CHAPTER VI

DISCUSSION OF RESULTS

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6.5.16. Why an understanding of career orientations is important to achieve Career Satisfaction in the organisation?

6.6. Review of the Study

6.1. Preview of the Study

This chapter highlights the variables and the discussion pertaining to the same. The major findings and the results of the 2nd phase are also interwoven in the discussion.

6.2. Quarter Life Crisis

The whirlwind of new responsibilities, new liberties and new choices can be entirely overwhelming for someone who has just emerged from the shelter of twenty plus years of schooling. They have in a sense, however, been encased in a bit of a cocoon, where someone or something-parents or school, for example-has protected them from a lot of the scariness of their surroundings. As a result, when graduates are let loose into the world, their dreams and desires can be tinged with trepidation.

In 2000, Jeffrey Arnett, a developmental psychologist, proposed the idea that there is a stage of life between adolescence and adulthood - emerging adulthood. He builds this argument around data showing that 18 to 25 year-olds see themselves as 'in-between'. They spend these years exploring opportunities in work and love. It could be that people interpret emerging adulthood as a period of time-off, a break from real work that real adults are doing.

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The issue is that no one knows what to do with this new-fangled way of growing up. Parents are confused as to whether they should encourage 20-something children to work towards a good career i.e. what they know to be makers of adulthood or should they embrace and support and even encourage them to explore before they settle down?

One of the main reasons, as per the researcher is that quarter-life crisis involves finding a meaningful career in a field that one is passionate about and fear of irrelevance in a cold, economically-driven society, the recession amplifies existing anxiety and puts those lofty goals of fulfillment even more out of reach. The symptoms that go with the ailment are filled with career dissatisfaction in life, questioning life-choices, career switches, pursuing completely clashing hobbies, impromptu study plans and the cumbersome angst of questioning your existence itself. Narrower the gap between an employee's career expectations and reality is, the happier and more career satisfied an employee is. In other words, if one's career expectations in life are too high, one may be setting oneself for a failure.

In the present study, in phase 2, 40 % of the respondents in second phase felt that 'if we study hard and get good grades then we shall have a good career 'in other words good grades were directly linked with a good career i.e. the world is our oyster, full of easy-to-find opportunities. But in reality, without any work experience, newly qualified and often overqualified graduates find themselves working in low-paid boring jobs, struggling to pay off exorbitant student debt.

In the present study, in phase 2, 85 % of the respondents, felt that 'most students compare themselves with friends, batch mates 'which is bound to make these twenty something's feel even more inadequate. Everyone earns vastly different

salaries, some are travelling, some are married or getting married, while others still play the field, while some are even having children and are buying their first homes. 'Young people may lack the maturity to deal with their feelings in a responsible way' were voiced by 76 % of the respondents. In some extreme circumstances they try to cope with this life crisis by going off the deep end and overdoing things.

In the present study, in phase 2, 'To be prepared for it, as early as possible' was felt important by close to 65 %. Preparation is the best you can do to increase your chance of making smart decisions in such crisis and you might have to do it early. Its best to be aware of career opportunities much in advance rather than completing a course and not know what to do next, pick the right kind of education will lead these students to an ideal career path or at least, a course that is marketable enough that one will not have a high chance of facing joblessness after graduating or even a post graduation degree.

In the present study, in phase 2, 65 % of the respondents felt that 'Some of our batch mates were rather clueless, or simply do not bother too much, when they select their course of study'. They simply follow friends or family's advice in choosing their study course, based on the assumption that this course might lead to a cool job, without doing a simple research on its marketability and difficulty of the course. 'Herd mentality' should definitely be avoided.

Studies (Baruch, 1984) have shown that women in their 20's were more likely to be uncertain and career dissatisfied than were women at midlife. While the midlife crisis has been thoroughly explored by experts, there is not much research work done on quarter life crisis.

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6.2.1. Career Crisis: An employee educates himself for at least on an average 5 – 7 years after high school, most of them also go in for a professional degree or courses for another 2 years or so to equip themselves further in their career, some of them get placed through their university campus with good and lucrative jobs, whereas others may not be so lucky. Once they join the organisation, most of them realize that there is a stark difference between the kind of role promised at the time of the job offer and what they actually are doing on the job front. Some of them maybe happy in the initial stages, but then as time goes by, they are put on an assignment that may not be of interest to them. Others just take up a job for the heck of it and are then stuck with the line they hastily opted for. Some of the qualified lots do not get a good break easily, as most companies look out for experienced professionals too. This may continue even in their next assignment and even the following one. Hence, they get frustrated in the long run.

So, career crisis for such employee creeps in right from the very first job and moves on to the succeeding jobs, during this process the employees realise that they are not 'cut out for the role' voiced by 48 % of the employees in the 2nd phase. 'I would be better off, if I had planned my career well and opted for jobs that are of my interest was opined by 67 % of the employees in phase 2.

6.2.2. Job Crisis: The worldwide economic recession has lead to a drastic job crisis scenario. Moreover, according to the predictions, it was expected that the global economic meltdown would lead to some major increase in the unemployment sphere. The economic crisis had a tremendous impact on the job market, affecting all types of organisations and industries. The employees of

various organisations were consistently losing their jobs. The world though still recuperating from the threat of a severe global job crisis that still might have several million people to the unemployment list. Predictions suggest that the global job crisis situation would improve in the coming months. Large organisations have resorted to the idea of launching an employment website or job boards that can attract former employees back.

Some of the common causes of job crises could be corporate downsizing, burnout, relocating for the sake of the spouse's career, being fired, making the wrong career move and corporate politics, not fitting in the culture or the role and other related areas.

