

INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, ECONOMICS & MANAGEMENT

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VARIATIONS IN CAREER INTERESTS OF GRADUATE STUDENTS

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ABSTRACT

Students in India pursue graduation in various streams like Arts, Science, Commerce, Engineering, Pharmacy and many others. They study at different institutes and graduate colleges all over the country. Having decided their stream of education they are sure, to some extent, of their career interest. However not all students may know their interest and therefore there exists a gap between the stream of education chosen by the student and his or her career interest. Career interest may vary also by the city in which the student is studying or the medium or language of study of the student. This article analyses data of students studying in the final year of their graduation. The data of their preference of career was collected using the Career interest test of MN Careers. The test based on Holland's typology gives scores on 6 different career interests. It was found that significant differences in career interest do exist for students by city, medium of study and their stream of education for certain career interests.

KEYWORDS

career, graduate, interest, medium, stream.

INTRODUCTION

Students in India pursue graduation in streams like Arts, Science, Commerce, Engineering, Pharmacy and many others. They study from various graduate colleges all over the country. The approximate age of all these students is between 19 years and 22 years. Some of them may pursue further studies and some of them will take up jobs after graduation. Most of them, having decided their stream of education are more or less clear on their academic interest. However not all may be clear about what they may pursue as a career interest. In India, we also see cultural and social variations to a large extent across various cities. These variations may be due to reasons like industrial development, educational opportunities, political influence, infrastructure and logistical developments and also history associated with the city. As a result, the career interest of the students is not only affected by their own ability but also by all the above factors. In India, it is observed that the society and parents have a great influence on the career interest of the students. Family and friends advising and influencing girls and boys about career choices is often seen in India. As a result, the present researcher was interested to know if career interest of the graduating students is affected by city, gender, stream or medium of instruction at the school and college level viz. English, Hindi, Marathi.

LITERATURE REVIEW

A number of different interest inventories use Holland's typology as their primary organizing schema.

Self Directed search (SDS: Holland 1987), can assist career counselors in assessing the work personalities of their clients. SDS career explorer (Holland, Powell, 1996) has been developed to assess middle school students. Presently used Strong interest inventory is developed by Minnesota Workforce Center, and is based on the Holland's inventory of basic interests. Skills Confidence inventory (Betz, Borgen, Hammon, 1996) provides users with information using Holland's six types. A comprehensive list of Holland types is available in the Dictionary of Holland Occupational Codes (DHOC; Gottfredson and Holland, 1996). Holland's occupational typology has considerable validity for describing work activities, general training requirements, and rewards (Gottfredson, 1980). The Self-Direct Search (SDS) and the Myers-Briggs Type Indicator (MBTI) were used to achieve the desired results of the study, which revealed important relationships between the two typologies and their implications for career counselors. (Chauvin Ida, Miller, Mark, Godfrey, Landrum, Thomas, 2010)

At the same time a lot of research has been conducted on the typology. Research reveals relations between personality environment congruence and levels of academic major or occupational satisfaction (Spokane & Cruza-Guet, Chapter 20, 2012). Various research studies have tried to relate Holland's personality types with various other personality types. Holland and Neo-PI (Larson et al, 2002), 16PF (Bolton, 1985), MBTI (Martin and Bartol, 1986). Structure of interests as used in the typology given by Holland, is found to be remarkably invariant across gender and racial ethnic groups from US (Trusty, 2000). Measures of women's connected self and the Social dimension of Holland's typology were found to be related but separate constructs (Rees, Amy M.; Luzzo, Darrell Anthony et al, 2007). Scholars have used Holland's theory to study vocational behavior (G. Gottfredson, 1999) and industrial and organizational behavior (Muchinsky, 1999), but this is not as true for higher education scholars. A search of the *Journal of College Student Development (JCS D)*, the *NACADA Journal*, and the *NASPA Journal* from 1994-2002 for articles on academic advising or educational planning that were based on Holland's theory revealed no relevant publications in the *NACADA* or *NASPA Journals* and one in *JCS D* that examined Holland's RIASEC typology in relation to college students. Smart et al. (2000) found a few college majors, faculty, or students in their samples categorized as Realistic or Conventional. Smart, Feldman, and Ethington (2000) examined longitudinal data over a four-year period of study (1986-1990) on approximately 2,309 college students participating in the Cooperative Institutional Research Program (CIRP; Higher Education Research Institute, 1986). They found that the number of students in the 'Enterprising' environment over four years remained relatively stable (21% to 22%), and smaller changes occurred in the Investigative and Artistic environments, 25% to 29% and 8% to 15%, respectively. However, students in the Social environment increased from 22% to 34%, the largest area of change. Smart et al. noted that about 22% of the students had freshman majors that were undecided, not classified, or associated with Realistic or Conventional academic environments.

