

## *Chapter IV*

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## CHAPTER IV

### ANALYSIS AND DISCUSSION

In this chapter, analysis is carried out in line with the objectives of the study and analysis chapter is presented in four sections. Hypotheses framed are also tested and results discussed in detail. Appropriate statistical tools like Percentage analysis, Descriptive statistics, Average score analysis, Analysis of Variance, Correlation analysis and partial least squares-structural equation modelling are performed to analyze the data. SPSS and Smart PLS are used for data analyses. The results are presented in tables with detailed explanation and discussions.

**Section 1:** Initially this section presents the demographic profile of the respondents. To meet the first objective descriptive statistics, mean value and average score analysis is performed. Descriptive statistics is performed on the study variables to find out the level of perception of the respondents regarding the study variables. Average score analysis is performed on the study variables across the demographic profile factors namely age, graduation type, and location of residence of the respondents.

**Section 2:** To identify significant difference in the perception of the respondents of varied demographic profile with regard to Personality, Learning Approaches and Career Planning Attitude, analysis of variance is performed.

**Section 3:** To examine the association between Personality, Learning Approaches and Career Planning Attitude among under graduate and post graduate female students, Correlation analysis is performed among Personality dimensions, and Learning Approaches; Personality dimensions and dimensions of Career Planning Attitude; and Learning Approaches and dimensions of Career Planning Attitude among under graduation and post graduation students.

**Section 4:** To investigate the moderating role of Learning Approaches on the relationship between Personality and Career Planning Attitude, PLS SEM is carried out. In this analysis, each of the Learning approaches is taken as a moderator between Personality dimensions and dimensions of Career Planning Attitude.

#### 4.1 DEMOGRAPHIC PROFILE OF THE RESPONDENTS AND PERCEPTION OF THE RESPONDENTS ON THE STUDY VARIABLES

To map the demographic profile of the respondents' descriptive statistics is presented as frequency and percentage. The demographic factors included in the research are age, under graduate disciplines, post graduation disciplines and Location of Residence. This is the initial step in the data analysis and gives an overview of the characteristics of the respondents. Table 4.1 depicts the demographic profile of the respondents.

**Table 4.1. Demographic Profile of the Respondents**

Demographic profile	Description	Frequency	Percentage
Age (years)	20	128	16.4
	21	377	48.3
	22	113	14.5
	23	45	5.8
	24	37	4.7
	25	80	10.3
Discipline	UG	488	62.56
	PG	292	37.44
Under Graduation	Arts and science	170	34.84
	Engineering	183	37.5
	Management	135	27.66
Post Graduation	Arts and science	103	35.27
	Engineering	108	36.99
	Management	81	27.74
Location of Residence	Rural	221	28.3
	Urban	422	54.1
	Semi urban	137	17.6

**Source: Primary data**

From the table 4.1 it is inferred that 16.4% of the respondents are in the age group of 20 years representing 3<sup>rd</sup> year under graduate students of Arts and Science discipline. 48.3% of the respondents are in the age group of 21 years representing 1<sup>st</sup> year post graduation students of Arts and Science discipline and final year undergraduation students of Engineering discipline since students join college at the age of 17 years. 14.5% of the respondents are in the age group of 22 years, 5.8 % of the respondents are in the age group of 23 years and 4.7% of the respondents are in the age group of 24 years representing 2<sup>nd</sup> year post graduation students of Engineering discipline. 10.3% of the respondents are in the age group of 25 years.

62.56% of the respondents are female pursuing under graduate degrees and Post graduate students comprise of 37.44%. Of the students who are pursuing under graduate degrees 34.84% of the respondents have chosen Arts and Science, 37.50% of the respondents have chosen UG as Engineering indicating that the number of females entering Engineering discipline has increased and 27.66% of the respondents have chosen Management as their discipline. Of the respondents who are pursuing post graduation degrees 35.27% of the respondents have chosen Arts and Science, 36.99% Engineering and 27.74% Management discipline. The proportion of students opting for arts and science and Engineering disciplines are almost equal. Since career opportunities are plenty for students who opt for Arts and Science courses and Engineering courses. 54.1% of the respondents are residing in urban areas, 28.3% of the respondents in rural areas and 17.6% in semi-urban areas.

Next descriptive statistics is performed to identify the respondent's level of opinion regarding the study variables.

**Table 4.2. Descriptive Statistics**

Factors		Mean	Std. Deviation
Personality	Agreeableness	4.1638	0.98163
	Extraversion	4.0647	0.87943
	Neuroticism	4.0061	0.86457
	Conscientiousness	4.1141	0.86220
	Openness	3.9603	0.77583
Learning Approaches	Deep	3.9192	0.88869
	Surface	3.3550	0.40687
	Strategic	3.9552	0.56291
Career Planning Attitude	Career Adaptability	3.9253	0.78145
	Career Optimism	3.8904	0.86771
	Career Knowledge	3.8957	0.85903

**Source: Primary data**

It is inferred from the Table 4.2 that among the Big Five Personality traits, Agreeableness (M=4.1638, SD=0.98163) has the highest mean value indicating respondents who are likely to be trusting, sympathetic and eager to help others. Conscientiousness (M=4.1141, SD=0.86220) has the second highest mean value representing respondents who believe that they are competent, achievement striving, and self-disciplined. Extraversion (M=4.0647, SD=0.87943) has the third highest value and it characterizes respondents who are energetic and tend to seek the company of others. Neuroticism (M=4.0061, SD=0.86457) has the fourth highest value and the personality reflects one's tendency to experience negative thoughts and feelings. Respondents characterized as possessing Openness personality (M=3.9603, SD=0.77583) are likely to be open minded, imaginative, creative and seeking out for cultural and educational experiences.

Among the learning approach variables, respondents have scored high on Strategic approach (M=3.9552, SD=0.56291) which is an indication that their focus is to maximize the chances of obtaining high marks. Deep approach (M=3.9192, SD=0.88869) also has a high mean indicating that there is a personal commitment to learning, which means that the student relates the content to personally meaningful contexts or to existing prior knowledge. The lowest mean value is for Surface approach (M=3.3550, SD=0.40687) which shows that the Student's motive to learn is to only carry out the task because of external positive or negative consequences.

Among the variables of career planning attitude variable Career Adaptability (M=3.9253, SD=0.78145) has a high mean value which indicates the students readiness to deal with and adjust to changes in future. Career Knowledge (M=3.8957, SD=0.85903) has also a high mean value indicating that the students have good knowledge concerning the job market and employment trends. The high mean value for Career Optimism (M=3.8904, SD=0.86771) portrays the attitude of expecting the best possible outcome for the future career.

All the variables are measured on a scale of 1 to 5 (1 – Strongly Disagree to 5 – Strongly Agree) indicating that the respondents have a high awareness regarding the job market and career opportunities and adopt deep and strategic approaches to learning.

**Table 4.3. Descriptive Statistics-Personality dimensions across respondents of varied age**

Personality/ Age (Years)		20	21	22	23	24	25
Agreeableness	N	128	377	113	45	37	80
	Mean	4.16211	4.20027	4.12611	4.17778	4.00676	4.1125
	SD	1.07476	0.92001	1.05598	0.92414	1.05325	1.01562
Extraversion	N	128	377	113	45	37	80
	Mean	4.09375	4.05902	4.10619	4.03333	3.93243	4.06563
	SD	0.90656	0.88501	0.8704	0.8976	0.85116	0.84358
Neuroticism	N	128	377	113	45	37	80
	Mean	4.07031	3.96751	4.0708	4.03889	3.9527	4
	SD	0.90707	0.85682	0.85138	0.8065	1.0118	0.82197
Conscientiousness	N	128	377	113	45	37	80
	Mean	4.15234	4.09151	4.12832	4.17222	4.02703	4.14688
	SD	0.90723	0.86136	0.84523	0.7572	0.9029	0.87212
Openness	N	128	377	113	45	37	80
	Mean	3.99219	3.94828	3.97345	4.02778	3.64189	4.05625
	SD	0.66325	0.82311	0.736	0.7783	0.8448	0.71487

**Source: Primary data**

The table 4.3 shows the Personality dimensions across respondents of varied ages. Respondents who are 21 years of age have scored a high mean value for Agreeableness (M=4.20027) indicating that they strive, look out for one's own self-interest, and influence others for one's own advantage; respondents who are 22 years of age have scored a high mean value for Extroversion (M=4.10619) and Neuroticism (M=4.0708);

respondents who are 23 years of age have scored a high mean value for Conscientiousness (M=4.17222) indicating that they are efficient, organized and they try to accomplish something difficult and have goal that leads to success and this age represents students who are in the final year of post graduation; respondents who are 25 years of age have scored a high mean value for Openness (M=4.05625) indicating that they have become mature, creative, intelligent and knowledgeable representing students who are graduating and ready to take up a career.

**Table 4.4. Descriptive Statistics- Personality dimensions across respondents of varied under graduation and post graduation disciplines**

Personality/ Disciplines		Under Graduation			Post Graduation		
		Arts and Science	Engineering	Management	Arts and Science	Engineering	Management
Agreeableness	N	170	183	135	103	108	81
	Mean	4.263235	4.17623	4.248148	4.1335	4.044	3.9846
	SD	0.837924	1.054176	0.982827	0.95859	0.9999	1.07627
Extraversion	N	170	183	135	103	108	81
	Mean	4.1	4.118852	4.15	3.9417	3.9977	3.9722
	SD	0.860628	0.863969	0.881082	0.9822	0.87441	0.81202
Neuroticism	N	170	183	135	103	108	81
	Mean	3.983824	4.105191	4.064815	3.8786	3.9722	3.9383
	SD	0.883421	0.879521	0.84142	0.82461	0.85197	0.88876
Conscientiousness	N	170	183	135	103	108	81
	Mean	4.063235	4.189891	4.166667	4.1408	4.0463	4.0185
	SD	0.909378	0.859941	0.872999	0.7643	0.88547	0.83645
Openness	N	170	183	135	103	108	81
	Mean	3.898529	4.09153	4.057407	3.8956	3.9144	3.7747
	SD	0.819735	0.734377	0.68835	0.76177	0.76821	0.88618

**Source: Primary data**



The table 4.4 shows the Personality dimensions across respondents of varied under graduation and post graduation disciplines namely Arts and Science, Engineering and Management. Respondents of under graduation and post graduation Arts and Science (M=4.263235) & (M=4.1335) have scored a high mean value for Agreeableness which portrays their attitude to help others, being friendly and cooperative and have hence chosen artistically oriented arts discipline where they can express their skills and abilities, values and attitudes. Under graduate Management students (M=4.15) have scored a high mean value for Extroversion indicating that they are likely to be effective leaders because they are talkative and gain more energy from social interactions, says Shana Lebowitz (2015). Post graduate Engineering students (M=3.9977) have also scored a high mean value for Extroversion indicating that they work in experimental or theoretical design, development and are likely to work in teams. Under graduate Engineering students (M=4.105191) and Post graduate Engineering students (M=3.9722) have scored a high mean value for Neuroticism indicating that they are likely to be surrounded with negative emotional reactions as they have too many assignments and practical examination that leads to stress and nervousness. Under graduate Engineering students (M=4.189891) have scored a high mean value for Conscientiousness implying that the individuals are good at formulating goals, organizing, planning and work consistently to achieve them. Post graduate Arts and science students (M=4.1408) have scored a high mean value for Conscientiousness. Under graduate Engineering students (M=4.09153) and Post graduate Engineering students (M=3.9144) have scored a high mean value for Openness indicating that they are associated with creativity and imagination. Engineers love to figure things out and find out how things are made and to show the solution that meet the needs of the design.

**Table 4.5. Descriptive Statistics-Personality dimensions across respondents of varied location of residence**

<b>Personality /Location of Residence</b>		<b>Rural</b>	<b>Urban</b>	<b>Semi Urban</b>
Agreeableness	N	221	422	137
	Mean	4.1708	4.2079	4.0164
	SD	0.89915	0.9974	1.05074
Extraversion	N	221	422	137
	Mean	3.9989	4.1244	3.9872
	SD	0.86815	0.89945	0.826
Neuroticism	N	221	422	137
	Mean	3.9152	4.0622	3.9799
	SD	0.84402	0.85904	0.90599
Conscientiousness	N	221	422	137
	Mean	4.0441	4.1949	3.9781
	SD	0.84915	0.83215	0.9493
Openness	N	221	422	137
	Mean	3.8676	4.0077	3.9635
	SD	0.78354	0.77775	0.7491

**Source: Primary data**

The table 4.5 shows the Personality dimensions across respondents of varied Location of Residence. Respondents who are residing in the Urban areas have scored a high mean value for all the personality variables, Agreeableness (M=4.2079), Extraversion (M=4.1244), Neuroticism (M=4.0622), Conscientiousness (M=4.1949) and Openness (M=4.0077). Hence it could be characterized that female students living in urban areas are trustful, sympathetic and eager to help others, they enjoy high social status in comparison to students residing in rural areas. Their earning parents provide them the required facilities and have better exposure. Further girls in urban areas gets a

proper environment around themselves, due to the increasing effect of society's education and hence are more open to new and non-traditional ideas and are curious about the world around them. At the time when a female student does not find positive environment around herself, she adopts a negative attitude and become a victim of disappointment and hopelessness.

**Table 4.6. Descriptive Statistics- Learning Approach dimensions across respondents of varied Age**

<b>Learning Approaches /Age (years)</b>		<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>
Deep Learning	N	128	377	113	45	37	80
	Mean	4.0674	3.8485	3.9237	4.0472	3.924	3.9344
	SD	0.81178	0.93861	0.88958	0.87694	0.65982	0.84709
Surface Learning	N	128	377	113	45	37	80
	Mean	3.4023	3.3291	3.3291	3.3264	3.3361	3.4625
	SD	0.40075	0.42005	0.39941	0.4169	0.33733	0.37349
Strategic Learning	N	128	377	113	45	37	80
	Mean	4.0383	3.885	4.0079	3.9078	4.0554	4.0586
	SD	0.48883	0.60174	0.55527	0.5537	0.386	0.53464

**Source: Primary data**

The table 4.6 shows the Learning Approach dimensions across respondents of varied Age. Respondents who are 20 years have scored a high mean value for Deep (M=4.0674) learning followed by Strategic learning approach (M=4.0383) along with students in the age group of 25 years (M=4.0586) indicating that they intend to understand the courses and prepare, and they show active engagement and interest in their studies. They also monitor the development of their own understanding (Entwistle, McCune & Walker, 2000). Among the students of varied age, students who are 25 years of age have scored a high mean value for Surface (M=3.4625) learning indicating that they tend to memorize the material without understanding indicating that their major intention is to achieve the highest grades possible by means of organized study methods and time-management.

**Table 4.7. Descriptive Statistics- Learning Approach dimensions across respondents of varied under graduation and post graduation disciplines**

Learning Approach/Discipline		Under Graduation			Post Graduation		
		Arts and Science	Engineering	Management	Arts and Science	Engineering	Management
Deep Learning	N	170	183	135	103	108	81
	Mean	3.9044	4.0034	4.1019	3.8343	3.7101	3.8418
	SD	0.93228	0.89096	0.73824	0.89596	0.99015	0.80829
Surface Learning	N	170	183	135	103	108	81
	Mean	3.3125	3.4095	3.3769	3.3131	3.2946	3.4182
	SD	0.42861	0.38447	0.33387	0.46248	0.44679	0.37221
Strategic Learning	N	170	183	135	103	108	81
	Mean	3.88	4.0607	4.0004	3.8861	3.9173	3.9377
	SD	0.62408	0.48523	0.46643	0.62233	0.59642	0.58638

**Source: Primary data**

The table 4.7 shows the Learning Approach dimensions across respondents of varied disciplines - Arts and Science, Engineering and Management. Under graduate students have a scored a high mean value compared to post graduate students in all disciplines except for Surface Learning among Arts and Science and Management disciplines and Strategic Learning among Arts and Science disciplines.

Respondents from undergraduate and post graduate Management discipline have scored a high mean value for Deep (M=4.1019) & Strategic (M=4.0004) learning; Deep (M=3.8418) and Strategic (M=3.9377) learning respectively, because they look for meaning in the content being studied and relates those ideas to other experiences and ideas with a critical approach. Students from under graduate Engineering discipline have also scored a high mean value for Deep (M=4.0034) and Strategic (M=4.0607) approaches to learning.

Students of all the disciplines both at undergraduate and post graduate level have scored low on Surface learning approach which is characterized by memorization of information and procedures. They do not understand what is to be learnt and hence, memorize and reproduce later in the exam.

Under graduation Engineering discipline students have scored a high mean value for Strategic learning (M=4.0607) since they learn purely on the basis of the assessment requirement of the course and seek to obtain highest possible grades for the least amount of efforts and engage fully with the subject (Kneale, 1997). Post graduation Management discipline students have scored a high mean value for Strategic (M=3.9377) learning since they have to prepare themselves with the skill and knowledge needed to participate in the business activities.

**Table 4.8. Descriptive Statistics- Learning Approach dimensions across respondents of varied location of residence**

<b>Learning Approach /Location of Residence</b>		<b>Rural</b>	<b>Urban</b>	<b>Semi Urban</b>
Deep Learning	N	221	422	137
	Mean	3.8184	3.9751	3.9092
	SD	0.92002	0.87025	0.88531
Surface Learning	N	221	422	137
	Mean	3.3326	3.3663	3.3563
	SD	0.44563	0.38615	0.40521
Strategic Learning	N	221	422	137
	Mean	3.8638	3.9873	4.0036
	SD	0.60707	0.54453	0.53087

**Source: Primary data**

The table 4.8 shows the mean value among the Learning Approach dimensions across respondents of varied location of residence of the students. Respondents who belongs to urban areas have scored a high mean value for Deep (M=3.9751) and Surface (M=3.3663) approaches to learning. Students from semi urban areas have scored high on Strategic approaches to learning (M=4.0036), since they are more keen on establishing a better future for which they have realized that education is the basic foundation. As the technology improves students learn faster by themselves receive better quality education, seek information from various sources like mass media and electronic media, their educated families and peers groups which help them for better performance.

