

CAREER – A FOOD FOR THOUGHT AND PERPLEXION AMONG STUDENTS

Preeti Nakhat

Research Scholar, School of Liberal Studies, Pandit Deendayal Petroleum University, Gandhinagar, Gujarat, India

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ABSTRACT

Career decision, a turning phase in students' life is often discussed by them. It is one of the life driven and influential decision of one's life. Ambiguity, double mind, alternative options etc. are the common traits witnessed in the students while making a decision. There are many causal factors i.e. family, social, academic, financial etc. in career conflict. The research has been carried out with the primary aim to find out if family conflict and educational conflict plays any role in career conflict among the students. To analyze them, Career Conflict Scale by Dr. Aneet Kumar was used. It is a five-point Likert scale. There are total 62 statements which multiple choice options and with the purposive sampling technique, 1000 students were the part of the research. An analysis was done using a statistical test Regression run on SPSS and the results show that 56 % conflict that students face is due to the social and educational conflict which even includes bickering. Moreover, the social conflict has a positive association with career conflict whereas educational conflict has a negative correlation with career conflict.

KEYWORDS: *Students, Career Confusion, Dilemma Educational, Social*

INTRODUCTION

Career is an important discussion topic during higher secondary schooling. Although students choose the stream of further education in higher secondary, they are seen exploring the options and analyzing if the chosen stream leads them to the appropriate and desired careers. As the current scenario of India reveals a high rate of educated unemployment, students are unintentionally exposed to stress and conflict due to their career choice. The statistics reveal that 31 million youth are unemployed in India whereas the job opportunities available are only 6 million. (Unemployment rate in India, 2018) It is a threat to the nation. Moreover, societal expectation, family circumstances, academics, and other education factors, monetary aspects etc. also play a role in influencing career choices and also cause dilemma regarding career choices formed. The indecisive attitude of students leads to career conflict. There have been a lot of studies on Career decision making and the concurrent challenges that students face. These researches also led to the development of certain theories that are imperative to be mentioned.

Career Decision -Making Theory (1978)

Career decision-making theory was developed in the year 1978 by O Neil, Meeker, and Borger. The primary aim of this theory was to analyze how people make decisions. A definition of career decision by O'Neil is as follows: "It is a process where the occurrence of a specific career selection becomes more probable than any of its available options". Two

other theorists, Harren(1979) and Osipow(1973) found that various factors are pivotal in deciding about the career. This theory explained that there are six main factors along with the twenty-two subfactors. The main factors are namely familial, individual, societal, socioeconomic, situational and psychosocial-emotional factors. All the factors play a prominent role in a career decision. Although all of them are not included, they are a high influencer in career decisiveness. This model is also useful for framing interview questions and even creating various research categories. This theory by O Neil, Meeker and Borger is particularly related to career influencer of undergraduate (BBA) students of the country Bangladesh. Students between the age group of 14 to 22 are the focus population of the theory. The determinants and influencers of career decision have been covered and shown through this theory still it is not a total framework of career decisiveness of all the BBA students of the nation. It serves and brings an understanding of the entire process. (O'Neil, JM, Meeker, CH & Borger, SB 1978)

Seven Point Plan

“Seven point plan” was initially devised by Aleg Rodger in the year 1953. The aim motive of developing it was exclusively for selection interviews. The plan was highly appreciated, accepted and considered a useful model to inform practice by guidance trainers and practitioners. It majorly covered and focused on seven traits and they were intelligence, specialized aptitudes, interests, disposition, physical characteristics, attainments, and situations. There were several steps of this plan for guidance practice. First, detailed assessment and evaluation of job considering all the seven traits are done. Second, evaluation of an individual profile considering these seven traits to assure the candidate is a “good fit”. Once both the steps are evaluated, the guidance practitioner recommends the particular field to the candidate. These steps and framework are used in many ways by guidance practitioner. One of the examples is to analyze if the candidate’s aspiration and passion for any particular job are realistic comparing his actual caliber and potential. Another example is to create job ideas for the candidates who are clueless or has fewer ideas and further to analyze employment opportunities related to it.

