Role of Attitude on Career Development: An Empirical Study Among Management Students in Hyderabad

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Introduction

An attitude is an expression of favour or disfavour toward a person, place, thing, or event (the attitude object). Prominent psychologist Gordon All port once described attitudes as "the most distinctive and indispensable concept in contemporary social psychology. "Classic view of attitudes is that attitudes serve particular functions for individuals. That is, researchers have tried to understand why individuals hold particular attitudes or why they hold attitudes in general by considering how attitudes affect the individuals who hold them. Daniel Katz, for example, writes that attitudes can serve "instrumental, adjustive or utilitarian", "ego-defensive", "value-expressive," or "knowledge" functions. The functional view of attitudes suggests that in order for attitudes to change (e.g., via persuasion), appeals must be made to the function(s) that a particular attitude serves for the individual. As an example, the "ego-defensive" function might be used to influence the racially prejudicial attitudes of an individual who sees themselves as open-minded and tolerant. By appealing to that individual's image of themselves as tolerant and open-minded, it may be possible to change their prejudicial attitudes to be more consistent with their self-concept. Similarly, a persuasive message that threatens self-image is much more likely to be rejected.

According to Biju Kumar (2012), attitude plays a pivotal role in one's career development. Positive attitude helps to stay optimistic and achieve more goals. Present study aims to understand that role of attitude towards career development that increase job opportunities among management students.

Literature Review

L Cao, Hirschi, J Deller (2013): The purpose of this paper is to examine the effects of human resource systems and practices, on attitudes toward career development programs. Specifically it aims to investigate whether the human resource systems and practices being adopted and employed by the banking sector in Jordan, impact attitudes toward career development programs.

Zafar, Junaid; Mat, Norazuwa Bint (2012) depicted the relationship of various variables like Protean Career Attitude, Competency Development and Employability with success of academicians in their careers. A close-ended questionnaire is built to measure the variables and to test the hypothesis. Punjab is taken as a sample, data Analysis is done through factor analysis, descriptive statistics and hierarchical regression analysis.

Ans De Vos, Nele Soens (2008) conducted a survey among a sample on 289 employees. The results support the idea that a protean career attitude is a significant antecedent of career success and that this relationship is fully mediated by the development of career insight. The implications of these findings

for understanding the process through which career attitude affects individuals' career success are discussed.

Jinfu Zhang (1996) explored a calling and a self-directed career attitude in a sample of Chinese employees. Corresponding to contemporary China's rapidly changing context of economy and career development, and finally concluded that a self-directed career orientation plays an important role in Chinese employees' calling and subjective career success.

Warner, Susan (2005): This research investigated the effect of two opposite religious gender role attitudes (Complementarianism and Egalitarianism) on the career aspirations of female college students at an Evangelical Christian university in the Midwest. A survey measuring Egalitarianism / Complementarianism gender role ideology and career aspirations was distributed to a random sample of 400 students of which 271 participants responded. Results indicated a statistically significant relationship exists between gender role attitude and career goals. Results also showed that an Egalitarian gender role attitude has a positive effect on the level to which a female aspires

Present literature review aims to understand the undercurrents from the vast literature and identifies the gap that exists among attitude factors which may be an crucial factor of career development. Hence to study the present gap the researcher adopts specified methodology as under.

Research Methodology

Research methodology is a way to systematically solve the research problem. The present study was empirical in nature. This study consists of primary data and secondary data. In other words it was descriptive as well as analytical in nature and focuses on addressing the state of affairs as it exists in the current scenario.

Objectives of Study

- To study attitude concept with reference to behavioural perspective.
- To analyze impact of attitude on work place behaviour.
- To determine the best performance attitude factors for career development.

Hypothesis

H_1: There is significance difference between Gender and attitude towards career development.

Sample

The sample was selected based on non-probability sampling. It consisted of 30 Management students from top business schools at Hyderabad. The selection criteria comprised including students who are in 1st year and final year, and they were available at the time during the survey was applied. The instrument used was SPSS.

Sampling Technique

The present study adopts purposive and judgemental sampling.

Research Design

Data Collection

The methods for data collection were focus group discussion and individual interview through questionnaire administration. The college head was consulted and briefed on the concept of the study. The college head then assembled the students including the seniors and the juniors that were available in the college. Each individual that participated in the group discussion and individual interview represented.

