

**OCCUPATIONAL ASPIRATION, ACHIEVEMENT MOTIVATION AND LIFE
SATISFACTION AMONG ADOLESCENTS**

By

NIRUPAMA S R

(20PAP012)

A Project submitted to



**Avinashilingam Institute for Home Science and Higher Education for Women
(Deemed to be University Estd. u/s 3 of UGC Act 1956, Category A by MHRD)
Re-accredited with 'A++' Grade by NAAC. CGPA 3.65/4, Category I by UGC
Coimbatore – 641 043, Tamil Nadu, India**

In Partial Fulfillment of the Requirement for the Degree of

Master of Science

In

Applied Psychology

MAY 2022

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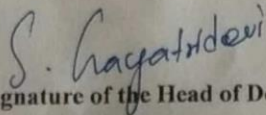
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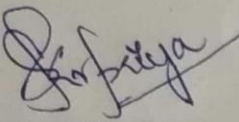
In

Applied Psychology

(2020-2022 Batch)

MAY 2022


Signature of the Head of Department


Signature of Guide

ACKNOWLEDGEMENT

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I take this opportunity to express my gratitude to every person from whom I was fortunate to get valuable guidance and help. First of all I would like to thank my God almighty, for showering his blessings to make this project a success.

I owe my thanks to the heads of Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, **Prof. S. P. Thyagarajan, Chancellor**, for providing the conducive infrastructure for the conduct of my study. I also convey my regards to **Dr. V. Bharathi Harishankar, Vice Chancellor, Dr. S. Kowsalya, The Registrar** and **Dr. M. Manonmani, M.A., M.Phil., Ph.D., Dean for School of Arts and Social Science** for extending all possible help towards the completion of the study.

I am privileged to express my deep sense of gratitude to respectable **Dr. S. Gayatri Devi. M.A., M.Phil., Ph.D., Professor and Head, Department of Psychology**, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore for the encouragement extended by her during the study.

I also express my special gratitude to my guide **Ms. Vishnu Priya S. K, M.Sc., Ph.D., Assistant Professor, Department of Psychology**, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, for her valuable support and motivation. Words are insufficient to thank her who initially directed me and enlightened my project. Her input in every stage of my work, suggestions, meticulous care, patience, motivation, guidance and encouragement, I whole heartedly thank her for all her support.

I greatly thank the support and help extended by the **Faculty Members** of the Department of Psychology, of Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, during the course of this study.

I am also thankful to all **the participants** who took part in my study. Thanks to all my **friends and family** members whose endurance, concern and invariable support helped me in accomplishing this task.

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ABSTRACT

ABSTRACT

The study on Occupational Aspiration, Achievement Motivation and Life Satisfaction among Adolescents was conducted in several cities. One hundred and eighty-four adolescents including seventy-three (n-73) males and one hundred and eleven (n-111) females were selected by simple random sampling method in the age range of 18-25 years. The participants of the study were assessed using Occupational Aspiration Scale constructed by Dr. J. S. Grewal; Rao Achievement Motivation Test constructed by Dr. D. Gopal Rao; and Life Satisfaction Scale constructed by Dr. A. P. Singh. Pearson's correlation was used to analyze the data and independent sample t-test was administered. The results were analyzed and found to state that there was a significant relationship between occupational aspiration and achievement motivation as well as achievement motivation and life satisfaction among adolescents.

Key words: *Occupational Aspiration, Achievement Motivation, Life Satisfaction, Adolescents*

CHAPTER I

INTRODUCTION

Since time immemorial, society has been aware of the changes occurring in human behaviour and body with growing age, but it was only at the turn of 20th century, when the concept of adolescence made its first appearance in its present form. That way the concept of adolescence may be regarded as a relatively new education area. In the beginning of 20th century, adolescence emerged as a distinct phase in the classification of human life. So the concept called adolescence in its present form can be said to have begun some 100 years ago when life was classified into five distinct phases that is infancy childhood adolescence, adulthood and old age.

Adolescence, the intermediate between childhood and adulthood is characterised by a multiplicity of physical and behavioural changes. These changes, altogether are new experiences for adolescents, young persons in teen years. To properly adapt to these changes, adolescents need some special kind of help and support from parents family members, teachers and peers. The adolescents themselves must have proper knowledge about these changes. Unaware about the significance of these changes under the impact of inappropriate guidance and suggestions of inexperienced friends, the adolescents sometimes take such strong steps that have long term consequences regarding critical issues relating to future career and health. The issues relating to adolescence are of vital importance which are linked to certain important needs and requirements. These needs and requirements despite being so critically important have not been reflected so far in the school curriculum in most of the countries including not only developing countries like India but also a number of advanced countries of the world.

Adolescence, therefore in its present form, is a distinct stage of life beginning with the onset of puberty and ends at the attainment of maturity. There are contradictions regarding the determination of adolescence age group. Developmental psychologists consider a person to be adolescent if the age is about 13 to 18 years of age. Another considerable view in this regard is that the age alone cannot be the sufficient determinant of the adolescence. The adolescence begins with rapid physical and sexual development called puberty and continue till the developments are complete. Due to changing social environment and factors like television, internet and print media adolescence is advancing and hence in order to give it an age specific time frame both its limits have been extended outwards. A person who is in the age group of 10 to 19 years is regarded as an adolescent as per present view.

Adolescence Education

Adolescence confront a number of problems due to lack of adequate knowledge about growing up process. The concept of adolescence education is mainly concerned with providing authentic knowledge of critical concerns with a view to inculcating in them rational attitude and responsible behaviour towards issues and problems relating to adolescence.

Adolescence education is a new concept. The area of adolescence education has emerged in response to pressing demands for introduction in school education systems, the elements relating to certain critical problems that the adolescence confront with during growing up process. The period of adolescence is a distinct phase in the life of a human being that is characterised by dramatic physical and behavioural changes. These changes attract emotions in various forms and result in anxiety, confusion and unrest among young people. The suddenness with which these changes occur marked by youthful exuberance as its most endearing hallmark further intensify is the problem. The situation persists and worsens due to non-availability of any authentic source of knowledge for understanding and appreciating these changes.

Adolescence Experiences

Some theories of human development suggests that adolescence as a period of problems, with their emphases on stress, conflict, difficulty and upheaval of the transition to adulthood. More recent thinking de-emphasises the negative and conflict ridden aspects of adolescence and focuses on the negotiation of relationships within the family and the wider environment, the reciprocity of influences within the family unit, and the notion that the individual can actively shape one's own development. There is consensus that adolescence is a time of significant physical and emotional development and that it sets the stage for adulthood. The experiences, knowledge and skills both physical and emotional acquired in adolescence have important implications for an individual's prospects in adulthood.

Moreover, positive experiences during adolescence can counter negative experiences or deficiencies during childhood, thus reinforcing its importance as a key stage for interventions of all kinds including second chances.

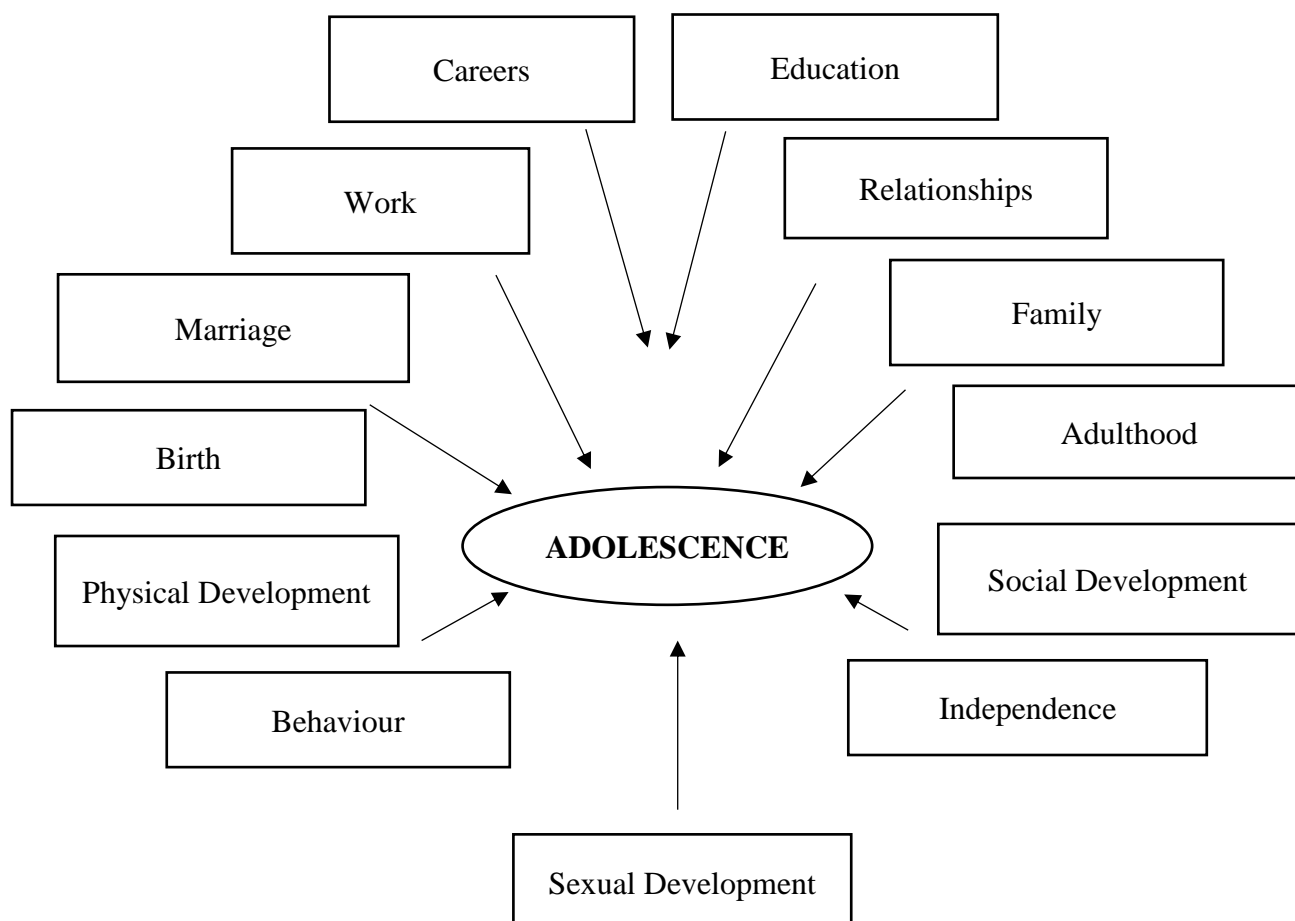
Socio Cultural Development

Adolescence is characterised by multiple changes taking place in human body and attitude. All these changes lead to the growth and development of the adolescents. There are many kinds of development that takes place during this stage out of which sociocultural

development has an add on significance as the first independent interaction with sociocultural milieu occurs. This interaction redefines one's social relationships and often creates problem for an individual. Since the society generally does not define a distinctively definite role for adolescents, as a result they are caught in the ambiguous overlap between the categorically defined roles of childhood and also of adulthood. Their psychological needs are not appreciated in proper perspective by the society. Under the impact of such unsupportive response from the society at times adolescents show aggressive and reactionary behaviour which many time is socially disapproved.

