

## *Chapter II*

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## **CHAPTER II**

### **REVIEW OF LITERATURE**

The review of literature broadens the knowledge about the topic and they provide a foundation for a new research. It seeks to describe, review, appraise, clarify and put together the content of earlier studies. Literature review helps to avoid reinventing the wheel by identifying the gap in the literature, to identify information, ideas, and method that could be relevant to the project, to carry on from where others have already reached so that to construct on the platform of existing knowledge and ideas.

This chapter presents the background of Personality, Learning approaches and Career planning attitudes among students. Later, theoretical frame work for the study is presented.

#### **2.1 PERSONALITY**

Personality is a widely studied concept by the psychologists that “personality psychology” is considered as a separate discipline of psychology. Personality is concerned with the analysis of human nature and theories of personality cater to the five root ideas that are motivation, unconscious, self, development and maturity (Hogan, 1998). Reviews related to personality are consolidated and presented in this section.

**Prentice (1999)** argues that student satisfaction is an important educational outcome. The study groups the participants as juniors, seniors, master’s students, and new professionals. The study had three research questions: The levels of program and university satisfaction of the participants; the participants’ composite personality profile; and third, the relationship between satisfaction and personality of the participants. Two instruments used are College Student Satisfaction Questionnaire for student satisfaction constructed by Betz, Betz, and Menne (1971) and revised in (1989), and the BFI-44, a Big Five trait model instrument created in (1991) by Oliver John, for personality. Mean satisfaction score is compared with class level and by institution. A correlation analysis reveals relationships between satisfaction and personality. Regression analysis discloses that personality subscales contributes most as predictors of satisfaction. The new accounting professionals have higher mean satisfaction scores than all other groups in the

study. The personality profile reveals the accounting students as low on Neuroticism, average on Extraversion and Openness, and moderately high on Agreeableness and Conscientiousness. With satisfaction as the dependent variable and personality as the independent variable regression analysis indicates an R square of 0.107, indicating 11% of the variance in satisfaction predicted by personality. All groups have basically the same personality profile. The study shows that accounting students are higher on Extraversion, lower on openness; higher on Conscientiousness and reveals their thoroughness in completing their tasks.

**Aslam et al. (2001)** investigates the relationship between student's personality traits namely Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness with the academic dishonest behaviours of students. A well-structured questionnaire is used to collect the data from 932 respondents studying at graduate and undergraduate levels in different Pakistani universities. The cross tabulation is used among, Academic Program, age group and major and compares with the gender of the respondents. Correlation analysis has been used to investigate the relationship of personality traits with frequency of students' involvement in academic dishonesty. Mean and standard deviation columns show that students are found to be higher in all personality traits. The need is to have a careful insight by the academicians and policy makers on the ethical and moral values of students at the undergraduate level at the university. The results provide strong implication for academicians to develop the moralities and ethics in students so that institutions may provide ethically cultivated professionals to the business community.

**Brice (2002)** suggests that the entrepreneurial intentions are formed from an integration of personality dimensions (traits), mental ability, general and entrepreneurial self-efficacy, and occupational preference for an entrepreneurial career. A comprehensive theoretical model is developed based on the incorporation of variables from three disparate research perspectives. The sample of 833 university student respondents is taken for the study comprising of undergraduate graduating business students, MBA students, and veterinary students who are in the process of making career-related decisions. Majority of data are collected utilizing an Internet web-based self-report methodology (on-line survey). Data is analysed using the factor analysis and multi

regression analysis. Preference for an entrepreneurial career based on the expectation of profits is assessed as a moderator of the relationship between entrepreneurial career preference based on the reward of a satisfying way of life and entrepreneurial intentions. The result indicates that high Openness and low Agreeableness are the only personality dimensions that are directly related to the formation of entrepreneurial intentions. The rewards of independence and profits are affirmed and have a significant direct effect on entrepreneurial intentions. Openness demonstrates a mediated effect on entrepreneurial intentions through preference for the reward of independence while Conscientiousness exhibited a mediated effect on entrepreneurial intentions. Results suggest that people who are attracted to independence, profit, and challenges are good candidates to start a business. Therefore, any entrepreneurial training that they receive should include in-depth analyses about which rewards may reasonably be attained and in what timeframes for particular types of businesses.

**Rothmann (2003)** studies the relationship between personality dimensions and job performance. A cross-sectional survey design is used. The population consists of 159 employees of a pharmaceutical company. The NEO-Personality Inventory – Revised and Performance Appraisal Questionnaire are used as measuring instruments. Emotional Stability, Openness to Experience and Agreeableness are significantly related to management performance. Managers who are emotionally stable, open to experience and agreeable tend to perform better than those who measured lower on these dimensions. The negative relationship between Neuroticism and managerial performance may be explained by the fact that managers who score high on Neuroticism are prone to having irrational ideas, are less able to control their impulses, and cope poorly with stress. The significant relationship between Openness to Experience and managerial performance explain the fact that managers in the pharmaceutical company continuously have to adapt to changes because the company is relatively young and has grown fast since it is established. The results show that personality dimensions predict 28% of the variance in managerial performance.

**Tkach et al. (2006)** observes the activities undertaken to maintain or to increase happiness among 500 ethnically diverse undergraduates. Affiliation, Partying, Mental Control, Goal Pursuit, Passive Leisure, Active Leisure, Religion, and Direct Attempts are

the variables extracted and factor analysis is used. Multiple regression analyses shows that these strategies accounts for about 52% of the variance in self-reported happiness and 16% over and above the variance accounts for the Big Five personality traits. The strongest predictors of current happiness are Mental Control (inversely related), Direct Attempts, Affiliation, Religion, Partying, and Active Leisure. Gender differences suggest that men prefer to engage in Active Leisure and Mental Control, whereas women favour Affiliation, Goal Pursuit, Passive Leisure, and Religion. White students prefer using high arousal strategies than Asian and Chicano students. Mediation analyses reveals that associations between individuals' personality and happiness levels are to some extent mediated by the strategies they use to increase their happiness particularly with Affiliation, Mental Control, and Direct Attempts.

**Clark et al. (2007)** examines the relationship between the Big Five Personality Dimensions and Attitudes towards Telecommuting. The basic logic of fit theory is to focus on the fit between an individual's personality and the type of work arrangement. Multi-facet questionnaire is used for measuring the attitude towards telecommuting using a sample of students at a large South Eastern University. Factor analysis is used to identify a four factor solution, establishing internal consistency. Additional analysis is made to finalise a 38-item version of the Telecommuting Attitudes Scale with excellent internal consistency ( $H=0.91$ ) and four meaningful factors each had good to very good internal consistency ( $H$  ranging from 0.81 to 0.85). The results show that emotional stability has a significant negative relationship with telecommuting attitudes. Agreeableness is found to have a positive relationship with telecommuting attitudes. Conscientiousness has a positive relationship with telecommuting work preferences and there is lack of relationship between either extraversion or openness and attitude towards telecommuting. Conscientiousness serves as the dynamics of telecommuting attitude formation and various telecommuting outcomes.

**Servet et al. (2008)** investigates the relationship among personality traits and learners' academic achievement in a web based environment and attitude towards web based education. The sample size used for the study is 127 students enrolled in the e-MBA Masters Degree of Bilgi University where a survey method is used for the study and the data is collected using Web Based Education Attitudes Scale and The Adjective

Check List (ACL). The study reveals that the students' success in the web based education environment is with the average of 3.091 out of 4.00. The average of students' attitude towards web based education is 97.212 out of 135. The personality trait explains about 53.2% of the academic achievement, and 52.7% of the attitude towards web based education. The arithmetical average of the items in the attitudes scale is 3.738 out of 5.00. Significant relationship is found between learners' personality traits, academic achievement and attitude towards web based education.

**Mohsen et al. (2009)** studies the relation between the big five personality traits, self-esteem, and life satisfaction in Iran, with 235 university students at the University of Tehran. The data is analysed using Correlation and Regression analysis. Among the Big Five traits, extraversion and neuroticism is the strongest predictors of life satisfaction. Self-esteem predicts the life satisfaction over and above the Big Five personality traits. Finding reveals that female students scores are significantly higher than male students on life satisfaction. The relation between personality traits and life satisfaction are also consistent with those of previous studies (e.g., DeNeve and Cooper 1998). Bivariate correlation analysis shows that four of the Big Five traits (extraversion, neuroticism, agreeableness and conscientiousness) significantly correlates with life satisfaction. Openness to new experience is not correlated with life satisfaction. Regression analysis shows that extroversion and neuroticism significantly predicts life satisfaction.

**Myleen et al. (2009)** reports an empirical study examining the possible relationships between the dispositional factors measured by the MBTI and elements of Emotional Intelligence (EI) measured by the Bar-On's emotional quotient inventory (EQI). MBTI and the EQI are two of the most widely used instruments in organizational development. Data is collected from 500 managers and professional workers in an international manufacturing concern. Both categorical and continuous analysis of variance is used to test the hypothesized relationships between personality preferences and EI constructs. The study found a positive and significant relationship between the preference for the use of feeling in decision making and an individual's EI. The results reveal that extravert behaviours may create a stock of experiences which provides an opportunity which increases the awareness of the sensibilities of others.

**Lounsbury et al. (2009)** enumerates the Personality Characteristics of Business Majors as defined by the Big Five and Narrow Personality Traits, using data collected from 347 undergraduate business majors and 2,252 non business majors at South Eastern U.S. University and investigates whether the 2 groups differs in Big Five model of personality. Business majors scored higher for conscientiousness, emotional stability, extraversion, assertiveness, and tough-mindedness, and scored lower on agreeableness and openness. All of the traits except for agreeableness and tough-mindedness correlate significantly and positively with life satisfaction.

**Ahmad (2010)** identifies the The Big Five Personality Inventory: Performance of Students and Community in Pakistan using 452 undergraduate students in Pakistan. Item-analysis reveals that the response pattern of the students differentiates across the five response choices for 44 of the 60 items. The mean scores of the respondents are close to a theoretical average of 35 for each scale. Girls score significantly higher than boys on Neuroticism and Conscientiousness scales. The alpha index for the Neuroticism and Conscientiousness scales is in the 70s for Extraversion scale in the 50s and for Openness and Agreeableness scales in the 40s. The inventory is thereafter administered to a community sample of 320 (male 139, female, 181) gains 2-3 points in mean scores over the student sample on Neuroticism and Conscientiousness scales. The Big Five evaluates in the context of Pakistan both on students as well as on community sample, the two populations where it can be potentially used. The scores of boys and girls are the same on this inventory except on conscientiousness and neuroticism scales where girls scores significantly higher than boys. Moreover, consciousness is relevant to achievement in the college.

