Chapter I

CHAPTER I

INTRODUCTION

1.1 NEED FOR THE STUDY

Career is an individual's journey through learning, work and other aspects of life. Career choice is the important decision students make and it determine their future. Irrespective of the age the choice of career or desire is an important question for everybody. The choice of career has been a serious problem among the students. A lot of students in secondary schools believe that their future is a glorious adventure in which they are bound to succeed. Many of them have the idea that they would be able to work in the public or private institutions as soon as they complete secondary school education. Some have plan to become lawyers, engineers, medical practitioners, accountants and so on. Students are always worried about what they will do with their lives and the kind of adult they will become. They are concerned about early entry into the occupational world and finding productive and rewarding places in and out rapidly in the fast changing societies. The desire for a student regarding their career are different from each other, many of the students desire high income; others want adventures while some others want to serve people to make the world a better place. Every student carries the unique history of their past and this determines how they view the world.

The word 'career', as Hall (1976) defines, "is the individually perceived sequence of attitudes and behaviours associated with work-related experiences and activities over the span of the person's life". According to Schermerhorn (2002) "Career planning is a process of systematically matching career goals and individual capabilities with opportunities for their fulfillment". Career planning is the process of enhancing an employee's future value. A career plan is an individual's choice of occupation, organization and career path. Career planning in India has assumed critical importance in the last few years, Agarwal (2009). Miller & Marvin (2006) stated that the reality of the current economy is that the job market is more volatile and jobs are less permanent. The authors conducted a study to understand the importance of career planning among students and working professionals. They found out that majority of the individuals change jobs each year, and majority of them need some career planning assistance.

The study also found out that the need for good career and labor market information for all age group is very important. Career planning is the fundamental step in the course of career development, the process of general and vocational decision making (Gunket et al., 2010). Career theorist Gottfredson, (1981) have agreed that to attain Career Decisiveness, the most desirable state of career decision making requires immense amount of planning and a level of career maturity (attitude and competency) that is characterized by an exploration of one's ability, knowledge of available careers, employment, and training opportunities. In such a situation, it becomes a matter of concern to understand and investigate the factors that foster adequate career planning skills among individuals and also assess the positive consequences of having Career Planning skills. Understanding the factors that are required to make effective career choices, would be helpful to career counsellors in providing career related guidance to individuals.

In recent years, there has also been a growing interest among researchers in analyzing the impact of personality traits on individuals' educational outcomes since it helps them in choosing a suitable career. Studies provide evidence that personality traits affect individuals' probability of finishing secondary school, attending college, and obtaining a college degree (Heckman, Stixrud, Urzua, 2006; Cunha and Heckman, 2007; Borghans, Duckworth, Heckman, ter Weel, 2008; Baron Cobb-Clark, 2010). Although there are literatures on the effect of personality traits on educational outcomes, there are to our knowledge dearth of studies relating to personality traits to the choice of college major and career decisiveness of students. Barrick et al. (2003) state that there are personality traits predicts success in jobs which are correlated with specific occupations. The founder of Career choice theory Holland (1969) believed that an individual is attracted towards a certain career because of his personality. Within the higher education sector, graduate employability may be conceived as "a set of achievements- skills, understandings and personal attributes that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy", Yorke (2006, p. 8). Beggs et al. (2008) states that many students choose their major based on their academic ability.

The next section discusses the Education System in India.

1.2 THE INDIAN EDUCATION SYSTEM

The Education sector in India is balancing at a crucial stage in its growth. India's demographic advantage of having a large population of youth, with low gross enrolment ratios, presents a huge opportunity to education sector players. At the same time, the growth of the Indian economy and upward movement of income levels is boosting spend on Education, which already accounts for the second-highest share of wallet for middle-class households.Government supports the sector, with substantial reforms and increased financial outlays. These reforms aim not only strengthening the sector but facilitating planned expansion of the sector. All these factors have made education an attractive sector with multiple opportunities. The 2011 report of the Planning Commission shows that India's literacy rate has jumped from 64.83% in 2001 to 74.04% in 2011 showing an increase of 9.21% (Source: The Hindu- National, New Delhi,March 31, 2011 20:32 IST).