Hierarchy of Orientations

After working with Parsons and on the same philosophy, Holland came up with an occupational classification system that shows a distribution of the environment and personality into six model types. They are realistic, investigative, artistic, social, enterprising and conventional. Holland’s model and idea were similar to Parson’s “Talent matching” method. He worked on Occupational classification system in the year 1966. His explanation of the six model types explained is as follows. First thing is all the six personality characteristics are as per the needs and every person can be categorized in at least one of these types, secondly, even the work environment can be categorized in the same way, third point describes that vocational preference include people searching for work environment, people are quite congruent with their own personality characteristic. There was further study done on this theory by Holland per se and the subsequent growth of the theory in 1985 and 1992 indicate a strong focus on the interaction of the individual with his environment and even the influence of hereditary factors. The subsequent study in 1994 focused and stated the renovation of the former theory of 1992 to provide it with strong explanatory power. He talked about how his typology in life goal inclusion, problem -solving strategies, self-beliefs and how the developmental nature of types over the life span is included. Few other theorists namely Fitzgerald and Osipow

two years later in 1996 found Holland's theory of vocation very much detailed and explanatory. They not only appreciated his comprehensive work but also scrutinized and showed how amendments of the work were done and still the rudimentary of the theory remained the same. (Osipow & Fitzgerald, 1996, p.90). In continuation of the other theorist's viewpoint over Holland's theory, a milestone was witnessed when the Journal of Vocational behavior published the progress and development of Holland's theory. Moreover, Savickas in the year 1999 stated Holland's work and contribution as a great achievement in the vocational psychology field. Even one more theorist, Gottfredson in the year 1999 stated that the theory has meritoriously changed the perception of career guidance is given in the world. Holland's work has greatly and tremendously impacted and will continue to impact. (Frank, 2009)

DEFINITIONS

As per the global dictionary of Psychology by Rita Raj (2016), conflict is a perceived incompatibility of ideas, goals, and actions. The experience of having two or more incompatible desires or motives. (Rita, 2016)

Conflict is when the ideas bewilder our thoughts and decision making is not easy. Usually, it is felt or experienced while facing trouble in deciding upon what to do. It occurs when there isn't clarity in thoughts. The dilemma further perplexes the decision making. Conflict is the part of life and is experienced on a day to day basis. Everyone in one way or other experiencing conflicts. A few routine citations of conflict are what to wear to work, which color to choose while buying things, what to cook for the day, which restaurant to go for food, which vehicle to buy, which brand to shop, which hairstyle to wear, what to prepare for food for the upcoming guests, which country to go for sightseeing, which tour operators to finalize the deal with, which gymnasium to join, where to throw the wedding party, which course to pursue, which university/school to choose for further academics. Conflict can be in the win-win situation as well as win-lose situation. A few theories of conflict are as follows:

MATCHING THEORY – TRAIT FACTOR THEORY BY FRANK PARSON (1909)

As per one of the prominent branch of psychology ie "Differential" psychology, guidance plays an utmost important role when top-notch experts assess the clients in rational decision making and match them to the best option available. It believes that knowledge about the client and the world of work help in modifying behavior. An example of the same is improved decision-making tactics. In the year 1908, Parsons founded a vocational guidance movement. He is known for developing the "Talent matching" method which was then developed into an occupational choice theory known as "Trait and factor" theory under differential psychology field. The rudimentary concept was that of "matching". He firmly believed and shared that people can make up an occupational choice if they have clarity in the following three points. Firstly, when they have an appropriate understanding of their own traits like their interest, their knowledge, capabilities, aptitude, abilities, potential, will power. Second, when people are even aware of the job market, career opportunities, available option in their field or domain. Third, when people can make a practical and rational judgment about the relation between both the points. One major presumption is individual traits/factors, as well as the requisite traits for the particular job, can be certainly

matched to a “good fit”. He says that when people have relevant skills as per the job, their performance is supreme and even highest productivity is witnessed. In the academics sector in the United Kingdom, two more theorists “Holland and Rogers” have been highly influential. They are known for the guidance practice method. All the three, Parsons, Holland and Rodgers support and believe that matching method is the central part of the process. Vocational preferences of students are extremely rational and bay from emotions. These choices were termed as “one-off” events which mean such vocational choices are made only once.

According to the research done by Mohammad H Hashem, Ahmeda A AL Khawaja, Saleh O Edhah, Usman I Hashmi and Al Hareth S. Al Akill(2014)on Academic issues and its affectation on college students’ performance at Abu Dhabi, UAE, IN April, 2014, it was found that 67% of the sample who took part-time work juggled between study load and job prerequisites, 29% of the sample figured out that on-campus jobs were sheer waste of time, 61% were optimistic and so talked to friends when experienced stress. The prime focus of the research was to examine academic issues and their connection to students performance. It took a sample of 39 students out of almost a thousand students at the Petroleum Institute out of which the ratio of boys was more than girls. A questionnaire was gotten filled by the students. Statistically, evaluation of the data gathered was done and it showcased that there was a negative impact of study issues on students academic performance. Lastly, 22% of the respondents felt that they prefer to visit a counselor inside or outside the campus. (Hashem, Khawaja, Edhah, Hashmi, & All Akill, 2014)