Reliability and Validity of the Study

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. List wise deletion based on all variables in the procedure

Reliability Statistics

Cronbach's Alpha	N of Items
.651	21

Interpretation

Cronbach's alpha is a measure used to assess the reliability, or internal consistency, of a set of scale or test items. In other words, the reliability of any given measurement refers to the extent to which it is a consistent measure of a concept, and Cronbach's alpha is one way of measuring the strength of that consistency. In this study we got the high reliability of 65%.

Demographic Profile

Variable	Particulars	Frequency	%	Mean	Std. Dev.
Age	21	15	50	1.60	0.67
	22	12	40		
	23	3	10		
	Total	**30**	**100**		
Income	0-3	2	6.7	2.46	1.125
	3-6	8	26.7		
	6-9	2	6.7		
	9-12	2	6.7		
	12-above	1	3.3		
	Total	**30**	**100**		
Gender	Male	9	30	1.70	0.466

	Female	21	70		
		30	100		

Interpretation

The majority of students were of age 21, followed by 22, 23 and other. The majority of students participated in this study were juniors. 70% of females are involved in this study. Result shows that most students are at the age of 21-23 and above. Nearly one-third of students are 22 years old.

Descriptive Statistics

		N	Mean		Std. Dev.
		Statistic	Statistic	Std. Error	Statistic
v1	I like coming to college	30	1.6000	.12318	.67466
v2	I feel confident to join in activities at college	30	1.7333	.14331	.78492
v3	I feel good about myself when I am at college	30	1.8667	.17768	.97320
v4	The work I do in most lessons is interesting	30	2.0333	.21700	1.18855
v5	Teachers and helpers know that I sometimes have difficulty with reading and writing	30	2.6333	.19466	1.06620
v6	Teachers and helpers know how to help me when I get stuck	30	2.4000	.17019	.93218
v7	Some of my friends know that I sometimes have difficulty with reading and writing	30	2.2333	.21272	1.16511
v8	Some of my friends know how to help me when I get stuck	30	2.4333	.24767	1.35655
v9	I am confident to ask for help whenever I need it	30	2.2000	.13896	.76112
v10	I prefer to use the computer to write	30	2.0000	.11744	.64327
v11	I sometimes use concept maps/mind maps to help me write what I think	30	1.9333	.17243	.94443
v12	I sometimes use a highlighter pen to help me pick out words and sentences I need to remember	30	2.1000	.17518	.95953
v13	The books I have to read and to take home are interesting	30	2.3000	.24518	1.34293
v14	The teacher writes on the board in different colours to make it easier for me to read and copy	30	2.2000	.18194	.99655
v15	I can use coloured overlays if I need to	30	2.2667	.23456	1.28475
v16	My teacher gives me extra time to finish my work if I need it	30	2.1000	.17518	.95953

v17	I know what to do when I am stuck on a work I can't read	30	1.7000	.11890	.65126
v18	I know what to do when I am stuck on a word I can't spell	30	1.6000	.12318	.67466
v19	I like to work with other children in my class especially when we do writing	30	1.4000	.09097	.49827
v20	I like to work with other children in my class especially when we do writing	30	1.5000	.09285	.50855
v21	I feel I am getting better at reading and writing	30	2.0333	.21700	1.18855
	Valid N (list wise)	**30**			

gender * v4: The work I do in most lessons is interesting.

	Value	**df**	**Asymp. Sig. (2-sided)**
Pearson Chi-Square	12.648[a]	4	.013
Likelihood Ratio	14.610	4	.006
Linear-by-Linear Association	.819	1	.365
N of Valid Cases	30		

gender * v13: The books I have to read and to take home are interesting.

Chi-Square Tests

	Value	**Df**	**Asymp. Sig. (2-sided)**
Pearson Chi-Square	10.087[a]	4	.039
Likelihood Ratio	12.671	4	.013
Linear-by-Linear Association	2.472	1	.116
N of Valid Cases	30		

Interpretation

The above Table indicates calculated value of Chi-Square is 10.087 at 5% level of significance and 30 degrees of freedom {(6-1) X (7-1) = 5 X 6} The asymptotic value is 0.039 which is lower than 0.05 and shows that the Chi-square value is greater than table value which strengthens the alternative hypothesis statement and rejects the null hypothesis.

