



# Career Choices of Post Graduate Management Students in Bangalore city

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*This study explored the factors that are influenced career choices, job selection criteria and career preferences of Management students. Post graduate professional students especially the Management students participated in this study. There were 50 junior management students from a reputed Management school in Bangalore in India participated in the study. Both males and females students were included in this study. Students between the age group 20 to 30 years of age were included in the study. Data collection was accomplished through a questionnaire which includes self-administered career inventory adopted from New York University career Inventory along with the primary data of the students. Findings revealed that the entire sample, students have career preferences based on their educational background and abilities, which are the most motivating factors in their career preferences. Previous work experiences are the least motivating one. Finally, career choices mostly affected by educational qualifications, skill and abilities. The other personal factors like gender and age are also influencing the career selection. Findings were discussed in the light of dynamic and changing characteristics of career selection among the students. Selection of apt career based on their preferences will improve mental health and psychological wellbeing of students*

**Key Words:** • Career choices, Management students, Psychological wellbeing, Mental Health

## Introduction

Selection of a right career is an emerging field that has got its own identity in the present era. Profession or career is the most prominent aspects of human being. In the most modern society the right career with

One of the most prominent aspects of human being is career or profession. A right choice of career paves way to an impressed life in the most modern society. Selection of a suitable career by the students is a difficult task in the competitive world, because career place an important role in shaping of one's life. Most of the students are trying to choose their career based on the availability of job and jobs which has more demand in the market and its high remuneration packages. Majority of the students are looking forward to

get the highest payment and the job opportunities as per their interest. Career options are selected by the candidates based on their interest and availability of job in their preferred location too. Field of exposure is in every field is mandatory to get an apt job.

Now a days, there is a need for identifying the best-fit career based on ones skills, ability and tasks. This can be avoided job dissatisfaction, frequent changes in the job and absenteeism in future job situations. One's personality and interest play a very vital role in the career selection and job performances. Choosing the right career provide psychological wellbeing and Mental Health of the students especially in the educational front and in their future too. Most of the companies are adopted psychological tests and other aptitude tests to identify the best-fit candidates based on the job requirements. Considering MBA students as the potential future leaders in business and public systems. We need to explain how such values may be encouraged among them and what the expected benefit for businesses and the society is. Because, the modern type of career is values driven, which will explain the mechanism that links values and career behavior.

Changing career patterns and the erosion of job security have led to a growing emphasis on employability as a basis for career and employment success. The written job responsibilities and psychological contracts between employer and employee have become more transactional and less relational in the current scenario. The loyalty is no longer a guarantee of ongoing employment. Individuals are thus expected to take primary responsibility for their own employability rather than relying on the organization to direct, which helps them to maintain their careers. A career is often defined as an exchange of the long term accumulated education, skill, and experiences within an employer or employers in return for a lifestyle that he/she wants for himself/herself and dependents (Tony). A career is the individually perceived sequence of attitudes and behaviors associated with work related experiences and activities over a span of the person life (Hall). The Oxford English Dictionary defines career as “a person's course or progress through life (or a distinct portion of life) a profession according opportunities for advancement”

### **Significance of the study**

Job selection mainly based on certain characteristics of the job. In particular the individual and the job should have stable characteristics. Also there should be a matching between the individual skill, abilities and the type of job. If there is an exact match between the job and the individual, there will be a positive outcome and reduction in frequent staff turnover. Individual need to identify the roles, that he is expected to do from the job which he is going to select. Most important step is Job Analysis in which identify job description and personal specification. Individuals need to assess their interest skill and abilities as a basis for deciding the possible career plan and then develop a career plan. Every individual need to understand their own needs based on their abilities. Individual can manage his or her own learning and upgrade knowledge for career progress. The best fit career provides psychological wellbeing and mental satisfaction of an individual. In the recent changes in the UGC norms students can opt courses ass per their interest and

they can choose the best fit career as per their skill and interest. In this connection it is very important to identify the student's preferences in their career.