A report on Academic motivation in post-secondary students: Effects of career outcome expectations and type of aspiration by Domene J, Socholutiuk K and Woitowicz L(2011) done in Canada state that students with high effects of Career outcome expectations (COE) had higher motivation in comparison with their fellows possessing lower career outcome expectations. The motivation was high in intrinsic as well as extrinsic academic motivation. It was the same for students who wanted their career in STM (science, technology or math) in comparison to students who chose other options of career. The methodology used wasself- report survey method. Online mode of form filling was used for the survey. The questionnaire consisted of career-related, interpersonal and educational questions. In total, 380 students were part of the sample. These 380 students were pursuing their secondary education in North America ie either Canada or America. Various ethnicities participated in the report filling i.e. Asians, Caribbean, Africans, Europeans, and more. The final analysis recommends that the promotion of STM(Science, Technology, and Math) occupation and expansion of students’ career expectation can prove beneficial in academics. (Domene J, Socholotiuk K, Woitowicz L, 2011)

The researcher Gillain M,Lyn W and David T(2001) conducted a longitudinal studyto figure out uncertainties about career intentions of prospective and current medical students. The title of it was “Medical students’ and prospective medical students’ uncertainties about career intentions: cross-sectional and longitudinal studies” The core aim of this study was to explore changes as well as uncertainty in career intentions of medical students in five years curriculum. The hypothesis of this study is policy prompts medical students’ earlier career awareness. To test it, quantitative method of data collection was used. Standard questionnaires were selected after researching and a questionnaire for prospective students whereas another questionnaire for students pursuing medical was chosen. The primary intention of choosing one of the questionnaires was to scrutinize why the students chose medicine and the other one was the reasons for career intentions. In total 973 filled the

survey and submitted. Surprising results showcase that up to mid-program, students aspire general practice. Results even share that from the admission till mid-year fifth, there was a downfall in uncertainty among the students nevertheless 14.9% students responded with “Don’t know” both the times. Prospective students who were weak at English specified a career intention. It also presents that socioeconomic determinants of early medical career merit further study. (Maudsley Gillian, Williams Lyn, Taylor David, 2001)

The detailed research was done by Chisholm M.A and Pritchard L(1999) on Career commitment of Pharmacy students at Georgia college, United States in the year 1995 states the mean commitment was 28.29. There wasn’t any significant correlation between gender, professional pharmacy degree, age, and career commitment. The prime motto of the study was to scrutinize and correlate career commitment to practical experience of pharmacy, degree certificate received, what drove them to be a pharmacist and their career direction further. Several aims of this research were to study the practical exposure related to pharmacy, degree attained, the level of position one wants to attain in career after studying pharmacy, foretelling work patterns of the number of hours every week and the most significant was see the correlation of the above variables and career commitment of pharmacy students. To study it, qualitative method of data collection was chosen which included a standard questionnaire designed by Rascati. The name is Rascati’s adaptation of Blau’s career commitment scale. It was distributed among the sophomores studying pharmacy at Georgia college during the year 1995. The questionnaire was distributed among the students and finally, 114 students completed the survey. Tukey –Kramer test general linear model with multiple comparisons was used to assess a few variables. The analysis of the study state there is no significant relation between the age, gender, marital status, pharmacy degree obtained and career commitment. 69.7% of students have pharmacy practical experience and 42.1% anticipate taking a career in chain pharmacies post-graduation. The results also showcase that pharmacy students have different background and even career plans nevertheless the same level of career commitment. (Chisholm Marie A, Pritchard Lamar, 1999)

RESEARCH METHODOLOGY

The multi-stage stratified random sampling method was employed to fulfill the objectives of the study. As per the socio-demographics has chosen for the study, comparison of gender i.e. male and female, a comparison between age groups 15-16 years & 17-18 years. Sampling unit of the study were higher secondary school students of Ahmedabad city. The data was collected from numerous schools of Ahmedabad city, Gujarat state, India. The total sample size was 1000.

Career conflict scale developed by Dr. Aneet Kumar & Rekha (2005) was used for the study. The explanations of the subscales are mentioned below:

- Social – The connection between career and social factors among students have been addressed in this subscale. The impact of social factors on choosing a career has been discussed with a few questions.
- Educational – Education plays an indispensable role in making a career choice. What students study in higher secondary school and how does it impact on students’ career choice have been addressed under this sub-scale.

- Personal – Personal goals, motives, ambition and their relation to career conflict among students have been catered under this subscale. It measures the personal factors in relation to career conflict.
- Work culture-This subscale measures the perception of students towards work culture and career dilemma. Various work situations are discussed and the reaction of students on the same is the part of work culture.
- Family – The fifth subscale of career conflict is family. Conflicting views on choosing a career in relation to the family have been catered under this subscale. The subscale analyses the role of the family in career dilemma among students.
- Gender – In context of Indian culture, this is one of the most crucial subscales as it presents gender-related questions and checks students perspective in choosing a career.

