
A Study Of Career Aspirations Of College Going Students Pursuing Academic And Professional Undergraduate Courses

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ABSTRACT

Present study has been conducted on 800 undergraduate students pursuing academic and professional courses in Rohilkhand region. The prime aim of the present study was to explore the impact of nature of course i.e. academic and professional courses on career aspirations of college going students. The results of the study showed the fact that students pursuing professional courses are having higher career aspirations in terms of more clear vision of career goals, higher achievement and leader aspirations and more determination towards their career progression than their counterparts pursuing academic courses. Hence policy makers should take into account while framing policies regarding employability skills in curriculum.

Key words: career aspirations, academic and professional courses

Introduction

Career Aspirations are the desires and intentions to pursue an occupation or a particular position within an occupation. Aspirations play an important role in Career decisions because they reflect the goals and intentions that influence individuals toward a particular course of action. Aspirations develop over time. Throughout childhood and adulthood, individuals dream of places they would like to go, things they would like to experience, and ideas they would like to test. Adults often ask children, “What do you want to be when you grow up?” The younger the child, the less realistic the answer usually is (e.g., “I want to be a princess”). As young people grow, their vocational preferences begin to take on more realistic shapes. Individual characteristics such as sex, race, and social class may influence these vocational preferences. The hopes and dreams of young adulthood often crystallize as Career Aspirations through experiences in the workplace. At work, individuals gain a sense of their own interests and abilities and begin to gravitate toward tasks, jobs, and occupations that most closely match their preferences and talents. Cognitive factors that are salient at work, such as valuing rewards associated with particular positions and feeling comfortable performing certain types of tasks, influence Career Aspirations and, ultimately, Career decisions.

Career aspiration is a long-term desire or goal. Students can develop them based on their personal skills containing lifestyles, talents, values and so on. Aspiration affirmation reveal that what you're expecting to obtain in the future and elaborates your vision for the next stage of your life (Yavuzaslan, Barişçil, & Farkas, 2016).

Review of Related Literature: Metz. A.J. et.al, Naong, M. & Shumba, A.Reddy & Rajaram investigated career aspirations and expectations of college students and found that gender had its significant impact on career choices Students have keen interest in co-curricular activities. Students who have English as a medium of instruction were mostly interested in entrepreneurship than job. Several studies shows that career aspirations are influenced by various psychosocial and demographic variables. after reviewing related literature, the researcher found that there is a lack of current data regarding the career aspirations level of students who are pursuing professional and academic undergraduate course. The current statistical data will be helpful to analyze present level of career aspirations of students belonging to Rohilkhand region. Hence, after finding the important research gap the investigator formulated following objectives

OBJECTIVES: The researcher had formulated following objectives.

- To compare the Career Aspirations of college going students pursuing Professional and academic undergraduate courses.
- To compare the Career Aspirations regarding its dimension i.e. career goals of college going students pursuing Professional and academic undergraduate courses.
- To compare the Career Aspirations regarding its dimension i.e. achievement aspiration of college going students pursuing Professional and academic undergraduate courses.
- To compare the Career Aspirations regarding its dimension i.e. leadership aspiration of college going students pursuing Professional and academic undergraduate courses.
- To compare the Career Aspirations regarding its dimension i.e. career progression of college going students pursuing Professional and academic undergraduate courses.

Hypotheses- Following null hypotheses were formulated.

- There is no significant difference between career aspirations of college going students pursuing professional and academic undergraduate courses
- There is no significant difference in the Career Aspirations regarding its dimension i.e. career goals of college going students pursuing Professional and academic undergraduate courses.
- there is no significant difference in the Career Aspirations regarding its dimension i.e. achievement aspirations of college going students pursuing Professional and academic undergraduate courses.
- there is no significant difference in the Career Aspirations regarding its dimension i.e. leadership aspirations of college going students pursuing Professional and academic undergraduate courses.
- there is no significant difference in the Career Aspirations regarding its dimension i.e. career progressions of college going students pursuing Professional and academic undergraduate courses.

