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IMPACTS OF DYSFUNCTIONAL CAREER THOUGHTS ON ACHIEVEMENT MOTIVATION AMONG UNIVERSITY STUDENTS: GENDER DIFFERENCES

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ABSTRACT

The challenges of globalization, acclimatization, and advancement in technology have raised the standards of work that affected the productivity of the students and resulted in dysfunctional career thoughts among university students, i.e. the future manufacture and production industry. This study investigated the impact of dysfunctional career thoughts on achievement motivation among university students. A total of 90 students from various courses participated in the research through a multistage sampling technique. The SPSS-XXIII analysis depicted that there is a significant negative correlation between dysfunctional career thoughts and achievement motivation. The linear regression showed that dysfunctional career thought as a predictor has explained 46% variance in achievement motivation among high achievers; dysfunctional career thoughts were found significantly high among males than females. The results provide empirical evidence to design strategies to improve the present and future career growth of the students by more focusing on achievement motivation and controlling the dysfunctional career thoughts among university students.

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1. INTRODUCTION

Dysfunctional career thoughts are deemed as actions and barriers that may affect the decision-making process (Sampson et al., 2016). Dysfunctional career thoughts are such as a barrier to making a career decision, dysfunctional thinking, irrational expectations, misconceptions and irrational beliefs. However, the core approaches behind these thoughts are set together by definition and mainly associated with the Cognitive Information Processing theory (CIP) (Kim et al., 2015).

Since last decades, dysfunctional career thoughts have been studied in many aspects, and studies

have discussed it with several factors including career decision making efficacy (Guan et al., 2016; Lent, 2017; Mau et al., 2016), career thinking (Bullock et al., 2015), but there were less evidence-based studies on the relationship between dysfunctional career thoughts and achievement motivation. In the current era, there is a need to study the relationship between dysfunctional career thoughts and achievement motivation among university students, who are the industry manufacturers (Ridgway and Hasty, 2017).

Achievement motivation can be defined as a behavior demonstrating or directing a high ability for achievement and personal growth (Imani and Subramanian, 2018). In fact, achievement motivation can be expressed as people's choices, struggles, efforts and task achievement actions in order to achieve performance and outcomes (Muenks, 2018). Thus, it is argued that when a student has dysfunctional career thoughts, the achievement motivation may be affected by such thoughts.

The students with dysfunctional career thoughts have less motivation toward their future growth. However, it is necessary to have high motivation for high career growth (Jiang et al., 2016).

This study aims to investigate the role/impact of dysfunctional career thoughts on achievement motivation among bachelor's and master's level university students in Pakistan and the impact on achievement motivation with respect to gender and bridged those research gaps through the empirical findings. The study was done through face to face interviews with 18 students, and it was found that there is a need to study the underlying relationship and impact of dysfunctional career thoughts and/of achievement motivation to plan better career growth of the students.

2. LITERATURE REVIEW

Most of the research has explained the Cognitive Information Processing (CIP) theory to understand the concept of dysfunctional career thoughts. For instance, CIP demonstrates the career thoughts and outcomes where an individual is thinking about the assumption, behaviors, attitudes, plans, feelings, and thoughts that are associated with solving problems and future decision makings. Hence, it is believed that dysfunctional career thoughts are, in fact, the career thoughts that may act as a barrier or hinder any decision-making process (Sampson et al., 2016).

A variety of theories has been discussed for motivation and linked it to achievement motivation and has considered the motivation with performance, choices, and outcomes. In fact, motivation is an expectation of people, choice, persistence struggle and performance that can be explained by activity and actions of the individuals' (Raiz et al., 2017; Robba et al., 2018; Severiens, and Schmidt, 2009).

Dysfunctional career thoughts are the negative misconceptions, irrational decisions, private rules and irrational thoughts of a person that may create a barrier in the decision-making process, achievement, and goals (Suldo et al., 2016). Dysfunctional career thoughts reveal the behaviors of people, emotions of people and verbal expression that may hinder the outcomes, decision and belief of peoples towards decision making. It was argued that dysfunctional career thoughts could decline the learner's ability, behavior towards task achievement and their supporting framework. So it is arguable that dysfunctional career thoughts can decay the outcomes of achievement motivation (Dipeolu et al., 2015).

Additionally, the positive and negative psychological factors are associated with dysfunctional career thoughts. When there is a high dysfunctional career thought, it is argued that negative thought may be created and may lead to lower achievement motivation among students (Parker et al., 2015). Students' positive thoughts, beliefs, and behaviors can be negatively influenced due to the high

dysfunctional career thoughts. It is scrutinized that dysfunctional career thoughts have a negative influence on student's achievement motivation (Belser et al., 2018).

Achievement motivation refers to the personal learning and personal growth of the individuals. According to Maslow theory of hierarchy, to reach the self-actualized state, an individual fulfills their needs through both internal and external stimuli (Wentzel and Miele, 2016). For an individual to depict high achievement motivation dysfunctional career thoughts need to be controlled.

