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Career Goal and Career Preparation among the under Graduate Students: a Study on Selected Higher Education Institutions Affiliated to Bharathiar University, Coimbatore, Tamil Nadu, India

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Abstract:

Today's generation is finding it increasingly difficult to make a career choice from the plethora of options available, choosing a career is one of the most important decisions, a student has to make. To enable them in this decision-making process, a scientific process is needed to guide them in choosing a career that is in line with their interest, and to deal with careers that they are not likely to enjoy and to excel. The changing requirements in the corporate, altered market condition for professional manpower, the development of paraprofessional occupations and many other labor market trends, make occupational selection more difficult than ever. The young students in colleges and universities need to be informed about various job openings available to them along with the requirements, responsibilities and the nature of work involved in them, so that they can equip themselves for suitable careers. Out of all the affiliated colleges in Bharathiar University, the study covers samples of 11 colleges included in the Coimbatore District and Erode District. The sample size has been restricted to 300 respondents from first year students, 580 respondents from final year students out of which 300 respondents from the final year students for aptitude test. The study is limited only to Coimbatore district and Erode District

Keywords: Career goal, perception, assessment, analytical ability

1. Introduction

The major aspiration of today's youth pursuing higher education in colleges (or Universities) is to find a lucrative career, which would enhance their socio-economic status. Yet, on completing their respective courses, they find it very difficult to face the fierce competition prevailing in all available sectors; in spite of computer based sectors, IT, Management and other service providers, the students face the harsh reality of preparing themselves for suitable careers. The Board of studies of most universities designs a curriculum, hoping to cater to the expectations of the corporate world. In addition to the academic course design, all the colleges take special steps to prepare their students towards career orientation. The general challenges faced by arts and science colleges, particularly in today's education system is to enable them to translate their intelligence, skills, abilities towards matching the employment opportunities available within the country and outside the country.

To construct norms to develop career goal and career preparation. Norms means the optimum level of factors like his education status, family background, socio economic factor and communication skill etc. will relate with this study. The study highlights the career goal and career preparation by the students and their level of satisfaction with regard to the performance of their colleges. It also covers the constraints and efforts taken by the students in achieving their career goal and throws light on their opinion on the impact of globalization on education.

2. Review of Literature

Conceptualization is an indispensable part in any research. The review of past studies helps the researcher to comprehend, adopt, modify and develop conceptual framework for the study. Hence an attempt is made in this chapter to review various concepts related to the study.

Thornton and George (1978)¹ devised a study to determine if career-planning workshops had differential effects on subjects who believed in internal vs. external locus of control of behavior. The participants of the study were 97 secretaries attending a one-day career growth and opportunities workshop. A modified version of the Internal/External Locus of Control Scale was administered to the secretaries when the workshop began. Four months later, subjects answered a follow-up questionnaire. Results indicated that internally oriented secretaries took more action to explore potential career goals and to identify the means of achieving them. There

1 Thornton, George C., "Differential Effects of Career Planning on Internals and Externals" Personnel Psychology. Durham: Autumn 1978. Vol. 31, Iss. 3; p 471.

was a significant correlation between internality and the amount of career planning. The results suggest that administrators or career planning programs should encourage their participants to develop internal locus of control.

Odiorne and George (1979)² indicated that management by Objectives (MBO) could improve organizational results particularly in the area of establishing commitments to goals through the creation of new methods and innovations. Creative goal-setting is generally divided into 2 categories: 1. extrinsic creativity, which involves the introduction of new ideas from outside, and 2. intrinsic creativity, which is the discovery of new ways of doing the present job.

The introduction of new methods usually involves a 3-step process: 1. learning of the new idea and obtaining a lay knowledge of the technology involved, 2. feasibility study, and 3. installation of the new method. A well-run MBO program can facilitate creativity and innovation by: 1. asking for innovation, 2. working at encouraging people to be innovative, 3. getting commitment from individuals and teams, 4. communicating dissatisfaction with the status quo, 5. rewarding innovation, and 6. endorsing and supporting innovation.

