

EMPLOYMENT POTENTIAL :
Some Socio-Psychological Correlates—A Comparative Study of
Medical and Engineering Graduates

Dissertation submitted to the Jawaharlal Nehru University
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MASTER OF PHILOSOPHY
(SOCIAL PSYCHOLOGY OF EDUCATION)

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"EMPLOYMENT POTENTIAL : SOME SOCIO-PSYCHOLOGICAL
CORRELATES - A COMPARATIVE STUDY OF MEDICAL AND
ENGINEERING GRADUATES", submitted by GOBINDA
CHANDRA PAL is in partial fulfilment of the requi-
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University, or any other University, and is his own
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We recommend that this dissertation may be
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TO
MY TEACHERS
WITH
REVERENCE

A C K N O W L E D G E M E N T S

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A B S T R A C T

This study was designed to investigate effects of unemployment in terms of the perceptions of employment potential of Medical and Engineering Graduates. Along with perception of employment potential, a wide range of variables was investigated that included measures of self-efficacy, locus of control, alienation and helplessness; age, socio-economic status and academic performance. A sample of 100 graduates (50 medical and 50 engineering) was used. The selection of sample was made on the basis of purposive sampling. Two matching variables were included discipline (Medical and Engineering) and (Male and Female). The instruments included were (1) Demographic characteristics scale (2) Employment potential scale (3) Self-efficacy scale (4) Locus of Control scale (5) Helplessness scale, and (6) Alienation scale. The scale of employment potential, self-efficacy and helplessness were formulated and pretested. The scale and locus of control and alienation were short form of original scale of Rotter (1966), Dean (1961) respectively. All the scales were administered to the individual subject at a time. Data were collected and then codified. Analysis of data indicated that there were no significant difference between medical and engineering graduates on the measure of perception of

employment potential, self-efficacy, locus of control, helplessness and alienation. Both medical and engineering graduates had a moderately good perception of employment potential. Results also showed that self-efficacy and helplessness were significantly related to perception of employment potential for both groups. Among other variables self-efficacy was significantly related with locus of control and alienation. Helplessness was related with socio-economic status and age. Furthermore, perception of employment potential was significantly related to self-efficacy for males, whereas to socio-economic status for females. No significant sex differences was obtained on number of variables.

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CHAPTER - 1

INTRODUCTION

Revolutionary philosophy finds fertile soil in the minds of those who being able and willing to work are forced to accept idleness with its train of cumulative indebtedness, want and misery. To deprive the young of the right to work in conditions which are congenial to self fulfillment, happens to be one of the greatest shortcomings of the present day social systems all over the world. The problem of educated unemployed is of special significance in India, because we have a highly developed system of higher education in terms of the number of institutions and enrollments. Consequently the wastage, both economic and human, is of great magnitude and a matter of concern. The unemployment causes frustration among those whose greatest need is idealism and opportunities for its expression.

In its true perspective unemployment of the educated appears to be the root cause of various problems, facing the youth at present. It has created economic disparities and social imbalances of various kinds. The unemployed are carrying a load of worries and uncertainties about their future economic life. Temperamentally, they are not only frustrated, but also impatient, restless and sometimes even militant. The growing violence and vandalism by youth and their associations are

illustrations of growing restlessness and ebullition of their anger and frustration. Therefore, the problem requires all seriousness and calls for a constructive and more imaginative approach to the social and economic problems with a sense of utmost urgency.

Since modern employment conditions are the experiential reference points with which the unemployed compare their current life situations, it stands to reason that one can not be discussed without the other. On the other hand, employment may not be the converse of unemployment. The concepts of employment and unemployment therefore, should be properly understood and well-defined.

CONCEPT OF EMPLOYMENT AND UNEMPLOYMENT

The concept of employment involves an economic, a sociological and a psychological meaning (UNE, CLA, 1970). The economic meaning refers to sources of individual income derived from work and to one basic factor in the production processes of society. The concept of employment is, then applied to activities that are remunerated financially and are considered 'productive' either directly or indirectly. The sociological meaning refers to the fact that being employed communicates to

the person an assignment of a definite role in the society. It gives people a sense of security as individuals and group members. On the psychological plane, lack of employment tends to result in feelings of alienation from society and of personal frustration.

Employment, may thus, be the sum total of individual and group activities which combine supplying a source of personal incomes from work, providing both objectively and subjectively an active social function to the person concerned, and contributing productively to the processes of society according to its own standards.

Jahoda (1981) argued that employment refers to work under contractual arrangements involving material rewards. According to her employment is a tie to reality and we all need some tie to reality. She defines work as 'activity for a purpose beyond its own execution' and employment as opposed to work is not in itself an activity but an institutionalised social relationship. According to Fryer and Payne (1986)", employment is a voluntary, but institutionally regulated contractual exchange relationship between two parties, one of whom wishes to sell work and the other to buy it. This relationship entails rights and responsibilities, the province of powerful social norms and legislation, on both side."

On the otherhand, the concept of unemployment likewise involves an economic, a sociological, and a psychological meaning. The economic meaning refers to the absence of opportunities for people to engage in productive activities which could serve as their principal source of income were they available. The sociological meaning is concerned with the presence in society of a group of people who are functionless from its own point of view. The psychological meaning refers to what unemployment may do to an individual's mind and personality such as loss of self confidence, feeling of being unwanted, and useless, rebellion alternating with apathy, in extreme cases permanent harm to the personality structure.

However, all the three meanings must be combined in order to get at the root of the intensity of the search for a job, a search which is usually assumed to characterise the 'genuine' unemployed.

It is argued by Singhal (1988) that the unemployment figures do not always distinguish between people who actively look for job, those who should like to have regular jobs but do not actively look for them, those who are "just lazy" and those who have a job, are still registered and actively look for jobs. The definition and measurement of unemployments as well as

employment phenomena should indeed be formulated with reference to the dominant socio-cultural values, economic goals and choices among methods for the concerned country.

1.2 EXPERIENCES OF EMPLOYMENT AND UNEMPLOYMENT

For the last few decades, employment has been the dominant social institution through which people earn their livelihood. So powerful it has been that it has significantly, shaped the way of life in industrialised societies.

Like all social institutions employment has manifest purposes and latent consequences. The manifest purposes vary with the point of view adopted. From the perspective of the collectivity the purpose is the production of goods and services beyond those that independent individuals can provide themselves. From that of the employer it is to make a profit. From that of the employee is to earn a living.

Beyond these manifest purposes employment has latent consequences. It is so organised that, it makes certain types or categories of experiences inevitable (Jahoda 1982). Jahoda (1982) lists the following positive latent consequences of employment.

1. Employment imposes a time structure on the working day.

2. It implies regularly shared experiences and contacts with people outside the nuclear family.
3. It links individuals to goals and purposes that transcend their own.
4. It defines aspects of personal status and identity.
5. It enforces activity.
6. Implicit in these five functions is a sixth, which Jahoda has recently made explicit, that is employment has a 'control function' (Jahoda 1986).

Jahoda acknowledges that these latent consequences of employment can vary widely depending upon the nature of work situation. She also acknowledges that there are other by-products of employment, some of which can be negative. At a general level here list of five positive latent consequences can be seen as relating to some of the basic motives and values that employment may satisfy. That come from the opportunity to exercise one's competence and skill, to experience variety and influence, to obtain structure and security, to interest with others, and more generally, to express and satisfy basic human concerns in the context of contractual work arrangements.

Systematic studies of the experience of unemployment reveal that the psychological debilitation of a large majority of the unemployed is the result of deprivation in the categories of experience that employment provides. The problem is more complex when it refers to the social cost of unemployment in a broad sense. It usually refers to costs which are to be borne not by those persons or enterprises that cause them, but by other people or society as a whole.

The social cost of unemployment prominently includes its qualitative aspects such as the productive contribution missed by the widespread unemployment among young people in the most effective working age; among older or physically handicapped people with extensive work experience. In social cost, the benefit aspects will ordinarily prevail unless there is a far reaching discrepancy between the kinds of skills in demand and the kinds of education and training supplied. Moreover, the social costs of unemployment tend to be cumulative. Chronic unemployment may foster social rootlessness and with it, crime, alcoholism, or political polarization and violence. These phenomena, in turn, may absorb resources which otherwise could have been channelled into socio-economic transformation, and may thus, retard latter.

Two overlapping groups among the unemployed - the young and the long-term unemployed - form special reason for concern.

Some of the young still live more or less resentfully with their parents, provided that at least one of them has a job. Otherwise they lack subsistence. All of them however, are deprived of what goes with being young and educated such as striving for independence, hopes and plans for the future. Even before leaving the school the prospects of unemployment dampen their aspirations and their motivation to learn. Once they are unemployed many abandon their desires for something better.

However, the way to a socially more coherent and psychologically satisfying society will be found easier if policies were based on an in-depth understanding of the economics of employment and unemployment.

1.3 NEED FOR SOCIO-PSYCHOLOGICAL ANALYSIS

The debate about unemployment has been predominantly in economic terms, but there is a growing realization now that social and psychological issues are also important which defy translation into the language of economics. It has been suggested that social psychology can and must include in its theoretical and research preoccupations, a direct concern for the relationship between human psychological functioning and the large scale social processes and events which shape this functioning and are

shaped by it (Tajfel et al 1984). Unemployment certainly is a large scale social process and researchers have so far looked for its effects on many different aspects of psychological functioning. The adoption of social psychological perspective requires that the actions and experiences of people be related to the social contexts in which they occur. This implies an opportunity for arriving at generalizations and of contributing to a deeper understanding of the human consequences of unemployment for the unemployed. If unemployed show psychological disturbances under unquestionably better living conditions, economic deprivation will count for less concern. On the other hand, the absence of employment may be important for many in explaining their experiences.

It may be argued that a truly socio-psychological study of unemployment should focus on the unemployment and the psychological features of the person experiencing it. Specifically, both need to be approached from an explicitly social perspective such as across social groups and categories.

While, the national rates of unemployment are high, the experience of people are always influenced by their immediate environment. From a socio-psychological perspective, therefore, it is reasonable to identify how do the educated youth perceive their future employment potential. The social psychological aspects

of unemployment should encompass the study of differences in perceptions, views, explanations etc. of people experiencing it and how these in turn modify the ways in which they react to it.

1.4 EMPLOYMENT POTENTIAL

The socio-psychological reality for the young educated to whom the ordinary transition to adulthood is denied included, perhaps, the socially most dangerous aspects of the current depression. Many of them are without hopes, without plans and ambitions, and are gradually abandoning the habits and aspirations that family and school had instilled in them.

The term 'potential', has been used, here to refer to one's mode of indicating the possibilities of anything. The employment potential, therefore, can be defined as "one's assessment of probabilities of getting a job in future". This can also be called the "perception of employment prospects". Thus, the concept of 'employment potential' is introduced broadly to include one's perception of prospects, feeling of confidence, strength of aspiration and expectation, and opinion probabilities with regard to his/her future employment.

It is well known that individualistic and psychologistic accounts always describe the phenomena not only at individual

level but also in terms of individual characteristics of the person such as age, sex and so on. On the other hand, these variables can be accepted as proxies for more complex social factors that may prove to be the key to unlock some of the complexities of the experience of unemployment and can facilitate future employment potential. Also unique aspects of individual agents may have a role to play in explaining the documented variations in experience. Warr (1984a) pointed out that there were many factors which moderate the impact of unemployment. Personal and social factors were also conceived as contributing factors to success (Lefcourt 1970, Bandura 1977, Jahoda, 1982) thus, providing impetus and confidence or cultivating initiative enthusiasm.

Taking the above facts into consideration and speculating their important role in the perceptions of employment prospects, the present research study will test the effects of psychological variables like locus of control, self efficacy, helplessness and alienation; the personal and social factors like sex, Age, Socio-economic status and academic achievement in perceptions of employment potential.

1.5 PSYCHOLOGICAL VARIABLES

Self-efficacy : Cognitive processes play a prominent role in the acquisition and regulation of new behaviour patterns. Changes

in behaviour produced by stimuli that either signify the events to come or indicate probable response consequences have been shown to rely heavily on cognitive representations of contingencies.

Motivation, which is primarily concerned with activation and persistence of behaviour, is also partly rooted in cognitive activities. The capacity to represent future consequences in thought provides a cognitively based source of motivation. Through cognitive representation of future outcomes individuals can generate current motivators of behaviour. From this perspective, reinforcement operations affect behaviour largely by creating expectations. A second cognitive source of motivation operates through the intervening influences of goal setting and self-evaluative reactions (Bandura 1976b). By making self-rewarding reactions conditional on attaining a certain level of behaviour, individuals create self-inducements to persist in their efforts until their performances match self-prescribed standards. To this framework Bandura (1976) described as the concept of "self-efficacy". This is used to analyse changes under fearful and avoidant behaviour.

Bandura (1977) used the term 'self-efficacy' to explain how a person develops expectations of efficacy, that is, a belief that one possesses skills and can use them in a particular situation. Perceived self-efficacy is concerned with people's own judgements of their capabilities to execute given levels

of performance and to exercise control over events. Judgements of personal-efficacy affect what courses of action people choose to pursue, how much effort they will put forth in a given endeavor, how long they will be able to persevere in the face of aversive experiences, and how much stress they experience in coping with taxing environmental demands (Bandura 1986). According to Mahoney and Arnkoff (1978), the self-efficacy "offers a stimulating and heuristic model of cognitive processes in adjustment". Thus, perceived self-efficacy is concerned with beliefs in one's capabilities to mobilize the motivation, cognitive resources and courses of action needed to given situational demands.

LOCUS OF CONTROL

The concept of Locus of Control which developed originally as a part of social learning theory (Rotter, 1966), has recently been used in theories of work behaviour. It refers to a personality construct, which focuses upon a person's expectancies that can help in determining the outcomes/experiences in which the person is engaged. In other words, it is defined "the degree to which an individual perceives that reinforcements are contingent on his actions that can be controlled by him.

Some people believe that they are actors and can determine their own fate. They can cope with stresses and challenges. But

there are others who differ in perceptions of one's own behaviours. In other words, it is an assessment of one's behaviour being controlled by oneself called internal locus of control (I.L.C.) and by unforeseen events called external locus of control (E.L.C.). Individuals classified internally controlled believe that reinforcements are largely determined by personal effort, ability and initiative whereas those designated externally controlled believe that reinforcements are largely determined by other people, social structures, luck or chance.

According to Rotter (1966) locus of control is a concept which seeks to determine whether individuals attribute the cause/control of events either to themselves (Internal) or to their environment (external). Locus of Control symbolises the tendency for internals to believe that they can control events and for externals to believe that they can not have implications for their attitudes, perceptions and behaviours in work settings.

According to Vinacke (1974) external control refers to "perceptions that one's actions depend on luck, chance, fate and others who are powerful or unpredictable external forces; whereas internal control refers to perceptions that events depend upon one's own behaviour characteristics".

The reviewers of the internal-external locus of control construct have documented considerable interest in comparing the

attempts of internals and externals to control their environment. An attempt is thus made in the present research to examine the relationship between locus of control and perceived employment potential.

HELPLESSNESS

The phenomenon of learned helplessness was first described systematically by animal learning theorists at the university of Pennsylvania (Seligman et al 1967). Shortly, after learned helplessness was described in animals researcher attempted to demonstrate the same phenomenon with human subjects. Following on the heels of these demonstrations were a large number of researches applying this concept to a variety of human situations.

Learned helplessness refers to the deficits which organism manifest after exposure to non-contingent or uncontrollable events (Seligman et al. 1967). The cornerstone of the hypothesis is the learning that outcomes are uncontrollable. There results in three deficits: motivational, cognitive and emotional. The hypothesis is 'cognitive' in that it postulates that mere exposure to uncontrollability is not sufficient to render an organism helpless; rather the organism must come to expect that outcomes are uncontrollable in order to exhibit helplessness. The motivational deficit consists of retarded initiation of voluntary

responses and seen as a consequence of the expectation that outcomes are uncontrollable. Finally, the learned helplessness claims that depressed affect is a consequence of learning that outcomes are uncontrollable.

A three-step explanatory model was initially used to account for this phenomenon, as such :

Non contingent stimulation ---> expectations of future non-contingency ---> cognitive, motivational and behavioural deficits.

After the early successful demonstrations of the phenomenon with people, several researches were undertaken which questioned the validity of the theory on account of what was going on in the human laboratory. The simple explanation of the observed helplessness effects (e.g. uncontrollable events ---- expectation of response ---- outcome independence ---- interference with objectively possible learning) did not seem to do justice to the complexity of human helplessness. In the light of the research anomalies, Seligman et al (1978) proposed later an attributionality reformulation of the learned helplessness theory.

According to the proposed reformulation, experience with negative uncontrollable events and expectations of future non

contingency were not sufficient to result in pervasive helplessness. What determined the nature and extent of deficits following experience with uncontrollable events were causal attributions made by the person. If the person attributed the cause of the uncontrollable events to internal factors, to stable factors and the global factors, then generalised helplessness and depression will occur. In the absence of such attributions, the ensuing helplessness were expected to be circumscribed in time and space, and not to involve loss of self-esteem.

However, the present study used this concept to explain how helpless and pessimistic the students felt about their employment prospects and how their feeling was a function of gender, sex, age and academic achievement.

ALIENATION

Alienation, as a term in sociology, descended from and was related to the Durkheimian concept of 'anomie', which Meton (1969) conceived as :

"A disjuncture between the culture goal of success and the opportunity structure by which the goal might be achieved, and since the lower strata were discriminated against in educational and occupational market

places, this was the group least likely to realise the American dream

In Psychology the term 'alienation' referred to the display of such life relationships of the subject with the surrounding world in which the products of the subjects' activity, the subject himself as well as other individuals and social groups were conceived as opposite to the subject. This opposition ranged from deference to rejection and hostility. This is expressed in corresponding emotional experiences such as feelings of isolation, solitude, rejection, loss of one's ego, etc.

In social psychology, alienation was used to characterise interpersonal relations in which the individual was placed against other individuals, groups and the whole of society to come to experience a certain degree of isolation. Such conflictful relations within a group were caused by the fact that the values conditioning joint activities were violated and there was a loss of the feeling of solidarity.

Freud used the concept to explain the pathological development of a personality in culture, alien and hostile to man's natural character, thus showing the neurotic loss of the feeling of reality, or in the loss of one's individuality. For Marx alienation was the result of private ownership of the means of production and of the progressive diversion of labour.

David (1955) identified ego-centricity, distrust, pessimism, anxiety and resentment as interrelated dispositions of alienation. Nettler (1957) stressed that the alienated person was one who had become estranged from the society and culture he/she carried.

Dean (1961) defined alienation as a multi-dimensional construct that included isolation, normlessness, meaningfulness, and powerlessness. Isolation represented the individual's feeling of being alone, without a meaningful relationship with significant others. Powerlessness represented the helplessness he or she experienced as the result of an inability to cope with a given situation. Normlessness represented a rejection of societal values. Meaningfulness was the lack of hope or purpose that individuals felt concerning their existence (Calabrese & Schumer, 1986).

Kureshi and Dutt (1979) through the technique of factor analysis, worked out five comprehensive dimensions of alienation. These were labelled as 'Despair', 'Disillusionment', 'Unstructured universe', 'Psychological vacuum' and 'Narcissism'. On the basis of these factors, they developed a 21 items likert type "Alienation Scale", using a four point summation rating system.

In the present research, Dean's concept of alienation would be used to differentiate among medical and engineering graduates in relation to their perceptions of employment potential.

1.6 THEORETICAL PERSPECTIVE

In the present research the following theoretical frameworks are proposed to be utilized.

COGNITIVE THEORY

Beck (1976) has presented a cognitive theory in which the sense of loss is seen as a central characteristics of depressed patient and in which negative cognitive sets and defective and primitive forms of information processing are viewed as basic to the understanding of depressive etiology. The depressed person is assumed to have a negative view of self, to construe ongoing experience in a negative fashion and to have a pessimistic view of the immediate and long-term future (Kuiper & Rizley 1978). It is hypothesised that depressive patients may be predisposed by early experiences to form negative concepts about self, the future and the external world.

From this type of analysis, it can be said that if a person is not affected by the immediate situation of unemployment,

he or she may perceive his future in a positive manner and may thus show less depressed symptoms in terms of helplessness and alienation and vice versa.

EXPECTATION-VALANCE THEORY

According to expectation-valance theory the failure to attain a goal is accompanied by a greater degree of disappointment, when the person has high expectation. From this statement it can be inferred that during the period the person carries a high expectation to achieve a goal, he/she would have less disappointment, since disappointment comes after failure of highly expected goals. So, the prediction that can emerge from this analysis is that, the adverse effects of unemployment in terms of helplessness will be less for students who have higher expectation of getting a job or who perceive their job prospects better.

SOCIAL LEARNING THEORY

Social learning theorists have emphasised the importance of taking anticipated consequences into account in cognitive explanations of human behaviours. For example - Bandura's (1978) discussion of social learning principles, self-regulation, and self-efficacy acknowledge the important effects that expected consequences have on a person's actions. His analysis employs a theoretical perspective that views psychological functioning

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as involving "a continuous, reciprocal interaction between behavioural, cognitive and environmental influences" (Bandura 1978).

The expectancy may be determined by a variety of different factors that include a person's perceptions of his or her ability and skill. People who see themselves as relatively low in competence and who perceive that few jobs are available would tend to have lower expectation of success and as such, lower employment potential.

ATTRIBUTION THEORY

Abramson et al (1978) developed the attribution model of helplessness depression where they made use of internal/external and stable/unstable dimensions of attribution developed earlier by Weiner (1974) and added global/specific as a further dimension. Each of these dimensions have a particular role to play in regard to helplessness depression. They argued that helplessness occurred when highly desired outcomes were believed improbable and the individual expected that no response in his repertoire will change their likelihood. So, when they will feel 'response outcome independence' for future aversive situation, they will attribute it to external factors.