**Table 4.9. Descriptive Statistics-Career Planning Attitude dimensions across respondents of varied Age**

<b>Career Planning Attitude /Age (years)</b>		<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>
Career Adaptability	N	128	377	113	45	37	80
	Mean	3.9915	3.9327	3.7924	4.0222	3.8256	3.9636
	SD	0.81171	0.77276	0.76721	0.79043	0.90209	0.72303
Career Optimism	N	128	377	113	45	37	80
	Mean	3.902	3.9236	3.8471	3.9434	3.7101	3.8307
	SD	0.93427	0.85687	0.89166	0.7833	0.9181	0.80311
Career Knowledge	N	128	377	113	45	37	80
	Mean	3.9271	3.9098	3.8083	4.1111	3.8018	3.825
	SD	0.89123	0.83411	0.92024	0.80403	0.88701	0.84855

**Source: Primary data**

The table 4.9 shows the career planning dimensions across respondents of varied Age of the students. Respondents who are 23 years have scored a high mean value for Career Adaptability (M=4.0222), Career optimism (M=3.9434) and Career Knowledge (M=4.1111). The students are adaptable in today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills.

**Table 4.10. Descriptive Statistics- Career planning Attitude dimensions across respondents of varied under graduation and post graduation disciplines**

Career Planning Attitude/ Discipline		Under Graduation			Post Graduation		
		Arts and Science	Engineering	Management	Arts and Science	Engineering	Management
Career Adaptability	N	170	183	135	103	108	81
	Mean	3.9743	3.8862	3.932	3.8941	3.9588	3.8945
	SD	0.82756	0.78685	0.76066	0.72012	0.76003	0.82202
Career Optimism	N	170	183	135	103	108	81
	Mean	3.9743	3.8177	3.8727	4.0141	3.7854	3.8911
	SD	0.87534	0.95496	0.86638	0.72769	0.81874	0.86428
Career Knowledge	N	170	183	135	103	108	81
	Mean	3.8706	3.9927	3.8765	3.9515	3.7716	3.856
	SD	0.89133	0.87424	0.88355	0.71004	0.81478	0.93829

**Source: Primary data**

The table 4.10 shows the career planning attitude dimensions across respondents of under graduate and post graduate disciplines. Respondents who are pursuing under graduation in Arts and Science discipline have scored a high mean value for Career Adaptability (M=3.9743) followed by post graduate Engineering students (M=3.9588) and under graduate students of Management discipline (M=3.932), since plenty of options for employment are available and hence can make their choice accordingly. They get ready for change by acquiring new abilities and strengthen their support.

Arts and Science students from undergraduate discipline (M=3.9743) and post graduate discipline (M=4.0141) have scored high on Career Optimism, since opportunities are high for Arts and Science students and hence are optimistic of the available job opportunities. Optimists are people who tend to hold positive expectancies for the future, optimistic individuals are also more likely to determine accurately the likelihood of successfully achieving a particular goal.

Engineering students from under graduate discipline (M=3.9927) and Arts and Science students from post graduate discipline (M=3.9515) have scored high on Career Knowledge. In order to make a decision about which career that will be fulfilling, one should have knowledge regarding the careers available to him or her, and also regarding the specific activities and responsibilities involved in those careers. When one has sufficient accurate occupational information, he or she is able to make an informed decision regarding which career to pursue; he or she is knowledgeable of the requirements needed to obtain his or her career-of-interest, the daily activities and responsibilities of the job, and the types of environments they are likely to work in.

**Table 4.11. Descriptive Statistics- Career Planning Attitude dimensions across respondents of varied Location of Residence**

Career Planning Attitude/Location of Residence		Rural	Urban	Semi Urban
Career Adaptability	N	221	422	137
	Mean	3.9095	3.9423	3.8985
	SD	0.78579	0.77671	0.79338
Career Optimism	N	221	422	137
	Mean	3.9235	3.8903	3.8374
	SD	0.80316	0.88616	0.91305
Career Knowledge	N	221	422	137
	Mean	3.8356	3.9589	3.7981
	SD	0.80316	0.86417	0.91854

**Source: Primary data**

The table 4.11 shows the Career Planning Attitude dimensions across respondents of varied location of residence of the students. Respondents who are residing in the urban areas have scored a high mean value for Career Adaptability (M=3.9423) and Career knowledge (M=3.9589), since the students belonging to the urban areas tend to update the knowledge they have and the awareness related to the career they opt for. They wish



to shine in the competitive world and their parents strive in choosing the best career for them. Respondents who are residing in the rural areas have scored a high mean value for Career optimism ( $M=3.9235$ ) and since they are more positive towards the career as they struggle in knowing things around them and they are open to move out of the family and comfort zone establish a career for themselves and develop an identity for themselves in the society.

The next analysis, cross tabulation is used for a two way depiction of the relationship between the type of graduation and location of residence of the respondents is presented in table 4.12.

**Table 4.12. Cross Tabulation– Disciplines and Location of Residence of respondents**

Disciplines/Location of Residence	Under Graduation				Post Graduation			
	Rural	Urban	Semi Urban	Total	Rural	Urban	Semi Urban	Total
Arts and Science	95	43	32	170	65	37	1	103
Engineering	16	141	26	183	39	41	28	108
Management	0	123	12	135	6	37	38	81
<b>Total</b>	111	307	70	488	110	115	67	292

**Source: Primary data**

The table 4.12 shows that high number of students are from urban areas both at under graduate ( $N=307$ ) and post graduate level ( $N=115$ ), followed by rural areas ( $N=111$ ) and ( $N=110$ ) respectively. A higher number of students have opted for engineering and arts and science disciplines both at under graduate and post graduate levels. Students from urban and semiurban areas have opted for management disciplines both at under graduate and post graduate levels, indicating that students from rural areas prefer the conventional programs namely arts and science and engineering, while courses in management discipline is popular among urban and sem-urban areas, since they are aware of the emerging opportunities and hence they have opted for new courses in management disciplines. Students from rural areas have realized the need for education and have consciously decided to pursue higher education to economically advance their families. Parents from rural areas are also particular that their children should obtain adequate education and take up a career.

The following section presents the results of Average Score Analysis. Average Score Analysis is performed to assess the level of opinion of the respondents of varied demographic profile with regard to the study variables. The procedure adopted for calculating the weighted scores is discussed in detail in Chapter III.

**Table 4.13. Average Score Analysis– Study Variables and Age**

Dimensions	Variables	Age (in years)					
		20	21	22	23	24	25
Personality	Agreeableness	4.16	4.2	4.13	4.18	4.01	4.11
	Extraversion	4.09	4.06	4.11	4.03	3.93	4.07
	Neuroticism	4.07	3.97	4.07	4.04	3.95	4
	Conscientiousness	4.15	4.09	4.13	4.17	4.03	4.15
	Openness	3.99	3.95	3.97	4.03	3.64	4.06
Learning Approaches	Deep Learning	3.88	3.7	3.78	3.86	3.75	3.78
	Surface Learning	3.4	3.33	3.33	3.33	3.34	3.46
	Strategic Learning	4.03	3.85	3.98	3.87	4.08	4.04
Career Planning Attitude	Career Adaptability	3.99	3.93	3.79	4.02	3.83	3.96
	Career Optimism	3.9	3.92	3.85	3.94	3.71	3.83
	Career Knowledge	3.93	3.91	3.81	4.11	3.8	3.83

**Source: Primary data**

Table 4.13 exhibits the weighted average score analysis carried for the study variables and age of the respondents. Respondents belonging to 20 years of age have extracted high score on the variables Neuroticism and Deep Learning; respondents belonging to 21 years of age have extracted high score for the variable Agreeableness because they understand the happenings in the college, they urge to compete with others and become friendly and co-operative. Respondents belonging to 22 years of age have extracted high score on the variables Extraversion, Neuroticism and Strategic Learning, this could be because they will be energetic when the people are around them and they enjoy the social interactions. Since they are about to graduate they use organized study methods and have an intention to achieve higher grades. Respondents belonging to 23 years of

age have extracted high score on the variables Agreeableness, Conscientiousness, Career Adaptability, Career Optimism and Career Knowledge as they are likely to be in the final year of post graduation in case of students from Arts and Science discipline, hence have better career planning aptitude and strive to achieve more in learning and to choose their career. They have a positive attitude towards the career they wanted to go for and they try to gain knowledge through various media which is available and they move to places and become competent and deserving. Respondents belonging to 24 years of age have extracted high score on the variables Strategic learning as the students of this age have goal or objective which they are committed in order to have a proper standard of living. Respondents belonging to 25 years of age have extracted high score on the variables Openness and Surface Learning.

**Table 4.14. Average Score Analysis- Study Variables and disciplines**

Dimensions	Variables	Under Graduation			Post Graduation		
		Arts and Science	Engineering	Management	Arts and Science	Engineering	Management
Personality	Agreeableness	4.26	4.18	4.25	4.13	4.04	3.98
	Extraversion	4.18	4.42	4.6	3.94	4	3.97
	Neuroticism	3.98	4.11	4.06	3.88	3.97	3.94
	Conscientiousness	4.01	4.06	4.10	4.14	4.05	4.02
	Openness	3.90	4.09	4.06	3.9	3.91	3.77
Learning Approaches	Deep Learning	3.95	4.02	4.09	3.7	3.62	3.69
	Surface Learning	3.38	3.45	3.36	3.36	3.36	3.4
	Strategic Learning	3.84	4.04	3.99	3.85	3.87	3.92
Career Planning Attitude	Career Adaptability	3.97	3.89	3.93	3.89	3.96	3.89
	Career Optimism	3.95	3.83	3.88	4.01	3.79	3.89
	Career Knowledge	4.01	3.96	3.87	3.95	3.77	3.86

**Source: Primary data**

Table 4.14 exhibits the weighted average score analysis carried for the study variables among under graduate and post graduate respondents of the three disciplines. Under graduate respondents belonging to arts and science discipline have extracted high score on the variables Agreeableness, Career Adaptability, Career Optimism and Career Knowledge, since the students belonging to this discipline have practical implications in understanding the subjects and thus become positive, improves their knowledge and are adaptable in whatever responsibilities that is been given for them. Under graduate engineering students have extracted high score on the variable Neuroticism, Openness, Surface Learning and Strategic Learning. Under graduate students from management discipline have extracted high score on the variables Extraversion, Conscientiousness and Deep Learning. They learn the course that is behavioral in nature and application oriented. They love to be sociable, they are good in making decision and planning this is possible because they understand the concept and show interest towards the course.

Post graduate respondents from Arts and Science discipline have extracted high score on the variables Agreeableness, Conscientiousness, Career Optimism and Career Knowledge.

Respondents belonging to post graduate Engineering discipline have extracted high score on the variables Extraversion, Neuroticism, Openness and Career Adaptability because they search for opportunities and explore new things. Respondents belonging to post graduate management discipline have extracted high score on the variables Surface Learning and Strategic Learning.

**Table 4.15. Average Score Analysis- Study Variables and Location of Residence**

Dimensions	Variables	Location of Residence		
		Rural	Urban	Semi-Urban
Personality	Agreeableness	4.17	4.21	4.02
	Extraversion	4	4.12	3.99
	Neuroticism	3.92	4.06	3.98
	Conscientiousness	4.04	4.19	3.98
	Openness	3.87	4.01	3.96
Learning Approaches	Deep Learning	3.29	3.42	3.55
	Surface Learning	3.38	3.41	3.35
	Strategic Learning	3.83	3.97	3.96
Career Planning Attitude	Career Adaptability	3.91	3.94	3.9
	Career Optimism	3.92	3.89	3.84
	Career Knowledge	3.84	3.96	3.8

**Source: Primary data**

Table 4.15 exhibits the weighted average score analysis carried for the study variables and location of residence of the respondents. Respondents residing in rural areas have extracted high score on the variables. Career Optimism since they explore opportunities and are more flexible but due to various factors like family, non-availability of sources they are a bit hesitant to move to new places. Respondents belonging to urban areas have extracted high score on the variable Agreeableness, Extraversion, Neuroticism, Conscientiousness, Openness, Surface Learning, Strategic Learning, Career adaptability and Career knowledge. This is an indication of the positive attributes such as family background, media, technology, awareness campaigns which has helped them gain better exposure and awareness of the available opportunities. Respondents belonging to semi-urban areas have extracted high score on the variable Deep Learning since they look for meaning and relate the experiences they have with the significant situations.

**Table 4.16. Consolidated table - Average Score Analysis across varied demographic profile**

<b>Dimensions</b>	<b>Variables</b>	<b>Age (Years)</b>	<b>Under Graduation Discipline</b>	<b>Post Graduation Discipline</b>	<b>Location of Residence</b>
Personality	Agreeableness	21	Arts & Science	Arts & Science	Urban
	Extraversion	22	Management	Engineering	Urban
	Neuroticism	20&22	Engineering	Engineering	Urban
	Conscientiousness	23	Management	Arts & Science	Urban
	Openness	25	Engineering	Engineering	Urban
Learning Approaches	Deep Learning	20	Management	Arts & Science	Semi-Urban
	Surface Learning	25	Engineering	Management	Urban
	Strategic Learning	24	Engineering	Management	Urban
Career Planning Attitude	Career Adaptability	23	Arts & Science	Engineering	Urban
	Career Optimism	23	Arts & Science	Arts & Science	Rural
	Career Knowledge	23	Arts & Science	Arts & Science	Urban

**Source: Primary data**

Table 4.16 exhibits the consolidated weighted average score analysis carried for the study variables age, under graduation and post graduation disciplines and location of residence of the respondents. Respondents belonging to 23 years of age have extracted maximum score for the variables Conscientiousness, Career Adaptability, Career Optimism and Career Knowledge. Respondents of under graduate programmes belonging to the Arts and Science and Engineering disciplines have extracted maximum score for

the variables Agreeableness, Neuroticism, Openness, Surface Learning, Strategic Learning, Career Adaptability, Career Optimism and Career Knowledge. Respondents belonging to the arts and science and engineering disciplines of post graduate programme have extracted maximum score for the variables Agreeableness, Neuroticism, Openness, Conscientiousness, Extroversion, Deep Learning, Career Adaptability, Career Optimism and Career Knowledge. Respondents belonging to the urban areas have extracted maximum score for the variables Agreeableness, Neuroticism, Openness, Conscientiousness, Extroversion, Surface Learning, Strategic Learning, Career Adaptability and Career Knowledge.

#### 4.2 DIFFERENCES IN THE PERCEPTION OF RESPONDENTS ACROSS VARIED DEMOGRAPHIC PROFILE

To examine the second objective, to identify significant differences in the perception of the respondents of varied demographic profile with regard to Personality, Learning Approaches and Career Planning Attitude, analysis of variance is performed.

**Table 4.17. Analysis of Variance across respondents of varied age groups**

<b>Variables/Age (Years)</b>		<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>
Agreeableness	N	128	377	113	45	37	80
	Mean	4.16211	4.20027	4.12611	4.17778	4.00676	4.1125
	F	0.371					
	Sig.	0.869					
Extroversion	N	128	377	113	45	37	80
	Mean	4.09375	4.05902	4.10619	4.03333	3.93243	4.06563
	F	0.259					
	Sig.	0.935					
Neuroticism	N	128	377	113	45	37	80
	Mean	4.07031	3.96751	4.0708	4.03889	3.9527	4
	F	0.458					
	Sig.	0.807					
Conscientiousness	N	128	377	113	45	37	80
	Mean	4.15234	4.09151	4.12832	4.17222	4.02703	4.14688
	F	0.247					
	Sig.	0.942					

Variables/Age (Years)		20	21	22	23	24	25
Openness	N	128	377	113	45	37	80
	Mean	3.99219	3.94828	3.97345	4.02778	3.64189	4.05625
	F	1.634					
	Sig.	0.149					
Deep Learning	N	128	377	113	45	37	80
	Mean	4.0674	3.8485	3.9237	4.0472	3.924	3.9344
	F	1.385					
	Sig.	0.228					
Surface Learning	N	128	377	113	45	37	80
	Mean	3.4023	3.3291	3.3291	3.3264	3.3361	3.4625
	F	1.933					
	Sig.	0.087					
Strategic Learning	N	128	377	113	45	37	80
	Mean	4.0383	3.885	4.0079	3.9078	4.0554	4.0586
	F	2.797					
	Sig.	0.016					
Career Adaptability	N	128	377	113	45	37	80
	Mean	3.9915	3.9327	3.7924	4.0222	3.8256	3.9636
	F	1.142					
	Sig.	0.336					
Career Optimism	N	128	377	113	45	37	80
	Mean	3.902	3.9236	3.8471	3.9434	3.7101	3.8307
	F	0.598					
	Sig.	0.701					
Career Knowledge	N	128	377	113	45	37	80
	Mean	3.9271	3.9098	3.8083	4.1111	3.8018	3.825
	F	1.052					
	Sig.	0.386					

Source: Primary data



The table 4.17 presents the results of ANOVA, performed to test the differences in the perception of respondents of varied age groups with regard to the study variables. The mean value is high for the variables Agreeableness (M=4.20027) among respondents of 21 years of age; Extroversion (M= 4.10619) and Neuroticism (M=4.0708) among respondents of 22 years of age; Conscientiousness (M= 4.17222) among 23 years of age and Openness (M=4.05625) among respondents of 25 years of age.

Respondents have scored high mean value for the variables Deep Learning mean among 20 years (M=4.0674) of age and 23 years of age (M=4.0472); Surface Learning among 20 years of age (M=3.4023) and 25 years of age (M=3.4625); Strategic Learning among 20 years (M=4.0383), 22 years (M=4.0079), 24 years (M=4.0554) and 25 years (M=4.0586) of age. Entwistle and Tait (1990) found that students who adopt deep approaches say that they prefer teaching that provides an intellectual challenge and encourages them to explore their own ideas.

Career Adaptability is perceived high among respondents of 23 years of age (M=4.0222) and 20 years (M=3.9915), 25 years (M=3.9636) and 21 years (M=3.9327); Career Optimism among 23 years (M=3.9434), 21 years (M=3.9236) and 20 years (M=3.902); Career Knowledge among 23 years (M=4.1111) of age. The skills students acquire at the end of their education are a reflection of the career plans and accompanying program choices they have made throughout their education. The students possess the knowledge regarding the available career options and make appropriate choices matching their skill requirements.

Testing at 5% level of significance, it could be inferred that there is no significant difference in the perception of respondents of varied age groups for the study variables Agreeableness (F=0.371; p=0.869), Extroversion (F=0.259; p=0.935) and Neuroticism (F=0.458; p=0.807), Conscientiousness (F=0.247; p=0.942), Openness (F=1.634; p=0.149), Deep Learning (F=1.385; p=0.228), Surface Learning (F=1.933; p=0.087), Career Adaptability (F=1.142; p=0.336), Career Optimism (F=0.598; p=0.701) and Career Knowledge (F=1.052; p=0.386). There is significant difference in the perception of respondents of varied age for the variable Strategic Learning (F=2.797; p=0.016). Hence to find out which age of the respondents differ in their perception from the others post hoc analysis is carried out.

