than one-third of the respondents (36.8%) scored high and also (9.8%) scored low in the meaningfulness of the task.

In relevance of school for the future, half the respondents (50.3%) scored average. More than one-fourth of the respondents (28%) scored high and less than one-fourth of the respondents (21.8%) scored low in the relevance of school for the future.

In attitude toward education, roughly half of the respondents (49.7%) scored average. More than one-third of the respondents (38.3%) have a high score and only (11.9%) score low in attitude towards education.

More than two-thirds of the respondents (66.8%) scored average in the work method. Only a few of the respondents i.e.; 19.2% and 14% scored high and low in the work method respectively.

In attitude towards a teacher, more than two-thirds of the respondents (71%) have a high score. Less than one-fourth of the respondents (22.3%) scored average and also (6.7%) scored low in attitude towards teachers.

Two-third of the respondents (63%) scored average in interpersonal relations. More than one-fourth of the respondents (29.5%) scored high and the rest of the respondents (7.3%) scored low in interpersonal relations.

In individual concerns, more than two-thirds of the respondents (76.7%) scored high. Less than one-fourth of the respondents (20.2%) scored average and only a few of the respondents (3.1%) score low in individual concerns.

In general interest, more than two-fourth of the respondents (52.8%) scored average. More than one-fourth of the respondents (30.1%) scored high and also the rest of the respondents (17.1%) scored low in the general interest.

Two-fourth of the respondents (50.3%) score average in dramatics. Less than one-third of the respondents (31.6%) score low and less than one-fifth of the respondents (18.1%) scored high in dramatics.

In sports etc, more than two-fourth of the respondents (54.4%) scored average. More than one-fourth of the respondents (28.5%) scored high and less than one-fifth of the respondents (17.1%) scored low in sports etc.

4.3.1 Achievement Motivation by Gender

Table 4.6 Respondents' Level of Achievement Motivation by Gender

Achievement Motivation	Gender		Total N=193
	Male n=98	Female n=95	
Very High (49 - 60)	4 (4.1%)	4 (4.2%)	8 (4.1%)
Above Average (37- 48)	45 (45.9%)	53 (55.8%)	98 (50.8%)
Average (25 - 36)	49 (50%)	36 (37.9%)	85 (44.0%)
Below Average (13 - 24)	0 (0%)	2 (2.1%)	2 (1%)
Total	98 (100%)	95 (100%)	193 (100%)

Source: Computed

Table 4.6 shows the comparison of achievement motivation by gender. The score of the respondents is segregated into 5 categories namely: Very high, above average, average, below average and very low. However, there is no respondent whose score was very low in achievement motivation. More than

half of the respondents (50.8%) scored above average in achievement motivation. While less than two-fourth of the respondents have an average score. Only a few of the respondents (4.1%) and (1%) scored a very high and below average in achievement motivation respectively.

Table 4.7 Respondents' Level of Achievement Motivation by Class

Level	Class		Total N=193	Chi-square value	P value
	10th Class n=70	12th Class n=123			
Very High	3	5	8	7.207 ^a	.049*
	4.30%	4.10%	4.10%		
Above Average	41	57	98		
	58.60%	46.30%	50.80%		
Average	24	61	85		
	34.30%	49.60%	44%		
Below Average	2	0	2		
	2.90%	0%	1%		

Source: Computed

* P < 0.05

Table 4.7 shows the respondents' level of achievement motivation. The majority two-fourth of the respondents (50.8%) scored above average in achievement motivation. More than two-fourth of the respondents (44%) scored average level of achievement motivation. Few of the respondents scored very high (4.1%) and below-average (1%) in achievement motivation. Class-wise, the majority (58.6%) of the respondents from the 10th Class scored above average whereas, the majority (49.6%) of the respondent from the 12th Class scored average in achievement motivation. The chi-square test of the level of achievement motivation by class revealed that the table value (.049) is less than the significant value (<0.05), hence, there is a significant relationship between class and achievement motivation of secondary school students.

4.4. Career Aspiration

Career Aspiration is a continuous process of considering one's interests, skills, values and exploring the available work and learning options that fit their circumstances. It is a path that an individual wants their career to follow. The

Career Aspiration Scale have three components i.e.; leadership aspiration, educational aspiration, and achievement aspiration, each of the three components consist of 8 items each and a total of 24 items with 5 points Likert scale to check the response of Adolescents. The score from the respondents was the rate in three dimensions namely: High, Average and Low.

Table 4.8 Level of Career Aspiration concerning their components by Gender

Sl. No	Characteristic	Gender		Total N=193
		Male n=98	Female n=95	
1	Achievement Aspirations			
	High (22-32)	54 (55.1%)	49 (51.6%)	103 (53.4%)
	Average (11-21)	43 (43.9%)	44 (46.3%)	87 (45.1%)
	Low (0-10)	1 (1%)	2 (2.1%)	3 (1.6%)
2	Leadership Aspirations			
	High (22-32)	52 (53.1%)	43 (45.3%)	95 (49.2%)
	Average (11-21)	43 (43.9%)	49 (51.6%)	92 (47.7%)
	Low (0-10)	3 (3.1%)	3 (3.2%)	6 (3.1%)
3	Educational Aspirations			
	High (22-32)	36 (36.7%)	43 (45.3%)	79 (40.9%)
	Average (11-21)	61 (62.2%)	52 (54.7%)	113 (58.5%)
	Low (0-10)	1 (1%)	0 (0%)	1 (0.5%)

Source: Computed

Table 4.8 shows the Career Aspirations score of the respondents by gender, in which more than half the respondents (53.4%) scored high level of achievement aspiration. Less than two-fourth of the respondents (45.1%) scored average. Minimum 1.6% of the respondents scored low in achievement aspiration.

In leadership aspirations, nearly half of the respondents (49.2%) have a high score. Less than two-fourth of the respondents (47.7%) scored average. Minimum of the respondents (3.1%) score low in leadership aspirations.

In educational aspirations, more than half the respondents (58.5%) have an average score. Two-fourth of the respondents (40.9%) scored high. And minimum 0.5% of the respondents scored low level in educational aspiration.

4.4.1 Career Aspiration by Gender

Table 4.9 Level of Career Aspiration by Gender

Career Aspirations	Gender		Total N=193
	Male n=98	Female n=95	
High (65-96)	46 (46.9%)	45 (47.4%)	91 (47.2%)
Average (33-64)	52 (53.1%)	48 (50.5%)	100 (51.8%)
Low (0-32)	0 (0%)	2 (2.1%)	2 (1%)
Total	98 (50.8%)	95 (49.2%)	193 (100%)

Source: Computed

Table 4.9 shows the career aspiration score of the respondents by gender. The score of the respondent is segregated into 3 categories namely; High, average and low. The majority of the respondents (51.8%) scored average in career aspiration. More than two-fourth of the respondents have an average score in career aspirations. And a minimum 1% of the respondents scored low in career aspirations.

4.4.2 Career Aspiration by Class

Table 4.10 shows the respondents' score of Career Aspiration concerning their components by Class. The data reveals that more than half of the respondents (53.4%) scored high level in achievement aspiration. Less than two-fourth of the respondents (45.1%) scored average. Minimum of the respondents (1.6%) score low in achievement aspiration. Class-wise, the majority of the respondents from the Class 10 (58.6%) and Class 12 (50.4%) both scored a high level of achievement aspiration. Moreover, the table value ($p=.025$) of the chi-square test between achievement aspiration and class is lesser than the significant value ($<.05$). Hence, there is a significant relationship between class and achievement aspiration.

Table 4.10 Level of Career Aspiration concerning their components by Class

Sl. No	Characteristic	Class		Total N=193	Chi- square	P
		10th Class n=70	12th Class n=123			
1	Achievement Aspirations					
	High	41 (58.60%)	62 (50.40%)	103 (53.40%)	7.363 ^a	.025 *
	Average	26 (37.10%)	61 (49.60%)	87 (45.10%)		
	Low	3 (4.30%)	0 (0%)	3 (1.60%)		
2	Leadership Aspiration					
	High	39 (55.70%)	56 (45.50%)	95 (49.20%)	2.785 ^a	.248
	Average	28 (40%)	64 (52%)	92 (47.70%)		
	Low	3 (4.30%)	3 (2.40%)	6 (3.10%)		
3	Educational Aspiration					
	High	28 (40%)	51 (41.50%)	79 (40.90%)	1.780 ^a	.411
	Average	41 (58.60%)	72 (58.50%)	113 (58.50%)		
	Low	1 (1.40%)	0 (0%)	1 (0.50%)		

Source: Computed

* P < 0.05

In leadership aspirations, roughly half of the respondents (49.2%) have a high score. Less than two-fourth of the respondents (47.7%) scored average. And few of the respondents (3.1%) score low in leadership aspirations. Class-wise, the majority (55.7%) of the respondents from the Class 10 scored a high level of leadership aspiration, whereas, the majority (52%) of the respondent scored the average level of leadership aspiration. Furthermore, the table value (p=.248) of leadership aspiration by class is not significant, thus, there is no relationship between class and leadership aspiration.

In educational aspirations, more than half the respondents (58.5%) have an average score. Two-fourth of the respondents (40.9%) scored high. And only (0.5%) scored low in educational aspiration. Class-wise level of educational

aspiration shows that the majority of the respondent from the 10th Class (58.6%) and 12th Class (58.7%) scored average. The table value (p=.411) of the chi-square test reveals that the relationship between class and educational aspiration is not significant.

4.5 Correlation Matrix of Dimension of Achievement Motivation

Table 4.11 Inter Correlation Matrix of Dimension of Achievement Motivation

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	.Academic Motivation	1															
2	Need Achievement	.322**	1														
3	Academic Challenge	.258**	.290**	1													
4	Academic Anxiety	0.002	-0.059	-0.094	1												
5	Important of Grade	.301**	.199**	.208**	0.065	1											
6	Meaning-fulness of Task	.371**	0.132	.256**	0.063	.369**	1										
7	Relevance of school for future	.349**	.148*	.271**	-	0.115	.277**	.327**	1								
8	Attitude towards Education	0.082	.389**	.168*	0.001	.233**	.216**	.166*	1								
9	Work Method	.307**	.333**	.282**	-	0.044	.340**	.298**	.219**	.253**	1						
10	Attitude towards Teacher	0.118	.224**	0.135	-	0.006	.211**	0.099	.195**	.297**	0.062	1					
11	Inter personal Relations	.328**	.253**	.205**	-	0.118	.209**	.381**	.208**	0.123	.296**	0.124	1				
12	Individual Concerns	0.087	.256**	0.104	-	0.022	0.121	0.094	0.14	.181*	.297**	.243**	.195**	1			
13	General Interest	.189**	.256**	0.024	0.003	0.07	0.061	-0.005	-0.011	.184*	-0.069	.258**	0.097	1			
14	Dramatics	0.042	0.035	0.038	-	0.011	.170*	-0.031	-0.109	0.004	.148*	0.001	0.011	0.092	0.093	1	
15	Sports etc	0.117	.218**	.151*	-	0.036	0.103	.179*	0.02	.149*	0.066	0.065	0.091	0.105	.267**	0.067	1

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

The **Table 4.11** shows the respondents correlation matrix of achievement motivations. There is a correlation between need achievement and academic motivation at the 0.01 level of significance (.322). There is a correlation between academic challenge and academic motivation at the 0.01 level of significance (.258) and there is also a relationship between academic challenge and need achievement at the 0.01 level of significance (.290). There is no correlation between academic anxiety and academic motivation, need achievement, academic challenge. There is a correlation between the importance of grade and academic motivation (.301), need achievement (.199), Academic Challenge (.208) at 0.01 level. There is a correlation between meaningfulness of task and academic motivation (.371), academic challenge (.256), the importance of grade (.369) at 0.01 level of significance. There is a correlation between relevance of school for future and academic motivation (.349), academic challenge (.271), the importance of grade (.277), meaningfulness of task (.327) at 0.01 level of significance and there is also a relationship between relevance of task and need achievement (.148) at 0.05 level of significance. Attitude towards education correlates with need achievement (.389), the importance of grade (.233), the meaningfulness of task (.216) at 0.01 level of significance and there is also the relationship between attitude towards education and academic challenge (.168), the relevance of school for future (.166) at 0.05 level of significance. Correlation also exists between work method and academic motivation, need achievement, academic challenge, the importance of grade, meaningfulness of task, relevance of school for future, attitude towards education at 0.01 level of significance (.307, .333, .282, .340, .298, .219, .253). There is a correlation between attitude towards the teacher and need achievement (.224), the importance of grade (.211), relevance of school for future (.195), attitude towards education (.297), at 0.01 level of significance. There is a relationship between interpersonal relations and academic motivation, need achievement, academic challenge, the importance of grade, meaningfulness of task, relevance of school for future, work method, at 0.01 level of significance (.328, .253, .205, .209, .381, .208, .296). There is a correlation between individual concerns and need achievement (.256), work method (.297), attitude towards teacher (.243), interpersonal relations (.195) at 0.01 level of significance and there is also a relationship

between individual concerns and attitude towards education at the 0.05 level of significance (.226). There is a correlation between general interest and academic motivation, need achievement, interpersonal relations at 0.01 level of significance (.189, .256, .258) and there is also a relationship at 0.05 level of significance between general interest and work method (.184). At 0.05 level of significance, there is a relationship between dramatics and importance of grade (.170), work method (.148). There is a correlation between sports and need achievements general interest at 0.01 level of significance (.218, .267). There is also a correlation between sports and academic challenge (.151), the meaningfulness of task (.179), attitude towards education (.149) at a 0.05 level of significance.