Kirkham and Roger (1980)³ stated that if productivity is to be improved, management must start by focusing on the desired results. Both efforts and resources must be geared toward the goals that are preset. The success of a manager depends upon how well his subordinates achieve these results, and he is accountable for results, not effort. Detroit Edison recently embarked on a productivity improvement program that achieved noteworthy success. It established productivity measurements for job positions at all levels. Department heads had to define their goals and establish measurable criteria to evaluate results. Employee input helped establish the criteria. Objectives that focus efforts on expected results: 1. should be stated in terms of expected results, 2. should be measurable, 3. should be stated in terms of a time period, and 4. should be realistic.

Rausch and Erwin (1980)⁴ stated that the implementation of a goals system requires careful attention to minute details, with professional execution of each step. There are 8 areas where careful attention is essential to goal programs: 1. how many goals should be set for a particular person, 2. how to judge the quality of goals and goal statements, 3. the extent of management involvement so that subordinates are directed toward goal achievement, 4. frequency of goal progress reviews and setting of new goals, 5. evaluation of performance with respect to goal achievement, 6. subordinates' influence in goal setting, 7. the role of performance appraisal in a goals program, and 8. the role of personal development of subordinates and career planning. To be of high quality, a goal must be realistic, challenging, and appropriate for the mission. Regular reviews of goals enhance communications so that a better understanding can develop on what is expected of the subordinate.

3. Need of the Study

Among all the resources available in a society, human resources are the most viable and valuable. These human resources are abundantly available with high potentiality in India. Many of the youth, despite their good knowledge and ability are unable to find the right job at the right time in the right place. This is possible only for few youths who are very clear in their mission and vision, to pursue jobs both in India and abroad. At this juncture, it is essential to analyze the causes and effects of unemployment and under employment among youth. The basic problem among the youth of today is the incapacity to decide upon a definite career. This poses a major hurdle both in their professional and personal lives. In order to guide the indecisive youth, universities have to set up a career guidance cell with a professional counselor and a placement officer. In Bharathiar University, Coimbatore such arrangements are inherent in the university as well as in its affiliated institutions and these cells are highly student-centric (student-centric). Students are trained with the help of soft skill trainers, along with audiovisual programs, which are organized for successful placement in the arts and science colleges. The students in the arts and science colleges need to be helped in making meaningful occupational selection and preparation for an entry into them to have a fulfilling and rewarding career.

4. Statement of the Problem

A career is a set of goals to select from a variety of available occupations, which one undertakes through his lifetime. This career includes life roles, leisure activities, learning and work. Such opportunity is very freely available for the student community, particularly for engineering graduates and IT professions in engineering colleges. But in arts and science colleges affiliated to Bharathiar University such career opportunities are relatively insufficient. In the era of the Tech on savvy, industries need more and more scientists. Hence there is an increased focus on arts and science students due to their creative and diverse talents. Yet, lack of Communication skills deters them at interview sessions. The need for helping the students in the choice of a proper career is enhanced due to the fact that majority of these young graduates are the first-generation learners and their family members have no vision and ability to guide them properly towards a right career. Thus, it is the duty of the educational institutions and the universities to shape their personality and sharpen the minds of the young students of various colleges to meet the challenges of the career goals.

Through the efforts taken by the universities and the Placement cells in the colleges, a good majority of the students have got placed in suitable jobs till the recent collapse of the American economy. This sudden change in the American economy has changed the career path from IT sector to other fields. At present, apart from the software industries more opportunities are available for embedded system mixing accounts with computers, biology with computer (Bio- technology, Bio-informatics) mathematics and physics, which have a wide scope for the youths. The universities are also directing the respective colleges to design Career-oriented subjects and make them optional to the student community on the Choice Based Credit system. Even though these facilities are organized centrally

2 Odiorne, George S, "Setting Creative Goals" Training and Development Journal. Madison: July 1979. Vol. 33, Iss. 7; P 14.