3. METHODOLOGY

A quantitative cross-sectional research design was employed to investigate the impact of dysfunctional career thoughts on achievement motivation.

3.1 INSTRUMENTS

There were two instruments used for the current research. The psychometric properties of the two inventories were already established and re-established for the current sample of the research.

3.1.1 CAREER THOUGHT INVENTORY

Career Thoughts Inventory (CTI) was developed by Sampson et al. (1996) as cited in (Lee, Peterson, Sampson, and Park, 2016). The inventory consists of 48 items describing thoughts that some people have when considering career choices. The items are worded negatively to represent dysfunctional career thoughts. Participants respond to the items using a 4 point Likert type scale ranging from Strongly Disagree (SD) to Strongly Agree (SA). High Scores indicate higher dysfunctional career thoughts. The scale was reliable with $\alpha = 0.88$.

3.1.2 ACHIEVEMENT MOTIVATION INVENTORY

Achievement Motivation Inventory (AMI) was developed by (Busato, Prins, Elshout, and Hamaker, 2000), consisted of 32 items, including 5 points Likert scale ranging from 5=completely agree to 1= completely disagree was used in the present study. The scale was reliable with $\alpha = 0.75$.

3.2 SAMPLE

A total of 90 students participated in this research through a multistage sampling technique. In the first stage, the country was selected, then the city, then the university; than departments and finally, the high and low achiever students were selected randomly. Out of those 90 students, 48 were males and 42 females; 75 from middle adulthood, 15 from late adulthood; 72 from private and 18 from Government university; 30 from BS 1st semester and 30 from BS last semester and 30 were from MS 2nd and last semester; 13 from low-level socioeconomic, 62 from middle status and 15 from high SES; 86 were single, 3 were married and one was divorced; participant of the research.

3.3 PROCEDURE

To investigate the impact of dysfunctional career thoughts among university students, a formal request was made to the administering and educational department of universities for conducting the research. After receiving the approvals, the researchers personally visited universities and interacted with participants. Before the formal collection of data, all the students were gathered under one canopy (conducive environment) and were asked to fill the consent forms. The first part of the consent form included the confidentiality clause in which the participants were ensured about the confidentiality of the data that it would only be used for the research purposes and not to be shared

with anyone. The instruments of the study were distributed to the students who wanted to participate in the research.

4. RESULTS

To investigate the impact of dysfunctional career thoughts on achievement motivation, the quantitative data were analyzed through SPSS-XXIII. The descriptive and inferential statistics were applied and displayed in Table 1. Results contain the empirical findings of the study.

Table 1: Descriptive statistics of Career Thought Inventory and Achievement Motivation

Variables	Mean	SD	Skewness	Kurtosis	α
CTI	68.33	16.53	-.29	-.21	.88
AMI	82.35	13.20	-.19	.41	.75

Note: CTI=Career Thought inventory, AMI=Achievement Motivation Inventory, α =Alpha reliability

Table 1 shows the descriptive statistics of the variables. For instance, dysfunctional career thoughts skewness value is -.29 and its kurtosis value is -.21. Similarly, achievement motivation skewness value is -.19 and its kurtosis value is .41, which shows the normal distribution. Table 2 indicates that there is a significant negative relationship between dysfunctional career thoughts and achievement motivation ($r = -.225, p < 0.05$).

Table 2: Correlation between Career Thought Inventory and Achievement Motivation

Variables	CTI	AMI
CTI	-	-.225*
AMI	-	-

Table 3: Linear regression analysis on CTI and AMI

Variables	B	S.E	β	95% CI [UL, LL]
Constant	1.18	.05		
CTI	-1.80	.08	-.225	[-.345,106.2]
ΔR^2	.41			[111.0, .91]
R^2	.46			
F(1,88)	4.70			

Note: S.E=Standard error, CI=Confidence interval, $p < 0.05$

In Table 3, to test the hypothesis, linear regression was performed in SPSS, where the impact of the independent variable i.e. dysfunctional career thoughts was studied on the dependent variable i.e. achievement motivation. The value of R^2 indicates that dysfunctional career thoughts explain 46% variance in the achievement motivation. The results indicate that dysfunctional career thoughts have a significant negative impact on achievement motivation. Hence, we argue that the hypothesis of the study is supported as the results are significant.

Table 4: Independent sample t-test on Dysfunctional Career Thoughts and Achievement Motivation across gender

Variables	Male (n=48)		Female (n=42)		p	t	95% CI		Cohen's d
	Mean	SD	Mean	SD			UL	LL	
CTI	74.75	13.27	61.00	16.98	0.02	4.30	20.09	7.40	.06
AMI	78.54	12.72	86.71	12.51	0.05	0.05	-2.87	-13.4	.08

In Table 4, the results show that significant gender differences exist for dysfunctional career thought ($p=0.02$) and for achievement motivation ($p= 0.05$). The results show that male participants

have high dysfunctional career thoughts than female participants. Furthermore, the results also indicate that female participants have high achievement motivation than male participants.

