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EFFECTS OF THE CAREER GUIDANCE BY THE MODEL OF „THE BIG SIX” OVER THE ACADEMIC MOTIVATION, THE HAPPINESS AND THE SATISFACTION

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Abstract

The present research tracks down the effects of the career guidance by the model of “The Big Six” over the academic motivation, the life satisfaction and the subjective sensation of success. For the purpose of the research are used the adapted and standardized questionnaires from Ch.Nybakken and coworkers for career guidance, the life satisfaction from Diener, and the success from S.Lyubomirsky. The research is conducted over the extract of 268 students in 8-12 grade and university for the period of February 2017 - April 2017, which 44% are men and 56% are women, all between the age of 14 and 43 years old. The results show significant differentiations in the career preferences according to the gender, the age, and the degree of education. Men have stronger orientation in the “Realistic” and the “Enterprising” career type whereas the women are focused on the “Artistic”, “Social” and the “Conventional” types. With the increase of the age, the preferences about the “Realistic” and the “Conventional type are getting stronger. Similar trends appear with the increase of the educational degree. The admission about the career maturity which rises the academic motivation, the sensation about prosperity and success is confirmed.

Keywords: career preferences, academic motivation, life satisfaction and happiness

I. Introduction

The choice of career and academic motivation are topics that young people are interested in. John Holland (1973) specify six main career types – realistic, research, social, enterprising and conventional. Every career type is referred to the formation of specific interests and targets, which help the people to orientate themselves to the appropriate professional environment (Karabelyova, 2015). The stable perception of a person about his own characteristics and interests is of big importance for the satisfaction from life and the feel of happiness. The lack of satisfaction can be related to the hesitation and the uncertainty which is in regard to the professional vocation (Hinkelman & Luzzo, 2007). Interesting research area is the connection between the happiness and the life satisfaction to the career and the academic motivation. Studies on the topic show that the professional success and the happiness are reciprocally linked (Boehm & Lyubomirovsky, 2008). The professional identity appears as predictor of the life satisfaction

(Hirschi & Hermann, 2012). Considered for granted is the fact that academic motivation has a decisive influence on the choice of a career (Schein, 1996; Bandura, 2001). It is supposed that by determination the behavior of the people, she also serves like a description and explanation. The orientation to the establish what is the functionality of the academic motivation in the choosing of a career, whether if it really contributes to ones or other events and can predict behavior. The academic motivation and the career choice act simultaneously with these factors and crucial is the one that contributes satisfaction and subjective happiness. The purpose of the current research is to study the impact of the six career types by the model of Holland over the academic motivation, the satisfaction and the happiness. The theoretical overview of the topic allows to be said that, the career choices will influence positively on the academic motivation since the established career type suggests stable professional identity. An exception can be expected from the social career orientation because of the specifics of the profession from this type. We assume that the stability of the career preferences will also have an effect on the perceived mental well-being. We suppose that the gender, the age and the educational degree will significantly differentiate the dimensions of career orientations.

II. Method

The research was conducted between February and April 2017, and includes a total of 262 people – students (152 people) and university students (110 people). The surveyed students are from schools in Sofia. The university students are mostly from Sofia. From the respondents, 61% are women and 39% - men. The students are between 15 and 19 years old, from 9th to 12th grade. The university students are between 20 and 25 year old. By age, people surveyed are divided into three groups: 15 to 16 years old (36 people), 17 to 18 years old (84 people) and 19 years old (32 people). The surveyed students are mostly from vocational schools, and the university students are mainly from the disciplines of the exact and military sciences. The arrangement of the surveyed people by demographic reasons is illustrated in the table:

TABLE 1

Arrangement of the surveyed people by demographic reasons

Demographic indicators	Groups of surveyed people	Amount	%
Gender	Male	110	42
	Female	152	58
Age	Up to 19 years	152	58
	From 19 to 26 y/o	62	23,7
	From 27 to 45 y/o	48	18,3
Education	Primary	152	58
	Secondary	53	20,2
	Higher	57	21,8
Family status	Single	214	81,7
	Married	48	18,3
Studying	University students	110	42
	Students	152	25

All surveyed people were told that they participate voluntarily in an anonymous research for their academic motivation and their career aspirations. The research in the schools was conducted after the special agreement from the principals and the class teachers, who informed pupil's parents about the research and their personal data will be used for educational purposes.