Higher education in India has recorded impressive growth since Independence. University Grants Commission (UGC), by designing programmes and implementing various schemes through academic, administrative and financial support, which has contributed to the growth and development of Indian higher education.However, the system has many issues of concern at present, like financing and management including access, equity and relevance, reorientation of programmes by laying emphasis on health consciousness, values and ethics and quality of higher education together with the assessment of institutions and their accreditation. These issues are important for the country, as it is now engaged in the use of higher education as a powerful tool to build a knowledge-based information society in the 21st Century.

Education especially Higher Education builds capacity in our people. It enables people not merely to subsist, but also provides the basis for a high quality of life. The vision of the higher education is to make institutions emerge as centres of innovation, excellence and development.Higher education in India is one of the largest and oldest system found anywhere in the world. They offer a wide range of programs across the country. Technical education in India contributes a major share to the overall education system and plays a vital role in the technological, social and economic progress of our nation. The growing attention towards higher education in enhancing students'

employability responds to student motivations and to policy concerns. It reinforces rather than threatening traditional academic values, but it requires organisational change within higher education.

Rabindranath Tagore wrote lengthy articles about how Indian education system needs to change. But from the colonial times, only a few things have changed in the Indian Education system. The British introduced education systems in India to create clerks and civil servants, and the education system has not much deviated from that pattern till today. Rote learning still plagues our system, students study only to score marks in exams, and sometimes to crack exams like IIT JEE, AIIMS or CLAT. The mind-frozen competition and rote learning crushes the creativity and originality of millions of Indian students every year and people see education as the means of climbing the social and economic ladder.

The famous Chinese proverb states "Give a man a fish and you feed him one day, teach him how to catch fishes and you feed him for a lifetime." It is evident that if a man is taught a skill he is enabled for a lifetime. Hence, the focus of the education system should be in imbibing the required skill amidst the students.

By 2030, India will be amongst the youngest nations in the world. With nearly 140 million people in the college-going age group, one in every four graduates in the world will be a product of the Indian higher education system. Over the last two decades, India has remarkably transformed its higher education landscape. It has created widespread access to low-cost high-quality university education for students of all levels. With well-planned expansion and a student-centric learning-driven model of education, India has not only bettered its enrolment numbers but has dramatically enhanced its learning outcomes. A differentiated three-tiered university system where each tier has a distinct strategic objective has enabled universities to build on their strengths and cater across different categories of educational needs. Further, with the effective use of technology, India has been able to resolve the longstanding tension between excellence and equity. India has also undertaken large-scale reforms to better faculty-student ratios by making teaching an attractive career path, expanding capacity for doctoral students at research universities and delinking educational qualifications from teaching eligibility.

In recent years, India has undertaken massive structural and systemic changes that have started to yield encouraging results. The country has been touted to have the best-in-class post-secondary education system at present. According to Madhukar Angur (2015), some of the significant factors that have contributed to this growth and can help envision the 2030 dream includes:

- Expansion of a differentiated university system with a three-tiered formalized structure

- Transition to a learner-centered paradigm of education

- Intensive use of technology

- Reforms in governance

There is an immediate need to transform the whole system of higher education in India. In order to have good quality academic institutions, individual should follow the best practices in accreditation and assessment. Currently, only a handful of Institutions in India are accredited by NAAC and NBA. The institutions should be research focused and properly engaged with mentoring, industry engagement, research and consulting.

1.3 WOMEN EDUCATION IN INDIA

Women have progressed considerably in terms of education and schooling over the past few decades. About 20 years ago, a smaller percentage of women than men aged 25 to 54 had a postsecondary education. Today, the situation is completely different. Education indicators show that women generally do better than men. This gap in favour of women is even noticeable at a young age, since girls often get better marks than boys in elementary and secondary school. More women than men enroll in college and university programs after completing their high school education. A greater percentage of women leave the programs with a diploma or degree. Despite all, certain challenges persist: women's employment earnings are on average still lower than men's, even when they have the same education level. Women increasingly make the majority of workers in education-related occupations. Therefore, young people are much more likely to have female teachers and professors throughout their academic career. Studies found women as more anxious, depressed and suffering from tension than men (Bradburn, 1969; McCrae & Costa, 1990).