4.5.1 Correlation between Socio-economic Status and Achievement Motivation

Table 4.12 inter-correlation between Socio-economic Status and Achievement Motivation

Dimensions	Socio-economic Status			Socio-economic Class (Overall)
	Head education	Head Occupation	Monthly Income	
Academic Motivation	-0.133	-0.075	-0.027	0.036
Need Achievement	-0.14	-0.049	-0.079	0.095
Academic Challenge	-0.049	0.01	0.053	-0.027
Academic Anxiety	-0.025	0.064	-0.026	0.011
Important of Grade	-0.135	-0.115	-0.081	0.116
Meaningfulness of Task	-0.108	-0.063	-0.004	0.023
Relevance of school for future	-.193**	-0.089	-0.134	0.129
Attitude towards Education	-0.027	-0.027	0.078	-0.056
Work Method	-.158*	-0.077	-0.024	0.029
Attitude towards Teacher	-.173*	-0.14	-.165*	.182*
Interpersonal Relations	0.018	-0.024	-0.038	0.032
Individual Concerns	0.064	0.073	0.123	-0.077
General Interest	0.102	0.089	.170*	-.173*
Dramatics	-0.001	-0.087	-0.025	0.02
Sports etc	0.1	.194**	.170*	-.186**
Achievement Motivation(overall)	0.042	0.111	.166*	-0.137

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.12 shows the correlations between achievement motivation and socio-economic status. Achievement motivation is assessed on 15 factors whereas; socio-economic status is assessed on 3 factors. The data reveals that head occupation is negatively correlated with the relevance of school for future (.193) at a 0.01 level of significance as well as work method (-.158), attitude towards teacher (-.173) at a 0.05 level of significance, however, does not have any correlations with other factors. Head occupation is correlated with only sports (.194) at a 0.01 level of significance but is not correlated with any other factors. At a 0.05 level of significance, monthly income is negatively correlated with attitude towards teacher (-.165) and positively correlated with general interest (.170), sports (.170), achievement motivation (.166). Socio-economic status is correlated with attitude towards teacher (.182) at a 0.05 level of significance, socio-economic status is negatively correlated with general interest (.173) at a 0.05 level of significance and sports (.186) at a 0.01 level of significance. However, achievement motivation and socio-economic status are not correlated. Hence, there is no relationship between socio-economic status and achievement motivation.

4.5.2 Correlation between Achievement Motivation and Career Aspiration

Table 4.13 inter-correlation between Achievement Motivation and Career Aspiration

		Achievement Motivation	Career Aspiration
Achievement Motivation	Pearson Correlation	1	.476**
	Sig. (2-tailed)		0
Career Aspiration	Pearson Correlation	.476**	1
	Sig. (2-tailed)	0	

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.13 shows the correlation between achievement motivation and career aspiration. Achievement Motivation is assessed on 15 factors, whereas, career aspiration is assessed on 3 dimensions. The data reveals that there is a correlation at level 0.01 of significance. The finding indicates that with the increase of achievement motivation the career aspiration also increases or vice

versa. Hence, there is a relationship between achievement motivation and career aspiration of secondary students.

4.5.3 Correlation Matrix of Dimension of Career Aspirations

Table 4.14 Inter Correlation Matrix of Dimension of Career Aspirations

	Achievement Aspiration	Leadership Aspiration	Educational Aspiration
Achievement Aspiration	1		
Leadership Aspiration	.604**	1	
Educational Aspiration	.565**	.477**	1

** Correlation is significant at the 0.01 level (2-tailed).

The **Table 4.14** shows the correlations matrix of career aspirations. There is a relationship between leadership aspiration and achievement aspiration (.604) at a 0.01 level of significance. At the 0.01 level of significance, there is also a correlation between educational aspiration and achievement aspiration (.565), leadership aspiration (.477). The findings reveal that all the dimensions of career aspirations are significantly inter-correlated.

4.5.4 Correlation between Socioeconomic Status and Career Aspiration

Table 4.15 inter-correlation between Socio-economic Status and Career Aspiration

Dimensions	Socio-economic Status			Total
	Head education	Head Occupation	Monthly Income	Socio-Economic Status
Achievement Aspiration	-0.035	-0.006	0.082	-0.047
Leadership Aspiration	.173*	.221**	.247**	-.239**
Educational Aspiration	-0.055	0.044	0.069	-0.038
Career Aspiration(Overall)	0.042	0.111	.166*	-0.137

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.15 shows the correlation between socio-economic status and career aspiration of the respondents. Career Aspiration is assessed on 3 dimensions whereas socio-economic status is assessed on 3 factors. The data reveals that head occupation is correlated with leadership aspiration (.173) at a 0.05 level of

significance; however, there is no correlation between head occupation and career aspiration. Head occupation is also correlated with only leadership aspiration (.221) at a 0.01 level of significance. Also, monthly income is correlated with leadership aspiration (.247) at a 0.01 level of significance and career aspiration (.166) at a 0.05 level of significance. A negative correlation exists between Socioeconomic status and leadership aspiration (-.239) at a 0.0 level of significance. However, Career Aspiration and Socio-economic status are not correlated. Hence, the data reveals that there is no relationship between socio-economic status and career aspiration.

4.6 Achievement Motivation and Gender t-test distribution

Table 4.16 t-test for difference between male and female with respect to Achievement Motivation of Secondary school students

Factors	Gender				Total N=193		t- Value	P - value
	Male n= 98		Female n = 95		Mean	S. D		
	Mean	S.D	Mean	S. D				
Academic Motivation	9.66	3.01	10.27	2.61	9.96	2.83	-1.502	.135
Need Achievement	10.64	2.65	10.67	3.00	10.66	2.82	-.076	.940
Academic Challenge	8.76	2.73	8.35	2.57	8.55	2.65	1.068	.287
Academic Anxiety	2.22	1.41	1.57	1.43	1.90	1.46	3.204	.002**
Important of Grade	5.31	1.86	5.98	1.91	5.64	1.91	-2.475	.014
Meaningfulness of Task	9.46	3.10	9.33	2.54	9.39	2.83	.325	.745
Relevance of school for future	4.89	2.13	5.63	1.73	5.25	1.97	-2.657	.009**
Attitude towards Education	11.71	2.54	11.55	2.36	11.63	2.44	.473	.636
Work Method	9.64	3.88	10.67	3.50	10.15	3.72	-1.936	.054*
Attitude towards Teacher	8.79	2.67	9.63	2.20	9.20	2.48	-2.398	.017**
Interpersonal Relations	8.90	2.61	9.34	2.50	9.11	2.56	-1.194	.234
Individual Concerns	6.45	1.80	6.47	1.53	6.46	1.67	-.103	.918
General Interest	9.26	3.21	9.04	3.74	9.15	3.48	.425	.671
Dramatics	3.09	2.06	4.12	2.22	3.60	2.19	-3.325	.001**
Sports etc	12.17	4.53	9.48	4.38	10.85	4.64	4.193	.000**
Total Score	120.95	21.72	122.53	19.98	121.73	20.84	-.525	.600

Source: Computed

* P < 0.05 ** P < 0.01

The **Table 4.16** shows the comparison of Achievement Motivation by gender, in which the difference between the score of male and female are highlighted, female (m=10.27) have higher academic motivation when compared to male (m=9.66) with a total mean score of 9.96, but there is no difference between

male ($m=10.64$) and female ($m=10.67$) score on need achievement and also in the score of academic challenge between male ($m=8.76$) and female ($m=8.35$) and the total mean score is 8.55. Male ($m=2.22$) supposedly have higher academic anxiety than females ($m=1.57$) and the total mean score is 1.90, but there is no difference in importance of grade between males ($m=5.31$) and females ($m=5.98$) and the total mean score is 5.64, likewise, there is no difference between male ($m=9.46$) and female ($m=9.33$) on the meaningfulness of task, the total mean score is 9.39. Female ($m=5.63$) score higher in the relevance of future of the school for future than the male ($m=4.89$) and the total mean score is 5.25. There is no difference in the score of attitude towards education between males ($m=11.71$) and females ($m=11.55$) and the total mean score is 11.63, however, females ($m=10.67$) have higher score in work method than males ($m=9.64$), the total mean score is 10.15. The score of female ($m=9.63$) is higher than male ($m=8.79$) in attitude towards the teacher and also in interpersonal relations with a mean score of female 9.34 and male 8.90, the total mean score of attitude towards the teacher and interpersonal relationship is 9.20 and 9.11 respectively. There is no significant difference between males ($m=6.45$) and females ($m=6.89$) in individual concerns and the total mean score is 6.67.

Again, there is no difference between males ($m=9.26$) and females ($m=9.04$) in the general interest, the total mean score is 6.67. In dramatics, females (4.12) scored higher than males (3.09) and the total mean score is 3.60. Moreover, the score between males and females is significantly different in sports with males ($m=12.17$) scoring higher than females ($m=9.48$) and the total mean score is 10.85. As a whole, females have slightly higher achievement motivation than their male counterparts, and the difference between the score of females and males is highest in sports etc. The data also reveals that at a 0.01 level of significance there is a relationship between gender and academic anxiety ($p=.002$), the relevance of school for the future ($p=.009$), attitude towards teachers ($p=.017$), dramatics ($p=.001$), sport etc ($p=.000$). At a 0.05 level of significance, there is a relationship between gender and work method ($p=.054$). However, the rest of the components of achievement motivation does not have a relationship with gender because their table value is greater than the p-value significant level (<0.05).

Table 4.17 t-test for difference between class 10 and class 12 with respect to Achievement Motivation of Secondary school students

Class	10th Class n= 70		12th Class n= 123		Total N=193		t	P
	Mean	SD	Mean	SD	Mean	SD		
Academic Motivation	10.46	3.193	9.68	2.575	9.96	2.831	1.838	0.068
Need Achievement	10.81	3.267	10.57	2.545	10.66	2.822	0.579	0.563
Academic Challenge	9.30	2.584	8.13	2.608	8.55	2.653	3.006	0.003**
Academic Anxiety	1.60	1.398	2.07	1.466	1.90	1.456	-2.192	0.030*
Important of Grade	5.34	1.948	5.80	1.880	5.64	1.913	-1.620	0.107
Meaningfulness of Task	9.97	2.808	9.07	2.799	9.39	2.828	2.161	0.032*
Relevance of school for future	5.47	1.831	5.13	2.048	5.25	1.975	1.156	0.249
Attitude towards Education	11.70	2.463	11.59	2.442	11.63	2.444	0.290	0.772
Work Method	10.61	3.979	9.89	3.560	10.15	3.724	1.308	0.192
Attitude towards Teacher	8.80	2.947	9.43	2.150	9.20	2.480	-1.707	0.089
Interpersonal Relations	9.34	2.507	8.98	2.583	9.11	2.555	0.938	0.349
Individual Concerns	6.46	1.799	6.46	1.596	6.46	1.668	-0.025	0.980
General Interest	9.07	3.394	9.20	3.534	9.15	3.475	-0.237	0.813
Dramatics	3.47	2.524	3.67	1.990	3.60	2.194	-0.593	0.554
Sports etc	11.51	4.475	10.47	4.712	10.85	4.643	1.505	0.134
Total score	64.11	13.348	63.53	11.434	63.74	12.132	0.322	0.748

Source: Computed

* P < 0.05 ** P < 0.01

Table 4.17 shows the t-test for the difference between class 10 and class 12 with respect to achievement motivation of secondary school students. The data reveals that at a 0.01 level of significance, there is a relationship between class and academic challenge (p=0.003). Also, at a 0.05 level of significance, there is a relationship between class and academic anxiety (p=0.030), the meaningfulness of the task (p=0.032). The data reveals that the table value of all the components of achievement motivation by class is greater than the

significant p-value ($<.05$), hence, there are no significant differences between class 10 and class 12 with respect to their achievement motivation.

4.6.2 Career Aspiration and Gender t-test distribution

Table 4.18 Respondents Career Aspiration and Gender t-test distribution

Dimensions	t	df	Sig. (2-tailed)	P
Achievement Aspiration	-.329	191	0.743	.731
Leadership Aspiration	.544	191	0.587	.913
Educational Aspiration	-.969	191	0.334	.640
Career Aspiration	-.244	191	.807	.174

Source: Computed 'p' is significant at $<.5$

Table 4.18 shows the respondent's career aspirations and gender t-test distribution of all the three career aspirations dimensions and the overall career aspirations and gender. To find out the association between career aspirations and gender a hypothesis is derived as follows:

H0: There is no association between career aspirations and gender

H1: There is an association between career aspirations and gender

From the above data, there is no significant relationship between the dimensions achievement aspirations, leadership aspirations, and educational aspirations. Further, from the overall dimension of career aspirations and gender the table value ($p=.174$) is not significant, the null hypothesis H0 is accepted and the alternative hypothesis H1 is rejected. Hence, the table shows that there is no significant association between career aspirations and the gender of the respondents.

4.7. Life Aspiration

Life Aspirations can be simply defined as the abstract dreams and wishes of an individual and regarding the current study, it includes the possible motivator and obstacle of the individual's aspiration. The life aspiration scale consists of 6 items with all items being open-ended questions to retrieve assured freedom of response from adolescents.