FREUD'S THEORY

While explaining the negative effects of unemployment, Freud (1930) said that work was man's strongest tie to reality and unemployment loosened man's grip on reality. The early domination of the pleasure principle, the search for immediate gratification was in the course of normal development modified by a growing ability to perceive reality and delayed gratification accordingly. The normal person, tried to change the reality. Employment was an institution which provided compelling opportunities to engage in continuous reality. Unemployed's grip, on the other hand, on reality was loosened and made the suffer from negative experiences.

1.7 RATIONALE OF THE STUDY

The medical and engineering students who build the pillar of scientific age and upon whom government has confidence are always center of focus. At the sametime, anticipating a bright future for themselves students become committed to their studies. Therefore, any psychological disturbance emanating from prospects of unemployment may nip the buds of their growing challenges and cause a great harm to them, to the socociety. As such, this research is proposed to throw some light on their perceptions of employment potential.

Secondly, though unemployment problem is widely recognised in different disciplines, the areas of technical and professional education like engineering and medical are given more importance in general. The competition by large number of students for limited jobs makes them conscious of their future uncertainties and causes depressive symptoms. To know that to what extent medical and engineering graduates are affected by the unemployment situation, thus, research is proposed.

The census data on technical personnel compiled by Council of Scientific and Industrial Research (CSIR) in India in 1981 have reported that the percentage of medical scientists who are wage employed are 53.67% and engineers are 78.08%. In the category of self employed, medical graduates have the highest percentage (29.82) and engineers and significantly low as that is 7.71". The large percentage of medical graduates tend to stay in the education system for a longer time to improve their qualifications than the engineers. These disparities provided the basis for this research work, to know whether medical and engineering graduates are differentially affected by their perceptions of employment potential.

In addition, it has been increasingly felt by the ever growing multitude of unemployed youth that some politicians and

other vested interests have been misleading them to their own ends by slogan mongering. So much so, that they now seem to have lost all confidence and hope in the present leadership (educational or political). They are eye-witnesses to all sorts of acts of nepotism and favouritism in matters of employment and placement. A host of them seem to have lost faith even in our political and social set up which on paper only guarantees them equality of opportunity and social justice, but in actual practice things are evidently quite the reverse. They have become quite conscious of growing inequalities and disparities during all these years of freedom. When they are made to face the hard realities of Indian social and economic life, their sensitiveness is put to a test.

When it becomes impossible for many to find a job, expectation for future employment may be narrowly spreaded. On the otherhand, unemployment may be psychologically more difficult to take if it frustrates high hopes. The better educated may have developed inner resources and wider horizons that may help them to mitigate some of its psychological consequences. There is yet little empirical material available.

The scope of the research is confined only to the medical and engineering graduates. While in general there is paucity of research studies focussing on the variations in the composition

and experiences of the unemployed workers, school leavers, general graduates, the medical and engineering graduates have not received the attention they deserve. No study was traced in the literature. The socio-psychological framework remain unutilised by researchers particularly in Indian context. Taking note of these gaps, the present exercise has been taken to fill the gaps and to examine the variations in the employment potential and psychological functionings of Indian engineering and medical graduates by sex, age, socio-economic status and academic achievement.

The results of this research, even though exploratory, if these can pin-point definite effects of unemployment on the personality and psychological functioning of medical and engineering graduates, it can contribute to a better understanding of the problem itself and interest critical readers of this subject.

CHAPTER - II

REVIEW OF LITERATURE

As seen in the earlier chapter, the evil of unemployment extended far beyond the loss of financial returns. A long spell of unemployment could ruin a person's dignity and self-respect. It created a sense of frustration and eventually helplessness and worthlessness. It sapped one's power of concentration and capacity for normal thinking.

Few psychological reviews of research on unemployment were available.

Eisenberg and Lazarsfeld's (1938) review of the psychological effects of unemployment described a number of adverse reactions that included apathy, resignation, depression, self-doubts, diminished self-esteem and fatalistic beliefs.

Tiffany et al. (1970) suggested that long term unemployment will have an effect on attitudes to work and to employment, and that the experience was likely to lead to less positive attitudes to employment generally, and possibly to changes in specific attitudes to things such as job security.

Kirpal and Bhan (1972) pointed out that in the Indian context the increasing tendencies towards provincialism, linguism etc. if analysed were infact the manifestation of frustrations of the people due to growing disparities and

unemployment. The growing violence and vandalism by youth and their associations were illustrations of growing restlessness and ebullition of their anger and frustration.

Sullivan (1972) was of the view that for most individuals employment was a way of satisfying personal needs, ranging from the basic economic necessities of life to promoting higher order outlets for self-actualization.

Daniel (1975) in his survey asked the respondents that how bad it had been for them personally being out of work. The majority (48%) reported that it had been very bad while 23% said quite bad. He also found that the most common complaints were feelings of boredom, depression or apathy, feelings of failure and inadequacy, missing the company at work or being looked down because they were unemployed.

The most comprehensive effort to identify the effects of unemployment pervading the complex societies was made by Brener (1976) who correlated various indicators of social pathology- morbidity, mortality, crime, suicide etc, with unemployment rates in the United States, parts of Britain and Sweden. Boor etal (1980) have found similar relationships.

Lauterbach (1977) opined that unemployment costs the individual in three ways, such as economic costs in terms of income and work experience missed, sociological costs in terms of status and family coherence reduced and psychological costs in terms of self-confidence being impaired.

Lescohier (1977) had summarised the effects of unemployment in a paragraph as follows :

Unsteady employment attacks the worker's efficiency in so many ways that probably no one could enumerate them all. It undermines his physique, deadens his mind, weakens his ambitions and destroys his capacity for continuous sustained endeavour. It induces a liking for idleness and self-indulgence; saps his self-respect and the sense of responsibility; impairs technical skills and weakens nerve and will power. It also creates a tendency to blame others for own failure, saps one's courage, prevents thrift and hope of family advancement; destroys a work-man's feeling that one is, good care of his family; sends him to work worried and underfed; plunges him into debt.

Puttaswamaiah (1977) pointed out that unemployment problem was one of the most baffling problems confronting the different countries, with varying degrees of intensity. There were many

in roads which this prolonged unemployment makes upon the lives of the human being. It put a break on the attainment of economic and social objectives and presented a senseless waste of productive power.

Fineman (1979) found that eighteen out of twenty-five managers felt psychologically stressed by being unemployed, but the degree of stress was different for different individuals.

Jones (1979) was of the view that the stress of unemployment may result in depression, withdrawal, and retreat, in addition to the more extreme effects of suicide, homicide, and so on. These psychological factors might directly, interfere with the job search process, thereby creating more stress and tension.

In a comparative study O'Brein and Kabanoff (1979) found that the unemployed workers had higher levels of physical health problems, a greater use of helping services and greater stress. They described themselves as more externally controlled and showed lower work values.

Gurney (1981) found that in a sample of Australian High School students who held external explanations prior to graduation, were not the same four months later. The employed still blamed

social and economic factors for unemployment, whereas their classmates who had found work adopted more individualistic causal beliefs.

Oliver and Pomictere (1981) observed that the psychological impact of being without work often created personal and family problems that directly interfered with reemployment and contributed to the use of other social services. Depression was frequently reported.

In one study unemployed school leavers in Birmingham were interviewed three times during a period of 24 weeks (Stokes 1981). The author found that initial despair and pessimism were during that period transformed into resignation and apathy. Resignation and apathy among these youngsters were indicated by hopelessness for the future and giving up looking for job after repeated failure.

Jahoda (1982) argued that being in a formal employment brings access to certain categories of experiences often denied to those not in formal employment and that having access to these categories of experiences was important for psychological well being. She reported that unemployment imposed financial constraints on the unemployed people to deflate their social

status to make them rootless and disoriented and to spoil their personal identities.

Kaufman (1982) observed over 100 unemployed professional workers that those who became employed in jobs which were inferior to their previous jobs were 'no better adjusted than the jobless'. He referred to studies which suggested that those who had suffered long term unemployment remained permanently scarred by the experience, particularly in relation to feelings of lowered self-esteem. He quoted other studies to show that many long term unemployed people develop a 'work inhibition syndrome'.

Liem and Rayman (1982) found that spouses increasingly reported more depression, anxiety, and interpersonal problems as the time of unemployment continued. They also identified more conflict and family disorganization in the unemployed families.

Feather and Bond (1983) found a positive correlation in a sample of young employed graduates between the measure of employment importance and the extent to which these employed respondents saw their use of time as structured and purposeful. In contrast the correlation between employment importance and the use of time measure was negative for a sample of young unemployed graduates. The more these young unemployed people saw employment

as important for themselves the less likely were they to see their use of time in a positive light.

Henwood (1983) carried one study to investigate Jahoda's (1981) categories of experiences that employment brings access (social contacts, status, time structure, activity and being part of some collective purposes). It was based on a postal questionnaire distributed to a sample of Brighton residents and by a home visit. The questionnaire was with single item measures of each of the Jahoda's categories. The result showed a positive relationship between being in employment and categories of experiences as Jahoda suggests. Both employed men and women scored significantly higher on all five main categories of experiences than their registered unemployed counterparts.

Jackson et al (1983) conducted a longitudinal analysis of data from two separate cohorts of lower qualified 16 years-old who had left school in a large northern city in England and who were interviewed on two or three subsequent occasions. They found that a shift from unemployment to employment over two testing occasions was accompanied by a reduction in psychological distress as measured by the General Health Questionnaire (GHQ. Goldberg 1972), while a shift from employment to unemployment was accompanied by an increase in psychological distress.

Miles (1983) pointed out that the psychological debilitation of a large majority of the unemployed was the result of deprivation in the categories of experiences that employment provides. Those were as such, unstructured time became a heavy burden rather than leisure which was a complement to employment, many unemployed felt isolated and cut off, they resented their enforced uselessness and exclusion from participation in collective purpose; felt abandoned by society, without social identity, inactive and bored.

Warr et al (1983b) reported that unemployed had diminished life satisfaction because they were denied the financial rewards and higher standards of living that came with employment and were excluded from an important role that was assumed to be a normal part of one's experience in a setting that offers the possibility of satisfying some basic human needs.

Furnham (1984) looking at a non-random sample of school leavers in London observed a general tendency to attribute getting a job to individual characteristics, while failure to find work was blamed on structural condition.

Tiggermann and Winefield (1984) from their systematic study concluded that their results were consistent with notion of paid work leading to growth rather than of unemployment leading to debilitation.

Gaskell and Smith's (1985) study of a random sample of London male school leavers both employed and unemployed, showed that regardless of their employment status respondents viewed external causes as more important than internal ones.

O'Brein and Kabnoff (1985) found that unemployed workers had significantly more symptoms of ill health, lower work values a higher 'external control orientation', stress and helplessness.

Warr & Jackson (1985) reinterviewed a large sample of men in Britain, 9 months after a first interview in which they obtained measures of psychological health and commitment to the labour market. They found some evidence of deterioration in psychological health as measured by GHQ but only for a subsample that had been unemployed for less than three months at the time of the first interview and who remained continuously unemployed. These results suggested that unemployment had its major effect on psychological health in the first few months after a job loss. They also found that increase in psychological ill health as measured by GHQ were positively related to employment commitment scores for their sample of continuously unemployed men.

Winefield and Tiggmann (1985) administered questionnaires containing a variety of psychological measures to 118 intending

school leavers when they were still at school and seven months later. From their findings, reported that unemployment had profound psychological consequences for the individual, especially with regard to self-esteem. The unemployed school leavers were bored, lonely and depressed.

According to O'Brien (1985b) not all employment would be expected to enhance self-esteem, reduce stress and depression, increase life satisfaction or positively affect other aspects of well being. Mundane, routine and tiring jobs may have negative effects on well being, especially where they provide low income and poor working conditions and where there is little opportunity to exercise one's skills, to experience variety or to exert influence and control in day-to-day activities in the work place.

It is reported that unemployment is one of the main factors also in the rapidly widening gap between rich and poor (Social Trends 1986).

Feather and O'Brien (1986b) in their longitudinal study compared scores obtained by employed and unemployed respondents at two different points of time when they were at school and when they reported that they were either employed or unemployed. The results of these analyses showed that there were statistically

significant differences between the employed and unemployed groups both at school and subsequently. Those who were not able to find a job tend to see themselves as less competent, less pleasant and less active; reported more stress symptoms, more depressive affect and less satisfaction with life in comparison to those who found jobs. The results indicated that there were group differences to begin with even before the subjects entered the workforce.

Payne and Jones (1987) studied 140 men, aged 25-40 who had remained unemployed for lengthy periods and then returned to work. They were asked whether various aspects of employment (e.g. job security, pay) were more important to them as a result of being unemployed. The effects of mental well being, when unemployed on attitudes to employment were explored. Unemployment was reported to have made most aspects of employment more important to people. The vast majority of sample appeared to feel that their experience of long-term unemployment had affected their attitudes to such things as job security, the money they earned from employment, the kind of work they did and the relationship they had with people. Furthermore, it was reported that enduring individual differences in mental well being and values such as external control, had an influence on attitudes to work which appeared to transcend transitions from unemployment to employment.

Rowley and Feather (1987) reported that more financial strain, less time structure, less self-esteem and more psychological distress tended to accompany the increase in length of unemployment.

Ullah (1987) in a longitudinal study found that the mean level of psychological distress (as measured by GHQ) among unemployed blacks was significantly higher than that found among those in the sample who had jobs.

Lowe et al (1988) sought young people's explanation of unemployment and found that high school and university students viewed unemployment as a serious problem. Regarding the causes of unemployment their explanations were more structural than individualistic.

From the above findings it can be pointed out that unemployment is known to impose financial constraints on the unemployed people, to deflate their social status, to make them rootless and disoriented in time, to spoil their personal identities, to impair self confidence, to interfere with job search process, to lower self esteem, to hamper life satisfaction and to induce other psychological distress (Gaffmann, 1972; Lauterbach, 1977; Hyman and Jones, 1979; Senfield, 1981; Jahoda,

1982; Kaufman, 1982; Feather and Bond, 1983; Miles and Warr, 1983; Kelvin and Jarnett, 1985; Fryer and Payne, 1986; Fineman, 1987; Howarth and Evan, 1987; and Rowley and Feather, 1987; and others). Employment is a way of satisfying personal needs ranging from basic economic necessities to self-actualization, self confidence, self esteem and self identity (Sullivan, 1972; Fineman, 1979; Gurney, 1981; Jahoda, 1982; Feather and Bond, 1983; Winefield and Tiggerman, 1984; Warr and Jackson, 1985; O'Brein, 1986; and Payne and Jones 1987).

Some of the socio-psychological variables of unemployment may be identified as follows :

1. Unemployment has social costs in terms of social status, social identity, social contacts and other social pathologies.
2. Unemployment was associated with psychological variables like self-attitudes, self-confidence, self-esteem, depression, job expectancy, external orientation, personal frustration, alienation, stress, helplessness and other life satisfactions.
3. All the social and psychological variables associated with unemployment interacted with personal, social and psychological characteristics of people.

The proposed study has been designed to study the role of personal and social factors (like sex, age, socio-economic status, and academic performance) and psychological factors (like self-efficacy, locus of control, alienation and helplessness) in determining perceptions of employment potential. A review of researches relating to variables is presented in the following part.

2.2 - RESPONDENT CHARACTERISTICS AND EXPERIENCE VARIATIONS

The extent to which the respondents perceived their future job possibilities, positively may be affected by their social and personal characteristics.

Daniel (1975) in his survey on costs of unemployment, reported that social and psychological costs tended to be shared equally by all age groups, but the older workers, tend to feel the sense of failure most acutely. Younger workers were more likely to find jobs while the likelihood of having a job dropped steadily and consistently with increase in age. Thus, he found that 38% of age 25 or under expected to get a job. Equally, all occupational levels voiced similar complaints.

The proportion of men and women having found jobs were almost identical. Twenty two percent of men had done so compared to 23% of women. This apparent similarity was, however,

the result of women being generally younger than men. When the two sex were compared within same age groups, men were more likely than women to have found jobs in each instance.

He also reported that people with some educational qualifications were more likely to have found some jobs than those with none. He found that 40% of those educational qualifications of GCE 'O' level or above had found jobs, compared to 18% of those having no educational qualification. Jahoda (1982) found parental status and age important in access to certain categories of experiences.

Feather (1983) found that female students at State and independent secondary schools had significantly higher external control as measured by the nine Rotter items, self rated potency scores and job expectations at school.

Furthermore, those from somewhat lower socio-economic backgrounds were more likely to see the recession and job seeker's poor interview skills as responsible for unemployment.

Henwood (1983) found no sex difference on all five main categories of experiences suggested by Jahoda. Both employed men and women scored significantly higher on all five categories of experiences than their registered unemployed counterparts.

Feather (1984) was of the view that sex differences became incorporated into individual value systems and influenced preferences and behaviour in particular situations such as work place.

Furnham (1984) observed that working class youth who were vulnerable to unemployment were external in their attributions as were females in comparison to males.

Antil et al (1985) observed that men in general tended to describe themselves as more assertive and independent than do women.

The multivariate analyses of unemployment explanations showed weak correlations between gender, SES, work experience and education and the explanations of unemployment. Such independent variables account for only a fraction of the variance in beliefs (Gaskell and Smith 1985).

Miles and Howard (1984b) reported that parental status, age and other factors play important role in facilitating or reducing access to certain experience.

Warr et al (1985) observed that women tended to obtain lower scores than men on measures of psychological health and were higher in stress symptoms. The activities that individuals

engaged in during unemployment varied by gender. Their result was supported by Donovan and Oddy, 1982. Feather (1982b, 1983, 1985b) emphasised the need to take account of possible gender differences in employment and unemployment because of different sex roles. He reported male/female differences on a number of variables.

Feather and O'Brein (1986) found following sex differences :

Male respondents scored higher on self-rated potency and on desired skilled utilization and influence in one's job, whereas female respondents tended to score higher on self-rated positive attitude, stress symptoms, unemployment disappointment and external control. They were also more likely than male respondents to blame unemployment on socio-economic conditions. The job expectancy was assessed when respondents were still at school. The results showed that students who were subsequently unemployed had lower self-rated confidence in finding a job (job expectancy) while they were at school.

Lowe, Krahn and Tanner (1988) showed that socio-economic status had little bearing on the type of explanations respondents held. They also found that high school and university graduates differed significantly in explanation of unemployment. This reflected the effects of education and age.

Lowe et al (1988) argued that the young people who have succeeded in school through their own efforts may be projecting their meritocratic view into the job market. Multiple regression analysis revealed that those with higher grades were less likely to agree with external factors in job explanation.

Honess (1989) had a three year longitudinal study of young people drawn from a sample of 150, 15 years old who were interviewed shortly before their planned school leaving date was reported. The schools were situated in two different labour markets. Result showed that there was socio-cultural differences and the availability of good supportive relationship was a strong predictor of employment placement. The sex differences were partly confirmed. Girls reported lower employment placement than boys only in valley sample, not in town sample.

Thus, the above findings showed that deficit in psychological well being among the unemployed was not limited to one group. The degree of disturbance and manner in which it expressed itself varied by individual's personality, life history and many other factors.

2.3 PSYCHOLOGICAL VARIABLES

SELF EFFICACY

Results of several researches indicated that perceived self-efficacy could mediate the analgetic potency of different psychological procedures.

According to Bandura (1977) expectations of self-efficacy were the most powerful determinants of behavioural change as these determined the initial decision to perform a behaviour; the effort expended and persistence in the face of adversity. He claimed that the intervention operates by raising the subjects' self-efficacy and thereby results in greater persistence and success.

Bandura presented a theoretical framework in which the concept of self-efficacy was assigned a central role, for analyzing changes achieved in fearful and avoidant behaviour. The theory was based on the assumption that psychological procedures, whatever their form, served as means of creating and strengthening expectations of personal efficacy. Within this analysis, efficacy expectations were distinguished from response outcome expectancies. The difference was presented schematically in Figure 1.⁽¹⁾

1. Psychological Review. 1977, vol.84, No.2, 193.

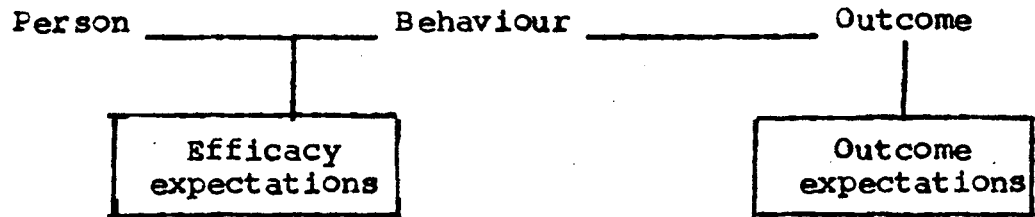


Fig 1 : Diagrammatic representation of the difference between efficacy expectations and outcome expectation.

An outcome expectancy was defined as a person's estimate that a given behaviour would lead to certain outcomes. An efficacy expectation was the conviction that one could successfully execute the behaviour required to produce the outcomes. Outcome and efficacy expectations were differentiated, because individuals could believe that a particular course of action would produce certain outcomes, but if they could perform the necessary activities such information did not influence their behaviour.

In this conceptual system, expectations of personal mastery affected both initiation and persistence of coping behaviour. The strength of people's convictions in their own effectiveness was likely to affect whether they would even try to cope with given situations. At this initial level, perceived self-efficacy influenced choice of behavioural settings. People feared and tended to avoid threatening situations they believed exceed their

coping skills, whereas they got involved in activities and behaved assuredly when they judged themselves capable of handling situations that would otherwise be intimidating.