**Table 4.18. Post hoc analysis – Strategic Learning and Age of the respondents**

Age (years)	N	Subset for alpha = 0.05	
		1	2
21	377	3.8850	
23	45	3.9078	
22	113		4.0079
20	128		4.0383
24	37		4.0554
25	80		4.0586

Post hoc analysis for Strategic learning approach across different age of the respondents is carried out and two subsets emerge. Respondents belonging to 21 years (M=3.8850) and 23 years (M=3.9078) falls under subset 1 have a low mean perception towards Strategic learning approach and the respondents of 22 years (M=4.0079), 20 years (M=4.0383), 24 years (M=4.0554) and 25 years (M=4.0586) fall in subset 2, and have a high mean perception. The knowledge students acquire over the years of education they undergo helps them plan their career and adopt a learning approach appropriate to the set learning objectives.

**Table 4.19. Analysis of Variance across respondents of varied under graduate disciplines**

<b>Variables / Under graduate disciplines</b>	<b>N</b>	<b>Mean</b>	<b>F</b>	<b>Sig.</b>	
Agreeableness	Arts and Science	170	4.26324	0.407	0.666
	Engineering	183	4.17623		
	Management	135	4.24815		
Extroversion	Arts and Science	170	4.1	0.126	0.882
	Engineering	183	4.11885		
	Management	135	4.15		
Neuroticism	Arts and Science	170	3.98382	0.878	0.416
	Engineering	183	4.10519		
	Management	135	4.06482		
Conscientiousness	Arts and Science	170	4.06324	1.0000	0.368
	Engineering	183	4.18989		
	Management	135	4.16667		
Openness	Arts and Science	170	3.89853	3.19	0.042
	Engineering	183	4.09153		
	Management	135	4.05741		
Deep Learning	Arts and Science	170	3.9044	1.962	0.142
	Engineering	183	4.0034		
	Management	135	4.1019		
Surface Learning	Arts and Science	170	3.3125	2.823	0.060
	Engineering	183	3.4095		
	Management	135	3.3769		
Strategic Learning	Arts and Science	170	3.88	5.183	0.006
	Engineering	183	4.0607		
	Management	135	4.0004		
Career Adaptability	Arts and Science	170	3.9743	0.543	0.581
	Engineering	183	3.8862		
	Management	135	3.932		
Career Optimism	Arts and Science	170	3.9743	1.349	0.260
	Engineering	183	3.8177		
	Management	135	3.8727		
Career Knowledge	Arts and Science	170	3.8706	1.049	0.351
	Engineering	183	3.9927		
	Management	135	3.8765		

**Source: Primary data**

The table 4.19 presents the results of ANOVA, performed to test the differences in the perception of respondents of varied under graduate disciplines with regard to the study variables.

Among the under graduate students the mean value for the variable Agreeableness (M=4.26324) is higher among the students of Arts and Science discipline and this could be because the students from the Arts and Science discipline are more focused towards exploring new things. The mean value for the variable Extroversion (M=4.15) is higher among the students of Management discipline as they need to be talkative, sociable and assertive in nature. The mean value of students for the variable Neuroticism (M=4.10519), Conscientiousness (M=4.18989) and Openness (M=4.09153) is higher among the Engineering graduates and this could be due to their determination, high achieving mindset, open to new ideas and creative thinking.

The perception of respondents of varied disciplines of under graduate students with regard to the approaches to learning indicates that the mean value for the variable Deep Learning approach (M=4.1019) is higher among management students. Deep Learning is about combining in-depth academic knowledge and skills and managing their own learning. Students learn to self-direct their own education and adopt what is known as 'academic mindsets,' and they learn to be lifelong learners. The mean value for the variable Surface Learning (M=3.4095) is higher among Engineering students, because teaching-learning environment with a poor quality of teaching together with assessment focused on memorizing and due to very high workload, students tend to choose a surface learning approach (e.g. Trigwell & Prosser, 1991). The mean value for the variable Strategic Learning (M=4.0607) is higher among Engineering students as can they employ different approaches to learning for different courses, depending on whether the course is more related to their future profession or not and hence choose strategic approach to learning.

The perception of respondents of varied disciplines of under graduation with regard to the variables of career planning attitude reveals that the mean value for the variable Career Adaptability (M=3.9743) and Career Optimism (M=3.9743) is higher among students of Arts and science discipline. This could be because the students from

the Arts and Science discipline are more focused towards exploring new things and they are learning the courses practical than the management students. Further there are diverse opportunities for them in making choice of their career and hence they explore all the opportunities to make the best choice. Career Knowledge (M=3.9927) is higher among students of Engineering discipline, since job requirements are continuously changing and new jobs are added every year, students explore and update themselves of the available career opportunities. Further regular interaction between academia and industries also helps students in updating the new career options available. Industries are providing opportunities for the engineering students to have hands-on training for future employment because they realize that the training of students is not the sole responsibility of the academia but a shared task of the industry. Training aims to change trainees' performance through improved knowledge, skills, and attitude.

Testing at 5% level of significance, among the five personality variables considered four dimensions namely Agreeableness ( $F=0.407$ ;  $p<0.666$ ), Extroversion ( $F=0.1260$ ;  $p<0.882$ ), Neuroticism ( $F=0.878$ ;  $p<0.416$ ), and Conscientiousness ( $F=1.000$ ;  $p<0.368$ ); among the three approaches to learning two approaches namely Deep approach ( $F=1.962$ ;  $p<0.142$ ) and Surface approach ( $F=2.823$ ;  $p<0.060$ ); and the three Career Planning attitude dimensions namely Career adaptability ( $F=0.543$ ;  $p<0.581$ ); Career optimism ( $F=1.349$ ;  $p<0.260$ ) and Career Knowledge ( $F=1.049$ ;  $p<0.351$ ) do not have a significant difference in the perception among undergraduate students of varied disciplines.

There is significant difference in the perception of the undergraduate students for the personality dimension variable Openness ( $F=3.19$ ;  $p<0.042$ ) and Strategic learning approach ( $F=5.183$ ;  $p<0.006$ ). Hence to find out which discipline of graduate students differ in their perception from the others post hoc analysis is carried out.

**Table 4.20. Post hoc analysis – Openness personality and under graduate disciplines**

Under Graduate discipline	N	Openness Subset for alpha = 0.05	
		1	2
Arts and Science	170	3.8985	
Management	135		4.0574
Engineering	183		4.0915

Post hoc analysis for the personality dimension variable Openness across different discipline is carried out and two subsets emerge. Students from Arts and science (M=3.8985) discipline falls under subset 1 and the respondents of this discipline have a low mean perception towards the personality dimension Openness and the respondents of Engineering (M=4.0574) and Management (M=4.0915) disciplines fall in subset 2, and have a high mean perception.

**Table 4.21. Post hoc analysis – Strategic Learning and under graduate disciplines**

Under graduate discipline	N	Subset for alpha = 0.05	
		1	2
Arts and Science	170	3.8800	
Management	135	4.0004	4.0004
Engineering	183		4.0607

Post hoc analysis for Strategic learning approach across different disciplines of undergraduate students is carried out and two subsets emerge. Students of Arts and Science (M=3.8800) discipline falls under subset 1 and students of Engineering (M=4.0607) discipline fall in subset 2. Students of Management (M=4.0004) discipline fall in both the subsets, but since their mean value is close to subset 2, it is appropriate to include them in subset 2. Students of Management and Engineering discipline have a high mean compared to students of Arts and Science discipline.

**Table 4.22. Analysis of Variance across respondents of varied Post Graduate disciplines**

<b>Variables / Post graduate disciplines</b>		<b>N</b>	<b>Mean</b>	<b>F</b>	<b>Sig.</b>
Agreeableness	Arts and Science	103	4.1335	0.515	0.598
	Engineering	108	4.044		
	Management	81	3.9846		
Extroversion	Arts and Science	103	3.9417	0.102	0.903
	Engineering	108	3.9977		
	Management	81	3.9722		
Neuroticism	Arts and Science	103	3.8786	0.323	0.724
	Engineering	108	3.9722		
	Management	81	3.9383		
Conscientiousness	Arts and Science	103	4.1408	0.573	0.565
	Engineering	108	4.0463		
	Management	81	4.0185		
Openness	Arts and Science	103	3.8956	0.793	0.454
	Engineering	108	3.9144		
	Management	81	3.7747		
Deep Learning	Arts and Science	103	3.8343	0.671	0.512
	Engineering	108	3.7101		
	Management	81	3.8418		
Surface Learning	Arts and Science	103	3.3131	2.095	0.125
	Engineering	108	3.2946		
	Management	81	3.4182		
Strategic Learning	Arts and Science	103	3.8861	0.173	0.842
	Engineering	108	3.9173		
	Management	81	3.9377		
Career Adaptability	Arts and Science	103	3.8941	0.242	0.785
	Engineering	108	3.9588		
	Management	81	3.8945		
Career Optimism	Arts and Science	103	4.0141	2.151	0.118
	Engineering	108	3.7854		
	Management	81	3.8911		
Career Knowledge	Arts and Science	103	3.9515	1.278	0.280
	Engineering	108	3.7716		
	Management	81	3.856		

**Source: Primary data**

The table 4.22 presents the results of ANOVA, performed to test the differences in the perception of respondents of varied post graduate disciplines with regard to the study variables. The mean value for the variables Agreeableness ( $M=4.1335$ ), and Conscientiousness ( $M=4.1408$ ) is higher among the Arts and science graduates because the students accepts the things as they does it practical, they enjoy the course. Agreeable people are better liked than disagreeable people. Agreeableness is not useful in situations that require tough or totally objective decisions. Conscientious individuals who graduate from Arts and science discipline avoid trouble and achieve high levels of success through purposeful planning and persistence. They are also positively regarded by others as intelligent and reliable. On the negative side, they can be compulsive perfectionists and workaholics. The mean value of students from Engineering discipline is high for the variables Extroversion ( $M=3.9977$ ), Neuroticism ( $M=3.9722$ ). People high in neuroticism are emotionally reactive. They respond emotionally to events that would not affect most people, and their reactions tend to be more intense than normal. They are more likely to interpret ordinary situations as threatening, and minor frustrations as hopelessly difficult. Openness ( $M=3.9144$ ) is higher among the Engineering graduates because Open people are intellectually curious, appreciative of art, and sensitive. They tend to be, compared to closed people and more aware of their feelings.

The mean value of students for the variable Deep learning ( $M=3.8418$ ), Surface learning ( $M=3.4182$ ) and Strategic learning ( $M=3.9377$ ) is higher among Management students. The mean value of students for the variable Career Adaptability ( $M=3.9588$ ) is higher among Engineering students and it could be because they have wide opportunities and hence they adapt themselves to the available opportunities. The mean value for the variable Career Optimism ( $M=4.0141$ ) and Career Knowledge ( $M=3.9515$ ) is higher among Arts and science students. Students gain the knowledge and skills needed to pursue a specific career path are also aware of the multiple career paths available to them.

Testing at 5% level of significance it could be inferred that there is no significant difference in the perception of the post graduate students of Arts and Science, Engineering and Management Discipline for the variables Agreeableness ( $F=0.515$ ;  $p<0.598$ ); Extroversion ( $F=0.102$ ;  $p<0.903$ ); Neuroticism ( $F=0.323$ ;  $p<0.724$ ); Conscientiousness ( $F=0.573$ ;  $p<0.565$ ); Openness ( $F=0.793$ ;  $p<0.454$ ); Deep learning ( $F=0.671$ ;  $p<0.512$ );



Surface learning ( $F=2.095$ ;  $p<0.125$ ); Strategic learning ( $F=0.173$ ,  $p<0.842$ ); Career Adaptability ( $F=0.242$ ;  $p<0.785$ ); Career Optimism ( $F=2.151$ ;  $p<0.118$ ) and Career Knowledge ( $F=1.278$ ;  $p<0.280$ ).

**Table 4.23. Analysis of Variance across respondents of varied Location of Residence**

Variables /Location of Residence		N	Mean	F	Sig.
Agreeableness	Rural	221	4.1708	1.981	0.139
	Urban	422	4.2079		
	Semiurban	137	4.0164		
Extroversion	Rural	221	3.9989	2.130	0.120
	Urban	422	4.1244		
	Semiurban	137	3.9872		
Neuroticism	Rural	221	3.9152	2.181	0.114
	Urban	422	4.0622		
	Semiurban	137	3.9799		
Conscientiousness	Rural	221	4.0441	4.322	0.014
	Urban	422	4.1949		
	Semiurban	137	3.9781		
Openness	Rural	221	3.8676	2.373	0.094
	Urban	422	4.0077		
	Semiurban	137	3.9635		
Deep Learning	Rural	221	3.8184	2.272	0.104
	Urban	422	3.9751		
	Semi urban	137	3.9092		
Surface Learning	Rural	221	3.3326	0.497	0.608
	Urban	422	3.3663		
	Semi urban	137	3.3563		
Strategic Learning	Rural	221	3.8638	4.141	0.016
	Urban	422	3.9873		
	Semi urban	137	4.0036		
Career Adaptability	Rural	221	3.9095	0.225	0.799
	Urban	422	3.9423		
	Semi urban	137	3.8985		
Career Optimism	Rural	221	3.9235	0.415	0.660
	Urban	422	3.8903		
	Semi urban	137	3.8374		
Career Knowledge	Rural	221	3.8356	2.579	0.076
	Urban	422	3.9589		
	Semi urban	137	3.7981		

**Source: Primary data**

The table 4.23 presents the results of ANOVA, performed to test the differences in the perception of respondents of varied location of residence with regard to the study variables.

For the variables Agreeableness (M=4.2079), Extroversion (M=4.1244), Neuroticism (M=4.0622), Conscientiousness (M=4.1949) and Openness (M=4.0077) mean value is higher among students residing in Urban areas because the students know the society around them, they are matured enough in knowing the people around, the individuals urge to go for work than being at home and they know what they need. They are more likely to grow on their own and that improve their standard of living. The mean value of students for the variable Deep learning (M=3.9751) is higher among urban students as they have technological advancement, awareness about the courses and opportunities, hail from educated family, and they learn on their own. They develop their skills to score higher grades and to carve a better career. The mean value for the variable Surface learning (M=3.3663) is higher among urban students, because students from affluent families feel that education is only for getting marks and are more oriented in getting a degree and hence they enjoy their life as students and feel nothing is important as their parents also support them. The mean value for the variable Strategic learning (M=4.0036) is higher among students residing in semi urban areas and these students are likely to be first generation college goers and hence are more tied in orienting to their goals. For the variables Career Adaptability (M= 3.9423), Career Knowledge (M=3.9589) mean value is higher among urban students, as are aware of the changes that are taking place in the job market, the new job opportunities, new career openings, cross career opportunities which will help them make planned choice of their career and leverage their strengths. The mean value for the variable Career Optimism (M=3.9235) is higher among rural students, because the students now a days feel confident about the future and are mostly first generation college goers. Awareness is created by media about the opportunities available to them, and proper direction is provided by their parents and also seek advise from learned people.

Testing at 5% level of significance there is no significant difference in the perception of the students residing in rural, urban and semi urban areas for the variables Agreeableness (F=1.981;  $p < 0.139$ ); Extroversion (F=2.130;  $p < 0.120$ ); Neuroticism

( $F=2.181$ ;  $p<0.114$ ); Openness ( $F=2.373$ ;  $p<0.094$ ); Deep learning ( $F=2.272$ ;  $p<0.104$ ); Surface learning ( $F=0.497$ ;  $p<0.608$ ); Career Adaptability ( $F=0.225$ ;  $p<0.799$ ), Career Optimism ( $F=0.415$ ;  $p<0.660$ ) and Career Knowledge ( $F=2.579$ ;  $p<0.076$ ). There is significant difference in the perception of the students residing in rural, urban and semi urban areas for the variables Conscientiousness ( $F=4.322$ ;  $p<0.014$ ); and Strategic learning ( $F=4.141$ ;  $p<0.016$ ). Hence to find out students residing from which area of location differ in their perception from the others post hoc analysis is carried out.

**Table 4.24. Post hoc analysis – Conscientiousness personality and Location of Residence**

Location of Residence	N	Subset for alpha = 0.05	
		1	2
Semi Urban	137	3.9781	
Rural	221	4.0441	4.0441
Urban	422		4.1949

Post hoc analysis for the personality Conscientiousness reveals that two subsets emerge. Students residing in Semi urban ( $M=3.9781$ ) areas falls in subset 1 and urban ( $M=4.1949$ ) areas fall in subset 2, and they have a high level of mean perception. Students residing in rural areas ( $M=4.0441$ ) falls under subset 1 and subset 2, but since the mean value is close to subset 1 it is appropriate to include in subset 1.

**Table 4.25. Post hoc analysis – Strategic Learning and Location of Residence**

Location of Residence	N	Subset for alpha = 0.05	
		1	2
Rural	221	3.8638	
Urban	422		3.9873
Semi Urban	137		4.0036

Post hoc analysis for Strategic approach to learning across students of varied location of residence reveals that two subsets emerge. Students from rural areas (M=3.8638) fall in subset and they have a low mean value compared to students residing in Urban (M=3.9873) and semi urban (M=4.0036) areas.

#### **4.3 ASSOCIATION AMONG PERSONALITY, LEARNING APPROACHES AND CAREER PLANNING ATTITUDE OF FEMALE UNDER GRADUATE AND POST GRADUATE STUDENTS**

To examine the third objective, the association between Personality, Learning Approaches and Career Planning Attitude of female under graduate and post graduate students correlation analysis is performed.

Following table 4.26 represents the results of Correlation analysis between Personality and Learning Approaches across under graduate students.

