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Motivation for Career in Teenagers

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Abstract

Career motivation is an important field of study in the construction of sustainable society. Identify and develop intimate mechanisms that shape career choices by teenagers becomes a strong indicator of how society as a whole proves its effectiveness. Given crossing a prolonged crisis which calls into question the dominant social structural elements, unclear coherent and consistent process of career management in adolescents can lead to premature exhaustion of their involvement in learned helplessness phenomena, ambiguity and professional failure. There is also the risk of not achieving career maturation phenomenon which can lead to phenomena misfit search and permanent redefinition of the role of teenager – now reached adult – in social landscape. The paper aims to analyze and define the phenomenon of career choice motivation to intrinsic-extrinsic dimension (the intrinsic dimension by reference to the orientation towards reality and the need to experience stimulation, and matters extrinsic referring to extrinsic motivation identified, etc). This can provide an appropriate response, reported on the career management paradigm in this age group.

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1. Introduction

Motivation for career is based on general elements of growing and adaptation of adolescents, on their specific situation determined by the finishing adolescent crisis and entering in adulthood. Weathersby and Tarule (Cascio, 1986, pp. 328-329) while synthesising the contributions presented in the specialty literature offer us a short characterisation/description of the adult life stages with a special focus on their impact on the work market. First phase of the two authors is in the moment of passing from adolescence in adult life. They named it: Leaving the family (from 16 or 18 years old until 20-24 years old) and has these characteristics: (1) Major psychic tasks: separation from the family, reducing dependency from family support and its authority, the development of a new house (family), he/she sees himself/herself as an adult. (2) Outstanding events: leaving the house, emergence of

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new roles and more autonomy as far as life planning is concerned: university, travelling, military service, work place. The initial decisions regarding what he/she will study, what career will follow, the affective life. (3) Characteristic phase: a balance between “to be in” and “to get out of” family. So, the motivation for career of adolescents is a fluid concept, influenced by many aspects. Between difficulties mentioned by adolescents are (Code, Bernes, Gunn, Bardick, 2006) (a) educational concerns; (b) security; (c) satisfaction; (d) failure; (e) implication; (f) wrong choice of job and (g) need to decide (act of decision itself). It is obvious that all elements can be developed, educated, a growing process being necessary. Taking over the literature Buchanan (2002) register the following elements that denote individual factors that provide consistent career aspirations in adolescence: high socioeconomic level, internal locus of control, self-esteem, high levels of educational aspirations, academic achievement and family integrity.

Are all these elements found in teenagers? Offers the family and the school (and the society as a whole) tools for personal and professional development to balance all these elements of crisis? According to the study of Borgen & Amundson (Code, Bernes, Gunn, Bardick, 2006) it seems that the support is insufficient. The research have shown that at teenagers the important elements are worrying about money, lack of support, stress the difficulties in hiring, lack of satisfaction at work and lack of educational opportunities. Moreover the study shows that adolescents feel unprepared to face the current realities of career. Also the studies made on personality characteristics show that they affect adolescents objectives, which in turn affects aspects of life such as education, vocation, social perceptions and interpersonal relationships (Lizarraga, Ugarte, Lumbreras, & Baquedano, 2006).

That is why the concept of career maturity is becoming increasingly clear, determining factor of a smooth and successful transition between adolescence and adulthood. Career maturity was proposed by Super and was defined as a group of physical, psychological and social features representing individual readiness and capacity to deal with development issues and challenges confronting (Super, 1996). And during this process, a key factor (the school must take it into account) is given by academic intrinsic motivation. The concept of academic intrinsic motivation is much more than promote school today. Components of academic intrinsic motivation are: domain curiosity, persistence, challenge (Gottfried, Fleming, Gottfried, 1998).

In the context of achievement, intrinsic motivation was associated with: positive emotions, creativity, academic implication, pleasure to read, profound and complex strategies of learning. On the other hand the school develop by default rather aspect of extrinsic motivation, the latter was associated with negative emotions and low academic achievement. In a study done in Sweden results showed that adolescents with an immigrant background reported more extrinsic value than native adolescents (Hirschi, 2010).