Adolescents are an important entry point of development interventions, but all too often they are unacknowledged in planning and macroeconomic policy making. There are very little data available on adolescents as a group or on the two cohort groups that is younger and older. Adolescents are essential resources within families and communities not only because of their potential as tomorrow's adults but also because they often make contributions to household livelihood strategies through their waged and un-waged labour and are part of today's human capital base.

Adolescence Inter-relationships



OCCUPATIONAL ASPIRATION

The level of aspiration is considered as a concept which is logically a special instance of the concept level of aspiration. Its special nature consists only in the continuum of difficulty this continuum of difficulty is the occupational hierarchy.

Occupational choice and occupational aspiration have come to play a vital role as motivating factors and as sources of conflict. The rapid growth of vocational guidance programs with expanding batteries of interest and aptitude tests provides rather direct testimony to the importance of occupational goals to the individuals. In addition, the highly specialized industrialization process has provided a tremendously diversified range of occupations from which individual can make a choice. Freedom to seek the type of occupation desired and to work to the level of one's own choice, providing one has sufficient ability to do so, it's the cherished heritage of our nation. This freedom to seek one's own level seen in direct contrast to the rigid caste system imposed when one is limited nearly to follow the profession of once father. as a consequence of this newer order, there are possibilities for advancement and for the fluid movement of individuals from one class to another. It would appear that the resultant lack of definite structure within one's culture makes occupational aspiration more a matter for individual concern and involvement than at any time in the past.

Motivation

Motivations are fundamentally dynamic, they describe the directional properties of human action. They imply a state of tension, disequilibrium or movement. Accordingly, when one come to the problem of human motivation, it is concerned with the dynamic push underlying an individual's behaviour. When barriers to achievement arise, the individual re doubles the effort to overcome them and to reach their goal. An individual feel driven, until the person has either succeeded or failed in efforts taken.

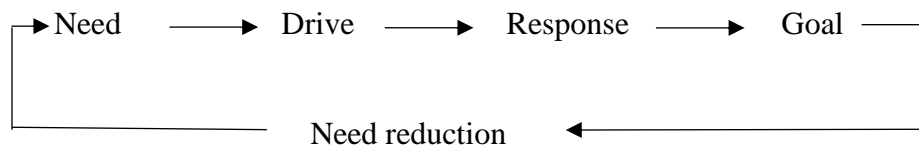
Human strivings are discriminatory or selective. Man does not strive for everything, but only for certain things. As one's motives become increasingly socialised by social pressures and experience, they become correspondingly more selective will stop animals and human infants do not have a high degree of selectivity in their propulsive behaviour. Their major concern is the satisfaction of basic physiological tensions. It is a fundamental error, therefore to base the study of human motivation on a knowledge of animal drives.

The Problem of Motivation

Probably every reflective person has on some occasions wondered what powerful incentive exists in human beings to cause them to persist, often in the face of unbelievable odds along a certain line of actions.

A Model of Motivation

Many motivated activities begin with a need, an internal deficiency. Need causes a drive (an energized motivational state) to develop. Drives activate a response (an action or series of actions) designed to attain a goal (the target of motivated behaviour). Reaching a goal that satisfies the need will end the chain of events. Thus, a simple model of motivation can be shown in this way:



Types of Motives

Motives can be divided into three major categories

- ❖ Primary motives- These are based on biological needs that must be met for survival. The most important primary motives are hunger, thirst, pain avoidance and needs for air, sleep, elimination of wastes, and regulation of body temperature. Primary motives are innate.
- ❖ Stimulus motives- these express needs for stimulation and information. Examples include activity, curiosity, exploration, manipulation, and physical contact. Although such motives also appear to be innate, they are not strictly necessary for survival.
- ❖ Secondary motives- these are based on learned needs, drives, and goals. Learned motives help explain many human activities, such as making music, creating a web page.

Optimum Motivation

Optimal motivation involves personal qualities of motivation under classroom environment that supports and cultivates it. A central theme in current motivation theories and research is the focus on developing self-regulated learners. Students who have self-regulation use both motivation and learning strategies. these self-regulatory processes include

intrinsic values, self-monitoring, and self-evaluation. Self-regulated learners also have what is known as volition, or the ability to maintain concentration in the face of obstacles. These learners want to learn, do things to make learning happen, and direct their own educational experience. Learners with these characteristics are more likely to continue to learn on their own. A similar view of optimum motivation is a will to learn. Students with the will to learn are characterised as believing in themselves and in their ability to think for themselves. They also developed a sense of personal effectiveness and the belief that they cause their own achievements.

C. Ames (1992) Describe motivation from the perspective of a classroom structure that promotes optimum motivation. Features of a classroom that fosters optimum motivation are

- ❖ tasks that are meaningful with reasonable challenge
- ❖ opportunity to participate in decision making and develop responsibility
- ❖ an evaluation system that recognises progress and mastery of content

ACHIEVEMENT MOTIVATION

Henry and Murray (1938), a pioneer in this field defined the need to achieve as “a desire or tendency to overcome obstacles, to exercise power to strive to do something difficult and as quickly as possible.” from this definition, Murray saw achievements as a generalized need. According to Murray, the pleasure of achievement is not in attaining the goal but, in developing and exercising skills. In other words, the process provides the motivation for achievement.

The Need for Achievement

To many people, being motivated means being interested in achievement. The need for achievement (nAch), is the desire to meet an internal standard of excellence. People with high needs for achievement strive to do well anytime they are evaluated.

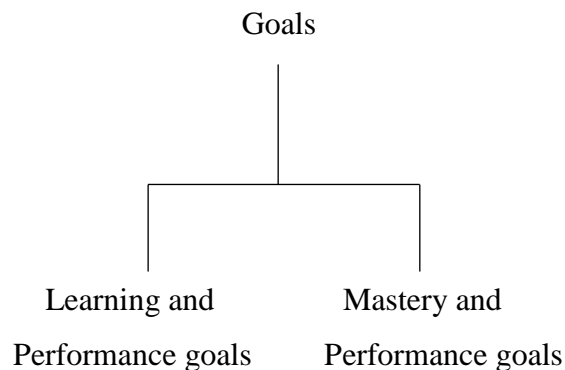
Needs for achievement may lead to wealth and prestige, but people who are high achievers in art, music, science, or amateur sports may excel without seeking riches. Such people typically enjoy challenges and relish a chance to test their abilities.

Achievement Goal Orientation

Achievement goal orientation offers another perspective on the relationship between ability belief and motivation. In self-worth theory, it is said that the tendency for students to equate ability with self-worth and the extent to which they would go to protect against the perception of low ability. A related framework achievement goal orientation explains contrasting views of the role of ability in learning and how success and competence are defined. Achievement goal theory integrates cognitive beliefs and emotions that focus on the underlying purpose for achieving a goal and as such can be adaptive or maladaptive.

Contrasting Achievement Goal Orientations

Students can pursue two general classes of goals in an achievement situation. Researchers have labelled these two classes of goals differently.



❖ Learning Goals

Students with a learning goal pattern are seeking to understand the material they're learning, master skill and increase their competence through their own effort. their judgement of ability is more likely to focus on their Improvement from a previous performance or the use of a standard as a criterion for achievement. Learning goal is more likely to be associated with positive educational outcomes such as task engagement and an intrinsic value for learning. As an adaptive motivation, it also provides resiliency in the face of failure.

❖ Performance Goals

Students with performance goal pattern are more concerned with their ability, how their performance compares to others, and extrinsic incentives. Attributions for success are more likely to focus on ability, not effort. There is a distinction between a performance approach and performance avoidance orientation. With a performance approach, the student's concerns are about the extent to which they prove their ability. The goal for students with the

performance avoidance orientation is to protect themselves from the perception that they have low ability stop the performance approach is more adaptive for learning than performance avoidance.

Evaluation of Competence and Achievement anxiety

Self-evaluation of competence is also related to achievement anxiety. Test anxiety is aroused when students believe that their competencies may not be up the demand of the task. It has been identified as one of the emotions directly linked to achievement. anxiety has long been identified as a factor that can have debilitating effects on school performance. Test anxiety is a common complaint in regards to high stakes testing. Test anxiety tends to correlate negatively with achievement at all ages and grade levels. It increases as students move through elementary into high school and can interfere with learning and testing. As anxiety increases it is more likely that students will have lower achievement.

Explanations for Achievement Anxiety

Despite numerous models have been introduced to explain the causes and effects of anxiety, no single model can account for the complexity. The explanations include motivational, effective and cognitive factors. Cognitive interference and skill deficit and motivational explanations are said to be the most relevant for educators.

❖ Cognitive Interference and Skill Deficit

Self-defeating thoughts distract the essential amount of attention from the task. The already limited capacity of humans to process information is further limited by diverting and self-defeating thoughts at every stage of learning. In a testing situation, students with a high level of anxiety focus on themselves, worrying about the outcome and spending less time focusing on the task come on resulting in poorer performance. Contrary to popular beliefs, test taking is only one stage affected by anxiety. Attention is affected prior to study. During study, however, self-defeating thoughts interfere with information processing.

A cooperative skill deficit explains poor performance ask resulting primarily from in adequate study in the first place. The student is conscious how about the negligible amount of preparation for the test. In such a situation, anxiety does not directly lead to poor performance. High-anxiety students have deficits in some of the study habit areas:

- ❖ Self-monitoring- judging whether they are ready for an exam
- ❖ Organising information into more meaningful patterns
- ❖ Distractibility- classroom disruptions and student's own worries

❖ **Motivational Explanations**

Generally anxiety is provoked when students visualise a possible failure. Students with a learned helplessness belief experience anxiety and do not have a sense of control in the situation. Likewise, students who have a low sense of self efficacy are more likely to experience the negative effects of achievement anxiety. However high efficacy appears to protect a student from anxiety. This reinsures the significance of acknowledging maladaptive attributions and low efficacy judgments and providing attribution retaining and strategies to increase student's efficacy.

Goal orientation and self-worth protection are also related to anxiety. Students with entity view of intelligence with performance goal can easily have high levels of anxiety about performing poorly because of the fear of lacking the ability. This may lead to performance avoidance motivation. From a self-worth perspective, achievement anxiety is a reaction to threat of failure.

Strategies to Reduce Debilitating Test Anxiety

1. Attitudes and Beliefs

- ❖ The purpose of the test can be explained.
- ❖ Letting the students to acknowledge the significance of doing one's best and learning goal statements.
- ❖ Emphasizing that test-taking skills are something everyone will learn in school.

2. Cognitive Strategies

- ❖ Teaching students study skills.
- ❖ Teaching students the ways to activate prior knowledge.
- ❖ Set up practice skills.

3. During Test Taking, remind students

- ❖ To sit in an appropriate position easier to write.
- ❖ To focus on the instructions from teachers as well as the test instructions.

- ❖ To letting them know about the do's and don'ts.
- ❖ To pace themselves, neither rushing nor working too slowly.