In the social learning analysis, expectations of personal efficacy were based on four major sources of information : performance accomplishments, vicarious experience, verbal persuasion, and physiological states. Through these principal sources different modes of treatment operated to create expectations of mastery. These diverse influence procedures are presented in Figure 2.⁽¹⁾

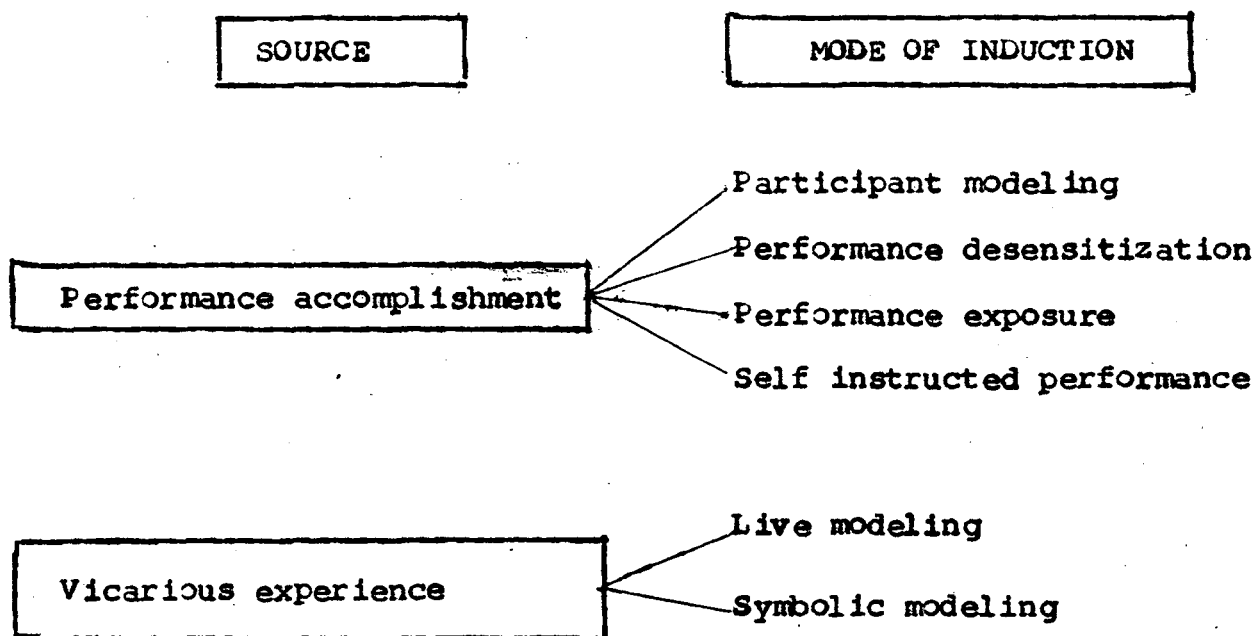


Fig. cont.....

1. Psychological Review. 1977. 84,2, 195.

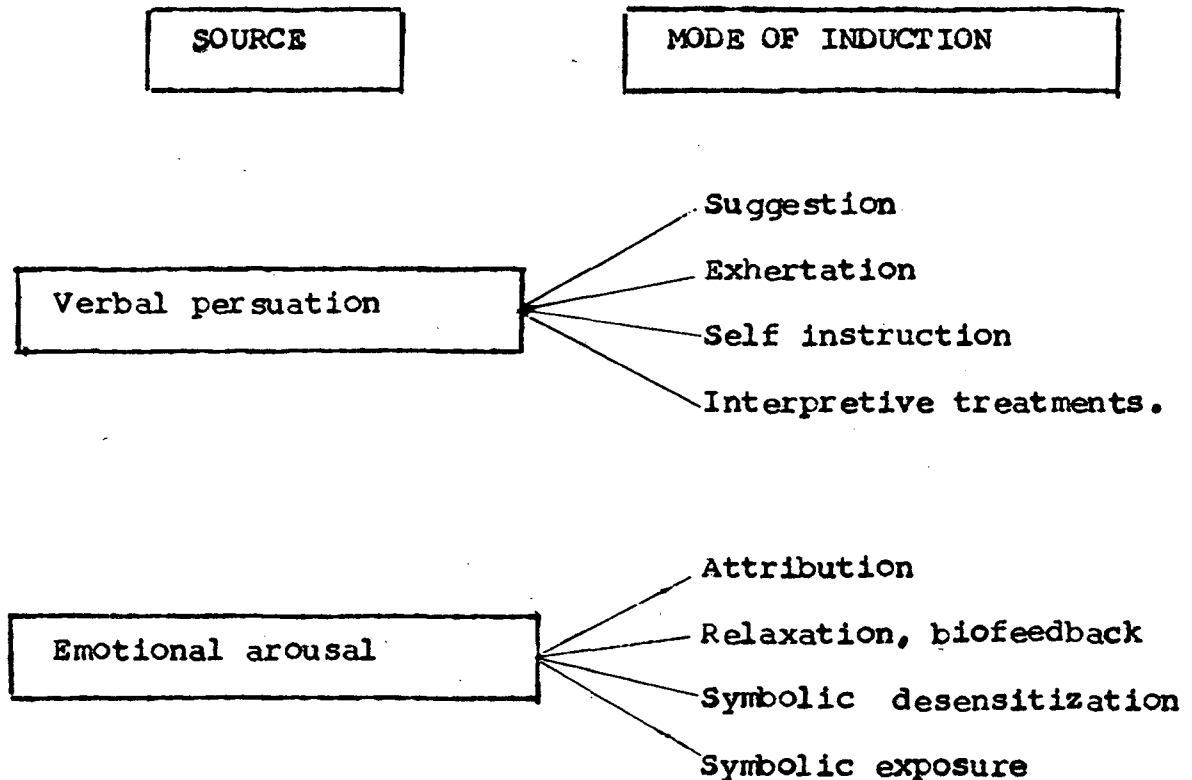


Fig 2: Major sources of efficacy information and the principal sources through which different modes of treatment operate.

Bandura et al (1977) found that the experience of personal mastery that contribute to efficacy expectancies generalise to actions other than the target behaviour. Individuals with histories of varied and numerous experiences of success may be expected to have positive self-efficacies in a greater variety of situation than individuals with experiences of limited success and failure.

Kazdin (1979) in a study of covert modeling of assertive behaviour found that changes in the level of self-efficacy were significantly correlated with changes on two self reported assertiveness measures and with changes on a behavioural role-play test.

Miller (1979) suggested that the impact of an aversive event might be reduced if perceived control was certain. This suggested that an aversive impact might be reduced when the person was highly confident, he or she could produce the required controlling response, i.e. (had high self-efficacy).

Bandura (1982) himself had suggested that choice behaviour regarding preference for control, effort expenditure, task persistence and self-debilitating thought in situations in which control was at issue might be mediated by self-efficacy perceptions.

There were several ways in which perceived coping efficacy could also bring relief from pain. People who believed they could alleviate suffering would mobilize whatever ameliorative skills they had learnt and would persevere in their efforts. A sense of coping efficacy also reduced distressing anticipations that created aversive physiological arousal and bodily tension, which only exacerbated pain sensation and discomfort. (Bandura, Reese & Adams; 1982 and 1985).

The role of perceived self-efficacy in pain control was seen in studies of acute and chronic clinical pain (Manning and Wright, 1983). It was found that the higher the perceived self efficacy women had they could exercise control over pain while giving birth, the longer they tolerated labour pain before requesting medication.

Reese (1983) found that the more self-efficacious the people judged themselves to be, the less pain they experienced.

Holroyed and his colleagues (1984) demonstrated that the perceived self-efficacy created by false feedback, during bio-feedback training, predicted reduction in tension headaches. Shoor and Holman (1984) documented the role of perceived self-efficacy in coping with the chronic pain of arthritis.

O'Leary (1985b) found that training in self-regulatory skills increased the perceived efficacy of patients suffering from rheumatoid arthritis to reduce pain and to pursue potentially painful activities.

Bandura (1987) reported that training in cognitive control strengthened perceived self-efficacy both to withstand and to reduce pain. Regardless of condition, the stronger the perceived self-efficacy to withstand pain, the longer subjects endured

maintaining pain stimulation. Changes in perceived self-efficacy to regulate pain, induced through bogus social comparative feedback, similarly predicted magnitude of change in pain tolerance (Litt, 1987).

Litt (1988) found that self-efficacy expectations could be causal determinants of behaviour in an aversive situation. Further he found that self-efficacy expectation could mediate the desirability of providing control in those who benefited most from control were those who were most confident that they could exercise it.

Various studies done on school and university students in the career choice, research work, teaching service etc. (Betz & Hackett, 1986; Weis, 1987; Shoen, 1988; Owen and Landino, 1988 and others) have also examined the effects of the variables such as sex, grade, age, socio-economic status.

Thus, it seems clear that being able to exercise control over potential stressors, can diminish stress because the capabilities are used to reduce or to prevent aversive experiences. These cognitive changes serve as proximal determinants of anticipatory stress reactions and level of stress during encounters with stressors. If people believe they can deal effectively with potential stressors, they are not perturbed

by them. But if they believe they cannot control aversive circumstances, they have cause for distress. They tend to dwell on their coping deficiencies and see the environment as fraught with threats. If so doing, they distress themselves and constrain and impair their level of functioning.

LOCUS OF CONTROL

The effects of locus of control have been widely studied, especially, as a mediator of aversive situation and determiner of performance outcome.

Phares (1957) and Rotter (1958) found that perceptions of control would predict the manner in which people would respond to their performance outcomes.

The first study linking cognitive activity and locus of control was done by Seeman and Evans (1962). They reported that internals required more information while externals accepted readily what others say.

Franklin (1963) reported a significant relationship between higher socio-economic status and internal orientation on the basis of a stratified national sample. Members of the lower socio-economic status exceed the upper class in statements of externality. He concluded that deprived social

position and severely punishing environments create a sense of fatalism. Lefcourt (1963) observed an age related locus of control phenomena.

Butterfield and Butterfield (1965) experimented on 25 institutionalised subjects under middle class school teachers. They found that E.L.C. students learnt more than I.L.C.

Watson and Baumal (1967) demonstrated that internal locus of control subjects committed fewer errors on a paired associate learning task when they expected no control over shock.

Crandall et al (1968) pointed out that the more intelligent and achieving the person was the more likely it was that he would perceive himself an active effective person. That means locus of control played a mediating role in determining whether person became involved in the pursuit of achievement. Lefcourt and Kline (1969) concluded that internals were more likely to attend cues which helped to resolve uncertainties.

Glass et al (1971) during their investigations with different kinds of aversive stimuli pointed out that reactions to aversive stimuli were evidently shaped and moulded by the perceptions of these stimuli and by perceptions of the ability

to cope with these stimuli. The relationship of locus of control with life stress and experimentally induced stress were studied by Johnson and Sarason (1978); Stone et al. (1971).

Externals due to cognitive perceptual deficiencies were less aware than internals of cues which provided information about the meaning of behaviour and the probability of success experiences in different situation (Lefcourt 1972).

Houston (1972) reported that internals committed fewer errors on a short term memory test when their performance determined the administration of shock, whereas externals made fewer errors when shock was unavoidable.

Debolt (1973) observed that internals tended to be leaders having high aspiration while Strassberg (1973) reported externals having lower goal expectations and anticipation.

Miller (1973) used simple pictures in a serial learning situation and pointed out that E.L.C. subjects were more sensitive to the extra task cues. They showed greater differentiation between the learning climates than I.L.C. subjects. The I.L.C. subjects would thus be more motivated to the success approach and failure avoidance system.

Rotter (1975) pointed out that the locus of control orientation was a situational having both specific expectancy and generalised expectancy. The relative importance of each depended upon the amount of experience the individuals had in the particular situation.

Roark (1978) in his study relating to employment reported that internals attributed the obtaining of their present jobs to their own actions. Hammer and Vardi (1980) found that internals attributed past job changes to their own activities.

Keller (1984) observed that internals were more likely to take upon themselves the task of leaving an unhealthy job situation than the externals.

Many studies have been conducted to show that internals were more likely than the externals to choose jobs that allowed them to use their skills and exercise personal influence in the performance of their jobs (Grunhaus et al 1981; Taylor, 1982; Spector, 1982; O'Brien 1984).

HELPLESSNESS

Helplessness has been conceptualised as deficits, which organisms manifest after exposure to non contingent or uncontrollable events. This has been widely investigated since its discovery in the animal laboratory (Seligman et al 1967).

Studies of helplessness in humans demonstrated that exposure to unsolvable problems in a training task undermined subsequent performance and these deficits were generalised to dissimilar situations (Hiroto 1974; Hiroto and Seligman (1975) .

Abramson et al (1978) pointed out that one element that influenced whether performance deficits provoked by unsolvable problems would transfer to dissimilar situations was the causal attribution a person made for the failure. If a person decided that failure was due to causes present in a wide range of situation (global), performance deficits tended to be recorded in dissimilar settings. Three attributional dimensions were found crucial to human helplessness: internal-external, stable-unstable and global specific. It was asserted that attributing lack of control to internal factors would lead to helplessness deficits while global factors would lead to wide generalization of helplessness across situations.

Kuhl (1981) maintained that exposure to unsolvable problems provoked anxiety and related cognitive states including worry about one's negative characteristics, self-consciousness and self-doubts.

Feather and Barber (1983) in a research over unemployed, indicated that low expectation of finding a job involved

low self-esteem, perceived lack of control or helplessness, more global depression and an inclination towards self-blame for unemployment.

Feather (1986) pointed out that the students who blamed unemployment on unemployed themselves (Internal attribution) believed that individuals do generally have control over whether or not they got a job. Given this belief it was likely that they would feel less helpless themselves about their future job prospects when compared to students who blamed unemployment on external factors outside their control.

ALIENATION

Alienation influenced human behaviour in multifarious manners.

Seeman (1959) identified five dimensions of alienation. These were as follows :

1. Powerlessness - the individuals have no hand in the decision making and the decisions are expropriated by the ruling entrepreneurs and degradation of man.
2. Meaninglessness - the increase of "final rationality" and the continuous decline of substantial rationality.

3. Normlessness - a situation in which social norms regulating individual conduct have broken down or are no longer effective as rules of behaviour. Anomic situation leads to low predictability in behaviours which may in turn well lead to belief in luck.
4. Isolation - those who pay low reward values to goals or beliefs that are typically highly valued in the given society.
5. Self-estrangement - a mode of experience in which the individual experiences himself as alienated. He has become estranged from himself.

Miller, Galanter (1960) pointed out that knowledge, action and evaluation were essentially connected. Development of purpose required formulatory plans for action and a set of priorities. When such plans had meaning, they served to carry forward interests, values and way of life. On the other hand, alienation resulted from plans that were unclear and ineffective.

Beecher et al (1966) and Chickering (1967) defined the goal directed student as one who was conscious of fairly well defined goals, meaningful to himself, who had developed an

ability to see the relationship between his purposes and other aspects of his life. They also found that the "purposeful students" was well motivated and working for his own satisfaction. He had energy and determination to keep at a job. He was willing to tackle routine or difficult jobs, congruent to his purposes and was resistant to obstacles.

Tomah (1974) examined alienation in 136 middle eastern and 150 undergraduates, using a self-administered questionnaire. Results indicated that subjects from transactional society expressed greater feeling of alienation. They felt more powerless and scored higher on normlessness, meaninglessness and social isolation. These relationship were not altered when socio-economic status and sex were controlled. Students with a professional background shared higher normlessness than middle eastern respondents of the same occupational level. The variability in results was explained in terms of cultural context effects.

Kohn (1976) in his study on a representative sample of the U.S. population in civilian employment arrived at conclusion that being or not being an owner was relatively unimportant as a source of feeling powerless, self-estranged or normless (Kohn's indicators of alienation). The dominant source of alienation

was the lack of opportunity to use self-direction in the actual task on the job.

Kureshi and Husain (1982); Suppes (1983) found that there was no effect of alienation on the self-perceptions of physical attractiveness of female subjects.

Suman (1988) assessed the role of alienation in the perceptions of physical attractiveness of the stranger's and self-perceived attractiveness, taking 60 males and 60 females. The result did not reveal any significant effect of alienation on the perceptions of physical attractiveness.

Calabrese and Fisher (1988) investigated the levels of alienation among student and full-time teachers, based on the length of their experience with school organization. Results indicated that student teachers had significantly higher levels of alienation than full-time teachers. The less experience the teachers had, the higher were the levels of alienation. However, school related alienation research has generally focused on the relationship of demographic variables to alienation and its various dimensions or to comparing subgroups within a given environment. This approach has been documented here also in this present study in addition to the relationship of

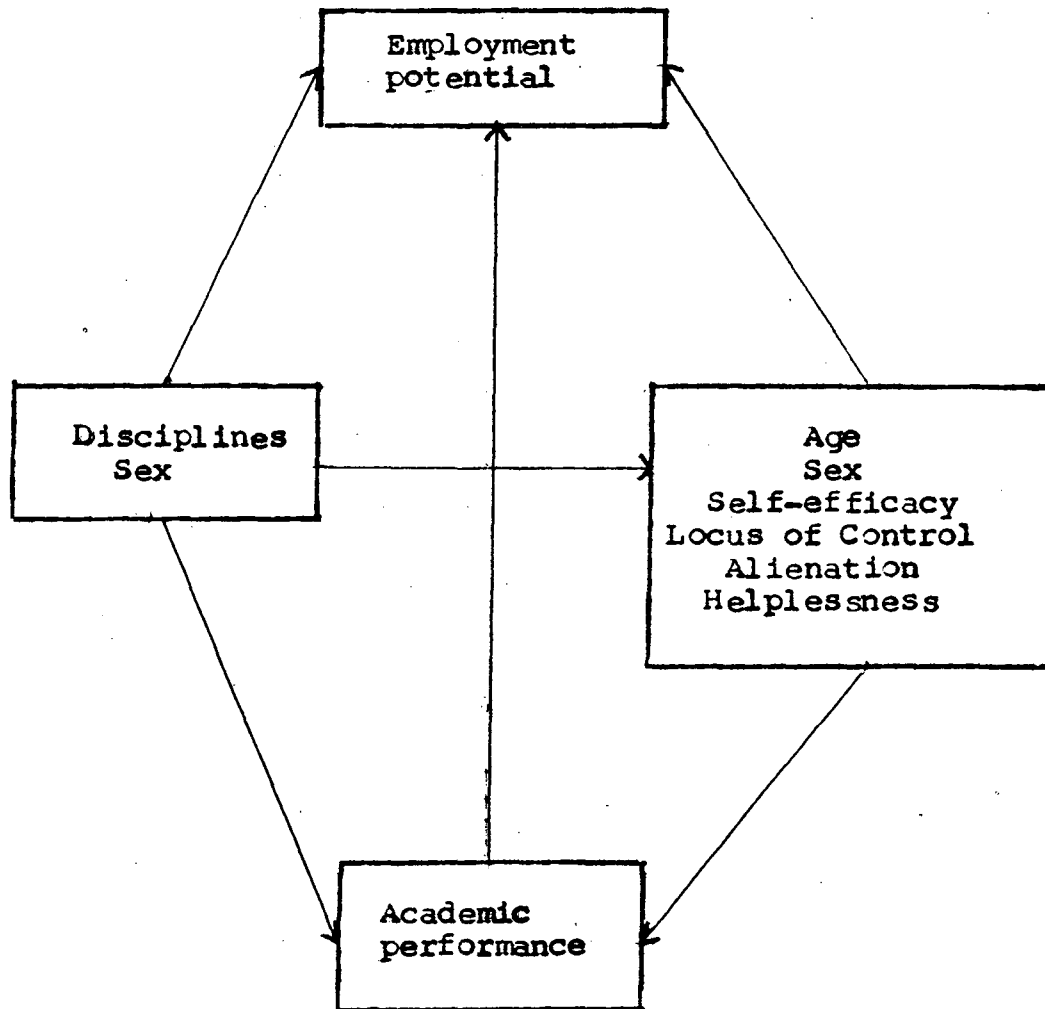
alienation with perceptions of future employment potential of medical and engineering graduates.

2.4 SUMMARY OF REVIEWS AND AIM OF PRESENT STUDY

It may be posited from the past researches that unemployment and employment have significant behavioural impact. The variables spanned a wide range and included measures of self-evaluation, affective reactions, job expectation, need for employment, employment value, and explanations of unemployment (Tiffany et al, 1970; Cambell et al., 1976; O'Brein and Kabanoff, 1979; Gurney, 1980; Stafford et al, 1980; Feather and Davenport, 1987; Steinberg et al, 1981; Bank and Jackson, 1982; Feather et al, 1982b, 1983 1985a; Furnham, 1982b, 1984; O'Brein, 1984a,b, 1985b; Tiggermann and Winefield 1984, 1985; O'Brein, 1986; Payne and Jones, 1987; Ows et al, 1988; Honess, 1989 and others). The role of self-efficacy on different variables, specially in the face of aversive situation had been examined. (Bandura 1977, 1979, 1982, 1985, 1987; Miller, 1979; Bandura et al, 1982, 1985; Betz and Hackett, 1986; Weis, 1987; Litt, 1988; Shoen, 1988; and others). The role of locus of control had been investigated in different cognitive and perceptual fields (Phares, 1957; Rotter, 1958; Butterfield and Butterfield, 1965; Lefcourt, 1969, 1972; Glass, 1971, Miller et al, 1973; Rotter, 1975; Roark, 1978; Hammer et al, 1980; Taylor, 1982; O'Brein, 1984; Misra, 1987 and others).

Some extensive studies had examined the role of social variables like socio-economic status, age, academic performance as the mediators, on the cognitive, perceptual, motivational and affective processes (Daniel, 1975; Feather, 1983, 1984; Antil etal, 1985; Smith, 1985; Warr etal, 1985; Feather etal, 1986; Lowe etal, 1988 and other social scientists).

While socio-psychological studies of unemployment effects have not examined the effects of differences in pregraduation work experiences and educational attainment, sociological researches on youth labour markets have neglected the issue of perceptions of employment potential. It seems plausible that these two lines of inquiry can be fruitfully integrated by taking into account student's perceptions of employment potential within the larger context of their labour market experiences prior to graduation, educational attainment and socio-economic status which are key factors in shaping their life. The present study thus, purports to be a socio-psychological analysis of perceptions of employment potential of medical and engineering graduates. The variables of age, socio-economic status, self-efficacy, locus of control, helplessness, alienation and academic performance are proposed to be used in explaining variations in perceptions of employment potential.

