

Student's Name

Class Information

Date of Submission

Currently, the problem of professional identity of young people is one of the most important in terms of evolution of an individual as a full member of society. Thus, choosing a relevant educational institution, as well as being prepared for possible changes that occur on the way of professional development, is a very responsible step for each person standing on the threshold of making a career choice.

The Theoretical Basis of the Career Choice Problem through Motivational Factors

In the process of examining career choice problem, it is expedient to consider the issue of motivation.

A motivational component that provides transformation of knowledge, skills and abilities into the means of personal and professional growth contributes to the achievement of professional excellence.

Motivation occupies a leading position in the structure of an individual's behavior and is one of the basic concepts that are used to explain the character of driving forces and activities in general. It is a well-known fact that motivation is an impulse to action, which is associated with a human natural desire to satisfy certain needs. In psychology, motivation refers to a set of external and internal conditions that encourage activities in different individuals¹. In sociology, the motivation is considered as individual's perceived need for achieving certain benefits².

¹ Richard Breen, and Goldthorpe. "Explaining Educational Differentials: Towards a Rational Action Theory, Rationality and Society". *Rationality and Society*, 9, no. 3 (1997): 277.

² Richard Breen, and Goldthorpe. "Explaining Educational Differentials: Towards a Rational Action Theory, Rationality and Society". *Rationality and Society*, 9, no. 3 (1997): 279.

Analysis of the studies devoted to the problem of motivation underlying career choices reveals a wide variety of motives that influence of the professional self-efficacy. In addition to economic motives (decent wages, availability of benefits), the psychological reasons, such as self-esteem, recognition by others, job satisfaction, are also important. It is evident that these kinds of motives are based on the study of human needs, which gave rise to two global theories of motivation: the substantive and procedural ones³.

Consequently, it can be argued that there are many factors that influence the choice of profession made by young girls and boys: the opinion of parents, peers, and teachers, sex-role factors, the level of intellectual development, personal skills, as well as a personal interest in a particular activity, which is also an important factor⁴.

It is a well-known fact that most potential applicants face many problems, when choosing their future professions. Consequently, confusion, embarrassment, perplexity, and even frustration may accompany a young person. Thus, it is necessary to highlight the so-called external motivational factors influencing an individual's choice.

Among the external motivational factors, there are pressure factors - various recommendations, advice, guidance from others, examples of movie heroes, or some objective circumstances (health problems). The factors of attraction and repulsion involve the examples from an individual's immediate environment, the so-called ordinary

³ Nathalie Bulle, *Sociology and Education*. (New York: Peter Lang Press), 2008, 84.

⁴ Nathalie Bulle, *Sociology and Education*. (New York: Peter Lang Press), 2008, 84.

standards of “social prosperity” (fashion, prestige, prejudice).⁵ Moreover, it is expedient to consider the factor of “empty” motivation (this job is easy to learn; my friends did so; this college is close to my house; the job is not very difficult, etcetera). Socio-economic motivational factors are also very important. Thus, most applicants expect to get a job in demand, which will eventually result in successful employment and decent remuneration.

The impact of internal motivational factors (personal, professional and life plans) on career choice also should not be underestimated. Thus, a profession may attract with its content, or a person may possess some practical qualities necessary for this profession. The desire to benefit society, personal ambitions, claim to public recognition, and the presence of interests, aptitudes and abilities are also can be regarded as crucial internal motivational factors.⁶

It should be noted that the less an individual is informed about the world of this or that profession, his or her personal qualities, the more the external factors (parental influence, material income, prestige of the profession, etc.) become dominant in career choice.

In addition to various psychological phenomena regarded as a motive or stimulus to work, great attention is paid to the interest, which is considered as a volitional impulse, guiding human action, and which acts as motive, intent, and consciously set goal. Thus, deepened and institutionalized interest may become a need transforming into

⁵Richard Breen, and Goldthorpe. “Explaining Educational Differentials: Towards a Rational Action Theory, *Rationality and Society*”, *Rationality and Society*, 9, no. 3 (1997): 283

⁶ Richard Breen, and Goldthorpe. “Explaining Educational Differentials: Towards a Rational Action Theory, *Rationality and Society*”, *Rationality and Society*, 9, no. 3 (1997): 291.

a motive for choosing a career⁷. For example, the interest in pedagogy may become an urgent need to enter a higher educational establishment providing teacher training courses. Consequently, the future profession will be directly linked with a favorite activity.

Thus, interest is a need to experience positive emotions and attitudes. ⁸Emotions can serve as the indicators of human needs. However, these emotions can be both positive and negative. Therefore, only positive emotions, which arise mainly from meeting needs, can transform into positive emotional attitude. Subsequently, exactly regular satisfaction of needs creates a positive attitude, thus stimulating interest in object or activity that may satisfy a certain need. For instance, experiencing positive emotions, when visiting a theater, awakens a person's interest in the profession of an actor, and, as a consequence, there appears the need to engage in this activity.