Intrinsic and Extrinsic Motivation

In intrinsic motivation people prefer to do tasks out of inherent interest. Here people are proactive in nature and have the curiosity to explore, learn and exercise capacities. This kind of interest is not programmed or forced into people, rather an innate part of individuals and people are inclined to do in accordance with one's interest until something interferes.

This type of self-motivation does not require any reward, but people prefer to perform activities out of own interest and that provide spontaneous pleasure and enjoyment. Intrinsic motivation is a powerful source of learning throughout the lifespan. Most of the peoples learning stems from spontaneous interests curiosity and natural desire to master problems and affect the surroundings. One of the things about intrinsic motivation that makes it so important is that it is the prototype of human autonomy. Intrinsic motivation is the epitome of volition and is accompanied by feelings of freedom, interest and enjoyment. When intrinsically motivated people are engrossed in the activity and not easily distracted.

In contrast to intrinsic motivation there comes another concept called extrinsic motivation. Extrinsically motivated people work for rewards or to avoid punishment. Achievement related behaviours can be motivated by either intrinsic or extrinsic motivation and are often motivated by a combination of the two.

Intrinsic Motivation and Achievement

When people are intrinsically motivated, learning occurs better at conceptual level. As tasks are performed out of interest, there appears to be better understanding and so its easy to attain success. Controlling conditions diminish creativity and flexible problem solving, relative to conditions that allow more autonomy.

Extrinsic Motivation and Achievement

Controlling conditions have been found to impair internalization and integration resulting in a poorer quality achievement, thus further implying that supporting student's intrinsic need satisfaction rather than controlling behaviour is advantageous for academic performance.

LIFE SATISFACTION

Life satisfaction is one among a range of concepts that is assumed to reflect the conditions of a good life. Life satisfaction is satisfaction experiences through having a good job and good family life. Life satisfaction is a construct that is central to the subdiscipline of subjective well-being. Life satisfaction is the way a person perceives life and feels about the future. The cognitive component is associated with life satisfaction and satisfaction with various life domains.

Life satisfaction is typically defined as “the degree to which individuals judge the quality of their lives favourably and it can be equated with happiness” (Veenhoven 1991). Veenhoven uses the definition of life satisfaction as the degree to which an individual judges the overall quality of life as a whole favourably. Previously life satisfaction was operationalized as the employee’s satisfaction with different life domain, including place of residence, leisure activities such as hobbies, family life, friendships, and health condition. Although many different domains can be listed at a global level it is possible to distinguish between the work and non-work domains of people’s lives. Within each domain a person’s level of satisfaction results from the experience of positive and negative events.

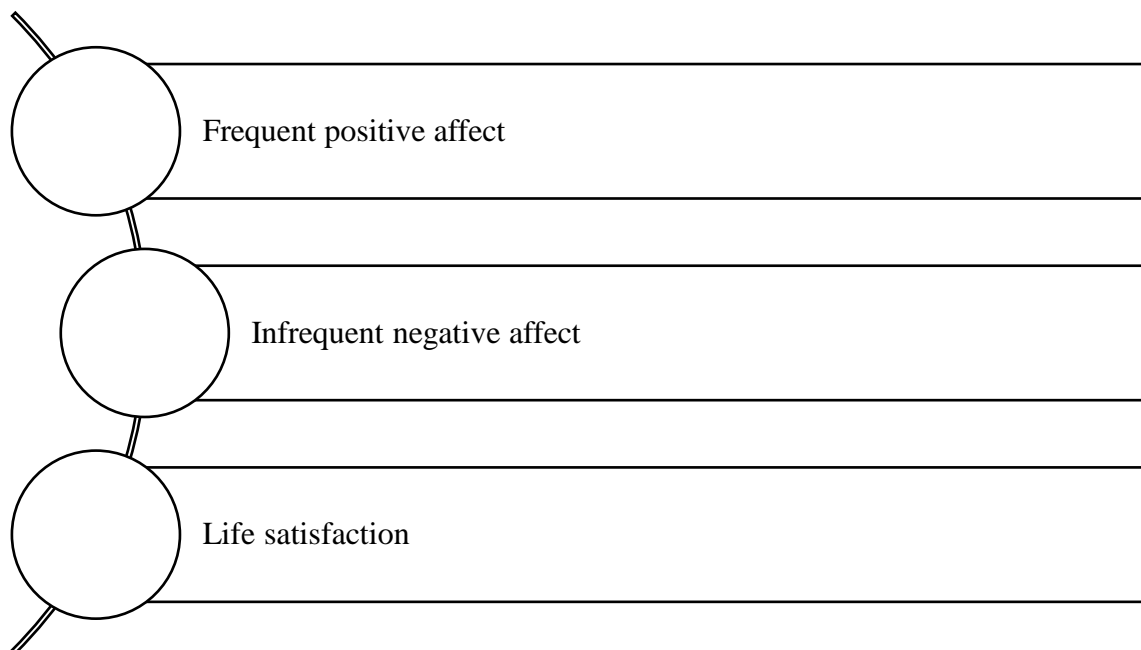
Life satisfaction is the way in which people express their emotions, feelings and the way they feel about their directions and options for the future. It is a measure of well-being assessed in terms of mood, satisfaction with relationships, achieved goals, self-concepts and self-perceived ability to cope with one’s daily life. Rather than an assessment of present feelings life satisfaction involves a favourable attitude towards one’s life. Life satisfaction has been measured in relation to degree of education, experiences, economic standing, residence among many other topics. It is a key part of subjective well-being.

Life satisfaction is partly a function of genetic characteristics or early childhood experiences and partly a state that can fluctuate depending on other factors present in individuals lives. Life satisfaction construct includes various social indicators working life and individual perception of satisfaction with different domains of one's life experiences, including marriage and family, health, job, neighbourhood and municipality leisure, housing and financial condition. The notion of an eclectic model of life satisfaction attitude suggests that one’s contentment with life is a gestalt concept built upon satisfaction with specific life domains such as work and family experiences. Satisfaction with these diverse domains appears to result in an overall satisfaction with the quality of one’s life.

Relationship with Subjective Well-being

Life satisfaction is one component of subjective well-being, along with affective balance. Subjective wellbeing is a self-reported measure of well-being, typically obtained by questionnaire.

Ed Diener developed a tripartite model of subjective well-being in 1984, which describes the way people experience the quality of their lives and includes both emotional reactions and cognitive judgments. It posits three distinct but often related components of well-being:



Therefore, subjective well-being incorporates moods and emotions as well as evaluations of one's satisfaction with general and specific areas of life. Concepts encompassed by subjective well-being include happiness. Subjective well-being tends to be stable overtime and is strongly related to personality traits. There is evidence that health and subjective well-being may mutually influence each other, as good health tends to be associated with greater happiness, and numerous studies have found that positive emotions and optimism can have beneficial influence on health.

Components of Subjective Well-being

There are two components of subjective well-being. one is affective balance and the other is life satisfaction.

❖ **Affective Balance**

This concept states about emotions, come only hot you moods and the feelings a person has. these can be all positive, all negative or a combination of both positive and negative. Also feelings of reward or separate from positive and negative affect.

❖ **Life Satisfaction**

Life satisfaction and satisfaction with specific life domains are considered cognitive components of subjective well-being. The term happiness is also commonly used in regards to subjective well-being and has been defined variously as satisfaction of desires and goals (related to life satisfaction), as a preponderance of positive over negative affect (related to emotional components of subjective well-being), as contentment, and as a consistent, optimistic mood state and may imply an affective evaluation of one's life as a whole. Life satisfaction can also be known as the stable component in one's life. Affective concepts of subjective well-being can be considered in terms of momentary emotional states as well as in terms of longer term moods and tendencies (that is, the amount of positive and/or negative affect a person generally experiences over any given period of time). Life satisfaction and happiness are generally considered over long durations, up to one's lifetime. Quality of life has also been included as a conceptualization of subjective wellbeing.

Measurement of Subjective Well-being Components

Life satisfaction and affect balance are generally measured separately and independently.

- ❖ Life satisfaction is generally measured using a self-report method. A common measurement for life satisfaction is questionnaires.
- ❖ Affective balance is also generally measured using a self-report method. An example of a measurement of affective balance is the PANAS (Positive Affect Negative Affect Schedule).

Theories

Theories of causes of subjective well-being tend to emphasise either top-down or bottom-up influences

Top-down Perspective

In the top down view, global features of personality influence the way a person perceives events. Individuals may therefore have a global tendency to perceive life in a

consistently positive or negative manner, depending on their stable personality traits. Top down theories of subjective well-being suggest that people have a genetic predisposition to be happy or unhappy and this predisposition determines their subjective well-being setpoint. Setpoint theory implies that a person's baseline or equilibrium level of subjective well-being is a consequence of hereditary characteristics and hence, almost entirely predetermined at birth. Evidence for this genetic predisposition derives from behaviour-genetic studies that have found that positive and negative affectivity each have high heritability. Numerous twin studies confirm the notion of setpoint theory, however they do not rule out the possibility of individuals to experience long term changes in subjective well-being.

Evidence for genetically influenced predisposition to subjective well-being comes from findings that personality has a large influence on long term subjective well-being. This has led to the dynamic equilibrium model of subjective well-being. This model proposes that personality provides a baseline for emotional responses. External events may move people away from baseline, sometimes dramatically, but these movements tend to be of limited duration, with most people returning to their baseline eventually.

Bottom-up Perspective

From a bottom-up perspective, happiness indicates an accumulation of happy experiences. Bottom-up influences include external events, and broad situational and demographic factors, including health and marital status. Bottom-up approaches are based on the idea that there are universal basic human needs and that happiness results from their fulfilment. In support of this view, there is evidence that daily pleasurable events are associated with increased positive affect, and daily unpleasant events or hassles are associated with increased negative affect.

External events account for a much smaller proportion of the variance in self reports of subjective well-being than top down factors, such as personality. A theory proposed to explain the limited impact of external events on subjective well-being is hedonic adaptation. Based originally on the concept of a hedonic treadmill, this theory proposes that positive or negative external events temporarily increase or decrease feelings of subjective well-being, but as time passes people tend to become habituated to their circumstances and have a tendency to return to a personal subjective well-being setpoint or baseline level.

The hedonic treadmill theory originally proposed that most people return to a neutral level of subjective well-being as they habituate to events. However, subsequent research has shown that for most people the baseline level of subjective well-being is at least mildly

positive, as most people tend to report being at least somewhat happy in general and tend to experience positive mood when no adverse events are occurring. Additional refinements to this theory have shown that people do not adapt to all life events equally as people tend to adapt rapidly to some events, slowly to others, and not at all to others.

Factors Affecting Life Satisfaction

1. Personality

The big 5 model is one of the primary concepts of personality. This model considers the dimensions of openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. Generally it is said that neuroticism is the strongest predictor of life satisfaction. Neuroticism is also linked to people who have difficulty making up their mind, and is common in people who suffer from mental illness. The personality factor openness to experience is positively correlated with life satisfaction. Apart from the personality dimensions studied in the big five model, the trait chronotype has been related to life satisfaction; morning oriented people showed higher life satisfaction than evening oriented individuals.