4.7.1 Career Choice of the Respondent by Gender

Table 4.19 Career Choice of the Respondent by Gender

Sl. No	Career Choice	Gender		Total N=193
		Male n=98	Female n=95	
1	Have	94 (95.9%)	92 (96.8%)	186 (96.4%)
2	Do not have	4 (4.1%)	3 (3.2%)	7 (3.6%)
3	Military personnel	29 (29.6%)	4 (4.2%)	33 (17.1%)
4	Teacher	10 (10.2%)	21 (22.1%)	31 (16.1%)
5	Civil Service officer	13 (13.3%)	12 (12.6%)	25 (13%)
6	Business/Entrepreneur	9 (9.2%)	9 (9.5%)	18 (9.3%)
7	Police officer	8 (8.2%)	7 (7.4%)	15 (7.8%)
8	Engineer	10 (10.2%)	3 (3.2%)	13 (6.7%)
9	Lawyer	1 (1%)	9 (9.5%)	10 (5.2%)
10	Nurse	0 (0%)	8 (8.4%)	8 (4.1%)
11	Footballer	6 (6.1%)	0 (0%)	6 (3.1%)
12	Missionary	2 (2%)	3 (3.2%)	5 (2.6%)
13	Artist	4 (4.1%)	1 (1.1%)	5 (2.6%)
14	Doctor	2 (2%)	2 (2.1%)	4 (2.1%)
15	Designer	0 (0%)	4 (4.2%)	4 (2.1%)
16	Hostess	0 (0%)	3 (3.2%)	3 (1.6%)
17	Lecturer	2 (2%)	1 (1.1%)	3 (1.6%)
18	Chartered Accountant	1 (1%)	2 (2.1%)	3 (1.6%)
19	You-tuber	2 (2%)	1 (1.1%)	3 (1.6%)
20	Lab Technician	0 (0%)	2 (2.1%)	2 (1%)
21	Architect	0 (0%)	2 (2.1%)	2 (1%)

Source: Computed

Table 4.19 shows the career choice of the respondent by gender. It highlights the difference of career choice between males and females, respondents who have a career choice is slightly more on female respondents (96.8%) than the male respondents (95.9%), hence, male respondents who do not have any career choice consist of 4.1percent which is a bit higher than female respondents (3.2%) and the total number of respondents with no career choices constitute 3.6% of the respondents. Military Personnel (17.1%) is predominant among the career choices of the respondents and is mostly preferred by male respondents (29.6%) and only a few female respondents (4.2%). It is then followed by Teachers which is mostly preferred by female respondents (22.1%) than the male student (10.2%). Civil Service Officer is also one of the most aspired careers of the respondents and is almost equally preferred by male and female respondents constituting 13.3 percent and 12.6 percent respectively. As many as 18 students i.e.; 9.3 per cent of the respondents preferred Business/entrepreneur as their career choice which is equally preferred by both genders i.e.; 9 male respondents and 9 female respondents.

The police officer is also a popular career choice with a total of 7.8 percent of respondents preferring it. Engineer is mostly aspired by the male respondents (10.2%) and only a few of the female respondents (3.2%). There are more female respondents (9.5%) opting for the lawyer as a career choice than males (1%). Career choices like Nurse is preferred only by female respondents (8.4%), whereas, the footballer is a career choice preferred only by male respondents (6.1%). Male respondents (2%) and female respondents (3.2%) preferred missionary as a career choice. More male respondents (4.1%) aspired to be an artist than that of female respondents (1.1%). The doctor is equally aspired by both male and female respondents with a total of 2.1% of respondents aspiring it. Careers like Designer, Hostess, Lab-technician and Architect are preferred only by the female respondents constituting 4.2%, 3.2%, 2.1%. and 2.1% respectively. Lecturer, Chartered Accountant and Youtuber are career choices aspired by only a few of the respondents and there are not many differences between genders in them each constituting a total of 1.6 percent of the respondents.

4.7.2 Source of Motivation

Table 4.20 Source of Motivation

Sl. No	Motivator	Yes	No
1	Any Source of Motivation	179 (92.7%)	14 (7.3%)
2	Family	60 (31.1%)	133 (68.9%)
3	Parents	53 (27.5%)	140 (72.5%)
4	Friends	14 (7.3%)	179 (92.7%)
5	Self	14 (7.3%)	179 (92.7%)
6	Teachers	11 (5.7%)	182 (94.3%)
7	Idol	11 (5.7%)	182 (94.3%)
8	Relatives	5 (2.6%)	188 (97.4%)
9	Poverty	4 (2.1%)	189 (97.9%)
10	Religion	3 (1.6%)	190 (98.4%)
11	Rival	2 (1%)	191 (99%)
12	Achievements	2 (1%)	191 (99%)

Source: Computed

Table 4.20 shows the source of motivation of the respondents. Respondents having any source of motivation constitute 92.7% whereas minimum of 7.3% of the respondents do not have any source of motivation. The data also reveal that family is predominant among the source of motivation which constitutes 31.1% of the respondents. More than one-fourth of the respondents (27.5%) claimed parents (either mother or father or both) as their source of motivation. This is followed by Friends and self which constitute an equal number of respondents (7.3%). Teachers and idols (influencers) also constitute an equal number of respondents (5.7%) choosing them as a source of

motivation. 2.7% of the respondents are motivated by their relatives, whereas, poverty (lack of money) is a source of motivation for few respondents (2.1%). Only a few respondents are motivated by religion (1.6%), rival (1%) and achievements (1%).

4.7.3 Favourite Subject

Table 4.21 Favourite Subject

Sl. No	Favourite Subject	Yes	No
1	Any Subject	185 (96.9%)	6 (3.1%)
2	Education	35 (18.3%)	156 (81.7%)
3	English	30 (15.7%)	161 (84.3%)
4	Mizo	20 (10.5%)	171 (89.5%)
5	Science	20 (10.5%)	171 (89.5%)
6	Mathematics	16 (8.4%)	175 (91.6%)
7	Political Science	16 (8.4%)	175 (91.6%)
8	Social Science	14 (7.3%)	177 (92.7%)
9	Economics	10 (5.2%)	181 (94.8%)
10	History	9 (4.7%)	182 (95.3%)
11	Sociology	8 (4.2%)	183 (95.8%)
12	Geography	7 (3.7%)	184 (96.3%)
13	IT	2 (1%)	191 (99%)

Source: Computed

The **Table 4.21** highlight the favourite subject of the respondents. While 96.9% of the respondents have a favourite subject, 3.1% of the respondents did not have any subject that they favoured. Education is the most liked subject among the respondents with a little less than two-tenth of the respondent (18.3%) favouring it, followed by English subject which is favoured by 15.7% of

the respondents. Mizo and science have the same score with both of the subjects having one-tenth of the respondents (10.5%) favouring them. Science and maths also have the same score with each of them constituting 8.7% of the respondents claiming them as a favourite subject. Less than one-tenth of the respondents' (7.3%) favourite subject is Social Science. This is followed by Economics, History, Sociology and Geography that are the favourite subject of students that constitute 5.2%, 4.7%, 4.2 and 3.7% of respondents respectively. Minimum 1% of the respondents' favourite subjects is IT (Integrated Technology).

4.7.4 Difficult Subject

Table 4.22 Difficult Subject

Sl. No	Difficult Subject	Yes	No
1	Any Subject	180 (93.3%)	13 (6.7%)
2	Mathematics	54 (28%)	139 (72%)
3	Economy	27 (14%)	166 (86%)
4	History	21 (10.9%)	172 (89.1%)
5	Science	20 (10.4%)	173 (89.6%)
6	Political Science	19 (9.8%)	174 (90.2%)
7	Sociology	15 (7.8%)	178 (92.2%)
8	English	10 (5.2%)	183 (94.8%)
9	Social Science	5 (2.6%)	188 (97.4%)
10	Geography	4 (2.1%)	189 (97.9%)
11	Mizo	3 (1.6%)	190 (98.4%)
12	PA (Public Administration)	2 (1%)	191 (99%)

Source: Computed

Table 4.22 highlight the subject that the respondent deemed as difficult or subject the respondents are weak at. Majority of the respondents (93.3%) have a subject that they find difficult while there are few respondent (6.7%) that does not. Mathematics is predominant among the difficult subject with more than

one-fourth of the respondents (28%) claiming it as the subject they find difficult, followed by Economy chose by more than one-tenth of the respondents (14%). History is among the least favoured subject constituting a little more than one-tenth of the respondents (10.9%), followed by Science which constitutes one-tenth of the respondents (10.4%). Almost one-tenth of the respondents (9.8%) finds Political Science to be the most difficult subject, followed by Sociology which is deemed the most difficult subject by 7.8% of the respondents. English is also regarded as the most difficult subject by 5.2% of the respondents. A few of the respondents (2.6%), (2.1%), (1.6%) and (1%) considered the most difficult subject to be Social Science, Geography, Mizo and PA respectively.

4.7.5 Obstacle

4.23 Respondents' Obstacles for Pursuing their Aspirations

Sl. No	Obstacle	Yes	No
1	Any Obstacle	180 (93.3%)	13 (6.7%)
2	Laziness	81 (42%)	112 (58%)
3	Money	22 (11.4%)	171 (88.6%)
4	Doubts	20 (10.4%)	173 (89.6%)
5	Gadgets	11 (5.7%)	182 (94.3%)
6	Self	11 (5.7%)	182 (94.3%)
7	English language	6 (3.1%)	187 (96.9%)
8	Health	5 (2.6%)	188 (97.4%)
9	Mental	5 (2.6%)	188 (97.4%)
10	Substance abuse	5 (2.6%)	188 (97.4%)
11	Peers	5 (2.6%)	188 (97.4%)
12	Lifestyle	4 (2.1%)	189 (97.9%)
13	Criticism	4 (2.1%)	189 (97.9%)

Source: Computed

Table 4.23 shows the obstacle of the respondents, it highlights the issue that blocks the respondents from pursuing their goals or aspirations. Most of the respondents (93.3%) have an obstacle whereas only a few of the respondents (6.7%) have none. Among all the obstacles, Laziness is predominant with more than two-fifth of the respondents (42%) finding it as the biggest issue, followed by Money related issues which is an obstacle for more than one-tenth of the respondents (11.4%). This is then followed by Doubts, which is the main obstacle for one-tenth of the respondents (10.4%). Gadget and Self constitute the same number of respondents i.e.; 5.7%, who regarded them as an obstruction for the aspirations. The English language is also a barrier to pursue goals for few respondents (3.1%). Health, Mental, Substance abuse and Peers have the same number of respondents who considered the as their main obstacle, each constituting 2.6% of the respondents. Minimum 2.1% of the respondents considered Lifestyle to be their main obstacle, as such is Criticism which is considered the main obstacle by the same number of the respondents (2.1%).

4.7.6 Awareness of Course or subject required for future career

Table 4.24 Awareness of Course or subject required for a future career by Gender

Aware of Course and Subject	Gender		Total
	Male	Female	
Yes	46 (47.9%)	50 (52.1%)	96 (49.7%)
No	52 (53.6%)	45 (46.4%)	97 (50.3%)

Source: Computed

Table 4.24 highlighted the awareness of courses or subjects required for a future career by gender, female students (52.1%) are more aware of the relevant courses and subjects needed for their future career than male students (47.9%). Likewise, there are more male students (53.6%) with a negative response on awareness of course or subject relevant for a future career than female students (46.4%). However, the total score reveals that more adolescents are giving negative response (50.3%) than positive response (49.7%), this indicates that there is more adolescent who is unaware of relevant courses and subject needed for their future career.

4.8. Qualitative findings of Achievement Motivation and Career Aspirations among Secondary School Students in Aizawl City, Mizoram

The second section presents the qualitative techniques and tools adopted for the present study. The qualitative techniques are such as case study and focus group discussion.

4.7.1 Case study:

(1) Name : Ms Chhuani (*Fictitious name*)
Age : 16
Sex : Female
Duration : 20 minutes
Date : 8th March 2021

The client Ms Chhuani is currently studying 10th standard, in JM High School Sairang. According to the client, she is not very good at studying and is weak especially in mathematics but due to their economic condition, she cannot afford tuition. The client also mentioned that it was difficult to focus on studies and that her mind easily wandered off during the class, as she was losing interest and concentration in studying due to the long gap of schooling during the Covid-19 pandemic. The client does not like writing assignments or taking exams and test and tends to have anxiety during exams as she does not have any desire to study but is scared to yield bad results. The client has a mother who is a tailor by profession, so she often helps her mother in her work. The client believes that she might become a tailor one day because she already has the basic skills and add that even though her aim in life was an officer, the client believed it was out of her reach. The client further adds that she would be satisfied as long as she has earnings regardless of the position or the type of job she would have when she grows up.

Assessment:

Case 1 reflected that many factors have an impact on the motivations of the students such as economic status as well as unexpected circumstances (Pandemic). Case 1 also revealed that career aspiration is easily influenced by the occupation of the parents as well as the personality of an individual. Case 1 shows us that support and motivation are needed to encourage students in such a

way that they could gain confidence in themselves and be aware of their capabilities.