Fig. 3 : AN ANALYTICAL MODEL FOR PRESENT STUDY

C H A P T E R - I I I

M E T H O D O L O G Y

Appreciating the gravity of the matter, it can be well pointed out that unemployment in all societies poses acute problems for educated young people attempting to establish themselves in an occupation. An economic climate marked by uncertainty, increased competition for jobs, a relatively higher probability of being unemployed should have an impact on graduates perceptions of this issue. Central to how young graduates will be adapting themselves to today's tight job market is how they perceive their employment potential.

The present chapter contains statement of problem, assumptions, objectives, hypotheses, sample, design, variables, tools of data collection, procedure and statistical analyses.

3.1 PROBLEM STATEMENT

The problem for the study may be stated as follows:

"Do the medical and engineering graduates have different perceptions of their future employment potential? Secondly, are their perceptions a function of sex, age, socio-economic status and academic performance? Thirdly, do their personal characteristics like self-efficacy, locus of control, and controllability relate to their perceptions of employment potential?"

3.2 ASSUMPTIONS:

1. The probability of expectation of getting a job would be affected by person's experience in the job market and the extent to which the job search was successful or unsuccessful. It is also true that no area of education is free from over production of qualified students, who are striving for a limited number of posts in that field. It may thus, be assumed that the medical and engineering students may not differ in their perception of employment potential while continuing their education.

2. Many studies have demonstrated that the jobs, and by implication unemployment, have meaning for women beyond the income it provides. (Kuleshera & Manontora 1979; Nathanson 1980). Though, traditional role of housewife is an alternative, women, especially those who are educated, not passive in their search of job. The change in cultural climate has induced equally to men and women, and urge to have a recognised social status and independency. As a result, the job market is crowded with both male and female degree holders. It may be assumed thus, that unemployment may not hit women less hard than men and thus, there may be no difference in their perception of employment potential.

3. When contextual factors overshadow the gender role, their importance gets over-realised in the change of cultural climate. While the role of parental status, age, academic achievement and other predisposing factors are reported active in facilitating or reducing the access to certain categories of experiences. It may be assumed that these do not necessarily lead to difference in perceptions of employment potential.
4. The most well built theory in the field of perception is that "we perceive things not as they are but as we are". This implies a prominent role of subjective factors in the perception of objects. The dominant personality traits make the individual to perceive the social reality in a particular way. One may assume thus, that factors like locus of control and self-efficacy may be positively related to the perceptions of the future employment potential of the medical as well as engineering graduates.

3.3 OBJECTIVES OF THE STUDY

Following objectives are laid down in the present study:-

1. To find out the differences on perceptions of employment potential of medical and engineering graduates.
2. To find out the differences between medical and engineering graduates on the psychological correlates of employment

potential such as self-efficacy, locus of control, helplessness and alienation.

3. To find out the gender differences on perception of employment potential, self-efficacy, locus of control, helplessness and alienation.
4. To find out the gender differences of medical and engineering graduates on perception of employment potential, self-efficacy, locus of control, helplessness and alienation.
5. To ascertain the intercorrelations among different variables like age, socio-economic status, academic performance, perception of employment potential, self-efficacy, locus of control, helplessness and alienation, separately for the medical and engineering graduates.
6. To ascertain the intercorrelations among different variables for males and females irrespective of disciplines.
7. To ascertain the intercorrelations among above mentioned variables separately for males and females of the medical and engineering graduates.

3.4 HYPOTHESES

The following hypotheses were formulated for testing in the present research.

1. There will be no significant differences between medical and engineering graduates on the employment potential scores.
2. There will be no significant differences between medical and engineering graduates in their scores on self-efficacy, locus of control, helplessness and alienation.
3. There will be no gender difference on perception of employment potential, self-efficacy, locus of control, helplessness and alienation.
4. There will be no significant gender differences on employment potential scores of medical graduates.
5. There will be no significant gender differences on employment potential scores of engineering graduates.
6. There will be no significant gender differences on self-efficacy, locus of control, helplessness and alienation of medical graduates.

7. There will be no significant gender differences on self-efficacy, locus of control, helplessness and alienation of engineering graduates.
8. Psychological variables like perceptions of employment potential, self-efficacy, locus of control, helplessness and alienation will not have significant intercorrelations for medical graduates.
9. Psychological variables like perceptions of employment potential, self-efficacy, locus of control, helplessness and alienation will not have significant intercorrelations for engineering graduates.
10. Socio-economic status, age and academic performance of graduates will not be significantly related to their perceptions of employment potential, self-efficacy, locus of control, alienation and helplessness.
11. No significant relationships will be found among variables like socio-economic status, age, academic performance, perception of employment potential, self-efficacy, locus of control, alienation and helplessness for males and females.

3.5 SAMPLING

It was an improbable task to cover in this study the total number of medical and engineering graduates given the time and financial constraints. Therefore, a sampling strategy was adopted that could represent the population reality in a reliable manner. Randomization procedure meets these criteria, as it protects against bias in the selection process and also provides a basis to apply statistical distribution theory which allows an estimate of the probability with which conclusions about the sample may be drawn.

The sample had been identified through a two-stage procedure namely (1) identification of colleges and (2) identification of students.

1. SELECTION OF COLLEGES : The selection of colleges was done by keeping into consideration the purpose of study and availability of sample population. For the present study, two co-educational colleges, namely, one Medical College and one College of Engineering in a cosmopolitan city were selected. The basis of such a selection was the fact that the two colleges were affiliated to one parent University and the enrolments in both the colleges were comparable. In the two colleges students were

represented from different regions of the country and both males and females from one environment were available.

2. SELECTION OF STUDENTS : For the purpose of the study the final year graduate students i.e. the students who were shortly to graduates were chosen. The rationale was that the final year students were close to the job market and had knowledge of its constraints. They would have thought more actively about their employment than the junior batch students. As such they would perceive their future employment potential more realistically than their juniors.

A total of 100 students were selected consisting of 50 medical students and 50 engineering students. Out of 50 Medical graduates 25 were boys and 25 were girls. The purposive sampling technique had been used for the selection of students. Purposive sampling was a technique in which researcher used his and her own judgement in the selection of sample and made a deliberate effort to obtain a representative sample.

Thus, the required number of students were taken randomly for the defined group only. It was also kept in mind to choose the required no. of students from different specialisations in both colleges.

Figure no. 3 represents the sampling design used in the present study.

<u>Final Year Students</u>			
<u>Medical College</u>		<u>Engineering College</u>	
N = 50		N = 50	
Male	Female	Male	Female
N=25	N=25	N=25	N=25

3.6 RESEARCH DESIGN

In order to examine the relationships that might be existing among variables like perceptions of employment potential, self-efficacy, locus of control, helplessness, alienation, age, academic performance and socio-economic status the correlational design had been used .

3.7 VARIABLES

Following variables were included in the present study:

(A) Matching Variables :

- (i) Disciplines - Medical & Engineering
- (ii) Gender - Male and Female

(B) Explanatory Variables :

- (i) Perceptions of Employment Potential
- (ii) Self-efficacy
- (iii) Locus of Control
- (iv) Helplessness
- (v) Alienation
- (vi) Age
- (vii) Academic Performance
- (viii) Socio-economic Status

Matching variables were used to minimise the possibilities of external and internal variance. In the present research matching was done by using two subjects (Medical & Engineering) and the gender (Males & Females).

Explanatory variables were the actual factorial items in the research to be investigated. These variables were included in order to investigate their interdependency and to understand and analyse the behaviour in a particular situation. Eight variables had been taken to explore their relations with each other. In the present study perceptions of employment potential was the focus to be investigated and explained alongwith other personal and social psychological variables.

3.8 DESCRIPTION OF VARIABLES

1. Perceptions of Employment Potential : The concept has been used to refer to the probabilities that the person can assign to one's being employed in future. When the employment is uncertain one's perception of job prospects may be adversely affected. The term 'potential' has been taken to identify the extent to which one may feel certain about the future job happenings to self.

2. Self-Efficacy : The experience of personal mastery contribute to efficacy expectancies and generalise to actions. Individuals with varied and numerous experiences of success may be expected to have positive self-efficacy, than individuals with experiences of limited success and failure. A sense of efficacy also reduces distressful anticipations that create aversive physiological arousal and physical tension. It can lessen experienced disappointment or discomfort by diverting attention from aversive sensations to competing engrossments. In this study self-efficacy is defined as the feeling of personal mastery or confidence, not a global estimate of confidence but an estimate of confidence in one's ability of holding a job in future, according to his or her worth or/and expectation.

3. Locus of Control : Locus of Control is used to measure the student's generalised expectancy of the extent to which reinforcements are under internal and external control. Internals believe that any positive outcome is determined by personal effort or ability where as externals believe in luck or chance or unpredictable external forces. Internals are more confident of their own potentiality than externals and they think that environment is guided by their own ability. Here this variable is used to find the effects of internal/external beliefs on the perceptions of employment potential.

4. Helplessness : Helplessness results if the subject become convinced that no response will control future outcomes. It exists when a person shows motivational and cognitive deficits as a consequence of an expectation of uncontrollability. It puts the individual into a state of passivity and unresponsiveness or hopelessness and makes him/her feel controllable events as uncontrollable. Here the variable has been used to refer to feelings of uncontrollability over the unemployment situation as a whole as well as practices, agencies, timelimits, policies concerning employment.

5. Alienation : It is a multi-dimensional concept that includes feelings of powerlessness, normlessness and isolation (Dean 1961). The acquisition of education inculcates in the person hope to have an employment. A person who perceives employment uncertainty may perceive one self as an incompetent person. One may develop feelings of meaninglessness and normlessness as one feels lack of control over the situation. The definition given by Dean (1961) has been accepted to define the feelings of alienation.
6. Age : Since age has been treated as an important determinant of cognitive changes, the age mentioned in the school records is taken as reliable.
7. Academic Performance : This represents knowledge of students measured in terms of teacher's evaluations of their course work. Since knowledge of results may reinforce confidence and push the student, in this research, student's grade or division as well as percentage of marks in previous examination were taken as measures of academic performance.
8. Socio-economic Status : Socio-economic status was defined

the family background of students. It includes parental education, occupation and income.

3.9 TOOLS USED

Questionnaire : The tools used in a study happen to be its life and blood. The contents, enunciation and serialization of questions contained in it reflect the overall quality and authenticity of the study. Hence the framing of the questionnaire was a very sensitive and challenging job.

A salient feature of the present questionnaire were that these focus on employment and feelings towards unemployment. Every care had been taken thus to measure genuine perceptions, feelings and personal characteristics.

The questionnaire included in all 6 sections which were as follows :

1. Demographic Characteristics Scale
2. Employment potential scale
3. Self-efficacy scale
4. Locus of control scale
5. Helplessness scale
6. Alienation scale

1. Demographic Characteristics Scale : This had nine questions about the identification of students and their demographic characteristics (e.g. name, educational institution, sex, age, parental education, parental occupation and family income. To get an overall picture of socio-economic status, parental education, occupation, and family income were combined. For the age the actual year and months mentioned in school records were taken. Above 6 months was rounded up as 1 year and vice versa. The academic performance was enumerated by percentage of marks as well as division or grade obtained in last examination. For socio-economic status the information was sought on parental education, occupation and family income. These were classified and coded according to the predetermined criteria, which are as follows :

Parental Occupation

<u>Classification</u>	<u>Coding</u>
a. Professionals (Doctor, engineer, Lawyers, I.A.S. & Professors)	3
b. Lecturers, Services, business	2
c. Teachers & Clerks	1
d. Labour or unemployed	0

Family Income

a.	Above Rs. 5000/=	4
b.	Between Rs. 3500/= & Rs. 5000/=	3
c.	Between Rs. 2000/= & Rs. 3500/=	2
d.	Below Rs. 2000/=	1

Parental Education

a.	Ph.D, Md., M.Tech. & Post- graduation (with any three year course)	3
b.	M.A., B.A., M.Phil., B.Ed.	2
c.	Undergraduation	1
d.	Illiterate	0

A total score on socio-economic status of respondent was obtained by adding scores on education, occupation and income. The higher the score, higher was the level of socio-economic status.

2. Employment Potential Scale

- a. Description : Since the main objective of the scale was to assess the respondents' perceptions of employment potential dimensions such as perceptions of job prospects, controllability,

confidence, time length and difficulties were included in this scale. The scale consisted of 5 items in question form. Four questions focussed on the dimensions of controllability, confidence, time length and difficulty. These were borrowed from Feather (1986) who formulated these to measure the feelings of optimism. A direct question focussing on perceptions of employment prospects was added. The questionnaire was validated in a pre-test session (page -90). The subjects were expected to indicate their ratings on the 5 point Likert type scale by responding to each item. Total score could range between 5 and 25.

- b. Instructions : "Below are some statements regarding your perceptions of employment potential. Please indicate your ratings on each statement by using the indications given and putting a tick mark (✓)".
- c. Scoring : Out of the 5 items, the number 1, 2 & 3 were scored as 5,4,3,2 & 1 on the 5 response categories indicating the variation in degree from high to low. A score of 5 indicated high

employment potential. The response categories for item no. 4 ranged from low to high varying in degree, but were scored as 5,4,3,2 and 1 respectively indicating the lower degree as higher score. This was done because of the 'time factor' taken as a dimension of employment potential. The item no. 5 was scored in the reverse manner viz. 1,2,3,4, and 5 respectively for the responses very much, much, neither much nor less, less and very less. The higher the scores, the higher were their employment potential.

3. Self-Efficacy Scale :

- a. Description : The self-efficacy scale was a measure of one's belief in the ability to perform a behaviour or to deal effectively with adverse situations. Sherer and Maddux (1982) developed a general-efficacy scale to measure general self-efficacy and expectancies. The items were focussed into three areas:
- i. willingness to initiate behaviour,
 - ii. willingness to expend effort in completing behaviour, and;
 - iii. persistence in the face of adversity

The original version of the general self-efficacy scale had 17 items and a reliability of .86. In the present research some of these items were modified with reference to employment. The items were used in statement forms. These 9 items were pretested for applicability in test situation (page -92). Subjects were required to rate agreement to each item using 5 point-Likert scales ranging from "strongly agree" to "strongly disagree". The total self-efficacy score therefore could range between 9 and 45.

- b. Instruction : "Below are some statements regarding the belief you may have in your own efficiency over personal mastery expectations. There is a 5 point scale against each statement. Please put a tick (✓) indicating where you want to place the statement".
- c. Scoring : Out of the 9 items, the items number 1 & 7 were scored 5, 4, 3, 2, & 1 for the response categories - strongly agree, agree, uncertain, disagree & strongly disagree respectively. All other items 2, 3, 4, 5, 6, 8 & 9 were scored

in the reverse direction viz, 1, 2, 3, 4, 5 for the responses strongly agree, agree, uncertain, disagree & strongly disagree respectively in the direction of increasing self-efficacy. The higher the scores on self-efficacy scale, the higher were the self-efficacy.

4. Locus of Control Scale :

- a. Description : Nine items were selected from the Rotter (1966) Internal-External Control Scale on the basis of a factor analysis of student data conducted by O'Brein and Kabanoff (1981). This was used in Feather and O'Brein (1986). These were items 3, 7, 11, 15, 16, 17, 18, 20 and 22 in the original scale of 23 items. Each item had two alternatives, one internal and the other external. This scale provided a general measure of the extent to which subjects saw personal outcomes as contingent in external agents such as social forces, luck and fate as opposed to internal factors such as effort, personal action and ability. Internal reliabilities were .44 for the employed group and .48 for the unemployed

group (Feather & O'Brein 1986). Each subject was required to respond to one of the two alternatives, in each item.

- b. Instructions : "Below are some statements on the feelings you may have about the world. For each of the following pairs, please select one statement which is closer to your opinion and mark a tick (✓) on that statement".
- c. Scoring : Responses to the items were coded in the direction of external control to give a possible score range of 0 to 9. The scale values for a particular item corresponding to one's statement were coded according to Rotter's (1986) criteria. In the items 1, 2, 5, 7 and 8 when alternative 'a' was responded it was coded as '1' and when 'b' was responded, was coded as '0' (zero). Similarly, in items 3, 4, 6 & 9 alternative 'b' was responded, coded as '1' and alternative 'a' as '0' (zero). The total score of each respondent over 9 items would indicate the 'external control orientation or the vice versa. The higher the score a subject got, the

more external was the locus of control. On the other hand, the lower the score the more internal locus of control one had.

5. Helplessness Scale :

- a. Description : Helplessness referred to the feelings of uncontrollability in the face of aversive conditions. When unemployment became an acute problem it was likely to produce an aversive situation in job market. Several factors involved in employment might have induced such helplessness. In the present study a questionnaire had been formulated using four dimensions such as time limit, employment policies, corruption and dealing with employment agencies. In addition using Feather (1986) concept of "internal attribution and helplessness" two questions were formulated such as "if you remain unemployed : (i) how much you will blame yourself and (ii) how much you will blame others. External attributions indicated greater helplessness". Thus, the helplessness questionnaire consisted of 6 items. These items were pre-tested and modified for the present research purposes (page - 91). The subjects were

asked to respond using a five point Likert type scale which ranged from below 20% (very less - helplessness) to 80% (very much helplessness). In order to ensure better differentiations within categories, each category was assigned a percentage range. The range of highly helplessness was inclusive of above 80% and lower helplessness below 20%, represented by scale value 5 & 1 respectively. The total score would therefore, range from 6 to 30.

- b. Instructions : "Below are two statements related to employment. Answer each statement according to how you yourself feel about these. A 5 point scale is provided against each statement. Please put a tick (✓) under the percentage range that best approximates your feelings".
- c. Scoring : Except item numbers (2.a) other items were scored 1, 2, 3, 4, 5 for response categories below 20%, 20%-40%, 40%-60%, 60%-80% and above 80% respectively. The item no. (2a) was scored as 5, 4, 3, 2, 1, demonstrating that occurred helplessness decreased as percentage increased in internal attributions. The scores on each item

were taken to indicate percentage of helplessness towards a specific factor, as well as the total score. The higher the scores the higher were the helplessness.

6. Alienation Scale :

- a. Description : Alienation, as defined by Dean (1961) was a construct consisting of three dimensions isolation, normlessness and powerlessness. Isolation represented the individual's feeling of being alone, without a meaningful relationship with significant others. Normlessness represented a rejection of societal values. Powerlessness represented feeling of helplessness to cope with a given situation. Using these three dimensions Dean (1961) devised a scale to measure total Alienation, Isolation, Normlessness and Powerlessness. The original scale consisted of 24 statements to which subjects used to respond in a 5 point Likert-type format, which best represents his or her perceptions. The face validity and split-half reliabilities of the scale were as follows : Total Alienation = .78, Isolation = .83, Norlessness =.73,

and powerlessness = .78 (Dean 1961). The scale had been used in studies involving many educational sub-populations (Burbach, 1972; Moyer & Motta, 1982; Calabrese & Anderson, 1986).

In the present study a short form consisting of 12 items was chosen on each of the three dimensions based on a pretest (page -94). The items having maximum value were taken. Thus 4 isolation, 4 normlessness and 4 powerlessness items were chosen. The final alienation questionnaire consisted of 12 items. It used a 5 point Likert type scale. The items chosen from Dean's original scale were numbers, 1, 4, 6, 8, 10, 11, 12, 14, 16, 18, 20 and 23. The items covering three dimensions were presented randomly in the present questionnaire. Items 1, 4, 7 & 10 represented 'Isolation'; 2, 5, 8, 11 'Normlessness'; and 3, 6, 9, & 12 'powerlessness'. The items were rated on 5 point scale ranging from "Strongly agree" to "Strongly disagree". Total Alienation score therefore, could range between 12 and 60 whereas each dimension score could range between 4 and 20.

- b. Instructions : "Below are some statements regarding various public issues with which you may agree or disagree. Please indicate your opinion on the 5 point scale provided against each statement by putting a tick mark (✓)".
- c. Scoring : The items 1, 2, 3, 5, 6, 8, 9, 11 & 12 were scored as 5, 4, 3, 2, & 1 for the response categories of strongly agree, agree, uncertain, disagree and strongly disagree respectively. The other three items 4, 7 & 10 were scored as 1, 2, 3, 4 & 5 for above mentioned response categories. Scores for each dimension were written separately and total alienation score, by adding all the values of 12 items. The higher the scores in alienation scale the higher were the feelings of alienation.

3.10 ITEM ANALYSIS

The adopted form of questionnaires and the new items designed for the research purposes were pre-tested to assess the meaningfulness of the dimensions, to find out response differentiation on each item on the scale and to get a knowledge of the comprehensibility or understability of the test items.

In a pre-try out attempt the questionnaires were administered to 10 students representative of student population at a cosmopolitan University students were instructed about the manner of responding to items using a 5 point scale. Students' ratings on their over all feeling were obtained separately. By summing up all the scores on individual items, a mean score was obtained for each item. The response scores on various alternatives were subjected to percentage analysis (Table 1, 2, 3). The independence of each dimension was tested by correlating it against other dimensions of the scale (Table 4 & 5). Items to be used in the alienation scale were included in Table - 6.