**Table 4.26. Correlation Analysis - Personality and Learning Approaches across students of under graduate disciplines**

Personality		Learning Approaches											
		Deep Learning				Surface Learning				Strategic Learning			
		Together	Arts & Science	Engineering	Management	Together	Arts & Science	Engineering	Management	Together	Arts & Science	Engineering	Management
Agreeableness	Pearson Correlation	0.651**	0.593**	0.449**	0.598**	-0.139**	-0.131*	-0.236**	-0.102	0.475**	0.440**	0.410**	0.404**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.003	0.020	0.001	0.087	0.000	0.000	0.000	0.000
Extroversion	Pearson Correlation	0.741**	0.735**	0.633**	0.772**	-0.020	0.024	-0.203**	0.039	0.612**	0.640**	0.589**	0.651**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.673	0.675	0.006	0.519	0.000	0.000	0.000	0.000
Neuroticism	Pearson Correlation	0.641**	0.652**	0.621**	0.628**	0.003	0.046	-0.043	-0.020	0.505**	0.522**	0.523**	0.488**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.954	0.418	0.561	0.743	0.000	0.000	0.000	0.000
Conscientiousness	Pearson Correlation	0.462**	0.477**	0.474**	0.382**	0.057	0.120*	-0.052	0.049	0.493**	0.518**	0.480**	0.403**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.222	0.034	0.483	0.416	0.000	0.000	0.000	0.000
Openness	Pearson Correlation	0.512**	0.540**	0.362**	0.415**	.164**	0.198**	0.045	0.135*	0.392**	0.472**	0.283**	0.257**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.548	0.023	0.000	0.000	0.000	0.000

**Source: Primary data**

Table 4.26 shows that under graduate students belonging to Arts and Science ( $r=0.735$ ;  $p<0.000$ ), Engineering discipline ( $r=0.633$ ,  $p<0.000$ ) and Management ( $r=0.77$ ,  $p<0.000$ ) disciplines exhibiting Extroversion personality; and Arts and Science ( $r=0.652$ ,  $p<0.000$ ), Engineering ( $r=0.621$ ,  $p<0.000$ ), and Management ( $r=0.628$ ,  $p<0.000$ ) disciplines exhibiting Neuroticism personality and adopting Deep Approach to learning have high correlation. Moderate correlation is exhibited by students adopting Deep approach to learning of Arts and Science ( $0.593$ ,  $p<0.000$ ); and Management ( $r=0.598$ ;  $p<0.000$ ) disciplines and exhibiting Agreeableness personality. Further high correlation is exhibited by students adopting Strategic approach to learning in Arts and Science ( $r=0.640$ ,  $p<0.000$ ), and Management ( $r=0.651$ ,  $p<0.000$ ) disciplines are of Extroversion Personality.

Moderate correlation is exhibited by students from Engineering ( $r=0.589$ ,  $p<0.000$ ) discipline who are of Extroversion Personality; Arts and Science ( $r=0.522$ ,  $p<0.000$ ), Engineering ( $r=0.523$ ,  $p<0.000$ ) disciplines and Neuroticism personality; and Arts and Science ( $r=0.518$ ,  $p<0.000$ ) discipline and Conscientiousness personality adopting strategic approaches to learning.

Low correlation is exhibited by students adopting Deep approach to learning and Agreeableness personality in Engineering Discipline ( $r=0.449$ ,  $p<0.000$ ); Conscientiousness personality of Arts and Science ( $0.477$ ,  $p<0.000$ ), Engineering ( $r=0.474$ ,  $p<0.000$ ) and Management ( $r=0.382$ ,  $p<0.000$ ) disciplines; Openness personality of Arts and Science ( $0.540$ ,  $p<0.000$ ), Engineering ( $r=0.362$ ,  $p<0.000$ ) and Management ( $r=0.415$ ,  $p<0.000$ ) disciplines.

Students adopting strategic approaches to learning and are of agreeableness personality exhibiting low correlation are from Arts and Science ( $0.440$ ,  $p<0.000$ ), Engineering ( $r=0.410$ ,  $p<0.000$ ) and Management ( $r=0.404$ ,  $p<0.000$ ) disciplines; Neuroticism personality from Management discipline ( $0.488$ ,  $p<0.000$ ); Conscientiousness personality from Engineering ( $r=0.480$ ,  $p<0.000$ ) and Management ( $r=0.403$ ,  $p<0.000$ ) disciplines; openness personality from Arts and Science ( $0.472$ ,  $p<0.000$ ), Engineering ( $r=0.283$ ,  $p<0.000$ ) and Management ( $r=0.257$ ,  $p<0.000$ ) disciplines.

It could be inferred that students adopting Surface approach to learning exhibit negative and very Low correlation.

**Table 4.27. Correlation analysis-Personality and Career planning attitude across students of under graduate disciplines**

Personality		Career planning attitude											
		Career adaptability				Career optimism				Career knowledge			
		Together	Arts & Science	Engineering	Management	Together	Arts & Science	Engineering	Management	Together	Arts & Science	Engineering	Management
Agreeableness	Pearson Correlation	0.584**	0.580**	0.387**	0.512**	0.564**	0.541**	0.276**	0.402**	0.368**	0.357**	0.273**	0.220**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Extroversion	Pearson Correlation	0.657**	0.665**	0.590**	0.632**	0.614**	0.610**	0.431**	0.518**	0.382**	0.392**	0.396**	0.274**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Neuroticism	Pearson Correlation	0.648**	0.656**	0.599**	0.610**	0.636**	0.652**	0.472**	0.529**	0.516**	0.538**	0.532**	0.413**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Conscientiousness	Pearson Correlation	0.512**	0.506**	0.492**	0.415**	0.643**	0.605**	0.530**	0.495**	0.516**	0.519**	0.590**	0.441**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Openness	Pearson Correlation	0.517**	0.510**	0.403**	0.413**	0.501**	0.502**	0.338**	0.389**	0.385**	0.383**	0.332**	0.251**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000

**Source: Primary data**

Table 4.27 shows that high correlation is exhibited by students who are of Extroversion personality from Arts and Science ( $r=0.665$ ;  $p<0.000$ ) and Management ( $r= 0.632$ ;  $p<0.000$ ) disciplines; Neuroticism personality from Arts and Science ( $0.656$ ;  $p<0.000$ ) and Management ( $r=0.610$ ;  $p<0.000$ ) disciplines with regard to Career adaptability. High correlation is exhibited by students from Arts and Science ( $r=0.610$ ;  $p<0.000$ ) discipline and Extroversion personality; Arts and Science ( $r=0.652$ ;  $p<0.000$ ) discipline and Neuroticism personality; Arts and Science ( $r=0.605$ ;  $p<0.000$ ) and Conscientiousness personality with regard to Career Optimism.

Moderate correlation is exhibited by students of Arts and Science ( $0.580$ ,  $p<0.000$ ) and Management ( $r=0.512$ ;  $p<0.000$ ) disciplines exhibiting Agreeableness personality; Engineering discipline ( $r=0.590$ ,  $p<0.000$ ) exhibiting Extroversion personality; Engineering ( $r=0.599$ ,  $p<0.000$ ) disciplines exhibiting Neuroticism personality; Arts and Science ( $r=0.506$ ,  $p<0.000$ ) discipline exhibiting Conscientiousness personality; Arts and Science ( $r=0.510$ ,  $p<0.000$ ) disciplines exhibiting Openness personality with regard to Career adaptability. Further moderate correlation is exhibited by students of Arts and Science ( $r=0.541$ ,  $p<0.000$ ) discipline exhibiting agreeableness personality; Management ( $r=0.518$ ,  $p<0.000$ ) discipline exhibiting Extroversion Personality; Management ( $r=0.529$ ,  $p<0.000$ ) discipline exhibiting Neuroticism personality with regard to Career optimism. Students of Arts and Science ( $r=0.538$ ,  $p<0.000$ ) and Engineering ( $r=0.532$ ,  $p<0.000$ ) disciplines exhibiting Neuroticism personality; Arts and Science ( $r=0.519$ ,  $p<0.000$ ) and Engineering ( $r=0.590$ ,  $p<0.000$ ) disciplines exhibiting Conscientiousness personality also exhibit moderate correlation with regard to Career knowledge.

Low correlation is exhibited by students of Engineering ( $r=0.387$ ;  $p<0.000$ ) disciplines and exhibiting Agreeableness personality; Engineering ( $r=0.492$ ,  $p<0.000$ ) and Management ( $r=0.415$ ,  $p<0.000$ ) disciplines exhibiting Conscientiousness personality; Engineering ( $r=0.403$ ,  $p<0.000$ ) and Management ( $r=0.413$ ,  $p<0.000$ ) disciplines exhibiting Openness personality with regard to Career adaptability.



Further with regard to Career optimism students of Engineering ( $r=0.276$ ,  $p<0.000$ ) and Management ( $r=0.402$ ,  $p<0.000$ ) discipline and exhibiting agreeableness personality; Engineering ( $r=0.431$ ,  $p<0.000$ ) disciplines and Extroversion Personality; Engineering ( $r=0.472$ ,  $p<0.000$ ) disciplines and Neuroticism personality; Management ( $r=0.495$ ,  $p<0.000$ ) disciplines and Conscientiousness personality; Engineering ( $r=0.338$ ,  $p<0.000$ ) and Management ( $r=0.389$ ,  $p<0.000$ ) disciplines and openness personality exhibiting low correlation. Students of Arts and Science ( $r=0.357$ ,  $p<0.000$ ), Engineering ( $r=0.273$ ,  $p<0.000$ ) and Management ( $r=0.220$ ,  $p<0.000$ ); disciplines exhibiting Agreeableness personality; Arts and Science ( $r=0.392$ ,  $p<0.000$ ), Engineering ( $r=0.396$ ,  $p<0.000$ ) and Management ( $r=0.274$ ,  $p<0.000$ ) disciplines exhibiting Extroversion personality; Management ( $r=0.413$ ,  $p<0.000$ ) discipline exhibiting Neuroticism personality; Management ( $r=0.441$ ,  $p<0.000$ ) discipline exhibiting Conscientiousness personality; Arts and Science ( $r=0.383$ ,  $p<0.000$ ), Engineering ( $r=0.332$ ,  $p<0.000$ ) and Management ( $r=0.251$ ,  $p<0.000$ ) disciplines exhibiting Openness personality with regard to Career Knowledge have extracted low correlation.

**Table 4.28. Correlation analysis -Learning approaches and Career planning attitude across students of under graduate disciplines**

Learning Approaches		Career planning attitude											
		Career adaptability				Career optimism				Career knowledge			
		Together	Arts & Science	Engineering	Management	Together	Arts & Science	Engineering	Management	Together	Arts & Science	Engineering	Management
Deep Learning	Pearson Correlation	0.683**	0.703**	0.571**	0.723**	0.613**	0.583**	0.401**	0.527**	0.570**	0.541**	0.625**	0.530**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Surface Learning	Pearson Correlation	0.031	0.045	-0.161*	-0.055	-0.002	0.010	-0.161*	-0.029	0.111*	0.141*	-0.003	0.004
	Sig. (2-tailed)	0.554	0.422	0.029	0.354	0.964	0.861	0.029	0.623	0.017	0.012	0.968	0.948
Strategic Learning	Pearson Correlation	0.468**	0.477**	0.442**	0.435**	0.451**	0.444**	0.467**	0.354**	0.380**	0.379**	0.361**	0.278**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000

**Source: Primary data**

Table 4.28 shows that high correlation is exhibited by students of Arts and Science ( $r=0.703$ ;  $p<0.000$ ) and Management ( $r=0.723$ ,  $p<0.000$ ) disciplines adopting Deep approach to learning with regard to Career adaptability; Students of Engineering ( $r=0.625$ ;  $p<0.000$ ) discipline adopting Deep approach to learning with regard to Career knowledge.

Moderate correlation is exhibited by students of Engineering ( $r=0.571$ ,  $p<0.000$ ) discipline adopting Deep approach to learning with regard to Career adaptability; Arts and Science ( $r=0.583$ ;  $p<0.000$ ) and Management ( $r= 0.527$ ,  $p<0.000$ ) disciplines adopting Deep approach to learning with regard to Career optimism; Arts and Science ( $r=0.541$ ;  $p<0.000$ ) and Management ( $r= 0.530$ ,  $p<0.000$ ) discipline adopting Deep approach to learning with regard to Career knowledge.

Low correlation is exhibited by students of Arts and Science ( $r=0.477$ ;  $p<0.000$ ), Engineering ( $r=0.442$ ;  $p<0.000$ ) and Management ( $r= 0.435$ ,  $p<0.000$ ) disciplines adopting Strategic approach to learning with regard to Career adaptability; Engineering ( $r=0.401$ ;  $p<0.000$ ) discipline adopting deep approach to learning; Arts and Science ( $r=0.444$ ;  $p<0.000$ ), Engineering ( $r=0.467$ ;  $p<0.000$ ), and Management ( $r= 0.354$ ,  $p<0.000$ ) disciplines adopting Strategic approach to learning with regard to Career optimism; Arts and Science ( $r=0.379$ ;  $p<0.000$ ), Engineering ( $r=0.361$ ;  $p<0.000$ ), and Management ( $r= 0.278$ ,  $p<0.000$ ) disciplines adopting Strategic approach to learning with regard to Career knowledge. Students adopting Surface approach to learning exhibit negative and very low correlation among all the three dimensions of Career planning attitude.

**Table 4.29. Correlation analysis- Personality and Learning Approaches across students of post graduate disciplines**

Personality		Learning Approaches											
		Deep Learning				Surface Learning				Strategic Learning			
		Together	Arts & Science	Engineering	Management	Together	Arts & Science	Engineering	Management	Together	Arts & Science	Engineering	Management
Agreeableness	Pearson Correlation	0.599**	0.585**	0.506**	0.442**	-0.112*	-0.111*	0.025	0.015	0.403**	0.392**	0.457**	0.351**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.020	0.028	0.797	0.895	0.000	0.000	0.000	0.001
Extroversion	Pearson Correlation	0.754**	0.751**	0.732**	0.630**	0.051	0.068	0.095	-0.015	0.616**	0.616**	0.636**	0.648**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.297	0.180	0.327	0.896	0.000	0.000	0.000	0.000
Neuroticism	Pearson Correlation	0.645**	0.651**	0.588**	0.572**	0.005	-0.001	0.203*	0.131	0.489**	0.495**	0.533**	0.505**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.918	0.984	0.035	0.244	0.000	0.000	0.000	0.000
Conscientiousness	Pearson Correlation	0.457**	0.450**	0.651**	0.491**	0.087	0.091	0.189	0.141	0.480**	0.486**	0.610**	0.429**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.071	0.073	0.050	0.209	0.000	0.000	0.000	0.000
Openness	Pearson Correlation	0.511**	0.514**	0.556**	0.438**	0.183**	0.198**	0.284**	0.090	0.406**	0.439**	0.461**	0.172
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.003	0.423	0.000	0.000	0.000	0.125

**Source: Primary data**

Table 4.29 present the results of correlation analysis among personality and learning approach among post graduate students belonging to Arts and Science ( $r=0.751$ ,  $p<0.000$ ); Management ( $r=0.630$ ,  $p<0.000$ ) and Engineering ( $r= 0.732$ ,  $p<0.000$ ) disciplines exhibiting Extroversion personality; Arts and Science ( $r=0.651$ ,  $p<0.000$ ) exhibiting Neuroticism personality and adopting Deep Approach to learning have exhibited high correlation. Students adopting Strategic approach to learning exhibit high correlation among Arts and Science ( $r=0.616$ ,  $p<0.000$ ), Engineering ( $r=0.636$ ,  $p<0.000$ ) and Management ( $r=0.648$ ,  $p<0.000$ ) disciplines exhibiting Extroversion Personality; Arts and Science ( $r=0.610$ ,  $p<0.000$ ) discipline exhibiting Conscientiousness personality.

Moderate correlation is exhibited by students adopting Deep approach to learning of Arts and Science ( $r=0.585$ ,  $p<0.000$ ); and Engineering ( $r=0.506$ ,  $p<0.000$ ) disciplines and exhibiting Agreeableness personality; Engineering ( $r=0.588$ ,  $p<0.000$ ), and Management ( $r=0.572$ ,  $p<0.000$ ) disciplines exhibiting Neuroticism personality; Arts and Science ( $r=0.514$ ,  $p<0.000$ ), Engineering ( $r=0.556$ ,  $p<0.000$ ) disciplines exhibiting openness personality. Further students adopting Strategic approach to learning exhibit moderate correlation among Engineering ( $r=0.533$ ,  $p<0.000$ ) and Management ( $r=0.505$ ,  $p<0.000$ ) disciplines exhibiting Neuroticism personality.

Low correlation is exhibited by students adopting Deep approach to learning exhibiting Agreeableness personality from Management discipline ( $r=0.442$ ,  $p<0.000$ ); exhibiting Conscientiousness personality from Arts and Science ( $0.450$ ,  $p<0.000$ ) and Management ( $r=0.491$ ,  $p<0.000$ ) disciplines; exhibiting Openness personality from Management ( $r=0.438$ ,  $p<0.000$ ) disciplines. Further students adopting Strategic approach to learning exhibiting agreeableness personality extract low correlation among Arts and Science ( $0.392$ ,  $p<0.000$ ), Engineering ( $r=0.457$ ,  $p<0.000$ ) and Management ( $r=0.351$ ,  $p=0.001$ ) disciplines; exhibiting Neuroticism personality of Arts and Science ( $0.495$ ,  $p<0.000$ ) discipline; exhibiting Conscientiousness personality of Arts and Science ( $0.486$ ,  $p<0.000$ ) and Management ( $r=0.429$ ,  $p<0.000$ ) disciplines; exhibiting Openness personality of Arts and Science ( $0.439$ ,  $p<0.000$ ), Engineering ( $r=0.461$ ,  $p<0.000$ ) and Management ( $r=0.172$ ,  $p<0.125$ ) disciplines.

Students adopting Surface approach to learning exhibit negative and very low correlation for all the five personality variables.