THEORETICAL BACKGROUND OF THE TEST

Holland's Typology of Personality and Congruent Occupations:

TABLE 1

<i>Type</i>	<i>Personality characteristics</i>	<i>Congruent occupation</i>
Realistic – prefers physical activities requiring skill, strength and co-ordination	Shy, genuine, persistent, stable, conforming, practical	Mechanic, drill press operator, assembly-line worker, farmer
Investigative – prefers activities that involve thinking, organizing and understanding	Analytical, original, curious, independent	Biologist, economist, mathematician, news reporter
Social – prefers activities that involve helping and developing others	Sociable, friendly, co-operative, understanding	Social worker, teacher, counsellor, clinical psychologist
Conventional – prefers regulated, ordered and unambiguous activities	Conforming, efficient, practical, unimaginative, inflexible	Accountant, corporate manager, bank teller, file clerk
Enterprising – prefers verbal activities in which there are opportunities to influence others and attain power	Self-confident, ambitious, energetic, domineering	Lawyer, real estate agent, public relations officer, small business manager
Artistic – prefers ambiguous activities that allow creative expression	Imaginative, disorderly, idealistic, emotional, impractical	Painter, musician, writer

According to John Holland's theory, most people are one of six personality types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Take the valid Career Key test to find out which ones you are most like and the careers that fit you best. The characteristics of each of these are described below:

REALISTIC

- Likes to work with animals, tools, or machines; generally, avoids social activities like teaching, healing, and informing others;
- Has good skills in working with tools, mechanical or electrical drawings, machines, or plants and animals;
- Values practical things you can see, touch, and use like plants and animals, tools, equipment, or machines; and
- Sees self as practical, mechanical, and realistic.

INVESTIGATIVE

- Likes to study and solve math or science problems; generally, avoids leading, selling, or persuading people;
- Is good at understanding and solving science and math problems;
- Values science; and
- Sees self as precise, scientific, and intellectual.

ARTISTIC

- Likes to do creative activities like art, drama, crafts, dance, music, or creative writing; generally, avoids highly ordered or repetitive activities;
- Has good artistic abilities -- in creative writing, drama, crafts, music, or art;
- Values the creative arts -- like drama, music, art, or the works of creative writers; and
- Sees self as expressive, original, and independent.

SOCIAL

- Likes to do things to help people -- like, teaching, nursing, or giving first aid, providing information; generally, avoids using machines, tools, or animals to achieve a goal;
- Is good at teaching, counseling, nursing, or giving information;
- Values helping people and solving social problems; and
- Sees self as helpful, friendly, and trustworthy.

ENTERPRISING

- Likes to lead and persuade people, and to sell things and ideas; generally, avoids activities that require careful observation and scientific, analytical thinking;
- Is good at leading people and selling things or ideas;
- Values success in politics, leadership, or business; and
- Sees self as energetic, ambitious, and sociable.

CONVENTIONAL

- Likes to work with numbers, records, or machines in a set, orderly way; generally, avoids ambiguous, unstructured activities
- Is good at working with written records and numbers in a systematic, orderly way;
- Values success in business; and
- Sees self as orderly, and good at following a set plan.

METHODOLOGY

POPULATION: The students who are appearing for the Final year examination of BA, B. Com., BBA, B.E., B.Pharm., B.Arch, BMS, B.Sc, B.SW. in Maharashtra, UP and Bihar(Vaishali).

SAMPLING: Convenience sampling has been used. Institutes/Colleges were contacted. Prior permission of the Head of the Institute was taken. The data of all the available students was collected.

TOOL FOR DATA COLLECTION: Paper pencil test was used for collecting the data.

INSTRUMENT: The tool used for analysis is the 42-item Career Interest Test. The test analyzes Holland’s personality types (Six) of the respondent. The scoring returns 6 different scores, each corresponding to one Personality type. The Cronbach Alpha reliability of the scale was found to be Alpha=0.8217.

SAMPLE SIZE: The total sample size is of 2607. The sample distribution over city, medium of study, Stream/ Course which the student is undergoing and gender is as given below.

TABLE 1: SAMPLE SIZE BY CITY

	Pune, Nagpur	Nashik	Bhusawal, Nanded, Wardha, Yavatmal	Jabalpur, Vaishali	Missing	Total
Code	1	2	3	4	0	
Sample Size	428	200	566	93	1320	2607

Jabalpur, Vaishali sample is not being considered because of the large difference in sample size.

TABLE 2: SAMPLE SIZE BY MEDIUM OF STUDY

	English	Hindi	Marathi	Unknown	Total
Code	1	2	3		
Sample Size	428	43	149	1962	2607

Hindi medium students are not considered because of the large difference in sample size.