According to All India survey on Higher Education (2015-16), MHRD, New Delhi, total enrolment in higher education has been estimated to be 34.6 million with 18.6 million boys and 16 million girls. Girls constitute 46.2% of the total enrolment. Gross Enrolment Ratio (GER) in Higher education in India is 24.5%, which is calculated for 18-23 years of age group. GER for male population is 25.4% and for females, it is 23.5%. The highest number of students is enrolled at Under Graduate level across India. On the other hand, second to Under Graduate, 11.3% students are enrolled in Post Graduation which is approximately 39.2 lakh students. There is a decline in student enrolment from UG to PG. The programmes having relatively higher enrolment are Bachelor of Arts (B.A.) has 98.9 lakh students enrolled out of which 47% male and 53% female; Bachelor of Science (B.Sc.) has 42.9 lakh students enrolled in total and out of them 52% are male and 48% are female students; Bachelor of Commerce (B.com) has 38.6 lakh students enrolled in total and out of them 53.8% are male and 46.2% are female students; B.Tech. has 21.8 lakh students enrolled in total and out of them 73.9% are male and females restricted to less than 30%. Bachelor of Engineering (B.E.) has 20 lakh students enrolled in total and out of them 71.5% are male and 28.5% are female students; Master of Arts (M.A.) has 15.3 lakh students enrolled in total and out of them 39.5% are male and 60.5% are female students; B.A. (Hons) has 13.8 lakh students enrolled in total and out of them 47.3% are male and 52.7% are female students; M.Sc. has 6.3 lakh students enrolled in total and out of them 40.6% are male and 59.4% are female students; MBA has 5.5 lakh students enrolled in total and out of them 62.3% are male and 37.7% are female students; The highest number of students is enrolled in Arts/ Humanities/ Social Sciences courses. On the other hand at Post Graduate (PG) level, maximum students enrolled are in Social Science and Management stream.

India is the second most populous country in the world. In the Statistical Year Book India (2015), around 1,210,854,977 people currently live in India. Women comprise 48.5% of the population. This gender population gap starts at birth. For every 100 boys born nationally, 89 girls are born. The gender gap fluctuates across India. More than 30% of all Indian women live in cities. The Indian Youth population is the largest in the world. 29% of India's population is younger than 15 years. 5% of India's population is older than 65 years. Fewer than half of Indians in their 20s have completed secondary

education. 51% of women and 75% of men are literate. Literacy rates vary between urban and rural populations. In 2011, 80% of urban women were literate compared to 59% of rural women.

1.4 RESEARCH GAP AND OPPORTUNITY

In recent times, there has been an increased attention paid to connecting adolescent career development with positive youth progress. Existing literature indicates that Career Decisiveness is a mark of thriving in adolescence which guides the way to positive youth development. Gould (1972) developed a career planning scale and explored the influence of locus of control and self-esteem on career planning. Rottinghaus et al. (2005) state that examining career decisiveness might help career counselors to identify personal concerns since it is likely to interfere with career decision making. Newman et al. (1999) inspected the relation between personality and Career Decisiveness. Mohsen et al. (2009) studies the relationship between big five personality traits, self-esteem, and life satisfaction in Iran. Zahra et al. (2012) investigates the relationship between the degree, type of mobile usage and personal traits among the students. Empirical studies by Hartman (2006) provide evidence that personality has an influence on vocational interests and career-related goals, vocational identity, etc. Studies bring to light the factors influencing the career among the students. Wentzel (1998) states the experience will teach children to look at the profession of their father or mother and it is most likely that an interest is based on what they see and hear on a daily basis. Jarlstrom (2000) examines the relationship between personality and career expectations of business students. Sara, Safyanu Shuaibu Jigawa (2010) investigates the effects of learning styles on career preferences of senior secondary school students. Goldschmid (1967) demonstrates that the personality influences the choice of college majors. Reed et al. (2004) demonstrates that personality factors influence the career choices of students. Bacanli (2006) claim that personality characteristics may be seen as predictors of student's career indecisiveness. Personality traits are expressed in learning styles, which are in turn reflected in learning strategies, which eventually produce a certain learning outcome, (De Raad & Schouwenburg, 1996). Mumford & Gustafson (1988) states that Personality traits serve as directors or blocks for motivation and learning strategies. Blickle (1996) has compared the Five Factor Model personality traits with learning

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strategies and learning outcome, where the students' personality is related to learning outcome mediated by learning strategies. Existing literature indicates that Career Decisiveness is a mark of success in adolescence, which guides the way to positive youth development. Positive career orientation and better career preparation impedes problem behavior, promotes well-being and decreases distress among students. From the above discussion it could be inferred that there are only a few studies that examine the influence of personality, and learning approaches on the career planning attitude of students and hence this study is conducted to fill the gap.