Population of the study: The target population of present study was college going students pursuing professional and academic undergraduate courses in Rohilkhand region ,Uttar Pradesh.

Sample of the study: The present study was conducted on the sample of 800 students pursuing professional and academic undergraduate courses in Rohilkhand region, Uttar Pradesh. Out of which a sample of 300 students was selected randomly who were pursuing academic courses such as B. A, B. Sc, B. Com etc. Similarly a sample of 500 students was selected randomly who were pursuing professional courses such as B.Tech, B.B.A, B.C.A etc.

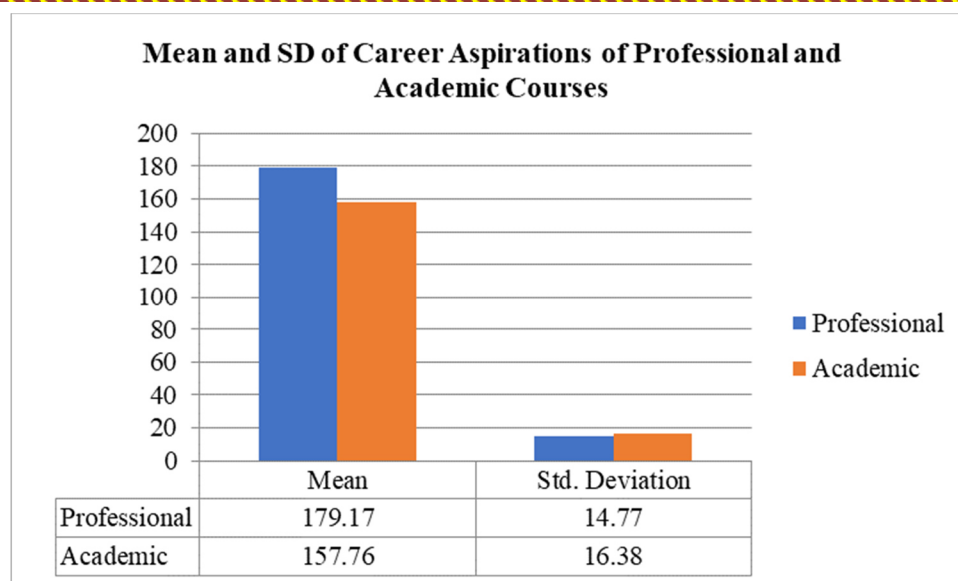
Results &Conclusions: The findings of the research have been presented as under:

Table - 1 Comparison of Career Aspirations of students pursuing Professional and Academic Courses

Courses	N	Mean	Std. Deviation	Std. Error Mean	df	t-value
Professional	300	179.17	14.77	0.852	798	18.570*
Academic	500	157.76	16.38	0.732		

*Significant at 0.05 level, **Significant at 0.01 level, NS=Not Significant

In above table 4.1 the results of career aspiration scores of professional and academic UG students ($t=18.570$, $p<0.05$) show a highly significant variation in the level of career aspiration between professional and academic UG students. Therefore, the null hypothesis is rejected. The higher value of mean scores on career aspiration of professional UG students ($M=179.17$, $SD=14.77$) as compared to the value of mean scores of academic UG students ($M=157.76$, $SD=16.38$) suggest that UG students of professional courses seems to have higher career aspiration than their academic UG counterparts. UG students of professional courses may have higher career aspiration than UG students of academic courses because they are provided more focused professional exposure to pursue their career goals.