(2) Name : Mr Pawla (*Fictitious name*)
Age : 15
Sex : Male
Duration : 20 minutes
Date : 8th March 2021

The client Mr Pawla is currently studying 10 standards, in JM High School Sairang. According to the client, he is a slow learner, due to his inability to memorise lines faster, the client sometimes feels that studying might not be for him. The client also mentioned that to add to his existing burden, due to the Covid-19 pandemic, academic activity came to a halt for almost a year and they could not even have online classes due to their peripheral location, and lessons to learn are piling up which is near impossible to cover it in roughly 2 months. Due to this the client often feels like dropping out and repeating the same year than failing or passing with a poor grade. Even though the client denied having an aim in life, he later revealed that his career choice was to have a successful YouTube channel, but he does not know or plan what the content would be, the client also revealed that his parents are aware of his dream but they find it funny and laugh it off. The client also mentioned that he does not want to become a farmer like his father due to the low earning. The client believes it is better to study hard and finds a steady job than to work in a field.

Assessment:

Case 2 revealed that career aspiration is easily influenced by parents' occupation as well as parents' level of career awareness. Case 2 also revealed that student's academic performances can be influenced by environmental vulnerability as well as location vulnerability. Case 2 also revealed that career guidance and counselling is needed to let the student be aware of the value of certain career that most people blindly assumed as low career.

(3) Name : Ms Duati (*Fictitious name*)
Age : 15
Sex : Female
Duration : 20 minutes
Date : 9th March 2021

The client Miss Ducati is currently studying 10th standard in Govt. Bethlehem Vengthlang High School, Aizawl. According to the client she had always been interested in studying especially science subjects and had once represented their school in the science fair. She had always dreamt of becoming a great scientist, but she had not let her parents be aware of it because the client believes it would be embarrassing if she could not become one. But the client believes that even if she could not become a scientist she would at least be a doctor. The client also mentioned that her parents always supported her in everything she does which makes her feel stronger and more confident, due to the same reason the client always tries to achieve higher marks to impress her parents. But one issue the client mentioned is the Covid-19 pandemic which disables them to attend regular class with uncovered syllabus piling up, to counter the issue; she revealed that her parents let her take tuition.

Assessment:

Case 3 revealed that a student's career aspiration can easily be hindered by fear of failure or poor image. Case 3 also opined that parents support and motivation can increase the achievement motivation of the student. Moreover, parents can help in identifying the students' problem as well as the solution but economics plays a vital role to access the resources important for the solution.

(4) Name : Mr Thana (*Fictitious name*)
Age : 20
Sex : Male
Duration : 20 minutes
Date : 9th March 2021

The client Mr Thana is currently studying 12th standard in Modern Higher Secondary School Aizawl. According to the client, he is not very good at studying and had repeated classes before, the client also mentioned that he often had the thought of dropping out but his parents do not allow him to do so, as they wanted him to complete at least 12th standard and have a stable government job. But the client revealed that in contrast to his parent's ideal career, he loves music and wanted to pursue a career in music, but a music career is very unpromising in a small state like Mizoram, so in the end, he obeyed his parents and stick to studying even if he hates it. Due to this, the client rarely paid attention during class and does not have a desire to achieve high marks and is satisfied as long as he could get the certificate. Regarding his future, the client does not have any plan in his career and believe fate will work it out. The client also feels that having a job is enough and there is no need to stress just to seek a promotion or get on the top as long as the job has good pay.

Assessment:

Case 4 revealed that parents support can help the student in avoiding dropping out of school, but on the other hand, parents involvement in the career choices of the student can have a negative impact such as feeling pressured and make them feel like they had no control over their own life which further results in the student getting discourage to have their own aspiration. Case 4 also shows that career aspirations of some individual are limited to a certain area of location which may seem easier to achieve, which indicate the lack of career guidance that can help in encouraging students to broaden the location of the career.

4.7.2 Focus Group Discussion :

A focus group discussion was also conducted with the students to gain more participation of students during the research process.

Sl. No	Gender	Age	Class	School
1	Female	15	10	Kendriya Vidyalaya
2	Female	15	10	Kendriya Vidyalaya
3	Male	17	10	Modern English Hr. Sec School
4	Female	17	12	Mt. Carmel
5	Male	17	12	St. Pauls

Date: 29th March 2021

Time: 12:00 pm

Place: Dawrpui

The topic of Discussion: Achievement motivation, Career Aspirations and Socio-economic Status

Highlight of discussion:

The group discussion started with the socio economic status of the student's family, according to the discussion all the students are mainly from a middle-class families.

Secondly, the discussion is about the students' need for achievement as well as their attitude towards education and learning, the students have a hard time concentrating in class as well as at home when it comes to studying, all the students have never been among the top ten in class and does not have the desire to be among the top. Some of the students mentioned not having any interest in studying ever. The students also mentioned that many of the subjects they have are unnecessary for their future careers. The student could easily identify the subject they deemed to be the most difficult but have difficulty in mentioning their favourite subject. Furthermore, most of the students are not interested in outdoor or sports activities and would rather play with their phones than

participating in such activities. Hence, the students' achievement motivation is particularly low.

Student academic challenges were also discussed, the main challenge of the students is the consequences induced by Covid-19 Pandemic, the student mentioned that due to the huge gap of school sessions being at a halt, many students started to lose interest in studying and became addicted to technological gadgets such as computer, smart-phone and TV. Moreover, board exam is around the corner but the students have difficulty in understanding many lessons due to lack of class/schooling which results in anxiety and stress.

Thirdly, relating to career aspiration, career choice was discussed in detail by the participants. Some students mentioned not having any ambition, but when probe further the students who claimed to have no ambitions mentioned having an ideal aspiration. Even the students who have an ambition mentioned having ideal aspirations in a career which their parents did not approve of. Hence, revealing that most of the student career aspirations are mostly determined by their parents' opinion and often the fear of failure to achieve goals. Moreover, the students choose a career that is easier to acquire rather than their real aspiration which is difficult to achieve.

CHAPTER - V

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher presents a brief conclusion and suggestions based on the various findings of the study. Based on these findings, the suitable implication for the social work intervention and suggestions for future studies are presented.

Achievement motivation and career aspirations play a crucial role in the developmental process of an individual, especially in adolescents, who are at the transitional stage of development. Achievement motivation and career aspirations are both psycho-social, its characteristics are more acquired than inherited. They are considered to be the indicator of the success of a student at different tasks and responsibilities: the extent to which they had achieved their goals. The student's performances are greatly influenced by the level of aspirations and motivations, but many factors could impact the knowledge, value and attitude of the adolescents. Keeping this in view, the concept of achievement motivation and career aspirations, definition, types and classifications of both are studied in the present study. In addition, the concept of adolescents, definition, classifications and types of adolescents are also studied. Furthermore, the study also ventures into the exploration of socio economic status (SES) and genders as influencing factors of achievement motivation and career aspirations.

The constantly developing world with its technological advancement and development in different aspects of life changed the status of living every day, it introduces a new kind of paying job through social media such as youtube, Instagram, Facebook, etc. Nowadays, people especially the youth are drawn by the image of rich and famous people leading a fancy life which is portrayed in social media, which led them in changing their perceptions of the world as well as their attitude, values, aspirations, and lifestyle. Due to all these changes, many people are struggling in identifying themselves or are confused about what to expect for their future whether it is education or career. Keeping in view the issues of the adolescents in the region, the present study is focused to study the following objectives:

1. To assess the Socio-economic status of high school and higher secondary school students in Aizawl, Mizoram.
2. To assess the Achievement Motivation of high school and higher secondary school students of Aizawl, Mizoram.
3. To assess the Career Aspirations of high school and higher secondary school students in Aizawl, Mizoram.
4. To find out the relationship between Socio-economic status and Career Aspirations among high school and higher secondary school students of Aizawl, Mizoram.
5. To find out the relationship between Achievement Motivation and Career Aspiration among high school and higher secondary school students of Aizawl, Mizoram.

Hypotheses

1. There is a difference in career aspirations between boys and girls student.
2. There is a relationship between the Socio-economic status and career aspirations of the student.
3. There is a relationship between Socio-economic status and achievement motivation of the student.
4. There is a relationship between achievement motivation and career aspirations of the student

The researcher used proportionate stratified sampling for the collection of data. The criteria of samples include secondary school students of both genders. A total of 193 respondents were selected from both the core area and peripheral areas of Aizawl city. Core area respondents were selected from Khatla and Zarkawt and peripheral area respondents were selected from Sairang both government and private schools.

The design of the study is descriptive and cross-sectional. The data was collected in the form of a structure from adolescents in Aizawl city. The researcher used a Revised Version of Kuppuswamy's Socio-Economic Status Scale developed by Rahul Sharma (2017) for the assessment of the Socio-economic Status of the Students. The researcher also used the Career Aspiration Scale developed by O' Brien, M.K. (2015) to assess their career aspirations

among student youths and for the assessment of achievement motivation of the student, the Achievement Motivation Scale developed by Deo and Mohan (1985) was used. The data were analyzed in the form of simple proportions, descriptive statistics and inferential statistics are used for data analysis with help of the Statistical Package for Social Sciences (SPSS). The limitation of the present study is that the study is restricted to only the adolescent group and the small size of the sample is not enough to generalize the vast distribution of adolescents across the broad area of Mizoram. Based on the objectives of the present study the conclusion is as follows:

5.1 Profile of the respondents.

- The majority of the respondents (53.9%) are from the age group of 18-21 years (late adolescence) in which less than one third (62.2%) belong to male. While more than half (54%) of the respondent belong to female and are in middle age group. The mean age is 17 years.
- Presbyterian is the dominant denomination with more than half of the total respondents (64.8%) belonging to this denomination
- Almost all the respondents (98.4%) belongs to the Mizo tribe while the rest belong to other tribes (1.6%).
- Lusei is the predominant among sub-tribe constituting more than half (60.1%) of the total respondents.

5.1.1 Educational Characteristics of the respondents.

- Majority respondents (50.7%) were male in which more than half (52.8%) of respondents were in class 12 and among the female respondents (49.3%) more than half (52.9%) were in class 10.
- The majority of respondents (69.6%) were from the core community in which more than three fourth (78.6%) were in class 10 and two third (65.5%) were in class 12.
- More than half of the respondents (59.6%) belong to Government schools in which majority (62.2%) were in class 12 and more than half (54.3%) were in class 10.
- Majority of the respondents (63.7%) are from 12th standard (class 12).
- The majority of the respondents (69.9%) are from nuclear families.

5.2 Socio Economic Status

Socio Economic Status is classified into the family head's educational qualification and occupation, total monthly income of the family and the total score of the three variables determine the socio-economic class of the respondents. The family head's educational qualification classification ranges from illiterate to post graduate degree, while the Family head's occupation is classified from unemployed through the professional job. The family's monthly income is, however, calculated as per the latest CWI with the help of an income calculator. The score of socio economic class is rated as upper, upper-middle, lower-middle, upper lower and lower, however, none of the respondents is from the lower class.

5.2.1 Socio Economic profile of the respondents

- In educational qualification, more than one-fourth (25.9%) of the respondents' family heads completed middle school level
- Among the occupation of the family head, Arithmetic skill job is predominant constituting 41.5 percent of the respondents.
- More than one-fourth (30.6%) of the respondents' family monthly income falls in the category of Rs. 26065-52128. The average (mean) monthly income of the respondents is Rs. 39455.9.

5.2.2 Socio-Economic Status of the Respondent.

- The upper-middle class is predominant among Socio-Economic Class constituting more than two-fifth (44.6%) of the respondent.
- The upper-lower class constitute about one-third (32.6%) of the respondent. Respondents' families whose socio-economic class falls in the category of lower-middle-class constitute more than one-tenth (16.1%) of the respondent.

5.3 Achievement Motivation

Achievement Motivation consists of 15 factors of achievement motivation viz.; academic motivation, need for achievement, academic challenge, achievement anxiety, the importance of grades/marks, meaningfulness of task, relevance of school/ college to future goals, attitude towards education, work methods, attitude towards teachers, interpersonal relations, individual concern, general interests, dramatics, sports etc. The items have a response choice on a 5 point scale, given as always, frequently, sometimes, rarely and never.

5.3.1 Achievement Motivations of the respondents

- The majority of the respondents (59.6%) scored average in academic motivation and there was no gender difference too.
- More than half of the respondents (57%) scored average in need achievement.
- Two-third of the respondents (62.2%) has an average score in the academic challenge.
- More than one-third of the respondents (45.6%) scored low in academic anxiety in which more than half of the (55.8%) were female.
- More than half of the respondents (56%) scored high in the importance of grade
- In the meaningfulness of the task, more than two-fourth of the respondents (53.4%) have an average score.
- The majority, two-fourth of the respondent (50.3%) scored average in the relevance of school for future
- In attitude toward education, roughly half of the respondents (49.7%) scored average in which more than half (55.8%) were female.
- More than two-thirds of the respondents (66.8%) scored average in the work method.
- Majority of the respondents (71%) has a high score in attitude towards teacher.
- Two-third of the respondents (63%) scored average in interpersonal relations.
- In individual concerns, more than two-thirds of the respondents (76.7%) scored high.
- In general interest, more than two-fourth of the respondents (52.8%) scored average.

- Two-fourth of the respondents (50.3%) score average in dramatics.
- In sports etc, more than two-fourth of the respondents (54.4%) scored average.
- In terms of overall score on the level of achievement motivation by gender, more than half (50.8%) of the respondents were found in above average in which majority (50.8%) of them were female.
- In terms of overall score on the level of achievement motivation by class, more than half (50.8%) of the respondents were found in above average.
- There is a relationship between class and achievement motivation of secondary school students.