TABLE - 1

EMPLOYMENT POTENTIAL SCALE PERCENTAGE OF RATINGS
ON EACH ALTERNATIVE AND MEAN SCORES ON EACH ITEM

Item no.	<u>Percentage of N for response alternative</u>					Mean Score
	1	2	3	4	5	
1.	0	20	30	30	20	7.00
2.	10	10	30	30	20	6.8
3.	0	10	30	20	40	7.8
4.	0	10	40	20	30	6.4
5.	10	20	30	40	10	6.6

TABLE - 2

HELPLESSNESS SCALE PERCENTAGE OF RATINGS ON EACH
ALTERNATIVE AND MEAN SCORE ON EACH ITEM

Item no.	<u>Percentage of N for response alternative</u>					Mean score
	1	2	3	4	5	
1.	30	20	20	20	10	5.2
2.	30	10	20	20	20	5.8
3.	10	30	30	10	20	6.0
4.	10	20	40	10	10	6.2
5.	20	10	20	30	10	6.4
6.	20	30	10	10	30	5.0

TABLE - 3

SELF-EFFICACY SCALE PERCENTAGE OF RATINGS ON EACH
ALTERNATIVE AND MEAN SCORES ON EACH ITEM

Item no.	<u>Percentage of N for response alternative</u>					Mean Score
	1	2	3	4	5	
1.	0	0	20	30	50	8.6
2.	10	10	10	40	30	7.4
3.	0	10	30	30	30	7.6
4.	10	10	20	40	30	8.0
5.	0	40	10	30	20	6.6
6.	0	20	20	40	20	7.2
7.	0	10	20	50	20	7.6
8.	10	10	20	30	30	7.2
9.	10	10	10	60	10	7.0

INTER-CORRELATION TABLES (4 & 5)TABLE - 4 : EMPLOYMENT POTENTIAL SCALE

	1	2	3	4	5
1. Prospects	1.00				
2. Confidence	.90	1.00			
3. Control	.55	.65	1.00		
4. Time	.85	.80	.30	1.00	
5. Difficulty	.83	.78	.90	.50	1.00

TABLE - 5 : HELPLESSNESS SCALE

	1	2	3	4	5	6
1. Courses	1.00					
2. Policy	.60	1.00				
3. Corruption	.15	-.45	1.00			
4. Agencies	.20	.60	.15	1.00		
5. Yourself	-.25	-.25	-.25	-.45	1.00	
6. Others	-.15	.55	.32	.45	.17	1.00

TABLE - 6
ALIENATION SCALE

Item no.	Scale Value	Item no.	Scale value
1.*	4.0 [■]	13.	3.2
2.	3.4	14.*	4.2 [■]
3.	3.5	15.	3.5
4.*	4.0 [●]	16.*	4.5 [●]
5.	3.3	17.	3.5
6.*	3.9 [▲]	18.*	3.6 [▲]
7.	3.6	19.	3.4
8.*	3.6 [■]	20.*	4.0 [▲]
9.	3.2	21.	3.5
10.*	3.8 [●]	22.	3.0
11.*	3.9 [■]	23.*	3.8 [▲]
12.*	4.2 [●]	24.	3.4

Note : Items having maximum scale value on each dimension would be chosen. In his original scale item nos. 1,3,5,8,11, 14,17,22&24 = Isolation; 4,7,10,12,16&19 = Normlessness; 2,6,9,13,15,18,20,21&23 = Powerlessness.

Star (*) = Selected item numbers
 Square (■) = Selected isolation scale values
 Circle (●) = Selected Normlessness Scale values
 Triangle (▲) = Selected powerlessness scale values

The intercorrelations (table 4-5) showed that different dimensions were not significantly correlated.

Separate reports of respondents were recorded about the degree of classifications and comprehensions of statements. The students' reports led to modifications of some statements. These were as follows :

In employment potential questionnaire, the 5 point Likert type scale represented by the percentages below 20%, 20% to 40%, 40% to 60%, 60% to 80% and above 80%, was changed. In the item numbers 1, 2, 3, & 5 the response categories were very much, neither much nor less, less and very less. The question number 4 was represented by categories such as below 1 year, 1 to 1½ year, 1½ to 2 years, 2 to 2½ years and above 2½ years. So far as the modification of statement no. 5 was concerned, the question that "how difficult do you think it will be for you to do a job of your choice" was modified into a general question as "how difficult do you think, it will be for you to do a job".

In self-efficacy scale, item nos. 1, 2, 3, 4, 5, 7 & 8 remained unmodified. In item no. 6, the statement "I do not seem capable of dealing with employment problems that come up in life" was somewhat modified into "I do not seem capable of dealing with employment problems that come up in a routine manner". In item no. 9, the earlier statement "It was difficult for me to get along with work group" was modified into "It was difficult for me to get a job of my choice".

The whole set of helplessness items remained unmodified. Only some changes were made in the presentation of items. The four items formulated on the basis of 4 dimensions were kept under one main question with sub-headings (a), (b), (c) & (d). There was one common question to all these four dimensional statements, such as; "How helpless do you feel". Similarly under attributional analysis (Question No.2) two items were presented relating to internal and external attributions. These two items were under the statement of "If you remain unemployed". Thus, previously there were 6 items in question forms, but modified into 6 statements under two main questions. As such the occurrences of sentences "how helpless do you feel" and "if you remain unemployed" were reduced from four and two to one each respectively.

3.11 PROCEDURE

Sufficient care was taken to follow the specified procedure of testing the hypotheses. All the six questionnaires were compiled in one bunch. The questionnaires were finalised and kept ready for the final application on desired sample. In a serial order, the demographic questionnaire was kept on first page, followed by employment potential scale, self-efficacy, scale, locus of control scale, alienation scale and helplessness scale as part I, II, III, IV, V respectively. As indicated

earlier two co-educational colleges were selected. One set of questionnaires was administered to one student each personally. They were given sufficient time to respond to the questionnaires. Whenever, it was wanted, possible explanations were given regarding the purpose and nature of the study. Respondents were helped individually, if somebody had any doubts in understanding the questions. There was no prescribed time limit. Students were allowed to take their own time but to respond all the items. Before administration of questionnaires some general instructions were given to respondents, which were as follows :

"Friend, these are some questionnaires regarding employment and public issues. These consist of 5 scales. The first page contains some questions relating to your demographic characteristics. Please write the factual information on these. The next part include 5 scales, which contain some statements/questions which you have to read one at a time and respond according to the specific instructions given at the top of each scale. There are no questions having 'right' or 'wrong' answers. Your true opinion and feelings are sought. You do not have to write anything in scales. There are given alternatives and you are required to choose one and tick mark (✓) which is close to your feelings. Except in scale 3, a 5 point response format is provided in all other 4 scales. That means there are 5

alternatives for each item. In scale 3, there are only 2 alternatives. Please try to respond to all the items sincerely at your own speed. If, any doubts you have, please ask freely.

When the researcher collected questionnaires from the students, he checked that all the items in all scales were completed. If any unresponded item was found, the concerned student was requested to complete it.

After gathering all the questionnaires, the researcher sorted them out, serialised and scored. The scoring was carried out in the manner mentioned earlier. The data was then coded on scoring sheets for computation.

3.2 STATISTICAL ANALYSIS

Statistical methods were used in the present study to systematise and interpret the data and to minimize the large number of complexities. There were two matching variables colleges and sex. There were 8 explanatory variables. Therefore, it was planned to compute, means, SDs, 't' values, and product-moment correlations in order to detect the treatment effects and relationships of variables.

The 't' test analysis was performed to know education and sex related differences in ratings on employment potential, self-efficacy, locus of control, alienation and helplessness.

The correlational analysis was done to find out relationships among different variables, namely, employment potential, self-efficacy, locus of control, alienation, helplessness, age, socio-economic status, and academic performance for medical and engineering students and male and females.

C H A P T E R - I V

R E S U L T S

Data collected on several variables were analysed using different statistical procedures. To analyse the significance of mean differences between two disciplines (medical and engineering) and sex (males and females) on different variables 't' test analysis was carried out. To investigate the relationships among variables like age, academic performance, socio-economic status, employment potential, self-efficacy, locus of control, alienation and helplessness for medical and engineering graduates; and males and females separately, the co-efficient correlation was computed. These analyses are presented in this chapter and results are summarised in relation to various hypotheses.

4.1 - Significances of mean differences between two discipline groups and sex on each variable were presented in various tables (7 - 18).

TABLE - 7SIGNIFICANCE OF MEAN-DIFFERENCE BETWEEN MEDICAL
AND ENGINEERING GRADUATES ON EMPLOYMENT POTEN-
TIAL SCALE.

Statistics Type	Medical	Engineering
Sample size	50	50
Mean	18.68	19.48
SD	2.82	2.67
SEMD		.55
Obtained t-value		1.45
df		48
Table t-value at .05 level		2.01
P > .05		

The above table showed that over a sample of 50 medical and 50 engineering graduates the means of employment potential score were 18.68 and 19.48 respectively. The standard deviations were 2.82 and 2.67 respectively. The standard error of mean difference was .55. The mean difference of .80 was in favour of engineering graduates.

Entering into the 't' table with 48 df, the t-value at .05 level was 2.01. The obtained t-value of 1.45 was not significant above 5 percent. This indicated that the medical and engineering graduates do not differ significantly in employment potential score.

TABLE - 8

SIGNIFICANCE OF MEAN DIFFERENCE BETWEEN MEDICAL AND
ENGINEERING GRADUATES ON SELF-EFFICACY SCALE.

Statistics Type	Medical	Engineering
Sample size	50	50
Mean	34.96	34.58
SD	5.03	4.97
SEMD		1.00
Obtained t-value		.38
df		48
Table t-value at .05 level		2.01

P > .05

Results revealed that mean of 50 medical and 50 engineering graduates on self-efficacy score were 34.96 and 34.58 respectively. The standard deviation were 5.03 and 4.97 respectively. It indicated less variance between self-efficacy scores of two groups. Mean score of medical graduates was .38 higher than engineering graduates. The standard error of mean difference was 1.00.

Entering into the t-table with 48 df, the t-value at .05 level was 2.01. The obtained t-value of .38 was not significant above 5 percent. Therefore, it can be concluded that both medical and engineering graduates have same feeling on their personal mastery or confidence to get a job.

Table 9 follows

TABLE - 9

SIGNIFICANCE OF MEAN DIFFERENCES BETWEEN MEDICAL
AND ENGINEERING GRADUATES ON LOCUS OF CONTROL
SCORE.

Statistical Type	Medical	Engineering
Sample size	50	50
Mean	4.50	4.60
SD	1.39	1.28
SEM _D		.26
Obtained t-value		.39
df		48
Table 't'-value at .05 level		2.01
P > .05		

From table-9, it was found that mean scores were 4.50 and 4.60 in locus of control measure for medical and engineering graduates respectively. The standard deviations were 1.39 and 1.28 respectively. The very little mean difference of .10 was higher for engineering graduates. The standard error of mean difference was .26.

The table t-value with 48 df was 2.01 at .05 level. The obtained t-value, therefore was not significant at .05 level. Thus, results indicated that medical and engineering groups were not different from each other in their personal orientation.

TABLE - 10

SIGNIFICANCE OF MEAN DIFFERENCES BETWEEN MEDICAL
AND ENGINEERING GRADUATES ON ALIENATION SCALE

STATISTICS TYPE	MEDICAL	ENGINEERING
Sample Size	50	50
Mean	38.14	37.44
SD	5.33	5.74
SEMD		1.11
Obtained t-value		.63
df		48
Table t-value at .05 level		2.01
	P > .05	

The results indicated that mean of self-efficacy scores were 38.14 and 37.44 for medical and engineering graduates respectively. The mean difference of .70 was higher for medical graduates. The standard deviations were 5.33 and 5.74 respectively. The standard error of mean differences was 1.11.

With df 48, it was found that t-value was 2.01 at .05 level. The obtained .63 therefore, was not significant above 5 percent. Conclusion to be drawn was that there existed no difference in the feeling of alienation between medical and engineering graduates.

TABLE - 11

SIGNIFICANCE OF MEAN DIFFERENCE BETWEEN MEDICAL
AND ENGINEERING GRADUATES ON HELPLESSNESS SCALE

Statistics Type	Medical	Engineering
Sample size	50	50
Mean	17.92	16.44
SD	5.13	3.23
SEM _D		.86
Obtained t-value		1.72
df		48
Table t-value at .05 level		2.01
P > .05		

Table-11 revealed that means were 17.92 and 16.44 for medical and engineering graduates on helplessness measures respectively. The standard deviations were 5.13 and 3.23 respectively. The standard error of mean difference was .86. Medical graduates had 1.48 point higher than engineering graduates on helplessness scale.

The obtained t-value 1.72 was not significant at .05 level. But it was seen that the t-value was significant .10 level. This implied that though there was not significant difference, the medical students had somewhat higher feeling of helplessness towards future employment than engineering graduates.

TABLE - 12

SIGNIFICANCE OF MEAN DIFFERENCES BETWEEN MALES
AND FEMALES ON DIFFERENT VARIABLES.

Variable	Mean	SD	SEM _D	t	p
Employment Potential					
Male	19.24	2.92	.56	.57	> .05
Female	18.92	2.63			
Self-efficacy					
Male	34.82	4.68	1.00	.10	> .05
Female	34.72	5.30			
Locus of Control					
Male	4.40	1.27	.26	1.15	> .05
Female	4.70	1.37			
Alienation					
Male	37.20	5.72	1.10	1.07	> .05
Female	38.38	5.31			
Helplessness					
Male	17.72	4.25	.86	1.26	> .05
Female	16.64	4.38			
With df 48, t-value at .05 level = 2.01					

Results revealed that means of 50 males and 50 females on employment potential scale were 19.24 and 18.92 respectively. The standard deviations were 2.92 and 2.63 respectively. The mean difference .32 in favour of males was not statistically significant ($t=.57$). This indicated that there was no sex differences in the perception of employment potential.

On self-efficacy measure the mean scores for males and females were 34.82 and 34.72 respectively. The mean difference of .10 was not significant at .05 level ($t = .10$). This showed that males and females were equally confident of their personal mastery.

So far as locus of control was concerned, the result showed that mean scores were 4.40 and 4.70 for males and females respectively. The standard deviations were 1.27 and 1.37 respectively. The mean difference of .30 points higher for females indicated that they were more externally oriented. Since t-value of 1.15 was not significant at .05 level, it was concluded that males and females did not differ on locus of control score.

Mean scores on alienation measure were 37.20 and 38.38 for males and females respectively. The standard error of mean difference was 1.1. The mean difference of 1.18 was higher

for females, indicating that the females had little higher feeling of alienation. But the mean difference was not significant at .05 level ($t = 1.07$). Therefore, whatever difference was marked, was not reliable.

On helplessness measure, it was found that the mean score for males was higher than females. The mean scores were 17.72 and 16.64 respectively. The mean difference of 1.08 was moderately high, indicating that males felt more helplessness than female. But the t-value was not statistically significant. Thus, mean difference was not genuine.

Table 13 follows.....

TABLE - 13

SIGNIFICANCE OF MEAN DIFFERENCES BETWEEN MALE AND FEMALE MEDICAL GRADUATES ON DIFFERENT VARIABLES

Variable	Mean	SD	SEM _D	t	p
Employment potential					
Male	18.88	2.89	.80	.50	>.05
Female	18.48	2.80			
Self-efficacy					
Male	33.88	4.18	1.40	1.54	>.05
Female	36.04	5.63			
Locus of control					
Male	4.40	1.35	.39	.51	>.05
Female	4.60	1.44			
Alienation					
Male	37.16	5.43	1.50	1.31	>.05
Female	39.12	5.15			
Helplessness					
Male	19.28	4.61	1.41	1.93	>.05
Female	16.56	5.34			
With df 23, t-value at .05 level = 2.07					

The result table-13 presented the means and standard deviations for all variables including statistical significance of the sex differences. Result revealed that means of 25 medical male and 25 medical females graduates on employment potential scale were 18.88 and 18.48 respectively. The standard deviations were 2.89 and 2.80 respectively. The mean difference .40 was in favour of males. But the t-value .50 was not significant at .05 level, in the perception of future employment probabilities. It was concluded that both males and females reacted to the present employment situation in a similar way.

Mean scores on self-efficacy measure were 33.88 and 36.04 for males and females respectively indicating a mean difference of 2.16 points higher for females than males. The standard deviations were 4.18 and 5.63 respectively. Though the mean difference was moderately high, the t-value was not significant at .05 level. This indicated that males and females were equally confident of their expectations of efficacy.

On locus of control males and females did not differ significantly. The mean difference of .20 was greater for females indicating females were slightly more externally oriented. But t-value .51 was not significant at .05 level.

Results also showed that the mean scores were 37.16 and 39.12 on the measurement of alienation for males and females

of medical college respectively. The standard deviations were 5.43 and 5.15 respectively. The standard error of mean difference was 1.50. The mean difference 1.96 in favour of females was not significant at .05 level. With df 23, it was found that the table t-value was 2.07 at .05 level, whereas our obtained t-value was 1.31. Therefore conclusion to be drawn was that there existed no difference between males and females in their feeling of alienation.

So far as the helplessness measure was concerned, the results revealed that males were 2.72 higher than females. The mean score for males was 19.28 where as it was 16.56 for females. The standard error of mean difference was 1.41. The obtained t-value indicated that the mean difference was not significant at .05 level but was significant at .10 level. The implication of this finding was that males had little greater feelings of helplessness than females towards different external factors involved in employment process.

Table 14 follows.....

TABLE - 14

SIGNIFICANCE OF SEX DIFFERENCES AMONG ENGINEERING
GRADUATES ON DIFFERENT VARIABLES

Variable	Mean	SD	SEM _D	t	p
Employment potential					
Male	19.60	2.96	.77	.31	>.05
Female	19.36	2.43			
Self-efficacy					
Male	35.76	5.05	1.38	1.71	>.05
Female	33.40	4.70			
Locus of Control					
Male	4.40	1.22	.36	1.11	>.05
Female	4.80	1.32			
Alienation					
Male	37.24	6.11	1.64	.24	>.05
Female	37.64	5.46			
Helplessness					
Male	16.16	3.24	.92	.61	>.05
Female	16.72	3.27			

With df 23, t-value at .05 level = 2.07

The results revealed that mean differences were not significant at .05 level between males and females. This indicated that sex as a factor was not important in causing variations in experiences on different issues.

Means on employment potential scale were 19.60 and 19.36 for engineering males and females respectively. The standard deviations were 2.96 and 2.43 respectively, with standard error of mean difference of .77. The t-value .31 was very low to be significant at .05 level. Thus, the result indicated that both males and females were equally hopeful of future employment.

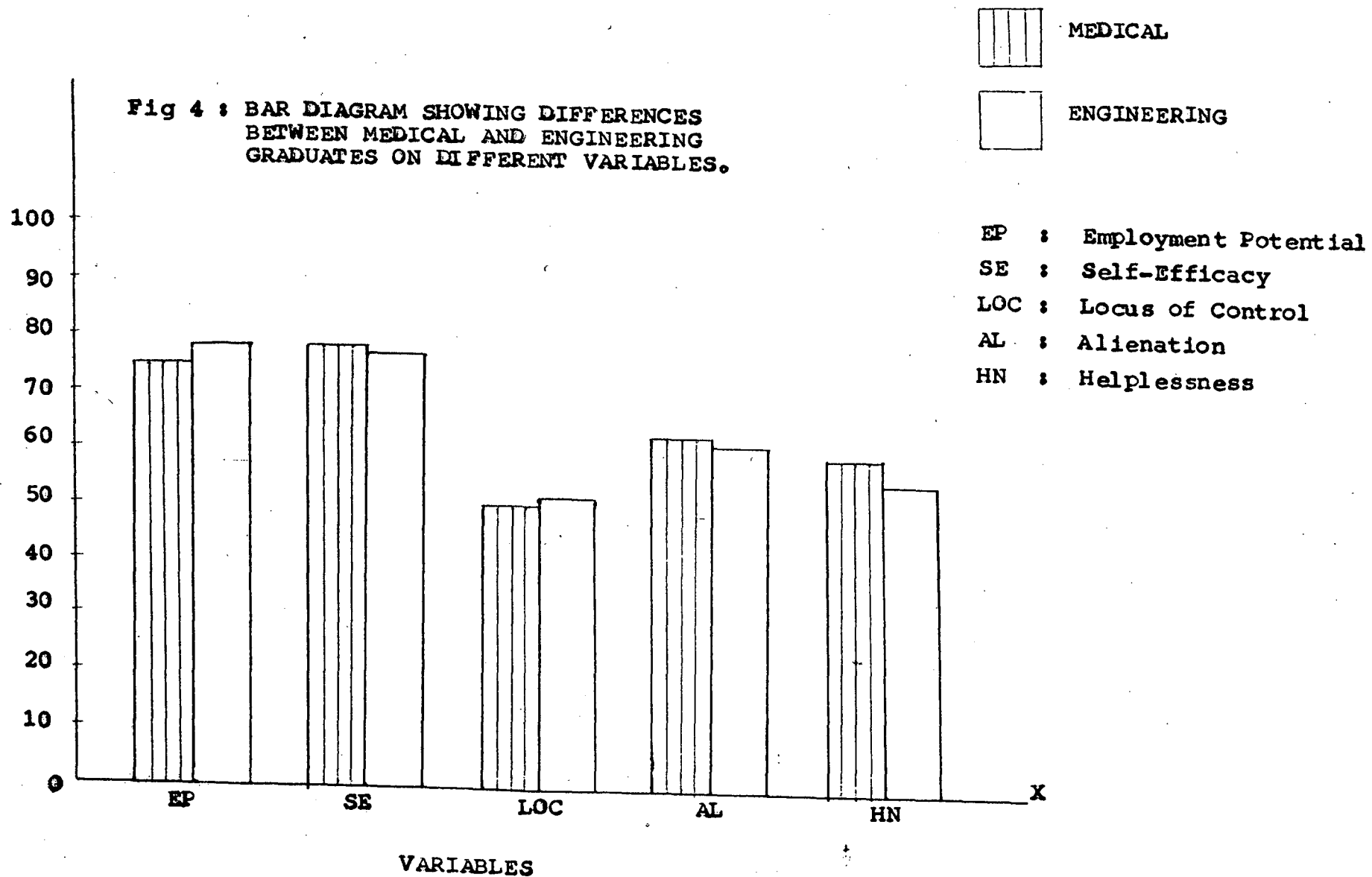
The statistically significant sex difference was not found on self-efficacy variable. The mean difference of 2.36 in favour of males was significant just at .10 level. It might be only marginally true that females did not have as strong confidence in their learned skills as the males.

