INVESTIGATING THE IMPACT OF PERSONALITY AND APPROACHES TO LEARNING ON CAREER PLANNING ATTITUDE AMONG THE FEMALE STUDENTS IN COIMBATORE CITY

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Chapter V

CHAPTER V

FINDINGS, SUGGESTIONS AND CONCLUSION

The purpose of the present study is to investigate the impact of Personality dimension and approaches to learning on the dimensions of career planning attitude among the female students in Coimbatore city. Based on the objectives relevant hypothesis are framed. Data is collected from the female students in the final year Arts and Science, Engineering and Management disciplines within the boundaries of Coimbatore city. The collected data is analysed using relevant tools using the software's SPSS and SPLS. The findings of the study are discussed in line with the following four questions in tune with the objectives and hypotheses of the study:

- What is the background of the respondents?

- Does the level of study variables vary across respondents of varied demographic profile?

- Is there an association between Personality, Learning Approach and Career planning attitude among under graduate and post graduate female students?

- Does Learning Approach moderate the relationship between Personality and Career planning attitude?

5.1 FINDINGS OF THE STUDY

Profile of the respondents

Among the 780 respondents considered for the study 377 respondents are 21 years of age, and only 37 respondents are above 24 years of age. 62.56% of the respondents are in the final year of their undergraduate programme and 37.44% are in the final year of their post graduation programme. 37.5% of the respondents belong to under graduate Engineering discipline; 36.99% belong to Post graduation Engineering discipline. 27.66% belong to under graduate Management discipline; 27.74% of the respondents belong to Post graduate Management discipline. The results reveal that 54.1% of the respondents are residing in urban areas; 17.6% of the respondents residing in Semi- Urban areas and 28.3% in rural areas.

Perception of the respondents on the study variables

To portray the opinion of the respondents with regard to the study variables descriptive statistics and average score analysis is performed.

Results of descriptive statistics reveal that variables Surface learning approach (M=3.3550, SD=0.40687); Openness (M=3.9603, SD=0.77583), Strategic learning approach (M=3.9552, SD=0.56291); Career Adaptability (M=3.9253, SD=0.78145); Deep learning approach (M=3.9192, SD=0.88869); Career Knowledge (M=3.8957, SD=0.85903); and Career Optimism (M=3.8904, SD=0.86771) have scored a low mean value compared to Agreeableness (M=4.1638, SD=0.98163); Conscientiousness (M=4.1141, SD=0.86220); Extraversion (M=4.0647, SD=0.87943); Neuroticism (M=4.0061, SD=0.86457); on a scale of 1 to 5, where 1 is for strongly disagree and 5 stands for strongly agree.

Respondents who are 21 years of age have scored a high mean value for Agreeableness (M=4.20027); 23 years of age for Conscientiousness (M=4.17222); 22 years of age for Extroversion (M=4.10619) and Neuroticism (M=4.0708); 25 years of age for Openness (M=4.05625). The results of the study are in line with those of Feingold (1994) and Costa et al. (2001), who state that women are often found to be more agreeable than men, indicating that women are more nurturing, tender-minded, and altruistic more often and to a greater extent than men.

Respondents belonging to under graduate Arts and science discipline have scored a high mean value (M=4.263235) for Agreeableness personality; Management discipline (M=4.15) for Extroversion personality; Engineering discipline (M=4.189891), (M=4.105191) and (M= 4.09153) for Conscientiousness, Neuroticism and Openness personality respectively.

Respondents belonging to post graduate Arts and science discipline have scored a high mean value (M=4.1335) and (M=4.1408) for Agreeableness and Conscientiousness personality; Engineering discipline (M=3.9977), (M=3.9722) and (M= 3.9144) for Extroversion, Neuroticism and Openness personality respectively.

Respondents who are residing in the Urban areas have scored a high mean value for all the personality dimensions Agreeableness (M=4.2079), Conscientiousness (M=4.1949), Extraversion (M=4.1244), Neuroticism (M=4.0622), Openness (M=4.0077) compared to those who are residing in semi-urban and rural areas. Results of the study by Stella and Purushothaman (1993) indicate that urban students had better study habits than rural students.