A job crisis is almost always devastating because it can impact one's life in so many ways: Money- Losing income with no warning can be financially devastating. Status- If an employee's job gives him status or a professional identity; he may feel devastated without it. Surprise (shock) -If the job loss happens without warning, the employee will probably feel shocked. Self-esteem- One may also feel embarrassed by what has happened and the employee's self esteem can hit an all time low. Feeling alone - One is likely to lose friends and companions when he no longer works at the same place. Confusion - If the crisis happens because of a burnout or for reasons within oneself, the employee may feel confused about what to do next.

In phase 2, of the research study 85 % of employees indicated that if either they or any of their family members had lost their job they would be quite devastated for them and even their family members would be upset. A job crisis hurts one the most because it is devastating to the employee's ego. The hurt tends to be greater

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when one gets a sense of identity and self-esteem from his or her job title, status, and income. A crisis hurts one's family too because they must experience the emotional fallout that follows a crisis. The family may also experience a feeling of lost self-esteem and status, especially if there was a case in the family of being laid off.

6.2.3. Stress: All individuals feel stressed on some occasion or the other. One may feel under pressure, worried, tense, upset, sad and angry - or maybe a mixture of uncomfortable feelings. There are many ordinary situations that can make one feel stressed. One's body is designed to be able to cope with various stressors such as danger, illness and emergencies. Stress can affect employees mentally as well as physically. Our jobs in today's world gives us a lot of stress too - late hours, travel, odd hours of work could also give employees whole amount of stress. 'I do feel stressed out regularly at work due to odd / late hours', this was voiced by 59 % of the employees in phase 2 of the study. I get mentally exhausted at work on most occasions were opined by 42 % of the employees in phase 2. Though many companies in the Retail and BPO/ Call Centre space, do have break out areas and a whole lot of employee engagement activities, but, stress does take a toll on them.

6.3.4. Health: Workplace stress and lifestyle diseases are threatening India's tech communities' health. A sharp rise in diseases such as heart problems and strokes, coupled with a lack of adequate preventive health care, threatens India's future growth prospects. The country's hugely successful outsourcing industry could be the hardest hit. Heart diseases, obesity and diabetes have increased tremendously.

With an increase in standard of living and urbanisation, there has been transformation in the way Indians work, live and eat. Long working hours, late

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night conference calls, frequent travel and stress of deadlines and work demands are common features that dominate an Indian professional's life and have compounded the health problems. Most companies do tend lose approximately some amount of their annual revenue due to employee sickness. There could also be a productivity loss due to health issues and ailments such as obesity, hypertension, heart disease and diabetes over the next decade if we do not take some kind of corrective action. India's rapid economic expansion has boosted corporate profits and employee incomes, but has also sparked a surge in workplace stress and lifestyle diseases that few Indian companies have addressed.

6.2.5. Lifestyle: Work life balance hardly exists in today's corporate world. One needs to balance a professional career with one's personal aspirations too. A growing aspiration to balance work with other aspects of life can doubtless be linked to the long hours that many employees have to devote to work. In India, most companies do tend to encourage the long hour culture and a considerable higher proportion of managers and professionals work in excess of 48 hours to 54 hours per week too. This culture is partly perceived to be the result of downsizing and the more demanding workload with which those who remain in employment must contend (McGovern et al, 1998). It has been observed that young people wish to develop and manage their careers on their own terms, with an important part of this career individualism being the achievement of balance between the work and non work aspects of their lives (Loughlin and Barling, 2001). This conclusion is supported by Lewis et al (2002) who, in a study of young people values across four European countries including the UK, found evidence of a strong desire to lead a balanced lifestyle. In USA, Samola and Stutton (2002) concluded that younger people were less likely to feel that work should be an important part of life than those of the same age a generation earlier.

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The finding of the study conducted by Jane Struges and David Guest (2004) suggest that graduates once they commence working are drawn into a situation where they work increasingly long hours and experience an increasingly unsatisfactory balance between home and work. The number of hours these young executives work increases with tenure and tenure in turn is associated with greater work / non work conflict and a stronger belief that employees are not keeping the promises and meeting the expectations of graduates regarding work hours or work load. These executives intimate that this is not a situation they are prepared to tolerate forever and the findings suggest that the longer they do so the greater the lack or work / life balance they experience.

6.2.6. Gender Differences and Quarter Life Crisis

H9: There is a significant difference between Quarter Life Crisis of male and female employees.

Gender Differences and Quarter Life Crisis	
Employee Gender	*Percentage*
Males	57%
Females	43%

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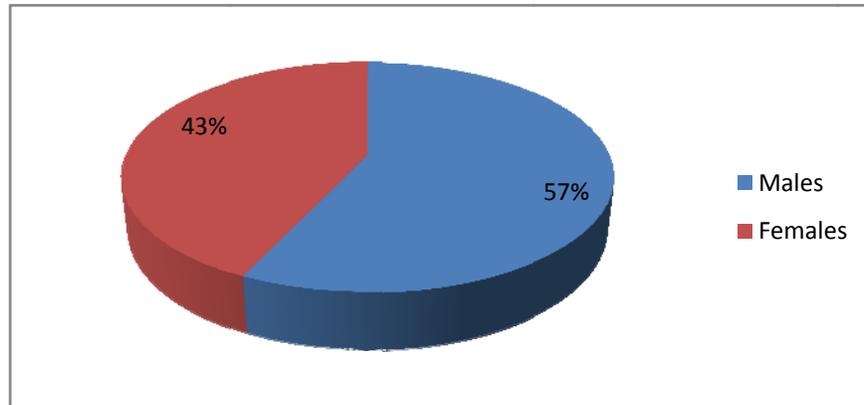
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TableNo.6.1.