III. Instruments

A combination of the following main complementary research methods is used. The first questionnaire indicates the career preferences and is based on the theoretical method from John Holland for "The Big six". For standardization in the Bulgarian context is used a shorter variant from Ch. Nybakken and co-workers, adapted and standardized for the Bulgarian socio-cultural environment (Karabelyova, 2015). The questionnaire includes 48 claims with a four-step evaluation scale from the Likert type. The answers differ from 1 („ It's not about me at all") to 4 ("It's all about me"). The allegations are united in six scales containing eight items. Each of the scales has a relatively high level of reliability – "Realistic" ($\alpha=0.605$), "Investigative" ($\alpha=0.680$), "Artistic" ($\alpha=0.686$), "Social" ($\alpha=0.732$), "Entrepreneur" ($\alpha=0.625$) and "Conventional" type ($\alpha=0.668$). Questionnaire for assessing the level of academic motivation, developed from the Bulgarian scientists A. Velichkov and M. Radoslavova. The questionnaire gives an opportunity for researching the internal readiness of the pupils and the university students for active attitude towards the learning process. In the constructing of a method and in the psychometric indicators are laid allegations, which reflect an active attitude towards the educational process, internal self-discipline and pursuit of complementarity and expand of the gained knowledge. 11 statements have been formulated, which have content, answering the high academic motivation. *The third questionnaire* measures the sensation of the life satisfaction. It is created from E. Diener and W. Pavot. For Bulgaria it's standardized from E.Ivanova. The questionnaire contains five allegations with five-step evaluation scale with a high level of reliability ($\alpha=0.803$). *The fourth questionnaire* measures the sense of happiness and it's made from S. Lyubomirsky and Lepper in 1999. It is standardized for the Bulgarian socio-cultural context. The questionnaire contains four allegations with five-step evaluation scale of the subjective well-being with high level of reliability ($\alpha=0.786$).

The research made on students and university students of their academic motivation and active attitude towards the educational process is important for the choice of career, made in the period of their adolescence. Besides the description in the frames of the academic motivation in the Bulgarian socio-cultural environment, the research strives to reveal the main determinants, which are being included in the choice of a career. "To a great extent, the career choice determines which aspects of the human potential will evolve and realize, and which will stay unevolved and unrealized". The development of the personality during the formation periods "locks" some opportunities, and make others accessible (Karabelyova, 2015). This angle of choice of perspectives makes the survey up to date. According to J. Greenberg and R. Beron the typical human works at least on eight different work places, interconnected systematically in what is defined as a career. This approach makes it possible to distinguish the elements of the career preferences of the person in the period of the middle and short adolescence and in early adulthood. The main goal is to be verified the degree of career motivation and to be revealed the dominant career preferences in the university student and pupils.

IV. RESULTS

Differences in the career preferences according to the gender, the age and the education.

For verification of the effects of the demographic characteristics on the career orientations was performed one-factor dispersion analysis. The results verify the expectation that the demographic features differentiate significantly the career types

TABLE 2

Differences in the career preferences according to the gender, the age and the education

Career tips	Gender		Age		Groups	
	F	p	F	p	F	p
Realistic	16.47	.000	12.98	.000	9.04	.003
Investigative	5.72	.017	10.00	.000	17.71	.000
Artistic	3.78	.053	2.05	.130	4.10	.044
Social	33.35	.000	6.06	.003	2.66	.104
Entrepreneurship	6.73	.010	5.25	.006	5.76	.017
Conventional	12.77	.000	32.25	.000	64.01	.000

The gender differentiate significantly the career preferences. The data for the men and women are presented in figures 1 and 2. As we see from the figures, men tend to have higher preferences to the “Realistic” and the “Entrepreneurship” type of career, whereas the women prefer the “Conventional”, the “Investigative” and the “Artistic” type. In similar researches of Bulgarian scientists years ago, in the series of career type preferences, the social type also appeared. /Karabelyova 2016/