Respondents who are 20 years of age have scored a high mean value for Deep learning approach (M=4.0674) and 25 years of age for Strategic learning approach (M=4.0586). Students adopt deep and strategic approach to learning, and the results are supported by previous studies that deep learning is more likely to result in better retention and transfer of knowledge and lead to higher quality learning outcomes (Ramsden, 1992; Biggs, 1999). On the other hand study by Watkins (2000) brings to light that students use any strategy in order to rote memorize lots of facts or understand basic principles, which they perceived would maximize their chances of academic success.

Respondents of under graduate Management discipline have scored a high mean value (M=4.1019) for Deep approach to learning, students pursuing Engineering discipline have scored a high mean value (M=3.4095) for Surface learning approach and Strategic learning approach (M=4.0607) to learning, while those pursuing post graduation in management discipline have scored a high mean value (M=3.8418), (M=3.4182) and (M=3.9377) for Deep, Surface and Strategic learning approaches respectively. The results of the study is supported by the results of the study by Shaari et al. (2012), that postgraduates students use deep approach at high level in their study particularly in aiding students' learning process when solving problem. It is assumed that to solve problem effectively, students must organize knowledge and depend on the nature of knowledge. Cano & Berben (2009) in his study discovered a pattern between achievement goals and approaches to learning in mathematics.

Respondents belonging to urban areas have scored a high mean value for Deep and surface approach to learning (M=3.9751) and (M=3.3663) while respondents residing in Semi-urban areas have scored a high mean value for Strategic (M=4.0036) approach to learning.

Respondents who are 23 years of age have scored a high mean value for Career Adaptability (M=4.0222), Career optimism (M=3.9434) and Career Knowledge (M=4.1111). Gunkel et al. (2010) in their study shows that age has a significant influence on the Career Adaptability, Career optimism and Career Knowledge.

Respondents pursuing under graduation in Arts and Science discipline have scored a high mean value (M=3.9743) and (M=3.9743) for career adaptability and career optimism while those from Engineering disciplines have scored a high mean value for career knowledge (M=3.9927). Respondents pursuing post graduation in Engineering discipline have scored a high mean value (M=3.9588) for Career adaptability while those from Arts and science discipline (M=4.0141) for Career optimism and Career knowledge (M=3.9515). Adaptable people appear to strive higher academically, report greater comfort with their educational and career-related plans, and engage in activities that advance their level of career insight.

Respondents residing in urban areas have scored a high mean value for Career Adaptability (M=3.9423) and Career knowledge (M=3.9589) while those residing in rural areas for Career optimism (M=3.9235).

The average score analysis helps to identify which group of respondents based on the demographic factors who have extracted high score with regard to the study variables. Results of average score analysis reveals that, respondents who are in the age of 23 years have extracted high score for variables Conscientiousness, Career adaptability, Career optimism and Career Knowledge. Respondents of the age 20, 21, 22, 24, 25 years have extracted high mean value for variables Agreeableness, Neuroticism, Openness, Extraversion, Deep approach, Surface approach, and Strategic approach to learning.

Respondents belonging to under graduate Arts and science and engineering disciplines have extracted high score for variables Agreeableness, Neuroticism, Openness, Surface approach and Strategic approach to learning, Career adaptability, Career optimism and Career Knowledge. Under graduate management students have extracted high mean value for variables Extraversion, Conscientiousness and Deep approach to learning.

Respondents belonging to post graduation Arts and science discipline have extracted high mean value for variables Agreeableness, Conscientiousness, Deep approach to learning, Career Optimism, Career Knowledge, while post graduate Engineering and management students have extracted high mean value for variables Extraversion, Neuroticism, Openness, Surface approach and Strategic approach to learning, and Career adaptability.

Respondents residing in the urban areas extracted high score for variables Agreeableness, Extraversion, Neuroticism, Conscientiousness, Openness, Surface approach and Strategic approach to learning, Career Adaptability and Career Knowledge. While respondents residing in the rural and semi-urban areas have extracted high score for variables Deep approach to learning and Career optimism.