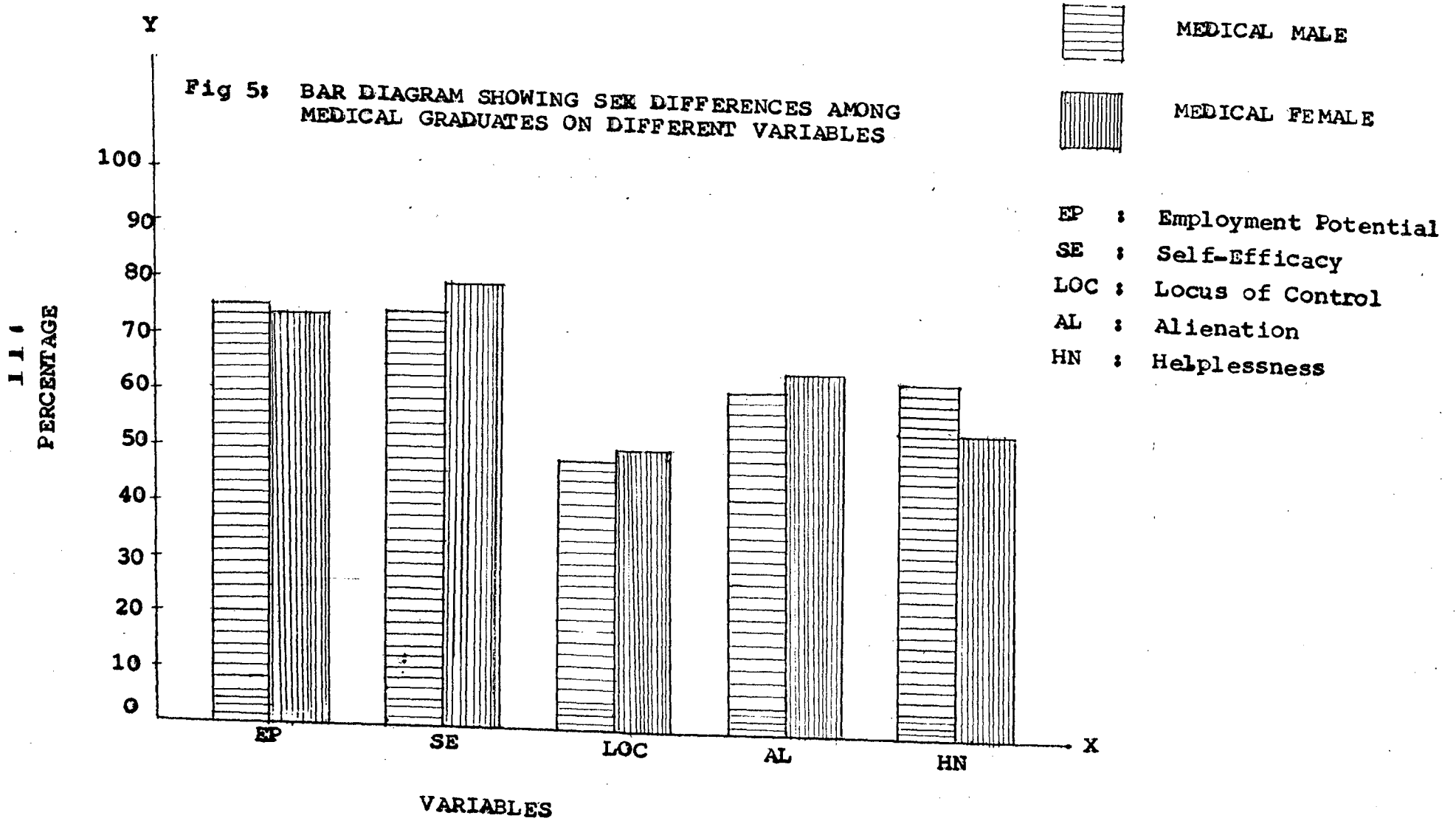
The locus of control was measured in an external direction. The mean scores were found 4.40 and 4.80 for males and females respectively. The standard deviations were 1.22 and 1.32 respectively. The t-value 1.11 was not significant at .05 level. Therefore, it was concluded that both males and females had same type of beliefs on their outcome controllability.

So far as the feeling of alienation and helpless were concerned, a little mean differences were observed. The differences noted were in favour of females. No t-value (.24 or .61) was significant .05 level. This indicated that both males and females were equilly helpless and alienated.

SUMMARY OF RESULTS IN RELATION TO HYPOTHESIS

1. Hypothesis 1 - there will be no significant differences between medical and engineering graduates on employment potential scores, is supported.
2. Hypothesis 2 that there will be no significant differences between medical and engineering graduates in the scores of self-efficacy, locus of control, alienation and helplessness is supported.
3. Hypothesis 3 of no gender difference on perception of employment potential, self-efficacy, locus of control, helplessness and alienation, is supported.
4. Hypothesis 4 of no significant gender difference on employment potential scores of medical graduates, is supported.
5. Hypothesis of no significant gender difference on employment potential scores of engineering graduates, is supported.
6. Hypothesis 6 of no significant gender differences on the scores of self-efficacy, locus of control, alienation and helplessness of medical graduates, is partly unsupported. Since, in helplessness mean difference was significant at .10 level.
7. Hypothesis 7 of no significant gender differences on the scores of self-efficacy, locus of control, alienation and helplessness of engineering graduates, was partly unsupported, since mean difference in self-efficacy was significant at .10 level.





I I O
PERCENTAGE

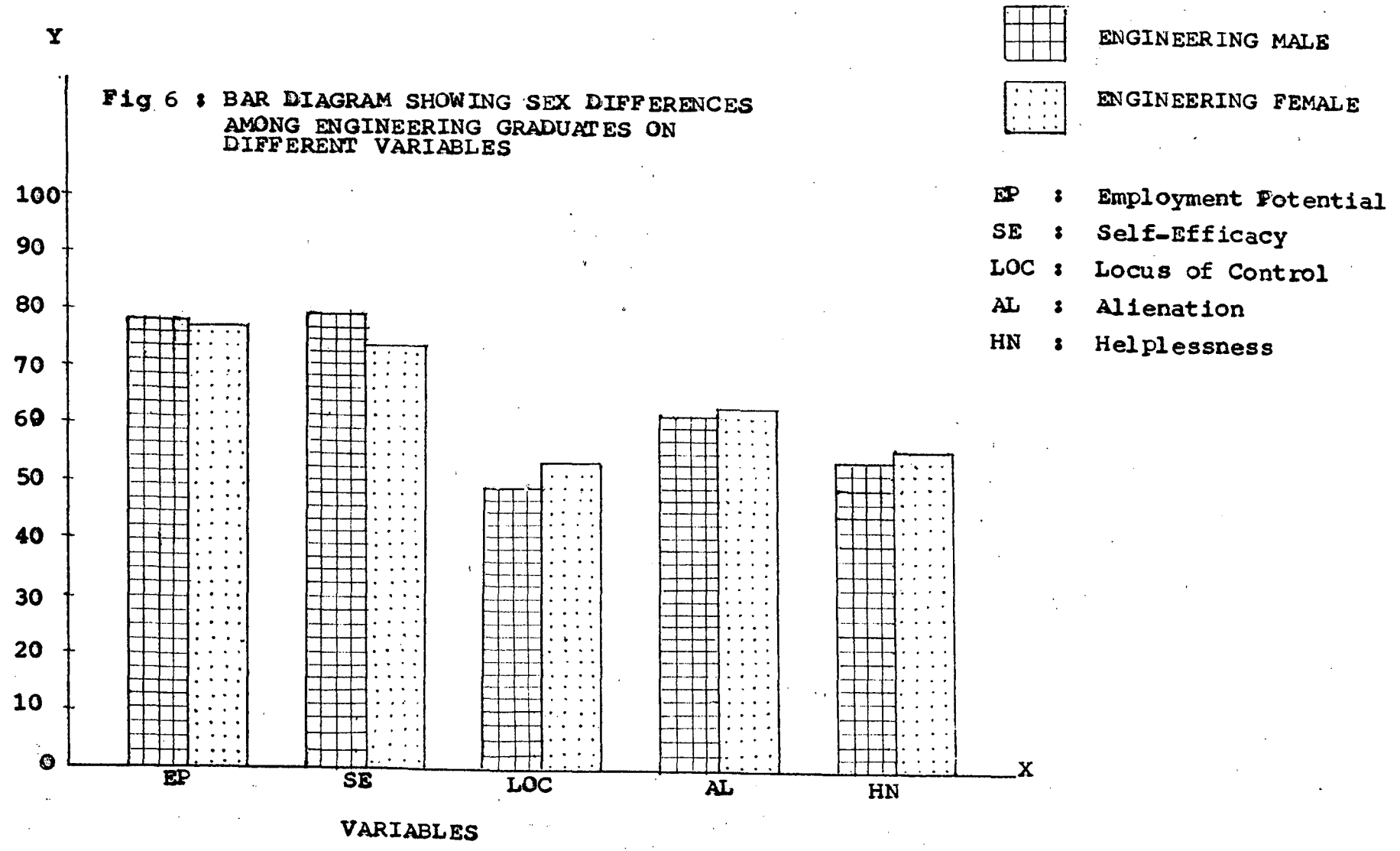


TABLE - 15

SIGNIFICANCES OF MEAN DIFFERENCES BETWEEN MEDICAL
AND ENGINEERING GRADUATES ON THREE DIMENSIONS OF
ALIENATION

Variable	Mean	SD	SEM	t	p
Isolation					
Medical	12.30	2.39	.51	.31	>.05
Engineering	12.14	2.71			
Normlessness					
Medical	13.94	2.61	.51	1.57	>.05
Engineering	13.14	2.40			
Powerlessness					
Medical	11.90	3.33	.60	.43	>.05
Engineering	12.16	2.65			
With df 48, t-value at .05 level = 2.01					

Above table revealed that mean differences between medical and engineering graduates on isolation, normlessness and powerlessness were not significant at .05 level. Mean scores of isolation and powerlessness showed that differences were negligible. However, means of normlessness scores indicated a considerable difference between medical and engineering students. No difference could reach at .05 level, implying that there were no genuine difference between these two groups.

TABLE - 16

SIGNIFICANCE OF MEAN DIFFERENCES BETWEEN MEDICAL
AND ENGINEERING GRADUATES ON THREE DIFFERENT FA-
CTORS OF HELPLESSNESS.

Variable	Mean	SD	SEMD	t	p
Employment policy					
Medical	2.96	1.43	.24	1.58	>.05
Engineering	2.58	1.07			
Corruption					
Medical	3.78	1.39	.26	2.08	<.05
Engineering	3.14	1.31			
Agencies					
Medical	2.86	1.48	.24	.17	>.05
Engineering	2.82	1.06			
With df 48, t-value at .05 level = 2.01					

The result indicated that medical students felt more helpless on account of policy, corruption and agencies than engineering students. The mean score for policy were 2.96 and 2.58; for corruption 3.78 and 3.14; for agencies 2.86 and 2.82 respectively. The mean difference of .54 in favour of medical students in corruption factor was significant at .05 level. This indicated that medical students felt more helpless on account of corruption practices than engineering students. In other two factors, mean differences were not significant at .05 level.





 MEDICAL
 ENGINEERING

Fig 7: BAR DIAGRAM SHOWING DIFFERENCES BETWEEN MEDICAL AND ENGINEERING GRADUATES ON DIFFERENT DIMENSIONS OF ALIENATION AND HELPLESSNESS.

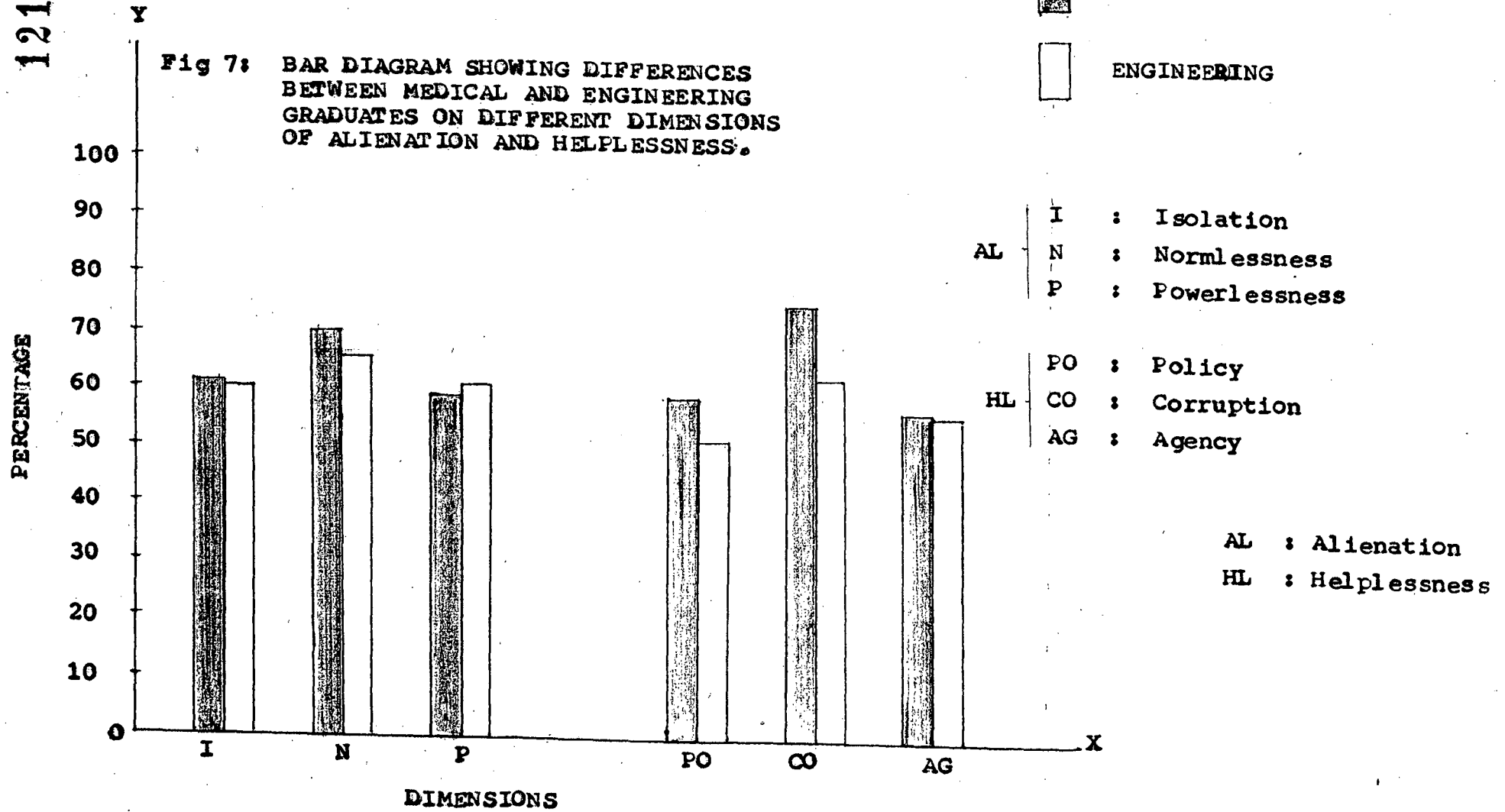


TABLE - 17

SIGNIFICANCE OF SEX DIFFERENCES ON THREE
DIMENSIONS OF SELF-EFFICACY

Variables	MEDICAL			ENGINEERING		
	Mean	SD	t	Mean	SD	t
Isolation						
Male	11.72	2.37	1.78	12.16	2.66	.05
Female	12.88	2.32		12.12	2.81	
Normlessness						
Male	13.48	3.06	1.26	13.56	2.22	1.24
Female	14.40	2.06		12.72	2.56	
Powerlessness						
Male	11.96	3.72	.13	11.52	2.52	1.75
Female	11.84	2.95		12.80	2.68	
With df 23, t-value at .05 level = 2.07						

It was seen that sex differences between the two colleges on isolation, normlessness and powerlessness were not significant at .05 level. Sex difference on isolation was higher in case of medical graduates and on powerlessness in favour of engineering graduates. However, the sex differences were not reliable.

TABLE - 18

SIGNIFICANCE OF SEX DIFFERENCES ON THREE FACTORS
OF HELPLESSNESS

Variable	MEDICAL			ENGINEERING		
	Mean	SD	t	Mean	SD	t
Employment Policy						
Male	3.40	1.19	2.26*	2.32	1.03	1.73
Female	2.52	1.53		2.84	1.07	
Corruption						
Male	4.00	1.25	1.13	3.20	1.26	.22
Female	3.56	1.50		3.12	1.39	
Agencies						
Male	3.28	1.51	2.10*	3.08	1.19	1.73
Female	2.44	1.35		2.56	.87	

With df 23, t-value at .05 level = 2.07,
*p = < .05

The results indicated that the mean scores of medical male and females on employment policy were 3.40 and 2.52 respectively. The standard deviations were 1.19 and 1.53 respectively. The mean difference of .88 was greater for males and was significant above 5 percent (t=2.26). An implication of this finding was that males felt more helpless because of employment policy of the government than females. On corruption, though the mean score was higher for males than females, the mean difference was not significant at .05 level. So the mean difference was considered as meaningless.

So far as helplessness arising on account of employment agencies was concerned males also scored higher than their female counterparts. The mean scores were 3.28 and 2.44 respectively. The standard deviations were 1.51 and 1.35 respectively. The obtained 't' value of mean difference was significant at .05 level. This implied that medical male graduates also felt more helpless because of employment agencies.

In case of engineering students no significant sex difference was found in employment policy, corruption and agencies. Unlike the medical males engineering males had a lower score on policy factor than their female counterparts and mean difference was significant only at .10 level rather than .05. And like medical males, engineering males had a greater score on agency factor than females. On corruption factor there was no significant sex difference.

SUMMARY OF RESULTS

1. Medical and Engineering Graduates did not differ in their feelings of isolation, normlessness and powerlessness.
2. Medical graduates did not differ significantly from Engineering graduates in the feelings of helplessness towards employment policy and agencies but differ significantly on corruption factor.

3. There were no significant differences between males and females on isolation, normlessness and powerlessness.
4. Medical males significantly differed from medical females on feelings of helplessness towards employment policy and employment agencies, but not on corruption.
5. There were no significant differences between engineering males and females helplessness towards employment policy, corruption and employment agencies.

4.2 CORRELATIONAL ANALYSIS

In order to investigate the relationships among different variables the correlation matrix was used. In this study the variables of age, academic performance, socio-economic status (SES), employment potential, self-efficacy, locus of control alienation, and helplessness were used to show their relationships between each other. More-over, an attempt was made to show the relationships among different dimensions of alienation and factors involved in helplessness; and the relationship of each dimensional factor to the above mentioned major variables. While indicating the relationship of locus of control with other variables, it was the relationship of external locus of control with other variables. The correlation matrices for various groups are presented in table 19-30.

TABLE - 19

CORRELATION MATRIX FOR MEDICAL GRADUATES

Variable	Variable								
	1	2	3	4	5	6	7	8	
1. Age	1.00								
2. Academic Performance	-.28*	1.00							
3. SES	.00	.65*	1.00						
4. Employment Potential	-.08	.10	.15	1.00					
5. Self-efficacy	-.13	.16	.13	.29*	1.00				
6. Locus of Control	-.02	-.04	.10	-.01	-.30*	1.00			
7. Alienation	-.09	-.08	.00	-.17	-.31*	-.08	1.00		
8. Helplessness	.08	-.27*	-.34*	-.31*	.04	-.06	.12	1.00	

Notes. N = 50., *p < .05

Table-19 presented following intercorrelations for the medical Graduates:

The correlation between age and perception of employment potential was negative ($-.08$) and was not significant, ($p > .05$). This indicated that perception of employment potential was not affected by the age of the student. Academic performance and socio-economic status were positively related to employment potential. The correlation co-efficients were $.10$ and $.15$ respectively. But these were not significant statistically. So it appeared that there were only weak causal effects of academic performance and socio-economic status on the perception of employment potential.

A significant positive association was seen between self-efficacy and employment potential. The correlation was $.29$ ($p < .05$). This revealed that self-efficacy and employment potential were interdependent. Negative links were seen between locus of control, alienation, and helplessness taken one at a time and employment potential. The co-efficients were $-.01$, $-.17$ and $-.31$ respectively. The correlation between employment potential and helplessness was significant at $.05$ level. This indicated that higher scores on perceptions of employment potential were significantly associated with lower degree of

helplessness. The correlations between locus of control and employment potential; and alienation and employment potential were Negative but not significant.

Self-efficacy was negatively related to age. The correlation co-efficient of $-.13$ was not significant at $.05$ level. Self-efficacy was positively related to academic performance and socio-economic status but not significantly ($.16$ and $.13$). Thus, it implied that for medical students age, academic performance and socio-economic status were only peripheral determinants of their self-efficacy.

Correlations between locus of control and age, academic performance and socio-economic status indicated that relationships were very low and statistically not significant. Similar type of correlations were found between alienation and age, academic performance and socio-economic status. These showed that these variables were independent to a great extent. The correlation between age and helplessness was positive ($.08$) but low and not significant at $.05$ level. Academic performance and socio-economic status had negative significant correlations with helplessness ($-.27$ and $-.34$ respectively). Thus, it appeared that higher academic performance and socio-economic status were significantly associated with low helplessness.

Locus of control and alienation were negatively related to self-efficacy. The correlations were $-.30$ and $-.31$ respectively, and significant at $.05$ level. The correlation between self-efficacy and locus of control implied that higher self-efficacy was associated with internal locus of control. The correlation between self-efficacy and alienation indicated that as and when self-efficacy scores increased alienation scores decreased. The self-efficacy score was not found significantly related to helplessness score. The correlation was $.04$ ($p > .05$) only.

The intercorrelations among locus of control, alienation and helplessness revealed no significant correlation. Correlation between alienation and helplessness was positive but not significant, whereas correlation between locus of control and alienation, and locus of control and helplessness were negative and weak.

Lastly, correlation between age and academic performance was negative and significant, indicating that medical graduates who were older had lower performance. There was a high and significant positive correlation between academic performance and socio-economic status. It suggested that academic performance more or less dependent on socio-economic status.