## Review of Literature

A study conducted by Tanuja Agarwal (2008) on "Factors Influencing the career choice of management students in India" among the 1<sup>st</sup> year MBA students from a leading Indian university in north India.. A sample of 93 students involved in this study and the result of the study revealed that father is the most influencing person in the career choices of students.

Parental aspirations life style of parents and the occupations of parents also influencing students career preferences (Sharif et.al,2019). Other than this the factors influencing for the career choices are their own characteristics and abilities like skill, abilities, competencies(Agarwala,2008).Apart from that in expected income, role of teachers , Professional status were the most motivating factors of the career choice(Sharif et.al., 2019). Career decision making process of students is on the basis of own self-concept, self-fulfilment and coping with development (Singh,2020).Along with social change ,Technological impact and social media influence will also impact on students career choices. Socio-demographic factors and availability of Course family income, parental educational qualifications and students intellectual capacity also have an impact of the career preferences of students.(Braza and Guilla Jr.2015)

Students those who have high academic performances will get more preference as per their career aspirations and will get better career prospects and choices compared with other students those who are low academic performances (Ahmed et.al(2016).A wide range of career choice will provide for the students those who are excel in their academic performances.

Financial conditions of the family, future job opportunities are supporting other finding of career choices of students (Abdullah & Saeid, 2016; Afaq Ahmed et.al., 2017).Job opportunities in the current career market will matters a lot among all categories of students to choose their career. This indicates a high weightage, which is similar to the previous findings (Kim et.al, 2010; Nyamwange, 2016).

Clark et.al.(2008),a study on "The new covenant of employability" finds that the transfer of responsibility for employability from organization to individual has not been widespread. There is still an expectation that organizations will manage careers through job-specific training and development. Employability has primarily benefited employees with highly developed or high-demand skills. Employability is not a guarantee of finding suitable employment. Practical implications - Employers can assist their employees by clarifying changes to the psychological contract, highlighting the benefits of career self-management, and providing training and development in generic employability skills.

International spread and proliferation of MBA programmes have attracted scholarly attention to the career choices of MBA students (Simmering and Wilcox 1995) as well as individual and organizational benefits of MBA programs (Leeming and Baruch 1998; Simpson 2000). However, the research to date has

remained largely single level, either failing to recognize the situated and embodied nature of career choice across time and space or failing to recognize individual choice as relevant due to an overemphasis on structural constraints. Business schools have traditionally been a training ground for management education and a source of supply of managers to organizations. In recent years, however, the role of business schools has been increasingly questioned (e.g. Starkey & Tempest, 2005). The international interdisciplinary symposium focuses on MBA students, assumed to be similar in age, education, social economic status and career aspirations. The presentations enable an exploration of the hotly contested question of the value of an MBA education. A distinguished group of scholars examines different antecedents, correlates and consequences of an MBA education from a cross cultural, international and interdisciplinary perspective. All the presentations represent contributors to a new book (published by Edward Elgar in 2007) titled: *Career Choice in Management and Entrepreneurship: A Research Companion* edited by Mustafa F. Ozbilgin and Ayala Malach-Pines who are the symposium chairs. MBA students as the potential future leaders in business and public systems and explain how such values may be encouraged among them and what is the expected benefit for businesses and the society. Because of the modern type of career is values driven, we will explain the mechanism that links values and career behavior. Family size also appear to influence adolescents career aspirations because parents with large families tend to have less money to aid the older children in attending college, while younger children may receive more financial assistance, since the financial strain is less once the older children leave home (Schulenberg, et.al.1984). It is generally believed that financial return is an element in the decision-making process concerning careers and education. According to the human capital theory of career choice, individuals maximize financial gains over a lifetime by choosing an optimal mix of training and working. If investment in work skills is considered, education has a significant payoff. It appears that this holds true for business training for management students. As the demand for management executives increases, compensation levels have also risen. Recent compensation surveys reflect salary and compensation packages for management executives are recently higher rates.