The score of the respondents is segregated into 5 categories namely: Very high, above average, average, below average and very low. The majority of the respondents scored above average in achievement motivation. Followed by respondents scoring average in achievement motivation. Only a few of the respondents scored a very high and below average in achievement motivation. However, there is no respondent whose score was very low in achievement motivation.

5.3.2 Comparison of Level of Achievement Motivation by Class

The majority of the respondents from the 10th Class scored above average in achievement motivation whereas, the majority of the respondent from the 12th Class scored average in achievement motivation. Further, the table value ($p=.049$) of the chi-square test revealed that there is a significant relationship between class and achievement motivation of secondary school students.

5.4 Career Aspiration

The Career Aspiration have three dimensions i.e.; leadership aspiration, educational aspiration, and achievement aspiration, each of the three components consist of 8 items each and a total of 24 items with 5 points Likert scale with a score in the sequence of (not at all true of me) to 4 (very true of me) to check the response of Adolescents.

5.4.1 Career Aspirations of the respondent

- More than half the respondents (53.4%) scored high in achievement aspiration.
- In leadership aspirations, roughly half of the respondents (49.2%) have a high score.
- In educational aspirations, more than half the respondents (58.5%) have an average score.

Hence, in contradict to the respondent high score in achievement aspiration and leadership aspiration, the respondent has an average score in achievement motivation Furthermore, the career aspiration score of the respondent is segregated into 3 categories namely; high, average and low in which the majority of the respondents scored average in career aspiration. More than two-fourth of the respondents have an average score in career aspirations. And only a few of the respondents scored low in career aspirations.

5.4.2 Comparison of Level of Career Aspiration by Class

The majority of both the respondents from Class 10 and Class 12 scored a high level of achievement aspiration. Further, the table value ($p=.025$) of the chi square test revealed that there is a significant relationship between class and achievement aspiration.

The majority of the respondents from the 10th Class scored a high level of leadership aspiration, whereas, majority of the respondent from Class 12 scored an average level of leadership aspiration. However, the chi square test revealed that there is no relationship between class and leadership aspiration.

In educational aspirations, the Class-wise level of educational aspiration shows that majority of the respondent from Class 10 and Class 12 scored average. Moreover, base on the chi square test, there is no significant relationship between class and educational aspiration.

5.4.3 Correlation Matrix of Achievement Motivation of the respondent

In the correlation matrix of achievement motivations of the respondent, there is a correlation between need achievement and academic motivation. Academic challenge correlates with academic motivation and needs achievement. However, there is no correlation between academic anxiety and

academic motivation, need achievement, academic challenge. There is a correlation between the importance of grades and academic motivation, need achievement, academic challenge. There is a correlation between meaningfulness of task and academic motivation, academic challenge, the importance of grade. Relevance of school for future with academic motivation, academic challenge, the importance of grade and meaningfulness of task and need achievement. Attitude towards education correlates with need achievement, the importance of grade, the meaningfulness of task and academic challenge, the relevance of school for the future. Correlation also exists between work method and academic motivation, need achievement, academic challenge, the importance of grade, meaningfulness of task, relevance of school for future, attitude towards education.

There is a correlation between attitude towards the teacher and need achievement, the importance of grade, relevance of school for future, attitude towards education. There is a relationship between interpersonal relations and academic motivation, need achievement, academic challenge, the importance of grade, meaningfulness of task, relevance of school for future, work method. There is a correlation between individual concerns and need achievement, work method, attitude towards the teacher, interpersonal relations and attitude towards education. There is a correlation between general interest and academic motivation, need achievement, interpersonal relations and work method. Dramatics correlates with the importance of grades and work methods. There is also a correlation between sports and need achievements general interest, academic challenge, the meaningfulness of task, attitude towards education.

5.4.4 Correlation Matrix of Career Aspiration of the respondent

In the correlations matrix of career aspirations, there is a relationship between leadership aspiration and achievement aspiration. There is also a correlation between educational aspiration and achievement aspiration, leadership aspiration. The finding reveals that all the dimensions of career aspirations are significantly inter-correlated.

5.4.5 Correlation between Achievement Motivation and Career Aspiration

In the correlation between achievement motivation and career aspiration. The data reveals that there is a correlation at a level of 0.01 significance. Achievement Motivation is assessed on 15 factors, whereas, career aspiration is assessed on 3 dimensions. The finding indicates that with the increase of achievement motivation the career aspiration also increases or vice versa. Hence, there is a relationship between achievement motivation and career aspiration.

5.4.6 Correlation between Socio-economic status and Career Aspiration

In the correlation between socio-economic status and career aspiration of the respondents. Career Aspiration is assessed on 3 dimensions whereas socio-economic status is assessed on 3 factors. The data reveals that head occupation is correlated with leadership aspiration and educational aspiration; however, there is no correlation between head occupation and career aspiration. Also, monthly income is correlated with leadership aspiration and career aspiration but does not correlate with achievement aspiration and career aspiration. A negative correlation exists between Socio-economic status and leadership aspiration. However, Career Aspiration and Socio-economic status are not correlated. Hence, the data reveals that there is no relationship between socio-economic status and career aspiration.

5.4.7 Correlation between Socio-economic Status and Achievement Motivation

In the correlations between achievement motivation and socio-economic status. Achievement motivation is assessed on 15 factors whereas; socio-economic status is assessed on 3 factors. The data reveals that head occupation is negatively correlated with the relevance of school for the future and positively correlated with work method and attitude towards the teacher, however, does not have any correlations with other factors. Head occupation is correlated with only sports but is not correlated with any other factors. Monthly income is negatively correlated with attitude towards the teacher and positively correlated with general interest, sports and achievement motivation.

Socio-economic status is correlated with attitude towards the teacher and is also negatively correlated with general interest and sports. However, achievement motivation and socio-economic status are not correlated. Hence, there is no relationship between socio-economic status and achievement motivation.

5.4.8 Achievement Motivation and Gender t-test distribution

The comparison of Achievement Motivation by gender shows that females have higher scores than their male counterparts in academic motivation, the relevance of school for the future, work method, attitude toward the teacher, interpersonal relationship and drama. Whereas, males score higher than females in academic anxiety and sports only. However, there are no differences between genders in need achievement, the importance of grade, meaningfulness of task, attitude towards education, individual concern and general interest. Further, the data also reveals that there is a relationship between gender and academic anxiety, the relevance of school for the future, attitude towards teachers, dramatics, sport etc, work method. However, the rest of the components of achievement motivation do not have a relationship with gender.

5.4.9 Achievement Motivation and Class t-test distribution

The comparison of achievement motivation by class reveals that there is a relationship between class and academic challenge, academic anxiety, the meaningfulness of task. However, there are no significant differences between class 10 and class 12 in the other components of achievement motivation. Hence, there is no relationship between class and achievement motivation.

5.4.10 Career Aspiration and Gender t-test distribution

There is no significant relationship between gender and dimensions of career aspiration; achievement aspirations, leadership aspirations, and educational aspirations. Further, from the overall dimension of career aspirations and gender, the data reveals that there is no significant association between career aspirations and the gender of the respondents.

5.5. Life Aspiration

The life aspiration consists of 6 items with all items being open-ended questions to retrieve assured freedom of response from adolescents. The 6 items are: career choice, source of motivation, favourite subject, difficult subject, obstacle and awareness of course or subject required for future career.

- Majority of the respondents (96.4%) have a career choice.
- Military personnel (17.1%) are predominant among the career choices of the respondents.
- Nurse, designer, hostess, Lab-technician and architect are the career choices preferred only by female whereas, footballer is the career choice of male only.
- The majority of the respondent (92.7%) have source of motivators while a few respondents (7.3%) do not have any kind of motivator.
- Family (31.1%) is predominant among the source of motivation.
- Majority of the respondent (96.9%) have a favourite subject, however, there are few respondents (3.1%) that does not have any subject that they favoured.
- Education (18.3%) is predominant among the favourite subjects of the respondent.
- Most of the respondents (93.3%) have a subject that they find difficult while there are few respondents (6.7%) that does not.
- Mathematics is predominant among the difficult subject constituting more than one-fourth of the respondent (28%).
- Most of the respondents (93.3%) have an obstacle whereas only a few of the respondents (6.7%) have none.
- Among all the obstacles, Laziness is predominant with almost half of the respondents (42%) finding it as the biggest issue.

5.6.1 Awareness of Course or subject required for a future career by Gender

The awareness of courses or subjects required for a future career by gender revealed that female students are more aware of the relevant courses and subjects needed for their future careers than their male counterparts. Moreover, a respondent who does not know the relevant course or subject required for their future career is more male than the female. However, the total score reveals that more adolescents are giving negative response than positive response, this indicates that there is more adolescent who is unaware of relevant courses and subject required for their future career.

5.6 Case Study

Four case studies were conducted; the selected persons were both genders from the core and peripheral communities. In most of the cases, they mentioned the new Covid-19 Pandemic and how it affects their studies as well as their academic motivation and aspirations. They also mentioned having little control over their life especially in making decisions regarding their future career. In most of the cases, they mentioned having low self-confidence which disables them to pursue their desired career due to fear of failure. In some cases, parents play an important role in coping with their problems and difficulties. In most of the cases, they mentioned having low achievement motivation and career aspiration.

5.7 Focus Group Discussion

The focus group discussion highlights the student's perceptions of their achievement motivation and career aspirations. The students are not interested in studying and do not have any motive to achieve the top positions and felt that many subjects they studied are unnecessary for their future. The students are gradually becoming addicted to screens (phone, TV, computers etc) due to the Covid-19 pandemic that put school activities on halt, they are also stressed out and have anxiety due to their obligations to study for exams. The students' future careers are mostly determined by their parents who disable them from having their career aspirations. They are also discouraged to reveal their aspirations due to fear of failure or having a poor image. Furthermore, they have low achievement motivation and career aspiration.

In conclusions, the present study finds that there is no relationship between gender and career aspirations of secondary school students, a similar research findings is given by Tzu-Ling, 2019, Lalsangpuii, 2013, Shapka et al., 2008, Ali, 2019. However, this is against the findings of the studies done by Rani, 2018. The finding of the study that there is no relationship between socio-economic status and career aspiration is supported by Obiyo & Eze, 2015. However, the study is in contrary to the findings of the studies by Rani, 2018. The present study also finds that there is no relationship between socio-economic status and achievement motivation among secondary school students. Hence, this is against the studies done by Kolb, 1965, Yallappa, 2020. However, the study finds that there is a relationship between career aspiration and achievement motivation, which is supported by the studies done by Kumari & Gupta, 2018, Littig, 1979.

5.8 Social Work Implications

Social work is a new profession that is seven decades old in India. It has its philosophies and principles, knowledge and values, methods, skills and techniques to be practised or intervened to the individuals, groups and communities, those who have encountered challenges in the society. Through this social work process, the clients or the people realize the problems encountered and work out the modalities in such a way that the potentials and resources are utilized to remove the causes, deals with the symptoms and reduce the magnitude of the problem.

To understand the concept of social work, IFSW (2000) defines social work as "The social work profession promotes social change, problem-solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilising theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments..." from the definition it is clear that social work focuses on the intervention between the human individual and their environment. The present study revealed that there is no variation between genders and socio-economic status in achievement motivation and career aspirations. However, there is a positive correlation between achievement motivation and career aspiration. The study also revealed a contradicting result in which achievement aspiration score is

higher than an educational aspiration, this indicates that adolescent does not want to make an extra effort as much as they want good achievement, hence, intervention is needed to maintain a balance between achievement aspiration and educational aspiration.

The social worker can work in developing the competency of adolescents to increase their level of achievement motivation and career aspiration. Firstly, because the adolescence is a transitional stage in which individuals acquire values and beliefs and certain behaviour which impacts them throughout their life. Secondly, because the level of achievement motivation and career aspiration has an impact on the performance and achievement of an individual.

The professional social workers interested in working with students to improve their performance and behaviour both in academic and in life can conduct a similar study to further understand the importance of achievement motivation as well as a career aspiration. Awareness should also be created on the importance of both achievement motivation and career aspirations.

5.9 Suggestion

After a series of a cross-sectional studies of literature and research findings on the achievement motivation and career aspiration of the students, the following points have been suggested and recommended for enhancing achievement motivation and career aspirations of school students in Aizawl City.

- The educational board of the state can help in the formulation of policies towards adolescents, in designing their educational and vocational curriculum which would be suitable for their future not only in career but also in life.
- Career counselling or awareness programme should be organized for the students to help prepare the students in getting ready for the next step either in education or in career.
- Academic Institutions should employ professionals e.g.; school social workers, to promote a positive school climate among all students
- Classroom management techniques can be implemented in the classroom, but this strategy requires training, hence, training should be provided for the

teachers so that they will be able to enhance the achievement motivation of the students through classroom management techniques.

- Parents should also be made aware of the certain challenges faced by adolescents, especially the students so that they can provide not only physical but also emotional support in helping the students overcome their challenges.
- Further research is necessary to find out the factors influencing achievement motivation and career aspiration of the adolescent as well as challenges faced by an adolescent in their career selection process and to find out interventions/solutions.