**Table 4.30. Correlation analysis -Personality and Career planning attitude across students of post graduate disciplines**

Personality		Career planning attitude											
		Career adaptability				Career optimism				Career knowledge			
		Together	Arts & Science	Engineering	Management	Together	Arts & Science	Engineering	Management	Together	Arts & Science	Engineering	Management
Agreeableness	Pearson Correlation	0.503**	0.544**	0.482**	0.390**	0.422**	0.410**	0.314**	0.455**	0.330**	0.309**	0.270**	0.163
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.001	0.000	0.000	0.000	0.005	0.146
Extroversion	Pearson Correlation	0.653**	0.657**	0.712**	0.566**	0.518**	0.512**	0.516**	0.615**	0.376**	0.366**	0.465**	0.260*
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.019
Neuroticism	Pearson Correlation	0.649**	0.641**	0.710**	0.610**	0.565**	0.554**	0.603**	0.708**	0.503**	0.490**	0.589**	0.484**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Conscientiousness	Pearson Correlation	0.505**	0.484**	0.648**	0.421**	0.508**	0.493**	0.633**	0.753**	0.520**	0.515**	0.585**	0.443**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Openness	Pearson Correlation	0.447**	0.455**	0.442**	0.424**	0.377**	0.380**	0.398**	0.524**	0.346**	0.333**	0.403**	0.285**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.010

**Source: Primary data**

Table 4.30 present the results of correlation analysis among personality and career planning attitude among post graduate students. High correlation is exhibited by students of Arts and Science ( $r=0.657$ ;  $p<0.000$ ), Engineering ( $r=0.712$ ;  $p<0.000$ ) disciplines exhibiting Extroversion personality; Arts and Science ( $r=0.641$ ,  $p<0.000$ ); Engineering ( $r=0.710$ ;  $p<0.000$ ) and Management ( $r=0.610$ ;  $p<0.000$ ) disciplines exhibiting Neuroticism personality; Engineering ( $r=0.648$ ;  $p<0.000$ ) disciplines exhibiting Conscientiousness personality with regard to Career adaptability. Students of Management ( $r=0.615$ ;  $p<0.000$ ) discipline exhibiting Extroversion personality; Engineering ( $r=0.603$ ;  $p<0.000$ ) and Management ( $r=0.708$ ;  $p<0.000$ ) disciplines exhibiting Neuroticism personality; Engineering ( $r=0.633$ ;  $p<0.000$ ) and Management ( $r=0.753$ ;  $p<0.000$ ) disciplines exhibiting Conscientiousness personality with regard to Career optimism.

Moderate correlation is exhibited by students of Arts and Science ( $r=0.544$ ,  $p<0.000$ ) discipline and exhibiting Agreeableness personality; Management discipline ( $r=0.566$ ,  $p<0.000$ ) exhibiting Extroversion personality with regard to Career adaptability. Further moderate correlation is exhibited by students of Arts and science ( $r=0.512$ ,  $p<0.000$ ) and Engineering ( $r=0.516$ ,  $p<0.000$ ) disciplines exhibiting Extroversion personality, Arts and science ( $r=0.554$ ,  $p<0.000$ ) discipline exhibiting Neuroticism personality; Management ( $r=0.524$ ,  $p<0.000$ ) discipline exhibiting Openness personality with regard Career optimism. Students of Engineering ( $r=0.589$ ,  $p<0.000$ ) discipline exhibiting Neuroticism personality, Arts and Science ( $r=0.515$ ,  $p<0.000$ ) and Engineering ( $r=0.585$ ,  $p<0.000$ ) disciplines exhibiting Conscientiousness personality also exhibit low correlation with regard to Career knowledge.

Low correlation is exhibited by students of Engineering ( $r=0.482$ ;  $p<0.000$ ) and Management ( $r=0.390$ ,  $p<0.000$ ) disciplines and exhibiting Agreeableness personality; Arts and Science ( $r=0.484$ ,  $p<0.000$ ) and Management ( $r=0.421$ ,  $p<0.000$ ) disciplines exhibiting Conscientiousness personality; Arts and Science ( $r=0.455$ ,  $p<0.000$ ), Engineering ( $r=0.442$ ,  $p<0.000$ ) and Management ( $r=0.424$ ,  $p<0.000$ ) disciplines exhibiting Openness personality with regard to Career adaptability. Further students of Arts and Science ( $r=0.410$ ,  $p<0.000$ ), Engineering ( $r=0.314$ ,  $p=0.001$ ) and Management ( $r=0.455$ ,  $p<0.000$ ) disciplines exhibiting Agreeableness personality; Arts and Science ( $r=0.493$ ,  $p<0.000$ ) discipline exhibiting Conscientiousness personality; Arts and Science ( $r=0.380$ ,  $p<0.000$ )

and Engineering ( $r=0.398$ ,  $p<0.000$ ) disciplines exhibiting Openness personality with regard to Career optimism extract low correlation. Students of Arts and Science ( $r=0.309$ ,  $p<0.000$ ), Engineering ( $r=0.270$ ,  $p<0.000$ ) and Management ( $r=0.163$ ,  $p=0.146$ ) disciplines exhibiting Agreeableness personality; Arts and Science ( $r=0.366$ ,  $p<0.000$ ), Engineering ( $r=0.465$ ,  $p<0.000$ ) and Management ( $r=0.260$ ,  $p=0.019$ ) disciplines exhibiting Extroversion personality; Arts and Science ( $r=0.490$ ,  $p<0.000$ ) and Management ( $r=0.484$ ,  $p<0.000$ ) disciplines exhibiting Neuroticism personality; Management ( $r=0.443$ ,  $p<0.000$ ) discipline exhibiting Conscientiousness personality; Arts and Science ( $r=0.333$ ,  $p<0.000$ ), Engineering ( $r=0.403$ ,  $p<0.000$ ) and Management ( $r=0.285$ ,  $p=0.010$ ) disciplines exhibiting Openness personality extract low correlation with regard to Career knowledge.



**Table 4.31. Correlation analysis-Learning approaches and Career planning attitude across students of post graduate disciplines**

Learning Approaches		Career planning attitude											
		Career adaptability				Career optimism				Career knowledge			
		Together	Arts & Science	Engineering	Management	Together	Arts & Science	Engineering	Management	Together	Arts & Science	Engineering	Management
Deep Learning	Pearson Correlation	0.720**	0.721**	0.676**	0.532**	0.510**	0.506**	0.525**	0.614**	0.570**	0.557**	0.584**	0.438**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Surface Learning	Pearson Correlation	0.011	0.011	0.141	0.082	-0.042	-0.039	0.096	0.068	0.087	0.083	0.275**	0.022
	Sig. (2-tailed)	0.818	0.828	0.146	0.467	0.401	0.443	0.321	0.544	0.073	0.101	0.004	0.847
Strategic Learning	Pearson Correlation	0.454**	0.466**	0.569**	0.377**	0.349**	0.344**	0.408**	0.439**	0.354**	0.354**	0.431**	0.258*
	Sig. (2-tailed)	0.000	0.000	0.000	0.001	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.020

**Source: Primary data**

Table 4.31 present the results of correlation analysis among learning approach and career planning attitude among post graduate students. High correlation is exhibited by students adopting Deep approach to learning of Arts and Science ( $r=0.721$ ;  $p<0.000$ ) and Engineering ( $r=0.676$ ,  $p<0.000$ ) discipline with regard to Career adaptability and Management ( $r= 0.614$ ,  $p<0.000$ ) discipline with regard to Career optimism.

Moderate correlation is exhibited by students adopting Deep approach to learning with regard to Career adaptability among students of Management ( $r= 0.532$ ,  $p<0.000$ ) discipline; Arts and Science ( $r=0.506$ ;  $p<0.000$ ), Engineering ( $r=0.525$ ;  $p<0.000$ ) with regard to Career Optimism and Arts and Science ( $r=0.557$ ;  $p<0.000$ ), and Engineering ( $r=0.584$ ;  $p<0.000$ ) discipline students with regard to Career knowledge and among Engineering ( $r=0.569$ ;  $p<0.000$ ) discipline students adopting Strategic approach to learning with regard to Career Adaptability.

Low correlation is exhibited with regard to Career adaptability by students of Management ( $r= 0.377$ ,  $p=0.001$ ) disciplines and adopting Strategic approach to learning. With regard to Career optimism students of Arts and Science ( $r=0.344$ ;  $p<0.000$ ), Engineering ( $r=0.408$ ;  $p<0.000$ ) and Management ( $r= 0.439$ ,  $p<0.000$ ) disciplines adopt Strategic approach to learning. Further with regard to Career knowledge students of Management ( $r=0.438$ ,  $p<0.000$ ) disciplines adopt Deep approach to learning, while students of Arts and Science ( $r=0.354$ ;  $p<0.000$ ), Engineering ( $r=0.431$ ;  $p<0.000$ ), and Management ( $r= 0.258$ ,  $p=0.020$ ) disciplines adopt Strategic approach to learning. Students adopting Surface approach to learning exhibit negative and very Low correlation among all the three dimensions of Career planning attitude.

The following section present the results of PLS SEM analysis carried out to examine the moderating effect of career planning attitude between Personality dimension and Approaches to Learning.

#### **4.4 MODERATING EFFECT OF CAREER PLANNING ATTITUDE BETWEEN PERSONALITY AND LEARNING APPROACHES - PLS SEM ANALYSIS**

Hypothesis testing in PLS-SEM analysis is done by generating t-Statistics for significance testing of the proposed model. t statistics is calculated through the bootstrapping process in PLS analysis. The significance level for the two-tailed t-test is 5%, hence the path coefficient will be significant if the t-Statistics is greater than 1.96. The path coefficients ( $\beta$ ) is determined (Hair et al., 2014) to further analyze Hypothesis H<sub>01</sub>, H<sub>02</sub>, H<sub>03</sub> proposed in the study. The following PLS SEM analysis is executed

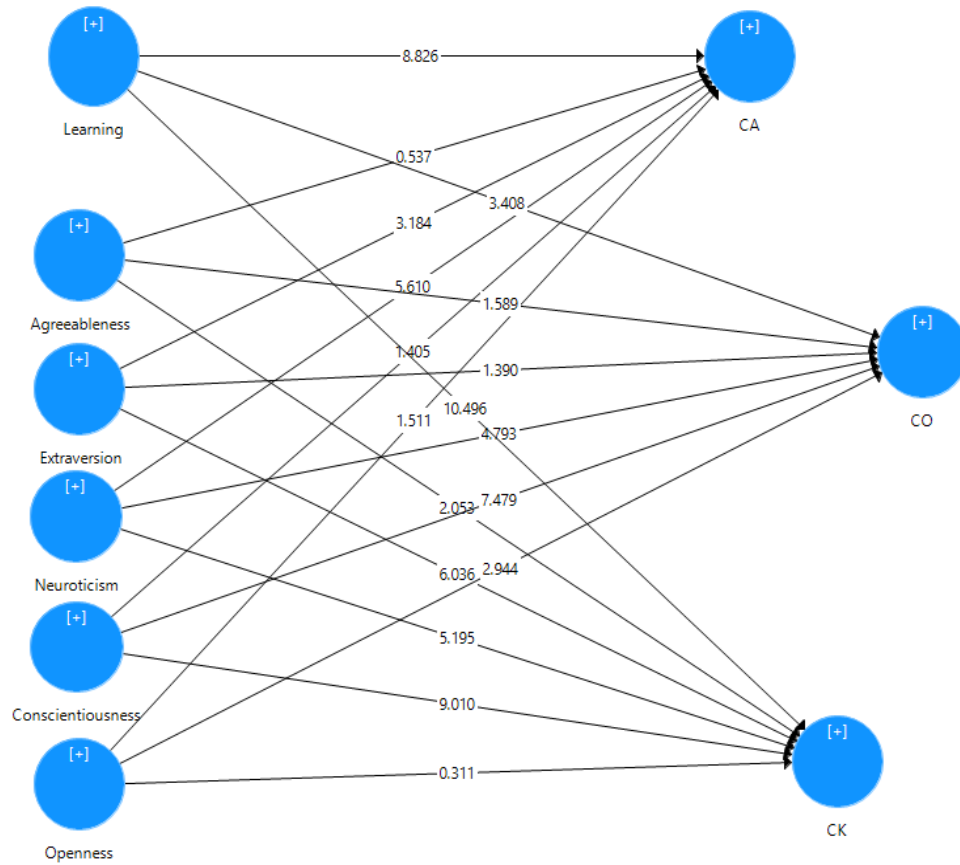
- Personality dimensions and Learning Approach an independent variables and dimensions of Career Planning Attitude as dependent variables
- Personality dimensions and Deep Learning, Surface Learning and Strategic Learning Approaches as independent variables and dimensions of Career Planning Attitude as dependent variables
- The moderating effect of Learning Approach on the relationship between Personality dimensions and dimensions of Career Planning Attitude
- The moderating effect of Deep Learning Approach on the relationship between Personality dimensions and dimensions of Career Planning Attitude
- The moderating effect of Surface Learning Approach on the relationship between Personality dimensions and dimensions of Career Planning Attitude
- The moderating effect of Strategic Learning Approach on the relationship between Personality dimensions and dimensions of Career Planning Attitude

The path coefficient value is measured from -1 to +1. The path coefficient value that is moving towards +1 exhibits a stronger positive association and the value nearer to -1 exhibits stronger negative association.

**Table 4.32. Structural Model – Influence of Personality dimension and Learning approaches on Career Planning Attitude dimensions**

<b>Hypothesis</b>	<b>Path co-efficient</b>	<b>T Value</b>	<b>P Value</b>	<b>Comments</b>
Agreeableness → CA	-0.014	0.537	0.591	Not Significant
Extraversion →CA	0.158	3.184	0.002	Positive Significant
Neuroticism → CA	0.227	5.610	0.000	Positive Significant
Openness →CA	0.040	1.511	0.132	Not Significant
Conscientiousness → CA	0.043	1.405	0.161	Not Significant
Learning Approaches→ CA	0.425	8.826	0.000	Positive Significant
Agreeableness → CK	-0.054	2.053	0.041	Negative Significant
Extraversion →CK	-0.309	6.036	0.000	Negative Significant
Neuroticism →CK	0.190	5.195	0.000	Positive Significant
Openness →CK	0.010	0.311	0.756	Not Significant
Conscientiousness → CK	0.293	9.010	0.000	Positive Significant
Learning Approaches →CK	0.572	10.496	0.000	Positive Significant
Agreeableness → CO	-0.043	1.589	0.113	Not Significant
Extraversion →CO	0.070	1.390	0.165	Not Significant
Neuroticism → CO	0.241	4.793	0.000	Positive Significant
Openness → CO	0.079	2.944	0.003	Positive Significant
Conscientiousness → CO	0.276	7.479	0.000	Positive Significant
Learning Approaches →CO	0.170	3.408	0.001	Positive Significant

**Source: Primary data**



**Figure 4.1. Structural model - Influence of Personality dimensions and Learning approach on dimensions of Career Planning attitude**

From Table 4.32 it is inferred that significant positive relationship exists between the paths Extraversion personality and Career Adaptability ( $\beta=0.158$ ;  $t=3.184$ ;  $p<0.002$ ); Neuroticism and Career Adaptability ( $\beta=0.227$ ;  $t=5.610$ ;  $p<0.000$ ); Learning approaches and Career Adaptability ( $\beta=0.425$ ;  $t=8.826$ ;  $p<0.000$ ). Neuroticism and Career Knowledge ( $\beta=0.190$ ;  $t=5.195$ ;  $p<0.000$ ). Conscientiousness and Career Knowledge ( $\beta=0.293$ ;  $t=9.010$ ;  $p<0.000$ ); Learning approaches and Career Knowledge ( $\beta=0.572$ ;  $t=10.496$ ;  $p<0.000$ ); Neuroticism and Career Optimism ( $\beta=0.241$ ;  $t=4.793$ ;  $p<0.000$ ); Openness and Career Optimism ( $\beta=0.079$ ;  $t=2.944$ ;  $p=0.003$ ); Conscientiousness and Career Optimism ( $\beta=0.276$ ;  $t=7.479$ ;  $p<0.000$ ); Learning approaches and Career Optimism ( $\beta=0.170$ ;  $t=3.408$ ;

$p=0.001$ ). A significant negative relationship exists between the paths; Agreeableness and Career Knowledge ( $\beta=-0.054$ ;  $t=2.053$ ;  $p=0.041$ ) and Extraversion and Career Knowledge ( $\beta=-0.309$ ;  $t=6.036$ ;  $p<0.000$ ).

There is no significant relationship between the paths Agreeableness and Career Adaptability ( $\beta=-0.014$ ;  $t=0.537$ ;  $p=0.591$ ); Agreeableness and Career Optimism ( $\beta=-0.043$ ;  $t=1.589$ ;  $p<0.113$ ); Conscientiousness and Career Adaptability ( $\beta=0.043$ ;  $t=1.405$ ;  $p=0.161$ ); Openness and Career Adaptability ( $\beta=0.040$ ;  $t=1.511$ ;  $p=0.132$ ); Openness and Career Knowledge ( $\beta=0.010$ ;  $t=0.311$ ;  $p=0.756$ ); Extraversion and Career Optimism ( $\beta=0.070$ ;  $t=1.390$ ;  $p=0.165$ ).

The adjusted  $R^2$  value of 0.601 for Career Adaptability indicates that 60.1% variability in Career Adaptability is explained by the personality dimensions Extraversion, Neuroticism, and Learning approaches.

The adjusted  $R^2$  value of 0.475 for Career Knowledge indicates that 47.5% variability in Career Knowledge is explained by the personality dimensions Agreeableness, Extraversion, Neuroticism, Conscientiousness and Learning approaches.

The adjusted  $R^2$  value of 0.445 for Career Optimism indicates that 44.5% variability in Career Optimism is explained by the personality dimensions Neuroticism, Conscientiousness, Openness and Learning approaches.

Personality dimensions Extraversion and Neuroticism having a positive significant influence on Career Adaptability; personality dimensions Neuroticism and Conscientiousness having a positive significant influence on Career Knowledge and personality dimensions Neuroticism, Openness and Conscientiousness has a positive significant influence on Career Optimism. Hence it is concluded that alternate hypothesis 1 is accepted with respect to personality dimensions Extraversion and Neuroticism having a positive significant influence on Career Adaptability; personality dimensions Neuroticism and Conscientiousness having positive significant influence on Career Knowledge; personality dimensions Neuroticism, Openness and Conscientiousness having a positive significant influence on Career Optimism.

H<sub>01</sub>: “Personality dimensions does 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”

Approaches to Learning has positive significant influence on Career Adaptability, Career Knowledge and Career Optimism and hence it could be concluded that alternate hypothesis 2 is accepted.