**Anitsal et al. (2010)** analysed the impact of on-line and on-ground course characteristics by Undergraduate Student Personality Traits. Students from 21 courses are approached for collecting the data. The survey is completed with 355 undergraduate students. The data is divided among the students of on-line courses (n=65), students of on-ground courses (n=37), and students of on-ground courses with online elements (n=254). The mean value for each objective for the total sample are considerably high, (real life problem solving= 4.12, team work= 4.15, creativity=3.85, and critical thinking= 3.96) indicating successful Quality enhancement program implementation. Students in on-ground

courses with on-line elements have a higher mean on teamwork than those in fully on-line courses, though this difference is statistically insignificant. Correlation analysis between personality traits, types of courses, and four objectives of Quality enhancement program. Among students of fully on-line courses, agreeableness is the On-Ground Courses with On-Line Elements. With the increasing popularity of distance education, a growing body of research is emerging which investigates personality characteristics, the types of students that are successful online and the differences between on-line students and traditional students. Understanding these personality traits will help educators fine-tune their course designs and delivery methods based on their students' needs.

**Grace (2010)** investigates the relationship between the big five personality traits (conscientiousness, agreeableness, neuroticism, openness to experience, extraversion) and psychological resilience among 397 Caribbean secondary school adolescents. Pearson Product Moment Correlation and Stepwise Multiple Regressions are conducted to analyse the data. Results reveal statistically significant positive relationships between the personality traits (conscientiousness, agreeableness, openness to experience, extraversion) and psychological resilience, while neuroticism was negatively correlated with psychological resilience. The personality traits contributes to 32% ( $R^2 = 0.324$ ) of the variance being accounted for in psychological resilience and this is found to be statistically significant with conscientiousness being the best predictor while agreeableness, neuroticism and openness to experience are other significant predictors, however, extraversion did not contribute significantly. The result from the study highlights the light of healthy personality and promoting adolescents' psychological resilience. The author states that the findings will be useful for parents, psychologists, school guidance counsellors and social workers in aiding their understanding of adolescents' behaviours and helping them achieve more academically and transit successfully to adulthood stage.

**Zahra et al. (2012)** investigates the relationship between the degree, type of mobile usage and personal traits among the students of public and payame-noor universities of Isfahan Province. The sample for the study is 300 students comprising of 150 male and female students of three universities selected by random cluster sampling method and is assessed with a version of NEO-FFI inventory scales and self constructed mobile usage questionnaire. Data is analyzed by applying pearson product-moment



correlation matrix and linear regression. There is an inverse relationship between mobile usage and neuroticism traits. Considering the relationship between the type of mobile usage and personality traits, none of the five personality traits had meaningful relationship with (internet and Bluetooth) usage. There is a positive relationship between using mobile games and neuroticism and had a negative relationship with listening to music via mobile. Extraversion and openness to experiences shows a positive relationship with listening to music. Agreeableness and conscientiousness didn't seem to have any meaningful relationship with listening to music. Among personality traits, neuroticism is the best predictor of the degree and type of mobile usage. Personality traits can better predict the listening to music in comparison to other mobile usages.

**Shameem et al. (2012)** identifies the relationship between conflict handling styles and personality traits of call centre representatives. A total of 128 call centre representatives from a Bank and a Telecommunication Company participated in the study. The assumption is that for Bank and Telecommunication Company, the most commonly used conflict handling styles would be integrating and obliging, regardless of the personality traits of the call centre representatives and without having control on gender and age. The participants are asked to complete two scales; The Big Five Inventory by John & Srivastava, (1999) and The Conflict Handling Style Scale by Rahim, (1983). The objective of the study is analysed using correlation, factor analysis, and SEM. Result reveals that there is a significant relationship among personality traits and conflict handling styles. Three conflict-handling styles are persistent in all statistical analyses i.e., integrating, obliging, and compromising. Structural Equation Model extracts the same variables in models with low regression weights and high residual variance on Neuroticism. The study suggests that the training module must contain some learning about human behaviour and communication skills apropos human need, moreover, knowing and understanding of oneself is necessary to control impulses that are undesirable in such situations.

**Feng (2012)** identifies the relationship of Taiwanese university students' personality traits, motivations on overseas internship and their achievements. Taiwan Ministry of Education (MOE) provides university students overseas internships from 2008. Data is collected from a sample of 131 students who have participated in overseas

internship of which 29.0% male and 71.0% female. The questionnaire includes 4 parts: personal information, overseas internship sites, personality traits, motivations on overseas internships and achievement of overseas internship. The personality trait has 12 questions, including five characteristics: openness, conscientiousness, extraversion, agreeableness and neuroticism. The motivation on overseas internship has 14 questions, divided into five factors: relaxation, looking for excitement, social expanding, visiting and learning, novelty and self-realization. Achievement of overseas internship is covered by intrinsic, extrinsic evaluation. Statistical analysis is conducted using SPSS software. Result reveals that overseas workers' nature of personality traits are extraversion, conscientiousness and agreeableness. They wanted to get to know more about other countries culture, scenery, and customs, etc. Besides travel, youth workers are easy to get along with people. The qualities such as trust and friendliness make them collaborate with other young people more easily. Overseas internships for students can be rewarding experiences that dramatically change the perspectives of globalization and visions. The results showed that students with the trait of motivation looking for excitement also possess the personality traits of agreeableness, openness to experience. Students with the trait of self-satisfaction own the personality traits of extraversion, agreeableness, and openness to experience. Integrated achievement of overseas internship was in relation to personality traits, although intrinsic achievement had relations with motivation.

**Ambrien et al. (2012)** examine the relation of personality and cognitive styles with the decision-making style of future managers. A sample of 130 postgraduate students of management is selected through incidental sampling. The measures used in the study are decision making style inventory by Rowe and Mason (1987), Myers Briggs type indicator by Myers Briggs (1998) and cognitive style inventory by Jha (2001). The results show that intuitive personality type had a significant relationship with the conceptual decision style. The personality type 'thinking' show positive correlation with directive decision style, but negative correlation with behavioural. However, the personality type, 'feeling' show positive correlation with behavioural decision style. Personality type, 'judging' had a significant relationship with analytical decision style, whereas, personality type, 'perceiver' have an inverse relationship with it. It is found that systematic and intuitive cognitive styles have an inverse relationship with behavioural

decision style. Though systematic cognitive style has a significant relationship with analytical decision style, the results reveal that the need for the inclusion of training programs on decision making for management students. These students adopt a pragmatic approach and see details of each and every alternative before making an overall plan for solving the problem. These students are organized and follow a structured pattern in solving new and complex situations. They are more likely to analyze the details carefully to reach an outcome. They also possess the ability to identify defects in the alternatives and focus more on the effectiveness of the solutions.

**Sanja (2013)** argues that the preschool teachers' personality traits have a strong significance for the quality of educational work with preschool children and thus aims to analyse personality traits of future preschool teachers within Big Five personality model: extraversion, neuroticism, conscientiousness, agreeableness and openness to experience. The respondents are 64 students (age range from 19 to 23 years) enrolled at early and preschool care and Education study program at Faculty of Teacher Education in Rijeka. Results reveal that there is no significant correlation between students' generation and age with personality traits. This study emphasizes the importance of the preschool teacher-child interaction in the kindergarten and the whole climate that creates within work with children. In doing so, preschool teachers' personality, their instinctive kindness, integrity and overall dynamic interest for life and teaching of children significantly affect the development of children and on what/how they learn.

Reviews above highlight the significance of personality dimensions among students in their higher education. It indicates that the students with higher extroversion and conscientiousness and lower openness are thorough in completing the task. It shows a strong implication for educators to develop the moral and ethical values in students. The individual with high openness and low agreeableness personality dimensions directly relates to entrepreneurial intentions. It also help them in knowing and understanding of oneself and are organized and follow a structured model in solving problems and to focus more on effectiveness of the solution.

## 2.2 LEARNING APPROACHES

Ancient Greek philosophers had a good advice for us “Know Yourself”. This is a useful advice, especially when discussing about learning in higher education. With limited knowledge, it is difficult to make rational choices about learning (Eysenck, 1978). Learning is acquiring new knowledge, behaviors, skills, values, preferences or understanding, and may involve synthesizing different types of information. People learn and process new information in different ways. It should be noted that every student has his\her own learning style. Reviews related to learning approaches are consolidated and presented in this section.

**Richard (2005)** describe that students have different levels of motivation, different attitudes about teaching and learning, and different responses to specific classroom environments and instructional practices. The more thoroughly instructors understand the differences, the better chance they have of meeting the diverse learning needs of all of their students. Three categories of diversity that have been shown to have important implications for teaching and learning are differences in students’ learning styles (characteristic ways of taking in and processing information), approaches to learning (surface, deep, and strategic), and intellectual development levels (attitudes about the nature of knowledge and how it should be acquired and evaluated). The important component of that understanding is awareness of the different attitudes student has towards learning, the different ways they approach it, and how instructors can influence both their attitudes and approaches. The research remains to help instructors gain that awareness. The more successful they are in doing so, the more effectively they can design instruction that benefits all of their students. In turn, the better students understand the strengths and weaknesses associated with their attitudes and preferences, the more likely they will be to learn effectively while they are in school and throughout their careers.

**Thomas et al. (2005)** argues that the concept of deep learning is not new to higher education. The study examines the factor structure underlying the items on National Survey of Student Engagement. Two different samples are used for the study. The first, from the 2004 administration of NSSE, consists of 110,886 randomly selected first-year and senior students from 450 U.S. four- year colleges and universities.

The second, from the 2005 administration of NSSE, consists of 41,966 first-year students and seniors from 519 U.S. four-year colleges and universities. Using exploratory and confirmatory factor analysis, the structure and characteristics of items about student uses of deep approaches to learning is examined. Institutions and researchers can use the scales to assess and investigate deep approaches to learning. The study suggests that the deep approaches to learning scale and its sub-scales have adequate consistency with the second-comparison between NSSE deep learning items and other measures of deep learning suggests that there is sufficient substantive overlap.

