

A Study on Career Choice and Career Aspirations of UG and PG Students of UAS Raichur

Ravi M. Sambrani^{1*}, Sidram B.Y.²

ABSTRACT

The study was conducted on UG and PG students of the University of Agricultural Sciences, Raichur which is located at Raichur district of Karnataka state. The UG and PG students of UAS, Raichur constitute the population for the study, 45 UG and 45 PG students were selected by employing simple random procedure to form the sample size of 90. The Ex-post facto research design was employed, which is considered more suitable as the phenomenon has already occurred. Personal interview were prepared by considering the variables and objectives of the study. The data were collected analyzed and tabulated by using suitable statistical tools. The findings of the study revealed that, with respect to the gender distribution female students (52.22%) are of high percentage than male students (47.78%) in both UG and PG studies. Very high percent (78.89%) students were belongs to nuclear family. With respect to the overall career aspiration majority (37.78 %) of the students belonged to the high career aspiration category followed by low (35.56%) and medium (26.67%) career aspiration category. Regarding statements on career choice information of UG and PG students, very high majority (95.56%) of students indicated “my career allowed me to make a positive influence on world” followed by “knowledge and skills important to my career success” (92.22%) and “selected job/career choice which is related to my discipline (88.89%). Majority of the students expressed that safer atmosphere (94.44%), good health (90.00%). potential employment (88.89%) and better living condition (85.56%) are the pull factors for selection of job/careers while pull factors like unsuitable institution (65.56%), unemployment and safety (57.78%). Lack of independent (56.67%), friends already selected (55.56%), lack of service (53.33%) and (poverty 52.22%).

Keywords: Career choice, Career aspiration, Undergraduate, Postgraduate.

In Indian context higher education is to ensure the employability because society believes that university education is the most secured path for the employability. The graduate students are a crucial human resource for promoting the development of a country. They are also changers in the field of socio-economic and technological innovation. The graduate students have possessed certain career goals, which seem to be strong desire and achieve

¹Associate Professor of Psychology, College of Agriculture, Raichur. UAS, Raichur

²Assistant Professor, Department of Agricultural Extension Education, College of Agriculture, Bheemaranagudi. UAS, Raichur.

*Corresponding Author

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something high or great. The graduate students' career aspirations include, teaching, clerical jobs, business, administrative, technical, defence & security and legal services. According to Supper (1999) the career choice and career aspiration refers to setting of goals, objectives to achieve desired profession or ambition of the graduate student. There is growth and demand for analytical and managerial work like that of scientist, engineer, attorney, executive and perhaps an economist. According to Kim (2004) and Domenico (2007) the development of individuals' career choice and aspirations could be influenced by gender, socioeconomic status, family support, parental expectations and cultural values. The graduate student's aspirations are generally higher than their expectations, but it is aspirations that tend to decline as children mature into young adults, in response to a growing awareness of the world (Armstrong, P. I. and Crombie, G. 2000). To know the career choice and career aspiration among undergraduates has become an important since undergraduates face numerous challenges after completing their degree especially when seeking for suitable employment opportunities. The opportunities include services workers such as security guards, truck drivers, housekeepers, waiters, sales, etc. and white-collar jobs like secretaries, book keepers, insurance adjusters, bank tellers, telephone receptionists, etc. These changes have resulted in a polarization of work the hollowing-out of the distribution of job tasks (Agarwal and Pawan, 2006). There is a severe competition among students for the university entrance. However, they face numerous challenges after completing university degree especially when seeking for suitable employment. Keeping this in view a study was conducted in College of Agriculture, Raichur (Karnataka) to know the career choices and career aspirations of undergraduate and postgraduate students.

METHODOLOGY

The study was conducted at University of Agricultural Sciences, Raichur located at Raichur district of Karnataka state. The Ex-post facto research design was employed as it is considered most suitable as the phenomenon has already occurred. The UG and PG students of College of Agriculture, Raichur constituted the population for the study, 45 students from UG and 45 students from PG studies were selected by employing simple random sampling procedure to form the sample size of 90. A interview schedule was prepared by keeping the objectives and variables of the study in view. Data were collected by personal interview method. The collected data analysed and tabulated by suitable statistical tools like frequency, percentage, mean and standard deviation.