Still extrinsic motivation is not always a negative motivator. Extrinsic motivation is still necessary, even it has not the power of intrinsic motivation (Corpus, cited in McClintic-Gilbert, Hayenga, 2009). Thus, results of another study on adolescent motivation reveals that both extrinsic and intrinsic motivation high is found in teenagers who aspire to a career in science, technology and mathematics, than in those who aspire to other career paths (Domaine, Socholotiuk, Woitowicz, 2011).

The school can and it has to become an active factor in career management of adolescents. Appreciating the value of work can be important if teachers and counselors have discussions with them about “what is important” in life and career. These discussions are important for being conscious about different aspects of work (such as payment, variety, help offered to colleagues) (Hirschi, 2010).

2. Present study

The aim of the present study was to examine the impact of different level of intrinsic-extrinsic motivation at different stage of ages.

The study was based on the following general hypothesis: The type of motivation varies at adolescents and young students also motivation varies in terms of gender.

The following operational hypotheses were formulated:

- Hypothesis 1: High school students and college students have significantly different type of motivation.
- Hypothesis 2: High school students and college students have significantly different level of motivation or lack of it in rapport in their age (or attending class).

Research participants in this study were 270 high school students (IX-XII grades) and undergraduate students (first year), 101 male and 169 female, aged 16 - 22 years, mean = 17,66, SD= 1,420.

Was examined motivation (extrinsic, intrinsic and lack of motivation) on five classes (the first year students) but also in terms of gender differences.

Study data were obtained by the Academic Motivation Scale (Vallerand, Briere and Pelletier, 1989). This scale assesses 7 types of constructs: intrinsic motivation towards knowledge, accomplishments, and stimulation, as well as external, introjected and identified regulations, and finally lack of motivation. It contains 28 items (4 items per subscale) assessed on a 7-point scale.

Prior to the administration of the survey instrument in order to test the research hypothesis, the Romanian translation of the scale was performed and the psychometric characteristics were established. Since acceptable reliability values were obtained, the instrument was distributed to the available participants in person after receiving their consent.

Were used as single factor ANOVA statistical procedure and t test for independent samples (for calculation in terms of gender differences).

3. Results

From preliminary analysis of data were observed statistically significant correlations for class variables and age (Pearson's correlation index 0.913), high positive correlation but concluded that the two variables are indistinct. Also the correlation study shows that with increasing age, lack of motivation decreases (-0.155), the greater intrinsic motivation increase and also extrinsic motivation increase (0.517) and as extrinsic motivation increase lack of motivation decreases (-0.591).

Levene test (table 1) shows an equal dispersion between groups only for variable - extrinsic motivation ($p = 0.577 \geq 0.05$) but not for other variables ($p = 0.01 \leq 0.05$), which the account was taken in subsequent interpretation of results.

Table 1. Test for homogeneity of variance

	Levene Statistic	df1	df2	Sig.
Intrinsic motivation	4.533	4	266	.001
Extrinsic motivation	.722	4	266	.577
Lack of motivation	4.758	4	266	.001

Anova table was analyzed (table 2) and showed that there is no significant statistical difference between groups for the variable - intrinsic motivation ($p = 0.09 \geq 0.05$). There is a statistically significant difference between groups for variables: intrinsic motivation and lack of motivation ($p = 0.0001 \leq 0.05$) but the version for these groups is not homogeneous according to Levene test.

There is a big difference between the two mean squares (12.084 and 100.934) which is a significant statistical difference, and because are large samples it can be calculate Bonferoni test (table 3).

Intrinsic motivation varies statistically significantly between grades IX and X. For high school and college first year there are significant differences in terms of extrinsic motivation ($p \leq 0.05$). There are statistically significant differences regarding the absence of motivation for all classes.

To see if there is a difference in terms of gender in motivation is done t test for independent samples. Levene test (table 4) for the intrinsic and extrinsic motivation also shows equal variability between the groups compared

($p_1=0.86$, respectively $p_2=0.956 \geq 0.05$) and an unequal variance for the lack of motivation ($p_3=0.17 \leq 0.05$). In terms of intrinsic motivation there is a statistically significant difference between women and men ($p=0.001 \leq 0.05$) but no significant statistical difference between women and men for extrinsic motivation ($p=0.062 \geq 0.05$).