More frequent socialization can also contribute to overall well-being. Social support through others has been shown to affect the well-being of adults and the overall health of individuals. Therefore, people who tend to communicate, and who are considered to be more open to others would have a higher level of life satisfaction.

Heritability has been shown to have an effect on the way one is ranked in terms of life satisfaction. Heritability plays a role in both personality and individual experiences. Heritability can influence life satisfaction to some degree and the personality elements that were affected by heritability did seem to have an effect on overall life satisfaction of an individual.

It has been said that being able to independently deal with negative emotions can influence long term life satisfaction. Having a personality capable of properly dealing with emotions like anger, angst, or hate can be beneficial when dealing with similar things later in life. People who are more easy-going tend to deal with their negative emotions differently than someone who is uptight. These individual differences can influence the way people deal with problems in the present and with similar situations in the future.

2. Self-esteem

Positive views and life satisfaction were completely mediated by the concept of self-esteem, together with the different ways in which ideas and events are perceived by people. Several studies found that self-esteem plays a definite role in influencing life satisfaction. By knowing oneself and one's worth, an individual is driven to think in a positive way. There is also a homeostatic model that supports these findings.

3. Outlook on Life

A person's mood and outlook on life can also influence perception of one's own life satisfaction. There are two kinds of emotions that may influence the way people perceive their lives. Hope and optimism both consist of cognitive processes that are usually oriented towards the reaching of goals and the perception of those goals. Additionally, optimism is linked to higher life satisfaction, whereas pessimism is related to symptoms in depression.

According to Seligman, the happier people are, the less they focus on the negative aspects of their lives. Happier people also have a greater tendency to like other people, which promotes a happier environment. This correlates to higher level of the person's satisfaction with life, due to the notion that constructiveness with others can positively influence life satisfaction. However, others have found that life satisfaction is compatible with profoundly negative emotional states like depression.

4. Age

It has been recorded that adolescents seem to have a lower level of life satisfaction than their older counterparts. This could be because many decisions are imminent, and an adolescent could be facing them for the first time in life. Although many adolescents have insecurities about many aspects of life, satisfaction with friends would stay at a consistent level. This is hypothesised to be due to the amount one can identify with same age group over other age groups. Also, it was found that life satisfaction in terms of sexuality increased. This is because at this age many adolescents reach sexual maturation which can encourage them to find verification and satisfaction in the idea of a sexual partnership.

5. Life Events and Experiences

It has been suggested that there are several factors that contribute towards level of life satisfaction. Experiences that are both acute events and chronic, daily experiences influence self-reports of life satisfaction. Differences in experiences can greatly shape the way one

observe and engage with the world. It can influence the way one speak, the way a person act in public and one's general outlook. These experiences which shape the way an individual think about the surroundings affect life satisfaction. Someone who has the tendency to see the world in a more negative light we have a completely different level of satisfaction than someone who's constantly admiring the beauty of surroundings. People who engage with more stress on average tend to have higher levels of stress that can contribute to higher levels of self-report life satisfaction, as long as identifying the way to deal with stress in a positive way.

6. Values

It is proposed that overall life satisfaction comes from within an individual based on the individual's personal values and things one holds important. For some it is family, for others it is love, and for others it is money or other material items; either way, it varies from one person to another. Economic materialism can be considered a value. It is found that materialistic individuals were predominantly male, and that materialistic people also reported a lower life satisfaction level than non-materialistic counterparts. The same is true of people who value money over helping other people; this is because the money one have can buy the assets that is deemed as valuable. Materialistic people are less satisfied with life because they constantly want more and more belongings, and once those belongings are obtained they lose value, which in turn causes these people to want more belongings and the cycle continues. If these materialistic individuals do not have enough money to satisfy their craving for more items, they become more dissatisfied. This has been referred to as a hedonic treadmill.

Individuals reporting a high value on traditions and religion reported higher level of life satisfaction. This is also true for people who pray frequently. Other individuals that reported higher levels of life satisfaction were people who valued creativity, and people who valued respect for and from others. Hard times come around and often people count on their peers and family to help them through, it is no surprise that a higher life satisfaction level was reported of people who had social support, whether it be friends or family. The people who personally valued material items were found to be less satisfied overall in life as opposed to people who attached a higher amount of value with interpersonal relationships. People who take pride in themselves by staying mentally and physically fit have higher levels of life satisfaction purely due to the content of their day. These values come together in determining the way somebody sees themselves in light of others.

7. Culture

Defining culture by reference to deeply engrained societal values and beliefs, culture affects the subjective well-being. Well-being includes both general life satisfaction and the relative balance of positive affect versus negative affect in daily life. Culture directs the attention to different sources of information for making the life satisfaction judgments, thus affecting subjective well-being appraisal.

Individualistic cultures direct attention to inner states and feelings (positive or negative affects), while in collectivistic cultures the attention is directed to outer sources (adhering to social norms or fulfilling one's duties). It is said that correlation between life satisfaction and the prevalence of positive affect is higher in individualistic cultures, whereas in collectivistic cultures affect and adhering to norms are equally important for life satisfaction. Most of modern western societies, such as the United states and European countries are directed towards individualism, while the eastern societies like China and Japan, are directed towards collectivism. Those of a collectivistic culture emphasize deeply on the unity one has with their families. An individualistic culture is geared towards one's own personal achievements and it signals a strong sense of competition. With an individualistic approach one is inclined in possibly experiencing loneliness. Meanwhile those in a collectivistic culture maybe prone to having a dismay of rejection.

8. Family

Life satisfaction can also be looked 8 in a new one as influenced by a family. Family life satisfaction is so pertinent topic as everyone's family influences in some way and most strive to have high levels of satisfaction in life as well as within one's own family. It is important to examine family life satisfaction from all members of the family from a perceived perspective and an ideal perspective. Greater life satisfaction within a family increases through communication and understanding each members attitudes and perceptions. A family can make all the difference for someone's life satisfaction.

And adolescent's life satisfaction is heavily influenced by families dynamic and characteristics. Family bonding, family flexibility, parental support are all huge factors into the adolescent's life satisfaction. The more bonding, flexibility, and support there is within a family the higher adolescent's life satisfaction.

Women who consciously decided not to have children overall had very high life satisfaction. It was found that most of the life satisfaction came from careers instead of children. On the other hand, women who did have children had high life satisfaction which

depended on the reasons and decision making for having children. These are just generalizations and life satisfaction comes from many different sources which are unique and different for every person. Life satisfaction can shift all the time from events, situations family and friend implications and many different things that all must be taken into consideration.

On the other hand, life satisfaction is also affected by parenthood and couples introducing children into their relationship.

9. Career

To have a satisfied life it is important for a person to have a satisfying career. Doing something productive and meaningful contributes to ones feeling of life satisfaction. This notion of accomplishment is related to a person's drive. Need for accomplishment is an essential part of becoming a fully functional person, and if someone feels accomplished they would be more able to see bright sides in their life; thus improving their life satisfaction.

Internationally salary one earns is important, income levels show a moderate correlation with individual evaluations of life satisfaction. However, in developed nations the connection is weak and disappears for the most part when individuals earn enough money to meet basic needs.

Need for the Study

Young people are capable of making responsible choices to enhance their self when provided with a chance, and that they also educate others to pick the right choice for their careers. In this study adolescents are considered as sample population and their occupational aspiration, achievement motivation and life satisfaction are investigated, because adolescence is the age of transition and has lot of thought races. Once all these are properly channelized, an optimum amount of clarity is obtained for both personal and professional life. Since this age period signifies the time of picking up the right career choice, its essential to know the career domains that would suit an individual; and for this purpose, the study has been carried out to find the extent one aspires to achieve something and the amount of satisfaction the person would have with the life choice.

CHAPTER II

REVIEW OF LITERATURE

Madasamy and Arulnathan (2021) conducted a study on educational aspirations and achievement motivation of rural youth in Dharmapuri district. The samples were collected from 60 rural youths through purposive sampling. Self-structured questionnaire and achievement motivation scale (n-Ach) were used. The result concluded that the dimensions of achievement motivation have a positive and significant relationship with educational aspirations of rural youth.

Miyamoto and Wicht (2020) conducted a study on developmental trajectories of the socio-economic status of occupations during adolescence in Germany. The samples were collected from 5964 (boys and girls) secondary school students through paper and pencil survey. The analysis revealed that adolescents experienced small increases in the socio economic status of occupational aspirations from grades 8 to 10. Multi group models reveal that females initially aspire to higher socioeconomic status occupations and their aspirations exhibited larger growth overtime compared to males.

Widlund, Tuominen, Tapola and Korhonen (2020) conducted a study on gendered pathways from academic performance, motivational beliefs, and school burnout to adolescent's educational and occupational aspirations. The samples were collected from 966 (boys and girls) Finish 9th graders through longitudinal study. The findings revealed that performance, motivational beliefs and school burnout all contribute to the educational degrees and occupations students aspire to. For both genders higher levels of educational aspirations were related to higher levels of school related exhaustion, whereas feelings of cynicism and inadequacy in school were related to lower levels of aspirations.

Debnath and Singh (2020) conducted a study on occupational aspiration and academic achievement: a comparative study on higher secondary school students in relation to their gender in Tripura district. Samples consisted of 200 (boys and girls) high secondary school students. Occupational aspiration scale was used. The result concluded that there exists a positive correlation between occupational aspiration and level of academic achievement of higher secondary school students.

Habib (2019) conducted a study on educational aspiration of senior secondary school students in relation to their academic achievement. Samples were collected from 400 senior secondary school students. Educational aspiration scale was used. The result concluded that educational aspiration is independent from the effect of gender both male and female senior secondary school students have same level of academic achievement.

Lalrintluangi and Lalthanpuii (2019) aimed a study on occupational aspiration level of higher secondary school students of Aizawl district in relation to parental education and gender. Samples consisted of 340 (males and females) higher secondary school students. Dr. J.S. Grewal Occupational Aspiration Level (OAS-G) was used as a tool. The result concluded that parental education and their keen interest and intervention in their children education has a positive impact on the occupational aspiration level of the children and children living in a more refine areas possess higher aspiration.

Kumari and Gupta (2018) investigated a study on occupational aspirations of secondary school students in relation to their achievement motivation and parental occupation. Samples were collected from 400 (male and female) secondary school students. Occupational Aspiration Scale and Achievement Motivation Scale were used. The result concluded that occupation aspirations of male students were higher than the females while female students were having higher achievement motivation than the males. Significant positive correlation was found between occupational aspirations and achievement motivation of students whereas parental occupation was not having significant correlation with occupational aspirations of the students.

Kaur and Ahuja (2018) aimed to study on occupational aspiration of secondary school students. 200 (male and female) students of 11th class, Amritsar district were used as samples. The tool used in the study was Occupational Aspiration Scale. The result concluded that all the secondary male and female students have the same ideas, goals and fantasies to make the decision about their future occupations. Hence, occupational aspiration is almost the same in the male and female secondary students.

Vijayan (2017) conducted a study on influence of occupational aspiration on the academic achievement of institutionalised adolescent orphans in Kerala. The samples were collected from 250 (boys and girls) adolescent orphans through normative survey method.