RESULTS AND DISCUSSION

1. Profile of the respondents

The data presented in the Table no. 1 revealed that, more than half (52.22 %) of the students were female followed by male students (47.78%) the reason might be that, the passing percentage of female students is higher than the male students in PUC examination. Majority of the (41.11%) were of less than 20 years followed by 32.22 per cent of the respondents were 23 to 25 years and 26.67 per cent of the students were of 21 to 22 years. With respect to family type majority (78.89 %) of the respondents belonged to nuclear family followed by joint family (21.11%) while, fifty per cent of students family size is 1 to 5 members followed by 6-10 members (40.00%) and 11-15 members (10.00%), this might be due to the changing values of family and society. Nearly 46.00 per cent of respondents' fathers studied up to degree followed by PUC 34.44 per cent. Most (44.44%) of the respondents mothers belonged high school category of qualification and notable percentage (17.78%) of mothers were illiterates. It is obvious that, the educated family had the knowledge regarding the importance of university education and financial stability to provide the university education. With respect to family income majority 64.44 per cent of

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the respondents had high family income followed by low (21.11%), due to higher education and better job of the parents might be the reason for above finding.

Table 1: Profile of the respondents

N=90

Sl. No.	ATTRIBUTES	F	%
1	Gender		
	Male	43	47.78
	Female	47	52.22
2	Age		
	less than 20 years	37	41.11
	21-22 years	24	26.67
	23-25 years	29	32.22
	More than 25 years	0	0.00
3	Family type		
	Joint	19	21.11
	Nuclear	71	78.89
4	Family size (No's)		
	1 to 5	45	50.00
	6 to 10	36	40.00
	11 to 15	9	10.00
	More than 15	0	0.00
5	Parents Qualification		
	Father Education		
	Illiterate	10	11.11
	Primary School	4	4.44
	Middle School	2	2.22
	High School	2	2.22
	PUC	31	34.44
	Degree	41	45.56
	Mother Education		
	Illiterate	16	17.78
	Primary School	5	5.56
	Middle School	6	6.67
	High School	40	44.44
	PUC	9	10.00
	Degree	14	15.56
6	Family Income		
	Low	19	21.11
	Medium	13	14.44
	High	58	64.44

2. Overall career aspiration of the respondents

Table no. 3 depicted that, overall career aspiration of the students. Most of the (37.78%) students belonged to the high career aspiration category followed by low (35.56%) and medium (26.67%) category of career aspiration. Those students who are having higher aspiration to achieve in life and select better career option enters the university education this might be the reason for the findings.

Table 2: Overall career aspiration of the students

N=90

Sl. No.	Category	F	%
1	Low (Mean -0.425*SD)	32	35.56
2	Medium (Mean +/- 0.425*SD)	24	26.67
3	High (Mean +0.425*SD)	34	37.78

3. Individual Career aspirations of the students

The results with regard to career aspirations of the students is presented in the Table no. 2 and the data revealed that, majority (77.78%) of the respondents expressed that, “I want to be among very best in my field” followed by 64.44 per cent of the respondents expressed that, “I hope to become a leader in my career field”, 60 per cent of the respondents expressed “I want my work to have a lasting impact on my field”, 58.89 per cent expressed “I will perceive additional training in my occupational area of interest”, same 57.78 per cent expressed “I aspire to have my contributions at work organized by my employer” and “being outstanding at what I do at work is very important to me”. Career aspirations of the respondents with respect to quite a bit true of me were recorded as more than half of the respondents (51.11%) stated “I want to have responsibility for the future direction of my organization or business” followed by “I hope to move up to a leadership position in my organization or business” (47.78%), “I do not plan to devote energy to getting promoted to a leadership position in the organization or business in which I am working” (38.89%) and very meagre (18.89%) per cent of respondents opined “to becoming a leader in my job is not at all important to me”. In case of moderately true category, more than half (52.22%) of the students expressed “I plan to rise to the top leadership position of my organization or business” while “achieving in my career is not at all important to me” is expressed by 38.89 per cent of the students whereas, very few (3.33%) students expressed “I want to have responsibility for the future direction of my organization or business”. With regards to slightly true of me and not at all true of me, a negligible per cent of the respondents (1.11%) opined that, “I want to be among the very best in my field” followed by “I want to have responsibility for the future direction of my organization or business” (2.22%).