43%

57%

■ Males

■ Females

Figure 6.1.

In Chapter V on hypothesis testing, it can be seen that there is a significant difference in the Quarter Life Crisis of both genders i.e. male and female employees i.e. the hypothesis is retained . This is also additionally supported by the above figure (i.e. 6.1.) Male respondents (57%) had a higher score in quarter life crisis than females (43%). In an Indian society, males normally have to shoulder much more responsibility of a family. Many of the employees also get married during this phase or seek a new job, new home, hence, their responsibility increases. Increase in responsibilities for Males also increases the overall stress and thereby one does tend to face crisis during this age.

6.2.7. Employee Age and Quarter Life Crisis:

Employee Age and Quarter Life Crisis	
Employee Age Group	Percentage
23-24yrs.	21%
25-26 yrs.	34%
27-28 yrs.	45%

Table 6.2.

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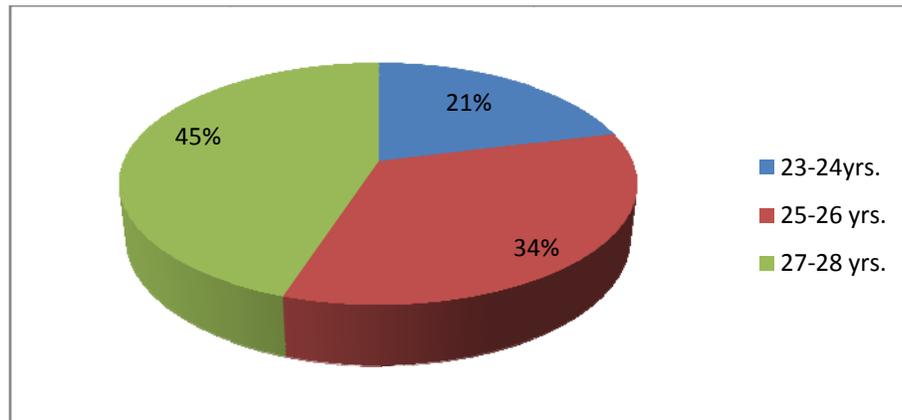_____

Figure 6.2.

The age groups of 27 – 28 years had a higher level of quarter life crisis (45 %), then followed age groups of 25- 26 years (34%) and least amount of crisis was felt in 23 – 24 (21%) year olds. Those that were 27 - 28 years faced a higher amount of crisis, than the younger age groups of 23- 24 and 25 - 26 years, the reason being is that as the employees age, they not only face crisis in their career, job content, roles and responsibility, but, also family wise the pressure on the employees increase drastically, most of them also enter a new phase i.e. marriage, have children (where their personal life is concerned) and probably have commitments of repaying various loans. In a typical Indian scenario, the typical marriage age for males is 22 years 6 months and females are 18 years 3 months (www.unicef.org/india). The increase in family roles and responsibility could probably increase an employee's personal and professional crisis too.

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6.2.8. Years of Experience and Quarter Life Crisis

H2: There is a significant difference between Quarter Life Crisis of the employees with varying years of experience.

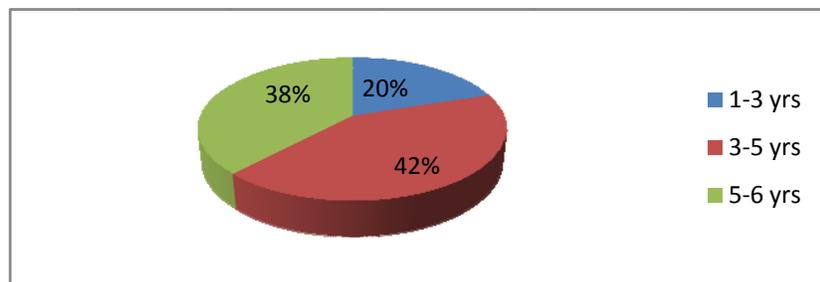| Years of Experience and Quarter Life Crisis	
Years of Experience	*Percentage*
1-3 yrs	20%
3-5 yrs	42%
5-6 yrs	38%

Table 6.3.

Figure 6.3.

In Chapter V- hypothesis testing, it can be seen that, there is a significant difference between Quarter Life Crisis of the employees with varying years of experience. The hypothesis gets retained i.e. there is a significant difference in the Quarter Life Crisis of the employees with varying years of experience. Those that had experience in the range of 3-5 years faced a higher percentage (42%) in quarter life crisis, then followed by the age groups of 5-6 years (38 %) and then by 1-2 years (20 %) , they were the least to face quarter life crisis. Where the experience range is concerned those that had around 3-5 years of experience had the highest amount of quarter life crisis in comparison to those at 1 – 3 years , due

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to the fact these employees have just come out of college and they are pretty excited getting a job at fairly good organisation, they do not face much crisis in these nascent stages, its only once they cross 2 years plus, then the harsh realities actually start accruing.

6.2.9. Sectors and Quarter Life Crisis

H13: There is a significant difference between Quarter Life Crisis across industries.

Sectors and Quarter Life Crisis	
Sectors	Percentage
Retail	33%
BPO/ Call Centre	27%
Software	21%
Telecom	19%

Table 6.4.

Figure 6.4.