Difference in the perception of respondents of varied demographic profile

To examine the differences in the perception of respondents across varied demographic profile ANOVA is performed and results are tested at 5% level of significance.

Based on Age: The study categorized respondents into 5 ages namely, 20 years, 21 years, 22 years, 23 years, 24 years and 25 years.

There is no significant difference in the perception students of varied ages for all the personality dimensions Agreeableness, Extroversion, Neuroticism, Conscientiousness and Openness; Deep and surface approaches to learning; and the three career planning attitude dimensions namely Career Adaptability, Career Optimism and Career Knowledge. Respondents differ in their mean perception with regard to Strategic approach to learning where respondents belonging to 21 years and 23 years have a low level of mean perception compared to respondents of 22 years, 20 years, 24 years and 25 years of age.

Based on Under graduation and Post Graduation disciplines: The study categorized respondents in to Arts and science, Engineering and Management disciplines both under graduation and post graduation levels

Results reveal that under graduate students of Arts and Science, Engineering and Management Discipline have similar perception with regard to the study variables Agreeableness, Extroversion, Neuroticism, Conscientiousness, Deep and Surface approaches

to learning and Career adaptability, Career optimism and Career Knowledge. Students perceive variables Openness and Strategic approach to learning differently. Post hoc analysis for the variable Openness reveals that students of Arts and science discipline perceive a low level of mean compared to students of Engineering and Management disciplines. Similarly students of Engineering discipline are more inclined in adopting Strategic approach to learning compared to students of Arts and Science and Management disciplines.

Results reveal that post graduate students of Arts and Science, Engineering and Management Discipline have similar perception with regard to the study variables Agreeableness, Extroversion, Neuroticism, Conscientiousness, Openness, Deep, Surface and Strategic approaches to learning, Career Adaptability, Career Optimism and Career Knowledge.

Based on Location of Residence

The study categorized respondents as those residing Rural, Urban and Semi-urban areas. Respondents residing in urban, rural and semi urban areas perceive variables Agreeableness, Extroversion, Neuroticism, Deep and Surface approaches to learning, Career Adaptability, Career Optimism and Career Knowledge similarly, while there is difference in their perception for the variables Conscientiousness and Strategic approach to learning. Post hoc analysis for personality dimension Conscientiousness reveals that students residing in urban areas are highly Conscientiousness than those residing in rural and Semi urban areas, while for strategic approach to learning students residing in Rural areas have scored low mean compared to those residing in urban and semi urban areas.

Association among the study variables

Correlation analysis is performed to find the relationship between Personality dimensions, Learning Approaches and Career Planning Attitude dimensions.

Personality and Learning Approaches across UG Students

Correlation analysis reveals that under graduate students belonging to Arts and Science (r=0.735), Engineering discipline (r=0.633) and Management (r= 0.77) disciplines exhibiting Extroversion personality; Arts and Science (r=0.652), Engineering (r=0.621),

and Management (r=0.628) disciplines exhibiting Neuroticism personality and adopting Deep Approach to learning have high correlation. Further high correlation is exhibited by students adopting Strategic approach to learning among Arts and Science (r=0.640) and Management (r=0.651) disciplines are of Extroversion Personality. Study carried by De Raad & Schouwenburg (1996), reveals that deep approach was positively associated with extraversion and the results of the study by Duff, Boyle, Dunleavy and Ferguson (2003), reveals that strategic approach to learning correlates positively with extraversion.

Personality and Career planning attitude across UG Students

High correlation is exhibited by students who are of Extroversion personality from Arts and Science (r=0.665) and Management (r= 0.632) disciplines; Neuroticism personality from Arts and Science (0.656) and Management (r=0.610) disciplines with regard to Career adaptability. High correlation is exhibited by students from Arts and Science (r=0.610) discipline and Extroversion personality; Arts and Science (r=0.652) discipline and Neuroticism personality; Arts and Science (r=0.605) and Conscientiousness personality with regard to Career Optimism. The result from study by Gunkel et al. (2010) shows that personality traits have an effect on career adaptability and career optimism and no effect on career knowledge. Extraversion has positive significant correlation on career adaptability and career optimism indicating higher career related decisiveness. Business students with higher neuroticism have lower career decisiveness. Chris Golis (2014) in his study states that personality trait that consistently leads to success is conscientiousness.