Table 3: Individual Career aspirations of the Students

N=90

Sl. No.	Statements	Very true of me		Quite a bit true of me		Moderately true of me		Slightly true of me		Not at all true of me	
		F	%	F	%	F	%	F	%	F	%
1	I hope to become a leader in my career field	58	64.44	16	17.78	9	10.00	3	3.33	4	4.44
2	I do not plan to devote energy to getting promoted to a leadership position in the organization or business in which I am working.	5	5.56	35	38.89	20	22.22	10	11.11	20	22.22
3	I want to be among the very best in my field	70	77.78	9	10.00	9	10.00	1	1.11	1	1.11
4	Becoming a leader in my job is not at all important to me	17	18.89	6	6.67	24	26.67	23	25.56	20	22.22

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5	When I am established in my career, I would like to manage other employees	49	54.44	25	27.78	7	7.78	7	7.78	2	2.22
6	I plan to reach the highest level of education in my field	37	41.11	18	20.00	22	24.44	9	10.00	4	4.44
7	I want to have responsibility for the future direction of my organization or business.	37	41.11	46	51.11	3	3.33	2	2.22	2	2.22
8	I want my work to have a lasting impact on my field	54	60.00	11	12.22	14	15.56	3	3.33	8	8.89
9	I aspire to have my contributions at work recognized by my employer.	52	57.78	22	24.44	9	10.00	3	3.33	4	4.44
10	I will pursue additional training in my occupational area of interest.	53	58.89	15	16.67	9	10.00	13	14.44	0	0.00
11	I will always be knowledgeable about recent advances in my field.	31	34.44	33	36.67	15	16.67	7	7.78	4	4.44
12	Attaining leadership status in my career is not that important to me	23	25.56	14	15.56	13	14.44	9	10.00	31	34.44
13	Being outstanding at what I do at work is very important to me	52	57.78	23	25.56	9	10.00	0	0.00	6	6.67
14	I know I will work to remain current regarding knowledge in my field	45	50.00	26	28.89	15	16.67	0	0.00	4	4.44
15	I hope to move up to a leadership position in my organization or business	29	32.22	43	47.78	8	8.89	2	2.22	8	8.89
16	I will attend conferences annually to advance my knowledge.	20	22.22	23	25.56	14	15.56	22	24.44	11	12.22
17	I know that I will be recognized for my accomplishments in my field	22	24.44	28	31.11	11	12.22	7	7.78	22	24.44
18	Even if not required, I would take continuing education courses to become more knowledgeable	37	41.11	8	8.89	14	15.56	20	22.22	11	12.22
19	I would pursue an advanced education program to gain specialized knowledge in my field.	32	35.56	25	27.78	11	12.22	5	5.56	17	18.89
20	Achieving in my career is not at all important to me	5	5.56	8	8.89	35	38.89	8	8.89	34	37.78

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21	I plan to obtain many promotions in my organization or business.	20	22.22	16	17.78	21	23.33	3	3.33	30	33.33
22	Being one of the best in my field is not important to me	9	10.00	5	5.56	18	20.00	7	7.78	51	56.67
23	Every year, I will prioritize involvement in continuing education to advance my career	18	20.00	23	25.56	31	34.44	11	12.22	7	7.78
24	I plan to rise to the top leadership position of my organization or business.	21	23.33	18	20.00	47	52.22	2	2.22	2	2.22

4. Career choices of the students

Table no. 4 showed that career choices of the UG and PG students, high majority (95.56%) of the students expressed “My career should allow me to make a positive influence on world” while, 92.22 per cent of the students expressed “Knowledge and skills are important to my career success”, 88.89 per cent expressed “Select job/career which is related to my discipline”; 56.67 per cent expressed “They wish to go for govt. Job after graduation” followed by private job (17.78%). More than two fifth (43.33%) of respondents expressed that, job/career select with the help of “personal knowledge and experience” followed by parents (26.67%) and friends (21.11%). Majority (68.89%) of respondents were opined that, problems faced in achieving the selected job/career choice was “financial problem” followed by “personal problem” (15.56%) and “social problem” (8.89%). Half (50.00%) of students were expressed that, the career opportunities in agriculture is “excellent” followed by “good” (24.44), “limited” (10%) and “fair” (6.67%) per cent. Regarding factors most helped in selecting the career/job option for the students were friends (46.67%) followed by family (38.89%), neighbours (35.56%) and teachers (28.89%), respectively.