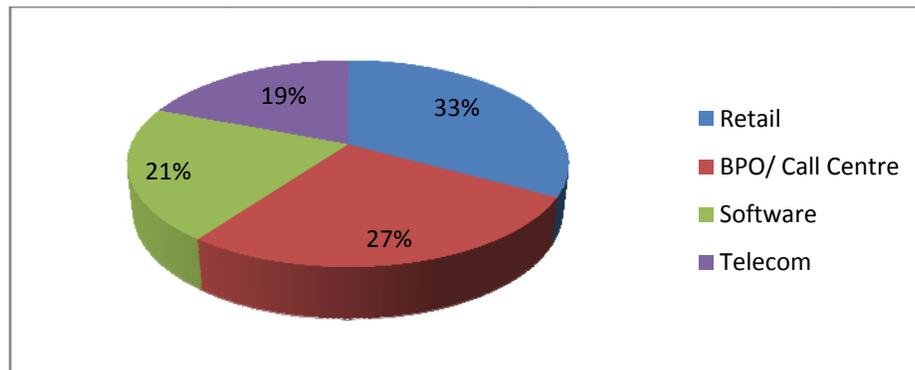Quarter Life Crisis - Effect of Career Self Efficacy and Career Anchors on Career Satisfaction

In hypothesis testing in the previous chapter, the results clearly showed that there is a significant difference between quarter life crisis across industries. This also gets supported in the table presented above. Quarter life crisis was found highest in the Retail (33%) followed by BPO / Call Centre (27 %) , then by Software (21%) and last by the Telecom professionals (19 %) . The reason could be attributed to the fact that, in majority of the cases in the BPO / Call Centre and Retail industry, employees who are not sufficiently guided well or who do not take interest in their careers, just take up any job that come their way, as they earn good amount of money at a fairly young age, most of them also join these companies when they are studying. Some of them do pursue higher studies and tend to move out of the particular role, but, the majority of the employees just 'flow with the tide' and do not do anything about it , so, after a couple of years , they do tend to get frustrated too. In the BPO / Call Centres employees also work on rotated shifts, this also becomes tough for them. In the Retail industry, the employees who are at the counters are normally on their feet the whole day and sometimes work for long hours, which again leads to frustration. Frustration thereby causes a strain and stress on oneself. In the Software and Telecom industry, most of the folks have a career which also involves a lot of challenges and late hours, thereby sacrificing their personal or family life for the sake of their career.

After graduation, the pathways blur. In that crazy, wild nexus that people like to call the 'real world', there is no definitive way to get from point A to point B, regardless of whether the points are related to a career. The extreme uncertainty that twenty something's experience after graduation occurs because what was once a solid line that they could follow throughout their series of educational

institutions has now disintegrated into thousands of different options. But the endless array of decisions can also make a recent graduate feel utterly lost. Some of them take up any occupation out of sheer frustration.

So, while the midlife crisis revolves around a doomed sense of stagnancy, of a life set on pause while the rest of the world rattles on, the quarter life crisis is a response to overwhelming instability, constant change, too many choices, and a panicked sense of helplessness. Just as the monotony of a lifestyle can drive a person to question himself intently, so, too, can the uncertainty of a life thrust into chaos. The transition from childhood to adulthood-from school to the world beyond-comes as a jolt for which many of today's twenty something's simply are not prepared. The resulting overwhelming sense of helplessness and cluelessness, of indecision and apprehension, make up the real and common experience.

Individuals who are approaching middle age at least know what is coming. Because the midlife crisis is so widely acknowledged, people who undergo it are least aware that there are places where they can go for help, such as support groups, books, movies or Internet sites. Twenty something's, by contrast, face a crisis that hits them with a far more powerful force than they ever expected. The slam is particularly painful because today's twenty something's believe that they are alone and that they are having a much more difficult transition period than their peers-because the twenties are supposed to be 'easy' because no one talks about these problems, the difficulties are therefore so unexpected. Moreover, at the fragile, doubt-ridden age during which the quarter life crisis occurs, the ramifications can be extremely dangerous.

Some might say that because people have had to deal with the rite of passage from youth to adulthood since the beginning of time, this crisis is not really a

'crisis' at all, given that historically this is a transitional period. "Maybe it is because the career and financial opportunities for college graduates and post graduates have skyrocketed in the past decade and, therefore, the pressure to succeed. Or maybe increasing competition from the rising thousands of students has left these students feeling like they have to work harder than ever to stand out from their peers" one of the respondents in the 2nd phase indicated. Whatever the reason, quarter life crisis poses enough of a threat to the well-being of many graduates-however well-adjusted they may be-that it has to be taken seriously.

Hope is a common emotion for twenty something's; hopelessness has become just as widespread. The revelation that life simply isn't easy-a given for some twenty something's, a mild inconvenience for others, but a shattering blow for several-is one of the most distressing aspects of the quarter life crisis, particularly for individuals who do not have large support networks or who doubt themselves often. Of course, at this time of an employee's life, a lot is happening in terms of one's career, your relationships, family and friends. So, the feelings of anxiety about the future is quite normal. But, that does not make this transitional period any less difficult or stressful, and many have trouble coping with it . We are living in times where a lot more responsibility is put on the young employee's shoulders and all that can be quite difficult to cope with.

6.3. Career Decision Self Efficacy

Due to the importance in career decision making and career interventions, career decision self-efficacy has received probably the most research attention relative to other domains of career behavior. Career decision self-efficacy was originally

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defined by Taylor and Betz (1983) as 'the individual's belief that he or she can successfully complete tasks necessary to making career decisions'. Career decision self-efficacy was measured using the task domains of accurate self appraisal, gathering occupational information, goal selection, planning, and problem-solving. Most likely because of its centrality to successful educational and career outcomes, factors related to career decision self-efficacy and the design and evaluation of interventions have received extensive attention from researchers (Betz & Luzzo , 1996).