**Leung et al. (2006)** in their study criticized for not adopting a deep learning approach. Students in Mainland China are often commended for their diligence. In this generation, education is a critical step in the production of qualified graduates capable of serving society. In higher education, both the learning motives and learning strategies of students are essential components of the entire learning process, since the learning approaches of students at university influence their working attitudes in the industry. This study investigates the learning approaches of 2,364 construction engineering students across nine universities in China. The learning approaches of construction students are compared among three student groups (i.e., three first-class and three second-class universities on the mainland, and three universities in Hong Kong). The results show that Hong Kong students tend to demonstrate avoiding failure, achieving success, and surface learning approaches, with the achieve motive (AM) and surface strategy (SS); and that mainland students tend to have the deep learning approach with the deep motive (DM) and deep strategy (DS). The results indicate that construction students in Hong Kong and those on the mainland adopt different learning approaches and have different learning motives. The deep learning approach (deep motive and deep strategy) is the most popular learning approach used by construction students on the mainland, while Hong Kong students tend to use an achieving motive and surface strategy. This means that students on the mainland will spend a lot of time and effort on the construction subjects that they are interested in, while students in Hong Kong are eager for quick success without becoming deeply involved in their studies. The study suggests a revision of construction programs (training in basic values and study techniques) and teaching techniques/approaches used in Hong Kong.

**Duarte (2006)** attempts to characterize Portuguese students' conceptions of learning and approaches to learning. To assess the conceptions of learning and approaches to learning, a sample group of 252 Geography students is chosen as the respondents (54% female and 46% male). Factorial analysis is used with 12 factors that extracts (after Varimax rotation and according to Kaiser's criterion) with eigen values higher than one and accounting for 61.1% of the variance with nine scales with alphas higher or equal to 0.60. Surface approach scale negatively correlates with deep approach scale ( $r = -0.35$ ;  $p = 0.001$ ) and in a reduced and non-significant way with achieving approach scale. The study implies a scale that measures concerns with academic assessment is reflecting a "positive stress" towards evaluation situations. The results show a representation of learning as the understanding of knowledge and application in the real world.

**Scouller (2006)** assesses the influence of assessment method on students' learning approaches; Multiple choice question examination (MCQ) versus assignment essay with the sample of 206 out of which 133 students (69.3%) females, 59 students (30.7%) males second-year. The questionnaire requires a simultaneous response for each assessment method to statements focusing on their learning approaches, their perceptions of the levels of intellectual abilities is being assessed, and their preference for either the assignment essay or MCQ examination as an assessment method of the course and the reasons for their choices. The finding is that these second-year students are significantly more likely to employ surface learning approaches (surface strategies and surface motives) when preparing for their MCQ examination and deep learning approaches (deep strategies and deep motives) when preparing their assignment essays. There are high significant differences in students' perceptions of the levels of intellectual abilities being assessed by the two assessment methods. The MCQ examination is perceived as assessing knowledge-based or lower levels of cognitive processing and the assignment essay is perceived as assessing higher levels of intellectual skills and abilities such as analysis, application and comprehension. A complex and interesting pattern of relationship is found between perception, learning approach and performance outcome. At least in the assignment essay context, students' perceptions of what is being assessed interacted systematically with their selection of learning approaches when preparing their

essays these relationships is associated with differential learning outcomes. The variables are analysed in relation to each other and to perform outcome in both assessment tasks. Results indicate that students are more likely to employ surface learning approaches in the MCQ examination context and to perceive MCQ examinations as assessing knowledge-based (lower levels of) intellectual processing. Poorer performance in the MCQ examination is associated with the employment of deep learning strategies. Poorer performance in the assignment essays is associated with the employment of surface strategies. Students are more likely to employ deep learning approaches when preparing their assignment essays which they perceive as assessing higher levels of cognitive processing.

**Rodrigo et al. (2007)** investigates the characteristics of learning strategies learners use in online courses with one-on-one mentoring. Three distinct approaches are identified: “Mastery oriented”, “Task focused” and “Minimalist in effort”. The widespread concern is that student will have difficulty in managing their time in online courses with high level of student freedom but the study found that the vast majority of learners are effective in their learning strategies. The potential in distance education environment is to provide high quality self-paced learning, accommodating different learning strategies, which is difficult to do in group paced courses. The studies explore the approaches related to and interact with participants’ background and their levels of satisfaction and self reported learning.

**Peter (2007)** conceptual study describes that the students at many UK universities tend to under-perform in core engineering analysis subjects. This has been the experience of the teaching team at the University of Hertfordshire in a first year Fluid Mechanics and Thermodynamics module. The introduction of Study Net, the University’s managed learning environment, in 2001 provided an opportunity to rethink the approach to teaching this module. The approach is of continuous improvement coupled with reflection and evaluation. It involves a gradual introduction of the use of new technologies, managed or “delivered” through Study Net. The use of technology includes improvements to teaching materials, use of discussion groups, computer aided assessment, worked examples using multi media and podcasting and extension to include the use of virtual classroom technology. The effectiveness of some of the technologies

employed is evaluated. Using student questionnaires and structured interviews coupled with overall student performance analysis. The evaluation provides an insight into student behaviours and expectations as well as a commentary on the teaching, learning and assessment methods employed. The benefits of the use of these technologies are presented together with recommendations for their deployment and support in the overall context of designing and implementing a Blended Learning Curriculum.

**Baeten et al. (2008)** focuses on the relationships between experiences with portfolio assessment, students' approaches to learning and their assessment preferences by means of a pre- and post-test design in an authentic class setting. The respondents are 138 first-year professional bachelor's degree students in office management. They are assessed by means of a portfolio assessment in a course that combines constructivist design principles and lectures. Approaches to learning and assessment preferences are measured by means of the Revised Two-Factor Study Process Questionnaire and the Assessment Preferences Inventory. During the pre-test, both deep and surface approaches to learning are behind the average of 3. Majority of the students (54.3%) did not have a pronounced approach to learning because they score low on both approaches. Result shows that student preferences for participation in examination and for permanent evaluation decreased significantly. Surface learning increases significantly. The surface approach proved to be a significant negative predictor of the portfolio assessment score.

**Ekinci (2009)** identifies the preferences of learning approaches (deep, surface, strategic) of undergraduate students and reveals the relationships between their preferences and some variables of teaching-learning processes. This is a descriptive study and the population consists of the students of undergraduate programs of Hacettepe University, Mersin University and Süleyman Demirel University. The sample used is 3428 of first and fourth grade undergraduate students from various programs in the subject fields of health sciences, science, social sciences and fine arts mutually existing in the three universities. The data of the study is collected through the administration of the two inventories, namely Learning Approach Inventory and Teaching-Learning Environment Perception Inventory. The basic finding outlines that although undergraduate students have a higher tendency of applying deep learning approach in handling a learning topic, they also apply surface and strategic learning approaches. Subject fields (health sciences,



science, social sciences and fine arts) affect learning approach preferences of the students. While students of fine arts have the highest deep learning scores, students of health sciences have the lowest deep learning scores, there is a significant positive relationship between the academic achievement and scores of deep and strategic learning preferences of the students and a significant negative relationship exists between academic achievement and scores of surface learning preferences. Perceptions of the students on teaching-learning environment as leading students to deep learning are below the average score. The higher the perception of the students on teaching-learning environment, the higher deep and strategic learning preferences. The higher the negative perception of the students on teaching-learning environment, the higher the liability of preferring surface learning approach. Thus, the undergraduate students have a higher tendency of applying deep learning approach in handling a learning topic, but they also apply surface and strategic learning approaches considerably and do not find the quality of teaching learning environment high enough as leading students to apply deep learning approach.

**Marlies et al. (2010)** outlines the factors that encourages and discourages in adopting deep approach to learning in student-centered learning environments. Teachers play a role; if they are involved and oriented towards students and changing their conceptions, students are inclined to use a deep approach. Concerning the student factors, older students and students whose personality is characterized by openness to experience, extraversion, conscientiousness, agreeableness and emotional stability use a deeper approach. It shows that students in different disciplines differ in the approach to learning they adopt, with students in human sciences in general showing the deepest approach. With regard to perceived contextual factors, findings indicate that students who are satisfied with the course quality (e.g. appropriateness of workload/assessment, teaching, and clarity of goals) employ a deep approach. If students are intrinsically motivated, feel self-confident and self-efficacy and prefer teaching methods that support learning and understanding, a deep approach will be more frequently adopted.

**Annamari et al. (2010)** investigates the relationships among approaches to learning, regulation of learning, cognitive and attributional strategies, stress, exhaustion, and study success. The sample used is 437 university students from three faculties'; Law, Agriculture and arts and they filled in a questionnaire concerning their self-reported study

behaviour, cognitive strategies, and well-being. Three groups of students are identified: non-academic, self-directed, and helpless students. The data is collected at the end of the first study year in order to allow the students enough experience of university-level studying, on which to base their responses. Questionnaires are mailed to 890 students and fully completed questionnaires is received from 437 students (Faculty of Arts n = 141, Faculty of Agriculture n = 141, Faculty of Law n = 97, the response rate is 50%). Their interrelation examines a variable- and a person-oriented way. Latent class clustering is used for clustering students into homogeneous groups. Helpless students reported higher levels of stress and exhaustion than non-academic or self-directed students. A self-directed student has the highest GPA. It demonstrates the usefulness of combining cognitive and emotional aspects for investigations of students' learning. The age of the students varied from 19 to 49 out of which 333 are female, 103 male, 1 did not report gender. The structural validity of the scales included is tested by means of a series of factor analyses. Correlations are computed in order to study relations among the scales which show Deep Understanding correlated positively with Critical Evaluation and Self-Regulation. Critical Evaluation had positive correlations with Self-Regulation and Success Expectation, indicating an optimistic strategy. Self-Regulation correlates positively with Success Expectations and negatively with both Task-Irrelevant Behaviour and Lack of Regulation, while Lack of Regulation correlates negatively with Success Expectations and positively with Task-Irrelevant Behaviour. There is a strong negative correlation between Task Irrelevant Behaviour and Success Expectations. ANOVA on clustering variables show the extent to which each variable differentiates the groups, displaying standardized score mean profile and illustrates the relative differences between the three groups.

**Jose Luis et al. (2010)**, identifies the impact of differing teaching contexts on the approaches to learning of accounting undergraduates in different European countries by using the study process questionnaire of Biggs' R-SPQ-2F with 20-items that identifies the learning styles of individual students in terms of deep and surface approaches. The original SPQ is a 42 items self-report instrument developed by Biggs (1987) to evaluate student approaches to learning (SAL) in the higher education context. The study process questionnaire conceptualises student approaches to learning in terms of the two

approaches to learning (deep and surface). Each approach is then conceptualized in terms of the combination of students' motive to learn and the corresponding strategy. Significant differences are found in the approaches to learning of the students in the countries concerned. The differences are rooted in two subcomponents: motive and strategy. Gender differences are identified. The reliability analysis indicates adequate internal consistency for the main scales (deep and surface approaches). For the Spanish sub-sample the Cronbach's alpha is 0.759 for deep approach scale and 0.784 for surface approach scale. The alpha co-efficient obtained for the Greek sub-sample are similar: 0.702 for deep score and 0.699 for surface score and for the UK: 0.705 for deep score and 0.707 for surface score. It shows that there are differences between the three sets of students. There is a statistically significant difference between the three countries concerned in respect of the deep approach. A further ANOVA analysis reveals the differences in the overall deep score and in the deep motive score between the UK and there is no significant difference between Spain and Greece.