In addition, meeting their need for pleasure and maintaining their interest, at the same time, people meet other needs - for community service, self-expression, which plays an equally significant role in career choice⁹.

⁷ Robert Lent, Samuel Brown, Ronald Talleyrand, et al. Career choice barriers, supports, and coping strategies: College students' experiences. *Journal of Vocational Behavior*, 60 (2002): 61.

⁸ Richard Breen, and Goldthorpe. "Explaining Educational Differentials: Towards a Rational Action Theory, Rationality and Society". *Rationality and Society*, 9, no. 3 (1997): 296.

⁹Robert Lent, Samuel Brown, Ronald Talleyrand, et al. Career choice barriers, supports, and coping strategies: College students' experiences. *Journal of Vocational Behavior*, 60 (2002): 64.

Nevertheless, it is necessary to remember that the interest in the chosen field must be combined with intellectual abilities and capacities of young people. The interest based on personal abilities is stronger and more realistic than that caused by prestige factor or certain values accepted in a community.¹⁰ Otherwise, a chosen profession may become a heavy burden for the whole life.

The Importance of Career Choice and the Role of Motivational Factors

Clear understanding of various job aspects and largely determines the stability of an individual's motives and the level of their implementation. If students are well informed about their future profession, it means that they realize what they want and what they expect from this or that job, if not, it testifies to the fact that their motives are not fully formed or not focused on a profession.

Currently, the motives of wages and self-realization occupy the dominant position in a hierarchy of factors determining a person's career choice. Thus, such social values as private property and individual freedom are considered important.¹¹

It is also expedient to mention the motives marked by renowned scientist Hans Selye. These are the "motives, which are responsible for a personal success and prosper in the scientific field, on the understanding that an individual possess the skills necessary for this activity. The motives include infinite love of nature and truth, admiration for

¹⁰ Richard Breen, and Goldthorpe. "Explaining Educational Differentials: Towards a Rational Action Theory, Rationality and Society". *Rationality and Society*, 9, no. 3 (1997): 297.

¹¹ Richard Breen, and Goldthorpe. "Explaining Educational Differentials: Towards a Rational Action Theory, Rationality and Society". *Rationality and Society*, 9, no. 3 (1997): 298.

regularity, simple curiosity, desire to benefit society, need for approval, and aura of success.¹² Moreover, fear of boredom also serves as an important motive, cause of action.

Thus, the role of motivational factors in career choices is that they encourage young people to be active in realization of their intentions. Since this activity is often associated with a desire to satisfy some specific needs, there is a high possibility that a person standing on the threshold of professional self-awareness will make a right and informed choice.¹³

The period of time, which is devoted to choosing a career cannot pass unnoticed by most potential university applicants. Approaching high school graduation stimulates teenagers' thinking about their future.

Thus, there are two ways to choose a profession. The first one is a method of trial and error, when people try themselves in different fields until they find that unique profession, which will give them not only the means to a decent living, but also job satisfaction. Unfortunately, the given process may take a considerable part of life. There is another way: to study oneself - the interests and inclinations, especially, intelligence, memory, attention, and nervous system properties - in short, everything that makes each person an individual.¹⁴ Then it is expedient to be acquainted with the world of professions, and compare the demands of each job with personal capacities. Only then, a career choice will be accurate and meaningful.

¹² Nathalie Bulle, *Sociology and Education*. (New York: Peter Lang Press, 2008), 243.

¹³ Nathalie Bulle, *Sociology and Education*. (New York: Peter Lang Press), 2008, 117.

¹⁴ Nathalie Bulle, *Sociology and Education*. (New York: Peter Lang Press), 2008, 123.

Thus, the process of making a career choice determines the life course of every person. First, it is a long-lasting process, and secondly, is a meaningful turning point included in the chain of events of professional biography. Consequently, it can be argued that choosing career is an integral component of the self image formation process, and thus it promotes an individual's professional orientation, which results in sufficient awareness of the existing professions.¹⁵ Moreover, the career choice process promotes the development of adequate self-assessment skills, which eventually help maintain a realistic level of personal claims and sustainable professional intentions¹⁶.

Therefore, it is possible to conclude that motivation for higher education occupies a leading position in personality structure; exactly through this concept the dynamics of human behavior is explained. By, choosing an education establishment and profession, young people make a step toward professional self-realization. Each representative of a young generation wants to have a prestigious and well-paid job, which, in addition, will be consistent with his or her capacities, tastes and skills. Consequently, choosing a career is similar to equations with many unknowns, thus the successful solution of this equation affects an individual's future greatly.

¹⁵ Richard Breen, and Goldthorpe. "Explaining Educational Differentials: Towards a Rational Action Theory, Rationality and Society". *Rationality and Society*, 9, no. 3 (1997): 303.

¹⁶ Richard Breen, and Goldthorpe. "Explaining Educational Differentials: Towards a Rational Action Theory, Rationality and Society". *Rationality and Society*, 9, no. 3 (1997): 303.

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