TABLE 3: SAMPLE SIZE BY STREAM/COURSE

	BBA, B.Com	BMS, B.Pharm	B.Tech, B.Arch, B.Sc(IT), B.E.	BCA, B.Sc.	BA, B.S.W	Unknown	Total
Code	1	2	3	4	5		
Sample Size	1251	115	342	427	98	374	2607

TABLE 4: SAMPLE SIZE BY GENDER

	Female	Male	Missing	Total
Code	1	2		
Sample Size	1187	1322	92	2607

It is a survey Research.

DESCRIPTION OF THE TOOL USED

The tool used has been developed by Minnesota State Colleges and Universities Career and Education Resource. The MNCareers interest assessment is a simple 42 item test based on Holland’s typology. This is sometimes called the RIASEC assessment. It can be taken online or in print form. An online interactive PDF version of the test is also available.

DATA COLLECTION

The data collection was done over a period of 3 months. Print copies of the test were used. Facilitators were trained in conducting the tests before they administered the tests on students in various cities. The administered and filled print copies were then submitted by the facilitators to the researcher.

ANALYSIS

The analysis of the data is done using descriptive and inferential statistics. For both parametric statistics is used to find out the prominent personality type and also the differences if any in the personality types by city, medium, stream and gender.

DESCRIPTIVE STATISTICS

Overall data indicates the following preference of the entire sample

TABLE 5: PREFERENCE OF ENTIRE DATA IN RANKS

		REALIST	INVEST	ARTIST	SOCIAL	ENTERPR	CONVENTI
N	Valid	2607	2607	2607	2607	2607	2607
	Missing	0	0	0	0	0	0
Sum		11380.00	11415.00	11173.00	13210.00	11086.00	11611.00
Rank		4	3	5	1	6	2

Most preferred is the Social career and the least preferred is Enterprising career.

THE PREFERENCES

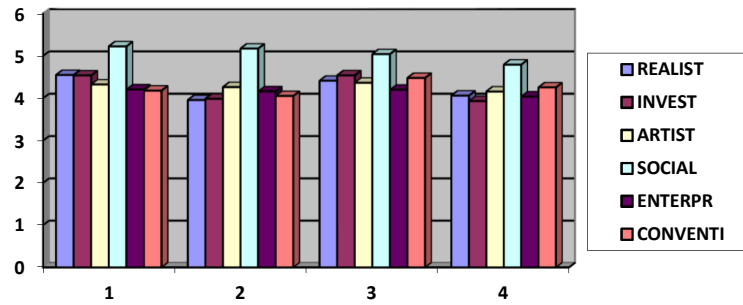
By City: The descriptive statistics of mean and standard deviation of the sample by City is presented in table 6.

TABLE 6: MEAN AND STD. DEVIATION OF CAREER INTEREST BY CITY

CITY			REALIST	INVEST	ARTIST	SOCIAL	ENTERPR	CONVENTI
0	N	Valid	1320	1320	1320	1320	1320	1320
	Mean		4.3659	4.3462	4.2492	5.0280	4.3152	4.6038
	Std. Dev		1.58707	1.65866	1.71843	1.54438	1.56751	1.65615
1	N	Valid	428	428	428	428	428	428
	Mean		4.5514	4.5397	4.3271	5.2266	4.2103	4.1822
	Std. Dev		1.54698	1.61979	1.70562	1.30484	1.58378	1.77795
2	N	Valid	200	200	200	200	200	200
	Mean		3.9600	3.9900	4.2650	5.1750	4.1650	4.0550
	Std. Dev		1.60351	1.65639	1.77780	1.29722	1.59073	1.72536
3	N	Valid	566	566	566	566	566	566
	Mean		4.4152	4.5424	4.3675	5.0442	4.2032	4.4823
	Std. Dev		1.73839	1.73994	1.84993	1.70989	1.78372	1.61592
4	N	Valid	93	93	93	93	93	93
	Mean		4.0645	3.9355	4.1613	4.7957	4.0430	4.2581
	Std. Dev		1.79254	1.71189	2.02318	1.65213	2.25019	1.39021

Graphical representation of the Means of Career interest by city is shown below:

GRAPH 1: MEANS BY CITY



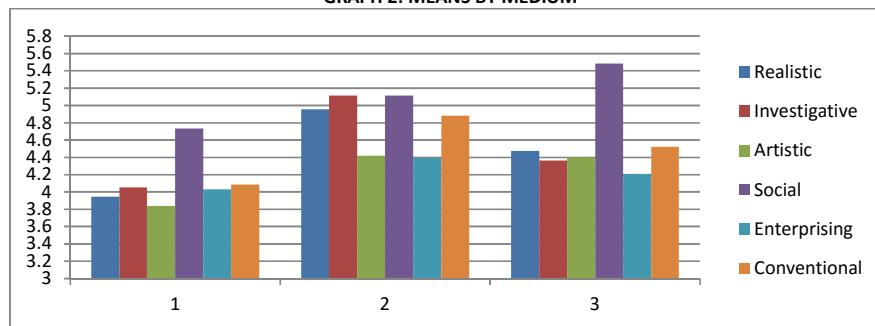
Social careers seem to be most preferred across all types of cities. However, there is a difference in the second and third preferences of students by cities. It is seen from the above graph that in the Big cities students are preferring realistic and investigative careers more than the others. In the mid-size towns artistic and investigative seem to be preferred. In the small towns investigative and conventional careers are preferred and out of Maharashtra conventional seems to be most preferred.

