

Study on the Achievement Motivation and Employability of Higher Vocational College Students—An Empirical Analysis Based on a Medical and Healthcare Vocational College in Guangzhou

Dan Chen

*Guangzhou Health Science College, Guangzhou, China
2019101006@gzws.edu.cn*

Keywords: Achievement motivation; Employment ability; Higher vocational college students

Abstract: This study examines the current state of employability of medical and healthcare senior students, and as a starting point, investigating and analysing the relationship between achievement motivation and employability of medical and Healthcare Higher vocational college education students. The methodology of the study was to take students of a medical and healthcare higher vocational college education institution in Guangzhou City as the research object, using the self-assessment of employability questionnaire and achievement motivation scale for college students. Surveys and studies have found that, the employability of the medical and healthcare higher vocational college is at a high level. Aspects of development in the dimensions, Professional capacity, Capacity for self-improvement, Generic capacity, Social integration capacity, Career planning skills shows an order of magnitude from largest to smallest. The total score and dimensions of employability of medical and healthcare higher vocational college students are significantly positively correlated with the total score of achievement motivation, pursuit of success, and significantly negatively correlated with avoidance of failure. This study provides a basis and reference for locating the important influencing factors of the employability of medical and health vocational college students, and medical and health vocational colleges and universities should strengthen the career planning and employment guidance for students and pay attention to the achievement motivation of the students while cultivating professional skills in order to improve the employability of medical and health higher vocational students and alleviate their employment pressure to a certain extent.

1. Introduction

In recent years, the development of a modern vocational training system has accelerated considerably, expansion policy for vocational college education institutions comes to fruition, the number of its graduates is increasing every year, the employment situation of higher vocational college students is getting tougher and tougher. To fundamentally solve the problem of employment difficulties, it is necessary to continuously improve students' own employability. Employability is an

individual's perceived ability to secure sustainable, customized work for themselves [1], it's one of the main factors affecting the employment of university students. Improving the employability of university students is also key to easing the employment situation and improving employment problems.

There are many factors affecting the enhancement of the employability of higher vocational students, such as the external conditions of the students themselves, the guidance of the school and the quality of education. As well, students' own psychological attributes are also one of the most important factors influencing their employability. Achievement motivation is the intrinsic drive of individuals to excel in order to achieve higher goals and realize their values, the level of motivation affects the level and direction of an individual's effort. Students with stronger achievement motivation are more motivated to learn and have lower levels of burnout [2]. Achievement motivation is likely to be an important intrinsic factor influencing the employability of higher vocational college students. The purpose of this study was to explore the relationship between achievement motivation and employability of higher vocational education students, to provide certain references and suggestions for vocational college education institutions to improve students' employability education, eventually, to further alleviate the employment pressure on students.

2. Research Objects and Method Scale

2.1 Research Objects

In this study, a questionnaire was randomly distributed to students of a medical and healthcare vocational college education institution in Guangzhou City, China, participants complete a web-based questionnaire via the web-based Questionnaire Star platform. A total of 300 questionnaires were collected and 283 valid data were obtained after collation (94.3%). Included among these, 86 males (30.4%), 197 females (69.6%). 175 rural (61.8%), 108 in towns (38.2%).

2.2 Research Method Scale

Employability Questionnaire Form The questionnaire used was the Self-Assessment of Employability of University Students questionnaire developed by Shufang Zhao (2018)[3], as total of 33 items, includes five dimensions: professional competence, social integration competence, career planning competence, self-improvement competence and generic competence. The questionnaire is scored on a 5-point scale, whether it's more true or more false. Add the fractions corresponding to all question items, the higher the total score, the better the ability. The Cronbach's α coefficient for the scale in this study was 0.896, it has good reliability and validity.

Achievement Motivation Scale [4] The Achievement Motivation Scale developed by the Norwegian psychologists Gjesme and Nygard (1970) and revised by our researcher Renmin Ye (1992) was adopted, as total of 30 items, includes two dimensions: Motive to achieve success (MS) and Motive to avoid failure (MF). The questionnaire is scored on a 4-point scale. Total Achievement Motivation Score = MS - MF. When MS - MF > 0, a higher score indicates a higher level of motivation to pursue success. When MS - MF < 0, it means that the individual prefers to avoid failure. The Cronbach's α coefficient for the scale in this study was 0.86, it has good reliability and validity.