3 Kirkham, Roger L, "Set a Goal, Then Go for It!" Industrial Engineering. Norcross: Mar 1980. Vol. 12, Iss. 3; P 50

4 Rausch, Erwin, "How to Make a Goals Program Successful" Training and Development Journal. Madison: Mar 1980. Vol. 34, Iss. 3; p. 24.

and do provide for the students studying in various geographical areas, students find it difficult to select an appropriate course. Further, due to pressure from parents, the students select a particular course with disinterest and at the time of completing their course they are highly indecisive in selection of their career. Inability to choose a right career stems from aimlessness and thus results in a general lethargy and lack of focus in students. Based on the above issues, the following questions are raised.

1. To what extent can the curriculum be re-structured to meet the corporate expectations?
2. What are the major problems faced by the students at the time of preparing for the career settlement?

5. Objectives

Taking with account the said problems, the following are the objectives are set for the study:

1. To study the perception of career goals of the students in the selected higher education institutions affiliated to Bharathiar University.
2. To analyze the steps taken by the individual students and the institutions in preparing towards achieving their career goals.
3. To find out the impact of training programs introduced /initiated by the institution to increase the employability of the students
4. To identify the common problems faced by the students and trainers to achieve their career goals.
5. To suggest better career strategies for the students and institutions.

6. Hypothesis

Based on the above issues the following hypothesis were formulated

1. H₀: There is no significant relationship between sex of students and their career goal in first year.
H₁: There is significant relationship between sex of students and their career goal in first year.
2. H₀: There is no significant relationship between age of the students and their career goal in first year.
H₁: There is significant relationship between age of the students and their career goal in first year.
3. H₀: There is no significant relationship between type degree chosen by the respondents and their perception on career goal - first year.
H₀: There is no significant relationship between type degree chosen by the respondents and their perception on career goal - first year.
4. H₀: There is no significant relationship between 12th marks of students and their career goal in first year.
H₁: There is significant relationship between 12th marks of students and their career goal in first year.
5. H₀: There is no significant relationship between Income of parent's respondents and their career goal in first year.
H₁: There is significant relationship between Income of parent's respondents and their career goal in first year.
6. H₀: There is no significant relationship between sex of students and their career goal in final year.
H₁: There is significant relationship between sex of students and their career goal in final year.
7. H₀: There is no significant relationship between age of the students and their career goal in final year.
H₁: There is significant relationship between age of the students and their career goal in final year.
8. H₀: There is no significant relationship between type degree chosen by the respondents and their perception on career goal - final year.
H₀: There is no significant relationship between type degree chosen by the respondents and their perception on career goal - final year.
9. H₀: There is no significant relationship between 12th marks of students and their career goal in final year.
H₁: There is significant relationship between 12th marks of students and their career goal in final year.
10. H₀: There is no significant relationship between Income of parent's respondents and their career goal in final year.
H₁: There is significant relationship between Income of parent's respondents and their career goal in final year.
11. H₀: There is no significant relationship between Analytical ability and their career achievement.
H₁: There is significant relationship between Analytical ability and their career achievement.
12. H₀: There is no significant relationship between English assessment ability and their career achievement.
H₁: There is significant relationship between English assessment ability and their career achievement.

7. Methodology

Methodology is the key aspect, which governs the outcome of the study. It directs the researcher to conduct the study in a systematic process, which ensures and facilitates the accuracy of the findings and the outcomes. In order to arrive at conclusions with regard to the topic of study, it will be necessary to adopt a suitable mode of study. The simple random sampling method by using random numbers the respondents was selected.

8. Data Analysis and Interpretations

8.1. Section-I First Year Students Progress on Career Goal

8.1.1. Sex of Respondents and the Students Perceptual Career Goal

Career goal for the students is the most important component during their study at college level. The faculty members of the college, and placement officers and parents create good awareness on career goal among the sample respondents.

Sl. No.	Sex	No. of respondents	%	Average	Range		S.D.
					Minimum	Maximum	
1.	Male	180	60	17.78	16	19	0.6624
2.	Female	120	40	17.60	17	19	1.0404
	Total	300	100				

Table 1: Sex of the respondents and their perception Career Goal - First Year

It could be observed from table1 that the perception on career goal among the male students studying first year ranged between 16 and 19 with an average of 17.78 and for the female respondents it ranged from 17 to 19 with an average of 17.60. From the analysis, it is concluded that male respondents showed slightly high level of perception on career goal.