The traditional type of job environment and the conventional type of job environments are easily bored by the educated employees. Majority of the employees are concerned about their personal development and self-discovery, which leads instability in their job. According to the Herzbergian theory of motivation, younger generation seems to be better motivated by the job content rather than the contextual factors. The psychological contract between employee and the employer is continuously modified and reviewed. According to Freeman, students respond to the market in making career and education decisions, and career decisions are particularly impacted by the economic fortunes of high-level occupations. Freeman characterizes a cobweb feedback system, which leads to market oscillations. As high salaries and job opportunities induce students to enter a field, a flood of graduates is produced a few years later. The surplus in turn reduces salaries and employment opportunities, with a subsequent influence on educational programs. As the market niche fills, a related leveling effect may be seen in program growth and educational demand.

## Theories related to the study

The Evolutionary theory and the Psychoanalytical theory show that the gender difference is more consistent in the career choices compared to the cross-cultural differences. But in the case of role theory both the gender difference and cultural difference plays a significant role in the career selection. Based on social construction theory, the cross-cultural differences are more impact than the gender differences.

A research study reveals that consistently larger cross-cultural differences than gender differences, did not support the evolutionary and psychoanalytic theories, partially supported social role theory, and strongly supported social construction theory. Based on existential theory it was hypothesized that the meaning of work will be more important to Israeli students than it will be to students in other countries. Based on studies comparing entrepreneurs and managers differences were expected between students aspiring to be entrepreneurs vs. aspiring to be managers. This hypothesis was not confirmed, suggesting that an MBA may be more relevant to the career aspirations of students who want to be managers than those who want to be entrepreneurs. Based on Conservation of Resources (COR) principles, people tend to choose behaviors (career) that are congruent with their principal values and work/ behave accordingly. This manner of action takes place in the individual/organizational-communal or national level, and in the collective, organizational-communal or national layer. Increasingly, it is the case that jobs require not only academic training and credentials, but also skills tapered to the particular demands of the job. In "Social Change, Organizational Diversity and Individual Careers", Michael Hanna considers theories of career choice behavior, analyzing relationships between careers and larger scale social change by focusing on the role of organizations as important intermediary actors. Institutional and organizational dynamics define a set of opportunities and constraints for an individual, while individual choices influence the dynamics of organization and institutions According to Ajzen and Fishbein, behavior and intentions are a function of two factors: attitudes toward an act and the perceived normative beliefs of reference groups, mediated by the person's motivation to comply with group expectations. In regard to choices concerning business education, students' decisions are likely influenced by one important reference group in particular, other students. If the medical school culture is one of clinical superiority, negative beliefs toward business training and managerial roles for physicians may be reflected in the career decisions or attitudes of the students. By offering dual degree programs, medical schools are incorporating change to traditional medical education. Thus, the significant of the role of physician executives and business concept is enhanced.

## Personality Traits

Personality traits play a very vital role in the selection of career. Individual choose his/her career based of the psychological factors which are influencing them. They need to select the best fit career for their psychological wellbeing otherwise continuous job change and job dissatisfaction arises. If they select wrong career they may experience high stress, anxiety and depression. It may leads to lot of adjustmental issues with the job sector and arises mental health issues experienced by an individual. Research conducted by Job web (as cited in Landrum & Davis, 2004) showed that the top 10 qualities employers seek from