The age like a independent factor also differentiates significantly each career type except the “Artistic” ($F=2,05$, $p>0,130$). The respondents between 19 and 26 years old have the highest results in the realistic type of career ($x=23,6$; $SD=3,6$), followed by the people with age above 26 years old ($x=23,3$; $SD=3,9$), and the lowest results have the group of below 19 years old ($x=22,5$; $SD=3,77$). The conducted post-hock test by the method of Tuki reveals significant differences between the participants aged up to 19 and those between 19 and 26 years old. The highest results are registered in the “Conventional” type between the university students above 26 years old ($x=26,6$; $SD=3,08$), followed by the respondents aged from 19 to 26 ($x=24,7$; $SD=3,8$), and the lowest results have the respondents below 19 years old ($x=24,4$; $SD=3,8$). Significant differences are seen between the age group above 26 years old, and each of the other two in the orientation of the persons surveyed.

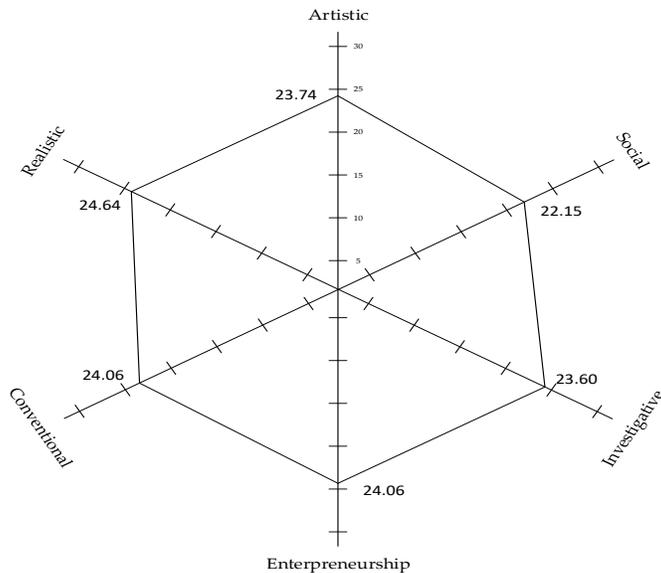


Fig. 1

Profile of the career preferences amongst men

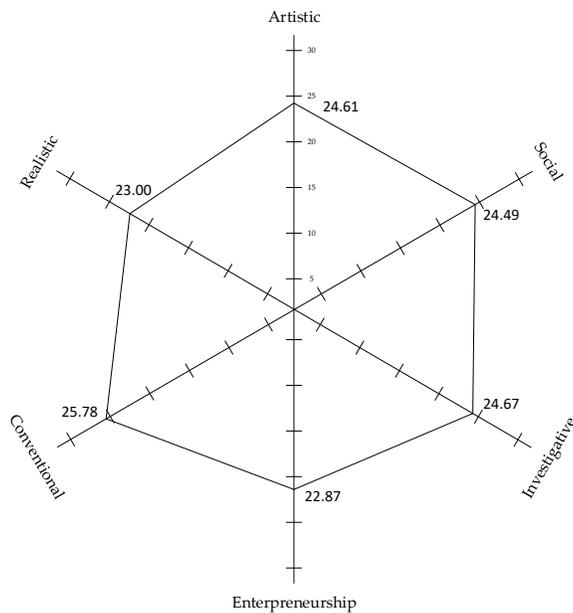


Fig.2

Profile of the career preferences amongst women

Different groups of people surveyed – pupils and university students, are also a factor, significantly differentiating the career orientations, except the “Social” type ($F=2,66$, $P<0,104$). The pupils compared to the university students there are some differences in the order of career interests. Most prominent are the “Conventional” type amongst the university students ($x=23,84$; $SD=3,88$) and the “Entrepreneurship” type amongst the pupils, followed by the “Artistic” type ($x=24,77$; $SD=3,04$) amongst the university students and the “Investigative” type ($x=25,29$; $SD=3,04$). The high significance of the artistic type means that, the surveyed people, assign great importance to work, requiring systematized actions, in which, with the help of a person, the final product is a masterpiece. In this sense, respondents self-assess themselves as emotional and open to communication. These assessments can be linked to a strong desire for independence, self-employment and resistance to strict discipline. The stronger career preferences for the social type in university students can be interpreted in the field of socio-psychological dimensions of the identity of the adolescents in Bulgaria, where in building these qualities in the process of socialization makes them socially more tolerant.