The reliability of Career conflict scale after the data collection was assessed by running

ANOVA: Two factors with replication. Cronbach Alpha of Career conflict scale was found

0.720667. Ideally, Cronbach Alpha should be ≤ 0.7 . In this study, it was found ≤ 0.7 . Therefore, the data sample is reliable and can be used.

DATA ANALYSIS

Regression analyses were employed to test the hypotheses of the study. The hypotheses are:

Hypothesis 1

H_0 = Social conflict doesn't have any association with career conflict.

H_1 = Social conflict has an association with career conflict.

Hypothesis 2:

H_0 – Educational conflict doesn't have any association with career conflict.

H_1 – Educational conflict has the association with career conflict.

Table 1: Model summary of Regression

Model Summary						
Model	R	R Square	Adjusted Square	R	Std. Error of the	Durbin-Watson
					Estimate	
1	.751 ^a	.564	.563		.04928	1.799

a. Predictors: (Constant), average of educational conflict, average of social conflict

b. Dependent Variable: average of career conflict

The technique of Adjusted R square is used to know how well the sample regression line fits the sample data. It measures the proportion or percentage of the total variation in the dependent variable explained by the regression model. Here the value of adjusted R-square was found to be 0.563 which implies that 5.6% of the variation in career conflict (DV) has been explained by variation in educational (IV) & social conflict (IV). It is imperative that educational and social conflict

are not the major factors leading to career conflict for the sample age group undertaken in this study. There are multiple causes of career conflict. Contemporarily, there are numerous causes of career conflict in students’ life namely competition, personal conflict, family, peers, careers in trend etc. Finally, as evident in this study, social and educational conflict account for only 5.6% in it.

Table 2: ANOVA

ANOVA					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	3.132	2	1.566	644.954	.000b
1 Residual	2.419	996	.002		
Total	5.551	998			

A. Dependent variable: average of career conflict

B. Predictors: (constant), average of educational career conflict, average of social career conflict

ANOVA is used to test the overall significance of the regression model and it uses “F test” to test the null hypothesis.

Table 3: Regression Model - Educational conflict & social conflict with Career conflict

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Regression Model: Career conflict = $\beta_1 + \beta_2$ (Educational conflict) + β_3 (Social conflict) Null hypothesis: [$H_0 = \beta_1 = \beta_2 = \beta_3 = 0$] There is no association between the dependent and independent variables and the overall model is not significant. Alternate Hypothesis: [$H_1 = \beta_1 = \beta_2 = \beta_3 = \text{Not equal to zero}$] There is an association between the dependent and independent variables and the overall model is significant.

P value refers to the probability value and should ideally be less than the chosen level of significance. The chosen value of the level of significance is 0.05. Here the p-value turns out to be “.000” which is less than 0.05 (level of significance) and so we can conclude the findings are statistically significant. We reject the H_0 and conclude that the model is overall significant

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B		
	B	Std. Error	Beta			Lower Bound	Upper Bound	
1	(Constant)	.511	.013		38.453	.000	.485	.537
	Average of social career conflict	.647	.030	.796	21.694	.000	.588	.705
	Average of educational career conflict	-.038	.025	-.056	-1.517	.130	-.087	.011

a. Dependent Variable: average of career conflict

There is a negative association between Educational conflict (DV) and career conflict (IV). An increase in Educational conflict (IV) by 1 % leads to a decline in career conflict (DV) by 0.38%. As educational conflict i.e. conflict due to unavailability of books in the college library, improper functioning of the university or the administration of the university, imbalanced relationship with the teacher, career conflict is reduced slightly. The focus of career dilemma diverts to working on the educational perplexion. Hence, the career conflict decreases when there is an increase in educational conflict. Secondly, there is a positive association between career conflict (DV) and social conflict (IV). An increase in social conflict (IV) by 1 % increases career conflict (DV) by 0.64%. Society plays a positive role in influencing career decision among students. Societal expectation and societal concerns cause career conflict. Students face career dilemma due to the expectation of the elders and pressure to be the part of the bandwagon. Considering the societal pressure, they are expected to choose a successful career which creates conflict between their desired career and the one which is expected from them.

Our findings are statistically significant and all individual regression coefficient are statistically significant as their p values are less than 0.05

CONCLUSIONS

It can be concluded that societal conflict plays a significant role in career conflict among the students. Society is one of the prominent causes of career conflict in Indian society. There are instances when students commit suicide as not able to meet the expectations of society and many a time, the expectations from society are unrealistic. Hence, career conflict is mainly due to society among higher secondary students. On the other hand, educational conflict doesn't impact career conflict. In fact, students' attention from career conflict is diverted due to educational conflict e.g. Preparing for exams, participation in the university events etc decrease the career conflict prevalent among students.

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