Learning approaches and Career planning attitude across UG Students

High correlation is exhibited by students of Arts and Science (r=0.703) and Management (r=0.723) disciplines adopting Deep approach to learning with regard to Career adaptability; Students of Engineering (r=0.625) discipline adopting Deep approach to learning with regard to Career knowledge.

Personality and Learning Approaches across PG Students

Students belonging to Arts and Science (r=0.751); Management (r=0.630) and Engineering (r= 0.732) disciplines exhibiting Extroversion personality; Arts and Science (r=0.651) exhibiting Neuroticism personality and adopting Deep Approach to learning

have exhibited high correlation. Students adopting Strategic approach to learning exhibit high correlation among Arts and Science (r=0.616), Engineering (r=0.636) and Management (r=0.648) disciplines exhibiting Extroversion Personality; Arts and Science (r=0.610) discipline exhibiting Conscientiousness personality. These findings are similar to the findings of the research carried by Tait & Entwistle (1996), Tait, Entwisle & McCune (1998) and Entwistle, Tait & McCune (2000) that deep and strategic approach was higher tending to use some of the strategic study skills which are important for the achievement of the students.

Personality and Career planning attitude across PG Students

High correlation is exhibited by students of Arts and Science (r=0.657), Engineering (r=0.712) disciplines exhibiting Extroversion personality; Arts and Science (0.641); Engineering (r=0.710) and Management (r=0.610) disciplines exhibiting Neuroticism personality; Engineering (r=0.648) disciplines exhibiting Conscientiousness personality with regard to Career adaptability. Students of Management (r=0.615) discipline exhibiting Extroversion personality; Engineering (r=0.603) and Management (r=0.708) disciplines exhibiting Neuroticism personality; Engineering (r=0.633) and Management (r=0.753) disciplines exhibiting Conscientiousness personality dimension with regard to Career optimism.

Learning approaches and Career planning attitude across PG Students

High correlation is exhibited by students adopting Deep approach to learning of Arts and Science (r=0.721) and Engineering (r=0.676) discipline with regard to Career adaptability and Management (r= 0.614) discipline with regard to Career optimism.

Moderating effect of learning approaches on the relationship between the dimensions of personality and Career Planning Attitude

To investigate the impact of personality dimensions and aproaches to learning on career planning attitude PLS SEM analysis is executed.

1. **Personality dimensions and Learning approaches on Career Planning Attitude dimensions**

   - Personality dimensions Extraversion and Neuroticism have a positive significant influence on Career Adaptability, while Neuroticism and Conscientiousness have a positive significant influence on Career Knowledge and Neuroticism, Openness and Conscientiousness have a positive significant influence on Career Optimism.

   - Learning approach has a positive significant influence on Career Adaptability, Career Knowledge and Career Optimism.

   - 60.1% variability in Career Adaptability is explained by the personality dimensions Extraversion, Neuroticism, and Learning approaches. 47.5% variability in Career Knowledge is explained by the personality dimensions Agreeableness, Extraversion, Neuroticism, Conscientiousness and Learning approaches and 44.5% variability in Career Optimism is explained by the personality dimensions Neuroticism, Conscientiousness, Openness and Learning approaches.

2. **Personality dimensions, Deep, Surface and Strategic approaches to learning on Career Planning Attitude dimensions**

   - Personality dimensions Extraversion, Conscientiousness and Neuroticism have a positive significant influence on Career Adaptability; Extraversion, Neuroticism and Conscientiousness have a positive significant influence on Career Knowledge while Neuroticism and Conscientiousness have a positive significant influence on Career Optimism. Deep learning approach has a positive significant impact on Career Knowledge, Career Optimism and Career Adaptability. Surface and Strategic learning approaches do not have a significant impact on Career Knowledge, Career Optimism and Career Adaptability.