**Dominic et al. (2010)** investigates the weekly online assessment as a teaching and learning method. The sample taken for the study is 140 undergraduate sport science students. The survey is about their attitudes towards learning before and after completing seven summative weekly online assessments. The paired samples *t*-test found the 7-week average online assessment scores to be higher than the year coursework average. Spearman rank correlation tests found no relationship between the online assessment week and online assessment score. Weekly online assessment is partially supported as a useful method for engaging students in learning activities.

**Diana et al. (2010)** assumes that the students in Problem-Based Learning (PBL) to adopt a deep learning approach and not a surface approach. The sample taken for the study is 262 students from Maastricht Medical School. The 18 item PBL-R-SPQ provides a valid and reliable tool to measure students' learning approach in PBL. A Confirmatory Factor Analysis (CFA) demonstrates that a 9-item Deep Approach scale and a 9-item Surface Approach scale fit the data. Cronbach alphas for the Deep and Surface scales are 0.76 and 0.74, respectively. First year students shows significantly higher Deep Approach scores ( $M = 3.60$ ,  $SD = .48$ ) than second year students ( $M = 3.40$ ,  $SD = .48$ ) ( $p = .001$ ,  $d = .42$ ). Second year students reports significantly higher Surface Approach scores,

( $M = 2.45$ ,  $SD = .48$ ) than first year students ( $M = 2.26$ ,  $SD = .52$ ) ( $p = .003$ ,  $d = .38$ ). The students tends to adopt a deep approach rather than a surface approach, which is in line with the assumptions behind PBL, thus second year students have less deep approach than the first year students.

**Lorraine et al. (2010)** explores the differences in approaches to learning between undergraduate and postgraduate cohorts with longitudinal data among pharmacy students. Vermunt's Inventory of Learning Styles is used to measure students' approaches to learning. Descriptive statistics of baseline data regarding degree program, age, and gender are considered. The Shapiro-Wilk test determines that the variables are normally distributed, and Levene's test for homogeneity of variance identifies that there is no heteroscedasticity. Analysis of variance is conducted within learning styles across for both undergraduate and postgraduate students. Greenhouse-Geisser and Huyn-Feldt epsilon above 0.95 is obtained for all variables. Bonferroni corrected pair wise a comparison is conducted where main effects are significant. Commencing postgraduate students' approaches to learning is similar to finishing undergraduate students, and this group is significantly more oriented towards meaning-directed learning compared to undergraduate students. The study concludes that Pharmacy students' maturation in approach to learning is evident and this bodes well for pharmacists' engaging in life-long learning and capacity to work in increasingly complex health settings.

**Senemoglu (2011)** identifies students' approaches to learning and study skill as a significant factor affecting the quality of learning. If teacher 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. The study examines the Turkish and American college of education students' with their major, school year, and gender. The Approaches and Study Skills Inventory for Students (ASSIST) is used to investigate the students' learning approach and study skills. One Way Analyses of Variance (ANOVA) is performed on the data obtained from the students of each country separately. Mean scores, standard deviations of approaches to learning and study skills, and number of students from each country is found. The analysis of ANOVA for Turkish and American students reveals statistically significant differences between their approaches to learning— deep, strategic, and surface.

Scheffe post-hoc tests reveals that mean scores of Turkish students using deep approach is significantly higher than those of strategic and surface approaches, and strategic approach than those of surface approach. American students preferred deep and strategic approaches significantly higher than surface approach. But there is no significant difference between strategic and deep approaches. To investigate country differences in students' approaches to learning (deep, strategic and surface), a one-way between groups multivariate analysis of variance (MANOVA) is used and it shows that there is statistically significant difference between countries on the combined dependent variables. The mean scores indicates that Turkish students reports slightly higher level of deep approach than American Students. The Turkish students prefer slightly higher level of all three approaches- deep, strategic, and surface- than American students.

**Hanan et al. (2011)** aims to investigate students' perceptions of assessment and the resulting learning styles. Qualitative semi-structured interviews are conducted with 14 students and 8 clinical supervisors from Sydney Medical School, 12 students and 13 clinical supervisors from King Saud bin Abdulaziz University. Both institutions have similar curricula but a different assessment approach. The interviews are transcribed and analyzed using thematic analysis. Interview transcripts are stored and analyzed using ATLAS.ti. Three themes emerged from analyses of the interviews: the function of assessment, learning outcomes and authentic assessment in the clinical environment. Cultural differences and emotions affect students' perceptions of assessment and learning styles. Further a combination of formative and summative assessment based on learning objectives is required. This combination should take into consideration students' cultural background, values and the implemented education system. This balance should be sufficient to motivate students in order to maintain their focus and attention, and reduce the potential negative impacts of a hidden curriculum. The experience of authentic assessment is a powerful motivator for students' approaches to learning.

**Fearon et al. (2011)** explores student views of blended learning in a university based on the use of audio lectures, seminars, discussion boards and wikis. Respondents consists of 14 seminar groups of 20 students each and data collected over a two year period provides a qualitative view of how students believed blended learning would be useful for their degree and future careers. Students found the blended learning approach

very flexible and preferable in many cases to traditional face-to-face learning. Emerging benefit includes: flexibility and support, motivation and sharing ideas, class interaction and explanation of ideas, better than pure eLearning, communicating and teamwork, developing project leadership skills. The study provides useful insights into the benefit and value of blended learning from the students perspective. There is a paucity of qualitative research on the benefits of blended learning and examines the value of the overall approach for university students and the workplace.

**Mlambo (2011)** carried out a study to identify the major factors that are associated with suboptimal academic performance with a view of instituting corrective measures. The study aims to identify and analyze some determinants of academic performance (as measured by coursework exam grades) in an introductory biochemistry (AGRI 1013) course plagued by chronic high failure rates. The course is offered to first year undergraduate students in the Faculty of Science and Agriculture at the University of the West Indies, St. Augustine campus. A survey instrument is administered to a random sample of 66 registered students of AGRI 1013 (representing a 40% sampling fraction) to generate data on demographics (gender and age), learning preference, and entry qualifications. The effect of learning preference, age, gender, and entry qualifications on academic performance (measured as the final coursework mark obtained) is determined. Relationships/associations between gender and learning styles, gender and entry qualifications, age and learning preferences, and age and entry qualifications are analyzed using Pearson's chi-square test. There are significant ( $P < 0.05$ ) associations between entry qualifications and both gender and age. However, since entry qualifications did not significantly ( $P > 0.05$ ) affect academic performance, the association is of limited concern. None of the investigated factors significantly affected academic performance. This observation could be a consequence of an impressive performance in the coursework exams by a large proportion of students resulting in less variation in the recorded grades. Learning preferences are found to be independent of both the age and gender of students. It is concluded that more determinants of academic performance need to be investigated and that students who are admitted based on a diploma in agriculture may need a remedial course given that their coursework grades, though statistically insignificant are consistently lower than that of the other students.

**Vanthournout et al. (2012)** explores whether students' learning strategies and academic motivation predict persistence and academic success in the first year of higher education. Students in a professional bachelor program in teacher education are questioned on their learning strategy use and motivation at the start and at the end of the academic year. Students' learning strategies are assessed using the inventory of learning styles. Motivation is measured using scales from the self-regulation questionnaire and the academic motivation scale. Gender and students' prior education are incorporated as control variables. Logistic regression analyses and general linear modelling are applied to predict persistence and academic success. Results on persistence indicate that lack of regulation and a motivation at the start of the year are significant predictors. Result regarding academic success shows that relating and structuring, lack of regulation, and lack of motivation at the end of the year are meaningful predictors. It demonstrates that learning strategies and motivation have a moderate explanatory value regarding academic success and persistence, and that these effects remain even after controlling for the influence of background variables. Learning and motivation provides one of the few student factors that have an impact on teaching and coaching, through the design of the learning environment or coaching initiative. It, therefore, seems at least as important to understand what motives or learning strategies play a role in academic outcomes.

**Michael et al. (2012)** examines the students' discipline-related self concepts with deep and surface approaches to learning, their overall learning outcomes, and continuous engagement in the discipline itself. Fourteen male and 28 female students enrolled in both first and second-semester first-year psychology at the Australian National University voluntarily participated in the study. The average age is 21.26 years. Thirty-six (85.7 %) participants indicate that English is their first language. Using a cross-lagged panel design of first-year university psychology students Semester 1 deep approach to learning positively predicts their Semester 2 psychology-student social identification; this relationship is mediated by students' actual Semester 1 learning. Relatively high levels of Semester 2 psychology-student social identification lead to a desire for further engagement in the discipline through an enhanced intent to continue their psychology studies. Discipline-related self- concept is not observed to act as a precursor to learning approaches. It provides a clear evidence not only for the validity of the deep learning

approach construct, but for the theoretical claims associating a deep learning approach with an impact on self-concept, and the educational value of encouraging a deep learning approach both for short-term academic performance and for continuing motivation to engage in the discipline. Students' participation is not anonymous, as it matches with their responses to the measures of social identification, and deep and surface learning approaches, to their course marks. The study show that a deep learning approach, influence subsequent discipline-related self-concept and that is mediates by actual discipline learning.

The purpose of the study by **Mokhtar et al. (2012)** is to explore the relationship between learning environment and learning approaches among engineering students at Malaysian Polytechnics. The learning environment plays an important role in the cognitive, effective and social domains of the students because it could improve students' learning outcomes. Learning approaches refer to the ways students deal with academic tasks that are related to learning outcomes. Course Experience Questionnaire (CEQ) and Revised Two-Factor Study Process Questionnaire (RSPQ-2F) are used to collect the research data. The data are analyzed using AMOS Version 18. Multiple regressions is used to predict learning environment factors that influenced the level of students learning approaches, followed by the assessment, learning resources and clear objectives. The study shows that the work load is a major factor influencing the increase in the surface approach followed by the assessment, learning communities and learning resources. A student who adopts a deep approach is interested in academic work and enjoys the process of doing, finding the meaning in the work; makes work that means to own experiences and the actual situation; integrates parts or aspects of a task (e.g., linking evidence to conclusions); relates the findings to previous knowledge.