1.5 STATEMENT OF THE PROBLEM

Students have indicated their interest to read courses without knowledge of career decision making skills and matching personality types. There is trouble in understanding an educational subject that did not particularly correspond with one's personality. In classrooms where technology plays a significant role, teachers and trainers should be more effective in adapting varied learning environments, which help the students in choosing their career. They need to discover how to manage their own learning and acquire knowledge and skills that they can transfer to a variety of situations related to learning, work, and daily life. Students also develop the habits and skills they need in order to become self-directed, and lifelong learners. Studies identifies that there is a relationship between the personality and learning approaches among the students, they must understand how their students learn and the effects of the learning environment on their learning approaches. Few studies involve in research on the link between personality and students' career planning which has been seen as one of the factors influencing career decision making. Ozbilgin et al. (2005) and Agarwala (2008) examine the relative influence of various factors on the career choice of students and found to vary across cultures.The review shows that there is numerous studies related to personality assessed using Big Five personality traits on the variables such as performance, satisfaction and well-being (Judge, Heller, & Mount, 2002; Hurtz & Donovan, 2000). Studies explores the relationships among personality traits, academic performance, motivation, and satisfaction (Paunonen & Ashton, 2001; Oswald, Schmitt, Kim, Ramsay & Gillespie, 2004; Trapman, Hell, Hirn, & Schuler, 2007; Komarraju, Karau, & Schmeck, 2009). Further studies identifies that the there is a relationship between the personality and

learning approaches among the students. Hickcox (2006) suggested that all learning style research and application efforts need to stress the development of the individual and the whole learner. Learning styles, as well as personalities should be accounted for when considering the topic of curriculum development and instruction. According to Gardner, (1999) educators tend to teach the way they were taught. If educators are to find ways for improving educational experiences of their students, they must understand how their students learn and the effects of the learning environment on their learning approaches. Jonassen (1981) identifies that a strong relationship exists between a teacher's learning style and preferred teaching style. Jorgensen (2006) states that there is not a "one-size fits all" approach to teaching and or learning. Thus, this creates a mismatch that requires attention. The Study by Fallan (2006) suggests that a student's personality type relates to the most effective form of learning and if ignored can present a conflict in the educational process. Another study conducted by High House and Doverspike (1987) examined the relationship between measures of cognitive style (i.e., learning style), occupational preference (i.e., personality type) and learning modes. The number of occupations has increased greatly and there are many careers within one occupation. With little or no knowledge about self and job options, students face many problems in making choice of subjects that would help them later choose a career of their passion.Numerous studies explores the relationship between personality and learning approach, learning approach and career decision, personality and career decision with other factors or variables by the researchers. Studies found women as more anxious, depressed and suffering from tension than men (Bradburn, 1969 and McCrae & Costa 1990). Personality plays an important role in predicting the attitude, behaviour, individual thinking and creativity which in turn help them in learning and finally to choose the career. Personality dimensions, learning approaches and career planning attitude dimensions related studies are quite limited. Therefore, this study focuses in examining the influence of Personality and Learning approaches on the Career planning attitude of female students.

1.6 CONCEPTS

The concept of the study namely personality, learning approaches and career planning attitude are presented in this section.

PERSONALITY

Personality plays a vital role in the education among the students. Personality is a term frequently used by people. It means different things to different people. Personality refers to a unique mode of response to life situations. The term personality has been derived from the Latin word 'persona' which means 'to speak through'. Personality influences others through external appearance. The unique way of responding to day-to-day life situations is the heart of human behavior. Personality of an individual starts developing at the early age and is groomed over the education period of individuals. Schools and colleges conduct programs for assessing, shaping and grooming the personality of individuals. The present education system aims to enable students not just to acquire knowledge but also to become capable, confident and enthusiastic leaders and managers. In order to become a skilled, capable leader or manager, a student or an individual should possess an inbuilt personality. Personality brings out the capabilities and strengths of students thus making the student aware of the inner self and thereby becoming more confident to face the outside world. Personality embraces all the unique traits and patterns of adjustment of the individuals in his/her relationship with others and his environment. This implies not only the structure of personality but its dynamic qualities as well. Maddi (1990:P.90) defines "Personality is a set of characteristics and tendencies that determine that commonalities and differences in the behavior of people that have continuity in time and that may not be easily understood as the sole result of the social and biological pressures of the moment".