8.1.2. Age of the Respondents and Their Career Goal Score-First Year

Age is one of the crucial factors in decision making. It is believed that the young minds should be given a right direction to select their career goal.

Sl. No.	Age (Years)	No. of respondents	%	Average	Range		S.D.
					Minimum	Maximum	
1.	17	145	48.3	17.61	16	19	0.7922
2.	18	135	45.0	17.78	17	19	0.8781
3.	19	20	6.7	17.95	16	19	0.8256
	Total	300	100				

Table 2: Age of the respondents and their perception Career Goal - First Year

It could be seen from the above table that maximum level of perception on career goal among the first-year students of 19 years' age group ranged between 16 and 19 with an average of 17.95. It is followed by the respondents of 18 years' age group 17 and 19 with an average of 17.78. On the other hand, the respondents with 17 years' age groups perception on career goal ranged between 16 and 19 with an average of 17.61

8.1.3. Type Degree Chosen by the Respondents and Their Perception on Career Goal – First Year

For the purpose of this study, degree of the respondents and their career Goal has been classified into 8 strata, viz, B.Sc. (Physics), B.Sc.(Maths), B.Sc.(CS), BA(English), B.Sc.(Electronics), B.Com, BCA, B.Sc. (IT).

Sl. No.	Degree courses	No. of respondents	%	Average	Range		S.D.
					Minimum	Maximum	
1.	B.Sc.(Physics)	15	5.00	17.93	16	19	0.8837
2.	B.Sc.(Maths)	23	7.67	17.70	17	19	0.7648
3.	B.Sc.(CS)	127	42.33	17.76	17	19	0.7607
4.	BA(English)	23	7.67	17.70	16	18	0.8869
5.	B.Sc.(IT)	18	6.00	17.78	17	19	0.8085
6.	B.Com	81	27.00	17.46	16	19	0.8810
7.	BCA and B.Sc. (Electronics)	13	4.33	18.67	17	18	0.7071
	Total	300	100	17.80			

Table 3: Degree courses of the respondents and their perception on Career Goal - First Year

It could be seen from the above table that maximum level of perception on career goal among the first-year students of B.Sc.(computer science) degree of respondents ranged between 17 and 19 with an average of 17.76, it is followed by the respondents of B. Com degree ranged between 16 and 19 with an average of 17.46. On the other hand, the respondents of with B.Sc.(Maths) and BA. (English) degree ranged between 17 and 19, groups perception on career goal ranged between 16 and 18 with an average of 17.70.

8.1.4. Xiith Marks of the Respondents and Their Career Goal - First Year

The marks scored in the XIIth standard examination also influences their career dream. The qualification marks of standard XIIth is vital for career goal, as this score is the basic system to analyze the student's first step towards individual and overall performance.

Sl. No.	XII th Marks	No. of respondents	%	Average	Range		S.D.
					Minimum	Maximum	
1.	60 and below	19	6.33	19.00	19	19	0.0000
2.	61 to 70	171	57.00	18.47	17	19	0.7174
3.	71 to 80	103	34.33	17.50	16	19	0.9358
4.	81 to 90	2	0.67	17.74	16	19	0.8754
5.	91 to 100	5	1.67	17.52	16	19	0.6273
	Total	300	100	18.03			

Table 4: XIIth Marks of the respondents and their Career Goal - First Year

It could be seen from the above table that maximum level of perception on career goal among the XII standard students scored marks 61 to 70 (57) percent of respondents ranged between 17 and 19 with an average of 18.47, it is followed by the 34.33 percent respondents scored marks 71 to 80 of ranged between 16 and 19 with an average of 17.50. On the other hand, 6.33 percent of the respondents of 60 and below marks groups perception on career goal ranged between 19 and 19 with an average of 19.00.