Table 4: Career choices of the students

N=90

SL. No	Career Choice	F	%
1	Job/career choice is based on knowledge & skill possessed	39	43.33
2	Select Job/ career choice which is related to my discipline	80	88.89
3	Select the career option present near to home	16	17.78
4	I am willing to relocate to another state in search of selected career choice	48	53.33
5	Knowledge and skills are important to my career success	83	92.22
6	OGPA is very important than Knowledge and skills my career	13	14.44
7	Global competition will impact my career	50	55.56
8	I work in the area in which I am getting degree	43	47.78
9	My career should allow me to make a positive influence in the world	86	95.56
10	Agriculture careers are important for our economy	79	87.78
11	I wish to work in agriculture after graduation	78	86.67
	Govt. Job	51	56.67
	Private job	16	17.78
	NGO	9	10.00
	Own enterprise	14	15.56
12	Job/career choice selected with the help of		
	Personal Knowledge and experience	39	43.33
	Friends	19	21.11

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	Parents	24	26.67
	Professional entrepreneurs	8	8.89
13	Problems faced in achieving the selected Job/career choice		
	Financial Problem	62	68.89
	Personal Problem	14	15.56
	Social Problem	8	8.89
	Environmental Problem	6	6.67
14	The career opportunities in agriculture is		
	Excellent	45	50.00
	Good	22	24.44
	Fair	6	6.67
	Limited	9	10.00
	Not Good	8	8.89
15	Factor most helped me in selecting the career /job option		
	Family	35	38.89
	Teacher	26	28.89
	Neighbours	32	35.56
	Friends	42	46.67

5. Pull factors for selection of job/career

Table no. 5 showed pull factors for selection of job/career, majority of the students agreed that, a safer atmosphere (94.44%), good health (90.00%), potential employment (88.89%), better living condition (85.56%), educational opportunities to family (80.00%) and better service provision (75.56%) were the major pull factors for selection of Job/career. Majority (44.44%) of the respondents disagreed that, political security was major pull factor for job selection.

Table 5: Pull factors for selection of job/career choice

N=90

Sl. No.	Pull factors	Agree		Disagree		Undecided	
		F	%	F	%	F	%
1	Potential employment	80	88.89	4	4.44	6	6.67
2	A safer atmosphere	85	94.44	3	3.33	2	2.22
3	Better service provision	68	75.56	5	5.56	17	18.89
4	Greater wealth	55	61.11	29	32.22	6	6.67
5	Good health	81	90.00	4	4.44	5	5.56
6	Interest of passion	67	74.44	9	10.00	14	15.56
7	Political security	37	41.11	40	44.44	13	14.44
8	Friends and family	67	74.44	11	12.22	12	13.33
9	Attractive climate	62	68.89	19	21.11	9	10.00
10	Better living condition	77	85.56	6	6.67	7	7.78
11	Education opportunity to family	72	80.00	13	14.44	5	5.56
12	More effective quality life	61	67.78	16	17.78	13	14.44

6. Push factors for selection of job/career

The results in the Table no. 6 depicted that, majority of the students push factor for the selection of job/career are unsuitable institution (65.56%), unemployment (57.78%), competition (57.78%), lack of independence (56.67%), friends already selected (55.56%), age (53.33%) and poverty (52.22%). More than half (54.44%) of the respondents disagreed that, drought and family responsibility (44.44%) were major push factor for job selection.

Table 6: Push factors for selection of job/career choice

N=90

Sl. No.	Push factors	Agree		Dis-agree		Undecided	
		F	%	F	%	F	%
1	Unemployment	52	57.78	29	32.22	9	10.00
2	Competition	52	57.78	28	31.11	10	11.11
3	Age	48	53.33	24	26.67	18	20.00
4	Poverty	47	52.22	16	17.78	27	30.00
5	Drought	28	31.11	49	54.44	13	14.44
6	Family responsibility	40	44.44	40	44.44	10	11.11
7	Lack of economic security	41	45.56	20	22.22	29	32.22
8	Lack of Independence	51	56.67	23	25.56	16	17.78
9	Family business	35	38.89	31	34.44	24	26.67
10	Friends already selected	50	55.56	32	35.56	8	8.89
11	Unsuitable institution	59	65.56	27	30.00	4	4.44

Suggestions / Implications:

1. The counsellors and teachers of the institutes should guide the student to select the most suitable careers based on their ability, capability and interest.
2. The administrative should invite resource persons who can direct the students in selection of accurate career.
3. The administration should provide financial support to those students who are financially deprived to choose their career.
4. Parents/ guardians should provide moral support to the students and help them to opt better career.
5. Career development course should be offered in all colleges so that, student can choose better career options.
6. Developing programs and strategies that assist both parents and youth in exploring a wide range of occupations can open the door to emerging and non-traditional career choices.

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Conflict of Interest

The author declared no conflict of interest.

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