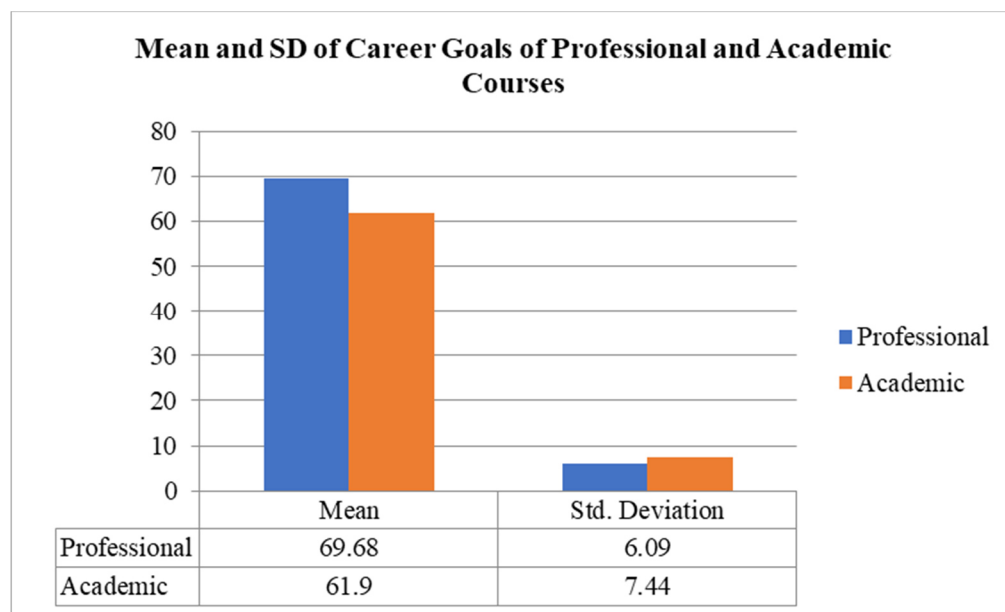


Graph-1: Mean and SD of Career Aspiration of Professional and Academic Courses

Table-2 Comparison of Career aspirations regarding its first dimension i.e. career goals between Students of Professional and Academic Courses

Courses	N	Mean	Std. Deviation	Std. Error Mean	df	t-value
Professional	300	69.68	6.09	0.351	798	15.304*
Academic	500	61.90	7.44	0.332		

According to the table 4.1.1 the results of Career Goals dimension scores of professional and academic UG students ($t=15.304$, $p<0.05$) indicate a highly significant difference between professional and academic UG students in choosing their career goals. Therefore, the null hypothesis is rejected. Further, the higher mean values of professional UG students on career goals dimension ($M=69.68$, $SD=6.09$) in comparison to the mean values of academic UG students ($M=61.90$, $SD=7.44$) reflect that UG students of professional courses seems much better in choosing career goals than their academic UG counterparts. UG students of professional courses are better in selecting career goals than UG students of academic courses because they have greater career aspiration due to greater professional experiences.