The structure of the career type of the students differentiate from the university student’s one. The pupils give the most preference to the artistic type, followed by the entrepreneurship and the social types. The lowest is the values of the preferences for the realistic career type. The results obtained outline the following model of career trajectories: amongst the surveyed pupils as opposed to the university students, there are higher grades in the entrepreneurship type and the artistic type, which on this stage, points them towards the financial and business organizations, and the researched university students toward military and police forces and also towards jobs which require precise activities.

Variations of the academic motivation, life satisfaction and the subjective sensation of happiness. One-factor dispersion analysis performed reveals significant differences in the scales of the “Academic motivation” and the “Happiness” according to the demographic characteristics – gender, age and groups, unlike the “Life satisfactions” group, where there aren’t any. The results are showed in table 3.

TABLE 2

Variations of the academic motivation, life satisfaction and happiness

	Gender		Age		Groups	
	F	p	F	p	F	p
Academic motivation	12.39	.001	56.77	.000	109.94	.000
Life satisfaction	2.24	.136	0.30	.743	0.40	.528
Happiness	10.56	.001	4.78	.009	8.57	.004

The gender differentiates significantly the degrees of “Academic motivation” ($F=12,39$, $p=0,001$) and the “Happiness” ($F=10,56$, $p<0,01$). Women get higher results from the scale of the “Academic motivation” ($x=11,08$; $SD=3,45$) compared to men ($x=10,3$; $SD=3,78$). Similar tendency is kept at the average results of the scale “Happiness”. It is found that women ($x=14,5$; $SD=3,66$) have higher results than men ($x=14,0$; $SD=3,8$). A differentiating effect of age was recorded on two of the three scales of the investigated constructs – “Academic motivation”

($F=56,77$, $p<0,000$) and “Happiness” ($F=4,78$, $p<0,09$). Students up to 19 years old have highest results in “Academic motivation” ($x=13,1$; $SD=4,5$), followed by the ones above 26 years old ($x=10,7$; $SD=4,1$), and last are the respondents between 19 and 26 years of age ($x=11,1$; $SD=3,5$). Touki's post-hock test reveals significant differences between the respondents below 19 years old and every other two age groups. In terms of “Happiness”, the 19 y/o age group has the highest results ($x=11,8$; $SD=4,1$), in second place are the respondents from 26 y/o age group ($x=11,08$; $SD=3,8$), and the ones with the lowest results are the respondents between 19 and 26 years old ($x=10,7$; $SD=3,7$). Significant are the differences only between the age group of 19 yrs/o and the 19-26 one. The groups are factor which differentiate significantly the scales “Academic motivation” ($F=9,599$, $p<0,001$) and “Happiness” ($F=3,716$, $p<0,05$). For the first scale there are significant differences between the group of graduates ($x=10,1$; $SD=3,6$) and every one from the other two (primary education - $x=12,9$; $SD=3,6$ and middle education - $x=11,8$; $SD=4,1$). According to reported anxiety, there are only differences between university students ($x=10,7$; $SD=3,7$) and the middle education respondents group ($x=11,8$; $SD=3,7$).

The effects on career preferences over the depressive symptoms, anxiety, stress, achievement of life and happiness. For researching of the effect of the career preferences over the academic motivation, achievement of life and happiness is conducted a multiple steps regressive analysis which design assumes construction of a regressive equation with independent variable “career type” as a dependent variable includes the researched depressive symptoms, the level of anxiety and stress. On the figure presenting the results of the multiple step regression are shown the data for standardizing beta coefficient (P) of the variables which consist of the regressive equation and precise coefficients of an explained variation (R²). Based on the standard regressive coefficients is compared and estimated the approximate weight of every variable in the regression.

When applying the multiple step regressive analysis of the career preferences to the academic motivation, the achievement of life and happiness to every researched people is established the following reasonable results. The data is presented in Fig.3.