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

H<sub>22</sub>: “Approaches to Learning has a positive significant influence on Career Planning Attitude dimensions”

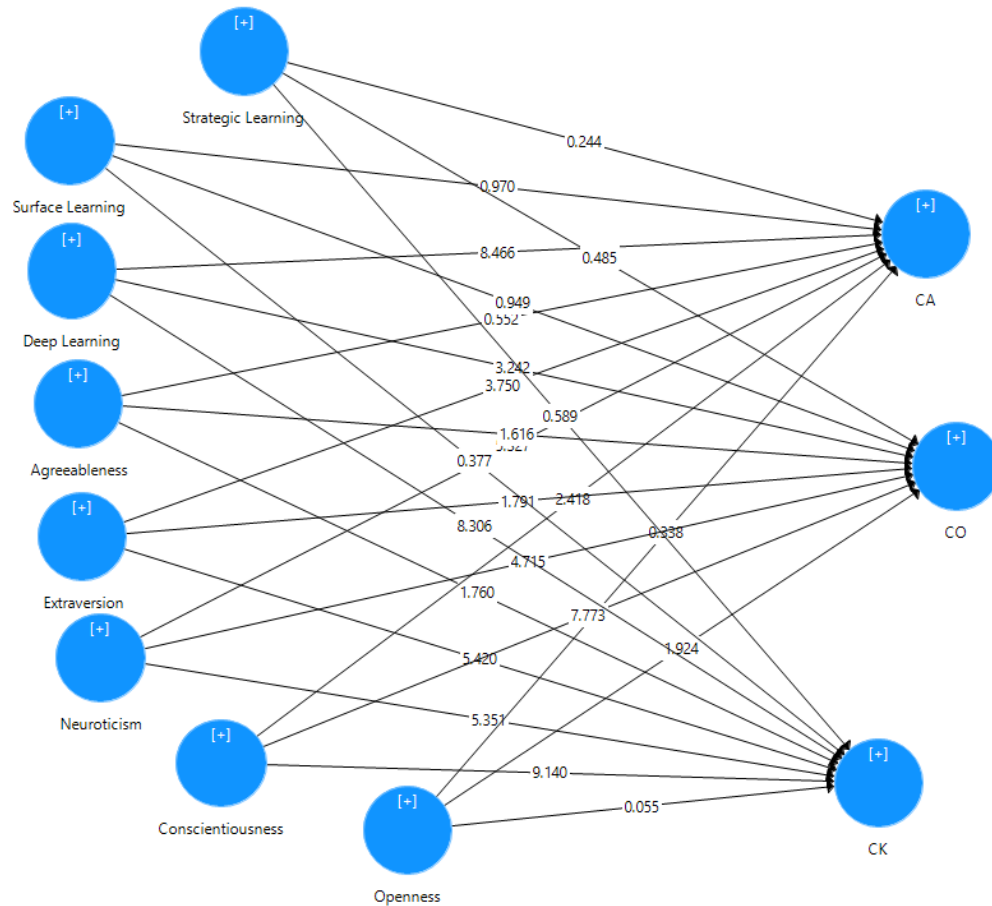
Since results reveal that Approaches to Learning has a positive significant influence on the dimensions of Career Planning Attitude namely Career adaptability, Career optimism and Career knowledge, hence to find the influence of each of the approaches to learning (Deep, Surface and Strategic) on the dimensions of Career Planning attitude (Career adaptability, Career optimism and Career knowledge) PLS SEM is executed for each of the approaches to learning.

**Table 4.33. Structural Model – Influence of Personality dimensions, Deep, Surface and Strategic approaches to Learning on dimensions of Career Planning Attitude**

Hypothesis	Path co-efficient	T Value	P Value	Comments
Agreeableness →CA	-0.015	0.552	0.581	Not Significant
Extraversion → CA	0.176	3.750	0.000	Positive Significant
Neuroticism → CA	0.205	5.327	0.000	Positive Significant
Openness →CA	0.009	0.338	0.736	Not Significant
Conscientiousness → CA	0.069	2.418	0.016	Positive Significant
Deep Learning → CA	0.369	8.466	0.000	Positive Significant
Strategic Learning → CA	-0.011	0.244	0.808	Not Significant
Surface Learning →CA	0.175	0.970	0.333	Not Significant
Agreeableness →CK	-0.046	1.760	0.079	Not Significant
Extraversion →CK	-0.293	5.420	0.000	Negative Significant
Neuroticism →CK	0.194	5.351	0.000	Positive Significant
Openness →CK	0.002	0.055	0.957	Not Significant
Conscientiousness →CK	0.319	9.140	0.000	Positive Significant
Deep Learning → CK	0.513	8.306	0.000	Positive Significant
Strategic Learning → CK	0.040	0.589	0.556	Not Significant
Surface Learning → CK	0.017	0.377	0.706	Not Significant
Agreeableness → CO	-0.048	1.616	0.107	Not Significant
Extraversion →CO	0.079	1.791	0.074	Not Significant
Neuroticism →CO	0.223	4.715	0.000	Positive Significant
Openness →CO	0.052	1.924	0.055	Not Significant
Conscientiousness →CO	0.284	7.773	0.000	Positive Significant
Deep Learning →CO	0.135	3.242	0.001	Positive Significant
Strategic Learning →CO	-0.022	0.485	0.628	Not Significant
Surface Learning →CO	0.164	0.949	0.343	Not Significant

**Source: Primary data**





**Figure 4.2. Structural model - Influence of Personality dimensions, Deep, Surface and Strategic approaches to learning on dimensions of Career Planning Attitude**

From Table 4.33 it is inferred that significant positive relationship exists between the paths Extraversion and Career Adaptability ( $\beta=0.176$ ;  $t=3.750$ ;  $p<0.000$ ); Neuroticism and Career Adaptability ( $\beta=0.205$ ;  $t=5.327$ ;  $p<0.000$ ); Conscientiousness and Career Adaptability ( $\beta=0.069$ ;  $t=2.418$ ;  $p=0.016$ ); Deep Learning approach and Career Adaptability ( $\beta=0.369$ ;  $t=8.466$ ;  $p<0.000$ ); Neuroticism and Career Knowledge ( $\beta=0.194$ ;  $t=5.351$ ;  $p<0.000$ ); Conscientiousness and Career Knowledge ( $\beta=0.319$ ;  $t=9.140$ ;  $p<0.000$ ); Deep Learning approach and Career Knowledge ( $\beta=0.513$ ;  $t=8.306$ ;  $p<0.000$ ); Neuroticism and Career Optimism ( $\beta=0.223$ ;  $t=4.715$ ;  $p<0.000$ ); Conscientiousness and Career Optimism ( $\beta=0.284$ ;  $t=7.773$ ;  $p<0.000$ ); Deep Learning approach and Career Optimism ( $\beta=0.135$ ;  $t=3.242$ ;  $p=0.001$ ). A significant negative relationship exists between the paths Extraversion and Career Knowledge ( $\beta=-0.293$ ;  $t=5.420$ ;  $p<0.000$ ).

There is no significant relationship between the paths Agreeableness and Career Adaptability ( $\beta=-0.015$ ;  $t=0.552$ ;  $p=0.581$ ); Strategic Learning approach and Career Adaptability ( $\beta=-0.011$ ;  $t=0.244$ ;  $p=0.808$ ); Agreeableness and Career Knowledge ( $\beta=-0.046$ ;  $t=1.760$ ;  $p=0.079$ ) Agreeableness and Career Optimism ( $\beta=-0.048$ ;  $t=1.616$ ;  $p=0.107$ ); Strategic Learning approach and Career Optimism ( $\beta=-0.022$ ;  $t=0.485$ ;  $p=0.628$ ); Openness and Career Adaptability ( $\beta=0.009$ ;  $t=0.338$ ;  $p=0.736$ ); Surface Learning approach and Career Adaptability ( $\beta=0.175$ ;  $t=0.970$ ;  $p=0.333$ ); Openness and Career Knowledge ( $\beta=0.002$ ;  $t=0.055$ ;  $p=0.957$ ); Strategic Learning approach and Career Knowledge ( $\beta=0.040$ ;  $t=0.589$ ;  $p=0.556$ ); Surface Learning approach and Career Knowledge ( $\beta=0.017$ ;  $t=0.377$ ;  $p=0.706$ ); Extraversion and Career Optimism ( $\beta=0.079$ ;  $t=1.791$ ;  $p=0.074$ ); Openness and Career Optimism ( $\beta=0.052$ ;  $t=1.924$ ;  $p=0.055$ ); and Surface Learning approach and Career Optimism ( $\beta=0.164$ ;  $t=0.949$ ;  $p=0.343$ ).

Comparing table 4.32 and table 4.33, it could be inferred that the paths between Personality dimensions and Career Planning Attitude dimensions that were significant in table 4.32, remain significant in table 4.33 also, but there is slight variation in the  $\beta$  values,  $t$  values and level of significance.

The adjusted  $R^2$  value of 0.624 for Career Adaptability indicates that 62.4% variability in Career Adaptability is explained by the personality dimensions Extraversion, Neuroticism, Conscientiousness and Deep Learning approach.

The adjusted  $R^2$  value of 0.461 for Career Optimism indicates that 46.1% variability in Career Optimism is explained by the personality dimensions Extraversion, Neuroticism, Conscientiousness and Deep Learning approach.

The adjusted  $R^2$  value of 0.482 for Career Knowledge indicates that 48.2% variability in Career Knowledge is explained by the personality dimensions Neuroticism, Conscientiousness and Deep Learning approach.

Therefore it could be concluded that Deep Learning approach has a positive significant influence on Career Planning attitude dimensions namely Career adaptability, Career optimism and Career knowledge and hence alternate hypothesis 2 is accepted with respect to deep learning approach having a positive significant influence on career planning attitude dimensions.

H<sub>02</sub>: “Approaches to Learning does not have a positive significant influence on career planning attitude dimensions”

H<sub>22</sub>: “Approaches to Learning has a positive significant influence on career planning attitude dimensions”

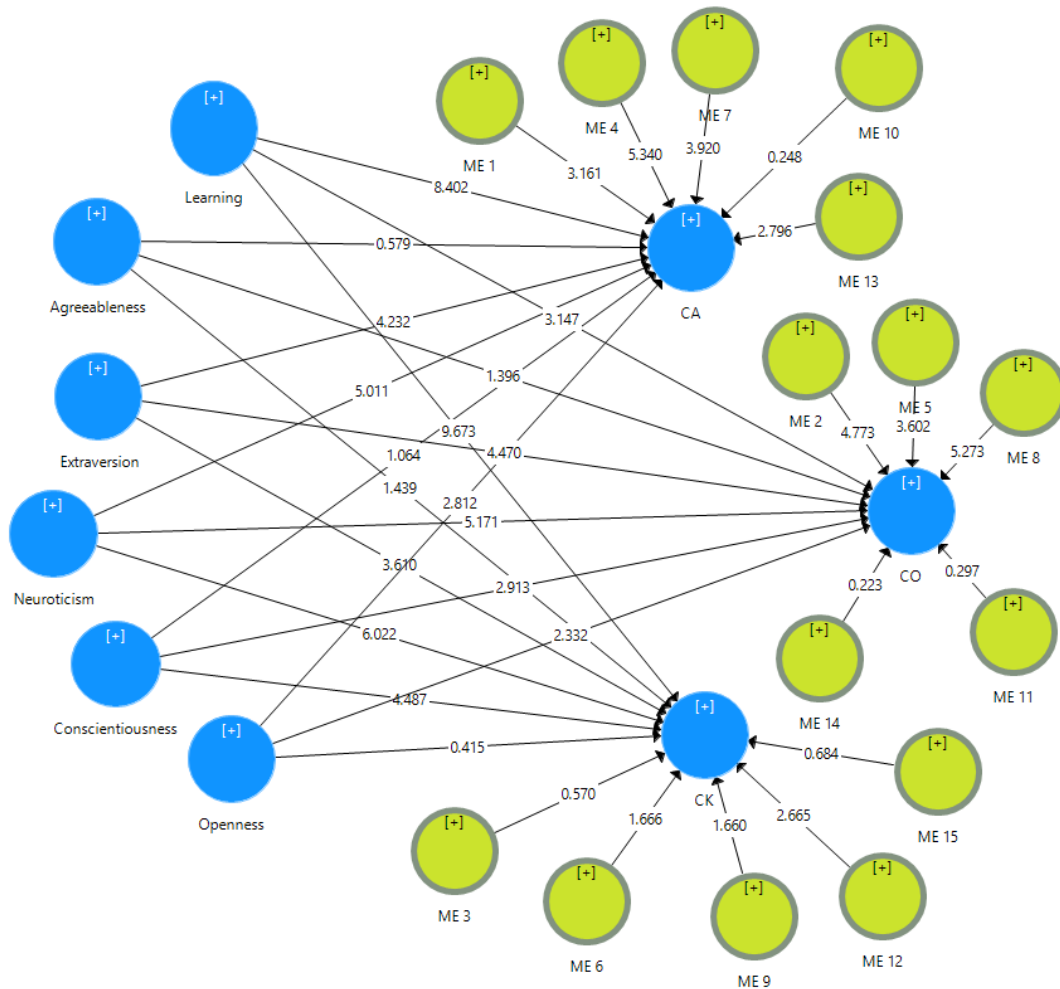
From table 4.33 it is found that Deep learning approach has a positive significant influence on the dimensions of Career Planning Attitude (Career Adaptability, Career Knowledge and Career Optimism). Hence to find the moderating effect of Learning approach on the relationship between personality dimensions and dimensions of career planning attitude PLS SEM is executed.

**Table 4.34. Structural Model – Moderating effect of Learning approaches on the relationship between Personality dimensions and dimensions of Career Planning Attitude**

Hypothesis	Path coefficient	T Value	P Value	Comments
Agreeableness → CA	0.021	0.579	0.563	Not Significant
Extraversion →CA	0.222	4.232	0.000	Positive Significant
Neuroticism →CA	0.191	5.011	0.000	Positive Significant
Openness →CA	0.079	2.812	0.005	Positive Significant
Conscientiousness →CA	-0.038	1.064	0.288	Not Significant
Approaches to Learning →CA	0.406	8.402	0.000	Positive Significant
Agreeableness → CK	-0.052	1.439	0.151	Not Significant
Extraversion →CK	-0.228	3.610	0.000	Negative Significant
Neuroticism → CK	0.244	6.022	0.000	Positive Significant
Openness → CK	0.015	0.415	0.678	Not Significant
Conscientiousness →CK	0.224	4.487	0.000	Positive Significant
Approaches to Learning → CK	0.581	9.673	0.000	Positive Significant

Hypothesis	Path coefficient	T Value	P Value	Comments
Agreeableness → CO	-0.059	1.396	0.163	Not Significant
Extraversion → CO	0.277	4.470	0.000	Positive Significant
Neuroticism → CO	0.239	5.171	0.000	Positive Significant
Openness → CO	0.074	2.332	0.020	Positive Significant
Conscientiousness →CO	0.119	2.913	0.004	Positive Significant
Approaches to Learning →CO	0.138	3.147	0.002	Positive Significant
ME of L on C → CA	-0.107	3.161	0.002	Negative Significant
ME of L on N→ CA	0.012	0.248	0.804	Not Significant
ME of L on N→ CO	0.017	0.297	0.767	Not Significant
ME of L on N → CK	0.110	2.665	0.008	Positive Significant
ME of L on O→ CA	0.082	2.796	0.005	Positive Significant
ME of L on O →CO	-0.009	0.223	0.823	Not Significant
ME of L on O→ CK	0.021	0.684	0.494	Not Significant
ME of L on C → CO	-0.194	4.773	0.000	Negative Significant
ME of L on C→ CK	-0.024	0.570	0.569	Not Significant
ME of L on A →CA	-0.188	5.340	0.000	Negative Significant
ME of L on A →CO	-0.148	3.602	0.000	Negative Significant
ME of L on A→CK	0.055	1.666	0.096	Not Significant
ME of L on E→ CA	0.160	3.920	0.000	Positive Significant
ME of L on E→ CO	0.274	5.273	0.000	Positive Significant
ME of L on E→CK	0.079	1.660	0.098	Not Significant

**Source: Primary data**



**Figure 4.3. Structure model - Moderating effect of Learning approaches on the relationship between Personality dimensions and dimensions of Career Planning Attitude**

From Table 4.34 it is inferred that significant positive relationship exists between the paths Extraversion and Career Adaptability ( $\beta=0.222$ ;  $t=4.232$ ;  $p<0.000$ ); Neuroticism and Career Adaptability ( $\beta=0.191$ ;  $t=5.011$ ;  $p<0.000$ ); Openness and Career Adaptability ( $\beta=0.079$ ;  $t=2.812$ ;  $p=0.005$ ); Learning approaches and Career Adaptability ( $\beta=0.406$ ;  $t=8.402$ ;  $p<0.000$ ); Neuroticism and Career Knowledge ( $\beta=0.244$ ;  $t=6.022$ ;  $p<0.000$ ); Conscientiousness and Career Knowledge ( $\beta=0.224$ ;  $t=4.487$ ;  $p<0.000$ ); Learning approaches and Career Knowledge ( $\beta=0.581$ ;  $t=9.673$ ;  $p<0.000$ ); Extraversion and Career Optimism ( $\beta=0.277$ ;  $t=4.470$ ;  $p<0.000$ ); Neuroticism and Career Optimism

( $\beta=0.239$ ;  $t=5.171$ ;  $p<0.000$ ); Openness and Career Optimism ( $\beta=0.074$ ;  $t=2.332$ ;  $p=0.020$ ); Conscientiousness and Career Optimism ( $\beta=0.119$ ;  $t=2.913$ ;  $p=0.004$ ); Learning approaches and Career Optimism ( $\beta=0.138$ ;  $t=3.147$ ;  $p=0.002$ ).

There is negative significant relationship between the paths Extraversopm amd Career Knowledge ( $\beta=-0.228$ ;  $t=3.610$ ;  $p<0.000$ ).

There is no significant relationship between the paths Agreeableness and Career Adaptability ( $\beta=0.021$ ;  $t=0.579$ ;  $p=0.563$ ); Conscientiousness and Career Adaptability ( $\beta=-0.038$ ;  $t=1.064$ ;  $p=0.288$ ); Agreeableness and Career Knowledge ( $\beta=-0.052$ ;  $t=1.439$ ;  $p=0.151$ ); Openness and Career Knowledge ( $\beta=0.015$ ;  $t=0.415$ ;  $p=0.678$ ); Agreeableness and Career Optimism ( $\beta=-0.059$ ;  $t=1.396$ ;  $p=0.163$ ).