Making decisions regarding a career is an important task for young people. Consistent with developmentally focused career theories (Gottfredson, 1981;Super , 1957), this process begins to occur in primary school, when children develop their interests and begin to understand how their abilities relate to the world of work. It continues throughout the life span (Hartung , Porfeli , & Vondracek , 2005) although much more is known about career decisions made by middle and later adolescents (Savickas , 1997) and adults (Vondracek & Kawasaki, 1995), than younger adolescents and pre-adolescents. Not all young people make career decisions easily, and many experience episodes of indecision before settling on a career path (Fouad 1994; Tinsley, 1992). Some authors estimate as many as 50% of students experience career indecision (Gianakos , 1999), which is not surprising given the number of career and educational options available and the need to understand how one's needs, values and goals intersect with these options. Career decisions can also have long term repercussions, as they can commit a student to a particular career path that can involve long periods of education and training before actually resulting in employment.

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6.3.1. Goal Selection: This reflects the individual's ability to guide his or her behaviour on a system of goal setting ideas. Absence of goals may be manifested in a lack of goal directedness, a fear of commitment and a longing for attachment to perceived powerful others (Robins and Patton (1985). Unstable goals have been observed to be related to a general lack of direction (Salomne, 1982) and have found to have a direct impact on the career exploration process (Blustein, 1989). Goals can be focused on attaining something or increasing the results of an attained goal or on avoiding or delaying an outcome (Snyder 2002).

In the present study , where Goal Selection was concerned , the Software Industry scored the highest, followed by the Telecom industry , then came in the BPO/ Call Centre and Retail industry. The probable reasons could be that the Software and Telecom employees are by far higher educated than majority of the BPO/ Call Centre and Retail industry employees, hence, they are quite focused on what they want to achieve since the time they clear the Std. X11th exams and then decide to branch out accordingly. Even at the workplace they regularly fill in their 'goal sheets' and the same gets reviewed by their superiors too. Most of them are focused on their deliverables too.

6.3.2. Occupational Information: Gathering occupational information is an important part of the career planning process. This information includes employment outlook, salary, related occupations, education and training and job duties. Providing individuals with relevant sources of information and guidance about occupations and careers is an important challenge in the current social and economic context. But delivering those sources and that guidance is not easy. There are many barriers that prevent individuals, whether young or old, from gathering information in this area. Employee's i.e. students may not know what

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information they need; they may not know where to get it once they realise they need it; they may not be aware of the existence of various sources of information, and, in some cases, information may not exist (Harris & Dewdney, 1994).

Moreover, numerous studies have shown that individuals are not necessarily aware of their own difficulties in this area (Julien, 1999).Improving occupational information means being able to define what information is, and what constitutes good information. It is then necessary to examine the particular characteristics of information in the realm of vocational guidance. In this way, criteria can be set and consideration given to what already exists in order to ascertain what can be improved, and how. Brown (1999) affirms that information is not just a commodity and that in the guidance sector its complexity has been under-explored. From an initial standpoint, one can consider that the need for information corresponds to the questions that users ask themselves or that they ask counselors or agencies.

The need for information is defined according to what is known about the career decision-making process. One needs to note the importance of information about occupations and careers in that process (France, 1990), while highlighting that such information is complementary to other aspects such as self-knowledge, the role of friends and family, and familiarity with the world of work. The process of preparing for and choosing a career entails actively seeking information on the available options, self-knowledge and knowledge of one's own abilities, attitudes, values and interests(Herr & Johnson, 1989).

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6.3.3. Planning: Planning w.r.t. career is a lifelong process, which includes choosing an occupation, getting a job, growing in the job, possibly changing careers, and eventually retiring. It focuses on career choice and the process one goes through in selecting an occupation. This may happen once in a lifetime, but it is more likely to happen several times as we first define and then redefine ourselves and our goals. Career planning incorporates short-term and long-term career goals, personal goals and constraints.

One does not always have control over outside factors such as health and family issues, but as far as possible, a planning process should incorporate the following stages:

- Assess skills, knowledge, values, constraints and interests.
- Identify which new skills and knowledge one wants to develop.
- Research career opportunities.
- Formulate a career action plan with contingencies.
- Check the career action plan for realism.

In the present study, the Telecom industry, followed by BPO/ Call Centre, then Retail and last was the Software industry. Here, it is seems that the Telecom industry employees are better planning their career goals compared to the Software industry folks. Software employees regularly keep a track of their work by filling 'time sheets' and their work is planned on regular basis, but, this however did not feature in the study . They seem to be always on the 'move' and hence, considered hyperactive and do tend to have a chip on their shoulders compared to employees of the other three industries. Nevertheless, these results

are contrary to what the researcher actually expected, the researcher expected the Software professionals to be good in career planning too.

6.3.4. Problem Solving: When one is confronted with problem solving decisions, it can be very difficult to decide on the best option, one may be plagued by indecision. Employees may be forced to choose between two equally good options or perhaps, they may have to pick between two choices that both have drawbacks. They may also waver back and forth between different alternatives and may feel paralyzed to make a decision. This is a very normal reaction to tough choices in our lives and we all, at times, experience a sense of being unable to decide on some option.

However, researchers (Brown et al (1999) have developed a technique that many people have found useful when they are trying to make a difficult decision or solve a problem that seems unsolvable. First one needs to recognise that a problem exists and that solving the difficulty is a worthwhile endeavor. Before one starts to tackle the current problem, it is important to clearly understand the difficulty and why one is unhappy with the current situation. During this stage, one should review, "What have I done in this situation in the past, and how well has that worked?" If you find that what has been done in the past has not been as effective as you would like, it would be useful to generate some other solutions that may work better. Then one should be ready to narrow down some of the options that you have generated in the previous step. It is important that one examines each of the options and think about how realistic each is, how likely it would be to implement that solution, and the potential drawbacks of each. Once all one's options are decided on one that seems to accomplish the goals an

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minimizes the costs, it is time to test it out. Make sure that when the solution is implemented, it is done whole – heartedly and given its best effort.