   - 62.4% variability in Career Adaptability is explained by the personality dimensions Extraversion, Neuroticism, Conscientiousness and Deep Learning approach. 46.1% variability in Career Optimism is explained by the personality dimensions Extraversion, Neuroticism, Conscientiousness and Deep Learning

approach. 48.2% variability in Career Knowledge is explained by the personality dimensions Neuroticism, Conscientiousness and Deep Learning approach.

3. **Moderating effect of Learning approach on the relationship between Personality dimensions and Career Planning Attitude dimensions**

- Personality dimensions Extraversion, Neuroticism and Openness have a positive significant influence on Career Adaptability; Neuroticism and Conscientiousness have a positive significant influence on Career Knowledge while Extraversion, Neuroticism, Openness and Conscientiousness have a positive significant influence on Career Optimism. Learning approaches have a positive significant impact on Career Knowledge, Career Optimism and Career Adaptability. Extraversion on Career Knowledge has negative significant influence.

- Learning approach has a positive significant moderating effect on the relationship between Personality dimensions Openness, Extraversion and Career Adaptability; Personality dimensions Neuroticism and Career Knowledge; and Personality dimensions Extraversion and Career Optimism and has negative significant moderating effect on the relationship between Personality dimensions Conscientiousness, Agreeableness and Career Adaptability; Personality dimensions Conscientiousness, Agreeableness and Career Optimism.

- There is no significant moderating effect of approaches to learning on the paths Conscientiousness, Openness, Agreeableness and Extroversion and career knowledge; Neuroticism and career adaptability; Neuroticism, Openness and career optimism.

- Prior research indicates approaches to learning are dynamic and dependent on the demand placed on students by the educational environment (e.g. Zeegers, 2000). Furnham et al. (1999) states that learnt components of personality are likely to be changeable and dynamic over time, explaining why approaches to learning are better predictors than personality as a whole.

4. **Moderating effect of Deep approaches to learning on the relationship between Personality dimensions and Career Planning Attitude**

- Personality dimensions Extraversion, Neuroticism and Openness have a positive significant influence on Career Adaptability; Neuroticism and Conscientiousness have a positive significant influence on Career Knowledge while Extraversion, Neuroticism, Openness and Conscientiousness have a positive significant influence on Career Optimism; Deep Learning approach has a positive significant impact on Career Knowledge, Career Optimism and Career Adaptability. Extraversion has negative significant influence on Career Knowledge.

- Deep Learning approach has a positive significant moderation effect on the relationship between Personality dimensions Extraversion and Openness on Career Adaptability; Personality dimensions Neuroticism on Career Knowledge and Personality dimensions Extraversion and Career Optimism and has negative significant moderation effect on the relationship between Personality dimensions Conscientiousness and Agreeableness on Career Adaptability; Personality dimensions Conscientiousness and Agreeableness on Career Optimism.

- There is no significant moderating effect of deep approaches to learning on the paths conscientiousness, Agreeableness, Openness and career knowledge; Neuroticism and career adaptability; Neuroticism, Openness and career optimism.

- Entwistle & Tait (1996) in their study states that the students with a deep approach want to find out the deeper meaning in the text. They are critical, logical and relate what they learn to their previous knowledge.

5. **Moderating effect of Surface approach to learning on the relationship between Personality and Career Planning attitude**

- Personality dimension Extraversion, Neuroticism and Openness have a positive significant influence on Career Adaptability; Neuroticism and Conscientiousness have a positive significant influence on Career Knowledge while Extraversion, Neuroticism, Openness and Conscientiousness have a positive significant influence

on Career Optimism. Surface Learning approach does not have positive significant impact on Career Knowledge, Career Optimism and Career Adaptability. Agreeableness has negative significant influence on Career Optimism

- There is no significant moderating effect of surface approaches to learning on the paths Extraversion, Conscientiousness, Agreeableness, Openness and Neuroticism and Career Adaptability, Career Knowledge and Career Optimism.

- The adjusted R^2 value of 0.608 for Career Adaptability indicates that 60.8% variability in Career Adaptability is explained by the personality dimensions Extraversion, Neuroticism, Openness.