Career Interest by Medium is given in Table 7.

TABLE 7: MEAN AND STD. DEVIATION OF CAREER INTEREST BY MEDIUM

MEDIUM	Realistic	Investigative	Artistic	Social	Enterprising	Conventional
N	1987	1987	1987	1987	1987	1987
Mean	4.4343	4.4338	4.3709	5.1072	4.3005	4.5189
Std. Dev	1.61628	1.67230	1.71064	1.45427	1.59834	1.68101
English(1)	N	428	428	428	428	428
Mean	3.9463	4.0537	3.8364	4.7313	4.0304	4.0841
Std. Dev	1.71763	1.65656	1.93001	1.82495	1.85329	1.71982
Hindi(2)	N	43	43	43	43	43
Mean	4.9535	5.1163	4.4186	5.1163	4.3953	4.8837
Std. Dev	1.02245	1.59178	1.31353	1.29485	1.32987	1.17937
Marathi(3)	N	149	149	149	149	149
Mean	4.4765	4.3624	4.4027	5.4832	4.2081	4.5235
Std. Dev	1.47769	1.73289	1.84874	1.56656	1.74478	1.42651

GRAPH 2: MEANS BY MEDIUM

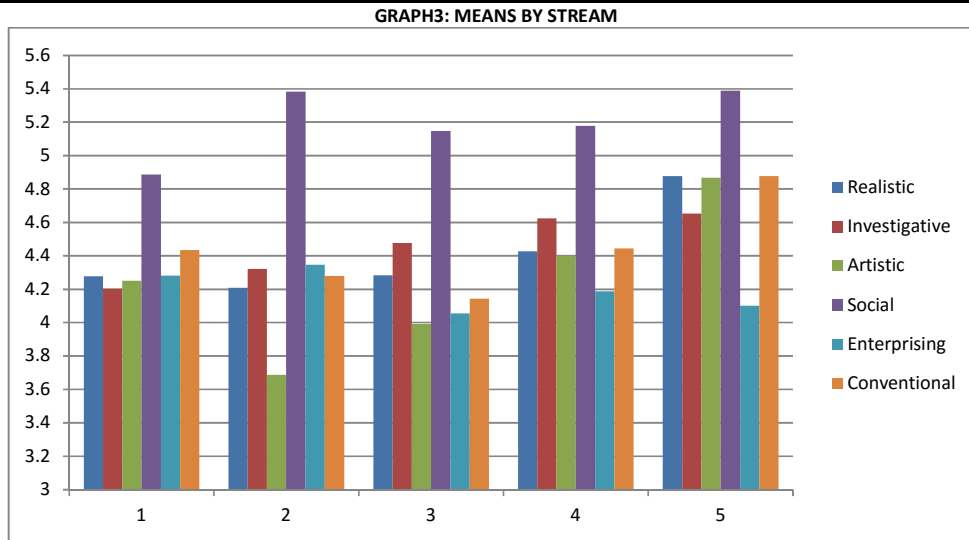


From the above graph it is seen again that social careers are the most preferred across all mediums. However, the second preference varies. In the English medium students and the Marathi medium student's preference of conventional careers is seen. Hindi medium students prefer investigative careers as much as social careers.

Descriptive statistics of Career Interest by Stream is given in Table 8.

TABLE 8: MEAN AND STD. DEVIATION OF CAREER INTEREST BY STREAM

STREAM	Realistic	Investigative	Artistic	Social	Enterprising	Conventional
N	374	374	374	374	374	374
Mean	4.58	4.53	4.57	5.28	4.42	4.75
Std. Dev	1.54	1.60	1.72	1.45	1.63	1.70
1	N	1251	1251	1251	1251	1251
Mean	4.27	4.20	4.25	4.88	4.28	4.43
Std. Dev	1.66	1.67	1.73	1.59	1.63	1.64
2	N	115	115	115	115	115
Mean	4.20	4.32	3.68	5.38	4.34	4.27
Std. Dev	1.59	1.73	1.90	1.35	1.44	1.94
3	N	342	342	342	342	342
Mean	4.28	4.47	3.99	5.14	4.05	4.14
Std. Dev	1.66	1.67	1.80	1.37	1.65	1.73
4	N	427	427	427	427	427
Mean	4.42	4.62	4.40	5.17	4.18	4.44
Std. Dev	1.63	1.70	1.77	1.55	1.73	1.59
5	N	98	98	98	98	98
Mean	4.87	4.65	4.86	5.38	4.10	4.87
Std. Dev	1.21	1.66	1.39	1.38	1.68	1.50