**Chen (2013)** identifies that Competitive learning is an attracting ever increasing amount of attention in the field of digital game-based learning. Different mechanisms for the promotion of competitive learning, including social-competition and self-competition mechanisms are gaining importance. The main objective of the study is to investigate how students with different levels of capabilities choose and perceive learning models between social-competition and self-competition. The study is carried out using the mixed-model experimental design. Sample for the study consists of 54 elementary school students assigned into three ability-level groups with all groups experiencing both



treatments of social and self competition digital game-based learning environments. The results indicate that low-ability students have lower test anxiety and greater preference for social-competition, whereas medium-ability and high-ability students show higher test anxiety and a similar preference for social-competition and self-competition. The author suggests that competitive learning design framework should consider enjoyment aspect of social competition for low ability students, and interactive and Performance aspects for self- and social-competition for medium- and high ability students.

**Megan et al. (2013)** examines the mediating role of learning strategy on the relationship between the motivational orientations and academic achievement of students with the sample of 90 middle school students. Survey data reveals that higher degrees of intrinsic motivation predicted the use of both deep and surface learning strategies, whereas higher degrees of extrinsic motivation predicts the use of superficial strategies. Students' semester grade point averages indicates that academic achievement is negatively related to both extrinsic motivation and the use of superficial learning strategies, but surprisingly unrelated to intrinsic motivation and the use of deep learning strategies. The negative relationship between extrinsic motivation and achievement is mediated by the use of superficial learning strategies. This could be considered as an important implication for classroom practice. Teachers showed focus to deemphasize or at least avoid promoting extrinsic motivation in their classrooms to encourage deeper learning strategies and academic success.

**Ganefri (2013)** study aims to produce workforce in the vocational education. In reality there is a shift that the vocational graduates are not only prepared to work but also expects to create new work opportunity. The purpose of the research is to develop a production-based learning model to improve the entrepreneurship passion of students in the Faculty of Engineering UNP, implement the production-based learning model to improve the entrepreneurship passion of student. A Sample of 30 students studying in the electrical engineering program in the Faculty of Engineering is taken for the study. The three research instruments developed and used to collect data for this study are production-based learning, Practical observation score sheet, and learning-based production. The results of the study show that the implementation of production based learning with entrepreneurship approach using workshop based lectures, qualitatively

improves the quality and meaningfulness of the learning. The learning experience which connects the interns and the works or work products is indeed in line with the field specification and standard. The learning process has an impact on the entrepreneurial interest improvement assessed in the beginning and at the end of the semester. The learning activity gives impact to the cognitive discourse, psychomotor skill, and work attitude improvement.

**Hasnor, Ahmad and Nordin (2013)** aims to examine the influence of three different learning approaches on students' academic achievement among the American Programme students of International Education College (INTEC), UiTM Shah Alam. The study investigates the relationship between the variables involved and determined the predictors of academic achievement. The design of this research is descriptive in nature and questionnaires are used to obtain information on students' preferred learning approaches and their level of academic achievement. A total of 233 students respond to the questionnaire. The findings show that students are more prone to use Deep Approach to learning. The results show that there is no relationship between deep approaches and academic achievement. There was also no relationship between strategic approaches and academic achievement. This finding suggests that students need to minimize the use of surface approach in order for them to have high CGPA. Although previous deep approaches are expected to have strong correlation towards academic achievement, the present study proves otherwise. Deep approach and strategic approach shows negligible relationship towards academic achievement. The finding reveals that there is an inverse relationship between Surface Approach and academic achievement. Teachers 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.

The students are likely to adopt deep approaches to learning when preparing for assessments and examination. Reviews indicates that the students have a higher tendency in applying deep approach to learning in handling a learning topic; they also adopt surface and strategic approach to learning according to the circumstances.

### **2.3 CAREER PLANNING ATTITUDE**

Work is integral to human functioning, and all psychologists need to understand the role of work in people's lives. Under such circumstances, it becomes more important to study career decisiveness and more importantly examine the process of career planning which eventually leads to career decisiveness. So there is a need to assess attitudes, expectations, and emotions about an individual to measure career choice or career decisiveness. Career decisiveness (CD) has been an instrumental tool used by vocational psychologists and a phenomenon of interest to parents, faculty, school counsellors, and others who advise young adults on their career choices. Reviews related to career planning attitude are consolidated and presented in this section.

**Thomas (2005)** enumerates that despite increase of women in the workforce, they continue to be underrepresented in managerial positions in the information technology (IT) field. The gender gap is most evident at the senior management and executive levels. Although many women have advanced to the ranks of middle management, as a group, less than 3% of IT executives are women. The IT field is male dominated and particularly at the executive level position. The recent sharp decline in the number of women pursuing undergraduate degrees in engineering and computer-related fields and the attrition of women in advance-degree programs affect the number of women at levels higher in the IT pipeline. The purpose of the study is to examine the career development and aspirations of women in executive level positions in IT occupations. The study utilizes a qualitative research design. In-depth, telephone interviews are conducted with a sample of 25 women in executive level positions in IT in 25 Fortune 500 companies. The findings of the study show that educational credentials are one of the most important factors to the career development/progression of women executives of the study. All the participants earned a bachelor degree and over half have earned a master degree. All the women executives have mentors during their professional careers, and they identify mentors as the people who most influenced their career development/progression. Career plans are seen as being a contributing factor in the career development of women executives. Career plans are self initiated and developed in consultation with senior management. The women executives indicate that continuous, life-long learning and continuously striving for success is a major factor in their career development.

The purpose of the research by **Rottinghaus et al. (2005)** is to provide initial results on the development and validation of the Career Futures Inventory (CFI), a new 25-item measure of positive career planning attitudes. Items are originated using the rational method. A sample of 690 undergraduates from a large mid western university is chosen. An item analysis of scale homogeneity and exploratory factor analysis reveals three subscales: Career Adaptability, Career Optimism, and Perceived Knowledge. Confirmatory factor analyses confirm the three-factor model. Additional analyses establishes high internal consistency, temporal stability, and construct validity through examination of correlation with dispositional optimism, Big Five personality characteristics, generalized problem solving, vocationally relevant self-efficacy, interests, and numerous career-relevant attitudes and outcomes. Optimistic and 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. These results support the concurrent validity of the CFI scales. Hierarchical regression analyses demonstrates the incremental validity of Career optimism after controlling for dispositional optimism, self-efficacy, positive and negative effect, and the Big Five as they relate to career exploration attitudes.

**Elaydi (2006)** proposes an indecisiveness scale with positive psychometric properties to measure career indecisiveness. A total of 578 undergraduate participants from Texas A&M University answer an open ended questionnaire inquiring about a “big” decision they are facing in their life. Participants complete questionnaires on indecisiveness and decision-making strategies. Of the 578 total participants who completed the study, 465 (81%) states that they feel indecisive regarding their “big” decision. Result suggests strong support for using the indecisiveness scale, with psychometric tests convergent validity with emotion-focuses decision-making strategies and divergent validity with logic-focused strategies. This study is critical in the upper echelons of organizations, where indecisiveness can affect millions of lives and cost billions of dollars.

**Ksuznia (2006)** identifies the influencing factors of career related continuous learning among the management professionals. Management personnel are aware that career success will increasingly depend upon the ability to continuously learn and adapt to the environment. The study examines the degree to which involvement in career related continuous learning affects managerial career success. Of the 529 respondents,

447 (84%) are male and 82 (16%) are female. Respondents' age ranged from 28 to 65 years old with an average age of 46.6 years. The respondents are primarily college graduates (95%) and married (94%). The respondents' full time work experience ranged from 5 years to 44 years with an average of 24.6 years. 212 (40%) respondents are middle level managers, first level managers comprised 30%, upper level managers 16%, 13% first/entry level supervisors and 8 respondents (1.5%) are top level (executive) managers. Career success comprises the objective (ascendancy) and subjective (organizational commitment, professional commitment, career satisfaction) elements. Result indicates that individuals with increased participation in career related continuous learning activities will yield significant impacts to the individual careers.

**Margaret et al. (2006)** describes the images of effective leadership and successful organizational advancement held by women in numerous positions namely physicians, nurses, administrators, faculty, scientists and researchers in the health care fields. A Sample of 140 women in the health care field are quantitatively and qualitatively analyzed. The two scaled questionnaire items are analyzed with descriptive statistics and t-tests measuring mean differences. Thematic analysis is used to analyse the data. Similarities and differences exists in the perspectives on leadership effectiveness, career advancement, satisfaction, and development strategies are examined among physicians, nurses, administrators, faculty, scientists and researchers. Result indicates that women's individual strategies for success in advancement in health care organizations overwhelmingly relate to their access and to competence. Obtaining challenging and high profile assignments are the most important individual strategy for advancement.

**Germeijs & Verschueren (2007)** investigates the consequences of high school students' career decision-making process for choice implementation in higher education. A sample of adolescents participated at the end of Grade 12 and is followed during the first and second year in higher education. Linear and logistic regression analyses reveals that students' coping with career decisional tasks at the end of Grade 12 significantly contributes to the several aspects of early choice implementation (i.e., choice actualization, academic adjustment, commitment to the chosen study) during the first trimester in higher education. The importance of these aspects of early choice implementation is demonstrated through their relationship with academic achievement during the first year in higher education.

**Eran et al. (2008)** enumerates the change in global and local markets and the emergence of new types of careers such as protean careers (which are values-driven) and individual values (i.e. citizenship behaviours, altruistic standards, and helping activities) which has effect on the decisions of the people in making the choice of a career. The study aims in analysing the theory of protean career and citizenship/altruistic behaviour on the career choices and career development among the international sample of MBA and MPA students. The study assumes that values may lead to career choices in early stages of vocational search, but career choices and development may also affect one's values during the training process, especially during educational and professional schooling. A quantitative research design is applied by using a survey instrument that draws on a cross-national study. A positive relationship is found between good citizenship of altruistic behaviour and protean career. The relationship is solid and generic beyond the effect of gender, age, or culture/national setting. The findings show some meaningful relationships among the variables and emphasize the need to direct MBA/MPA students to a value-oriented educational program in their field of expertise. The relationship is solid and generic beyond the effect of gender, age, or culture/national setting. Gender is positively related ( $r = 0.114$ ,  $p \leq 0.01$ ) with altruistic behaviour. There is a cultural difference between societies, as manifested by different country samples, different scores for the means of protean career approach and altruistic behaviour.

**Jens et al. (2008)** discusses the effects of career-related continuous learning. Career-related continuous learning (CRCL) has a positive impact on subsequent job performance. A random sample of 300 call centre agents working in the organization is drawn. 48.8 percent of the employees' are male and 51.2 percent are female. To assess performance, instruments constructed which focused on customer service-oriented behaviour. A model is derived from theory that predicts a positive impact of CRCL, learning climate, and initial job performance on consequent job performance. CRCL is hypothesized to mediate the impact of learning climate on job performance. Implementing a longitudinal approach, this model is tested empirically in a call centre context. Within the first year of the respective career, multiple source data are gathered from employees about their formal CRCL activities, their initial performance, as well as their perception about learning climate. Results indicate that CRCL predicted job

performance and mediates the impact of learning climate on job performance. A total of 28 percent of job performance is explained by the proposed model, highlighting the importance of CRCL for organizational contexts. From an organizational perspective, organizations might be interested to invest in long-term career-related human resource development programs. By the inclusion of many different skills necessary for work in different call centres and work assignments, the organization prepares its employees for the future. On the other hand, different career paths of different groups of employees are considered within these development programs. The study supports that CRCL programs are highly useful for both employees and organizations.