The tool used was Occupational Aspiration Scale. The findings revealed that institutionalised adolescent girls are more career aspirants than boys among the orphans.

Gerard and Booth (2015) investigated a study on Family and school influences on adolescent's adjustment: The moderating role of youth hopefulness and aspirations for the future. A sample of 675 (boys and girls) adolescents were considered. The results concluded that adolescent's hopefulness and their academic aspirations moderated associations between both family and school influences on adolescent adjustment with youth gender and race qualifying these interaction effects.

Wilson and Welsh (2012) aimed a study on vocational knowledge in rural children: a study of individual differences and predictors of occupational aspirations and expectations. A sample of 132 students (boys and girls) were recruited from two rural school districts in the Midwest. The results of regression analysis demonstrated that vocational knowledge adds significantly to the prediction of career aspirations and expectations.

Creed, Tilbury, Buys and Crawford (2011) aimed a study on The career aspirations and action behaviours of Australian adolescents in out-of-home-care. A sample of 404 adolescents (boys and girls) were considered. The results concluded that out-of-home-care youth reported lower aspirations, career planning, and perceived parental aspirations. Also they had more career barriers and more school engagement.

Rodermund and Vondracek (2002) investigated a study on Occupational dreams, choices, and aspirations: adolescent's entrepreneurial prospects and orientations. A sample of 320 (boys and girls) tenth grade students were considered. The results concluded that among students more willing to expend effort, levels of entrepreneurial orientation were higher for those who were conscientious, self-efficient, open to new experience, and low in agreeableness. Among students less willing to expend effort, a high need for social recognition predicted higher levels of entrepreneurial orientation.

Alfonso and Lonigan (2021) conducted a study on Trait anxiety and adolescence academic achievement: The role of executive function. A sample of 174 (boys and girls) sixth, seventh and eighth grade students were considered. The results conclude that trait

anxiety may enhance working memory which could lead to improvements in academic achievement in adolescents.

Engels, Spilt, Denies and Verschueren (2021) aimed a study on The role of affective teacher-student relationships in adolescent's school engagement and achievement trajectories. A sample of 5382 (boys and girls) adolescents were considered. The result concluded that closeness positively and conflict negatively predicted student's school engagement. Furthermore, adolescent's behavioural and emotional engagement and disaffection in particular played an important role in predicting achievement within the same school year. Moreover increases in behavioural disaffection and emotional engagement aligned with reduced and steeper increases in achievement between grade 7 and 9.

Schweder and Raufelder (2021) conducted a study on Needs satisfaction and motivation among adolescent boys and girls during self-directed learning intervention. A sample of 754 (boys and girls) adolescents were considered. The result concluded that fewer gender based differences exist in needs satisfaction and academic self-regulation in an self-directed learning intervention. Further, adolescent's needs satisfaction was explicitly associated with higher forms of academic motivation.

Rahman, Begum, Nahar (2021) conducted a study on Impact of parenting and achievement motivation on students' academic performance. A sample of 200 (boys and girls) students were selected in Dhaka city. The results concluded that parenting and achievement motivation can predict academic performance.

Xu and Du (2020) aimed a study on Intrinsic motivation, favourability, time management, and achievement: A cross lagged panel analysis. A sample of 1450 (boys and girls) Chinese eighth graders were considered. The results concluded that there were positive reciprocal influences of intrinsic motivation and favourability; higher prior intrinsic motivation led to higher subsequent favourability, and higher prior favourability led to higher subsequent intrinsic motivation. Additionally higher prior time management resulted in higher subsequent intrinsic motivation, favourability, and math achievement.

Kiuru and Spinath (2020) investigated a study on The dynamics of motivation, emotion, and task performance in simulated achievement situations. A sample of 190 (boys and girls) sixth graders were considered. The result concluded that high task performance was related to higher levels of effort, higher attributions of success to ability, and increased positive emotions after the task.

Thakre (2020) conducted a study on Parenting styles Study Habits and Achievement Motivation among adolescents. A sample of 76 (boys and girls) school students were considered. The results concluded that the study habits and achievement motivation among adolescents was higher when the parenting style was authoritative as compared to authoritarian and permissive parenting styles.

Moreira, Galindo, Garcia (2019) aimed a study on motivation to achievement in adolescents: Differences in sexes between public and private high schools. A sample of 250 (men and women) participants were considered. The results concluded that there is no important to be man or woman or age to choose career or to plan a project of life the most important thing is what a person study based on the motivation to success in Mexican population and the motivation to achievement about the theory.

Steinmayr, Weidinger, Schwinger and Spinath (2019) aimed to investigate the importance of student's motivation for their academic achievement. A sample of 345 (boys and girls) students was recruited from two German schools. The tools used were Achievement Motive Scale (AMS), basic module of the intelligence structure test, ability self-concept scale, established German scale SESSW- subjective scholastic value scale, established German self-report measure SELLMO- scales for measuring learning and achievement motivation. The result concluded that student's ability self-concept turned out to be the most important motivational predictor of student's grades above and beyond differences in their intelligence and prior grades, even when all predictors were assessed domain-specifically. Therefore there is strong evidence that believing in own competencies its advantages with respect to academic achievement.

Amemiya and Wang (2018) conducted a study on African American adolescent's gender and perceived school climate moderate how academic coping relates to achievement. A sample of 274 (boys and girls) African American seventh graders were considered. The

results concluded that associations between academic coping and achievement depended on adolescent's gender and school climate perceptions. Problem solving was associated with higher achievement for males only. Comfort seeking was associated with lower achievement among females and for adolescents who perceived their schools to be less mastery oriented. Commitment related to lower achievement among males who perceived less supportive school climates. Importantly self-encouragement was associated with higher achievement among males who perceived greater school support for cultural pluralism.

Praveen and Smitha (2018) conducted a study on problem solving ability and achievement motivation among secondary school students. A sample of 130 (boys and girls) secondary school students were considered. The results concluded that the female urban and government school students have high achievement motivation than boys, rural and aided school students.

Tripathy (2018) aimed a study on the Effect of birth orders on achievement motivation among adolescents. A sample of 90 students (boys and girls) were considered from Uttarakhand. The results concluded that there was no significant relationship between achievement motivation and birth order. The fact is this, that human motivation has been found in children whether they have any type of birth order.

Florence and Faremi (2018) conducted a study on achievement motivation and parenting styles in promoting effective learning among secondary school students in ondo state. A sample of 245 (boys and girls) secondary school students were considered. The results concluded that achievement motivation and the styles adopted by parents in raising their children may not have any impact on the secondary school student's effective learning outcome.

Yan Liou (2017) investigated a study on Profiles of adolescent's motivational beliefs in science learning and science achievement in 26 countries: Results from TIMSS 2011 data. The data was collected from eight grade students of 26 countries. The results concluded that the degree of predictive power between the three motivational beliefs and science achievement from the strongest to the weakest is self-concept, intrinsic value, and utility value in general. Additionally, motivational beliefs of East Asian students who rank the top

but show the lowest motivational beliefs in the series of large scale assessments, have relatively stronger associations with achievement among the 26 countries.

Pant and Srivatsava (2015) aimed a study on Social support and achievement motivation among adolescents. A sample of 100 (male and female) school students were used. The result concluded that social support and achievement motivation was higher in females as compared to males. Thus female adolescents perceived more social support and showed high achievement motivation.

Chong et al., (2014) conducted a study on Caring or Controlling, Parental Monitoring and its Effect on Negative Emotion and Achievement Motivation of At-risk Adolescents. A sample of 84 (boys and girls) adolescents were considered. The results concluded that the levels of parental monitoring made significant effects on negative emotions and achievement motivation among the adolescents. It also revealed that these at- risk adolescents who were monitored by their parents were more motivated to achieve than were pressured and had negative emotion.

Awan, Noureen and Naz (2011) investigated a study on relationship between achievement motivation, self-concept and achievement in english and mathematics at secondary level. Samples consisted of 336 (males and females) students from four public and four private schools of the Sargodha district at the secondary level. An Urdu translated version of Academic Self-description Questionnaire II (ASDQ-II) and General Achievement Goal Orientation scale (GAGOS) were used. The result concluded that achievement motivation and self-concept are significantly related to academic achievement. Significant gender differences were also discovered which were in favour of girls.

Kenny, Walsh-Blair, Blustein, Bempechat (2010) aimed a study on Achievement motivation among urban adolescents: Work hope autonomy support an achievement-related beliefs. A sample of 201(boys and girls) urban high school students were considered. The results concluded that theoretical knowledge base concerns the value of work based learning in fostering academic motivation among adolescents.

Stoeber and Rambow (2007) conducted a study on Perfectionism in adolescent school students: Relations with motivation, achievement, and well-being. A sample of 121 ninth graders were considered. The results concluded that striving for perfection in adolescent school students is associated with positive characteristics and adaptive outcomes and thus may form part of a healthy pursuit of excellence.

Alshammari, Piko and Fitzpatrick (2022) conducted a study on A sex-stratified multiple regression on Jordanian adolescent's life satisfaction using different elements of school climate. A sample of 2141 (boys and girls) adolescents were considered. The results concluded that Jordanian high school student's level of life satisfaction is greater among girls compared to boys; Teacher responsiveness and positive mutual bonds play the most important role in life satisfaction in addition to socio economic status self-assessment; Some gender differences are noted in the relationships between study variables: the role of disruptive behaviour is different for girls (negative) and boys (positive) in life satisfaction, while growth and age are significant correlates of life satisfaction only for boys.

Mastari et.al., (2021) conducted a study on Connected and satisfied. The relationship between ethnic connectedness, life satisfaction and ethnic school composition among adolescents from nine ethnic groups. A sample of 2091 (boys and girls) adolescents were considered. The results concluded that ethnically diverse schools have a positive influence on the life satisfaction of young people who feel connected to their ethnic group, whereas ethnic diversity at school is negatively related to life satisfaction among young people who do not feel connected to their ethnic group.

Wahlstrom, Laftman, Modin, Lofstedt (2021) aimed a study on Psychosocial working conditions in school and life satisfaction among adolescents in Sweden: a cross sectional study. a sample of 3614 (boys and girls) students were considered. The results concluded that school demands were inversely associated with life satisfaction and that higher levels of teacher support and classmate support were associated with high life satisfaction. The findings indicate that schools have the potential to promote positive health among students.

Kekkonen et.al., (2020) investigated a study on Adolescent's peer contacts promote life satisfaction in young adulthood- a connection mediated by the subjective experience of not being lonely. A sample of 787 (boys and girls) adolescents were considered. The results

concluded that loneliness in adolescence may associate with low life satisfaction and related problems in young adulthood.

Zulig et.al., (2020) investigated a study on Does initiating vaginal sexual intercourse during a safer sex media campaign influence life satisfaction among African American adolescents. A sample of 1658 adolescents were considered. The aim of the study is to address sexual risk behaviours in the STI/HIV and explore intervention impacts on life satisfaction. The results concluded that there were no significant differences in life satisfaction at baseline between media and nonmedia intervention cities. Results by gender suggest more positive change in life satisfaction for females with mixed feelings for males.