Table 5: Independent sample t-test on Dysfunctional Career Thoughts and Achievement Motivation among high and low achievers (N=90, $p < 0.05$)

Variables	High Achievers		Low Achievers		p	t	95% CI		Cohen's d
	Mean	SD	Mean	SD			UL	LL	
CTI	74.0	12.11	65.2	13.11	0.03	4.20	20.9	7.30	.05
AMI	71	11.12	74.4	12.4	0.01	3.80	-3.11	-14.21	.06

Table 5 shows that the high achievers scored significantly higher on CTI than low achievers, and high achievers scored significantly lower on achievement motivation than low achievers. Hence, high achievers have high career thoughts than low achievers and low achievers have high achievement motivation than high achievers.

5. DISCUSSION

This research investigated the impacts of dysfunctional career thoughts on achievement motivation among university students. From this study, the average rate of students pursuing degrees from abroad has also risen due to high demands and for better survival. The competition has gotten high leaving an impact on the students' growth, productivity, and development which is why achievement motivation is investigated than power motivation.

The findings indicated a significant negative relationship between achievement motivation and dysfunctional career thoughts, which shows that a student with high achievement motivation would have low dysfunctional career thoughts and vice versa. The evolutionary theory explains the behavior well by emphasizing the progressing nature of human beings with respect to the demand of the external environment (Sober, 2014). The students do more focus on the achievement of degree than the insight learning similarly the students who are high achievers have high dysfunctional career thoughts and low achievement motivation and vice versa. The empirical findings show that low achievers are more settle with the knowledge than others and therefore have less dysfunctional thoughts than high achievers.

The independent sample *t*-test explains that dysfunctional career thoughts are high in males than females that are well explained by the biological theory of human development (Sterelny and Hiscock, 2014). The high dysfunctional thought is more of a cultural and societal norm as Pakistani society looks up to males when it comes to run the family instead of females. The unstated rule of the society for the males induces dysfunctional thoughts with low achievement motivation (Jo et al., 2016; Kim et al., 2015; Meyer and Shippen, 2016). This is the very reason that females in our society are more concerned with the in-depth knowledge and quality of the work than males.

The results also showed that dysfunctional career thoughts have a significant negative influence on achievement motivation and thus supported our hypothesis of the study. Our findings are consistent with the prior study of (Creed et al., 2016; Hechtlinger et al., 2017; Otto et al., 2017) who argued that dysfunctional career thoughts are significantly related to achievement motivation. Moreover, (Ahmad and Rana, 2011; Ayub, 2010) argued that the achievement motivation of a student depends upon several factors but dysfunctional career thoughts. The prospective can attenuate the growth and progress of achievement motivation. Therefore, it is suggested that dysfunctional career

thoughts can be found in different approaches and even it exist in both the career growth and the job search procedure (Shahbaz and Shahbaz, 2015)

The students with dysfunctional career thoughts are often concerned with lower personal goals and can make lower efforts for the achievement of their purposes. It is generally practiced that university students often struggle for job seeking and achievement of good status in their life. In this perspective, the dysfunctional career thoughts can reduce their goals and motivations to achieve something in life. It is argued for school teachers, lecturers and head of educational authorizes to reduce the dysfunctional career thoughts by promoting the achievement motivation among the students, so they can achieve the best in their future life.

6. CONCLUSION

This paper examines the impacts of dysfunctional career thoughts on achievement motivation among university students. With the advancement in the field of science and technology, the hefty life of students is becoming more and more mechanical with an increase in impulsiveness. Due to this factor, the students are overly anxious about their career settlement and this deviates their focus from the realistic goal and leads to dysfunctional career thoughts, hence affecting their level of motivation for achievement. The dysfunctional career thoughts are higher among males than females. To justify for such a finding is that in Asian culture, most importantly in Pakistan males are stressed and held responsible for earning a living for the family i.e. sole bread runners. In such a scenario, dysfunctional career thoughts seem obvious to appear.

In the light of the present literature and empirical findings of this research, the teachers, students and the educational institutions must take necessary steps to address the dysfunctional career thoughts among the students; plan policy and educational reforms that improves achievement motivation among the students for a better and developed economy of a country. Special care should be provided to the upbringing and career planning of the males, so that they may help them in the time of dire need.

7. DATA AND MATERIALS AVAILABILITY

Information regarding this study is available by contacting the corresponding author.

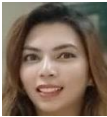
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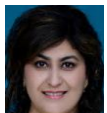
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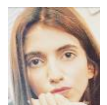
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