Personality has been regarded as a practical force in determining the success or failure in life.Personality has been viewed as a source of person's attitude exhibited in the workplace over the years. Personality takes the whole man concept because it affects the various psychological processes. Propositions have been made about the different kinds of personality traits having relevance with the nature of job. The prominent feature of personality traits can be successful in aligning with the particular job requirements. Hence, psychologists have tried to identify the types of personality and traits. This resulted in identifying thousands of personality traits that differentiate one person from another. Since ancient times, humans have sought to explain behavior by categorizing personalities into distinct types. There are various theories for personality namely Trait Theory,

Psychodynamic Theory, Behavioral Theory, Cognitive Theory, Social learning Theory. Personality assessments have been developed over the past several centuries to describe the aspects of a person that remain stable throughout a lifetime: the individual's character, pattern of behavior, thoughts, and feelings. Among the personality assessment tools developed by psychologists and social science researchers the big five personality traits proposed by McCrae and Costa, (1990) is popular. Having gained prominence, later recruiters started using personality assessments to sort, classify, and categorize people for the jobs like Managers, Executives, Entrepreneurship, Non- Profit making Professions, Public sector Professions, Scientists, Researchers and Engineers. References to personality assessments have even made their way into books and movies such as Harry Potter, "who was placed into the Gryffindor House at the Hogwarts School by a "sorting hat" that could gauge the temperament of each student". Every individual has his own characteristic way of behaving, responding to emotions, perceiving things and looking at the world. No two individuals are similar. Personality types are strong predictors in choosing the students majors and the impact of this choice lasts far beyond students learning and success in college (Porter & Umbach 2006). Thousands of students and their parents have expressed that their interests are something and that they are not directed towards programs and college majors that do not fit their personality. When the personality type fits the students learning with the chosen specialization, the students can learn and earn better grades. Thus personality dimensions and learning approach influences each other and has an impact on the performance of the students.

APPROACHES TO LEARNING

Learning is considered one of the most important mental functions of humans, animals and artificial cognitive systems. It relies on the acquisition of different types of knowledge supported by perceived information. It leads to the development of new capacities, skills, values, understanding, and preferences. Learning functions can be performed by different brain learning process, which depends on the mental capacities to understand the subject, the type of knowledge which has to be acquitted, as well as on the socio-cognitive and environmental circumstances.

Sanford (1986) defines learning as the relatively enduring change in behavior brought about as a consequence of experience. Learning is considered as the acquisition of new behavior which the people acquire frequently. A simple example is that people learn that 'fire burns the body' is learned from others and not necessarily by touching the fire. It seems that most students will learn the forms of knowledge and develop the cognitive abilities that they are asked to demonstrate; that is, students "prepare for what they expect to be the performance requirements" (Fransson 1977:P. 245).

A major concern is the continuing increase in the voluminous that students, are required to learn. This has led to an acceptance that it is important to consider not only what students are required to learn, but how they learn, and the implications of this for continued professional development. At the time of entry, graduates cannot be expected to have the range of knowledge and skills of experienced professionals. To attain and maintain the status of professionals he/she requires continual learning. Graduates will learn how to become successful professionals if they adopt the life-long learning concept, and thereby continually adapt to changes in the business environment. Therefore, education should lay the base on which lifelong learning can be built, in other words graduates should be taught how to learn.

Students learn in many ways, and teachers differ in instructional methods. Nevertheless, both students and teachers share the same goal to reach optimal learning. Hence educational programs and courses that are responsive to diverse student populations and their individual differences are essential.

Approaches to learning are the strategies which learners adopt in order to succeed in learning. The term "approach" is used to signify both the learner's intention and the way in which she/he processes information Garrison et al. (1995). Cilliers and Sternberg (2001) defined learning approaches as the processes of acquiring knowledge and skills by means of studying, instructing and experience, prior to the learning outcome. Duff (2003) states that, over the last few decades, education researchers utilized qualitative methods to assess students' experience of learning and their individual approaches to tackle the tasks of their study course.