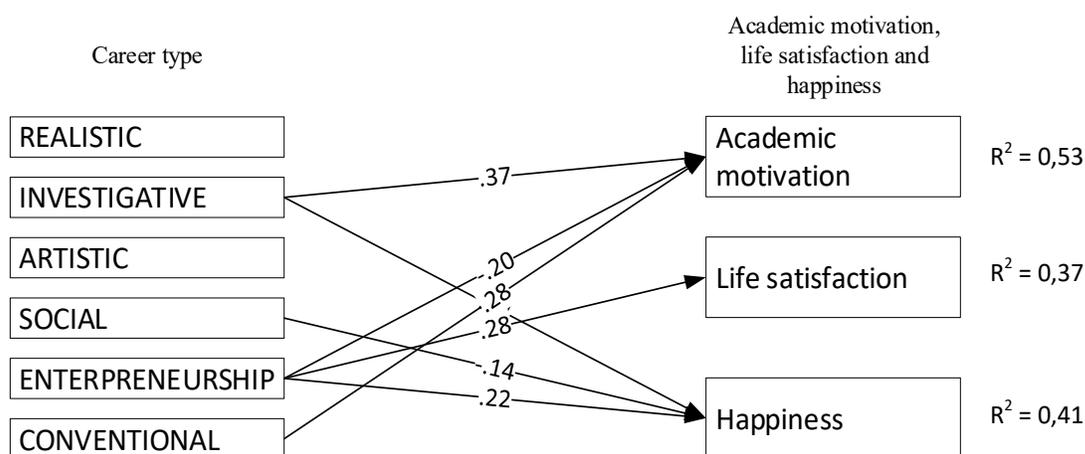


Fig.3

Effects of the career orientations on the academic motivation, life satisfaction and happiness

As seen on Fig.3 academic motivation is effected significantly positive of the career preferences to “Enterprising” ($P=0,37$), “Conventional” ($P=0,20$) and “Researching type” ($P=0,28$). The precise coefficient of determination is $R^2=0,53$, which shows that career aspirations explain almost 5% display of depressive symptoms. Academic motivation is affected significantly by 3 types “Researching”, “Conventional” and negative by the “Enterprising” one. The precise coefficient of determination is $R^2=0,037$, which shows that career preferences to that type might lead to increase the feeling of achievement of life by almost 4%. A notable effect over the feeling of happiness has orientation to 3 career types “Researching”, “Enterprising” and a negative effect is given by the “Social” type. The precise coefficient of the explained determination is $R^2=0,041$.

V. Discussion

Regardless of the gender, difficulties are registered by preferences of career types. Women rely on social professional realization while men are aiming for a job which are more practically oriented creating multiple social interactions, aim to express creativity, effectiveness and organization. Men are more likely to take risks and aspirations in leader roles.

Based on dispersive analysis it's established differences by preferences to realistic career types between 2 age ranges- the one to 19 and the one between 19 and 26. This perhaps is a result of the indecisiveness of the responders to 20 years of age to take a specifically decision for their future professional realization and their wish to realize from activities which require technical work. Career maturity to a high degree explain the differences of “Conventional type”. That's a reflection of the social maturity of the personality and are key to a successful realization and require aspirations.

The negative effect on career orientations of the “Enterprising” type which most likely is a result of realization of ambitions of economical profit. Their appearance as quality or as convincing orators. Orientations to the “Researching”, “Social” and “Enterprising” types have a positive effect on the feeling of happiness. People with preferences to the “Artistic” type give a big definition to the environment of feelings, love the harmony, are enjoying the beauty and find happiness in art. The ability to use their imagination and to find the aesthetic explains the positive result. The “Social” type of career has a similar effect based on the fact that people made a similar professional choice, feel better when they help people, the happiness of the surrounding increases their own.

VI. Conclusion

The results of the current research confirm the allowance that the clearly expressed preferences have a positive effect on the academic motivation, feeling of happiness and to a lower level the achievement of happiness. In this sense there can be a conclusion that the career maturity and identity are prerequisite for mental health. As a restriction the current research can point out the short explanation dispersion from the display of the researched constructs, the achievement of life and happiness. In this sense we assume that additional researches are necessary on the topic of the effects of career orientations over the researched phenomenon. The characteristics of the excerpt also put some other restrictions – predominated by people to 20 years of age, the ones who graduated high school, the single and living in Sofia. Future researches on the topic can extend the excerpt and over the depressive symptoms and anxiety for example. The current

research adds in other surveys, linked with personality-based features by putting the topic for the effect on career preferences not only for the establishment of personal identity but over mental health.

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