In the present study, as discussed later in the chapter, the Software, BPO/ Call Centre, followed by Telecom industry, then Retail was the last industry. The Software folks seemed to be better in problem solving in the nascent stage of their career followed by BPO / Call Centre. This could be attributed to the fact that, a lot of their work is relatively structured and they are also given a good amount of training in such areas, during the initial months when they take up a new assignment. The Telecom industry followed next and then was the Retail industry.The Retail being the last, could be due to the fact that, that the majority, sample in the study mainly comprised of customer facing executives and their job is to stand at the particular counter assigned to them and help customers purchase the items, they problem solving aspect does not come under their purview and there is another team that looks after the same.

6.3.5. Self Appraisal: It is a continuous process of gathering information about one's career or areas surrounding ones career, reviewing it and then planning future action and support to aid career development. It is a component of vocational maturity. One of the most important steps in the cycle of excellence is the employee self-appraisal. One needs to be informed of the various courses that exist in one's field. It's best to visit a career counselor or a professional who has been in the field for a good number of years. Alternatively, employees can also check with those senior professionals who are already in the concerned fields. It is worth taking the time to complete this exercise thoughtfully, because it will enable one to compare the career thoughts and choices with those that have sufficient information on the subject area.

In the present study, the Telecom, Software, then BPO/ Call Centre and then Retail was the last industry. Here too, the researcher feels that since the Telecom and Software professionals are better educated than the employees of other industries i.e. BPO / Call Centre in the sample, they are also competent enough to appraise their level of education and to see if they need to attain further qualification or certification on a particular area. With regards to the work related aspects, they are also in a better position to appraise themselves, as their work is quite organised and they do fill in daily activity sheets, get the clients feedback on regular basis, in addition all the companies in these two industries, also have a structured appraisal feedback, moreover their vocational maturity is much higher than those of the BPO/ call Centre and Retail industry employees.

In the present study, in phase 2, at least 70 % of the sample of mangers, team leaders and supervisors indicated the influence of mentors is crucial in the process of career decision making. Flores and Obasi (2005) reported that mentors or role models were instrumental in the career decision making of these adolescents upto early twenties' .The sample had reported that 78% of students identified role models who were family members or school / college teachers and supervisors, the most common role model was their mothers or teachers. Students indicated that their role models were a source of support and encouragement in their educational and career pursuits. Other studies, however, have demonstrated the direct influence of role models on career aspirations and choices, as well as on self-efficacy beliefs (Hackett, Esposito, & O'Halloran, 1989; Nauta, Epperson, & Kahn, 1998). Hackett et al. found that teachers had a significant influence on the career salience and educational aspirations and there by leading career satisfaction in the long run. Finally, Nauta et al.(1998) reported that positive-role model influences were predictive of higher career self-efficacy beliefs among

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respondents in their late twenties and this ultimately influence career satisfaction one's work content.

Career self efficacy will have an influence on the type of activities they are willing to engage and in turn the types of careers they are willing to consider (Casas & Pytluk, 1995). An individual's engagement in this process brings about career satisfaction and will in turn affect their attitudes, values and beliefs in different ways (Casas & Pytluk, 1995).

Making decisions regarding a career is an important task for young people. Consistent with developmentally focused career theories (e.g., Gottfredson, 1981; Super, 1957), this process begins to occur in primary school, when children develop their interests and begin to understand how their abilities relate to the world of work. It continues throughout the life span (Hartung, Porfeli, & Vondracek, 2005), although much more is known about career decisions made by middle and late adolescents(Savickas, 1997) and adults (Vondracek & Kawasaki, 1995), than younger adolescents and pre-adolescents. Not all young people make career decisions easily, and many experience episodes of indecision before settling on a career path (Fouad, 1994; Tinsley, 1992). Some authors estimate as many as 50% of students experience career indecision (Gianakos, 1999), which is not surprising given the number of career and educational options available, and the need to understand how one's needs, values and goals intersect with these options. Career decisions can also have long term repercussions, as they can commit a student to a particular career path that can involve long periods of education and training before actually resulting in employment.

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Further, in applied settings, for example in the development and delivery of career and vocational interventions, enhancing career decision self-efficacy has been seen as an important task in fostering career focus and career activities and in reducing career indecision (Prideaux, Creed, Muller, & Patton, 2000; Prideaux, Patton, & Creed, 2002; Lent et al., 1994), and thus seen as an antecedent to career indecision.

6.3.6. Gender Differences and Career Decision Self Efficacy

H10: There is a significant difference between Career Decision Self Efficacy of male and female employees.