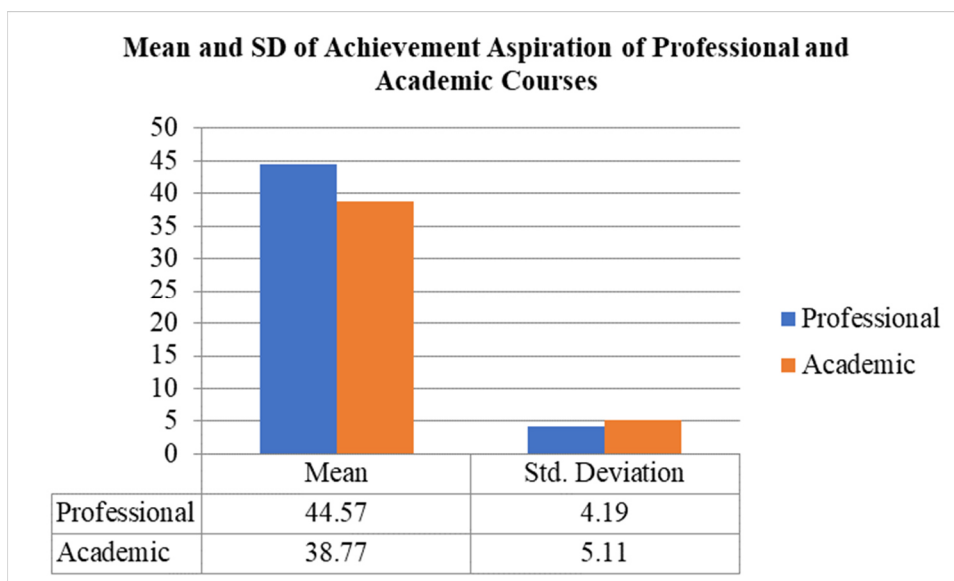


Graph-2 Mean and SD of Career Goals of Professional and Academic courses

Table-3 Comparison of Achievement Aspirations (Career Aspirations) between Students of Professional and Academic Courses

Courses	N	Mean	Std. Deviation	Std. Error Mean	df	t-value
Professional	300	44.57	4.19	0.242	798	16.587*
Academic	500	38.77	5.11	0.228		*

Table 4.4 reveals that Achievement Aspiration dimension scores of professional and academic UG students ($t=16.587$, $p<0.05$) are highly significant. Therefore, the null hypothesis is rejected. The higher mean scores of professional UG students on Achievement Aspiration dimension ($M=44.57$, $SD=4.19$) as compared to the mean scores of academic UG students ($M=38.77$, $SD=5.11$) indicate that UG students of professional courses seems to have higher Achievement Aspiration than academic UG students. UG students studying in professional courses could be better in their achievement aspiration than UG students of academic courses because they are much focused for their career goals and expectations.

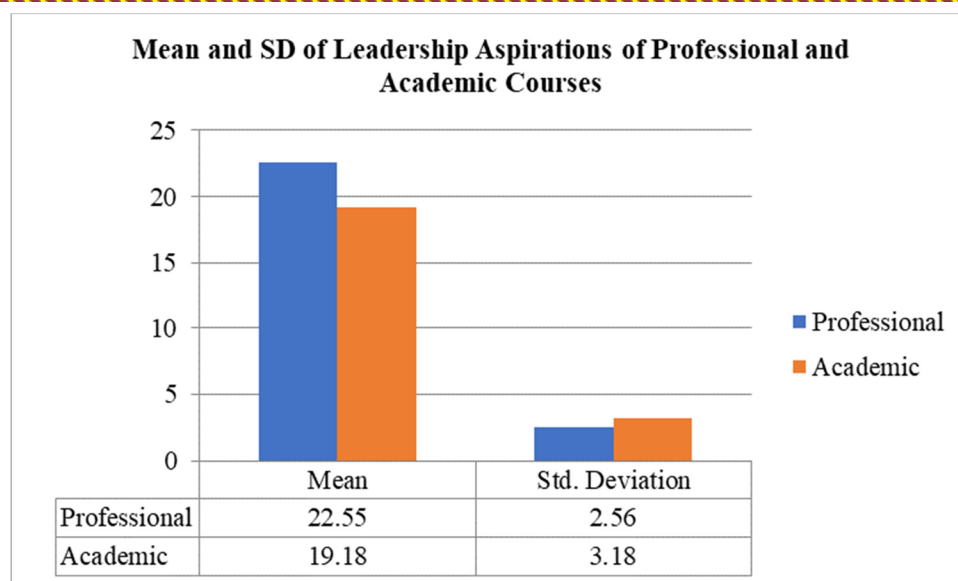


Graph-3: Mean and SD of Achievement Aspiration of Professional and Academic courses

Table-4 Comparison of career aspirations regarding its dimension i.e. Leadership Aspirations between Students of Professional and Academic Courses

Courses	N	Mean	Std. Deviation	Std. Error Mean	df	t-value
Professional	300	22.55	2.56	0.148	798	15.603 **
Academic	500	19.18	3.18	0.142		

In above table, the results of Leadership Aspiration dimension scores of professional and academic UG students ($t=15.603$, $p<0.05$) point out a highly significant variation on their Leadership Aspiration. Therefore, this null hypothesis can be rejected. The higher mean scores of professional UG students on Leadership Aspiration dimension ($M=22.55$, $SD=2.56$) as compared to the mean scores of academic UG students ($M=19.18$, $SD=3.18$) reveal that UG students of professional courses seems to have higher Leadership Aspiration than academic UG students. UG students of professional courses might be better in their leadership aspiration than UG students of academic courses because they get training exposure of developing leadership aspiration.