APPENDICES

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Achievement Motivation and Career Aspirations among Secondary School Students in Aizawl City, Mizoram

Dear Respondent,

Greetings! I would like to bring to your kind information that I am an M.Phil scholar and doing research on the above-mentioned topic in the Department of Social Work, Mizoram University. In this regard, I request you to kindly spare your valuable time as well as give your responses to the questionnaire. The data collected from you will be kept CONFIDENTIAL and used only for academic purposes.

Thanking you in anticipation,

Research Scholar,
Ms. Ngurhlunchhungi
Dept. of Social work,
Mizoram University,
Aizawl -796 004

Research Supervisor,
Prof. C. Devendiran,
Dept. of Social Work,
Mizoram University,
Aizawl -796 004

I. Demographic profile of the respondent

1.	Name (optional)		
2.	Age	Years
3.	Gender		1. Male 2. Female
4.	Religion		1.Christian 2. Hindu 3. Muslim 4. Others (specify).....
5.	If Christian, which denomination, specify		
6.	Tribe		1. Mizo 2. Others
7.	Sub-tribe, please specify		1.Lusei 2. Hmar 3. Ralte 4. Lai 5. Paite 6. Mara 7. Others
8.	Type of school		1.Gov't 2.Private
9	Community/Locality of School		
10	Class/ Standard		1.Class X 2.Class XII
11	Type of Family		1)Nuclear 2)Extended 3)Joint Family

II: Socio Economic Status			
1	Education of the head of the family		1)Post-graduate or professional degree ____ 2)Graduate degree ____ 3)Higher secondary certificate ____ 4)High school certificate ____ 5)Middle school certificate ____ 6)Literate, less than Middle school certificate ____ 7)Illiterate ____
2	Occupation of the head of the family		1)Professional ____ 2)Semi-Professional____ 3)Arithmetic skill jobs____ 4)Skilled worker____ 5)Semi-skilled worker____ 6)Unskilled worker____ 7)Unemployed____
3	Monthly Income of the family	

II. Achievement Motivation:

Item No.	Statements	Always	Frequentl y	Some -times	Rarely	Never
1.	I shall be most pleased if I have to miss classes for some days.					
2.	I pay full attention to work in the class					
3.	I mind much if I reach late in the class					
4.	I love to read more and more to find unknown regions of knowledge.					
5.	I love to have a personal library, not counting text-books					
6.	I set standards for myself and then strive to achieve them.					
7.	I wish to specialize and become top most in the field of my liking.					
8.	I like to experiment and create new things and surprise people.					
9.	I work hard for hours together to be successful in whatever I undertake.					
10.	I have a tendency to find solutions of problems and puzzles other people fail at.					
11.	I aspire to get excellent					

	results in all academic competitions.					
12.	I am ready to leave the job half done and try new one.					
13.	I get nervous in the examination if one or two questions are not from the syllabus.					
14.	I prefer to go to a party rather than prepare for an examination next week.					
15.	On getting low marks, I feel disappointed and determined to work hard to do better next time.					
16.	I think I find my lessons meaningful and interesting.					
17.	While studying, my mind wanders off the lesson and I get lost in imagination.					
18.	I think it is better to gossip away in the canteen than to attend the classes.					
19.	When the teacher is teaching, I like to read stories/novels/comics or to make cartoons in the class.					
20.	The college haunts me and I want to leave it at the very first opportunity.					
21.	It irritates me a lot if I have to stay late in the college for some lectures.					
22.	I want to go to college/university because there is plenty of opportunity to enjoy life.					

23.	I think studies, sports and other activities can go together.					
24.	I agree that the present course of my study will help making my future life a success.					
25.	I feel very much frustrated if I do not get a chance to complete in the field of my choice.					
26.	I regularly take down notes in the class and complete my assignments.					
27.	I plan to study carefully all the year round in an effort to get good marks in all the subjects in all the tests.					
28.	I believe in work first and play later.					
29.	I do a lot of preparation at home for the next day's work in the class.					
30.	I like to ask questions regarding every information given in tables and charts in the books.					
31.	I think my teachers are competent in their work.					
32.	I like to create nuisance in the class and annoy teacher.					
33.	I try my utmost to please my teacher through work and not through flattery.					
34.	My friends consider me dull and shirker.					
35.	It is true that my teachers think of me as a sincere and hard working student.					
36.	I feel hurt if others (parents, teachers and friends) criticize me and I try to improve upon my weaknesses.					
37.	My parents advise me to take life easy and never bother too much for studies or for future life.					

38.	I wish to carry my mission forward in spite of facing a lot of criticism.					
39.	I think of life to be an intellectual challenge.					
40.	I am interested in organizing the activities of a group team/class/committee.					
41.	I try to get associated with the top most people in the field of my choice.					
42.	I love to have to some adventure in my leisure hour.					
43.	I would like to watch a surgical operation being performed.					
44.	I like to compete in dramatics.					
45.	I think of dancing and music to be good hobbies for students.					
46.	I have strong desire to be a champion in games/sports/athletics.					
47.	I have tried to get in the sports team of my college, to represent my team in other states or countries.					
48.	I believe sports develop initiative, leadership and discipline.					
49.	Hill climbing and mountaineering are a welcome challenge I would like to take.					
50.	On a holiday, I prefer going for cycling, swimming or boating to sitting at home without much work.					

III. Career Aspiration

Item No.	Statements	Not at all true of me	Slightly true of me	Moderately true of me	Quite a bit true of me	Very true of me
1.	I hope to become a leader in my career field.					

2.	I do not plan to devote energy to getting promoted to a leadership position in the organization or business in which I am working.					
3.	I want to be among the very best in my field.					
4.	Becoming a leader in my job is not at all important to me.					
5.	When I am established in my career, I would like to manage other employee.					
6.	I plan to reach the highest level of education on my field.					
7.	I want to have responsibility for the future direction of my organization or business.					
8.	I want my work to have a lasting impact on my field.					
9.	I aspire to have my contributions at work recognized by my employer.					
10.	I will pursue additional training in my occupational area of interest.					
11.	I will always be knowledgeable about recent advances in my field.					
12.	Attaining leadership status in my career is not that important to me.					
13.	Being outstanding at what I do at work is very important to me.					
14.	I know I will work to remain current regarding knowledge in my field.					
15.	I hope to move up to a leadership position in my organization or business.					
16.	I will attend conferences annually to advance my knowledge.					

17.	I know that I will be recognized for my accomplishments in my field.					
18.	Even if not required, I would take continuing education courses to become more knowledgeable.					
19.	I would pursue an advanced education program to gain specialized knowledge in my field.					
20.	Achieving in my career is not at all important to me.					
21.	I plan to obtain many promotions in my organization or business.					
22.	Being one of the best in my field is not important to me.					
23.	Every year, I will prioritize involvement in continuing education to advance my career.					
24.	I plan to rise to the top leadership position of my organization or business.					

IV. Life Aspirations

1.	What is your aim in life?	
2.	Who motivates you while pursuing your goal?	
3.	What is the subject that interest you the most?	
4.	What is the subject you are weak at?	
5.	What is your biggest obstacle that dragged you down while pursuing your goals?	
6.	Are you aware of the subject required in achieving your career goals?	

BIO-DATA

Name : Ngurhlunchhungi
Father's Name : Pawltinkhuma
Mother's Name : Lalhmachhuani
Address : Saron Veng
Email ID : nguritaongurte@gmail.com
Mobile No. : 9862186169

Educational Qualification

Course	School/ College/ University	Board	Year of passing	Division
HSLC	Children Guiding School	MBSE	2009	1 st
HSSLC	Govt. Mizo Hr. Sec. School	MBSE	2011	3 rd
B.A	Govt. Aizawl College	MZU	2014	2 nd
MSW	Matru Sewa Sangh Institute of Social Work	RTMNU	2016	1 st

Award(s)

UGC NET June 2016

UGC NET-JRF June 2018

PARTICULARS OF THE CANDIDATE

Name of the candidate	: Ngurhlunchhungi
Degree	: Master of Philosophy (M.Phil.)
Department	: Social Work
Title of dissertation	: Achievement Motivation and Career Aspirations among Secondary School Students in Aizawl City, Mizoram
Date of payment of admission (Commencement of first semester)	: 20 th August 2019
Commencement of Second semester/ Dissertation (From conclusion of end semester exam)	: 20 th January 2020
Approval of research proposal	
1. BOS	: 5 th June 2020
2. School Board	: 12 th June 2020
3. Academic Council	: 23 rd June 2020
4. MZU Registration number	: 1906727 of 2019
5. Registration number & date	: MZU/M.Phil./629 of 12.06.2020
6. Date of submission	: July, 2020
7. Extension (if any)	: 31. 07.2021, No.16- 2/MZU (Acad)/20/394-399

(Dr. KANAGARAJ EASWARAN)

Head

Department of Social Work

INTRODUCTION

The present study is an attempt to understand the Achievement Motivation and Career Aspiration among Secondary School Students in Aizawl City, Mizoram. An individual's life is driven by the force of their motive to achieve their goals or objective, be it the basic necessity or beyond that. The motivation and aspiration has a far reaching impact on the individual in terms of lifestyle, course of action, behaviour, morale and values. This section introduces the meaning and concepts of adolescents, socio-economic status, achievement motivation and career aspiration.

1.1 Adolescents

Adolescence can be a time of disorientation and discovery. According to the United Nations Adolescence is defined as the teenage years between 10 and 19 and can be considered the phase where individual transitioned from childhood to adulthood, it is a period when many important social, economic, biological, and demographic events set the stage for adult life. It is a time when an individual's physical and mental development is undergoing rapid changes. It is often considered to be a period of storm and stress as the adolescents are still choosing on their interests, values, and priorities. It is a stage, so important, where young people develop decision-making skills and begin to make plans for their future (UNICEF, 2011). Besides family, two key institutions structured the pathway of adolescents. Starting from schools, sociologists have traditionally studied the organization of high schools through academic tracks (e.g., vocational, college preliminary). But with formal tracking being largely dismantled (Lucas, 2001), new organizational framework have been identified, including patterns of course-taking, critical courses (e.g., advanced math), and course trajectories (Gamoran & Hannigan 2000, McFarland 2006, Riegle-Crumb 2006). Hence it clearly shows that students' school pathways are far more complex than that the traditional view of the track suggests. Studies in the past decade have also given importance to the changing role of higher education in adolescents' lives. Expectations to complete higher education and earning graduate degrees have risen dramatically, faster than actual attainment (Jacob & Wilder 2010, Reynolds et al. 2006).

1.2 Socio-Economic Status

Traditionally, parental educational achievement, parental employment position, and household or family income have been included as components of a student's SES, with appropriate adjustments for household or family composition. Additional family household, neighbourhood, and school resources might be included in an expanded SES measure. SES has been regularly used as a latent construct for measuring family background (Bofah & Hannula, 2017). However, among empirical research, there is no common perception on how to operationalise the concept. SES has always been conceptualized and measured in various ways. It has been conceptualized as the occupational status of the father (Taussig, 1920), then the later measurement of SES was proposed which included questions about household possession, parent's education, father's occupation, and other important information (Cuff, 1934). By the 1980s, there was an emergence of consensus which comes into conclusion that SES should be a composite variable, typically measuring education, income, and occupation, since these three indicators reflect different aspects of family background (Brese & Mirazchiyski 2013). (Bofah & Hannula, 2017).

According to Kuppuswamy (1959), the primary indicators of socio-economic status consist of three variables i.e.; education, occupation and income. The Kuppuswamy scale is also one of the most commonly used tools for the assessment of SES. SES is considered as one's ability to access monetary, societal, cultural, and human capital resources. As it has been stated by NCES (2012) students, which implies to adolescents, do not have an SES of their own so their SES is measured by their family's SES which includes 3 main components i.e.; Parent's education, family income, and parent's occupation. Generally, a student's SES is composed of factors such as parents educational attainment, parent's profession, and household or family income, all of which have been adjusted appropriately for household or family composition, since students, which implies to adolescents, do not have an SES of their own (NCES, 2012). The socio-economic status (SES) is acknowledged to be an important determinant of health, nutritional status, mortality and morbidity of an individual. SES also affects the accessibility, affordability and actual utilization of available health facilities and resources (Agarwal, et.al, 2015). In fact, some

considered SES as the most important influence in morbidity and mortality (Adler & Snibbe, 2003).

1.3 Achievement Motivation

“Achievement Motivation has been defined as a concern for excellence in performance, as reflected in competition with the standards set by others or oneself, unique accomplishment, or long term involvement.” - Mc Clelland et al., (1953)

In the context of a classroom, "Motivation" refers to characteristics of students' behaviour such as their interest, alertness, attention, concentration and persistence. The type of motivation produced by a desire for achievement is called 'Achievement Motivation'. Some students need accomplishment in anything that they do. The desire they had to succeed drives them to accomplish every task, irrespective of the type of task, or the difficulties involved in completing it. Even though other students also feel a need for success, they tend to consider the value or worth of the task before attempting it. And if they find the task to be of no value, the student chooses not to do the task, even if they are perfectly capable of accomplishing the task (Atkinson, 1974). Still, others disregard their capabilities and thrive to plod on with their tasks, ending with some of them achieving accomplishment, while others may not. Then there is the last group; those who choose not to do the task. These students have a fear of failure and are afraid that they will not be able to accomplish the task. These students choose not to do the task at all to avoid getting humiliated by their failure. They would rather risk a poor grade than a poor image (Veroff, et.al., 1971; Grabe, 1979).