Diaz, Fernandez, Axpe and Ferrara (2019) aimed a study on Perceived emotional intelligence and life satisfaction among adolescent students: The mediating role of resilience. A sample of 945 (boys and girls) adolescent students were considered. The results concluded that the resilient processes through which perceived emotional intelligence affects student's life satisfaction were similar for males and females.

Glaude, Jennings, Torres, Finch (2019) aimed a study on School of enrolment and perceptions of life satisfaction among adolescents experiencing substance use disorders. a sample of 246 (male and female) high school adolescents were considered. The results indicate that school of enrolment made an independent contribution to student's life satisfaction. Students enrolled in recovery high schools reported higher levels of life satisfaction when compared to those enrolled in non-recovery high schools.

Jovanovic (2019) aimed a study on Adolescent life satisfaction: The role of negative life events and the Big Five personality traits. A sample of 500 (boys and girls) adolescents were considered. The results concluded that negative life events, extroversion, and agreeableness had unique contributions to predicting life satisfaction. Also it indicate that the association between negative life events and adolescent life satisfaction is independent of personality traits, and support the conclusion that the relative contribution of personality traits to life satisfaction among adolescents is culture-specific.

Ginevra et.al., (2018) aimed a study on The role of career adaptability and courage on life satisfaction in adolescence. A sample of 1202 (boys and girls) Italian high school students were considered. The results concluded that courage partially mediated the relationship between career adaptability and life satisfaction in boys and girls.

Hassan, Sadaf, Saeed, Idrees (2018) investigated a study on Relationship between hope, optimism and life satisfaction among adolescents. A sample of 400 (male and female) students were considered. The results concluded that females are more hopeful and optimistic than males and their lives are more satisfied.

Zahid (2017) conducted a study on career aspiration and life satisfaction of final year medical school students in Rawalpindi, Pakistan. A cross sectional study was carried out on a total of 88 (males and females) final year medical students. The tools used were Revised English version Career Aspiration Scale (R-CAS) and Satisfaction With Life Scale (SWLS). The result concluded that, the more the medical students are aspired towards their career the more they are satisfied in life.

Borak and Mahmood (2016) conducted a study on Stress in relation to optimism and life satisfaction among adolescents. Sample of 100 (male and female) students were considered. The results concluded that stress was negatively correlated with optimism and life satisfaction. It further reveals that optimism and life satisfaction significantly predict stress among adolescents.

Chen et.al., (2016) conducted a study on Socio economic status and life satisfaction in Chinese adolescents: Analysis of self-esteem as a mediator and optimism as a moderator. A sample of 668 (boys and girls) Chinese adolescents were considered. The results concluded that the association between socio economic status and life satisfaction was mediated by self-esteem. Moreover, the mediating effect of self-esteem was moderated by optimism with the mediating effect being stronger for individuals with low optimism than for those with high optimism.

Esmaeili and Usefinezhad (2016) investigated a study on Effectiveness life review on life satisfaction among adolescents under the supervision of Qazvin well-being center. A sample of 16 individuals (male students) who were nurtured in Qazvin well-being center

were considered. The results indicated that life review therapy was effective in increasing male adolescent's life satisfaction living in the welfare center.

Ahmed, Noushad and Ahmed (2015) investigated a study To evaluate the relationship between social anxiety and life satisfaction among adolescents in Karachi. A sample of 106 (male and female) adolescents were considered. The results concluded that social anxiety has significant negative impact on life satisfaction among adolescents and researches reported that social anxiety convert in social anxiety disorder then it affects different areas of daily life.

Chui and Wong (2015) investigated a study on Gender differences in happiness and life satisfaction among adolescents in Hong Kong: Relationships and self-concept. A sample of 1428 (boys and girls) adolescents were considered. Included that boys with higher academic achievement are happier but not more satisfied; the opposite holds true for girls. While self-esteem and purpose in life are associated with higher happiness and life satisfaction, having more close friends this is related to higher happiness, but not necessarily life satisfaction.

Khan, Shirazi, Ahmad (2011) aimed a study on Spirituality and life satisfaction among adolescents in India. A sample of 80 (male and female) students were considered. The results concluded that female students had higher life satisfaction and spirituality in comparison to their male counterparts.

Neto and Sequeira Neto (2011) aimed a study on Satisfaction with life among adolescence from returned Portuguese immigrant families. A sample of 615 (boys and girls) adolescent students were considered. The results concluded that predictive factors- demographic, intercultural and adaptation variables where significantly linked to the satisfaction with life of youth.

CHAPTER III

METHOD

The methodology pertaining to the study on “Occupational Aspiration, Achievement Motivation and Life Satisfaction among Adolescents” was carried out in the following steps:

- ❖ Objective
- ❖ Hypotheses
- ❖ Sample and sampling procedure
- ❖ Inclusion criteria
- ❖ Exclusion criteria
- ❖ Tools
- ❖ Procedure
- ❖ Analysis of data

Objective

- ❖ To explore the relationship between demographic variables on Occupational Aspiration, Achievement Motivation and Life Satisfaction among Adolescents.
- ❖ To find the gender difference between demographic variables Occupational Aspiration, Achievement Motivation and Life Satisfaction among Adolescents.

Alternative Hypotheses

H1: There will be a significant relationship between Occupational Aspiration and Achievement Motivation among Adolescents.

H2: There will be a significant relationship between Occupational Aspiration and Life Satisfaction among Adolescents.

H3: There will be a significant relationship between Achievement Motivation and Life Satisfaction among Adolescents.

H4: There will be a significant gender differences in Occupational Aspiration, Achievement Motivation and Life Satisfaction among Adolescents.

Sample and Sampling Procedure

The data was collected from adolescents. The motive for the selection of this particular age group is due to the following reasons:

- ❖ Availability of the sample
- ❖ Easy accessibility
- ❖ Approached to have complete corporation for the conduct of the research

A sample of 180 consisting of both male (73) and female (111) were the participants. By using the simple random method of sampling, the data was collected. The targeted sample were adolescents from the age group of 13 to 17, which includes participants who are higher secondary school students (9th, 10th, 11th and 12th grade).

Inclusion Criteria

- ❖ Age ranges from 13-17 years
- ❖ Both male and female participants
- ❖ Samples from higher secondary school students

Exclusion Criteria

- ❖ The participants who are below the age of 13 and beyond the age of 17
- ❖ The participants who are unwilling to participate

Tools

The following tools were used for data collection

❖ Informed Consent Form

The informed consent is provided to all the participants to obtain their willingness to participate in the study.

❖ Socio Demographic Status Profile

This profile consisted of the basic information pertaining to the age, gender, class pursuing, medium of learning and area.

❖ **Occupational Aspiration Scale**

The scale for measuring the level of aspiration was developed by Hailer and Miller (1967) to provide a scientific and well standardized procedure for measuring the occupational aspirations of the youth. Hailer and Miller utilised the NORC list of 90 occupations to prepare an occupational aspiration scale (OAS) consisting of eight multiple choice type items. Each item contains ten occupations nearly of all occupational status level arranged in a mixed order. The student has to choose one job out of ten presented. The OAS asks for both short and long range realistic as well as idealistic expressions of the level of occupational preferences. Each of these four combinations (i.e., idealist short range and realistic long range) are assessed twice, thereby making the number of items to eight. The occupational titles for each item have been used only once in the scale. Responses are scored with the help of a scoring key to stop the scores of each item ranges from 0 (lowest) to 9 (highest). A score of '9' indicates that a job from among the highest eight prestige occupations has been preferred and a score of '0' indicates that one of the lowest eight occupations has been preferred. An individual score for the whole inventory ranges from 0 to 72. Coefficient of stability as determined by the test-retest method was found to be 0.84. The coefficient of internal consistency was found to be 0.54. The coefficient of validity was found to be 0.75.

❖ **Rao Achievement Motivation Test**

Rao Achievement Motivation Test is constructed and standardised by Dr. D. Gopal Rao. The test contains 20 incomplete sentences, each of which is followed by two possible alternatives, A and B out of which one is an achievement-related items. Though both alternatives are achievement oriented and socially acceptable, yet one of them imply a higher sense of achievement and excellence. The student has to indicate the alternative he or she generally prefers. The scoring of Rao Achievement Motivation Test has been done with the help of scoring key prepared by the author of the test. Each item of the test is followed by two responses of which one is high achievement-related (HAR) and the other is general achievement-related (GAR). The GAR responses get a score of one and the HAR responses get a score of three. The reliability of the test was found to be 0.79 and validity of the test was 0.25.

❖ **Life Satisfaction Scale**

Life Satisfaction Scale was developed and standardised by Singh (2003). An 11 item self-administered life satisfaction scale has been developed to measure the life satisfaction of the people. Items were framed with 11 bipolar adjective. These adjectives pairs were preceded by instructions to the participants to tick one number on every line that describes how one see their life. Each statement of the scale has seven point from dissatisfied to satisfied. Items will be rated on a 7-point scale with higher number reflecting higher standing on this construct. The possible scores of each items ranged from one to seven. The life satisfaction scores will be determined by the arithmetic summation of the scores endorsed to all the eleven items. Thus the maximum possible scores will be 77 and the minimum 11. The reliability of the life satisfaction scale was determined by computing cronbach's alpha coefficient which was found to be 0.95. The index of homogeneity and the internal validity of the items were tested by computing the point biserial correlation (rpb). All items were found to be significant at 0.01 level.

Procedure

Data was collected through individual administration the samples were selected using random sampling method and the survey was done through in person approach. The total number of questions summed to 39. Occupational aspiration scale consists of 8 statements, the subjects were requested to choose one job out of ten presented. The achievement motivation scale consist of 20 statements in which the student has to indicate the alternative he or she generally prefers. The life satisfaction scale consists of 11 bipolar adjective and the subjects were requested to tick one number on every line that describes how one see their life.