bachelor's degree recipients were oral and written communication skills, honesty and integrity, teamwork skills, interpersonal skills, motivation and initiative, strong work ethic, analytic skills, flexibility and adaptability, computer skills, and self-confidence. These findings went hand in hand with research by Landrum and Harold (as cited in Landrum & Davis, 2004) on employers' perception of important skills. They further highlighted listening skills, ability to work with others, getting along with others, desire and willingness to learn, willingness to learn new and important skills, focus on customer and clients, interpersonal relationship skills, adaptability to changing situations, ability to suggest solutions to problems, and have problem solving skills. This research certainly demonstrates that it is very important to design and plan a course of study that allows developing and enhancing the skills and personal traits of an individual. This study will help to prepare the students for their future career by noting these three areas and use college experience to turn their weaknesses into professional strengths. It is necessary to develop a successful career plan. Gouldner (1957) originally proposed that individual either identifies with their organization or with their occupations. Yet empirical research showed that the two types of identification as orthogonal. As a result, identification scholars have recently begun to theorize and investigate how individuals make sense of multiple identifications (ie. Occupational and organizational) during the socialization process. Recent practices show organizations simultaneously socialize new comers to the organizational to the occupation.

## **Research Methodology**

**Aim:** To identify the factors influencing career preferences of management Students.

### **Objectives:**

To identify factors influencing the career goals and career decisions among management students.

### **Hypotheses:**

H1: There is a significance difference in the career choices of males and female management students.

H2: There is a significant association between the age group of the students and their career preferences

H2: There is a significance difference in the Subject preferences of the Management students which influenced the personal factors of the students in the selection of career.

H3: There is a significance difference in the work preferences and career choices of management students

H4: There is a significant difference in students' abilities and previous experience plays a significant role in their career preferences.

H5: There is a significant difference between the skill and the career preferences among the management students.

**Methodology:** Students enrolled at MBA degree programs in a prominent Business school in India is selected for the study and the students were surveyed by using the Career plan inventory adopted from the University of USA. Simple Random Sampling techniques used to select the sample. 50 MBA first year students were asked to fill the inventory after a talk about the career preferences.

**Universe:** Management students are selected as the Universe for the study

**Research Design:** Descriptive design is selected as a research design for the study

**Sample Size:** 50 management students from a leading business school, Bangalore is selected for the study

**Sampling technique:** Simple random sampling is selected as the sampling technique for the study

**Data collection Tools:** Questionnaire consists of Primary information of the respondent along with a self-administered career inventory adopted from New York University career Inventory.

**Statistical test used:** Mean, standard Deviation, Chi-Square test, Anova Test

**Limitations:** Only 50 MBA students from Bangalore were included in the study

## Data Analysis

**Table 1.**

**Academic Subject Preferences of MBA Students**

Academic Interests	1 <sup>st</sup> choice	2 <sup>nd</sup> Choice	3 <sup>rd</sup> Choice
Finance	19(36%)	8(16%)	6(12%)
Marketing	16(32%)	12(24%)	7(14%)
Quantitative Analysis	5(10%)	7(14%)	3(6%)
OB	4(8%)	5(10%)	2(4%)
IT	4(8%)	5(10%)	5(10%)
Operational Management	2(4%)	2(4%)	1(2%)
HRM	1(2%)	4(8%)	2(4%)
Managerial Economics	0	4(8%)	3(6%)
Accounts	0	2(4%)	1(2%)
Research	0	1(2%)	1(2%)

Figure1 : Academic Subject Preferences of Management Students

The above table shows that the academic subject preferences of MBA students. Their 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> choices of academic subjects given in the table. Out of fifty students 36% of them are interested to take Finance as their major subjects and 32% of them are interested in Marketing. 10 % of them are interested in Quantitative Analysis and the same percentage of students (8%) are interested to take OB and IT. Only 4% of them are interested in Operational Management and 2% of them are interested to choose HRM.

Their 2<sup>nd</sup> choices of academic subjects were analyzed and it was found that . Out of fifty students 16% of them are interested to take Finance as their major subjects and 24% of them are interested in Marketing. 14 % of them are interested in Quantitative Analysis and the same percentage of students (10%) are interested to take OB and IT. Only 4% of them are interested in Operational Management and 8% of them are interested to choose HRM and Managerial Economics. Whereas 4% of them are interested in Accounts and 2% of them are interested in Research as their second choice.