When students understand the self learning concept in the organization, positivism and optimism are essential in the career development. Goleman refers to optimism as an emotionally intelligent attitude. Optimism also has other desirable characteristics like perseverance, achievement, health, etc. In the present sample the results show that in the students are optimistic in their outlook. This also explains their motivated nature in career development.

age * v3: I feel good about myself when I am at college.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.300[a]	4	.093
Likelihood Ratio	12.588	4	.013
Linear-by-Linear Association	.541	1	.462
N of Valid Cases	30		

Interpretation

The variable here is I feel good about myself when I am at college. Present study related this variable according to the gender aspect. College is a place where one can find a similar age group. So there will no difference with the attitudes.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.300[a]	4	.093
Likelihood Ratio	12.588	4	.013
Linear-by-Linear Association	.541	1	.462
N of Valid Cases	30		

age * v4: The work I do in most lessons is interesting.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.250[a]	8	.003
Likelihood Ratio	28.875	8	.000
Linear-by-Linear Association	.363	1	.547
N of Valid Cases	30		

Interpretation

The variable here is The work I do in most lessons is interesting. We can relate this variable according to our age. In college we find all the students doing the same work. But the working styles may differ. This difference in working is due to the attitudes of students.

Co-relation

Interpretation

The variable here is The work I do in most lessons is interesting. We can relate this variable according to our age. In college we find all the students doing the same work. But the working styles may differ. This difference in working is due to the attitudes of students.

Co-relation

		v1	v2	v3	v4	v5	v6	v7	v8	v9	v10	v11	v12	v13	v14	v15	v16	v17	v18	v19	v20	v21
v1	Pearson Correlation	1	.313	.126	-.413*	-.019	.263	.298	.158	-.242	-.238	.227	-.256	.480**	-.185	.088	.863**	-.283	.318	-.123	.000	-.241
	Sig. (2-tailed)		.093	.507	.023	.920	.160	.109	.404	.198	.205	.227	.173	.007	.329	.646	.000	.130	.087	.517	1.000	.200
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
v2	Pearson Correlation	.313	1	.178	-.249	-.080	.151	-.005	.112	-.081	-.410*	.301	-.284	.079	-.018	.073	.311	.040	-.013	.106	.432*	.121
	Sig. (2-tailed)	.093		.348	.185	.676	.426	.979	.555	.671	.025	.106	.128	.680	.926	.702	.094	.832	.946	.578	.017	.525
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
v3	Pearson Correlation	.126	.178	1	-.085	-.315	.099	-.093	.176	-.242	-.165	.478**	.126	.216	.206	.305	.052	.152	.021	.185	.209	.511**
	Sig. (2-tailed)	.507	.348		.653	.090	.603	.624	.353	.197	.383	.008	.509	.251	.274	.101	.786	.422	.912	.328	.268	.004
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
v4	Pearson Correlation	-.413*	-.249	-.085	1	-.181	-.168	.044	.034	.030	.045	.094	.178	-.179	.082	.175	-.215	.503**	.103	-.198	-.029	.024
	Sig. (2-tailed)	.023	.185	.653		.340	.375	.817	.860	.873	.813	.620	.346	.343	.668	.356	.255	.005	.587	.294	.881	.901
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
v5	Pearson Correlation	-.019	-.080	-.315	-.181	1	.222	.238	.066	.178	.151	-.470**	-.098	-.210	-.091	-.379*	-.064	-.412*	-.307	-.169	.159	-.153
	Sig. (2-tailed)	.920	.676	.090	.340		.238	.206	.729	.345	.426	.009	.607	.266	.633	.039	.737	.024	.099	.373	.401	.419
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
v6	Pearson Correlation	.263	.151	.099	-.168	.222	1	.324	.376*	.029	-.173	.071	-.046	-.017	.022	.052	.069	-.136	-.066	-.134	.218	.081
	Sig. (2-tailed)	.160	.426	.603	.375	.238		.081	.040	.878	.362	.711	.808	.931	.907	.786	.716	.473	.730	.481	.247	.671
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
v7	Pearson Correlation	.298	-.005	-.093	.044	.238	.324	1	.348	-.054	.414*	.109	-.114	.240	.226	.049	.318	-.177	.430*	-.166	-.204	-.429*
	Sig. (2-tailed)	.109	.979	.624	.817	.206	.081		.059	.775	.023	.568	.548	.201	.230	.796	.087	.349	.018	.380	.280	.018
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
v8	Pearson Correlation	.158	.112	.176	.034	.066	.376*	.348	1	.147	-.277	.319	.072	-.093	.010	.228	.019	.191	.158	-.265	.175	.140