Analysis of the Data

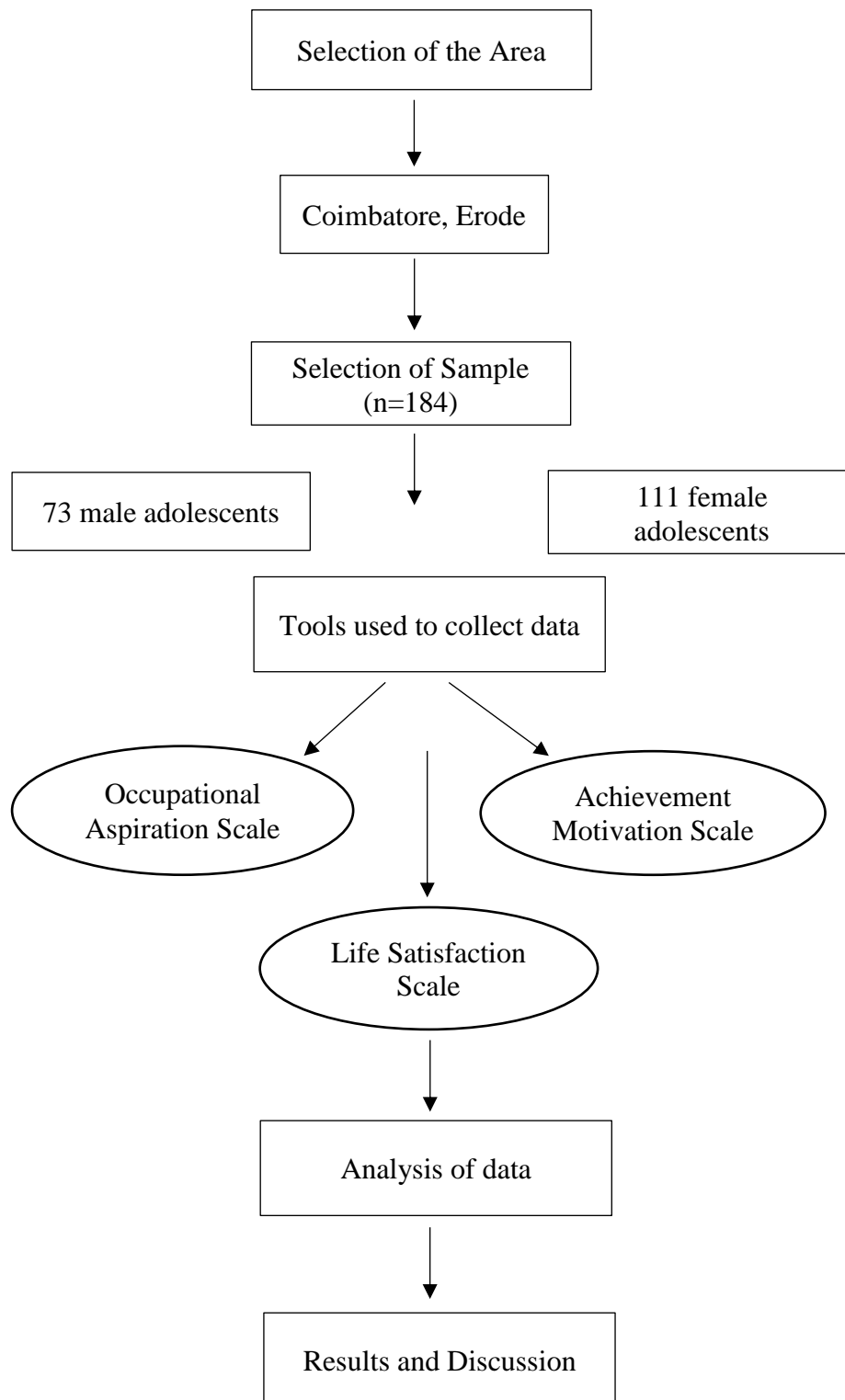
The data was analysed using the SPSS software (Statistical Package for Social Science). Pearson correlation was used to find the relationship between Occupational Aspiration, Achievement Motivation and Life Satisfaction among Adolescents and independent sample test was computed.

Institution of Human Ethics Committee

The project entitled on Occupational Aspiration, Achievement Motivation and Life Satisfaction among Adolescents was submitted to Institutional Human Ethics Committee,

Avinashilingam Institute for Home Science and Higher Education for Women and the approval number is **AUW/IHEC/A.PSY-21-22/XPD-10**.

Flow Chart



CHAPTER IV

RESULTS AND DISCUSSION

The results for the study on “Occupational Aspiration, Achievement Motivation and Life Satisfaction” are given below. The sample consists of 184 adolescents aged between 13-17 years among which 73 are males and 111 are females. The data was analyzed using SPSS software.

The distribution of the presence of Occupational Aspiration, Achievement Motivation and Life Satisfaction was analyzed.

Table I

Socio-Demographic of the samples

(N=184)

		Number	Percent
Gender	Male	73	40
	Female	111	60

Percentage is rounded off

Table I shows the socio-demographic data of the samples. In this study 73 males participated, and their percent was 40% and 111 females participated and their percent was 60%

Table II**Correlation between Occupational Aspiration and Achievement Motivation among adolescents****(N=184)**

Variables		Occupational Aspiration	Achievement Motivation
Occupational Aspiration	Pearson Correlation	1	0.18*
	Sig. (2-tailed)		0.01
Achievement Motivation	Pearson Correlation	0.18*	1
	Sig. (2-tailed)	0.01	

* **Correlation is significant at the 0.05 level**

Table II shows the correlation between occupational aspiration and achievement motivation, which was found to be significant at 0.05 level. When a person aspires to do or be something then obviously motivation will be highly present in the process. Motivation is the desire to do things, aspiration in this context can be seen as long-term hope, or goal. One's aspirations can motivate an individual to work hard and get things done to achieve this goal, whatever it is. More specifically when there is an ambition, then there may occur intrinsic motivation which is needed to reach the desired end that might be achieved through personal effort. Students with high aspirations or high expectations have higher school achievement than those with both low aspirations and low expectations (Poudel and Maharajan, 2017).

Hence the hypothesis 1 stating, **“There will be a significant relationship between Occupational Aspiration and Achievement Motivation among Adolescents”** is accepted.

Table III**Correlation between Occupational Aspiration and Life Satisfaction among Adolescents**

(N=184)

Variables		Occupational Aspiration	Life Satisfaction
Occupational Aspiration	Pearson Correlation	1	0.13
	Sig. (2-tailed)		0.09
Life Satisfaction	Pearson Correlation	0.13	1
	Sig. (2-tailed)	0.09	

Table III shows the correlation between the variables of occupational aspiration and life satisfaction among adolescents, which was not found to be significant. In this study many of the adolescents have chosen mediocre jobs as their field of interest in future (such as clerk in an office, motor mechanic, barber, restaurant cook, truck/taxi/bus driver and so on). This shows that they do not possess higher aspiration or expectation regarding their future career; also, they have given such responses only out of their concern which indicates that the respondents are satisfied with their career preferences. Regardless of one's level of aspiration a person can have an optimum life satisfaction as it is all about contentment with or acceptance of one's life circumstances, or fulfillment of one's wants and needs for life as a whole.

Hence the hypothesis 2 stating, "**There will be a significant relationship between Occupational Aspiration and Life Satisfaction among Adolescents**" is rejected.

Table IV**Correlation between Achievement Motivation and Life Satisfaction among Adolescents**

(N=184)

Variables		Achievement Motivation	Life Satisfaction
Achievement Motivation	Pearson Correlation	1	0.20**
	Sig. (2-tailed)		0.01
Life Satisfaction	Pearson Correlation	0.20**	1
	Sig. (2-tailed)	0.01	

** Correlation is significant at the 0.01 level

Table IV shows the correlation between achievement motivation and life satisfaction among adolescents, which was found to be significant at 0.01 level. Life satisfaction is the way an individual evaluates one's past or current conditions of life and the way a person perceives life and feels about the future. Achievement motivation is the desire or tendency to overcome obstacles, to exercise power to strive to do something difficult and as quickly as possible. The pleasure of achievement is not in attaining the goal but, in developing and exercising skills. In other words, the process provides the motivation for achievement. When the overall quality of life is favourable for a person, the more achievement goals are seen; also when a person is satisfied with what they do then it paves way for intrinsic motivation that would lead to academic achievement. Therefore its essential for an individual to be content to attain higher performance in their career. Achievement goals are positively related to life satisfaction (Wang et.al., 2017)

Hence the hypothesis 3 stating, **“There will be a significant relationship between Achievement Motivation and Life Satisfaction among Adolescents”** is accepted.

Table V**Level of Significance among the psychological variables based on Gender**

(N=184)					
Variables	Gender	N	Mean	Standard Deviation	t
Occupational Aspiration	Male	73	49.75	10.67	1.22 N. S
	Female	111	51.59	9.49	
Achievement Motivation	Male	73	45.34	4.66	0.11 N. S
	Female	111	45.43	5.43	
Life Satisfaction	Male	73	51.56	9.63	1.80 N. S
	Female	111	54.31	10.41	

N. S – Not Significant

Table V shows the gender differences in occupational aspiration, achievement motivation and life satisfaction among adolescents. The statistical values indicate that there are no gender differences in occupational aspiration, achievement motivation and life satisfaction. When it is said that a person aspires to achieve something in career, it is the freedom to seek the type of occupation desired and to work the level of one's choice, providing one has the sufficient ability to do so, it's the cherished heritage of people, irrespective of gender. Life satisfaction is one among the range of concepts that is assumed to reflect the conditions of good life. It is the satisfaction experiences through having a good job and good family life; it is the measure of well-being assessed in terms of mood, satisfaction with relationships, achieved goals, self-concepts, and self-perceived ability to cope with one's daily life. Whether it is male or female life satisfaction is a function of genetic characteristics or early childhood experiences and partly can fluctuate depending on other factors present in individual's lives.

Hence the hypothesis 4 stating, **“There will be a significant gender differences in Occupational Aspiration, Achievement Motivation and Life Satisfaction among Adolescents”** is rejected.

CHAPTER V

SUMMARY AND CONCLUSION

A study on Occupational Aspiration, Achievement Motivation and Life Satisfaction among Adolescents was carried out involving following objectives:

- ❖ To explore the relationship between demographic variables on Occupational Aspiration, Achievement Motivation and Life Satisfaction among Adolescents.
- ❖ To find the gender difference between demographic variables Occupational Aspiration, Achievement Motivation and Life Satisfaction among Adolescents

The current study on understanding relation between occupational aspiration, achievement motivation and life satisfaction among adolescents proposed to find the gender difference and relationship among the chosen variables. The researchers reviewed various related literature and understood the concept related to three variables and considered gender to be a grouping variable, occupational aspiration as the independent variable and achievement motivation and life satisfaction to be the dependent variables. The study was conducted in Coimbatore and Erode by Simple Random Sampling Method. The participants were adolescents. One hundred and eighty four participants were selected for this present study. The participants were in the age group of 13 to 17 years. The tools used for the study were Occupational Aspiration Scale developed by Dr. J. S. Grewal; Rao Achievement Motivation Test developed by Dr. D. Gopal Rao; and Life Satisfaction Scale developed by Dr. A. P. Singh. The survey was collected in person through questionnaires. Participants were asked to tick yes or no in the consent form in the agreement of participating in the study on “Occupational Aspiration, Achievement Motivation and Life Satisfaction among Adolescents”. And they are requested to fill each statement according to the instructions provided to them. Thus the data collected from the samples were subjected to statistical analysis. The data was analysed using SPSS (Statistical Package for the Social Science). Statistical methods such as Pearson correlation, t-test and descriptive statistic were used to find the results of the study.

Conclusion

From this research study the following conclusion have been arrived.

- ❖ There is a significant relationship between occupational aspiration and achievement motivation, which is significant at 0.05 level.
- ❖ There is no significant relationship between occupational aspiration and life satisfaction.
- ❖ There is a significant relationship between achievement motivation and life satisfaction, which is significant at 0.01 level.
- ❖ There is no significant difference between the genders in the levels of occupational aspiration, achievement motivation and life satisfaction.