The easiest way to understand achievement motivation is to look at the definitions of "achievement" and "motivation" individually. The word "achievement" emphasised the outcome of effort i.e.; accomplishment or attainment (Mandel & Marcus, 1988). Motivation, on the other hand, emphasises an individual's purpose for participating in an activity, and the extent to which the individual pursues that activity, as well as the individual's perseverance. (Graham & Weiner, 1996 and see Wana & Masih, 2015). The achievement motive is often regarded as the determining element in achieving success in several areas and professions, such as education, sports, and career, among others. An individual's high achievement motivation is at its finest when

they have a high level of participation in ensuring the excellence of activities, keeping coordination and control in check. But, they may not do effectively, if they are expected to deal with a large number of activities or work in a high-stress workplace. As it is a learned motive, the function of the school and family environment in its development becomes critical. The students' socio-psychological and physical environments at school and at home have a direct impact on them. (Wani&Masih, 2015).

Theoretical Framework: Conceptual background of Achievement Motivation

The theoretical framework for this study was rooted in McClelland's Achievement Motivation Theory. The phenomenon of achievement has its beginning with Murray (1938) in which the term '**n-Ach**' (need for achievement) is used to refer to motivation which is a tool so important, to drive the individual to aspire and to strive towards achieving their objectives. The theory of achievement motivation was developed by David C. Mc Clelland and John W. Atkinson (Boruah, 2018). The theory of achievement motivation also referred to as the need for achievement (n-Ach), is an important determinant of aspiration, effort, and persistence when an individual expects that his performance will be evaluated as a failure of success about some standard of excellence. Such behaviour is called achievement-oriented or in other words, the theory of achievement-oriented performance (Atkinson, 1957). Achievement Motivation is a combination of hope of success and fear of failure. The first measures a positive motive for achievement, and the second measures a negative, motive fear of failure.

According to Murray, the concept of achievement motivation (n-Ach) is related to vigorous, long-term, and persistent attempts to complete a challenging task. The theory of motivation that focuses mainly on the internal factors that energize and directs human behaviour is also known as 'need theory' or 'content theory'. McClelland's learned needs or three-need theory (1987) is one of the major content theories. These theories explain how individual's motivations are driven by satisfaction and dissatisfaction and how the level of motivations can be changed over time, moreover, McClelland's theory focuses on the three needs i.e.; the need for Achievement, the need for Affiliation, and the need for Power which according to McClelland can be learned and taught.

1.4 Career Aspiration

According to Ali and Ahmad (2019) “*Career aspiration is a goal or objective of an individual base on their career choice.*” There are five sets of goals definable as the basic needs of humans they are; physiological, safety, love, esteem, and self-actualization. An individual is motivated by the desire to achieve or to follow the various conditions upon which the basic needs and satisfaction rest (Maslow, 1943). Hence, a career aspiration is a career choice or desired job and position that one sets to attain, which acts as a guiding principle or motivator of an individual.

According to Brien (2001) “*Career Aspirations are the desire to pursue higher education after high schools, such as a four-year college, two-year college or a vocational school, to increase career possibilities.*” This means that career aspirations motivate an individual to pursue higher education. The level of aspirations of students can also influence their academic performances (Poudel&Maharjan, 2017). Furthermore, career aspirations can influence the hopelessness and self-efficacy of an individual. It reflects young people's sense of identity and hope for the future and is a marker for adolescent health and wellbeing in some aspects (Dudovitz, et.al, 2018). Hence, career aspiration motivates an individual in setting lifelong goals and planning for the future by improving performing in the present and helps to enhance the individual towards development and progress resulting in better performance and achievements in various aspects of life.

There are many factors under the category of the two main factors of environmental and personal determinants. These factors are highlighted such as parental ambitions, social expectation, family pressure, peer pressure, culture, social values, mass media, completions, and group cohesiveness under environmental whereas under the personal determinants such as wishes, personality, past experiences, values and interests, sex, socio-economic background, racial background and gender. Gender is a social construct that varies with the roles, norms and values of a given society or era (Phillips, 2005). Thus, career aspirations are the extent to which an individual balances his physical and mental qualities with his educational, intellectual, and vocational goals. These are individual objectives change from one person to another due to a variety of reasons.

1.4.1 Theoretical Background of Career Aspiration

1.4.2 Social Cognitive Career Theory

Social Cognitive Career Theory, a relatively new theory, developed by Lent, Brown & Hackett in 1994, incorporates students' academic goals and career aspiration and extends the Social Cognitive Theory to academic and career behaviour. The goal of SCCT is to explain three interconnected elements of career development: how educational and career choices are determined, how basic academic and career interests evolve, and how academic and career success is achieved. The theory is a combination of a number of concepts (e.g., interests, talents, values, and environmental factors) that have been linked to career development in previous theories. The core building blocks of Social Cognitive Career Theory are three intricately related variables: self-efficacy beliefs, outcome expectations, and goals. Self-efficacy stresses people's confidence in their capacity to perform the required actions for a certain task (Atagi, 2002). Outcome expectations are associated to the beliefs about the consequences or result of a specific behaviour. Outcome expectations can be linked to extrinsic reinforcement, self-directed consequences, and a fundamental knowledge of the activity. Self-efficacy plays a role in determining these expectations (Lent, et.al. 2000). Finally, the success and consequence of acts are referred to as goals (Shuck, et.al. 2008). The choice to initiate a certain activity or plan is defined as a goal (Gibbons, et.al. 2004). This theory is a useful framework that acts as a guide for explaining various aspects of educational, vocational as well as career interest development, choice-making, and performance.

1.5 Statement of the Problem

Change is inevitable in a world that is constantly developing. Due to the growing population, there is an increasing demand for goods and products as well as jobs and employment which makes competitions tougher than ever, and to challenge these competitions, people are striving for high-end education which is not only expensive but is difficult to access. Technological advancement and development in different aspects of life have to change the status of living every day, it introduces a new kind of social platform which divert the attention of the youth from their educational activity. Nowadays,

people especially the youth are drawn by the image of rich and famous people leading a fancy life which is portrayed in social media, which led them in changing their perceptions of the world as well as their attitude, values, aspirations, and lifestyle. Due to all these changes, many people are struggling in identifying themselves or are confused about what to expect for their future whether it is in education or career. Hence, the researcher felt the need to study the achievement motivation, career aspiration and socio-economic status of secondary school students of Aizawl, Mizoram.

METHODOLOGY

Objectives

1. To assess the Socio-economic status of high school and higher secondary school students in Aizawl, Mizoram.
2. To assess the Achievement Motivation of high school and higher secondary school students of Aizawl, Mizoram.
3. To assess the Career Aspirations of high school and higher secondary school students in Aizawl, Mizoram.
4. To find out the relationship between Socio-economic status and Career Aspirations among high school and higher secondary school students of Aizawl, Mizoram.
5. To find out the relationship between Achievement Motivation and Career Aspiration among high school and higher secondary school students of Aizawl, Mizoram.

Hypotheses

1. There is a difference in career aspirations between boys and girls student.
2. There is a relationship between the Socio-economic status and career aspirations of the student.
3. There is a relationship between Socio-economic status and achievement motivation of the student.
4. There is a relationship between achievement motivation and career aspirations of the student.

Field of the study

The field of the present study was Aizawl city including the urban areas. The present study was conducted in both private and government schools having high school and higher secondary school from core community and peripheral community in Aizawl, Mizoram. The lists of schools from the core community are J.L. Higher Secondary School and Providence Higher Secondary School and schools from peripheral communities are Govt. Sairang High School, Sairang Higher Secondary School and Pazawna Memorial School.

Method of sampling

A stratified proportionate sampling method was used for the collection of data. The criteria of samples include secondary school students of both genders. The unit of the study was individuals of both genders studying in the final year of high school and higher secondary school students selected from two communities, i.e.; the Core community and the Peripheral community in Aizawl. The community within a radius of 3 kilometres from the Centre of the city having both secondary school and higher secondary schools was selected as a representation of the core community and the community situated at least 15 kilometres from the Centre of the town having both secondary school and higher secondary school was selected as a representation of the peripheral community.

Sources of data

The primary data was collected from both government and private schools through a quantitative method using a semi-structured questionnaire in their local language. In the qualitative method, the participatory method was included such as Case Study and Focus Group Discussion. The secondary data was collected through literature survey, magazines, books, journals and open access articles.

Tools for data collection

The quantitative data is collected through semi-structured questionnaire. The researcher used a Revised Version of Kuppaswamy's Socio-Economic Status Scale developed by Rahul Sharma (2017) for the assessment of the Socio-economic Status of the Students. The researcher also used the Career Aspiration Scale developed by O' Brien, M.K. (2015) to assess their career aspirations among student youths and for the assessment of achievement motivation of the

student, the Achievement Motivation Scale developed by Deo and Mohan (1985) was used. And the qualitative information is collected through case study and focus group discussion.

Data Processing and Analysis

The quantitative data collected through a semi-structured questionnaire was processed and analysed with the help of Ms Excel and SPSS software. The data are presented in the form of tables. Results and findings of both the quantitative and qualitative methods are presented.

Operational Definitions

Achievement Motivation: Academic achievement refers to the performance of an individual during their course of study and their attitude to strive for success as well as the degree or level of success in competition with others with the standard sets by oneself. The motive to achieve is a social need that requires long term involvement and distinctive achievements. The need for achievement directs human behaviour and makes individuals more goal-oriented.

Career Aspiration: According to Brien (2001) "*Career Aspirations are the desire to pursue higher education after high schools, such as a four-year college, two-year college or a vocational school, to increase career possibilities.*" The career aspiration scale developed by Gregor and O'Brien (2016) has three subscales; achievement aspiration, leadership aspiration and educational aspiration. The subscales explore the level of career aspiration as well as career satisfaction. Hence, career aspiration is not only the desire to have the career choice but also include an individual's drive to make effort in pursuing aspiration and developing oneself to increase career possibilities.

Secondary School Student: The Secondary School Student in this study refers to any adolescents who are currently studying in high school and higher secondary, particularly from standard 10 and 12.

Ethical Consideration

Prior informed consent was obtained from the respondents and school authority

Limitation

- The present study is restricted to only the adolescent group.
- The present study is focused on studying only adolescents from Aizawl and the sample size is small considering the entire adolescent

population size, hence it cannot represent the entire adolescent level of achievement motivation and career aspiration.

- The present study is conducted among the school adolescents only and it may not encompass the whole Mizoram.

Chapter Scheme

The present study will be presented in the following chapter scheme:

Chapter I	:	Introduction
Chapter II	:	Review of Literature
Chapter III	:	Methodology
Chapter IV	:	Results and Discussions
Chapter V	:	Conclusion & Suggestions

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher presents a brief conclusion and suggestions based on the various findings of the study. Based on these findings, the suitable implication for the social work intervention and suggestions for future studies are presented.

The concept of achievement motivation and career aspirations, definition, types and classifications of both are studied in the present study. In addition, the concept of adolescents, definition, classifications and types of adolescents are also studied. Furthermore, the study also ventures into the exploration of socio economic status (SES) and genders as influencing factors of achievement motivation and career aspirations. The researcher used proportionate stratified sampling for the collection of data. The criteria of samples include secondary school students of both genders. A total of 193 respondents were selected from both the core area and peripheral areas of Aizawl city. Core area respondents were selected from Khatla and Zarkawt and peripheral area respondents were selected from Sairang both government and private schools.

The design of the study is descriptive and cross-sectional. The data was collected in the form of a structure from adolescents in Aizawl city. The researcher used a Revised Version of Kuppaswamy's Socio-Economic

Status Scale developed by Rahul Sharma (2017) for the assessment of the Socio-economic Status of the Students. The researcher also used the Career Aspiration Scale developed by O' Brien, M.K. (2015) to assess their career aspirations among student youths and for the assessment of achievement motivation of the student, the Achievement Motivation Scale developed by Deo and Mohan (1985) was used. The data were analyzed in the form of simple proportions, descriptive statistics and inferential statistics are used for data analysis with help of the Statistical Package for Social Sciences (SPSS). The limitation of the present study is that the study is restricted to only the adolescent group and the small size of the sample is not enough to generalize the vast distribution of adolescents across the broad area of Mizoram. Based on the objectives of the present study the conclusion is as follows:

Profile of the respondents.

- The majority of the respondents (53.9%) are from the age group of 18-21 years (late adolescence) in which less than one third (62.2%) belong to male. While more than half (54%) of the respondent belong to female and are in middle age group. The mean age is 17 years.
- Presbyterian is the dominant denomination with more than half of the total respondents (64.8%) belonging to this denomination
- Almost all the respondents (98.4%) belongs to the Mizo tribe while the rest belong to other tribes (1.6%).
- Lusei is the predominant among sub-tribe constituting more than half (60.1%) of the total respondents.

Educational Characteristics of the respondents.

- Majority respondents (50.7%) were male in which more than half (52.8%) of respondents were in class 12 and among the female respondents (49.3%) more than half (52.9%) were in class 10.
- The majority of respondents (69.6%) were from the core community in which more than three fourth (78.6%) were in class 10 and two third (65.5%) were in class 12.

- More than half of the respondents (59.6%) belong to Government schools in which majority (62.2%) were in class 12 and more than half (54.3%) were in class 10.
- Majority of the respondents (63.7%) are from 12th standard (class 12).
- The majority of the respondents (69.9%) are from nuclear families.