The 3<sup>rd</sup> choices of academic subjects of students are analyzed and it is found that. Out of fifty students 12% of them are interested to take Finance as their major subjects and 14% of them are interested in Marketing. 6 % of them are interested in Quantitative Analysis and the same percentage of students (4%) are interested to take OB and 10% of them are interested to take IT. Only 2% of them are interested in Operational Management where as 4% of them are interested to choose HRM as their third choice. While 6% of them are interested Managerial Economics and the same percentage (2%) of students are interested to take Accounts and Research as their third choice.

Table 2

**Work Preferences of the Management Students**

S.No	Work Preferences	1 <sup>st</sup> Choice	2 <sup>nd</sup> Choice	3 <sup>rd</sup> Choice
1	People	25(50%)	15(30%)	5(10%)
2	Ideas	20(40%)	13(26%)	5(10%)
3	Things	5(10%)	7(14%)	25(50%)

Figure2: Work preferences of the Management Students

Work preferences of MBA students were also analyzed and the above table depicts that 50% of the students first choice is to work with people. But 40% of student's first choice is to work on good ideas and the remaining 10 percent of them are interested to work with things. Considering the second work preferences career choice of the students, 30 percent of them are interested to work with people and 26 percent of them are interested to work on good ideas and remaining 14 percent of them are interested to work with things. The third choice of students work preferences also considered and it is revealed that 10 percent of students are interested to work with both people and ideas, while 50% of the student's third preference is working with things.

Table 3

**Work Preferences and Career Interests**

S.No	Work Preferences	Career Interests	Percentage
1	People	Marketing	28%
		Finance	10%
		IT	4%
		HR	8%
2	Things	Marketing	0%
		Finance	8%
		IT	2%
		HR	0%
3	Ideas	Marketing	0%
		Financial Analyst	32%
		IT	6%
		HR	0%
		Market Research	2%
	Total		100%

Figure 3: **Work Preferences and Career Interests**

The above table depicts the Work Preferences and the Career Interests of the students. Work preferences are described as Working with People, things and ideas. Career preferences like Marketing, Financial Analyst, IT, HR and Market Research were the categories. On an analysis of Work preferences and Career choices, it is found that Students those who work with people are selected their career preferences like Marketing (28%), Financial Analyst (10%), IT(4%),HR(8%) respectively. Whereas the students those who are interested to work with things are selected their career preferences were in Financial Analyst (8%), IT (2%) and there is no career preferences on the categories like Marketing and HR. The Work preferences in working with ideas were analyzed and it is found that 32% of students are interested in Financial Analyst, 6% students are interested in IT , 2% of students are interested in Market Research.

Table 4

**Demographic details of the Management students**

Sex	Male	40(80%)
	Female	10(20%)
Age	20-24	41(82%)
	25-30	9(18%)
Educational Qualifications	BE/B.Tech/BCA	27(54%)
	BBA/B.Com/M.Com	16(32%)
	BA/BSc	7(14%)

**Figure 4: Work Preferences and Career Interests**

Management student's career interests and demographic details were analyzed and it is found that 80 percent of participants were males and the remaining 20% were female students. On an analysis of the age of the respondents it is noted that 82% of the students belongs to the category of 20-24 years of age and the remaining 18% of the students were included in the category of 25-30 years of age. Educational Qualifications were categorized into three main categories like BE/B.Tech /BCA ,BBA/B.Com/M.Com and BA/B.Sc. In these categories more than half of the percentage (54%) are belongs to the category of educational qualifications BE/B.Tech/BCA.32% of them included in the Educational background category of BBA/B.Com/M.Com and the remaining 14% percent of the students have educational qualifications as BA/B.Sc.