**Linderman (2010)** examines the proposition that a direct relationship exists between the career aspirations of seventh grade students and their academic achievement. A career aspirations survey is completed from 39 students from a suburban middle school of a northeastern United States city. In the analysis, career aspirations are categorized by the level of preparation needed to perform the stated career. The survey responses are subsequently compared to the GPA's of each respective student. It is concluded that most students aspired to careers requiring considerable to extensive preparation. In fact, a direct relationship is discovered to exist between the Job Zones and frequency of aspired careers. Most 7th grade students in the current study, regardless of GPA, aspired to a career that requires the highest levels of preparation.

**Ghuangpeng (2011)** investigates the factors that appear to drive the career decision-making of Thai and Australian tourism and hospitality students. The study is conducted to identify various factors that Thai and Australian students perceive to play an important role in their decision to seek a career in the industry. It sought to understand the way these factors impact on Thai and Australians' career decision-making and how their cultural interpretations influence their decision-making. Quantitative and qualitative methods are used to collect and analyze the data. The quantitative study, which involves 818 questionnaires, is used to help identify the factors that Thai and Australian students perceive to be important. The qualitative study involve 88 semi structured in-depth interviews and provides further explanations for how the factors suggested by the quantitative study are interconnected and influences career decision- making of Thai and Australian students. The finding identifies several factors that are perceived to influence

the career decision- making process of Thai and Australian students. Of particular importance are gender, the feedback students received during work-placement, family obligations and career opportunities in the industry. These factors appear to be interrelated and have a positive or negative impact on students' decision to seek a career in the industry. The study highlights the important implications of culture for career decision-making and suggests that although Thai and Australian students identify similar factors as influencing their career decision-making, they perceive the importance of these factors differently. The study concludes that career decision-making is a complicated process. Although this study provides a structured model to demonstrate how students make their career decision, it is essential to recognise the complex range of factors associated with students' decisions.

**Fadaei et al. (2012)** aims to determine the relationship between the state and trait anxiety with career indecision of Iranian undergraduate students. The literature has a strong impact on career indecision among students. There is a controversy in research findings regarding the contribution of state and trait anxiety to career indecision. Studies on the relationship between state and trait anxiety with career indecision is limited and the research is been conducted in this area among Iranian students. For this purpose, 150 undergraduate undecided students from 3 universities in Khuzestan Iran are taken as the respondents. The Career Decision Scale and the State Trait Anxiety Inventory standard questionnaire is used for the study. The mean, standard deviation and correlation is used to measure the variables. The CDS correlates positively to both components of anxiety, with the stronger correlation to trait ( $r = 0.62, p = 0.001$ ) compared to state anxiety ( $r = 0.33, p = 0.001$ ). It implies that higher level of students' anxiety, leads to higher career indecision. A strong positive correlation is found between state and trait anxiety ( $r = 0.71, p = 0.001$ ), indicating the independent correlation of career indecision with state and trait anxiety. The adjusted R-squared value of 0.40 indicates that state and trait anxiety explains about 40% of the variance in the career indecision. Thus, the relationship between anxiety components and career indecision is reported as positive.

**Chatterjee (2013)** explains the behaviors in career-decision making. Work is an integral to human functioning, and all psychologists need to understand the role of work in people's lives. Understanding the factors influencing work choices and helping



individuals effectively make career decisions is critical. The external changes, such as shifts in the economy and labour force, as well as initiatives within the field are challenging the assumptions. Under such circumstances, it becomes more important to study the career decisiveness and more importantly to examine the process of career planning which eventually leads to career decisiveness. So there is a need to assess attitudes, expectations, and emotions about one's career in the form of Career Future Inventory to measure career choice or career decisiveness. Career decisiveness has been an instrumental tool for vocational psychologists and a phenomenon of interest to parents, faculty, school counselors, and others who advise young adults on their career choices. The study investigates the antecedents and consequences of career decisiveness using the Motivational Systems Theory (MST). The major reason for applying MST is to understand how career choice has its impetus both on the individual and contextual factors. The result of the study could prove useful to those who involve in developing and administering programs for career planning and development, whether in colleges and universities, employment agencies, or corporations. Appropriate support is provided for students in order to strengthen their adaptability and knowledge about careers, which shows higher optimism and career decisiveness.

**Peter et al. (2013)** enumerates the international transferability and structural validity of the Career Futures Inventory (CFI; Rottinghaus, Day & Borgen, 2005) with a sample of 1556 Australian university students. The overall sample is randomly divided into two equal subsamples ( $n = 783$ ). Exploratory Factor Analysis (Principal Components Analysis) is performed on the data set from the first subsample. Confirmatory Factor Analysis is performed on the second subsample to test the construct and criterion validity. The subscales of the CFI-9 have acceptable internal consistencies and correlations with measures of academic major satisfaction, career choice satisfaction, and self-efficacy. The subscales correlates significantly with measures of engagement with studies measured using the AMSS, and satisfaction using the CCSI and general self-efficacy or confidence using the GSE scale. Students who score low on career optimism and career adaptability may be at risk of feeling rather disinterested in their studies and not seeing the purpose of their being at university. This may be a reason enough for the student to seek the support of a career development practitioner located at the university before the

chance of withdrawal from studies. This assertion is supported by the finding that CA and CO have positive correlations with positive affect (i.e., morale) and negative correlations with negative affect (i.e., distress) (Rottinghaus et al., 2005). Students who present with low perceived career knowledge of the world-of-work may benefit from counselling or learning experiences that expose them to work-integrated learning programs that are taught in a career development learning framework.

**Marjaana et al. (2013)** discusses the influence of national culture on business students' career attitudes among eight countries. The fact that career attitudes and their influence on career outcomes is widely researched in the field of occupations and careers, the influence of cultural norms and values on career attitudes is less studied. The study proposes that national cultural dimensions influence students' career planning, career adaptability, career optimism, and career-related knowledge. Data is collected using an eight country sample with more than 1,845 students. Confirmatory factor analysis is used for analysis. The results show that national culture has significant effect on all four career attitudes and in particular on career planning and career optimism. Results help the international human resource departments to understand how cultural values shape students' career planning as well as career-related adaptability, knowledge, and optimism. The study suggests that the level of institutional support to some degree depends on cultural dimensions. While some cultural settings foster individuals' investment in career-related knowledge and career planning activities, others inhibit one's proactive attitudes and behaviours. Educational institutions in some cultures have to provide more support to their students in the early career stage than in other cultures.

**Gunkel et al. (2013)** investigates the fact that career attitudes and their influence on career outcomes in the field of occupations and careers. Since little is known about the influence of cultural norms and values on career attitudes. The sample for the study consists of eight countries with 1,845 students from eight countries participated in the questionnaire: 239 from Argentina, 267 from Bulgaria, 206 from China, 265 from Finland, 212 from Germany, 319 from Spain, 129 from Ukraine, and 208 from the U.S.A. Results show that power distance, individualism, and long-term orientation have a negative influence on career planning, while uncertainty avoidance and masculinity have a positive effect. Power distance negatively affects career planning. Individualism have

a negative influence on career planning. Individualistic countries have a better developed social support system and provide more guidance in the job search and career planning process. The results show that national culture has significant effect on all four career attitudes and in particular on career planning and career optimism. The study suggests that the level of institutional support to some degree depends on cultural dimensions. While some cultural settings foster individuals' investment in career-related knowledge and career planning activities, others inhibit one's proactive attitudes and behaviours. As a result, educational institutions in some cultures have to provide more support to their students in the early career stage than in other cultures.

The review shows that educational credentials are the most important factors to the career development or progression of women students. Students are aware that career success will increasingly depend upon the ability to continuously learn and adapt to the environment and hence prepare themselves accordingly.

## **2.4 THEORETICAL FRAMEWORK AND HYPOTHESIS DEVELOPMENT**

The following section presents the central theoretical considerations. The concepts are initially looked at apart from each other; later section of this chapter presents the existing evidence for the relationship between personality, Learning approaches and career planning attitude.

### **2.4.1 Personality traits and Learning Approaches**

Students behave and perform differently in class due to their prominent personality traits and preferred learning styles. For example, those who are extraverted and socially skillful may have difficulties in concentrating on academic materials and do poorly in school, whereas students who are ambitious and organized may strive for and enjoy academic achievement (Gilles & Bailleux, 2001). On the other hand, students who prefer visual perception may be most comfortable and perform better with a teaching method of charts, pictures, and video clips, but suffer in lecture-based class (Felder & Silverman, 1988).

Study by **Elizabeth et al. (2001)** compares the Computer related stress levels in three business student populations of 239 students comprising of juniors, seniors (MIS majors) and graduate MBA students. Standard analysis of variance shows that MIS

students experienced a significantly higher number of stressors than the other two groups and a greater average severity of stress than the pre- majors. Human-computer interaction is suspected to be more stressful for MIS students than other business students because their use of computers is greater and their grades are more heavily weighted towards computer work. This study considers the various personality types/learning styles of the students and investigates how they might be accommodated to minimize anxiety. The Myers-Briggs Type Indicator (MBTI) test and a computer assignment preference test are administered.

**Ferguson et al. (2004)** considers the relationship between students approaches to learning, as measured by a short form of Entwistle and Tait (1995) Revised Approaches to Studying Inventory (RASI), the Big Five personality factors, as measured by Cattells 16PFi, and the background variables of age, gender and prior educational achievement and academic performance. Subjects were 146 social science undergraduate students at a university in Scotland. Structural equation modelling identifies the Big Five personality factor scores account for between 22.7% and 43.6% of the variance across scores on the three approaches to learning dimensions. Four of the Big Five personality factors and the three approaches to learning dimensions were found to be poor predictors of academic performance. A linear regression analysis with academic performance as the dependent variable and age, prior educational attainment and conscientiousness as independent variables, accounted for 24.1% of the variance in performance. Results reveal that learning is a subset of personality.