CAREER PLANNING ATTITUDE

Career today are not what they were several years ago, people viewed career as a sort of upward staircase from job to job. The expectations of employees from their career have been changing over the last few years. The assumptions between employer and employee was, often, "be loyal to us, and we will take care of you". Today employees know that they must take care of themselves and the psychological contract is like, "I will do my best for you, but I expect you to provide the development and learning that will prepare me for the day I must move on, and for having the work-life balance that I desire" John Madigan (2012; 12th edition, P.360). Career selection is one of many important choices students will make in determining future plans. Connor et al. (1999, p.12) discusses about the students' motivation for entering higher education. A survey of school students found that the most important personal reasons for going to university are, alongside 'to study a subject that really suits me' and with three vocationally-oriented reasons 'to have a professional career', to improve my job prospects', 'to gain entrance to a well paid career'. Career development is concerned with helping students to acquire knowledge, concepts, skills and attitudes which will equip them to manage their careers, i.e. their lifelong progression in learning and work. One tends to choose a "person-oriented" occupation if his/her parents are loving, accepting, and protecting. In contrast, one tends to choose a "non-person-oriented" occupation if his/her parents are demanding, rejecting, and neglecting. According to Wang (1992), family is the most important environment for human growth. Factors affecting an adolescent's family include (1) family socioeconomic status: parents' occupation, education, and income; (2) parenting attitude: parents' attitude toward childhood disciplinary practices varies by family structure and social values and will cause significant impact on children's development. Besides, parents' marital status and harmony also influence children's development. Job changing is more frequent in today's workforce and the prominent reason appears to be the priority to accomplish their career objectives. People manage their careers within and between organizations so that they continually evolve their expertise and their value recognizes the need for a continuous development path that enables people to adapt to changing work and personal environments. To keep pace with increased competition, decreased barriers and to enter in the technological economy that

enables global business to flourish, individuals need to be open to constantly evolve their career to adapt to the changes as they happen. Rutherford (2012) states that the expectations of employees from their career have been changing over the last few years and have big implications for employers. Anticipating the events that will happen tomorrow, the next day, and the next year is difficult for majority of the individuals. It is fairly certain that change is constant. Hence, individuals need to continually evolve in their careers, personal lives, and habits.

1.7 OBJECTIVES OF THE STUDY

The objectives of the study are

- To study the Personality, Learning Approach and Career planning attitude among the female students

- To identify significant difference in the perception of the respondents of varied demographic profile with regard to Personality, Learning Approaches and Career planning attitude of female students

- To examine the association between Personality, Learning Approach and Career planning attitude among under graduate and post graduate female students

- To investigate the moderating role of Learning Approach on the relationship between Personality and Career planning attitude

1.8 SCOPE OF THE STUDY

The result of the study will help to gain a broader perspective of understanding the Personality Traits, Learning approach and the Career Planning Attitude of female students. The findings of the study will help to understand the differences in personality traits among students and provide useful information to instructors to design the courses that can be better suited with students' learning styles. The current research is likely to help instructors and professors to realize students' personality traits and learning approaches and how it affect career planning attitude and hence guide them in making appropriate career choices.

1.9 CHAPTER SCHEME

The thesis of the study is prepared into five main chapters. A brief outline of each of the chapters is as given below:

Chapter 1: The Introductory chapter titled "**Introduction**" deals with brief introduction of the study discussing the Statement of the problem, Objectives of the study, Scope of the study and Limitations of the study.

Chapter 2: Second chapter titled "**Review of Literature**" discusses the concepts of the study through reviews of the relevant literature. Hypotheses are also framed for the study based on theoretical framework.

Chapter 3: Third chapter titled "**Research Methodology**" details the methodology followed while doing the research, identification of measures, including the content and criterion validity, sampling techniques, target population, data collection and lists the statistical tools applied.

Chapter 4: Fourth chapter titled "**Analysis and Discussion**" discusses the results of the analysis and the interrelationship between the study variables.

Chapter 5: The fifth chapter titled "**Findings and Conclusion**" summarizes the important findings of the study, followed by Conclusion of the study, Limitations of the Study and Scope for further study.