From table 4.34 it is inferred that there is positive significant moderating effect of approaches to learning on the paths Conscientiousness and career adaptability ( $\beta=-0.107$ ;  $t=3.161$ ;  $p=0.002$ ); Conscientiousness and career optimism ( $\beta=-0.194$ ;  $t=4.773$ ;  $p<0.000$ ); Neuroticism and career knowledge ( $\beta=0.110$ ;  $t=2.665$ ;  $p=0.008$ ); Openness and career adaptability ( $\beta=0.082$ ;  $t=2.796$ ;  $p=0.005$ ); Agreeableness and career adaptability ( $\beta=-0.188$ ;  $t=5.340$ ;  $p<0.000$ ); career optimism ( $\beta=-0.148$ ;  $t=3.602$ ;  $p<0.000$ ); Extroversion and career adaptability ( $\beta=0.160$ ;  $t=3.920$ ;  $p<0.000$ ); Extroversion and career optimism ( $\beta=0.274$ ;  $t=5.273$ ;  $p<0.000$ ).

There is negative significant moderating effect of approaches to learning on the paths Conscientiousness and Career Adaptability ( $\beta=-0.107$ ;  $t=3.161$ ;  $p=0.002$ ); Conscientiousness and Career Optimism ( $\beta=-0.194$ ;  $t=4.773$ ;  $p<0.000$ ); Agreeableness and career adaptability ( $\beta=-0.188$ ;  $t=5.340$ ;  $p<0.000$ ); Agreeableness and career optimism ( $\beta=-0.148$ ;  $t=3.602$ ;  $p<0.000$ )

There is no significant moderating effect of approaches to learning on the paths Conscientiousness and career knowledge ( $\beta=-0.024$ ;  $t=0.570$ ;  $p=0.569$ ); Neuroticism and career adaptability ( $\beta=0.012$ ;  $t=0.248$ ;  $p=0.804$ ); Neuroticism and career optimism ( $\beta=0.017$ ;  $t=0.297$ ;  $p=0.767$ ); Openness and career optimism ( $\beta=-0.009$ ;  $t=0.223$ ;

p=0.823); Openness and career knowledge ( $\beta=0.021$ ;  $t=0.684$ ;  $p=0.494$ ); Agreeableness and career knowledge ( $\beta=0.055$ ;  $t=1.666$ ;  $p=0.096$ ); Extroversion and career knowledge ( $\beta=0.079$ ;  $t=1.660$ ;  $p=0.098$ ).

The adjusted  $R^2$  value of 0.622 for Career Adaptability indicates that 62.2% variability in Career Adptability is explained by the personality dimensions Extraversion, Neuroticism, Openness and Learning approach.

The adjusted  $R^2$  value of 0.509 for Career Knowledge indicates that 50.9% variability in Career Knowledge is explained by the personality dimensions Extraversion, Neuroticism, Conscientiousness and Learning approach.

The adjusted  $R^2$  value of 0.476 for Career Optimism indicates that 47.6% variability in Career Optimism is explained by the personality dimensions Extraversion, Neuroticism, Openness, Conscientiousness and Learning approach.

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

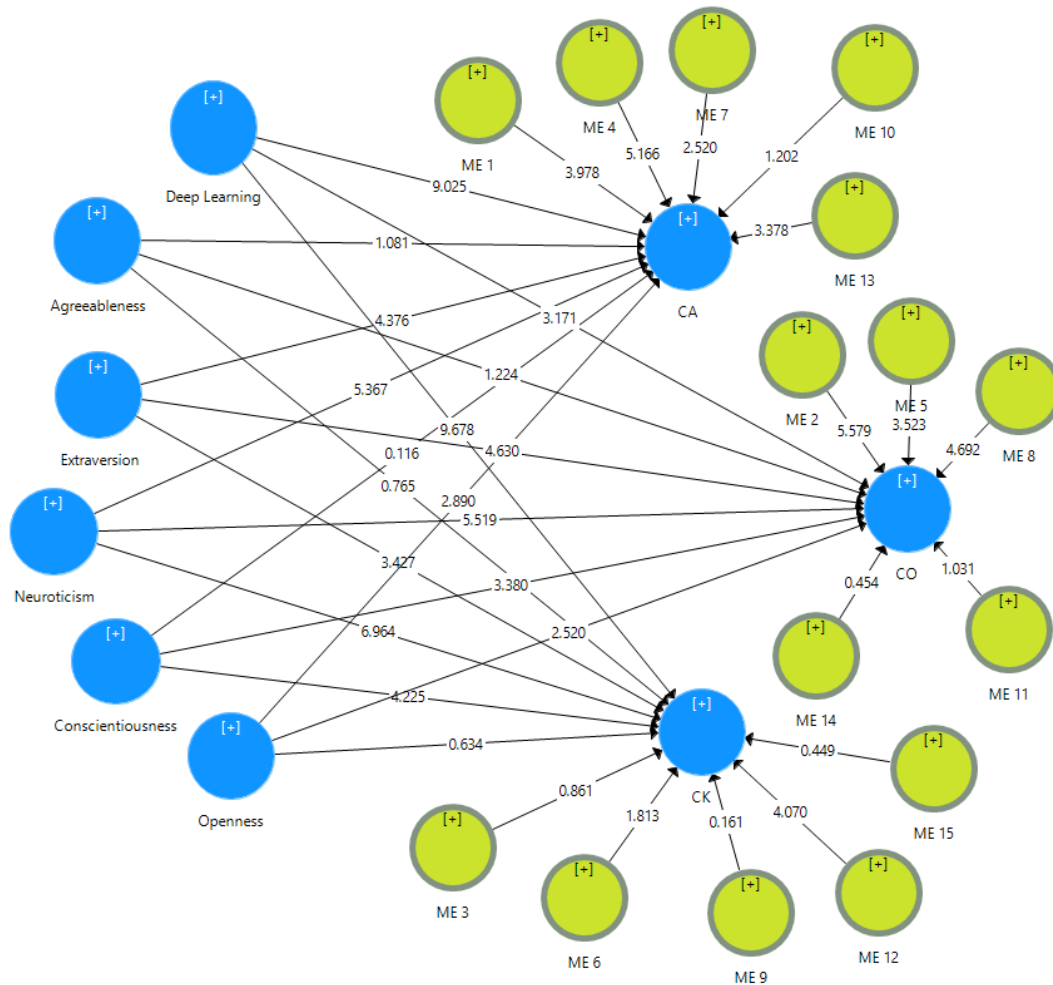
From table 4.34 it is found that Learning approach has a positive significant moderating effect on the relationship between a few Personality dimensions and the dimensions of Career Planning attitude. Hence to find the moderating effect of Deep, Surface, Strategic Learning approaches to learning on the relationship between personality dimensions and dimensions of career planning attitude PLS SEM is executed.

**Table 4.35. Structural Model – Moderating effect of Deep approach to learning on the relationship between Personality dimensions and dimensions of Career Planning Attitude**

Hypothesis	Path coefficient	T Value	P Value	Comments
Agreeableness → CA	0.039	1.081	0.280	Not Significant
Extraversion →CA	0.219	4.376	0.000	Positive Significant
Neuroticism → CA	0.209	5.367	0.000	Positive Significant
Openness → CA	0.077	2.890	0.004	Positive Significant
Conscientiousness → CA	-0.004	0.116	0.907	Not Significant
Deep Learning → CA	0.381	9.025	0.000	Positive Significant
Agreeableness → CK	-0.025	0.765	0.445	Not Significant
Extraversion → CK	-0.229	3.427	0.001	Negative Significant
Neuroticism → CK	0.267	6.964	0.000	Positive Significant
Openness → CK	0.020	0.634	0.526	Not Significant
Conscientiousness → CK	0.251	4.225	0.000	Positive Significant
Deep Learning → CK	0.511	9.678	0.000	Positive Significant
Agreeableness → CO	-0.049	1.224	0.221	Not Significant
Extraversion → CO	0.280	4.630	0.000	Positive Significant
Neuroticism →CO	0.253	5.519	0.000	Positive Significant
Openness → CO	0.077	2.520	0.012	Positive Significant
Conscientiousness → CO	0.130	3.380	0.001	Positive Significant
Deep Learning →CO	0.125	3.171	0.002	Positive Significant
ME of DL on C → CA	-0.136	3.978	0.000	Negative Significant
ME of DL on N →CA	0.057	1.202	0.230	Not Significant
ME of DL on N →CO	0.056	1.031	0.303	Not Significant
ME of DL on N →CK	0.183	4.070	0.000	Positive Significant
ME of DL on O →CA	0.104	3.378	0.001	Positive Significant
ME of DL on O →CO	0.017	0.454	0.650	Not Significant
ME of DL on O →CK	0.014	0.449	0.654	Not Significant
ME of DL on C →CO	-0.221	5.579	0.000	Negative Significant
ME of DL on C →CK	-0.045	0.861	0.390	Not Significant
ME of DL on A →CA	-0.183	5.166	0.000	Negative Significant
ME of DL on A →CO	-0.142	3.523	0.000	Negative Significant
ME of DL on A →CK	0.053	1.813	0.070	Not Significant
ME of DL on E →CA	0.114	2.520	0.012	Positive Significant
ME of DL on E →CO	0.251	4.692	0.000	Positive Significant
ME of DL on E →CK	0.009	0.161	0.872	Not Significant

**Source: Primary data**





**Figure 4.4. Structural model - Moderating effect of Deep approaches to learning on the relationship between Personality dimensions and dimensions of Career Planning Attitude**

From Table 4.35 it is inferred that significant positive relationship exists between the paths Extraversion and Career Adaptability ( $\beta=0.219$ ;  $t=4.376$ ;  $p<0.000$ ); Neuroticism and Career Adaptability ( $\beta=0.209$ ;  $t=5.367$ ;  $p<0.000$ ); Openness and Career Adaptability ( $\beta=0.077$ ;  $t=2.890$ ;  $p=0.004$ ); Deep Learning approach and Career Adaptability ( $\beta=0.381$ ;  $t=9.025$ ;  $p<0.000$ ); Extraversion and Career Knowledge ( $\beta=-0.229$ ;  $t=3.427$ ;  $p=0.001$ ); Neuroticism and Career Knowledge ( $\beta=0.267$ ;  $t=6.964$ ;  $p<0.000$ ); Conscientiousness and Career Knowledge ( $\beta=0.251$ ;  $t=4.225$ ;  $p<0.000$ ); Deep Learning approach and Career Knowledge ( $\beta=0.511$ ;  $t=9.678$ ;  $p<0.000$ ); Extraversion and Career Optimism ( $\beta=0.280$ ;  $t=4.630$ ;  $p<0.000$ ); Neuroticism and Career Optimism ( $\beta=0.253$ ;  $t=5.519$ ;  $p<0.000$ );

Openness and Career Optimism ( $\beta=0.077$ ;  $t=2.520$ ;  $p=0.012$ ); Conscientiousness and Career Optimism ( $\beta=0.130$ ;  $t=3.380$ ;  $p=0.001$ ); Deep Learning approach and Career Optimism ( $\beta=0.125$ ;  $t=3.171$ ;  $p=0.002$ ).

There is no significant relationship between the paths Agreeableness and Career Adaptability ( $\beta=0.039$ ;  $t=1.081$ ;  $p=0.280$ ); Conscientiousness and Career Adaptability ( $\beta=-0.004$ ;  $t=0.116$ ;  $p=0.907$ ); Agreeableness and Career Knowledge ( $\beta=-0.025$ ;  $t=0.765$ ;  $p=0.445$ ); Openness and Career Knowledge ( $\beta=0.020$ ;  $t=0.634$ ;  $p=0.526$ ); Agreeableness and Career Optimism ( $\beta=-0.049$ ;  $t=1.224$ ;  $p=0.221$ ).

There is negative significant relationship between the paths Extroversion and career knowledge ( $\beta=-0.229$ ;  $t=3.427$ ;  $p=0.001$ ).

The Moderating effect of the Deep approach to Learning on the relationship between Personality dimensions and dimensions of Career Planning attitude reveals that deep learning has a significant positive moderating effect on the paths conscientiousness and career adaptability ( $\beta=-0.136$ ;  $t=3.978$ ;  $p<0.000$ ); conscientiousness and career optimism ( $\beta=-0.221$ ;  $t=5.579$ ;  $p<0.000$ ); Neuroticism and career knowledge ( $\beta=0.183$ ;  $t=4.070$ ;  $p<0.000$ ); Openness and career adaptability ( $\beta=0.104$ ;  $t=3.378$ ;  $p=0.001$ ); Agreeableness and career adaptability ( $\beta=-0.183$ ;  $t=5.166$ ;  $p<0.000$ ); Agreeableness and career optimism ( $\beta=-0.142$ ;  $t=3.523$ ;  $p<0.000$ ); Extroversion and career adaptability ( $\beta=0.114$ ;  $t=2.520$ ;  $p=0.012$ ); Extroversion and career optimism ( $\beta=0.251$ ;  $t=4.692$ ;  $p<0.000$ ).

There is negative significant moderation effect of deep approach to learning on the paths Conscientiousness and career adaptability ( $\beta=-0.136$ ;  $t=3.978$ ;  $p<0.000$ ); Conscientiousness and career optimism ( $\beta=-0.221$ ;  $t=5.579$ ;  $p<0.000$ ); Agreeableness and career adaptability ( $\beta=-0.183$ ;  $t=5.166$ ;  $p<0.000$ ); Agreeableness and career optimism ( $\beta=-0.142$ ;  $t=3.523$ ;  $p<0.000$ ).

There is no significant moderation effect of deep approach to learning on the paths conscientiousness and career knowledge ( $\beta=-0.045$ ;  $t=0.861$ ;  $p=0.390$ ); Neuroticism and career adaptability ( $\beta=0.057$ ;  $t=1.202$ ;  $p=0.230$ ); Neuroticism and career optimism ( $\beta=0.056$ ;  $t=1.031$ ;  $p=0.303$ ); Openness and career optimism ( $\beta=0.017$ ;  $t=0.454$ ;  $p=0.650$ ).

Openness and career knowledge ( $\beta=0.014$ ;  $t=0.449$ ;  $p=0.654$ ); Agreeableness and career knowledge ( $\beta=0.053$ ;  $t=1.813$ ;  $p=0.070$ ); Agreeableness and career knowledge ( $\beta=0.009$ ;  $t=0.161$ ;  $p=0.872$ ).

The adjusted  $R^2$  value of 0.623 for Career Adaptability indicates that 62.3% variability in Career Adaptability is explained by the personality dimensions Extraversion, Neuroticism, Openness and Deep Learning approach.

The adjusted  $R^2$  value of 0.512 for Career Knowledge indicates that 51.2% variability in Career Knowledge is explained by the personality dimensions Extraversion, Neuroticism, Conscientiousness and Deep Learning approach.

The adjusted  $R^2$  value of 0.473 for Career Optimism indicates that 47.3% variability in Career Optimism is explained by the personality dimensions Extraversion, Neuroticism, Conscientiousness, Openness and Deep Learning approach.

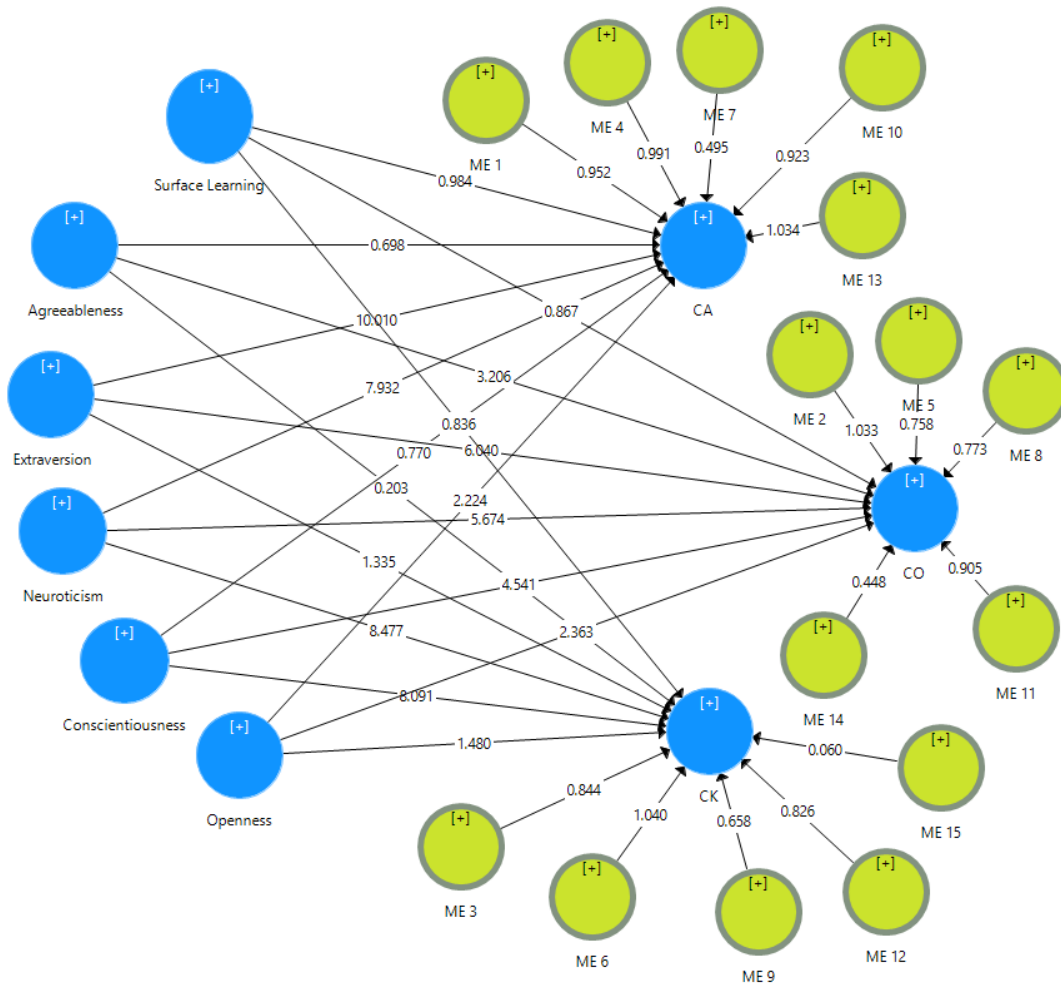
Deep Learning approach has a positive significant moderation effect on the relationship between Personality dimensions Extraversion and Openness on Career Adaptability; Personality dimensions Neuroticism on Career Knowledge and Personality dimensions Extraversion and Career Optimism and has negative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

**Table 4.36. Structural Model – Moderating effect of Surface approach to learning on the relationship between Personality dimensions and dimensions of Career Planning Attitude**