Graph: By Stream

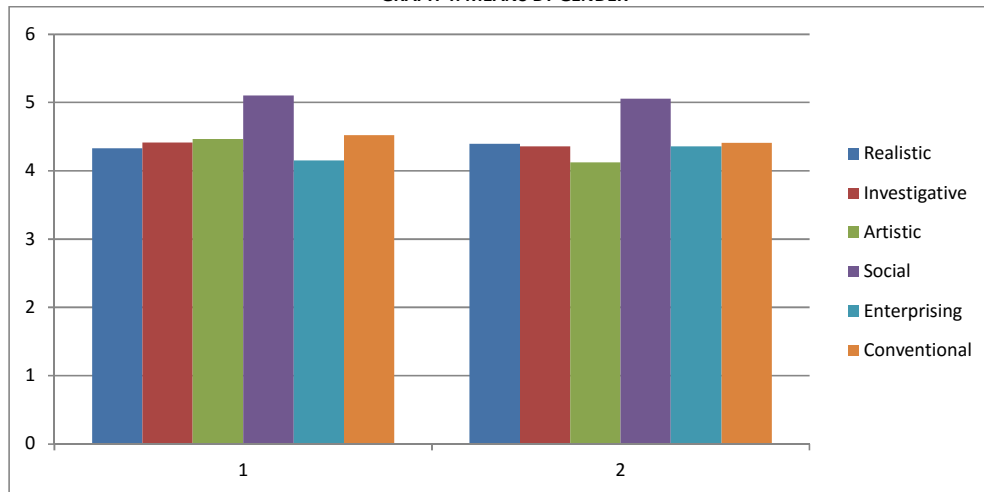
The BBA and B.Com. students prefer conventional careers, BMS and B.Pharm students prefer enterprising careers, Technical students and BCA and B.Sc. students prefer the investigative careers and BA and B.S.W prefer realistic careers more than the other career interests.

CAREER INTEREST BY GENDER

TABLE 9: MEAN AND STD. DEVIATION OF CAREER INTEREST BY GENDER

GENDER		Realistic	Investigative	Artistic	Social	Enterprising	Conventional
	N	98	98	98	98	98	98
	Mean	4.3878	4.2653	4.2755	4.8163	4.0918	4.2347
	Std. Dev	1.79709	1.70838	1.93599	1.90142	1.72362	1.73978
Female(1)	N	1187	1187	1187	1187	1187	1187
	Mean	4.3286	4.4128	4.4693	5.1036	4.1508	4.5215
	Std. Dev	1.60833	1.68059	1.70250	1.46409	1.64363	1.65493
Male (2)	N	1322	1322	1322	1322	1322	1322
	Mean	4.3964	4.3563	4.1218	5.0530	4.3555	4.4092
	Std. Dev	1.63523	1.67702	1.78466	1.56424	1.64414	1.68612

GRAPH 4: MEANS BY GENDER



Both males and females are seen to prefer conventional careers besides social careers. So there seems to be no difference by gender.

INFERENTIAL STATISTIC

To compare data parametric statistic of ANOVA was used. The result of ANOVA for analysis by city, stream, medium and gender is given in the following table:

TABLE 10: ANALYSIS BY ANOVA

	Realistic	Investigative	Artistic	Social	Enterprising	Conventional
By City	sig	Sig	-	-	-	sig
By Medium	Sig	Sig	Sig	Sig	-	sig
By stream	Sig	Sig	Sig	Sig	-	sig
By gender	-	-	sig	-	sig	-

BY CITY

However, using Post Hoc analysis by Sheffe's test It is seen that for data analysis by city using Sheffe's test the table shows a clearer indication of the findings.