	Sig. (2-tailed)	.404	.555	.353	.860	.729	.040	.059		.438	.139	.085	.707	.626	.957	.225	.923	.311	.404	.157	.355	.459
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
v9	Pearson Correlation	-.242	-.081	-.242	.030	.178	.029	-.054	.147	1	-.211	.067	-.170	-.567**	-.464**	-.268	-.170	.125	-.242	-.491**	.000	-.122
	Sig. (2-tailed)	.198	.671	.197	.873	.345	.878	.775	.438		.262	.724	.369	.001	.010	.152	.369	.510	.198	.006	1.000	.521
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
v10	Pearson Correlation	-.238	-.410*	-.165	.045	.151	-.173	.414*	-.277	-.211	1	-.397*	.168	.240	.161	.000	-.168	-.247	.238	.323	-.632**	-.271
	Sig. (2-tailed)	.205	.025	.383	.813	.426	.362	.023	.139	.262		.030	.376	.202	.394	1.000	.376	.188	.205	.082	.000	.148
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
v11	Pearson Correlation	.227	.301	.478**	.094	-.470**	.071	.109	.319	.067	-.397*	1	-.411*	-.065	-.205	.044	.312	.191	.390*	.059	.144	-.029
	Sig. (2-tailed)	.227	.106	.008	.620	.009	.711	.568	.085	.724	.030		.024	.732	.277	.819	.093	.313	.033	.758	.449	.880
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
v12	Pearson Correlation	-.256	-.284	.126	.178	-.098	-.046	-.114	.072	-.170	.168	-.411*	1	.324	.627**	.649**	-.348	.546**	-.096	-.303	-.106	.330
	Sig. (2-tailed)	.173	.128	.509	.346	.607	.808	.548	.707	.369	.376	.024		.081	.000	.000	.059	.002	.614	.104	.577	.075
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
v13	Pearson Correlation	.480**	.079	.216	-.179	-.210	-.017	.240	-.093	-.567**	.240	-.065	.324	1	.443*	.492**	.431*	.067	.365*	.175	-.126	.231
	Sig. (2-tailed)	.007	.680	.251	.343	.266	.931	.201	.626	.001	.202	.732	.081		.014	.006	.017	.725	.047	.354	.506	.219
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
v14	Pearson Correlation	-.185	-.018	.206	.082	-.091	.022	.226	.010	-.464**	.161	-.205	.627**	.443*	1	.442*	-.238	.255	-.031	.042	.204	.227
	Sig. (2-tailed)	.329	.926	.274	.668	.633	.907	.230	.957	.010	.394	.277	.000	.014		.015	.205	.174	.872	.827	.279	.228
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
v15	Pearson Correlation	.088	.073	.305	.175	-.379*	.052	.049	.228	-.268	.000	.044	.649**	.492**	.442*	1	.006	.717**	.207	-.011	-.053	.423*
	Sig. (2-tailed)	.646	.702	.101	.356	.039	.786	.796	.225	.152	1.000	.819	.000	.006	.015		.977	.000	.273	.955	.782	.020
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
v16	Pearson Correlation	.863**	.311	.052	-.215	-.064	.069	.318	.019	-.170	-.168	.312	-.348	.431*	-.238	.006	1	-.116	.543**	-.087	.106	-.366*

	Sig. (2-tailed)	.000	.094	.786	.255	.737	.716	.087	.923	.369	.376	.093	.059	.017	.205	.977		.542	.002	.649	.577	.047
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
v17	Pearson Correlation	-.283	.040	.152	.503*	-.412*	-.136	-.177	.191	.125	-.247	.191	.546**	.067	.255	.717*	-.116	1	.188	-.255	.156	.370*
	Sig. (2-tailed)	.130	.832	.422	.005	.024	.473	.349	.311	.510	.188	.313	.002	.725	.174	.000	.542		.319	.174	.410	.044
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
v18	Pearson Correlation	.318	-.013	.021	.103	-.307	-.066	.430*	.158	-.242	.238	.390*	-.096	.365*	-.031	.207	.543*	.188	1	.185	-.302	-.284
	Sig. (2-tailed)	.087	.946	.912	.587	.099	.730	.018	.404	.198	.205	.033	.614	.047	.872	.273	.002	.319		.329	.105	.129
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
v19	Pearson Correlation	-.123	.106	.185	-.198	-.169	-.134	-.166	-.265	-.491**	.323	.059	-.303	.175	.042	-.011	-.087	-.255	.185	1	.000	.210
	Sig. (2-tailed)	.517	.578	.328	.294	.373	.481	.380	.157	.006	.082	.758	.104	.354	.827	.955	.649	.174	.329		1.000	.266
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
v20	Pearson Correlation	.000	.432*	.209	-.029	.159	.218	-.204	.175	.000	-.632**	.144	-.106	-.126	.204	-.053	.106	.156	-.302	.000	1	.314
	Sig. (2-tailed)	1.000	.017	.268	.881	.401	.247	.280	.355	1.000	.000	.449	.577	.506	.279	.782	.577	.410	.105	1.000		.091
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
v21	Pearson Correlation	-.241	.121	.511**	.024	-.153	.081	-.429*	.140	-.122	-.271	-.029	.330	.231	.227	.423*	-.366*	.370*	-.284	.210	.314	1
	Sig. (2-tailed)	.200	.525	.004	.901	.419	.671	.018	.459	.521	.148	.880	.075	.219	.228	.020	.047	.044	.129	.266	.091	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