**H1: There is a significance difference in the career choices of males and female management students.**

**H2: There is a significance difference in the career choices based on the age.**

**H3: There is a significant difference between the skill and abilities of the students and their career preferences**

**Table No.5****Chi-square Test- Career interest and the categories of Age, Sex, abilities and work experience.**

	Categories	Df	Chi-Square Value	p-Value
Career Interest	Age	1	20.480	.000
Career Interest	Sex	1	8.000	.000
Career Interest	Previous Work Experience	2	25.240	.000
Career Interest	Skill & Abilities	3	29.680	.000

The above table describes the career interest of MBA students based on their Age, Sex, Abilities and Work experience. Chi-Square test was performed to identify the relationship between Career interest and the other factors like age, sex, abilities and previous work experience. It is found that there is a significant relationship between the career interest and age, sex, abilities and work experience. When age varies, there will be a change in the career interest. The evolutionary theory and the psycho analytical theory show that the gender difference is more consistent in the career choices compared to the cross cultural differences. But in the case of role theory both the gender differences and cultural difference plays a significant role in the selection of career. The study also shows that the gender difference in the career interest of males and females management students. From the result it is proved that

There is a significant difference in the career interest of males and female management students. So the hypothesis H1 “ There is a significant difference in the career interest of males and females is accepted

There is a significant difference in the career interest of students based on age. So the hypothesis H2 “ There is a significant difference in the career interest of the students based on their age.” is accepted that means as the age increases the career choices are also changing.

Students’ abilities and previous experience plays a significant role in their career preferences. So the hypothesis H3. ”Students’ abilities and previous experience plays a significant role in their career preferences is accepted.

**H4: There is a significant difference between Students work preferences and career interest**

**H5: There is a significant difference in students’ abilities and previous experience plays a significant role in their career preferences**

**H5: There is a significant difference between the educational qualifications and the career interest of the students**

**Table 6.**

Anova Test result shows the Association between Career interest, abilities, educational qualifications, work preferences.

	Categories	Mean	F	P Value
Career Interest	Work Preference	4.192	6.136	.001
Career Interest	Abilities	1.277	1.676	.185
Career Interest	Educational Qualifications	.525	.989	.406

The above Table shows that the career Interest of the management students based on their work preferences, abilities and educational qualifications.

There is a significant difference in students' abilities and previous experience plays a significant role in their career preferences. Anova test conducted and the result of the test shows that the table value is less than at 0.001 level of significance. So the hypothesis H4: There is a significant difference between Students work preferences and career interest is accepted

From the above table is identified through Anova test that the table value is greater than the result at 0.001 level of significance. It is proved that "There is a significant difference in students' abilities and their career interest. So the hypothesis H5: There is no significant difference in students' abilities and their career interest is rejected

The above Table shows that the relationship between educational interest and career preferences of management students. Anova test was conducted and the test result proved that, there is no significant difference between the educational qualifications and the career interest of the students so the hypothesis, H6 "There is a significant difference between the educational qualifications of the students and their career preference is rejected.

**H7: There is a significance difference in the personal factors of the students in the selection of career.**

**Table No.7**

Anova Test " Career Interest Vs Basic Skill, Cognitive skill, Personal Qualities, Interpersonal skills, use of Technology, Managing Information and system

Career Interest	Mean	F	P-Value
Basic Skill	.898	.868	.465
Cognitive Skill	1.351	1.169	.332
Personnel Qualities	1.266	.906	.446
Interpersonal Skill	.566	.348	.446
Technology	1.432	1.090	.791
Managing Information	4.233	.213	.363
Managing Resources	.296	.269	.848

System	.966	.627	.601
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The above Table Shows that the career interest of the management students based on their personal factors like Basic skill, cognitive skill, personnel qualities, interpersonal skill, Technological expertise, information management, resource management and the system which they are adopted in their job. Anova test conducted and the result of the Anova test shows that there is no significant difference is the career interest of the students and their personal factors. That means personal factors are not influencing the career choices of the management students. So the hypothesis” There is a significant difference between the career choices and the personal factors of the management students is rejected.”

