



## Impact of self-esteem and achievement motivation on career salience among graduate women

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### Abstract

The present paper is an attempt to study the impact of self-esteem and achievement motivation on career salience among graduate women. The main purpose of the present study was to compare career salience among graduate women across high and low level of self-esteem and achievement motivation. In the present investigation, the sample of graduate women was drawn from colleges affiliated by Punjabi University Patiala. The random sampling technique was adopted. The total sample size was 300 graduate women. Career Salience scale designed by Tanwar and Singh 1988, Self-esteem scale by Coppersmith (1975) and Achievement Motivation scale by Dr. Kahl (1965) were used. Findings of present study: (i) Impact of low and high self-esteem on career salience among graduate women was found significant in favor of high self-esteem, (ii) Impact of low and high achievement motivation on career salience among graduate women was found significant in favor of high achievement motivation.

**Keywords:** self-esteem, achievement motivation, career salience and graduate women

### 1. Introduction

Saliency of career is the degree to which a person is career motivated, to which an occupation is important as source of satisfaction, and the degree of priority ascribed to occupation among other source of satisfaction. A career development denotes the processes, sequence and tasks of moving from one position to another. Development is acquisition of capabilities needed to do the present job or the future expected job well. Development of human resources is essential for any organization that would like to be dynamic and growth oriented. In our country education is largely concerned with a formal and institutionalized methodology of imparting a step by step knowledge of various disciplines which have, by a gradual process of development, come to be recognized as the requisite base for educational development of an individual. Women's education has assumed special significance in the context of the country's planned development as women constitute nearly half the nation's population. Education enables women to acquire basic skills and abilities and fosters a value system which is conducive for raising their status in the society. Women almost everywhere are not given the same opportunities which men enjoy for personal growth and social development in education, employment, marriage, family and the professional and political life. After a long time it was felt that education should spread to such an extent so as to develop the full personality of women to train her to be a responsible member of society. The advent of International Women's Year (1975) apparently spurred the increased interest in research on Indian women. The year 1985 marked the end of united National' Decade for Women, a ten year period, in which national government and international community have realized that without the complete integration of women in development programmed, improvement in general quality of life will not be achieved. It was also felt that the improvement

in the role and status of women is very important because it would mean efficient use of resources. There are many different sets of social and psychological factor related with women vocational behavior reveal a dearth of relationship of development of career salience in the graduate women. Self-esteem and achievement motivation are one of the most influence factor that facilitate the career salience among graduate women. A number of studies have been conducted in the field of career salience, self-esteem and achievement motivation. Jains (1954) <sup>[1]</sup> found that the persons with high self-esteem are more likely to assume an active role in social groups and to express their views frequently and effectively. Less troubled by fears and ambivalence, less burdened by self-doubt and minor personality disturbance the person with high self-esteem apparently moves more directly and realistically toward his or her personal goals. Paromita (2015) <sup>[2]</sup> indicating that strong and significant relationship between the achievement motivation and career values of women students. She also found that achievement motivation of participant women students can be significantly predicted by their career values. Powell and Luzzo (1998) <sup>[3]</sup> examined Young women have higher level of career maturity than young men; so that those who had more personal control over their career decisions had more positive attitude toward career decision-making and were more career aware. Otto, K. *et al.* (2017) <sup>[4]</sup> stated that career ambition impacts on both extrinsic and intrinsic success. Extrinsic success was positively predicted by career orientation and achievement motivation was negatively related to intrinsic success. They also found whether psychologists might be worsening, their career development in the long run by showing high achievement motivation.

### Objectives of the study

1. To find out impact of low and high self-esteem on career

salience among graduate women

- To find out impact of low and high achievement motivation on career salience among graduate women.

**Hypothesis of the study**

- There is no significant impact of low and high self-esteem on career salience among graduate women
- There is no significant impact of low and high achievement motivation on career salience among graduate women.