2.3 Data Processing

The data collected were statistically and analytically analysed using SPSS 26.0.

3. Analysis of Questionnaire Results

3.1 Analysis of the overall employability of higher vocational college students

Processing of the questionnaire data collected, after analysing and counting, an overall picture of the employability of the senior students who participated in the survey was obtained. As can be seen from table 1, the overall mean score of the 283 senior students in the study was 3.32, mean score of 3 or more on all dimensions. It indicates that the employability of the study participants is at a high level. Aspects of development in the dimensions, Professional capacity, Capacity for self-improvement, Generic capacity, Social integration capacity, Career planning skills shows an order of magnitude from largest to smallest.

Table 1: Overall Employability Score for Higher Education Students

Variant	Average	Standard deviation
Professional capacity	3.36	0.72
Social integration capacity	3.24	0.68
Career planning skills	3.18	0.64
Capacity for self-improvement	3.31	0.63
Generic capacity	3.27	0.68

3.2 The Relationship between Achievement Motivation and Employability of Higher vocational college students

Correlation analyses of achievement motivation and employability of higher education students (see table 2) shows that: Employability total score and dimensions are significantly and positively correlated with achievement motivation total score and pursuit of success, significantly negatively correlated with failure avoidance.

Table 2: Correlation analysis between achievement motivation and employability of higher education students

Variant	total employability	professional capacity	Social integration capacity	Career planning skills	Capacity for self-improvement	Generic capacity
Total Achievement Motivation Score	0.38**	0.34**	0.25**	0.31**	0.36**	0.35**
MS	0.28**	0.31**	0.24**	0.28**	0.29**	0.32**
MF	-0.26**	-0.25**	-0.21**	-0.22**	-0.24**	-0.26**

Note: *P<0.05, **P<0.01, ***P<0.001

4. Conclusion

According to the above findings, the total employability score and the mean scores of all dimensions of the higher vocational college students were above the mean value of 3 on a 5-point Likert scale, indicates that the employability and dimensions of the medical and healthcare higher vocational college students who participated in the questionnaire are located in the upper middle range. This shows that although the number of jobs provided by some healthcare service industries and small and medium-sized pharmaceutical and healthcare enterprises has decreased after the

epidemic, creates some employment pressure on medical and healthcare higher vocational college students. However, the overall self-perception of the current group of medical and healthcare higher vocational college students about their employability is still good, they have strong confidence in themselves. However, attention should also be paid to the fact that some students are still deficient in professional competence, self-improvement, generic competence, social integration and career planning. In addition, the study found that, employability total score and dimensions are significantly and positively correlated with achievement motivation total score and pursuit of success, significantly negatively correlated with failure avoidance. The greater the achievement motivation of medical and healthcare higher vocational college students, the greater their employability. The stronger the motivation to achieve, the greater their sense of self, the stronger the motivation for achievement, the greater their sense of self-worth, the greater their expectation of success, and the more willing they are to make efforts for the goals they strive for. They will be more willing to make efforts for the goals they strive for [5]. Therefore, in the face of employment, which is a critical moment in their lives, they will certainly try their best to improve their employability. Therefore, it is necessary for schools to strengthen the employment planning and career guidance for senior medical and healthcare students while training their professional skills, focusing on the enhancement of their motivation to achieve, providing them with clearer direction and greater confidence in their long-term development, the need for a full range of multiple pathways to improve student employability.

References

- [1] Rothwell A, Herbert I, Rothwell F. *Self-perceived employability: Construction and initial validation of a scale for university students [J]. Journal of Vocational Behavior, 2008, 73(1):1-12.*
- [2] Dan Yang, Sancai Liang, Haimei Wu. *The relationship between achievement motivation and academic burnout among college students: the mediating role of hope [J]. Chinese Journal of Health Psychology, 2016, 24(02):255-259.*
- [3] Shufang Zhao. *Survey on the Current Situation of Employability of Current University Students and Research on Enhancement Strategies [D]. Heilongjiang University, 2018.*
- [4] Renmin Ye, Kunt A. Hagvent. *Measuring and Analysing Achievement Motivation [J]. Measuring and Analysing Achievement Motivation, 1992, 2(2):14-1.*
- [5] Yuling Cui, Fangfang Xu, Lili Cui. *Relationship between achievement motivation, career choice efficacy and employability among medical students [J]. Chinese Journal of Health Psychology, 2017, 25(02):240-244.*