TABLE 11: POST HOC ANALYSIS BY CITY

Dependent Variable	(I) CITY	(J) CITY	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
REALIST	1.00	2.00	.5914	.14129	.000	.2451	.9377
		3.00	.1362	.10567	.436	-.1228	.3952
	2.00	1.00	-.5914	.14129	.000	-.9377	-.2451
		3.00	-.4552	.13570	.004	-.7878	-.1226
	3.00	1.00	-.1362	.10567	.436	-.3952	.1228
		2.00	.4552	.13570	.004	.1226	.7878
INVESTI	1.00	2.00	.5497	.14422	.001	.1963	.9032
		3.00	-.0027	.10786	1.000	-.2670	.2617
	2.00	1.00	-.5497	.14422	.001	-.9032	-.1963
		3.00	-.5524	.13851	.000	-.8919	-.2129
	3.00	1.00	.0027	.10786	1.000	-.2617	.2670
		2.00	.5524	.13851	.000	.2129	.8919
ARTISTIC	1.00	2.00	.0621	.15309	.921	-.3131	.4373
		3.00	-.0404	.11449	.940	-.3210	.2402
	2.00	1.00	-.0621	.15309	.921	-.4373	.3131
		3.00	-.1025	.14703	.784	-.4628	.2578
	3.00	1.00	.0404	.11449	.940	-.2402	.3210
		2.00	.1025	.14703	.784	-.2578	.4628
SOCIAL	1.00	2.00	.0516	.12929	.923	-.2652	.3685
		3.00	.1825	.09669	.169	-.0545	.4194
	2.00	1.00	-.0516	.12929	.923	-.3685	.2652
		3.00	.1308	.12417	.574	-.1735	.4352
	3.00	1.00	-.1825	.09669	.169	-.4194	.0545
		2.00	-.1308	.12417	.574	-.4352	.1735
ENTERPRI	1.00	2.00	.0453	.14413	.952	-.3080	.3985
		3.00	.0071	.10779	.998	-.2571	.2713
	2.00	1.00	-.0453	.14413	.952	-.3985	.3080
		3.00	-.0382	.13842	.963	-.3774	.3011
	3.00	1.00	-.0071	.10779	.998	-.2713	.2571
		2.00	.0382	.13842	.963	-.3011	.3774
CONVENT	1.00	2.00	.1272	.14509	.681	-.2284	.4828
		3.00	-.3001	.10851	.022	-.5660	-.0342
	2.00	1.00	-.1272	.14509	.681	-.4828	.2284
		3.00	-.4273	.13934	.009	-.7688	-.0858
	3.00	1.00	.3001	.10851	.022	.0342	.5660
		2.00	.4273	.13934	.009	.0858	.7688

* The mean difference is significant at the .05 level.

The students from large cities are significantly higher in their preference of realistic and investigative careers as compared to mid size cities. The students from large cities also have significantly higher preference for conventional careers. Smaller town students have a significantly higher preference of realistic, investigative and conventional careers than students from medium size towns.

By Medium: (1-english, 3-marathi)

Comparison of the two groups using t-test is presented below.

TABLE 12: t-TEST BY STREAM

		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
REALIST	Equal variances assumed	-3.360	575	.001	-.5302	.15782	-.84023	-.22027
	Equal variances not assumed	-3.612	297.184	.000	-.5302	.14679	-.81913	-.24136
INVEST	Equal variances assumed	-1.936	575	.053	-.3087	.15947	-.62190	.00454
	Equal variances not assumed	-1.894	248.433	.059	-.3087	.16299	-.62969	.01234
ARTIST	Equal variances assumed	-3.118	575	.002	-.5662	.18162	-.92296	-.20951
	Equal variances not assumed	-3.183	268.228	.002	-.5662	.17788	-.91646	-.21602
SOCIAL	Equal variances assumed	-4.486	575	.000	-.7519	.16761	-1.08111	-.42271
	Equal variances not assumed	-4.828	297.836	.000	-.7519	.15573	-1.05838	-.44544
ENTERPR	Equal variances assumed	-1.023	575	.307	-.1777	.17369	-.51882	.16346
	Equal variances not assumed	-1.053	272.522	.293	-.1777	.16869	-.50978	.15442
CONVENTI	Equal variances assumed	-2.801	575	.005	-.4394	.15688	-.74751	-.13124
	Equal variances not assumed	-3.064	308.313	.002	-.4394	.14342	-.72157	-.15718
ACTIVIST	Equal variances assumed	.803	575	.422	.3146	.39188	-.45511	1.08429
	Equal variances not assumed	.756	233.430	.450	.3146	.41598	-.50496	1.13414

Preference of English medium students of realistic jobs is less than the vernacular medium students. Marathi medium students are more investigative than the English medium ones. Marathi medium students are more artistic than English medium ones. Marathi medium students prefer more social jobs than English medium. Marathi medium students prefer more conventional jobs than English medium students.