8.1.5. Income of the Respondents' Parent's and Their Career Goal Score – First Year

Family income is one of the factors influencing the socioeconomic status of the student and may influence his decision-making capacity.

Sl. No.	Income	No. of respondents	%	Average score	Range		S.D.
					Minimum	Maximum	
1.	30,000 – 50,000	159	53.00	17.91	16	19	0.7745
2.	51,000 – 1,00,000	79	26.33	17.78	16	19	0.6133
3.	1,00,001-2,00,000	38	12.67	17.50	16	19	0.7969
4.	2,00,001-3,00,000	23	7.67	16.39	16	18	0.7827
5.	Above 3,00,000	1	0.33	18.00	18	18	0.0000
	Total	300	100	17.52			

Table 5: Income of the respondent's parent's and their Career Goal Score – First Year

The 300 respondents were stratified under 5 income groups viz, 30,000 to 50,000, 51,000 to 100,000, 100,001 to 200,000, 200,001 to 300,000 and above 300,000. The range of 53.00 percent and the average of 26.33 percent range of income shows 51,000 to 1, 00,000. From the analysis, it is concluded that income of the father's respondents showing high level of perception on career goal.

8.2. Section-I Final Year Students Progress on Career Goal

8.2.1. Sex of Respondents and the Students Perceptual Career Goal

Sl. No.	Sex	No. of respondents	%	Average	Range		S.D.
					Minimum	Maximum	
1.	Male	344	59.31	24.14	23	25	0.4725
2.	Female	236	40.69	24.31	23	28	1.0479
	Total	580	100	24.23			

Table 6: Sex of the respondents and their Career Goal - Final Year

The table reveals that the sex of the student and average career goal score of the final year students. Out of 580 student respondents, male and female constitute 59.31 percent and 40.69 respectively. The overall average score for the entire sample of 580 students is 24.23 while the average score for male and female group was 24.14 and 24.31 respectively.

8.2.2. Age of the Respondents and Their Career Goal - Final Year

Sl. No.	Age (Years)	No. of respondents	%	Average	Range		S.D.
					Minimum	Maximum	
1.	19	351	60.52	24.32	23	27	0.8568
2.	20	140	24.14	23.98	23	28	0.6677
3.	21	36	6.20	24.19	24	25	0.4014
4.	22	53	9.14	24.00	24	24	0.0000
	Total	580	100	24.23			

Table 7: Age of the respondents and their Career Goal - Final Year

It could be seen from the above table that maximum level of perception on career goal among the final year students of 19 years' age group ranged between 23 and 27 with an average of 24.32. It is followed by the respondents of 20 years' age group 23 and 28 with an average of 23.98. On the other hand, the respondents with 21 years' age groups perception on career goal ranged between 24 and 25 with an average of 24.19 and the respondents with 22 years' age groups perception on career goal ranged between 24 and 24 with an average of 24.00

8.2.3. Type Degree Chosen by the Respondents and Their Career Goal - Final Year

Sl. No.	Degree	No. of respondents	%	Average	Range		S.D.
					Minimum	Maximum	
1.	B.Sc.(CS)	162	27.9	24.00	24	24	0.0000
2.	B. Com	170	29.3	23.99	23	24	0.1118
3.	B.Sc.(physics)	55	9.5	24.16	23	28	1.0946
4.	BA(English)	47	8.1	24.19	23	27	0.6280
5.	B.Sc.(Maths)	62	10.7	24.25	23	27	0.9245
6.	BCA	42	7.2	24.45	23	26	0.7612
7.	B.Sc. (IT)	35	6.0	24.63	24	26	0.5973
8.	B.Sc.(Electronics)	7	1.2	24.00	24	24	0.0000
	Total	580	100	24.21			

Table 8: Degree of the respondents and their Career Goal - Final Year

It could be seen from the above table that maximum level of perception on career goal among the final year students of B.Sc. (computer science) degree of respondents ranged between 24 and 24 with an average of 27.9, it is followed by the respondents of BCom degree ranged between 23 and 24 with an average of 23.99. On the other hand, the respondents of with B.Sc. (Maths) degree ranged between 23 and 27, groups perception on career goal with an average of 24.25 and B.Sc. (physics) degree of respondents ranged between 23 and 28 with an average of 24.16.