The difference between men and women in terms of lack of motivation is not statistically significant ($p=0.737 \geq 0.05$).

Table 2. ANOVA results for the measured Motivation's dimensions

		Sum of Squares	df	Mean Square	F	Sig.
Intrinsic motivation	Between Groups	4.006	4	1.001	3.466	.009
	Within Groups	76.862	266	.289		
	Total	80.867	270			
Extrinsic motivation	Between Groups	48.335	4	12.084	48.219	.000
	Within Groups	66.661	266	.251		
	Total	114.996	270			
Lack of motivation	Between Groups	403.738	4	100.934	366.991	.000
	Within Groups	73.159	266	.275		
	Total	476.896	270			

Table 3. Class differences in students' motivation (Multiple Comparisons)

Bonferroni Dependent Variable	(I) Class	(J) Class	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Intrinsic motivation	class IX	class X	.297*	.102	.039	.01	.59
	class X	class IX	.297*	.102	.039	-.59	-.01
Extrinsic motivation	class IX	class X	1.024*	.095	.000	.75	1.29
		class XI	.360*	.098	.003	.08	.64
		class XII	1.021*	.092	.000	.76	1.28
	class X	First year college	.282*	.097	.041	.01	.56
		class IX	-1.024*	.095	.000	-1.29	-.75
		class XI	-.633*	.099	.000	-.94	-.38
	class XI	First year college	-.741*	.098	.000	-1.02	-.46
		class IX	-.360*	.098	.003	-.64	-.08
		class X	.663*	.099	.000	.38	.94
	class XII	class XII	.661*	.096	.000	.39	.93
		class IX	-1.021*	.092	.000	-1.28	-.76
		class XI	-.661*	.096	.000	-.93	-.39
First year college	First year college	-.739*	.095	.000	-1.01	-.47	
	class IX	-.282*	.097	.041	-.56	-.01	
	class X	.741*	.098	.000	.46	1.02	
Lack of motivation	class IX	class XII	.739*	.095	.000	.47	1.01
		class X	-2.713*	.100	.000	-2.99	-2.43
		class XII	-2.529*	.097	.000	-2.80	-2.26
	class X	class IX	2.713*	.100	.000	2.43	2.99
		class XI	2.455*	.104	.000	2.16	2.75
		First year college	2.464*	.102	.000	2.17	2.75
	class XI	class X	-2.455*	.104	.000	-2.75	-2.16
		class XII	-2.272*	.101	.000	-2.56	-1.99
		class IX	2.529*	.097	.000	2.26	2.80
	class XII	class XI	2.272*	.101	.000	1.99	2.56
		First year college	2.280*	.100	.000	2.00	2.56
		class X	-2.464*	.102	.000	-2.75	-2.17
First year college	class XII	-2.280*	.100	.000	-2.56	-2.00	

*.The mean difference is significant at the .05 level.

Table 4. T - test coefficients for gender differences in students' motivation

		Levene's Test for Equality of Variances		t	df	Sig. (2-tailed)	t-test for Equality of Mean			
		F	Sig.				Mean Difference	Std. Error of Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Intrinsic motivation	Equal variances assumed	.031	.861	-3.465	269	.001	-.233	.067	-3.66	-.101
	Equal variances not assumed			-3.457	210.582	.001	-.233	.068	-3.66	-.100
Extrinsic motivation	Equal variances assumed	.003	.956	-1.874	269	.062	-.153	.081	-.313	.008
	Equal variances not assumed			-1.857	206.610	.065	-.153	.082	-.315	.009
Lack of motivation	Equal variances assumed	5.729	.017	.329	269	.742	.055	.167	-.274	.384
	Equal variances not assumed			.337	227.558	.737	.055	.163	-.267	.377

4. Conclusions

Research conducted in order to investigate the types of motivation to young people aged between 15 and 19 years has led to outline several ideas about career orientation. The lack of motivation decreases with increasing age and her place is taken by intrinsic and extrinsic motivation. The intrinsic motivation, which is very important in career motivation for high school vary for all grades. The study also found a difference in intrinsic motivation between men and women and no difference between men and women for extrinsic motivation and lack of motivation. These results should conduct to different strategies to learn coming from educators and trainers at all level (adolescents and adults).

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