TABLE - 20
CORRELATION MATRIX FOR ENGINEERING GRADUATES

Variable	Variable								
	1	2	3	4	5	6	7	8	
1. Age	1.00								
2. Academic Performance	-.33*	1.00							
3. SES	.08	.34*	1.00						
4. Employment Potential	.05	.04	.05	1.00					
5. Self-efficacy	-.07	.09	.02	.28*	1.00				
6. Locus of Control	.26	.16	-.27*	-.06	-.28*	1.00			
7. Alienation	.13	-.27*	-.17	-.24	-.36*	.12	1.00		
8. Helplessness	.08	.07	-.35*	-.27*	.02	.08	.17	1.00	

Notes. N=50, *p<.05

Table-20 included intercorrelations for the Engineering Graduates. These are discussed below:

There were positive correlations between employment potential and age, academic performance and socio-economic status. The co-efficients were .05, .04 and .05 respectively. These were not significant at .05 level. Therefore, it suggested that age, academic performance and socio-economic status were not sole determinants of employment potential.

Correlation between self-efficacy and employment potential indicated that positive perceptions of employment potential were associated with self-efficacy. The correlation coefficient was .28 ($p < .05$). This indicated consistency between self-efficacy and employment potential. The correlation between locus of control and employment potential was negative ($-.06$) but not significant. Similarly, correlation between alienation and employment potential was moderately high but negative ($-.24$) and was not significant ($p > .05$). This implied that perceptions of employment potential were not necessarily positive for students low external control and alienation.

A negative and significant correlation was noticed between employment potential and helplessness. The correlation

coefficient of $-.27$ was significant at $.05$ level. This indicated that high employment potential was significantly related to low helplessness.

Correlation between self-efficacy and age was negative and not significant. Self-efficacy was positively associated with academic performance and socio-economic status, but again insignificant. These indicated that age, academic performance and socio-economic status were not important source of self-efficacy for engineering graduates. Correlation between locus of control and socio-economic status was $-.27$ ($p < .05$). This indicated that high socio-economic status was related to low external locus of control. In the correlations between age, and locus of control, and academic performance and locus of control, it was found that with age, locus of control had a high positive correlation but was not significant and with academic performance a low positive nonsignificant with academic performance a low positive nonsignificant correlation.

Negative but significant correlations were found between academic performance and alienation; and helplessness and socio-economic status. The correlation coefficients were $-.27$ and $-.35$ respectively ($p < .05$). This indicated relationships of high academic performance with low alienation and high socio-economic status with low helplessness.

The relationships of age and socio-economic status with alienation and the relationship of age and academic performance were not statistically significant. Therefore, they were not interdependent.

Locus of control and alienation were negatively related to self-efficacy. The correlation coefficients were $-.28$ and $-.36$ respectively ($p < .05$). These implied high positive associations between internal locus of control and self-efficacy and negative association between alienation and self-efficacy. Correlations between locus of control and alienation; locus of control and helplessness; and helplessness and alienation were positive but not significant.

Correlation between age and academic performance was $-.33$ ($p < .05$). This indicated that older students had lower academic performance. Academic performance was positively associated with socio-economic status. It implied an inter-relationship between academic performance and socio-economic status.

TABLE -21
CORRELATION MATRIX FOR MALES

Variable	Variable							
	1	2	3	4	5	6	7	8
1. Age	1.00							
2. Academic Performance	-.53*	1.00						
3. SES	.01	.33*	1.00					
4. Employment Potential	-.11	.25	.20	1.00				
5. Self-efficacy	-.21	.23	.26	.33*	1.00			
6. Locus of Control	.08	.13	.14	-.04	-.28*	1.00		
7. Alienation	-.09	-.06	-.36*	-.29*	-.36*	.03	1.00	
8. Helplessness	.29*	-.31*	-.22	-.41*	-.06	-.05	.37*	1.00

Notes. N=50, *p<.05

Table-21 presented correlations for male graduates.

Correlations showed that perception of employment potential were positively related to academic performance, socio-economic status and self-efficacy. The correlation coefficients were .25, .20 and .33 respectively. Out of these three correlations the relationship between self efficacy and employment potential was statistically significant .33 ($p < .05$). This appeared that though academic performance and socio-economic status affected perceptions of employment potential positively, were not sole determinants, whereas self-efficacy was consistent with employment potential. In other words, males having higher perceived self-efficacy perceived better employment potential.

Correlations between employment potential and age, locus of control were negative and not significant at .05 level. But alienation and helplessness were significantly related to employment potential. It implied that males having a high perception of employment potential felt less helpless and alienated. Age and locus of control had weak relationship.

The relationships of self-efficacy with academic performance and socio-economic status were positive and non-significant. A moderately high correlations between the academic performance and socio-economic status, the interdependence of two. Significant negative correlations were found between self-efficacy and locus of control, and; self efficacy and alienation. It revealed that males having higher self-efficacy felt less

externally controlled and alienated. Furthermore, relationships of self-efficacy with age and helplessness were negative, but not significant.

Locus of control was not significantly associated with age, academic performance and socio-economic status. The correlations were .08, .13 and .14 respectively ($p_s > .05$). Correlation between socio-economic status and alienation was $-.36$ ($p < .05$). This indicated that males coming from higher socio-economic background felt less alienated.

Correlations between alienation, age and academic performance were $-.09$ and $-.06$ respectively ($p_s > .05$). This showed a weak correlation. Similarly, helplessness was not significantly correlated with socio-economic status. But it had a significant negative relationship with academic performance and a significant positive relationship with age. This implied that older male students were more helpless whereas students with higher academic performance were less helpless.

So far as relationships for males and concerned correlations between helplessness and alienation was highly significant ($r = .37$, $p < .05$). This showed that they were interdependent. Males having higher alienation showed positive association with high helplessness.

Correlations of demographic variables showed that age and socio-economic status were significantly associated with academic performance. The correlations were $-.53$ and $.33$ respectively ($p_s < .05$). This indicated that higher was the age lower was academic performance and viceversa. The higher was socio-economic status, higher was the academic performance.

TABLE - 22
CORRELATION MATRIX FOR FEMALES

Variable	Variable								
	1	2	3	4	5	6	7	8	
1. Age	1.00								
2. Academic Performance	-.45*	1.00							
3. SES	.08	.06	1.00						
4. Employment Potential	-.17	.04	.40*	1.00					
5. Self-efficacy	.12	-.04	-.07	.19	1.00				
6. Locus of Control	.04	.03	.11	-.01	-.11	1.00			
7. Alienation	.28*	-.31	.16	-.11	-.32*	-.03	1.00		
8. Helplessness	-.00	.06	-.03	-.08	.09	.04	-.07	1.00	

Notes. N=50, *p < .05

Table-22 presented correlations for females of the two disciplines.

Correlations between employment potential and socio-economic status for females was positive and significant ($r = .40, p < .05$). Besides this, employment potential did not correlated with any other social and personal factors. This implied that females having higher socio-economic status had higher perceptions of employment potential.

The relationships of self-efficacy with age, academic performance, socio-economic status, locus of control and helplessness were not significant at .05 level. The only negative significant correlation was between self-efficacy and alienation ($r = -.32$). This indicated that higher was perception of self-efficacy, lower was the feeling of alienation. Locus of control was not significantly related with any other variables.

For females alienation was significantly associated with age and academic performance. The correlation coefficients were .28 and -.31 respectively. The positive significant correlation between alienation and age revealed that older females had higher feeling of alienation. On the otherhand, the significant negative

correlation between alienation and academic performance indicated that higher was the academic performance lower was the alienation. Thus, age and performance were two covariates of alienation for females.

The relationship of helplessness with socio-economic status and employment potential were negative and positive with age, self-efficacy and locus of control. However, no correlation was statistically significant.

Correlation between age and academic performance was $-.45$ ($p < .05$). It indicated that older students had lower academic performance. Correlation between socio-economic status and academic performance was not significant.

TABLE - 23
CORRELATION MATRIX FOR MEDICAL MALES

Variable	Variable								
	1	2	3	4	5	6	7	8	
1. Age	1.00								
2. Academic Performance	-.07	1.00							
3. SES	.09	.60*	1.00						
4. Employment Potential	-.18	.32	.33	1.00					
5. Self-efficacy	-.10	.28	.35	.49*	1.00				
6. Locus of Control	.13	.17	.12	-.07	-.17	1.00			
7. Alienation	-.27	-.10	-.46*	-.27	-.25	.03	1.00		
8. Helplessness	-.02	-.13	-.34	-.46*	.03	-.07	.48*	1.00	

Notes. N=25, *p < .05

The correlation matrix for medical male students presented following relationships:

The pair-wise correlations showed that employment potential scores were positively associated with academic performance and socio-economic status and negatively associated with age. The correlation coefficients were not statistically significant, though. Similarly, correlations between employment potential and locus of control and alienation were negative and not significant at .05 level.

The only two significant correlations were between employment potential and self-efficacy, and employment potential and helplessness. The correlation coefficients were .49 and -.46 respectively ($p < .05$). This indicated that higher score on the employment potential were significantly associated with lower feelings of helplessness.

Self-efficacy scores were positively related with academic performance and socio-economic status, and negatively related with age, locus of control, alienation and helplessness. But no correlation was statistically significant. But, since the correlation between academic performance and socio-economic status was moderately high, it suggested that both contributed towards self-efficacy.

Helplessness and locus of control were not related with age, academic performance. Alienation was not significantly related with age and academic performance. But a significant negative correlation ($-.42$) was found between alienation and socio-economic status. It implied that high socio-economic status was significantly and low alienation went together.

Correlations between alienation and locus of control, alienation and helplessness were not significant at .05 level. Similarly locus of control was not significantly related with alienation and helplessness. But there was a significant correlation ($.48$) between alienation and helplessness. This indicated that higher was the alienation, higher was the helplessness.

Results also revealed that socio-economic status was significantly associated with academic performance.

TABLE - 24

CORRELATION MATRIX FOR MEDICAL FEMALES

Variable	Variable								
	1	2	3	4	5	6	7	8	
1. Age	1.00								
2. Academic Performance	-.20	1.00							
3. SES	.04	.29	1.00						
4. Employment Potential	-.00	.04	.41*	1.00					
5. Self-efficacy	-.04	-.17	-.30	.42*	1.00				
6. Locus of Control	-.16	-.17	.00	.11	-.30	1.00			
7. Alienation	.33	.16	.33	-.04	-.48*	-.22	1.00		
8. Helplessness	-.03	-.12	-.15	-.25	.15	-.02	.12	1.00	

Notes, N=25, *p < .05

Correlation matrix for Medical females showed following relationships:

A significant positive relationship was found between employment potential and socio-economic status. This indicated that medical girls came from high socio-economic status and they perceived their job prospect good. Relationships of employment potential with age and academic performance were meaningless. From the correlations between employment potential and other psychological variables, it was found that only self-efficacy was significantly related and the relationship was positive. It indicated that students with high self-efficacy perceived high employment potential. The helplessness and alienation were negatively related with employment potential and were not significant.

Correlations between self-efficacy and age, academic performance and socio economic status were not statistically significant. Alienation was significantly associated with self-efficacy. The correlation was $-.48$ ($p < .05$). Thus, it implied that higher was self-efficacy lower was the feeling of alienation. On the otherhand relationships of self-efficacy with locus of control and helplessness were not significant. It indicated that lower self-efficacy was not a covariate helplessness and externality.

Relationships of locus of control with age, socio-economic status, academic performance, helplessness and alienation were not statistically significant. Similar relationships were marked between alienation and other variables.

Correlations between helplessness and academic performance, socio-economic status, employment potential and locus of control were negative but not significant at .05 level. A positive non-significant correlation was found between helplessness and alienation.

While academic performance was negatively related with age, it was positively related with socio-economic status. The correlations were $-.20$ and $.29$ respectively. These were not significant. Therefore, it implied that in case females, age and socio-economic status were not good covariates of academic performance. To sum up, for medical females the significant correlations were for employment potential with socio-economic status and self-efficacy; and alienation and self-efficacy.

TABLE - 25

CORRELATION MATRIX FOR ENGINEERING MALES

Variable	Variable								
	1	2	3	4	5	6	7	8	
1. Age	1.00								
2. Academic Performance	-.34	1.00							
3. SES	-.07	.32	1.00						
4. Employment Potential	.22	.18	.08	1.00					
5. Self-efficacy	-.11	.07	.19	.17	1.00				
6. Locus of Control	.11	.19	.17	.09	-.46*	1.00			
7. Alienation	.09	-.08	-.26	-.31	-.46*	.04	1.00		
8. Helplessness	.22	-.03	-.09	-.31	-.01	-.03	.31	1.00	

Notes. N = 25 *p < .05

Correlations of employment potential with other social and personal variables showed that no correlation was significant at .05 level. Though, relationships of employment potential with academic performance, socio-economic status and self-efficacy were positive, those were meaningless. It suggested that each of these variables was not a covariate of employment potential. The relationships of alienation and helplessness with employment potential were moderately high but still not significant ($r = -.31$ and $-.31$).

Two negatively significant relationships were obtained between self-efficacy and locus of control and alienation. The correlations was $-.42$ in both cases. It indicated that higher self-efficacy would reflect lower feeling of externally controlled and alienated. Age, academic performance and socio-economic status were not significantly related with self-efficacy, locus of control, alienation and helplessness.

Correlations between age and academic performance socio-economic status and academic performance; and alienation and helplessness were moderately high ($-.34$, $.32$ and $.31$ respectively), but not statistically significant.

TABLE - 26

CORRELATION MATRIX FOR ENGINEERING FEMALES

Variable	Variable								
	1	2	3	4	5	6	7	8	
1. Age	1.00								
2. Academic Performance	-.28	1.00							
3. SES	-.03	.31	1.00						
4. Employment Potential	-.15	-.08	.44*	1.00					
5. Self-efficacy	-.11	.22	-.08	.31	1.00				
6. Locus of Control	.44*	.08	.31	-.02	.17	1.00			
7. Alienation	.18	-.49*	-.07	-.14	-.25	.19	1.00		
8. Helplessness	-.01	-.21	-.17	-.22	-.01	.16	.20	1.00	

Notes. N=25 *p < .05

Table-26 indicated that in case of engineering females socio-economic status was significantly related with their perceptions of employment potential ($r=.44, p<.05$). This implied that females coming from high socio-economic status family perceived better job prospects. Their employment potential score was also positively related with self-efficacy score ($r=.31, p>.05$). The relationships of employment potential with the age, locus of control, alienation and helplessness were negative and not significant.

The other two significant correlations were noticed between locus of control and age; and academic performance and alienation. The correlations were .44 and $-.49$ respectively. It implied that older females had more externally controlled beliefs. And increased academic performance helped in decreasing alienation .

Other positive but non-significant correlations were identified between age and alienation; academic performance and self-efficacy; helplessness and alienation; locus of control and socio-economic status; locus of control and alienation and others.

TABLE - 27

INTERCORRELATIONS ON DIFFERENT VARIABLES FOR MEDICAL GRADUATES

Variable	Variable											
	1	2	3	4	5	6	7	8	9	10	11	
1. Employment Potential	1.00											
2. Self-efficacy	.29*	1.00										
3. Locus of Control	-.01	-.30*	1.00									
4. Alienation	-.17	-.31	-.08	1.00								
5. Helplessness	-.31*	.04	-.06	.12	1.00							
6. Isolation	.01	-.05	.03	.29*	-.26	1.00						
7. Normlessness	-.08	-.13	-.08	.72*	.15	-.19	1.00					
8. Powerlessness	-.21	-.36*	-.09	.83*	.26	.11	.51*	1.00				
9. Policy	-.12	-.15	-.08	-.06	.63*	-.36*	-.06	.20	1.00			
10. Corruption	-.23	-.01	-.06	.05	.71*	-.16	.01	.14	.51*	1.00		
11. Agency	-.20	.04	-.11	-.10	.69*	-.24	-.03	.03	.47*	.59*	1.00	

Notes. N=50 *p < .05

Table-27 presented the following correlations for alienation and helplessness and other variables:

Correlations between the total alienation and its three dimensions indicated that each of the dimension was significantly associated with the total alienation score. It implied that dimensions of isolation, normlessness and powerlessness were covariates of total alienation. The dimensions of normlessness and powerlessness contributed to a larger extent as indicated by high positive correlations. (.72 and .83 respectively, $p < .001$). Whereas isolation factor had a lower correlation with total alienation ($r = .29$, $p < .05$). It suggested that medical graduates' felt alienated mostly because of normlessness and powerlessness. This finding was also supported by the high positive correlation between normlessness and powerlessness ($r = .51$, $p < .05$ & $.01$).

The dimension of helplessness, it was evident that the factors of policy, corruption and agency were highly correlated to total helplessness score. A little higher correlation was found between corruption and helplessness than with other two dimensions. This indicated that the factors of employment policy, corruption and agency were more or less equally accountable for total helplessness. These relationships were further supported by the significant intercorrelations among dimensions.

Furthermore, it was seen that correlation between powerlessness and self-efficacy was negative and significant ($r = -.36$, $p < .05$). This indicated that when self-efficacy was more, powerlessness was low. In other words, self-efficacy was a covariate of powerlessness. Correlation between policy factor and isolation was negatively significant. If the employment policy was positive, students would feel less isolated.

All the dimensions of alienation and helplessness were negatively related with employment potential. Correlations between corruption and employment potential, and powerlessness and employment potential were little higher than other correlations. However, no correlation was statistically significant.

TABLE - 28

INTERCORRELATIONS ON DIFFERENT VARIABLES FOR ENGINEERING GRADUATES

Variable	Variable											
	1	2	3	4	5	6	7	8	9	10	11	
1. Employment Potential	1.00											
2. Self-efficacy	.28*	1.00										
3. Locus of control	-.06	-.18	1.00									
4. Alienation	-.24	-.36*	.12	1.00								
5. Helplessness	-.27*	-.02	.08	.17	1.00							
6. Isolation	-.14	-.15	.20	.68*	.31*	1.00						
7. Normlessness	-.12	-.29	.05	.81*	-.04	.35*	1.00					
8. Powerlessness	-.26	-.37*	.00	.73*	.08	.15	.48*	1.00				
9. Policy	.02	-.16	.10	.27*	.46*	.25	.11	.23	1.00			
10. Corruption	-.18	-.21	.11	-.06	.45*	.10	.01	-.23	.14	1.00		
11. Agency	-.15	-.21	.19	.32*	.39*	.24	.23	.24	.34*	.38*	1.00	

Notes. N=50, $p < .05$

Result table-28 showed following intercorrelations:

Correlations between the total alienation and its dimensions showed that each of the dimension was significantly associated with alienation. The correlations between isolation, normlessness and powerlessness and total alienation on were .68, .81 and .73 respectively. It indicated that the dimension of normlessness contributed highly to the feelings of alienation followed by powerlessness and isolation. The significant intercorrelations were also noted among these three dimensions, indicating that they were interdependent.

The factors of normlessness and powerlessness were significantly related to self-efficacy. The correlations were -.29 and -.37 respectively (ps .05). A higher score on self-efficacy was associated with less normlessness and powerlessness. Isolation factor was positively associated with helplessness, indicating that higher helplessness went together with higher feelings of isolation.

The factor of policy, corruption and agency were significantly related to total helplessness score. The correlations were .46, .45 and .39 respectively. It revealed that the policy

and corruption factors shared a higher variance with helplessness than the agency factor. In addition, the factors of policy and agency were positively related to alienation score ($p < .05$). The uncontrollability of these two factors was important for alienation.

Correlations between perceptions of employment potential and other dimensions showed that no specific dimension was significantly related to it.

TABLE - 29
INTERCORRELATIONS FOR DIFFERENT VARIABLES FOR MALES

Variable	Variable											
	1	2	3	4	5	6	7	8	9	10	11	
1. Employment potential	1.00											
2. Self-efficacy	.33*	1.00										
3. Locus of Control	-.04	-.28	1.00									
4. Alienation	-.29*	-.36*	.03	1.00								
5. Helplessness	-.41*	-.06	-.05	.37*	1.00							
6. Isolation	-.13	-.23	.10	.41*	-.05	1.00						
7. Normlessness	-.23	-.26	-.03	.79*	.29*	-.04	1.00					
8. Powerlessness	-.22	-.25	.01	.83*	.46*	.02	.62*	1.00				
9. Policy	-.25	-.09	-.07	.24	.61*	-.10	.18	.36*	1.00			
10. Corruption	-.45*	-.40	.23	.16	.60*	.02	.05	.24	.52*	1.00		
11. Agencies	-.26	-.24	.17	.26	.55*	.03	.21	.31*	.22	.45*	1.00	

Notes. N=50 *p < .05

Results revealed that for males normlessness and powerlessness were prominent covariates of alienation, whereas isolation played a less significant role. Normlessness and powerlessness correlated significantly to helplessness ($r = .29$ and $.46$). This co-effect was supported by their significant positive correlation ($.62$). The relationships of these two factors were negative with employment potential. It may be inferred that all three factors separately would be related to employment potential.

In helplessness, the dimensions of policy, corruption and agency were equally important. The correlations were $.60$, $.61$ and $.55$. The corruption factor was significantly related to employment potential and self-efficacy ($r = -.45$ & $-.40$ respectively). Policy and agency factors were significantly related to powerlessness. Since, powerlessness was important for alienation, alienation in turn was significantly related to employment potential.

TABLE - 30

INTERCORRELATIONS AMONG DIFFERENT VARIABLES FOR FEMALES

Variable	Variable											
	1	2	3	4	5	6	7	8	9	10	11	
1. Employment potential	1.00											
2. Self-efficacy	.19	1.00										
3. Locus of control	-.01	-.11	1.00									
4. Alienation	-.11	-.32*	-.03	1.00								
5. Helplessness	-.08	.09	.04	.07	1.00							
6. Isolation	.01	.02	.10	.60*	.03	1.00						
7. Normlessness	.01	-.13	-.02	.73*	-.10	.22	1.00					
8. Powerlessness	-.22	-.49*	-.13	.69*	-.07	.02	.32*	1.00				
9. Policy	.08	-.06	.05	-.03	.55*	-.02	.03	-.11	1.00			
10. Corruption	-.03	.20	-.15	-.12	.62*	-.11	.03	.05	.24	1.00		
11. Agency	-.12	.11	-.11	-.07	.62*	.05	-.28*	-.10	.41*	.49*	1.00	

Notes. N=50 *p < .05

Findings pointed out that in case of females normlessness and powerlessness covaried with total alienation than the isolation factor. Thus, finding was also supported by the significant positive correlation (.32) between normlessness and powerlessness. Moreover, powerlessness also was related significantly to self-efficacy ($r = -.49$). More the self-efficacy the person had, less was the powerlessness.