## Result and Discussion

The table 5 describes the career interest of MBA students based on their Age, Sex, Abilities and Work experience. Chi-Square test was performed to identify the relationship between Career interest and the other factors like age, sex, abilities and work experience. It is found that there is a significant relationship between the career interest and age, sex, abilities and work experience. When age varies, there will be a change in the career interest. The evolutionary theory and the psycho analytical theory show that the gender difference is more consistent in the career choices compared to the cross cultural differences. But in the case of role theory both the gender differences and cultural difference plays a significant role in the selection of career. The study also shows that the gender difference in the career interest of males and females management students.

It is also proved from the result that there is a significant difference in the career interest of students based on age. That means as the age increases the career choices are also changing .In addition to that students’ abilities and previous experience plays a significant role in their career preferences.

So from the result it is proved that the hypothesis

1. There is a significant difference in the career interest of males and female management students is accepted
2. There is a significant difference in the career interest of students based on age is accepted
3. Students’ abilities and previous experience plays a significant role in their career preferences is accepted
4. There is no significant difference in students’ abilities and their career interest is rejected and the alternative hypothesis is accepted
5. There is no significant difference between the skill and the career preferences among the management students is rejected and the alternative hypothesis is accepted
6. There is a significant difference between educational background and career interest is rejected and the alternative hypothesis is accepted.
7. There is a significant difference between career interest and students personnel qualities is rejected and the alternative hypothesis is accepted.

A natural question in the minds of many students concerns about the job prospects for the graduates in political science. A number of points are worth considering. Traditionally many students have seen political science as an excellent preparation for further study in the fields such as Law, criminal justice, journalism and public administration.

Increasingly, it is the case that jobs require not only academic training and credentials, but skills tailored to the particular demands of the job. This is one reason why the course offers in divergent categories of career choices based on student's interest.

In social change, organizational diversity and individual careers are influenced. Michael Hanna considers theories of career choices is based on behavior, analyzing relationship between careers and large scale social change by focusing on the role of organizations as important reference groups in particular. Other things likely influence student's decisions.

The result of the study analysis of Career interest of MBA students based on their Age, sex, abilities and work experiences revealed with statistical test. Chi-square test was performed to identify the relationship between Career and the Age, sex, abilities and work experiences. The result of the Chi-Square test shows that there is a significant relationship between management students career preferences and basic skills like reading, writing etc. It also shows that there is a significant relationship between thinking skill. There is a close association between the career preferences and the abilities, more specifically the ability to manage the resources effectively. The evolutionary theory and Psychoanalytical theory shows that the gender difference is influencing the career choices compared to the cross-cultural differences. But the case of role theory ,both the gender differences and cultural differences plays a very vital role in the career preferences, since there is a significant difference in the career interest of the male and female management students. Women have displayed a greater variety of career patterns than men . there by rendering their sequences of activities and challenges more unpredictable than those of men (Sekaran & Hall, 1989).

Students are also interested to select their career based on their previous experience. The present study shows that there is a significant association between the previous work experience and the career selection.

Based on Holland Theory related to career, individual will prefer their career as per their basic type. Work preferences of MBA students are analyzed and the result shows that 50% of the students first choice is to work with people. Out of 50% students 24% of them are interested in marketing and they work with people rather than with things. Social type individual choose social career and they have social skills, they are interested in human relationships. 10% of them from the total number of students are interested to work as financial planners and 8% of them are interested to work as an HR and only 4% of them are interested to work in IT sector as a manager. As per Holland theory, enterprising individual prefer the career such as public relations representatives, financial planner, real estate agent, sales representatives and stock broker. They have skill in leadership and speaking abilities. They like to work with people and ideas rather than things.