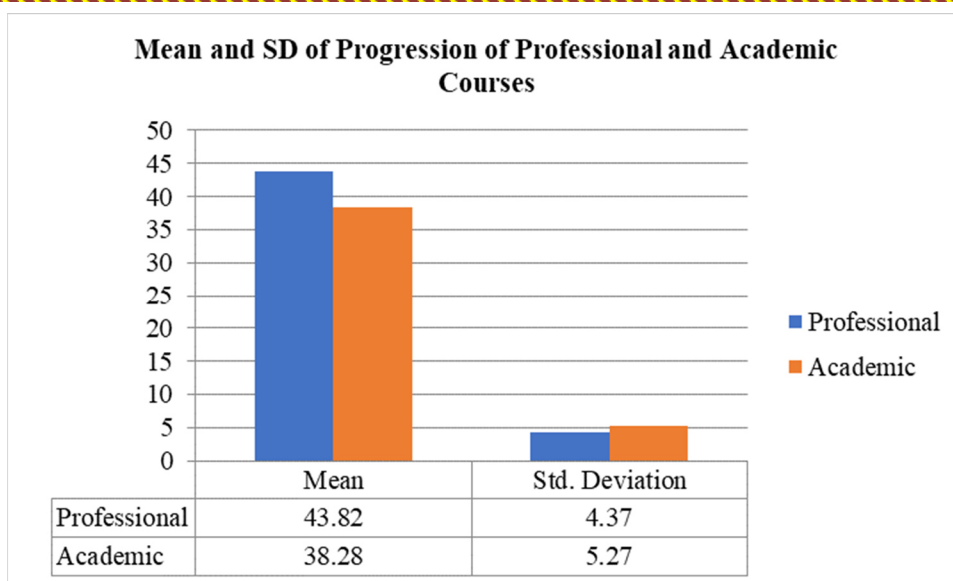


Graph-3 Mean and SD of Leadership Aspiration of Professional and Academic Courses

Table-5 Comparison of Progression Aspirations (Career Aspirations) between Students of Professional and Academic Courses

Courses	N	Mean	Std. Deviation	Std. Error Mean	df	t-value
Professional	300	43.82	4.37	.252	798	15.322*
Academic	500	38.28	5.27	.236		*

According to the table the Progression Aspiration dimension scores of professional and academic UG students ($t=16.587$, $p<0.05$) show highly significant difference between professional and academic UG students. Therefore, the null hypothesis is rejected. The higher mean value scores of professional UG students on Progression Aspiration dimension ($M=43.82$, $SD=4.37$) in comparison to the mean value scores of academic UG students ($M=38.28$, $SD=5.27$) point out that UG students of professional courses seems to have higher Progression Aspiration than academic UG students. UG students studying in professional courses are better in their progression aspiration than UG students of academic courses because they have good analysing abilities in relation to their career goals and they also get planned discussions for enhancing output of their efforts.



Graph-5: Mean and SD of Progression Aspirations (Career Aspirations) of Professional and Academic Courses

Educational Implications of the study: The findings of the study revealed the fact that students pursuing professional courses are having higher career aspirations in terms of more clear vision of career goals, higher achievement and leader aspirations and more determination towards their career progression than their counterparts pursuing academic courses. Hence policy makers and all stakeholders should take into account while framing policies regarding employability skill in curriculum.

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