- Study by Schouwenburg (1995) reveals that Neuroticism is linked to lack of concentration, fear of failure and experiencing studying as stressful. Moreover neuroticism is linked with a lack of critical ability and problems in understanding how things relate to each other.

6. **Moderating effect of Strategic approach to learning on the relationship between dimensions of Personality and Career Planning Attitude**

- Personality dimensions Extraversion, Neuroticism and Openness have a positive significant influence on Career Adaptability; Neuroticism and Conscientiousness have a positive significant influence on Career Knowledge while Extraversion, Neuroticism, Openness and Conscientiousness have a positive significant influence on Career Optimism. Strategic Learning approach has a positive significant impact on Career Knowledge and Career Adaptability.

- Strategic Learning approach has a positive significant moderating effect on the relationship between Personality dimensions Extraversion on Career Adaptability, Career Knowledge and Career Optimism; and has negative significant moderating effect on the relationship between Personality dimensions Agreeableness and Career Adaptability and Personality dimensions Agreeableness on Career Optimism.

- There is no significant moderating effect of strategic approaches to learning on the paths conscientiousness, Neuroticism, Openness and career adaptability; conscientiousness, Neuroticism, Openness and career optimism; conscientiousness, Neuroticism, Openness, Agreeableness and career knowledge.

- Entwistle & Tait (1996) in their study reveals that students using the strategic approach are good at organizing their work, managing their time and work hard in their studies. They care about their working conditions and have clear goals for their studies.

5.2 SUGGESTIONS

Using the right learning approach is essential in determining the student's learning outcomes. They need to have a purpose and the right intention in their studies for their professional development and lifelong learning. Therefore, to help students to adopt the right approach to learning, it is suggested that the management of the educational institutions to organize workshops and seminars to create awareness to the students on the different approaches that they can utilize in their learning. Furthermore, educators need to be aware that their teaching methodology and the course design also has an influence on the learning approach adopted by the students. Educators need to discourage the use of surface approach and design course that require the students to think critically, seek meaning, to understand their study material and to be able to relate ideas with prior knowledge or their own experiences. Accordingly, educators must provide a learning environment where students develop a strong personal interest. Warburton (2003) argues that a first step in reaching a deep learning is a high level of student commitment with the learning subject so that students are motivated. Thus, by promoting or inducing deep approach to learning, it is possible to bring down the inclination of students to adopt the surface approach to learning. Facilitators could

- Encourage active commitment with learning tasks, eg. students are engaged in inquiry or creative production, explore complex issues, problems or case studies of practice.
- Provide opportunities to discuss, debate and compare their understandings with each other and with the mentor.

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- Provide qualitative feedback for the assignments or projects submitted by the students rather than just giving marks or grades.

- Provide reasonable opportunities to make choices about what and how they learn.

- Adopt blended learning techniques adopting a variety of pedagogy

- Align the learning objectives, teaching and learning approaches and assessment to assist students in achieving the learning goals.

- Organizing career guidance and counselling programs to help students gain awareness on the various career opportunities that are available help them make right choice of a career suiting their personality types

Students should manage to enhance their adaptability to the external environment so as to compete. Institutions should not only assist students to acquire knowledge and skills required in the job market but also guide them to participate in various skills contests, which could help enhance students' employability skills, leadership competence and boost their confidence and competitiveness in the job market.

Institutions could establish tie up with industries and organize lectures fortnightly with the Executives from the varied industries, to enable students gain constant exposure and understand the expectations of varied industries and the career opportunities available, thus helping them prepare to take up a career in appropriate industries that matches their personality and skills sets.

5.3 CONCLUSION

Education is considered to be an important requirement for the students to improve their skills, talents and knowledge. Educators must share the responsibility in developing students who are capable of responding to the fast changing social and working environment. The findings suggest that educators should encourage a deep approach in students so that they may become more proficient. It highlights the need to make changes in the teaching and learning environment in order to alter students apparent perceptions and move towards a holistic learning. Students need holistic educational environments so that they can contribute to the society and cope with the fast changing business world. This could involve encouraging active learning with 'true to life' case studies and group work, designing assessment items that encourage deep learning and ensuring that work overload does not take place. Learning to learn involves the student acquiring skills and strategies that allow them to learn effectively throughout their lives, i.e. a shift from knowledge based educational approaches to process based educational approaches, fostering independent enquiry and intellectual independence. Study by Kelly et al. (1999) states that in the fast changing society educators must focus in developing graduates who have learned how to learn and who are capable of continuously adapting themselves to help in the ongoing development of society.