**Lorelle et al. (2009)** study reports on the student learning profiles at a regional Australian university. The study examines how students' conceptions of knowledge, approaches to learning, and personality relate to academic success measured using grade point average (GPA). A total of 1078 students, 706 mature-age and 372 school leaver students, completed an online survey during their first semester of study at the University of Southern Queensland. The data are summarized using multivariate techniques namely correlation and regression analyses and first-year student profiles were built using standard descriptive statistics. Uni-variate analyses showed that mature-age students obtained higher GPAs and scored higher on the Deep and Strategic learning approaches than did school leavers. Conversely, school leavers scored higher on the Surface

approach to learning. Regression analyses indicate that the Strategic approach predicted GPA. Intellect and Conscientiousness are found to positively predict the Deep approach to learning; Conscientiousness is found to be positively predicting the Strategic approach to learning; and Emotional Stability and Intellect are found to negatively predict the Surface approach to learning. These findings provide implications for curriculum design and delivery and for transition programs for both school leaver and mature-age students.

**Petra et al. (2009)** studies the changes in learning approaches that effects the personal values of college students. The study employs multilevel modeling as a more appropriate technique for the analysis of longitudinal data to examine the factors influencing changes in the learning approaches of 153 international undergraduate students over a period of three years. Learning approaches focuses on gender, discipline area of study, prior performance, personal values and the experiences of students who undertake higher education in another country. Using hierarchical linear modeling (HLM) the study identifies the effects of personal values on learning approaches and changes in them over a time. The findings show no changes with students in the deep and surface approaches to learning but a significant decline in the achieving approach, particularly for students whose previous experiences are more of a formal teaching. Students' personal values in terms of security, achievement and hedonism affect the achieving approach while there are no effects on the personal values of tradition, conformity, universalism, self-direction and stimulation the study also observes that there are no significant effects for gender, discipline and ability.

**Adahi et al. (2011)** enumerates the key predictors of Master of Business Administration (MBA) students' performance, considering the interaction between personality type, learning approaches and educational achievement. The respondents are 208 MBA students at Zhejiang University. A questionnaire encompasses three sections. The first section is two-factor version of the study process questionnaire (R-SPQ-2F) developed by Biggs et al. (2001). The second section consists of 20 items based on the International Personality Items Pool (IPIP) Five-Factor Personality Inventory (Buchanan, 2001). The third section is the respondents' personal information such as age, gender and their performance representing their scores in the National Admission Examination System and their major course grade achievement during the first term of their academic

year. Structural equation modelling results reveal that the three personality traits, namely, extraversion, conscientiousness and openness to experience correlates with the deep approach (DA) to learning predicting high performance among MBA students'. Personality type and students' approaches to learning are the determining factors impacting upon the education of management graduate students. Institutions providing MBA programs must allocate more interest to examine the students' characteristics, in correlation with their performance rating. The model demonstrates a significant correlation between these factors, and on the other hand their influence on the participants' performance reflecting high rating with personality traits of extraversion, conscientiousness and openness to experience and the Deep approach to learning.

**Meera (2011)** reveals that the Personality and learning styles are both likely to play significant roles in influencing academic achievement. College students (308 undergraduates) completed the Five Factor Inventory and the Inventory of Learning Processes and reported their grade point average. The analyses used for the study were correlation and regression. Two of the Big Five traits, conscientiousness and agreeableness, are positively related with all four learning styles (synthesis analysis, methodical study, fact retention, and elaborative processing), whereas neuroticism is negatively related with all four learning styles. In addition, extraversion and openness were positively related with elaborative processing. The Big Five together explained 14% of the variance in grade point average (GPA), and learning styles explained an additional 3%, suggesting that both personality traits and learning styles contribute to academic performance. Further, the relationship between openness and GPA is mediated by reflective learning styles (synthesis-analysis and elaborative processing). Results suggest that being intellectually curious fully enhances academic performance when students combine this scholarly interest with thoughtful information processing.

**Pornsakulvanich (2012)** examines the influence of Big Five personality traits and learning styles on cognitive and affective academic performance, and gender differences in learning styles. A survey research is employed to collect the data from the target population of students. Participants (N = 1,529) are students who enrolled in Business Administration and Communication Arts at Assumption University of Thailand. Personality traits found to be better predictors of cognitive and affective academic

performance than did learning styles. Conscientiousness is a significant contributor of academic performance. Among five personality traits, Conscientiousness, Openness, Agreeableness significantly predicts cognitive academic performance, whereas Conscientiousness, Openness, Agreeableness, and Emotional Stability significantly predicts affective academic performance. Learning styles is related to cognitive academic performance. Moreover, students in Business Administration reported higher scores in Conscientiousness, Agreeableness, and Emotional Stability than those in Communication Arts. The result shows no significant differences in learning styles between genders.

**Baglibel et al. (2013)** aims to identify the relationship between personality types of college students and their learning styles. The population composes of 421 undergraduate students from University of Gaziantep. The Big Factor Personality Inventory and Kolb's Learning Styles Inventory III are used. Participants' personality traits, dispersion levels of their learning styles and the relationships between these two variables are measured by using K- means cluster, percentage and frequency and chi-square analysis respectively. It is clear that the individuals have high levels of neuroticism. It is observed that extraversion, agreeableness, conscientiousness and openness exhibit low levels of neuroticism. It can be understood that although the participants reveal a high level of extraversion, agreeableness, conscientiousness, and openness, they also have a low level of neuroticism. Two profiles that appear to be opposite with each other in terms of personality factors have emerged. The results of the cluster analysis suggested two different personality profiles and the participants appeared to be equally distributed into these two groups. In terms of learning styles, it is noticed that the majority of the participants adopts assimilating and diverging learning styles. The key feature of these two learning styles is that these learners prefer active learning. Individuals with this type of learning style have a tendency towards practical applications and adoption of what works best instead of observation. As a result, individuals with high levels of extraversion, agreeableness, conscientiousness, and openness and low level of neuroticism have diverging and accommodating learning styles, and claims that they like hands-on experiences and prefer to learn by doing.

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). Personality traits serve as directors or blocks for motivation and learning strategies. Blickle (1996) has compared the Five Factor Model personality traits with learning strategies and learning outcome. He found that particularly conscientiousness and openness were related to learning style. The student's personality was related to learning outcome mediated by learning strategies. Conscientiousness is related to work discipline, interest in subject matter, concentration and considering studying as quite easy. Different ways of learning in higher education have been described by (Entwistle & Tait 1996). 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, (Entwistle & Tait, 1996). They have an intrinsic motivation and a positive study attitude (Entwistle, 1988). Openness is linked with questioning and analysing arguments (Schouwenburg, 1995). It is further related to critical evaluation, searching literature and making relationships (deep approach) (Blickle, 1996). 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 (Entwistle & Tait, 1996). Their motivation is intrinsic and they look for a personal comprehension independent of the syllabus (Entwistle, 1988). 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 (Schouwenburg, 1995). This can be linked to the surface learning style (Entwistle, 1988). The student with a surface approach concentrates on memorising without any concern of finding a deeper meaning or understanding of the material. They are most concerned about getting through the exams and are not really interested in the material itself (Entwistle & Tait, 1996). Their motivation is extrinsic and they take on a strategic, syllabus-bound approach to studying (Entwistle, 1988).

#### **2.4.2 Personality Traits and Career Planning Attitude**

Several models have been proposed to explain the relationship between personality and job related outcomes and job performance. Most theories in the field of career counseling consider personality as an important aspect to take into account, but



also consider that the link between personality and career choice, career development, or professional path is not direct and that several regulatory processes might mediate this relationship. Moreover, this relationship might be moderated by several contextual factors that can also have a direct impact on the expression of personality traits through feedback loops. Personality is part of a relatively complex and dynamic system that allows people to design their own life trajectories (Savickas et al., 2009). Personality assessment also helps to identify counselees' strengths and weaknesses, which have to be taken into account when designing career plans.

**Jarlstrom (2000)** examines the relationship between the personality and career expectations of business students. The sample consists of 533 business students. Personality is assessed using the F-version (the Finnish research version) of the Myers Briggs Type Indicator and career expectations using Schein's career orientation framework. Business students' career expectation belongs to the Technical Competence (26 percent), Managerial Competence (17 percent) and Independence (14 percent) career anchors. Personality is more important for determining career expectations than determining differences in career expectations. This confirms that Schein's career anchor theory is providing a useful framework for the business students' career expectations and focuses on career expectations. There is a significant difference in the career choice for each of the personality preferences when measured by the chi-square statistic. The eight career anchors compares with one another for each preference dimension. The study indicates a quite opposite direction that the Life Style Integration anchor was least selected among business students.

Study by **Marjaana et al. (2010)** has two objectives, the first being the degree to which career adaptability, career optimism, and career knowledge predicts career decisiveness among Chinese, German, and the American Student; second is the effect of the five personality traits on the determinants of career decisiveness, on career decisiveness, and on the relation between career decisiveness and its determinants in the three countries. A Structured questionnaire is used to collect data from 555 business students from three countries: China (196), Germany (210), and the USA (149). A two-stage OLS regression analysis is applied to assess the relation between career decisiveness, its determinants, and the personality traits. The analyses of the gathered

data are performed using SAS JMP (Version 7.0) and STATA (version 9.0) software. The Chinese sample contains 106 (54.08 percent) female students and 90 (45.92 percent) male students. The students' mean age is 24.71 years. The German sample contains 112 (53.34 percent) female students and 98 (46.66 percent) male students. The students' mean age is 23.02 years. The US sample contains 47 (31.54 percent) female students and 102 (68.45 percent) male students. The student's mean age is 22.42 years. The personality traits have direct and moderating effects on career decisiveness and its antecedents. The influence of personality and the antecedents of career decisiveness differ in the three countries. The significant interaction of neuroticism and career knowledge on career decisiveness suggests that Chinese business students who experience more worries, tensions, and anxiety have lower levels of career knowledge and have more difficulties in their career decision-making. For the German students, extraversion and agreeableness has a positive direct effect on career decisiveness, German business students who are higher on agreeableness are more willing to deal with career planning thus have fewer difficulties in their career decision-making process. There is a negative interaction effect of neuroticism and career optimism on career decisiveness. German students with high neuroticism levels, career optimism has a negative effect on career decisiveness. The study conclude that using personality testing as part of the career planning process may aid those in assisting students in their career decision-making process.

**Guranda (2014)** intend to analyze the contribution of personality traits and professional interests in the career decision making so as to identify those occupations or professions that in agreement with them, for the purpose of increasing work satisfaction and performance. More than 83.3% of the participating adults in the survey work as sociologists for various private institutes or companies. Two of the adults are Sociology professors and also have their own Study and Research Company, one of them work for an NGO for immigrants and another one is a human resources manager for a private factory. All of the adults are graduates of faculties with social sciences profile. Six of the adults in the sample are unemployed, mainly due to the fact that they had not found satisfactory employment and they are also uncertain about what they really want or need. It is found that personality traits and professional interests are relevant whenever adults choose the optimal alternative in their career selection or development.