Implications

- ❖ When a person tends to envision the interests and set their heart regarding the future endeavors then the level of aspiration seems to be augmented.
- ❖ Its quite essential to be passionate with the desires which would elevate achievement motivation.
- ❖ Despite the shortfalls in life, trying to adapt rather adjust might help to be content and happy which further improves the state of well-being.

Limitations

- ❖ The sample consisted of only the age group of 13-17 and the selected population was smaller in size.
- ❖ Since the study was conducted among adolescents, data collection was done through in-person approach as most of them didn't have access to gadgets.
- ❖ Some of the respondents found the occupational aspiration scale to be confusing as there were repetition of questions.

Suggestions for the research

- ❖ The research can be expanded to diversified and cross-cultural samples.

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ANNEXURE I

STUDENT CONSENT FORM

Use of questionnaires for students

You are being invited to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please take the time to read the following information carefully. Please ask the researcher if there is anything that is unclear or if you need more information. The purpose of the research is to study on “Occupational Aspiration, Achievement Motivation and Life Satisfaction among Adolescents”.

Study Procedure

You will be given three tests along with socio-demographic profile. We request you to kindly participate. If you are in the age between 13 and 17 your responses would be appreciable. Read each question properly and choose any one of the alternatives given. Please give your honest responses which are more valuable. I hereby inform you that the details and the responses you are about to provide will be kept confidential and it will be used only for research purposes. Therefore, I request you to kindly furnish all the needed information and answer all the questions asked in the following pages. Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. You are free to withdraw at any time and without giving any reason. There are no costs to you for your participation in this study.

Consent

“By endorsing this consent form, I confirm that I have read and understood the information which is true to the best of my knowledge. I understand that my participation is voluntary, and I am free to withdraw at any time, without giving a reason and without cost. I voluntarily agree to take part.”

ANNEXURE II
SOCIO-DEMOGRAPHIC STATUS PROFILE

NAME :

AGE :

GENDER : M/F

CLASS PURSUING :

MEDIUM OF LEARNING :

AREA : Rural/ Semi Urban/ Urban

ANNEXURE III
OCCUPATIONAL ASPIRATION SCALE

Dr. J.S. Grewal, 1971

This set of questions concerns your interests in different kinds of jobs. There are eight questions. Each one asks you to choose one job out of 10 presented. Read each item carefully. They are all different. Answer each one of the best you can, by placing a tick mark against the occupation of your preference. Do not omit any.

S.NO	QUESTIONS	ALTERNATIVES
1	Of the jobs listed in this question, which one is the best one you are really sure you can get when your schooling is over	1.1 Lawyer 1.2 Agriculture inspector 1.3 Doctor 1.4 Primary school teacher 1.5 Diplomat in Indian foreign service 1.6 Barber 1.7 Psychologist 1.8 Motor mechanic 1.9 Travelling salesman for a wholesale firm 1.10 Postman
2	Of the jobs listed in the question, which one would you choose if you were free to choose any of them you wished when your schooling is over	2.1 Government contractor 2.2 Insurance agent 2.3 Member of parliament 2.4 Clerk in an office 2.5 State governor 2.6 Maid servant 2.7 Owner-operator of a printing press 2.8 Electrician 2.9 Priest (pujari) 2.10 Truck driver
3	Of the jobs listed in the question, which one would you choose if you were free to choose any of them you	3.1 Airline Hostess 3.2 Trained machinist

	wished when your schooling is over	<p>3.3 Captain in the army</p> <p>3.4 Midwife (Dai)</p> <p>3.5 Supreme Court Justice</p> <p>3.6 Restaurant waiter</p> <p>3.7 Instrumental musician</p> <p>3.8 Machine operator in a factory</p> <p>3.9 Librarian</p> <p>3.10 Plumber</p>
4	Of the jobs listed in the question, which one would you choose if you were free to choose any of them you wished when your schooling is over	<p>4.1 Novelist</p> <p>4.2 Soldier in the army</p> <p>4.3 Bank manager</p> <p>4.4 Taxi driver</p> <p>4.5 Cabinet minister in the central government</p> <p>4.6 Petrol pump attendant</p> <p>4.7 Artist who paints pictures</p> <p>4.8 Lady village level worker (Gram Sevika)</p> <p>4.9 Photographer</p> <p>4.10 Coal-miner</p>
5	Of the jobs listed in the question, which is the best one you are really sure you can have by the time you are 30 years old	<p>5.1 Dentist</p> <p>5.2 Physical education instructor</p> <p>5.3 Scientist</p> <p>5.4 Carpenter</p> <p>5.5 Chairman of a large municipality</p> <p>5.6 Wood-cutter</p> <p>5.7 Newspaper correspondent</p> <p>5.8 Bus driver</p> <p>5.9 Steno typist to an officer</p> <p>5.10 Farm worker</p>

6	Of the jobs listed in the question, which one would you choose to have when you were 30 years old, if you were free to have any of them you wished	6.1 Accountant for a large government office 6.2 Revenue record keeper 6.3 College lecturer 6.4 Fisherman 6.5 Director of a department in state government 6.6 Nightwatchman (Chaukidar) 6.7 Radio announcer 6.8 Police constable 6.9 Receptionist 6.10 Railway signal man
7	Of the jobs listed in the question, which is the best one you are really sure you can have by the time you are 30 years old	7.1 Chemist 7.2 Nurse 7.3 Owner of a farm or factory which employs 100 people 7.4 Shop attendant 7.5 District magistrate 7.6 Shoe-Shiner 7.7 Commercial artist 7.8 Typist 7.9 Social welfare worker 7.10 Cloth presser in a laundry
8	Of the jobs listed in the question, which one would you choose to have when you were 30 years old, if you were free to have any of them you wished	8.1 Farm owner and operator 8.2 Railway Guard 8.3 Engineer 8.4 Door-to-door salesman of home products 8.5 Airline pilot 8.6 Sweeper 8.7 Owner of a small hotel

		8.8 Tailor 8.9 Cashier in a firm 8.10 Restaurant cook
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ANNEXURE IV
ACHIEVEMENT MOTIVATION SCALE

Dr. D. Gopal Rao, 1974

This test contains 20 incomplete sentences each of which is followed by two possible alternatives, A and B. You have to indicate the alternative which is preferable to you. Do not omit any questions.

S.NO	QUESTIONS	ALTERNATIVES
1	I enjoy reading	a) A comic book b) A book of adventure
2	As a student, I like to be called	a) A well-dressed student in my class b) An intelligent student in my class
3	When I grow up, I want	a) To do something which others have not done b) To lead a comfortable life
4	As a doctor, I want	a) To be well known surgeon b) To make a lot of money
5	During the holiday, I want	a) To visit my friends and relatives b) To paint or write a story or a poem
6	While answering in the examination, I aim	a) At finishing before time b) At answering better than my classmates
7	I want to become rich	a) By earning money by hardwork b) By winning a prize in the lottery
8	I take pride	a) In standing first in my class b) In helping poor students
9	It is my nature	a) To take life easily b) To undertake difficult tasks
10	I have a tendency	a) To work on a task till it is completed b) To change the task if I get bored
11	I want to study well	a) To avoid blame from my parents b) To excel others in my class

12	As an engineer, I would like	<ul style="list-style-type: none"> a) To construct a method in building in my town b) To grow rich and buy a car
13	After 10 years, I will be	<ul style="list-style-type: none"> a) Earning a lot of money b) A well-known person in my job
14	As a student, I would like	<ul style="list-style-type: none"> a) To study for my future career b) To visit different places in the world
15	I feel very unhappy	<ul style="list-style-type: none"> a) When someone knocks away my purse b) When I fail to do my best in the examination
16	I want to do something	<ul style="list-style-type: none"> a) Which will make me wealthy b) Which others can hardly do
17	Generally I make friends	<ul style="list-style-type: none"> a) With those who are intelligent b) With those who are clean and neat
18	I feel upset	<ul style="list-style-type: none"> a) When I am blamed b) When I fail to succeed
19	I feel my success depends	<ul style="list-style-type: none"> a) Upon my hardwork b) Upon my parents and relatives
20	I want to practice hockey everyday	<ul style="list-style-type: none"> a) So that I may be selected for the Olympic game b) So that I may keep myself fit and healthy

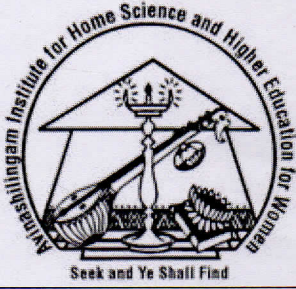
ANNEXURE V
LIFE SATISFACTION SCALE

Dr. A.P. Singh, 2003

There are words describing the status of your life from which your life satisfaction can be understood. Put a tick mark on the number which best describes your view about your life presently. You have to answer all the questions. You are not required to write your name anywhere. Your responses will be kept confidential.

S.NO	ITEMS	RESPONSES							ITEMS
1	Uninteresting	1	2	3	4	5	6	7	Interesting
2	Unhappy	1	2	3	4	5	6	7	Happy
3	Meaningless	1	2	3	4	5	6	7	Meaningful
4	Lonely	1	2	3	4	5	6	7	Friendly
5	Incomplete	1	2	3	4	5	6	7	Complete
6	Irresponsible	1	2	3	4	5	6	7	Responsible
7	Apathy	1	2	3	4	5	6	7	Excitement
8	Mean	1	2	3	4	5	6	7	Kind
9	Struggling	1	2	3	4	5	6	7	Easy
10	Did not get opportunity	1	2	3	4	5	6	7	Got everything desired
11	Ideal	1	2	3	4	5	6	7	Real

INSTITUTIONAL HUMAN ETHICS COMMITTEE



Avinashilingam

Institute for Home Science and Higher Education for Women
(Deemed to be University under Category 'A' by MHRD, Estd. u/s 3
of UGC Act 1956) Re-accredited with 'A++' Grade by NAAC.
Recognised by UGC Under Section 12 B
Coimbatore-641 043, Tamil Nadu, India

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PSG Institute of Medical Sciences
& Research, Coimbatore

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Department of Food Service
Management & Dietetics

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Dr.Subhashini K. Sripathi
Dr.A.Saraswathy (Medical Officer)
Ms.D.Kavitha
Dr.A.R.Sudamani Ramasamy
Dr.G.Victoria Naomi
Dr. Judith Justin
Dr.AnithaSubash

26th Februaury 2022

To
Ms.Nirupama.S.R
Department of Applied Psychology
Avinashilingam Institute for Home Science and
Higher Education for Women
Coimbatore – 641 043

Dear Nirupama.S.R,

Ref: Your proposal No. IHEC/21-22/A.PSY-10 entitled
“Occupational Aspiration, Achievement Motivation and Life
Satisfaction among Adolescents” submitted for approval of IHEC on
23.11.2021.

The Institutional Human Ethics Committee of our University
hereby grants approval to your research proposal No. IHEC/21-22/
A.PSY-10 entitled “Occupational Aspiration, Achievement
Motivation and Life Satisfaction among Adolescents” submitted by
you. The Approval number for the same is AUW/IHEC/A.PSY-21-
22/XPD-10.

We wish you all the best in your research endeavours.

Regards,

S. Uma Mageshwari
Dr.S.Uma Mageshwari
Member Secretary