Hypothesis	Path co-efficient	T Value	P Value	Comments
Agreeableness → CA	-0.026	0.698	0.485	Not Significant
Extraversion → CA	0.389	10.010	0.000	Positive Significant
Neuroticism → CA	0.263	7.932	0.000	Positive Significant
Openness → CA	0.063	2.224	0.027	Positive Significant
Conscientiousness → CA	0.026	0.770	0.441	Not Significant
Surface Learning → CA	0.188	0.984	0.325	Not Significant
Agreeableness → CK	-0.008	0.203	0.840	Not Significant
Extraversion → CK	-0.065	1.335	0.182	Not Significant
Neuroticism → CK	0.309	8.477	0.000	Positive Significant
Openness → CK	0.057	1.480	0.140	Not Significant
Conscientiousness → CK	0.353	8.091	0.000	Positive Significant
Surface Learning → CK	0.079	0.836	0.404	Not Significant
Agreeableness → CO	-0.113	3.206	0.001	Negative Significant
Extraversion → CO	0.279	6.040	0.000	Positive Significant
Neuroticism → CO	0.226	5.674	0.000	Positive Significant
Openness → CO	0.068	2.363	0.018	Positive Significant

Hypothesis	Path co-efficient	T Value	P Value	Comments
Conscientiousness → CO	0.179	4.541	0.000	Positive Significant
Surface Learning → CO	0.098	0.867	0.386	Not Significant
ME of SL on C → CA	-0.095	0.952	0.341	Not Significant
ME of SL on N → CA	0.057	0.923	0.357	Not Significant
ME of SL on N → CO	0.045	0.905	0.366	Not Significant
ME of SL on N → CK	0.056	0.826	0.409	Not Significant
ME of SL on O → CA	0.072	1.034	0.302	Not Significant
ME of SL on O → CO	0.022	0.448	0.654	Not Significant
ME of SL on O → CK	0.002	0.060	0.952	Not Significant
ME of SL on C → CO	-0.236	1.033	0.302	Not Significant
ME of SL on C → CK	0.092	0.844	0.399	Not Significant
ME of SL on A → CA	-0.216	0.991	0.322	Not Significant
ME of SL on A → CO	-0.091	0.758	0.449	Not Significant
ME of SL on A → CK	-0.292	1.040	0.299	Not Significant
ME of SL on E → CA	-0.038	0.495	0.621	Not Significant
ME of SL on E → CO	0.108	0.773	0.440	Not Significant
ME of SL on E → CK	0.064	0.658	0.511	Not Significant

**Source: Primary data**



**Figure 4.5. Structural model - Moderating effect of Surface approach to learning on the relationship between Personality dimensions and dimensions of Career Planning attitude**

From Table 4.36 it is inferred that significant positive relationship exists between the paths Extraversion and Career Adaptability ( $\beta=0.389$ ;  $t=10.010$ ;  $p<0.000$ ); Neuroticism and Career Adaptability ( $\beta=0.263$ ;  $t=7.932$ ;  $p<0.000$ ); Openness and Career Adaptability ( $\beta=0.063$ ;  $t=2.224$ ;  $p=0.027$ ); Neuroticism and Career Knowledge ( $\beta=0.309$ ;  $t=8.477$ ;  $p<0.000$ ); Conscientiousness and Career Knowledge ( $\beta=0.353$ ;  $t=8.091$ ;  $p<0.000$ ); Agreeableness and Career Optimism ( $\beta=-0.113$ ;  $t=3.206$ ;  $p=0.001$ ); Extraversion and Career Optimism ( $\beta=0.279$ ;  $t=6.040$ ;  $p<0.000$ ); Neuroticism and Career Optimism ( $\beta=0.226$ ;  $t=5.674$ ;  $p<0.000$ ); Openness and Career Optimism ( $\beta=0.068$ ;  $t=2.363$ ;  $p=0.018$ ); Conscientiousness and Career Optimism ( $\beta=0.179$ ;  $t=4.541$ ;  $p<0.000$ ).

There is negative significant relationship between the paths Agreeableness and Career Optimism ( $\beta=-0.113$ ;  $t=3.206$ ;  $p=0.001$ ).

There is no significant relationship between the paths Agreeableness and Career Adaptability ( $\beta=-0.026$ ;  $t=0.698$ ;  $p=0.485$ ); Conscientiousness and Career Adaptability ( $\beta=0.026$ ;  $t=0.770$ ;  $p=0.441$ ); Surface learning approach and Career Adaptability ( $\beta=0.188$ ;  $t=0.984$ ;  $p=0.325$ ); Agreeableness and Career Knowledge ( $\beta=-0.008$ ;  $t=0.203$ ;  $p=0.840$ ); Extraversion and Career Knowledge ( $\beta=-0.065$ ;  $t=1.335$ ;  $p=0.182$ ); Openness and Career Knowledge ( $\beta=0.057$ ;  $t=1.480$ ;  $p=0.140$ ); Surface learning approach and Career knowledge ( $\beta=0.079$ ;  $t=0.836$ ;  $p=0.404$ ); Surface learning approach and Career Optimism ( $\beta=0.098$ ;  $t=0.867$ ;  $p=0.386$ ).

The result of Moderating effect of Surface approach to Learning on Personality dimensions and dimensions of Career Planning attitude reveals that, there is no significant moderation effect of surface approach to learning on the relationship between all the paths (personality dimensions and dimensions of career planning attitude).

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

The adjusted  $R^2$  value of 0.386 for Career Knowledge indicates that 38.6% variability in Career Knowledge is explained by the personality dimensions Neuroticism and Conscientiousness.

The adjusted  $R^2$  value of 0.506 for Career Optimism indicates that 50.6% variability in Career Optimism is explained by the personality dimensions Agreeableness, Extraversion, Neuroticism, Conscientiousness and Openness.

Hence it could be concluded that Surface Learning approach does not have a positive significant moderation effect on the relationship between personality dimensions and Career Planning Attitude dimensions namely Career Knowledge, Career Optimism and Career Adaptability.

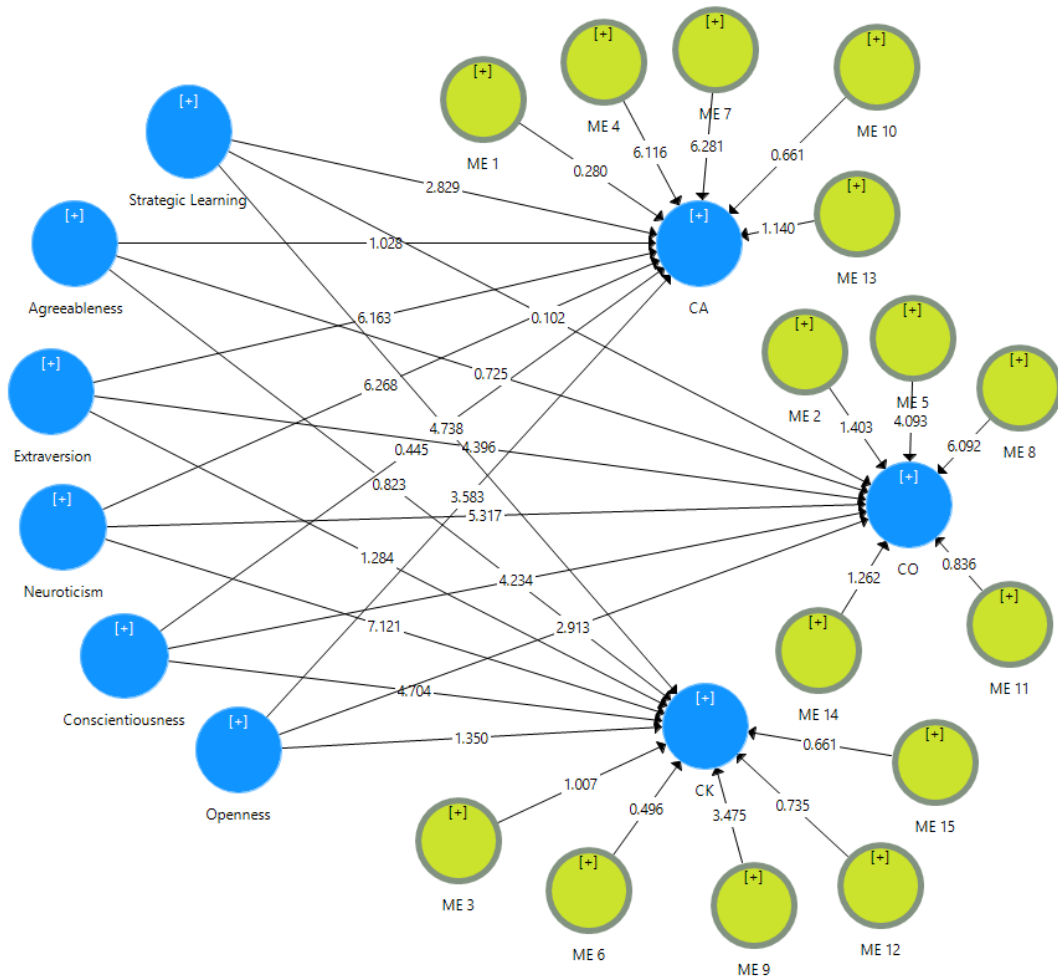
**Table 4.37. Structural Model – Moderating effect of Strategic approach to learning on the relationship between Personality dimensions and dimensions of Career Planning Attitude**

Hypothesis	Path co-efficient	T Value	P Value	Comments
Agreeableness → CA	0.043	1.028	0.304	Not Significant
Extraversion →CA	0.335	6.163	0.000	Positive Significant
Neuroticism → CA	0.250	6.268	0.000	Positive Significant
Openness → CA	0.108	3.583	0.000	Positive Significant
Conscientiousness → CA	0.020	0.445	0.656	Not Significant
Strategic Learning → CA	0.111	2.829	0.005	Positive Significant
Agreeableness →CK	-0.033	0.823	0.411	Not Significant
Extraversion → CK	-0.080	1.284	0.200	Not Significant
Neuroticism → CK	0.295	7.121	0.000	Positive Significant
Openness → CK	0.049	1.350	0.178	Not Significant
Conscientiousness → CK	0.294	4.704	0.000	Positive Significant
Strategic Learning → CK	0.290	4.738	0.000	Positive Significant
Agreeableness → CO	-0.029	0.725	0.469	Not Significant
Extraversion → CO	0.227	4.396	0.000	Positive Significant
Neuroticism →CO	0.250	5.317	0.000	Positive Significant



Hypothesis	Path co-efficient	T Value	P Value	Comments
Openness →CO	0.096	2.913	0.004	Positive Significant
Conscientiousness → CO	0.217	4.234	0.000	Positive Significant
Strategic Learning → CO	0.004	0.102	0.919	Not Significant
ME of STL on C → CA	-0.012	0.280	0.780	Not Significant
ME of STL on N →CA	-0.037	0.661	0.509	Not Significant
ME of STL on N →CO	-0.050	0.836	0.404	Not Significant
ME of STL on N →CK	0.038	0.735	0.463	Not Significant
ME of STL on O →CA	0.032	1.140	0.255	Not Significant
ME of STL on O →CO	-0.043	1.262	0.208	Not Significant
ME of STL on O →CK	0.022	0.661	0.509	Not Significant
ME of STL on C →CO	-0.070	1.403	0.161	Not Significant
ME of STL on C →CK	0.052	1.007	0.314	Not Significant
ME of STL on A →CA	-0.272	6.116	0.000	Negative Significant
ME of STL on A →CO	-0.182	4.093	0.000	Negative Significant
ME of STL on A →CK	-0.022	0.496	0.620	Not Significant
ME of STL on E →CA	0.244	6.281	0.000	Positive Significant
ME of STL on E →CO	0.250	6.092	0.000	Positive Significant
ME of STL on E →CK	0.157	3.475	0.001	Positive Significant

**Source: Primary data**



**Figure 4.6. Structural model - Moderating effect of Strategic approach to learning on the relationship between Personality dimensions and dimensions of Career Planning Attitude**

From Table 4.37 it is inferred that significant positive relationship exists between the paths Extraversion and Career Adaptability ( $\beta=0.335$ ;  $t=6.163$ ;  $p<0.000$ ); Neuroticism and Career Adaptability ( $\beta=0.250$ ;  $t=6.268$ ;  $p<0.000$ ); Openness and Career Adaptability ( $\beta=0.108$ ;  $t=3.583$ ;  $p<0.000$ ); Strategic learning approach and Career Adaptability ( $\beta=0.111$ ;  $t=2.829$ ;  $p=0.005$ ); Neuroticism and Career Knowledge ( $\beta=0.295$ ;  $t=7.121$ ;  $p<0.000$ ); Conscientiousness and Career Knowledge ( $\beta=0.294$ ;  $t=4.704$ ;  $p<0.000$ ); Strategic learning approach and Career Knowledge ( $\beta=0.290$ ;  $t=4.738$ ;  $p<0.000$ ); Extraversion and Career Optimism ( $\beta=0.227$ ;  $t=4.396$ ;  $p<0.000$ ); Neuroticism

and Career Optimism ( $\beta=0.250$ ;  $t=5.317$ ;  $p<0.000$ ); Openness and Career Optimism ( $\beta=0.096$ ;  $t=2.913$ ;  $p=0.004$ ); Conscientiousness and Career Optimism ( $\beta=0.217$ ;  $t=4.234$ ;  $p<0.000$ ).

There is no significant relationship exists between the paths Agreeableness and Career Adaptability ( $\beta=0.043$ ;  $t=1.028$ ;  $p=0.304$ ); Conscientiousness and Career Adaptability ( $\beta=0.020$ ;  $t=0.445$ ;  $p=0.656$ ); Agreeableness and Career Knowledge ( $\beta=-0.033$ ;  $t=0.823$ ;  $p=0.411$ ); Extraversion and Career Knowledge ( $\beta=-0.080$ ;  $t=1.284$ ;  $p=0.200$ ); Openness and Career Knowledge ( $\beta=0.049$ ;  $t=1.350$ ;  $p=0.178$ ); Agreeableness and Career Optimism ( $\beta=-0.029$ ;  $t=0.725$ ;  $p=0.469$ ); Strategic learning approach and Career optimism ( $\beta=0.004$ ;  $t=0.102$ ;  $p=0.919$ ).

Strategic approach to Learning has a positive significant moderation effect on the paths Agreeableness and career adaptability ( $\beta=-0.272$ ;  $t=6.116$ ;  $p<0.000$ ); Agreeableness and career optimism ( $\beta=-0.182$ ;  $t=4.093$ ;  $p<0.000$ ); Extroversion and career adaptability ( $\beta=0.244$ ;  $t=6.281$ ;  $p<0.000$ ); Extroversion and career optimism ( $\beta=0.250$ ;  $t=6.092$ ;  $p<0.000$ ); Extroversion and career knowledge ( $\beta=0.157$ ;  $t=3.475$ ;  $p=0.001$ ).

There is negative significant moderation effect of Strategic approach to learning on the relationship between Agreeableness and career adaptability ( $\beta=-0.272$ ;  $t=6.116$ ;  $p<0.000$ ); Agreeableness and career optimism ( $\beta=-0.182$ ;  $t=4.093$ ;  $p<0.000$ ).

There is no significant moderation effect of Strategic approach to learning on the relationship between conscientiousness and career adaptability ( $\beta=-0.012$ ;  $t=0.280$ ;  $p=0.780$ ); conscientiousness and career optimism ( $\beta=-0.070$ ;  $t=1.403$ ;  $p=0.161$ ); conscientiousness and career knowledge ( $\beta=0.052$ ;  $t=1.007$ ;  $p=0.314$ ); Neuroticism and career adaptability ( $\beta=-0.037$ ;  $t=0.661$ ;  $p=0.509$ ); Neuroticism and career optimism ( $\beta=-0.050$ ;  $t=0.836$ ;  $p=0.404$ ); Neuroticism and career knowledge ( $\beta=0.038$ ;  $t=0.735$ ;  $p=0.463$ ); Openness and career adaptability ( $\beta=0.032$ ;  $t=1.140$ ;  $p=0.255$ ); Openness and career optimism ( $\beta=-0.043$ ;  $t=1.262$ ;  $p=0.208$ ); Openness and career knowledge ( $\beta=0.022$ ;  $t=0.661$ ;  $p=0.509$ ); Agreeableness and career knowledge ( $\beta=-0.022$ ;  $t=0.496$ ;  $p=0.620$ ).

The adjusted  $R^2$  value of 0.583 for Career Adaptability indicates that 58.3% variability in Career Adaptability is explained by the personality dimensions Extraversion, Neuroticism, Openness and Strategic Learning Approach.

The adjusted  $R^2$  value of 0.434 for Career Knowledge indicates that 43.4% variability in Career Knowledge is explained by the personality dimensions Neuroticism, Conscientiousness and Strategic Learning Approach.

The adjusted  $R^2$  value of 0.462 for Career Optimism indicates that 46.2% variability in Career Optimism is explained by the personality dimensions Extraversion, Neuroticism, Conscientiousness, Openness.

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

Hence it could be concluded that Deep and Strategic learning approaches have a positive significant moderation effect on the relationship between few personality dimensions and dimensions of Career Planning Attitude.

#### **4.5 CONCLUDING REMARKS**

This chapter presents the results of data analysis that was carried out. To accomplish the objectives of the study appropriate statistical tools and analysis are used. Hypotheses framed are also tested and results discussed in detail. Initially, this chapter presents the Demographic profile of the respondents. To meet the first objective descriptive statistics, mean value and average score analysis is performed. Descriptive statistics is performed to find out the level of perception of the respondents regarding the study variables. Average score analysis is performed on the study variables across the demographic profile factors namely age, graduation type, and location of residence of the respondents. To fulfil the second objective analysis of variance is performed to identify the difference in the perception of the respondents of varied demographic profile with regard to Personality dimensions, Learning Approaches and Career Planning Attitude

dimensions. For accomplishing the third objective Correlation is performed among Personality dimensions, and Learning Approaches; Personality dimensions and Career Planning Attitude; and Learning Approaches and Career Planning Attitude dimensions among under graduate and post graduate students. At the end of this chapter PLS SEM is performed. In this analysis, each of the Learning approaches is taken as a moderator between Personality dimensions and Career Planning Attitude dimensions.

The next chapter presents the findings of the study, Suggestions, Conclusion, Limitations and Scope for further study.