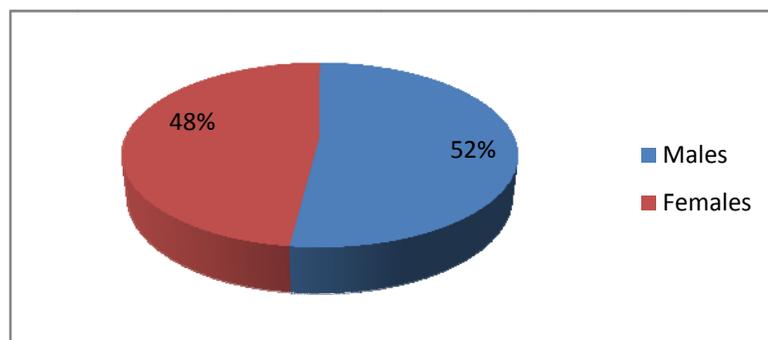| Gender Differences and Career Decision Self Efficacy	
Employee Gender	Percentage
Males	52%
Females	48%

Table No. 6.5

Figure No. 6.5

With reference to the hypothesis discussion in Chapter V , the hypothesis gets retained i.e. there is a significant difference in the Career Decision Self Efficacy of the employees with varying years of experience.This is also supported by previous results concerning the CDSE had indicated an absence for gender differences Nauta et al, 1998. An analysis of variance for the CDSE total score by gender yielded no separate results. In our study as seen in the hypothesis testing of chapter V, very slight difference in Career Decision Self Efficacy of male and female employees Males seemed to have the same level of Career Decision Self Efficacy compared to females. There seemed to be a very slight and negligible difference between Males (52 %) Females (48 %) But, these results, did seem to contradict the researchers expectations as in our Indian society males are still given a preferential treatment compared to females where the education is concerned, probably this is the fundamental reason why the researcher felt that career decision self efficacy should have been higher in males than in females.

In a study done by Lent and Brown (1996), male and female college students generally reported equivalently strong self-efficacy expectations with regard to career decision-making tasks. No sex differences on either the subscales or the total CDSE score were evident in Group 1 or the total group in the study done by. In Group 2, females reported somewhat greater self-efficacy with regard to Goal Setting and Planning tasks, but their total CDSE score was not significantly greater than that of males. Thus, the data suggested a lack of sex differences in self-efficacy expectations with regard to career decision-making tasks (Lent et al 1996).Our study does support the other studies done in this area i.e. Lent and Brown (1996) and by Nauta et al, 1998.

6.3.7. Years of Experience and Career Decision Self Efficacy

H3: There is a significant difference between Career Decision Self Efficacy of the employees with varying years of experience.

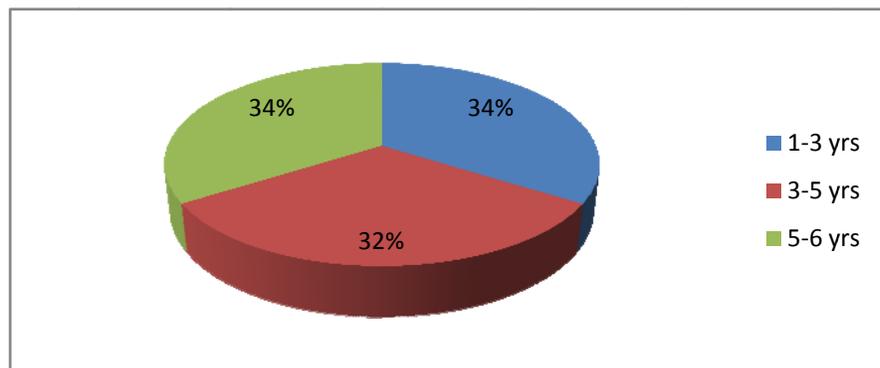| Years of Experience and Career Decision Self Efficacy	
Years of Experience	Percentage
1-3 yrs	34%
3-5 yrs	32%
5-6 yrs	34%

Table No. 6.6

Figure No. 6.6

As seen in chapter V, the hypothesis gets retained i.e. there is a significant difference in the Career Decision Self Efficacy of the employees with varying years of experience. It was found that making decisions regarding a career is an important task for young people. This shows that employees with different experience range did not show much of a variation of 5-6 years (34 %) did score higher in making decisions pertaining to their career, compared to the employees with lesser years of experience of 3 – 5(32 %) years of experience and employees

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in the experience range of 1-3 years (34 %) were at the same level of ease pertaining to decisions regarding their careers. The researcher attributed this to the fact that the employees with more experience did have a strong belief that they could successfully complete tasks, may not always hold true .

6.3.8. *Employee Age and Career Decision Self Efficacy*

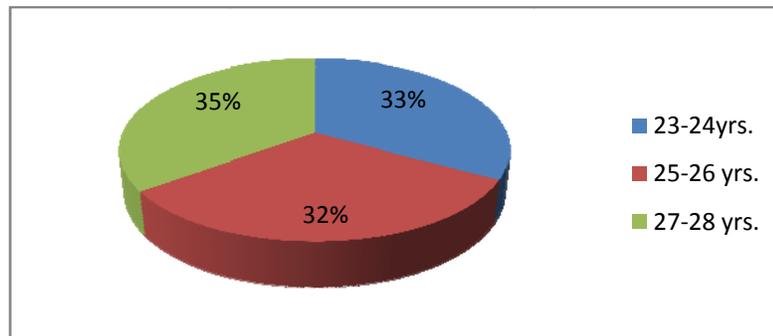| Employee Age and Career Decision Self Efficacy	
Employee Age Group	Percentage
23-24yrs.	33%
25-26 yrs.	32%
27-28 yrs.	35%

Table No.6.7

Table No.6.7

Here again, it can be seen that almost all the age groups had the same level of career decision self efficacy. Employees in the age group of 23 – 24 years (23 %), 25 – 26 years (32%) and employees in the age group 27 – 28 years (32 %) . Hence, it implies that employees age does not impact career decision self efficacy in the quarter life stage of the employee.

6.3.8. Sectors and Career Decision Self Efficacy

H14: There is a significant difference between Career Decision Self Efficacy across industries.