8.2.4. XIIth Marks of the Respondents and Their Career Goal - Final Year

Sl. No.	XII th Marks	No. of respondents	%	Average	Range		S.D.
					Minimum	Maximum	
1.	Below 60	120	20.69	23.89	23	25	0.5345
2.	61 to 70	184	31.72	24.22	23	28	0.6300
3.	71 to 80	175	30.18	24.37	23	27	0.6771
4.	81 to 90	100	17.24	24.11	23	27	0.6206
5.	91 to 100	1	0.17	24.00	24	24	0.7003
	Total	580	100	24.21			

Table 9: XIIth Marks of the respondents and their Career Goal - Final Year

It could be seen from the above table that maximum level of perception on career goal among the XII standard students scored marks 61 to 70 (31.72) percent of respondents ranged between 23 and 28 with an average of 24.22, it is followed by the 30.18 percent respondents scored marks 71 to 80 of ranged between 23 and 27 with an average of 24.37. On the other hand, 20.69 percent of the respondents of 60 and below mark groups perception on career goal ranged between 23 and 25 with an average of 23.89.

8.2.5. Income of the Respondents' Parent's and Their Career Goal Score – Final Year

Sl. No.	Income	No. of respondents	%	Average	Range		S.D.
					Minimum	Maximum	
1.	30,000 – 50,000	49	8.45	23.98	23	25	0.2491
2.	51,000 – 1,00,000	107	18.45	24.13	23	26	0.6599
3.	1,00,001-2,00,000	182	31.38	23.95	23	26	0.5590
4.	2,00,001-3,00,000	129	22.24	24.33	23	27	0.8228
5.	Above 3,00,000	113	19.48	24.63	23	28	0.9825
	Total	580	100	24.27			

Table 10: Income of the respondent's parents and their Career Goal – Final Year

The 300 respondents were stratified under 5 income groups viz, 30,000 to 50,000, 51,000 to 1,00,000, 1,00,001 to 200,000, 2,00,001 to 3,00,000 and above 3,00,000. The range of parent's respondent's income 31.38 percent and the average of 23.95 percent range of income show 1, 00,000 to 2,00,000.

8.2.6. Analytical Ability and Their Career Achievement

SEX		Analytical ability			Total
		Low	2	3	
Boys	Freq	38	62	4	104
	R %	36.54	59.62	3.85	100.00
	C %	33.93	34.83	40.00	34.67
Girls	Freq	74	116	6	196
	R %	37.76	59.18	3.06	100.00
	C %	66.07	65.17	60.00	65.33
Total	Freq	112	178	10	300
	R %	37.33	59.33	3.33	100.00
	C %	100.00	100.00	100.00	100.00

Table 11: Analytical Ability

Chi Square (DF 2) = 0.1547 Pr = 0.926

8.2.7. English Assessment Ability and Their Career Achievement

SEX		Assessment test		Total
		1	2	
Boys	Freq	83	21	104
	R %	79.81	20.19	100.00
	C %	38.97	24.14	34.67
Girls	Freq	130	66	196
	R %	66.33	33.67	100.00
	C %	61.03	75.86	65.33
Total	Freq	213	87	300
	R %	71.00	29.00	100.00
	C %	100.00	100.00	100.00

Table 12: English Assessment Test

Chi Square (DF 1) = 5.9974 Pr = 0.014

The aptitude of boys and girls will indirectly influence the career goal and the career preparation. The aptitude in this study has been divided into two dimensions as analytical ability and English assessment ability.

➤ Analytical Ability

The analytical ability has been divided into three levels has low, medium and high and the sex as boys and girls. On the examination of cell frequencies, the percentages of boys increased from low to high, whereas the percentages with regard to girls showed a declining trend. Therefore, it was being inferred that at high level of analytical ability the boys recorded a higher percentage when compared to girls.

➤ English Assessment Ability

A similar analysis has also been done with regard to the assessment ability. Here the girls have recorded a higher percentage than boys.