Table shows the impact of attitude on career development of management students. These values measure the strength and direction of the linear relationship between the two variables.

Interpretation

Analysis was through descriptive statistics, Pearson's Correlations, and Chi Square analysis. The Scale was subjected to a principal components analysis using varimax rotation. The first sub-scale (balance sub-scale) registered 21 items with a Cronbach's alpha reliability of 0.651.

Apart from these variables, it can also be observed that (13%) variables such as self reliance, identifying emotions, support building and so on also shows the individual significance on the role attitude variables. As pointed out by Bandura (1998) people with high confidence in the their capabilities handles work-life related factors effectively and approach difficult task as challenges to be mastered rather than as threats to be avoided.

Findings

- There was a significant relationship between role attitude on demographic factors of Management students.
- There was a significant relationship between career development aspects on demographic factors of management students.

Conclusion

The current study has highlighted the significant association between Management students' attitudes towards career development. Although, overall data suggest that most participants in this study have quite positive attitudes in their Studies. Results of this study indicated that most students need to be more dynamic in their nature. They also exhibited a motivation to develop in career aspects. Differences occurred between genders as female students are more likely to read more materials. There is no narrative data to explain why male students have a lack of interest to read additional materials. Students from different genders have different preferences with the use of technological-teaching based instruments. With an increasing number of millennials in workforce in India, an understanding of their career attitudes and outcome behaviors has become a significant concern.

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Annexure

Please answer the questions by putting a ☑ in one box along each row.
If you make a mistake, don't worry just cross out the wrong box.
I can help you read the questions if you need me to.

I am in year ☐

		Agree a Lot	Agree	Disagree	Disagree a Lot
1	I like coming to college	☐	☐	☐	☐
2	I feel confident to join in activities at college	☐	☐	☐	☐
3	I feel good about myself when I am at college	☐	☐	☐	☐
4	The work I do in most lessons is interesting	☐	☐	☐	☐
5	Teachers and helpers know that I sometimes have difficulty with reading and writing	☐	☐	☐	☐
6	Teachers and helpers know how to help me when I get stuck	☐	☐	☐	☐
7	Some of my friends know that I sometimes have difficulty with reading and writing	☐	☐	☐	☐
8	Some of my friends know how to help me when I get stuck.	☐	☐	☐	☐
9	I am confident to ask for help whenever I need it	☐	☐	☐	☐
10	I prefer to use the computer to write	☐	☐	☐	☐
11	I sometimes use concept maps/mind maps to help me write what I think	☐	☐	☐	☐
12	I sometimes use a highlighter pen to help me pick out words and sentences I need to remember	☐	☐	☐	☐
13	The books I have to read and to take home are interesting	☐	☐	☐	☐
14	The teacher writes on the board in different colours to make it easier for me to read and copy	☐	☐	☐	☐
15	I can use coloured overlays if I need to	☐	☐	☐	☐
16	My teacher gives me extra time to finish my work if I need it	☐	☐	☐	☐
17	I know what to do when I am stuck on a work I can't read	☐	☐	☐	☐
18	I know what to do when I am stuck on a word I can't spell	☐	☐	☐	☐
19	I like to work with other children in my class especially when we do writing	☐	☐	☐	☐
20	I know what I need to do to get better at reading and writing	☐	☐	☐	☐
21	I feel I am getting better at reading and writing	☐	☐	☐	☐