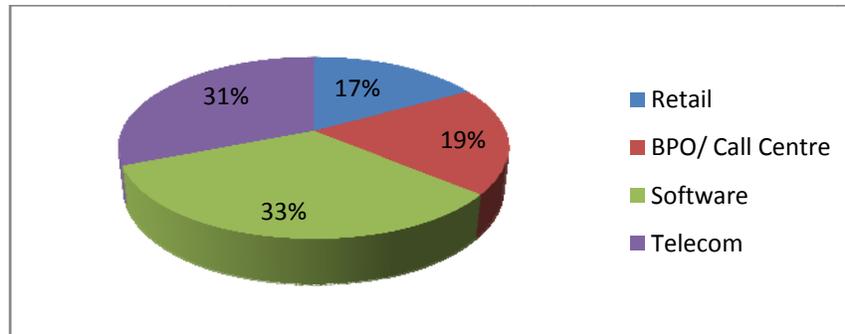| Sector and Career Decision Self Efficacy	
Sector	Percentage
Retail	17%
BPO/ Call Centre	19%
Software	33%
Telecom	31%

Table 6.8

Figure 6.8

As seen in chapter V, there is a significant difference between career self efficacy across industries i.e. the hypothesis is retained.It was the highest in the Software industry (33%) , then followed by Telecom (31%) , then by BPO/ Call Centre (19 %) and last by Retail (17 %) . Software and Telecom industries were the highest probably due to the fact that the employees are aware of the various educational courses required to attain a particular degree, they are always ' clued in' on the latest happenings in their field and are informed of the various career options right from the time they completed the standard XII th grade and then branch out into

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engineering i.e. computers, electronics, telecommunications and related fields .Compared to the BPO / Call Centre industries on the other hand they are generally not informed on the various career options and are often considered as the ' happy go lucky ' employees , especially those at the junior levels i.e. agents, customer service executives and similar such positions, they prefer earning 'fast money' and hence , probably take up any job that comes their way and then after some years they may decide to pursue a particular career and get themselves enrolled for the relevant course . It is evident that the Software and Telecom employees aspire to attain more information on their future occupations rather than the BPO/ Call Centre and Retail employees. They are probably tech – savvy too and relatively higher networked compared to the employees from the other two industries.

In relation to the present study, in phase 2, Lent and his colleagues (1994) suggested that both self-efficacy and expectations exert direct influences on developing interests. Training programs should take into account the importance of interests, because graduate students that get placed in companies do tend to grasp and retain quite of bit in the early stages of the career, due to the initial aura and enthusiasm on a new assignment. More than 65 % of employees in phase 2 indicated that 'Training is extremely important for me to be successful on the job'. It is worth noting that, according to Bandura (1991), completion of complex tasks requires not only self-efficacy but also requisite skills and abilities.

It is believed, that graduate students should be involved in training that embraces dual goals (i.e., imparts skills while attending to perceived efficacy). Furthermore, given that Bandura (1986) also suggested that the efficacy-performance link is moderated by incentives; training programs should incorporate appropriate

incentives to enhance the effects of self-efficacy. Training and supervisory activities could be tailored to focus on areas in which relative deficiencies are perceived. In the present study , BPO/ Call Centre and Retail did score low on 'occupational information' and ' goal selection ' hence the organisation could create a training environment which could be restructured and to suit the industry needs , so the employees could gain maximum mileage on improving these two areas . For e.g .to improve scores on 'goal selection ', the training team could focus on how to help the employees in selection of goal from a whole lot of current ones they may have or are confused on the various existing options . For improving the scores on 'occupation information' the training function could help them in a career exploration process or could have career counselors / human resource representatives. Which could guild the employs on various career options in the organisation.

In the present study, in phase 2, low efficacy expectations may be accompanied by negative self-talk or anxiety responses, which interfere with focus on the task at hand and thus impair performance. Low self-efficacy may be, in effect, a self-fulfilling prophecy. Close to 50 % of employees indicated that 'To be successful in our careers, we need to be focused in our work'. If we do not have clear cut goals in our job, we may not be successful in our careers'. An employee with low self-efficacy would harbor feelings of hopelessness. The stronger the self-efficacy or mastery expectations, the more active the efforts. On the other hand, low self-efficacy could provide an incentive to learn more about the concerned subject, as long as the employee is motivated to do so. Finally, the effects of self-efficacy on persistence are essential for long-term pursuit of one's goals in the face of obstacles, occasional failures, and dissuading messages from the environment.

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In the present study, in phase 2, less than 25 % of the employees had indicated that they had approached counselors / career counselors for seeking advice on the careers. The findings indicate that career decision self-efficacy may significantly influence their career development, not only in relation to vocational identity but also in relation to concrete career exploration behaviors (Lent and Brown 1996). Thus, counselors may work with students by inquiring about their self-efficacy beliefs and by working to enhance their career decision-making self-efficacy.

Similarly, the findings of the present study suggest the importance of gathering information regarding various careers, perceptions of barriers in discussions about career interests, goals, and plans. As numerous authors (Brown & Lent, 1996) have recently observed, if students perceive barriers to a career as insurmountable, there will be little motivation for them to engage in career exploration (Brown & Lent, 1996; Lent et al., 1994). Thus, counselors should strive to help employees manage their perceptions of barriers while simultaneously becoming aware of actual barriers as they enact their career plans. Training for career educators and counselors should emphasize the relevance of these variables and should focus on helping trainees become aware of how to address issues related to perceptions of obstacles and self-efficacy with thee employees in this sample age group.

Generally, students who are low in career decision- self-efficacy or floundering in their attempts to make and persist in educational and/or career choices may need interventions that focus on building their self-efficacy, or confidence, with respect to self- and environmental exploration. Bandura's (1977, 1997) sources of efficacy information, that is, performance accomplishments, modeling, anxiety

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