It is also found that 40% of student's first choice is to work on good ideas. Majority of the students 30% of them are interested to work as Financial Analyst 6% of them are interested to work as software development areas and only few percentage (2%) of them are interested in Market research. Holland theory says that Investigative individuals consisting of the category are economist, researcher and management analyst. They have usually has mathematical and scientific abilities, enjoy working alone, enjoy research and likes to solve problems. They prefer working with ideas rather than with people or things. Artistic individuals like career such as architect, copy writer, technical editor, story editor, composer, stage director, interior decorator and commercial designer. They enjoy creating original work, and have good imagination; They prefer to enjoy working with ideas rather than things.

Remaining 10 percent of them are interested in work with things. In this category of students, 8% of the students are interested to work in the financial sector and only 2% of the management students are interested to work in IT. Realistic type individuals prefer the careers like mechanical engineers, production planner, building inspector, safety engineers and marine surveyor etc. They enjoy working outdoors and like to work with tools and machines. This type of people generally prefers to work with things rather than people.

The result of the Anova test shows that there is a significant association between the career interest and the work preferences as well as academic background. But the result of Anova test shows that there is no association between career preferences and personnel qualities like interpersonal skill and technical skill. This is to be studied in future and to identify the factors related to these results.

## Discussion

Management student's career preferences differ in sex. Males are choosing flexible career and females have traditional career interests, for them there is a need for balance between career and family life. Women may hold more complex view of how their career fit into their lives then do men, emphasizing both career and relationships. Sex stereo types still exists in the types if occupation selected by the young generation. Females are more concerned with the personal relationship than males. Gallops(1989) notions if women's split dream was supported by a study demonstrating that achieving an appropriate balance between work and family responsibilities was significant need for women professionals early in their career as well as in midlife(Gordon & Whelan,1998).

Management student's career choice differs in age. Lower age category students are interested to take job with less responsibility and the higher age groups are preferred to get the job with more responsibility. This result also supported by Levinson et.al. (1978) study among 40 American men, and it showed that there tended to be alternating periods of stability and change. Levinson suggested that careers could be seen as developing through three stages related to age –Early adult hood, middle adulthood, and later adulthood.

Students' abilities and their career preferences are closely related. They are selecting the career based on skill, which they possess. The result of the study supports self-efficacy theory which is the set of belief about one's ability to organize and execute courses of action required to attain designated types of performances (Bandur,1986).

Previous work experience influences the career selection of management students. Previous experience will give more confidence and interest, which influence the selection of career.

Work preferences and academic background also influence the career selection. Since the students are familiar with a particular area, they will be more confident to work in that field and they will be able to perform well.

Management students are choosing the career based on their work preferences like working with things, idea and people as per Holland Theory on Career (Holland,1997; Dawis & Lotquist,1984, Greenberg & Baron ,1993) . According to their view personality relates to career choice in a meaningful way and suggest that personality is a significant predictor of career choice behaviors.

Half of the students (50%) are social type and they are interested to work with people. They preferred social type jobs like marketing, HRM etc. While 40% of the students are interested to work on good ideas. They are included in the category of artistic and investigative type preferred the career like researcher, economists and management analyst. They enjoy creating original work. Only few students (10%) of them are realistic type and preferred to work with things and selecting the jobs in the area of financial management, IT etc.

### Conclusion and Recommendations

The study proves that the career selections of the students are based on various factors like educational background, skill, abilities, previous experience and work preferences plays a very vital role in the career selection of management students. The most prominent impact on competencies and skill portfolio gained was on both internal and external measures of career success, for both MBA and specialized programmes. General MBA or Specialized Master's degree programmes provide certain competencies, skills, self-perception and career progress as well as salary and performance (Yahuda Baruch et.al,2003).Majority of the management students revealed that they have developed new skills and competencies for general rather than specialized management positions. It is also found that the career selection differs in age and sex of the students. Further investigations is required to identify why there is no difference in the career selection and the students personal qualities like interpersonal and technical skill.

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