BY STREAM

TABLE 13: POST HOC ANALYSIS OF DATA BY STREAM IS PRESENTED BELOW

SCHEFFE

Dependent Variable	(I) STREAM	(J) STREAM	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
REALIST	1	2	.0679	.15953	.996	-.4239	.5597
		3	-.0070	.09990	1.000	-.3150	.3009
		4	-.1497	.09176	.616	-.4325	.1332
		5	-.6010	.17173	.016	-1.1304	-.0715
		2	-.0679	.15953	.996	-.5597	.4239
	2	3	-.0749	.17648	.996	-.6190	.4691
		4	-.2175	.17200	.809	-.7478	.3127
		5	-.6689	.22507	.066	-1.3627	.0250
		3	.0070	.09990	1.000	-.3009	.3150
		2	.0749	.17648	.996	-.4691	.6190
	3	4	-.1426	.11880	.837	-.5089	.2236
		5	-.5939	.18758	.040	-1.1722	-.0156
		1	.1497	.09176	.616	-.1332	.4325
		2	.2175	.17200	.809	-.3127	.7478
		3	.1426	.11880	.837	-.2236	.5089
4	5	-.4513	.18338	.195	-1.0166	.1140	
	1	.6010	.17173	.016	.0715	1.1304	
	2	.6689	.22507	.066	-.0250	1.3627	
	3	.5939	.18758	.040	.0156	1.1722	
	4	.4513	.18338	.195	-.1140	1.0166	
INVEST	1	2	-.1179	.16390	.972	-.6232	.3874
		3	-.2728	.10264	.133	-.5892	.0436
		4	-.4215	.09427	.001	-.7121	-.1308
		5	-.4492	.17644	.166	-.9932	.0947
		2	.1179	.16390	.972	-.3874	.6232
	2	3	-.1549	.18132	.948	-.7138	.4041
		4	-.3036	.17672	.566	-.8483	.2412
		5	-.3313	.23124	.726	-1.0442	.3816
		1	.2728	.10264	.133	-.0436	.5892
		2	.1549	.18132	.948	-.4041	.7138
	3	4	-.1487	.12206	.829	-.5250	.2276
		5	-.1765	.19273	.933	-.7706	.4177
		1	.4215	.09427	.001	.1308	.7121
		2	.3036	.17672	.566	-.2412	.8483
		3	.1487	.12206	.829	-.2276	.5250
4	5	-.0278	.18840	1.000	-.6086	.5530	
	1	.4492	.17644	.166	-.0947	.9932	
	2	.3313	.23124	.726	-.3816	1.0442	
	3	.1765	.19273	.933	-.4177	.7706	
	4	.0278	.18840	1.000	-.5530	.6086	
ARTIST	1	2	.5632	.17069	.028	.0371	1.0894
		3	.2590	.10688	.209	-.0705	.5885
		4	-.1503	.09818	.673	-.4529	.1524
		5	-.6171	.18374	.024	-1.1836	-.0507
		2	-.5632	.17069	.028	-1.0894	-.0371
	2	3	-.3043	.18882	.627	-.8864	.2778
		4	-.7135	.18403	.005	-1.2808	-.1462
		5	-1.1804	.24081	.000	-1.9228	-.4380
		1	-.2590	.10688	.209	-.5885	.0705
		2	.3043	.18882	.627	-.2778	.8864
	3	4	-.4092	.12711	.035	-.8011	-.0174
		5	-.8761	.20070	.001	-1.4948	-.2574
		1	.1503	.09818	.673	-.1524	.4529
		2	.7135	.18403	.005	.1462	1.2808
		3	.4092	.12711	.035	.0174	.8011
4	5	-.4669	.19620	.226	-1.0717	.1380	
	1	.6171	.18374	.024	.0507	1.1836	
	2	1.1804	.24081	.000	.4380	1.9228	
	3	.8761	.20070	.001	.2574	1.4948	
	4	.4669	.19620	.226	-.1380	1.0717	
SOCIAL	1	2	-.4961	.14970	.027	-.9576	-.0346
		3	-.2626	.09374	.098	-.5516	.0264
		4	-.2915	.08610	.022	-.5569	-.0261
		5	-.5013	.16115	.047	-.9981	-.0045
		2	.4961	.14970	.027	.0346	.9576
		3	.2335	.16560	.738	-.2770	.7440