Socio Economic Status of the respondents

- In educational qualification, more than one-fourth (25.9%) of the respondents' family heads completed middle school level
- Among the occupation of the family head, Arithmetic skill job is predominant constituting 41.5 percent of the respondents.
- More than one-fourth (30.6%) of the respondents' family monthly income falls in the category of Rs. 26065-52128. The average (mean) monthly income of the respondents is Rs. 39455.9.
- The upper-middle class is predominant among Socio-Economic Class constituting more than two-fifth (44.6%) of the respondent.

Achievement Motivations of the respondents

- The majority of the respondents (59.6%) scored average in academic motivation and there was no gender difference too.
- More than half of the respondents (57%) scored average in need achievement.
- Two-third of the respondents (62.2%) has an average score in the academic challenge.
- More than one-third of the respondents (45.6%) scored low in academic anxiety in which more than half of the (55.8%) were female.
- More than half of the respondents (56%) scored high in the importance of grade
- In the meaningfulness of the task, more than two-fourth of the respondents (53.4%) have an average score.
- The majority, two-fourth of the respondent (50.3%) scored average in the relevance of school for future
- In attitude toward education, roughly half of the respondents (49.7%) scored average in which more than half (55.8%) were female.

- More than two-thirds of the respondents (66.8%) scored average in the work method.
- Majority of the respondents (71%) has a high score in attitude towards teacher.
- Two-third of the respondents (63%) scored average in interpersonal relations.
- In individual concerns, more than two-thirds of the respondents (76.7%) scored high.
- In general interest, more than two-fourth of the respondents (52.8%) scored average.
- Two-fourth of the respondents (50.3%) score average in dramatics.
- In sports etc, more than two-fourth of the respondents (54.4%) scored average.
- In terms of overall score on the level of achievement motivation by gender, more than half (50.8%) of the respondents were found in above average in which majority (50.8%) of them were female.
- In terms of overall score on the level of achievement motivation by class, more than half (50.8%) of the respondents were found in above average.
- There is a relationship between class and achievement motivation of secondary school students.

Comparison of Level of Achievement Motivation by Class

The majority of the respondents from the 10th Class scored above average in achievement motivation whereas, the majority of the respondent from the 12th Class scored average in achievement motivation. Further, the table value ($p=.049$) of the chi-square test revealed that there is a significant relationship between class and achievement motivation of secondary school students.

Career Aspirations of the respondent

- More than half the respondents (53.4%) scored high in achievement aspiration.

- In leadership aspirations, roughly half of the respondents (49.2%) have a high score.
- In educational aspirations, more than half the respondents (58.5%) have an average score.

Comparison of Level of Career Aspiration by Class

The majority of both the respondents from Class 10 and Class 12 scored a high level of achievement aspiration. Further, the table value ($p=.025$) of the chi square test revealed that there is a significant relationship between class and achievement aspiration.

The majority of the respondents from the 10th Class scored a high level of leadership aspiration, whereas, majority of the respondent from Class 12 scored an average level of leadership aspiration. However, the chi square test revealed that there is no relationship between class and leadership aspiration.

In educational aspirations, the Class-wise level of educational aspiration shows that majority of the respondent from Class 10 and Class 12 scored average. Moreover, base on the chi square test, there is no significant relationship between class and educational aspiration.

Correlation Matrix of Achievement Motivation of the respondent

In the correlation matrix of achievement motivations of the respondent, there is a correlation between need achievement and academic motivation. Academic challenge correlates with academic motivation and needs achievement. However, there is no correlation between academic anxiety and academic motivation, need achievement, academic challenge. There is a correlation between the importance of grades and academic motivation, need achievement, academic challenge. There is a correlation between meaningfulness of task and academic motivation, academic challenge, the importance of grade. Relevance of school for future with academic motivation, academic challenge, the importance of grade and meaningfulness of task and need achievement. Attitude towards education correlates with need achievement, the importance of grade, the meaningfulness of task and academic challenge, the relevance of school for the future. Correlation also exists between work method and academic

motivation, need achievement, academic challenge, the importance of grade, meaningfulness of task, relevance of school for future, attitude towards education.

There is a correlation between attitude towards the teacher and need achievement, the importance of grade, relevance of school for future. There is a relationship between interpersonal relations and academic motivation, need achievement, academic challenge, the importance of grade, meaningfulness of task, relevance of school for future, work method. There is a correlation between individual concerns and need achievement, work method, attitude towards the teacher, interpersonal relations and attitude towards education. There is a correlation between general interest and academic motivation, need achievement, interpersonal relations and work method. Dramatics correlates with the importance of grades and work methods. There is also a correlation between sports and need achievements general interest, academic challenge, the meaningfulness of task, attitude towards education.

Correlation Matrix of Career Aspiration of the respondent

In the correlations matrix of career aspirations, there is a relationship between leadership aspiration and achievement aspiration. There is also a correlation between educational aspiration and achievement aspiration, leadership aspiration. The finding reveals that all the dimensions of career aspirations are significantly inter-correlated.

Correlation between Achievement Motivation and Career Aspiration

In the correlation between achievement motivation and career aspiration. The data reveals that there is a correlation at a level of 0.01 significance. Achievement Motivation is assessed on 15 factors, whereas, career aspiration is assessed on 3 dimensions. The finding indicates that with the increase of achievement motivation the career aspiration also increases or vice versa. Hence, there is a relationship between achievement motivation and career aspiration.

Correlation between Socio-economic status and Career Aspiration

In the correlation between socio-economic status and career aspiration of the respondents. Career Aspiration is assessed on 3 dimensions whereas socio-economic status is assessed on 3 factors. The data reveals that head occupation is correlated with leadership aspiration and educational aspiration; however, there is no correlation between head occupation and career aspiration. Also, monthly income is correlated with leadership aspiration and career aspiration but does not correlate with achievement aspiration and career aspiration. A negative correlation exists between Socio-economic status and leadership aspiration. However, Career Aspiration and Socio-economic status are not correlated. Hence, the data reveals that there is no relationship between socio-economic status and career aspiration.

Correlation between Socio-economic Status and Achievement Motivation

In the correlations between achievement motivation and socio-economic status. Achievement motivation is assessed on 15 factors whereas; socio-economic status is assessed on 3 factors. The data reveals that head occupation is negatively correlated with the relevance of school for the future and positively correlated with work method and attitude towards the teacher, however, does not have any correlations with other factors. Head occupation is correlated with only sports but is not correlated with any other factors. Monthly income is negatively correlated with attitude towards the teacher and positively correlated with general interest, sports and achievement motivation.

Socio-economic status is correlated with attitude towards the teacher and is also negatively correlated with general interest and sports. However, achievement motivation and socio-economic status are not correlated. Hence, there is no relationship between socio-economic status and achievement motivation.

Achievement Motivation and Gender t-test distribution

The comparison of Achievement Motivation by gender shows that females have higher scores than their male counterparts in academic motivation, the relevance of school for the future, work method, attitude toward the teacher, interpersonal relationship and drama. Whereas, males score higher than females in academic anxiety and sports only. However, there are no differences between genders in need achievement, the importance of grade, meaningfulness of task, attitude towards education, individual concern and general interest. Further, the data also reveals that there is a relationship between gender and academic anxiety, the relevance of school for the future, attitude towards teachers, dramatics, sport etc, work method. However, the rest of the components of achievement motivation do not have a relationship with gender.

Achievement Motivation and Class t-test distribution

The comparison of achievement motivation by class reveals that there is a relationship between class and academic challenge, academic anxiety, the meaningfulness of task. However, there are no significant differences between class 10 and class 12 in the other components of achievement motivation. Hence, there is no relationship between class and achievement motivation.

Career Aspiration and Gender t-test distribution

There is no significant relationship between gender and dimensions of career aspiration; achievement aspirations, leadership aspirations, and educational aspirations. Further, from the overall dimension of career aspirations and gender, the data reveals that there is no significant association between career aspirations and the gender of the respondents.

Life Aspiration

The life aspiration consists of 6 items with all items being open-ended questions to retrieve assured freedom of response from adolescents. The 6 items are: career choice, source of motivation, favourite subject, difficult

subject, obstacle and awareness of course or subject required for future career.

- Majority of the respondents (96.4%) have a career choice.
- Military personnel (17.1%) are predominant among the career choices of the respondents.
- Nurse, designer, hostess, Lab-technician and architect are the career choices preferred only by female whereas, footballer is the career choice of male only.
- The majority of the respondent (92.7%) have source of motivators while a few respondents (7.3%) do not have any kind of motivator.
- Family (31.1%) is predominant among the source of motivation.
- Majority of the respondent (96.9%) have a favourite subject, however, there are few respondents (3.1%) that does not have any subject that they favoured.
- Education (18.3%) is predominant among the favourite subjects of the respondent.
- Most of the respondents (93.3%) have a subject that they find difficult while there are few respondents (6.7%) that does not.
- Mathematics is predominant among the difficult subject constituting more than one-fourth of the respondent (28%).
- Most of the respondents (93.3%) have an obstacle whereas only a few of the respondents (6.7%) have none.
- Among all the obstacles, Laziness is predominant with almost half of the respondents (42%) finding it as the biggest issue.

Awareness of Course or subject required for a future career by Gender

The awareness of courses or subjects required for a future career by gender revealed that female students are more aware of the relevant courses and subjects needed for their future careers than their male counterparts. Moreover, a respondent who does not know the relevant course or subject required for their future career is more male than the female. However, the total score reveals that more adolescents are giving negative response than positive response, this indicates that there is more adolescent who is unaware of relevant courses and subject required for their future career.

Case Study

Four case studies were conducted; the selected persons were both genders from the core and peripheral communities. In most of the cases, they mentioned the new Covid-19 Pandemic and how it affects their studies as well as their academic motivation and aspirations. They also mentioned having little control over their life especially in making decisions regarding their future career. In most of the cases, they mentioned having low self-confidence which disables them to pursue their desired career due to fear of failure. In some cases, parents play an important role in coping with their problems and difficulties. In most of the cases, they mentioned having low achievement motivation and career aspiration.

Focus Group Discussion

The focus group discussion highlights the student's perceptions of their achievement motivation and career aspirations. The students are not interested in studying and do not have any motive to achieve the top positions and felt that many subjects they studied are unnecessary for their future. The students are gradually becoming addicted to screens (phone, TV, computers etc) due to the Covid-19 pandemic that put school activities on halt, they are also stressed out and have anxiety due to their obligations to study for exams. The students' future careers are mostly determined by their parents who disable them from having their career aspirations. They are also discouraged to reveal their aspirations due to fear of failure or having a poor image. Furthermore, they have low achievement motivation and career aspiration.

In conclusions, the present study finds that there is no relationship between gender and career aspirations of secondary school students, a similar research findings is given by Tzu-Ling, 2019, Lalsangpuii, 2013, Shapka et al., 2008, Ali, 2019. However, this is against the findings of the studies done by Rani, 2018. The finding of the study that there is no relationship between socio-economic status and career aspiration is supported by Obiyo & Eze, 2015. However, the study is in contrary to the findings of the studies by Rani, 2018. The present study also finds that there is no relationship between socio-economic status and achievement motivation among secondary school students. Hence, this is against the

studies done by Kolb, 1965, Yallappa, 2020. However, the study finds that there is a relationship between career aspiration and achievement motivation, which is supported by the studies done by Kumari & Gupta, 2018, Littig, 1979.

Social Work Implications

The present study revealed that there is no variation between genders and socio-economic status in achievement motivation and career aspirations. However, there is a positive correlation between achievement motivation and career aspiration. The study also revealed a contradicting result in which achievement aspiration score is higher than an educational aspiration, this indicates that adolescent does not want to make an extra effort as much as they want good achievement, hence, intervention is needed to maintain a balance between achievement aspiration and educational aspiration.

The social worker can work in developing the competency of adolescents to increase their level of achievement motivation and career aspiration. Firstly, because the adolescence is a transitional stage in which individuals acquire values and beliefs and certain behaviour which impacts them throughout their life. Secondly, because the level of achievement motivation and career aspiration has an impact on the performance and achievement of an individual.

The professional social workers interested in working with students to improve their performance and behaviour both in academic and in life can conduct a similar study to further understand the importance of achievement motivation as well as a career aspiration. Awareness should also be created on the importance of both achievement motivation and career aspirations.

5.9 Suggestion

After a series of a cross-sectional studies of literature and research findings on the achievement motivation and career aspiration of the students, the following points have been suggested and recommended for enhancing achievement motivation and career aspirations of school students in Aizawl City.

- The educational board of the state can help in the formulation of policies towards adolescents, in designing their educational and vocational curriculum which would be suitable for their future not only in career but also in life.
- Career counselling or awareness programme should be organized for the students to help prepare the students in getting ready for the next step either in education or in career.
- Academic Institutions should employ professionals e.g.; school social workers, to promote a positive school climate among all students
- Classroom management techniques can be implemented in the classroom, but this strategy requires training, hence, training should be provided for the teachers so that they will be able to enhance the achievement motivation of the students through classroom management techniques.
- Parents should also be made aware of the certain challenges faced by adolescents, especially the students so that they can provide not only physical but also emotional support in helping the students overcome their challenges.
- Further research is necessary to find out the factors influencing achievement motivation and career aspiration of the adolescent as well as challenges faced by an adolescent in their career selection process and to find out interventions/solutions.

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