This research has contributed to the empirical examination of the impact of personality dimensions and aproaches to learning on career planning attitude. The findings from descriptive statistics show that the students of 20 years of age adopt deep and strategic learning approach. Students, who utilize deep approach in their studies, aim to understand the meaning in the materials they are learning. They are intrinsically motivated, able to enjoy the learning task, and think critically. On the other hand, respondents adopt strategic approach work hard to achieve good grades and maximize the opportunity for academic excellence. They give special attention to the requirement of the assessments and monitor the effectiveness of their studies. Under graduate students of management discipline have scored high mean value for Deep approach to learning, and this could be because Management education aims at shaping individuals to function effectively as managers. The students need knowledge and skills

that will help them in the decision making process and efficiently handling the day to day operations in a variety of professions. Students of Engineering discipline have scored a high mean value for Surface and strategic approach to learning.

Career planning is intended for the improvement of the ability of individuals to make career decisions. The results of the study reveal that under graduate students of Arts and Science discipline have high career adaptability and high career optimism, while students of Engineering discipline have high career knowledge. Since plenty of career opportunities are available. Students of Arts and Science discipline have high career adaptability. On the other hand post graduate students of Engineering discipline have high career adaptability while those of Arts and Science discipline have high career optimism and career Knowledge. Since science and technology is growing rapidly abundance of career opportunities are created and hence students of Engineering discipline have option to make their career choice and are open to the same.

Deep and Strategic approaches to learning have a positive significant moderation effect on the relationship between a few Personality dimensions and dimensions of Career Planning Attitude. Hence it is essential to create a learning environment that faster deep and strategic learning which is likely to enable students make better Career Planning and make appropriate career choice that switch their personality.

The findings of this study will be practically useful for solving social problems of individuals, public and private educational institutions and employment agencies/consultancy. Further, it helps the students in knowing themselves and which makes their own career choice decision. Personality being important in the career choice process, individuals must know them and use that self- knowledge as a tool when making a career choice. The students can utilize the available opportunities but it is the structure of the student's personality, drive, ambition and creativity that synthesize the effort into success.

The result of the study will be beneficial for educators to work slowly towards familiarizing students who have experienced a more formal teaching authority with the demonstrator or facilitator to learning centric teaching styles and to point out the reasons for and benefits of pursuing the program and course. Wildman and Torres, (2002) in their study states that coaches and teachers also can have a significant impact on a student's life.

5.4 LIMITATIONS OF THE STUDY

- The study is limited to the students of Arts and Science, Engineering and Management colleges in Coimbatore. Hence, generalization of the results in relation to students of other cities may not give the same result since culture of the city, rules, and regulations of the institution, lifestyle in the state or city may influence the findings.

- The sample in this study is only female students in the final year of their under graduation and post graduate education. Results may vary if both the gender were included.

- The study depends entirely on the response of the employees. There is a possibility of personal bias with regard to their opinion and as a result, their response might have been affected.

- The effect of cultural traits is not measured in the study

- The students considered were on full-time mode and part time were not included for the study

5.5 SCOPE FOR FURTHER STUDY

The present study focused on analyzing the impact of personality and approaches to learning on career planning attitude among the female students. Further studies can be carried out

- The present study focuses only on female students, hence studies could be extended among students of both the genders

- The present study was carried out in Coimbatore City, hence similar studies can be carried out in other parts of the country

- Future research could examine how individuals' perceptions influence career decisiveness

- The present study focuses only among students of Arts and Science, Engineering and Management discipline, therefore studies could be extended among students pursuing Medicine.

Studies could be extended to investigate the relationship between personality and learning approaches and their influence on students' academic performance.

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