		4	.2046	.16140	.807	-.2929	.7022
		5	-.0051	.21120	1.000	-.6562	.6459
	3	1	.2626	.09374	.098	-.0264	.5516
		2	-.2335	.16560	.738	-.7440	.2770
		4	-.0289	.11148	.999	-.3725	.3148
		5	-.2386	.17602	.766	-.7813	.3040
	4	1	.2915	.08610	.022	.0261	.5569
		2	-.2046	.16140	.807	-.7022	.2929
		3	.0289	.11148	.999	-.3148	.3725
		5	-.2098	.17207	.829	-.7402	.3207
	5	1	.5013	.16115	.047	.0045	.9981
		2	.0051	.21120	1.000	-.6459	.6562
		3	.2386	.17602	.766	-.3040	.7813
		4	.2098	.17207	.829	-.3207	.7402
ENTERPR	1	2	-.0673	.16076	.996	-.5629	.4284
		3	.2250	.10067	.288	-.0853	.5354
		4	.0932	.09247	.907	-.1918	.3783
		5	.1785	.17306	.900	-.3550	.7121
	2	1	.0673	.16076	.996	-.4284	.5629
		3	.2923	.17784	.609	-.2560	.8405
		4	.1605	.17333	.931	-.3739	.6948
		5	.2458	.22681	.882	-.4534	.9450
	3	1	-.2250	.10067	.288	-.5354	.0853
		2	-.2923	.17784	.609	-.8405	.2560
		4	-.1318	.11972	.876	-.5009	.2373
		5	-.0465	.18903	1.000	-.6292	.5363
	4	1	-.0932	.09247	.907	-.3783	.1918
		2	-.1605	.17333	.931	-.6948	.3739
		3	.1318	.11972	.876	-.2373	.5009
		5	.0853	.18480	.995	-.4844	.6550
	5	1	-.1785	.17306	.900	-.7121	.3550
		2	-.2458	.22681	.882	-.9450	.4534
		3	.0465	.18903	1.000	-.5363	.6292
		4	-.0853	.18480	.995	-.6550	.4844
CONVENTI	1	2	.1558	.16177	.921	-.3429	.6545
		3	.2908	.10130	.084	-.0215	.6031
		4	-.0109	.09305	1.000	-.2978	.2759
		5	-.4435	.17414	.166	-.9803	.0933
	2	1	-.1558	.16177	.921	-.6545	.3429
		3	.1350	.17895	.966	-.4167	.6867
		4	-.1667	.17441	.923	-.7044	.3710
		5	-.5993	.22823	.142	-1.3029	.1043
	3	1	-.2908	.10130	.084	-.6031	.0215
		2	-.1350	.17895	.966	-.6867	.4167
		4	-.3017	.12047	.180	-.6731	.0697
		5	-.7343	.19021	.005	-1.3207	-.1479
	4	1	.0109	.09305	1.000	-.2759	.2978
		2	.1667	.17441	.923	-.3710	.7044
		3	.3017	.12047	.180	-.0697	.6731
		5	-.4326	.18595	.248	-1.0058	.1407
	5	1	.4435	.17414	.166	-.0933	.9803
		2	.5993	.22823	.142	-.1043	1.3029
		3	.7343	.19021	.005	.1479	1.3207
		4	.4326	.18595	.248	-.1407	1.0058

* The mean difference is significant at the .05 level.

The students doing BA and BSW seek more realistic careers than students pursuing commerce, medical or technical graduation. BCA and B.Sc. students are more keen on doing investigative jobs than those pursuing commerce and management. BA and BSW students seem to have a significantly higher preference than all other students for Artistic jobs. The orientation of BBA and B.Com. students towards Socially oriented jobs is the least of all the other graduates. The technical students are having a significantly lower preference towards conventional jobs as compared to the students who pursue BBA, B.com or BA and BSW.

DISCUSSION

The overall finding of maximum preference of Social careers as seen in the present analysis (Table 5) is also seen universally (Smart et al, 2000). The difference in career interests across city, Medium, stream and gender is given in Table 10. Except artistic and Enterprising careers, other careers do not differ by gender. Which means gender is not a criteria while deciding most of the careers. This seems to be a sign of gender equality atleast socially to a large extent in the cities covered under the sample. Realistic, Investigative and conventional careers vary significantly by city, stream and medium of instruction opted for by the student. Artistic career choice does not vary by city however varies by medium, stream and gender. Enterprising career interest does not seem to vary by either of the factors except gender.

The analysis of all the other career interests indicates the following findings. The mid size town (Nasik) students seem to be less than the large and the small town students on realistic, investigative and conventional careers. They seem to prefer the Artistic career the most. Students from large cities are showing a significantly higher preference (Table 11) of Conventional careers. Probably competition for success and the need to succeed is so high that the students are drawn only to those careers which are well established and conventional to get success. They probably do not wish to explore newer avenues like the mid-size town students.

The analysis by medium finds that the Marathi medium students prefer the Social, Artistic, Investigative and Conventional jobs more than the English medium students (Table 7) whereas the English medium students have a significantly high preference of the realistic careers (Table 12). Realistic careers demand a practical approach to work. It may be due to the difference in approach towards teaching in the different mediums or due to the difference in the pattern of evaluations in schools.

BCA and B. Sc. Ie. Science students prefer investigative careers (Table 8). This shows that the students' career interest and their option of the graduation course are very well matched with each other. The BA and BSW students show a significantly high preference of realistic careers (Table 13) as compared to those pursuing commerce and management. As given earlier realistic career preference indicates good skills in tools, mechanical things, avoiding social activities and values practical things like animals, plants, machines, equipment. Probably there are many students who have taken Arts or Social work as a preferred course not because of their liking but because of other social reasons like society pressure, amount of fees or sheer non availability of the required course in the preferred area of residence. Though this needs to be further explored.

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