Personality traits, especially the ones presented by the Five Factor Model (FFM), have emerged as predictors for significant outcomes in life, e. g. job-related outcomes. It is assumed that personality traits are associated with a broad range of career belief and performance variables, irrespective of occupation and nationality. Tokar et al. (1998) showed that facets of personality, which underlie the factors neuroticism, extraversion, and conscientiousness, may be related to certain vocational behaviors, e.g. occupational interest, career indecision, and job satisfaction. They state that the FFM dimensions relate to the career exploration variables such as self-exploration, career information seeking, stress regarding career exploration, and career search self efficacy. The fields of personality and vocational psychology are not only linked through common methodology and conceptual propositions, but also through the application of most vocational models, which imply that career development can be regarded as an extension of personality. Empirical studies provide evidence on the influence of personality on vocational interests and career-related goals, vocational identity, etc. (Hartman 2006). Newman, Grey, and Fuqua (1999) inspected the relation between personality and career decisiveness of U.S. American students to determine the career decisiveness of the students. They demonstrated a relationship between some personality characteristics and career indecisiveness. Several studies showed that certain personality characteristics, such as, external locus of control, low self esteem, low self confidence, and high level of irrational believes may lead to career indecisiveness (Bacanli 2006; Cooper et al. 1984; Fuqua et al. 1988; Germeijs/De Boeck 2002; Nevo 1987; Salomone 1982; Stead et al. 1993; Taylor 1982).

Few careers demand the personality to match the qualities of the occupation. For example, sales people have to be out- going. (Splaver 2000) states that “personality” plays an important role in the choosing of the right career. A student’s personality must be self motivated type, as to investigate career possibilities from early on in their lives, and not the procrastinating type that waits till they are compelled to decide. Barrick et al. (2003) states that there are personality traits which predicted success in jobs which are correlated with specific occupations. New man et al. (1999) exclaimed that there is a linkage between the personality and students career planning is one of the factor influencing career decision making. Studies has been conducted focusing on the personality that influences career decisions of the students career expectation by

Jarlstorm (2000); Career choice of students by Reed et al. (2004), predictor of career indecisiveness by Bacancli (2006). The founder of Career choice theory Holland (1969) believed that an individual is attracted towards a certain career because of his personality. Considering the above-mentioned points it can be concluded that Personality is essential for Career planning attitude among the students. Based on the literature discussion, hypothesis 1 is proposed.

H<sub>01</sub>: “Personality dimensions do not have a positive significant influence on Career Planning Attitude dimensions”

H<sub>11</sub>: “Personality dimensions has a positive significant influence on Career Planning Attitude dimensions”

### **2.4.3 Learning Approaches and Career Planning Attitude**

The nature of career development is changing in the face of organisational and technical change in the workplace. Individuals are now less likely to experience secure, lifelong employment, and instead will need to face the process of career review and change with greater frequency. They will therefore need to be skilled in managing their careers effectively. Open-learning approaches to career management and guidance have until recently been comparatively little used and yet they offer the potential for action-oriented career planning, provide a career decision framework for learners, and encourage increased ownership of the career management process the individual takes part. They can be used in educational and commercial settings to facilitate both the processes of initial career choice and those of career development and progression.

**Sara (2010)** investigates the effects of learning styles on career preferences of senior secondary school students in Jigawa State, Nigeria. A total of six hundred students, three hundred and sixty male, and two hundred and forty female are randomly selected from ten senior secondary schools across the state for the study. Data is collected using Kazembe Sorting Test (KST) and Vocational Interest Inventory (VII) to test learning styles, and career preferences respectively. Chi- square, is used to find the association between learning style and career preference. The findings of the study reveal that there is significant gender difference in learning styles; there is significant gender difference in

career preference. Significant differences do exist between field dependents and field independent subjects (student). Counselors should also use different types of techniques bearing in mind the nature of students, learning style and performance.

The learning theory of career counselling is based on Bandura's (1971) earlier work centred on social learning theory of behaviour, in contrast to social cognitive career theory, which is based on Bandura's later (1986) work. The learning theory of career counselling proposes that individuals are active, intelligent, problem-solving agents who interact with their surroundings to pursue their own purposes and needs. However, genetic endowments, environmental conditions, planned and unplanned events, and learning experiences and their consequences influence the particular career path each individual takes. Herr, (1996) states that to understand individual behaviour, it is necessary to understand the effects of an individual's past and present contexts and how they affect the present perceptions of events. The learning theory of career counselling advocates that career awareness activities under school-to-work should begin around seventh grade. Students need to consider career choice as a learning process and give consideration to other career options as they mature. The learning theory of career counselling suggests that career tests can be used to make inferences about how students might fit into certain occupational environments and to pinpoint specific new learning goals rather than restrict individuals from aspiring to certain occupations. For example, personality tests can be used to identify existing personality types and preferences, and to help students learn to accommodate particular temperament styles. Identification of beliefs and values should also be encouraged and counsellors can help students re-examine identified self defeating beliefs (Krumboltz & Worthington, 1999). The learning theory of career counselling suggests that students develop their own curiosity, and need to learn how to take advantage of unplanned events (Mitchell, Levin, & Krumboltz, 1999). This theory encourages any intervention that promotes learning. These can include job club programs, the use of study materials in the form of books, articles and videotapes, the use of simulations so that students can explore a variety of occupational tasks, and cognitive-based interventions that focus on identifying and challenging self-defeating or maladaptive self-talk. Other options are behavioural interventions such as role-playing, behavioural rehearsal, relaxation techniques, assertion

training, and modelling. Mentoring, in particular, is closely aligned with social learning theory principles, but it is necessary for mentors to be given appropriate training in learning theory of career counselling methods.

There are plenty of research which highlights the relationship between Approaches to Learning and Career Planning Attitude. Students do not have the ability or the work habits to succeed in some majors that may require more study than other fields of studies. Investigations have been done by the researcher to find out the relationship between the learning approaches and academic success. The level of achievement can be predicted by deep, Surface and Strategic learning approaches. High achievement can be predicted by deep approach either alone or in combination with the strategic approach (Diseth 2003; Diseth, Pallesen, Hovland & Larsen 2006), Low achievement is predicted by Surface learning (Biggs 1999 & Diseth 2003). Within the higher education sector, graduate employability may be conceived of 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. Considering the above-mentioned points it can be concluded that Approaches to learning is essential for Career planning attitude among the students. Based on the literature discussion, hypothesis 2 is proposed.

H<sub>02</sub>: “Approaches to Learning does not have a positive significant influence on Career Planning Attitude dimensions”

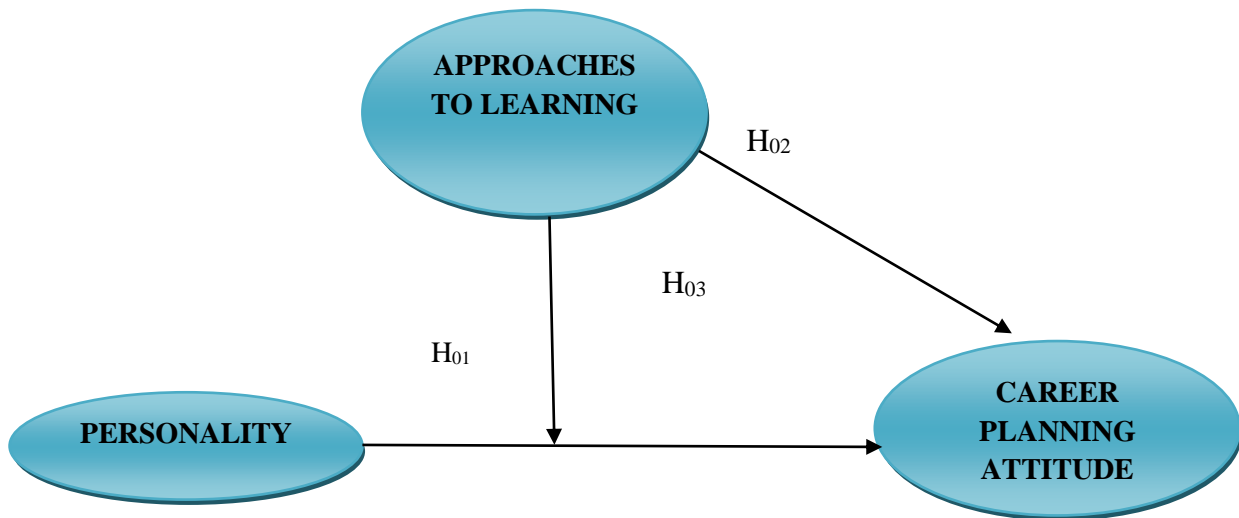
H<sub>12</sub>: “Approaches to Learning has a positive significant influence on Career Planning Attitude dimensions”

Personality is the ability to get along in adult situation; it is the person’s type of action, reaction, opinion and mood, set of physical and social traits, (Mullanattom 1993). John Holland (1969) states that an individual is attracted towards a certain career because of his personality. Mastura, Ishak and Hamdan (2008) argued that the course has been chosen by the students with their interest and personality of the individual. Fred (1985) revealed that there is significant relationship between the personality type and career

choice. Personality of a student is correlated with the academic performance and this may in then leads to career choice. Tomas et al. (2007) investigated that the relationship between personality traits and approaches to learning influence student’s performance. Barrick et al. (2003) exclaimed that personality traits predicted success in jobs which correlates with specific occupations. Tkach et al. (2006) investigated the activities to maintain or to increase happiness among under graduates and found mediation between personality and happiness with affiliation, mental control and direct attempts. (Furnham et al., 2002) examined the association between job satisfaction and personality traits. Very few studies examine the moderating relationship between the Approaches to Learning on Personality and career planning attitude (Ismail, 2012). Considering the above-mentioned points it can be concluded that Personality is essential for Career planning attitude among the students. Based on the literature discussion, hypothesis 3 is proposed.

H<sub>03</sub>: “Approaches to Learning does not moderate the relationship between Personality dimensions and Career Planning Attitude dimensions”

H<sub>13</sub>: “Approaches to Learning positively moderates the relationship between Personality dimensions and Career Planning Attitude dimensions”



**Figure 2.1. Theoretical Framework - Moderating effect of Career Planning Attitude between Personality and Approaches to Learning**

## **2.5. CONCLUDING REMARKS**

This chapter presents the theories of personality, learning approach and career planning attitude of the students. Further studies are reviewed to understand the association between personality, learning approach and career planning attitude. The following chapter presents the methodology adopted while conducting this research.