9. Findings- Hypotheses and Their Results

- 1) Calculated χ^2 – value (9.814) > Table χ^2 – value (9.210) at 1 percent significance level and d.f. at 2. Hence, the null hypothesis H_0 is rejected and alternative hypothesis H_1 is accepted.
- 2) Calculated χ^2 – value (9.88) > Table χ^2 – value (9.488) at 5 percent significance level and d.f. at 4. Hence, the null hypothesis H_0 is rejected and alternative hypothesis H_1 is accepted.
- 3) Calculated χ^2 – value (47.594) > Table χ^2 – value (29.141) at 1 percent significance level and d.f. at 14. Hence the null hypothesis H_0 is rejected and alternative hypothesis H_1 is accepted.
- 4) Calculated χ^2 – value (83.054) > Table χ^2 – value (29.141) at 1 percent significance level and d.f. at 14. Hence the null hypothesis H_0 is rejected and the alternative Hypothesis H_1 is accepted.
- 5) Calculated χ^2 – value (44.390) > Table χ^2 – value (20.090) at 1 percent significance level and d.f. at 8. Hence the null hypothesis H_0 is rejected and alternative Hypothesis H_1 is accepted.
- 6) Calculated χ^2 – value (251.547) > Table χ^2 – value (9.210) at 1 percent significance level and d.f. at 2.

Hence the null hypothesis H_0 is rejected and alternative Hypothesis H_1 is accepted.

- 7) Calculated χ^2 – value (34.920) > Table χ^2 – value (20.090) at 1 percent significance level and d.f. at 6.
Hence the null hypothesis H_0 is rejected and alternative Hypothesis H_1 is accepted.
- 8) Calculated χ^2 – value (78.515) > Table χ^2 – value (29.141) at 1 percent significance level and d.f. at 14.
Hence the null hypothesis H_0 is rejected and alternative Hypothesis H_1 is accepted.
- 9) Calculated χ^2 – value (62.171) > Table χ^2 – value (29.141) at 1 percent significance level and d.f. at 14.
Hence the null hypothesis H_0 is rejected and alternative Hypothesis H_1 is accepted.
- 10) Calculated χ^2 – value (50.249) > Table χ^2 – value (20.090) at 1 percent significance level and d.f. at 8.
Hence the null hypothesis H_0 is rejected and alternative Hypothesis H_1 is accepted.
- 11) There is significant relationship between Analytical ability and their career achievement
- 12) There is significant relationship between English assessment ability and their career achievement

10. Conclusions

1. There is significant relationship between sex of respondents and the level of perception on career goal in the first-year students
2. There is significant relationship between the age of respondents and its influence in the level of perception on career goal in the first-year students
3. There is significant relationship between degree of respondents and the level of perception on career goal in the first-year students
4. There is significant relationship between XII marks scored by the respondents and the level of perception on career goal among the first-year students
5. There is significant relationship between parent's income of the respondents and the level of perception on career goal in the first-year students
6. There is significant relationship between sex of respondents and the level of perception on career goal in the final year students
7. There is significant relationship between age of respondents and the level of perception on career goal in the final year students
8. There is significant relationship between degree of respondents and the level of perception on career goal in the final year students
9. There is significant relationship between XII marks of respondents and the level of perception on career goal in the final year students
10. There is significant relationship between income of the parents, respondents and the level of perception on career goal in the final year students
11. It was being inferred that at high level of analytical ability the boys recorded a higher percentage when compared to girls
12. It was being inferred that at high level of English assessment ability the girls recorded a higher percentage when compared to boys.

11. Recommendations

1. Teachers' guidance in career opportunity is very much required and also to develop the students' communication skills.
2. The institutions must take special efforts to train the students to face the interview, to write the Resume, to face the aptitude test and group discussion.
3. There must be good career counselling and also counselling regarding personal issues in institutions.
4. The young students in colleges and universities need to be informed about various job openings available to them along with the requirements, responsibilities and the nature of work involved in them, so that they can equip themselves for suitable careers.

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