**Sample of the study**

The sample of the study consisted of 300 graduate women from the college affiliated by Punjabi University Patiala,

**Tools Used**

Following tools were used for data collection:

- Career Orientation scale designed by Tanwar and Singh (1988) was used to measure the career Salience among

graduate women

- Self-esteem Inventory designed by Coopersmith, (1975) was used to measure the self-esteem of graduate women
- Achievement Motivation scale designed by Dr. Kahl (1965) was used to measure the achievement motivation of graduate women.

**Statistical Techniques Used**

To test hypothesis of present study, t-test was used.

**2. Results**

To compare the career salience among graduate women across high and low levels of self-esteem t-test was used. Summary of t-test is given in Table-1. Table-1 show that t- value is 3.4800 which is greater than table value 2.61 for significant at 0.01 level for 191 degree of freedom (df). This means that in career salience among graduate women across high and low levels of self-esteem differ significantly at 0.01 level of significance.

**Table 1:** Summary of t-test for difference between graduate women across high and low levels of self-esteem on career salience.

Self-esteem	N	Mean	S.D	t
Low self-esteem	90	32.5	13.7	3.48**
High self-esteem	102	39.2	12.9	

\*\*P < 0.01 (significant at 0.01 level)

Therefore, null hypothesis that “There is no significant impact of low and high self-esteem on career salience among graduate women” is rejected.

Summary of t-test to compare the career salience among graduate women across high and low levels of achievement motivation is given in Table-2. Table-2 show that t- value is

2.68 which is greater than table value 2.61 for significant at 0.01 level for 207 degree of freedom (df). This means that in career salience among graduate women across high and low levels of achievement motivation differ significantly at 0.01 level.

**Table 2:** Summary of t-test for difference between graduate women across high and low levels of achievement motivation on career salience

Achievement Motivation	N	Mean	S.D	t
Low Achievement Motivation	115	63.1	9.9	2.68**
High Achievement Motivation	93	67.0	10.8	

\*\*P < 0.01 (significant at 0.01 level)

Therefore, null hypothesis that “There is no significant impact of low and high achievement motivation on career salience among graduate women” is rejected.

**3. Discussion**

Findings of present study show that significant impact were found in career salience of graduate women across high and low levels of self-esteem and achievement motivation. Previous studies also show significant impact of self-esteem and achievement motivation among career salience. Gordon (1978) indicated that that female, who has a high sense of self-esteem, may be more successful in reaching their goals. He also found that the women who prefer careers outside the home often define sex role by a self orientation while non-career-oriented women seem to view themselves from the more traditional (other) sex role perspective. Lee *et al.* (2010) [5] revealing that intrinsic-extrinsic motivation were more strongly related to goal orientation. Gregor and O’Brien (2013) revealed that there was significant relationship between career aspirations and achievement motivation. Kim (2014) [8]

indicated that all three subscales achievement motivation (work/mastery), achievement motivation (competitiveness), career orientation were correlated positively. Paromita (2015) [2] indicated that strong and significant relationship between the achievement motivation and career values of women students. So that these findings implied that strong career aspirations relate to strong motivation to be successful in various tasks. From the above discussion, we can arrive at the conclusion that career is a social stand of a person’s course through life. It is the sequence of work related activities and associated attitudes, values and aspiration over the span of one’s life. It connects intention to work or less continuously throughout life; desire to work even when there is no financial need, expecting to derive a large amount of satisfaction from work, therefore, significant impact were found on career orientation of female college students across high and low levels of self-esteem and achievement motivation.

**4. Educational Implication and Suggestions**

Since significant impact of self-esteem and achievement

motivation were found, it is desirable to inculcate the ingredients of self respect, initiative among graduate women pursuing post graduation to decide about careers in a positive and constructive role. We would further suggest that the concept of career salience is emerging area of research; the new methodologies need to be adopted to measure the career salience in the socio-cultural context of tribal society. Teachers and parents provide special help and care to college students in development of their career orientation.

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