The role of powerlessness in alienation was strongly supported by the significant negative correlation between alienation and self-efficacy.

With regard to helplessness, the relationships of corruption and agency factors to total helplessness were similar whereas it was much less for policy factor. It suggested that the three factors covaried more or less equally with helplessness. Non-significant relationships of these three dimensions with employment potential implied that they did not covary with employment potential, which was again supported by weak correlation between employment potential and total helplessness.

C H A P T E R - V

D I S C U S S I O N

The results are analysed and discussed here in the light of various hypotheses formulated for the study.

5.1 SIGNIFICANCE OF MEAN DIFFERENCES

The first hypotheses (No.1) that there will be no significant difference between medical and engineering graduates on the employment potential score, is found confirmed. The results (table-7) show that the mean difference of .80 in favour of engineering graduates is not significant statistically. ($t=1.45$).

A little higher percentage on perception of employment potential of engineering graduates over medical graduates (78% against 75%) may be due to the fact that medical graduates perhaps differentiate between self-employment and wage-employment. On the otherhand, the importance given to industrial and technological developments by the government might have provided cues for engineering graduates to have a better future employment. Moreover, a significant percentage implies that both groups may do so because of their immediate orientation to their education, viewing it as a way of obtaining some money to finance their education, rather than as a stepping stone for a future occupational position.

However, the non-significant difference between two groups on perception of employment potential might have resulted because

of social climate marked by uncertainty, increased competition for jobs, and a relatively higher probability of being unemployed after graduating. It might be true that in both groups a person's expectation of getting a job would be affected by his/her experience of job market and the extent to which the job search was successful/unsuccessful for their seniors.

While in both courses there was over production of degree holders who are striving for limited posts and escalated of educational credentials, the job requirements had not kept pace with them. Both felt overqualified and underemployed. This perhaps led to similar perceptions of future employment.

Moreover, to some extent both the medical and engineering graduates are homogenous population in terms of professional status, age, academic degree and other social factors.

In terms of age, a period in their life when there is heightened sensitivity to self-evaluation and other's appraisal (Elkind 1981). Hence, the extra uncertainty engendered by inadequate employment prospects placed groups in similar position. It might worth while to recall that Erikson (1965-71) regarded occupational status as the key feature of satisfactory identity consolidation, because employment remains a crucial symbol for achieving identity (Department of Education & Science, 1983)

Meyer and Wise (1982) observed that the experiences of pregraduation employment should have a bearing not only on future occupational patterns but also in shaping perceptions of employment problem. Lowe et al (1988) also noted a near unanimity in the responses relating to employment opportunity by the school and university graduates. Reacting to lack of employment opportunities, over 90% school graduates and 87% college graduates considered unemployment a 'serious' and 'very serious' problem.

It may thus be inferred that students deep involvement in labour market and personal experiences in it tend to foster similar perceptions of employment probability in medical as well as engineering graduates.

The hypothesis (No.2) says that there will be no differences between medical and engineering graduates on self-efficacy, locus of control, alienation and helplessness, is found confirmed.

The results (table 8) show that both medical and engineering graduates do not differ significantly in their self-efficacy scores, indicating a belief that they are equally efficient in finding a job. It may be due to the fact that both groups are brought up with similar type of resources that help in inducing efficacy expectancies. They have accomplished similar type of performance, vicarious experiences and emotional arousal.

The results (table-9) indicate that the mean difference on locus of control score between medical and engineering graduate is not significant. In both groups 49% to 50% have external control score indicating the belief that they attribute reinforcements equally to effort and luck. The goal achievement is always attributed to effort where as failure to luck or external factors (Feather 1986). But here the attributions are made before achievement of goals. It may be due to the fact that to balance their self-esteem and perceptions of uncertainty on the other, they attribute the future reinforcement equally to both luck and effort.

The finding of no significant difference on locus of control score indicates that both types of graduates are equally externally oriented. Locus of control, which operates in a particular situation, is a function of specific expectancy for that type of situation and generalised expectancy for all situations (Rotter 1975). The relative importance of each depends upon the amount of experience the individual has had in a particular situation. Since both groups are equally exposed to similar social reality and experience the situational occurrences, they perhaps exercised personal influence in a similar fashion.

Consistent to finding of no significant difference on above personal variables, the alienation scores are also not found to vary significantly between medical and engineering graduates. A possible

explanation may be that the lack of opportunity to use self direction in the actual task becomes the principal sources of alienation (Kohn 1970), in the two professional zones. The educational context of each discipline cultivates high expectation and unrealistic hopes in their mind, which remained unfulfilled. That is why to Miller (1960) alienation results when plans seem unclear and ineffective.

Though it has not been hypothesized, even the scores on different dimensions of alienation like isolation, normlessness and powerlessness do not reveal any significant difference between medical and engineering graduates (table-15).

Helplessness results, when situation seems uncontrollable. Since, unemployment affects all students and it constitutes a serious social problem, the result show no significant differences on helpless measure. Also, when uncertainty of employment is perceived by both the group equally they attribute unemployment to external factors. When their helplessness towards specific factor is identified, they do not differ significantly in their feelings of helplessness towards employment policy, corruption and different employment agencies (table-16, page 120).

Secondly, the homogenous composition of two groups in which students, more or less have same age, social position,

academic degree, professional status and so on (which usually are determinants of one's feeling of uncontrollability) may have contributed to the present finding.

SIGNIFICANCE OF GENDER DIFFERENCES

The three hypothesis (3,4,5) of no significant gender differences on perception of employment potential are found confirmed.

It was expected that gender role socialization , coupled with early work experiences should lead young men and women to develop divergent views about the possibility of employment. However, the absence of substantial gender effects on perceptions of employment potential suggest that contextual factors related to socio-economic status, work and education, over shadowed gender influences on their perceptions of employment potential. Both male and female have concern about unemployment and have a structural explanation as opposed to individualistic for employment. (Feather & O'Brein 1985) .

The absence of significant difference also may be due to the fact that in the present social climate female are fighting for equal social status, social identity, assertiveness and

and independence. They perceive themselves equally potential as males. This belief becomes incorporated into individual value system shaping preferences and behaviours. When employment has a meaning for them they feel it is important and their perceptions are affected accordingly.

Thus, the present finding of no gender difference on perceptions of employment potential can be explained in terms general social pressures, social consciousness, social supportiveness (Griffen, 1985).

The present finding is consistent with the finding of Daniel (1975) who reported apparent similarity on job expectancy scores (male 23% and female 22%). Henwood (1983) also reported that there were no sex differences in the categories of experiences that Jahoda (1981) suggested. Honess (1989) reported that valley boys were more optimistic to find a job than valley girls but sex difference between town boys and girls was not significant.

Strong sex differences on measures of different unemployment variables and job expectancy have been reported by some researchers (Feather, 1983; Antil, 1985; Warr 1985; Feather and O'Brein, 1986).

Feather (1986) found that female respondents were less confident about finding employment, despite more positive ratings

on academic potential that they received from the teachers. Warr (1985) found young unemployed girls reporting more worry, objectively, their chances of employment was poor.

However, since many of these researches were concerned with school children, the present finding may not be considered fully supportive or contrasting evidence. These rather can help in understanding the problem from different perspectives.

The hypotheses (3,6 &7) of no gender differences on self efficacy, locus of control, alienation and helplessness, are nullified.

The non-significant gender difference on self-efficacy score have been attributed to the structural changes of society. Both males and females have access to equal opportunity in all fields and in the eyes of society, they are no more different in their potency. This environmental treatment and expectancies might have led them to develop equal efficacy expectancies. Moreover, their performance and experiences of various successes in life situation would help them to generalise equality to greater variety of situations.

The present finding supports indirectly other findings of no sex differences in teaching efficacy, research efficacy, service

efficacy and other tasks in university faculty (Astin and Snyder 1982, Baldwin 1979, Finkleslein, 1984). Rosenberg (1987), Simmons (1987) however, reported girls having lower overall self-esteem, whereas Feather & O'Brein (1987) found girls having higher in positive self-attitude. Feather (1983) reported that females had lower rated potency.

The result table-12,13,&14 (page 107-13) also reveal that male and female do not differ significantly in their locus of control score. The present result suggests that social desirability may be a factor mediating the relationship between locus of control and sex, with females having a greater need to present a more socially desirable image of themselves. The tendency for all students to be somewhat 'internal' may have masked sex differences.

Furthermore, the present finding can be attributed to factors like equal exposure to environment, equal access to opportunity, equal learning experiences, and similarity in cognitive and perceptual components.

The present findings are corroborated with the findings of Mishra (1986), who found that both tribal boys and girls were not significantly different on locus of control score. Similarly, Rohner, Chaille and Rohner (1980) did not find a significant

correlation between locus of control and sex of 11 years children. Recently, Payne and Payne (1989) found that female mean in ILC was not significantly different statistically from the male mean. But the female tended to be more internal (Internality score 42% for females and 41% for males).

The present finding of no sex difference in locus of control orientation is in contradiction to some others results (Nowicki and Walker, 1973). Parwat, Grissom and Parish (1979) even found that girls have significantly stronger internal locus of control orientations than boys. Conversely, Feather (1983) found that female school students were significantly higher in external control as measured by the same nine Rotter items, as were used in the present investigation.

Analysis of mean difference on alienation (table 12, 13 & 14 page.107-13) show that the difference in favour of females score, is not statistically significant. It was inconsistent with the finding of Mackey et al (1984) who found that females had higher score on total alienation score and the three dimensions of alienation.

Though a separate hypothesis was not formulated a priori, result of mean differences (table 17, page 122) on different dimensions such as isolation, normlessness and powerlessness show that

females have higher scores than males but differences are not statistically significant. When analysed by discipline it is noted that medical females have higher isolation score, whereas engineering females have higher powerlessness score from their male counterparts. But, in normlessness sex-difference for both disciplines are same. However, the difference are not significant.

The present finding of non-significant mean difference on alienation score may be interpreted in terms of student's deep involvement in acquisition of skills from learned competencies and social experiences to cope with the environment. Social orientation process provided support to cope with emotional pressures associated with employment problems.

Again also the factor of role ambiguity (Kottkamp & Mansfield; 1985) is very much prevalent for males and females. Moreover, external learning conditions, institutionalised norms, values and cultures may be equally effective sources to consolidate their cognitive schema.

A similar sex-related result is obtained when the mean scores on helplessness are analysed (table 12,13 & 14; page 107-13) The mean differences are not significant statistically. It may be due to the effects of social and psychological factors to which they are exposed. This result gives support to Feather's (1986) finding, who reported an absence of significant sex difference on

helplessness while studying school leaver's reaction towards unemployment conditions.

Of course, the significance of mean difference between males of two disciplines on helplessness score has not been studied, still it is noted that medical male graduate show greater helplessness (64.24%) in comparison to engineering male graduates (53.87%). The difference seems markable and possible cause may be the interaction between degree of motivation orientation and threatening social situation.

Although, the hypothesis of sex differences was not set appriori, in helplessness, results show that medical males significantly differ from females on helplessness associated with employment policy and agencies. But a significant sex difference is not noticed for engineering graduates. The most important finding related to specific factors involved in helplessness is that students of two disciplines assign greater weight to the corruption factor in relation to employment (Medical male and female-about 80% and 71% respectively; Engineering male and female - about 64% and 63% respectively). Whatever the differences there are in favour of males may be due to the motivational and attitudinal differences; and sex-role characteristics.

To sum up, neither discipline-related nor sex-related differences found significant.

5.2 SIGNIFICANCE OF RELATIONSHIPS

The correlations among perceptions of employment potential and social and psychological variables were analysed separately for medical and engineering graduates.

The hypotheses (8,9 & 10) which say that perceptions of employment potential will not significantly be related to age, socioeconomic status, academic performance, self-efficacy, locus of control, helplessness and alienation, are partly confirmed.

The results show that perception of employment potential has no significant correlations with age, socio-economic status and academic performance. It indicates that perception of employment potential is independent of these factors. The positive correlations reveal that they can play a significant role in combination with other personal and psychological factors but not independently.

The present finding may be interpreted in terms of the students' deep faith on utilization of interview skills and self-potency. The students may have considered high academic performance as secondary to the degree essential for any job. Age effects are not seen, may be due to little age variation among students. Moreover, since getting a job is on the face of an open competition they may think little about the influence of socioeconomic status.

These findings are partly consistent with Lowe's (1988) study. He found that socio-economic status had a little bearing on the type of explanation of unemployment. But age and academic performance had a positive relationship with unemployment attribution. Smith et al (1985) also reported weak correlations between socio-economic status and various explanations of unemployment.

Miles et al (1986) reported contrasting evidence. He found that SES and age play an important role in facilitating or reducing access to certain experiences of unemployment. Feather and Barber (1983), Feather (1986) found that SES and grades were associated with confidence about job prospect.

A positive significant correlation found in this research between perceptions of employment potential and self-efficacy, indicating that self-efficacy is one of the major determinant of future perceptions of outcomes. Here the social learning theory has a special significance. The theory indicated significance role of perceived efficacy in exercising the control over the aversive social situation (Bandura 1977). The results are more or less consistent with Feather and Barber's (1983) study. They found a positive relationship between expectation of finding a job and self-esteem.

Thus, the self-efficacy mobilizes the skills, whatever already have been learned and preserve in the efforts. It may have positive role in reducing experienced stress by diverting attention from actual sensation to competing engrossments resulting to positive perceptions.

Bandura claimed that in the situation where control was at issue, was mediated by the self-efficacy perception. Beliefs in one's capabilities provide feelings of controllability, confidence over the situation and enhance the expectation of a outcome. This type of explanation is supported by the findings of other investigators, who report the role of self-efficacy on behaviour and performance in aversive situation.

Folkman (1984) while explaining the role of perceived self-efficacy pointed out that instrumental control or cognitive control appears to lessen anxiety and anticipatory arousal. But it does not appear to have any reliable effect on the experienced stressfulness of the actual stimulus. Believing that an event is uncontrollable does not always lead to an increase in stress and believing that an event is controllable does not always lead to a reduction in stress. He suggests that cognitive situational and dispositional characteristics interact with perceptions of control and determine outcomes in a stressful situation.

The specific hypotheses within the general hypotheses of 8 and 9, which stated that employment potential will not be related to helplessness is not confirmed. The results show that the correlation between perception of employment potential and helplessness is negative and significant, for both disciplines students. It reveals that better perceptions of future employment potential should result in lower helplessness. This also supports Beck's cognitive theory explanations which says that depression is the function of the degree of experiences of stressful condition. Feather (1983) reported that for school children, higher expectation of finding a job was related to lower level of helplessness.

This above relationship may be either due to some situational reinforcing factors linked to their perception or simple optimistic nature. The low helplessness and high perception may not have the causal links absolutely. When the helplessness is measured in terms of the respondent's external attributions, it may be the fact that habitually they make attributions for bad events or their high ego-involvement leads to making attributions to external factors less frequently.

One factor that is found to influence the subjective explanation of control is the amount of failure experienced. According to Wortman and Brehn (1975), individuals exposed to small amount of failure expect to be able to control the outcomes and evidence

an improvement in performance. As such, the students who are in their pre graduation may not have tried for employment yet and in turn not experienced failure.

This relationship between helplessness and perceptions of employment potential can also be supported by the positive correlation between self efficacy and employment potential, found in the present study. Because self-efficacy more or less contribute controllability.

It is expected that when perception of employment potential is high, one will feel less alienation or vice versa. Because, in educational context one profound cause of alienation may be in the way the system raises high expectation that are bound to remain unfulfilled for most students. But the present study does not evidence a strong support to this explanation. The partial support can be given only for moderately high negative correlation.

The little consistent evidence may lead one to speculate that the sources of alienation may be overpowered by alternative life-styles that the students adopt. It can also be noted that there may be a wide gap between experiences in colleges and employment market itself.

The intensity of alienation depends upon the specific values and organizations of the concerned society (Lauterbach, 1977). Therefore, the weak correlation may be due to the value system that the students incorporate to their own life.

The dimensions taken in the present study to measure the alienation may not have an equal place in the students' feeling, even though the dimensions are highly correlated (Dean 1969). The person who feels powerless may not feel isolated and normless in a consistent manner. Thus, the total alienation may not be result of equal contribution of all dimensions.

The study also suggests a weak correlation between perception of employment potential and locus of control for medical as well as engineering graduates. It seems that students during course work may have limited contact with external reality and may overestimate in order to keep up their self-esteem. They may not attempt to attribute the external factors for their future reinforcement outcome, even after lower perception.

This result is in contrast to other investigators who have reported that unemployed are highly externally oriented. (Miles 1983. Feather; 1986 etal).

Thus, all the correlations for medical and engineering graduates between their perceptions of employment potential and socio-psychological variables indicate similar causal-links.

RELATIONSHIPS AMONG SOCIO-PSYCHOLOGICAL VARIABLES

While the relationships among correlates of perceptions of employment potential are analysed, the self-efficacy is found to be positively related with socio-economic status and academic performance for medical as well as engineering graduates. But non-significance relationships do not support the findings that SES and academic performance foster the feeling of worth whileness being capable & valued (Sarason etal 1987).

A significant negative correlation is found between self-efficacy and alienation for both groups, indicating that low alienation is positively related to high self-efficacy. A significant negative correlation is observed between self-efficacy and locus of control only for medical graduates. For engineering graduates the correlation between these two variables is negative but not significant.

A similar trend is seen in other correlations. The relation between helplessness and academic performance, is significant for medical but non-significant for engineering graduates. Similarly, correlations between SES and locus of control; and alienation and academic performance are negative and significant for engineering graduates but non-significant for medical graduates. It is felt that consistency in findings would depend further researches.

Furthermore, results suggest that academic performance is a determinant of alienation for engineering graduates and of helplessness for medical graduates. This variation may have resulted from their perception of importance of academic performance or course work itself. This finding partially supports Feather's (1986) finding of significant correlation between academic performance and helplessness.

No significant association of academic performance with self-efficacy and locus of control is noticed. These results are in contrast to the findings of Bandura (1977), Nowcki etal (1978) and Mishra (1986).

Both the medical and engineering graduates did not exhibit a significant correlation between self-efficacy and helplessness. It may be expected that since these two concepts are explained on the basis of social learning theory, they would be significantly related. When helplessness refers to the belief that one does not have at his disposal a response that can influence the aversiveness of an event, self-efficacy refers to one's confidence in his or her ability to have control over aversive stimuli. Thus, helplessness refers to uncontrollability of a response while self-efficacy refers to confidence in the ability to effect that response. Bandura (1987) has pointed out that endurance of pain is associated with deficient control in helplessness theory but with controlling efficacy in self-efficacy theory.

The present finding may be due to the fact that changes in the more stable aspects of self will probably depend upon the particular experiences, that a person undergoes and the way these experiences are interpreted. A person's self-perception of competence may be preserved, for example, despite feelings of uncontrollability, if that person continues to blame the external situation for his or her unemployed condition. Conversely the person could report a low controllability over employment situation and yet feel a sense of competence because unemployment is attributed by him/her to the external condition.

Generally, it is assumed that differences in socio-economic status of family will be associated with some basic differences in attitude and values, in the way the individual is socialised, and in other conditions of family life. This, in turn, would affect the feelings of helplessness about future job prospects. This prediction is confirmed in the present study. Results in the present study show that both for medical and engineering graduates, helplessness is significantly associated with socio-economic status. A negative correlation indicates that higher socio-economic status is associated with lower helplessness. The present finding thus, corroborated the Feather's (1986) study (page 43).

The relationship between socio-economic status and alienation is not marked. Age also has no significant correlation either with locus of control or helplessness or alienation.

Locus of control like helplessness, concerns itself with the beliefs that individuals hold regarding the relationship between action and outcomes. Whereas Seligman (1975) describes helplessness in terms of response outcome independence, a generalised expectation of external control is defined as a pervasive belief that outcomes are not determinable by one's personal efforts. The converse of it that internal locus of control is the belief that outcomes are contingent upon actions.

Klein & Seligman (1976) found that helpless subjects report small expectancy changes, which suggests a belief in external control, whereas subjects not made helpless report large expectancy changes, which suggests a belief in internal control.

The present study does not show any strong relationship between locus of control and helplessness. The positive direction of relation only can suggest for further investigation with refined methodology.

Alienation includes the dimension of powerlessness one experiences as a result of an inability to cope with a given situation. When the possibilities of getting a job become remote, one feels the underutilization of skills and lack of control over job market; and partly to a feeling of external control which is akin to Rotter's concept.

This type of explanation is partly consistent with positive relationships found in the present study among alienation, locus of control and helplessness.

SEX DIFFERENCES IN RELATIONSHIPS AMONG VARIABLES

The significance of relationships among ratings on perception of employment potential and its correlates are tested separately for males and females.

Results of correlational analysis for males (Table-21 page.134) reveal that perceptions of employment potential is significantly related to self-efficacy, alienation and helplessness. The positive significant correlation between perceptions of employment potential and self-efficacy indicate that males have more faith in their ability for any outcome. The significant negative correlations between perceptions of employment potential on the one hand and alienation and helplessness on the other indicate that positive perception of job markets leads to low alienation and helplessness.

Among other variables the correlations between, alienation and self-efficacy; alienation and SES; academic performance and helplessness are negative and significant. Similarly correlations between age and helplessness; alienation and helplessness; and academic performance and SES are positive and significant.

The correlations for females (Table-22, page 138) indicate that perceptions of employment potential significantly related only to socio-economic status, indicating that females of higher socio-economic status perceive their employment potential better than those of lower socio-economic status. Alienation has a negatively significant relationship with academic performance and self-efficacy; and positively significant relationship with age.

The main sex-difference that is observed is that for males self-efficacy is important whereas for females socio-economic is important whereas for females socio-economic status is important, in perceptions of employment potential. When disciplinewise is analysed, it is observed that for medical males above mentioned trend is true, while for both medical and engineering females above female-related trend is true. In addition for medical females there is also a positive significant correlation between self-efficacy and perception of employment potential.

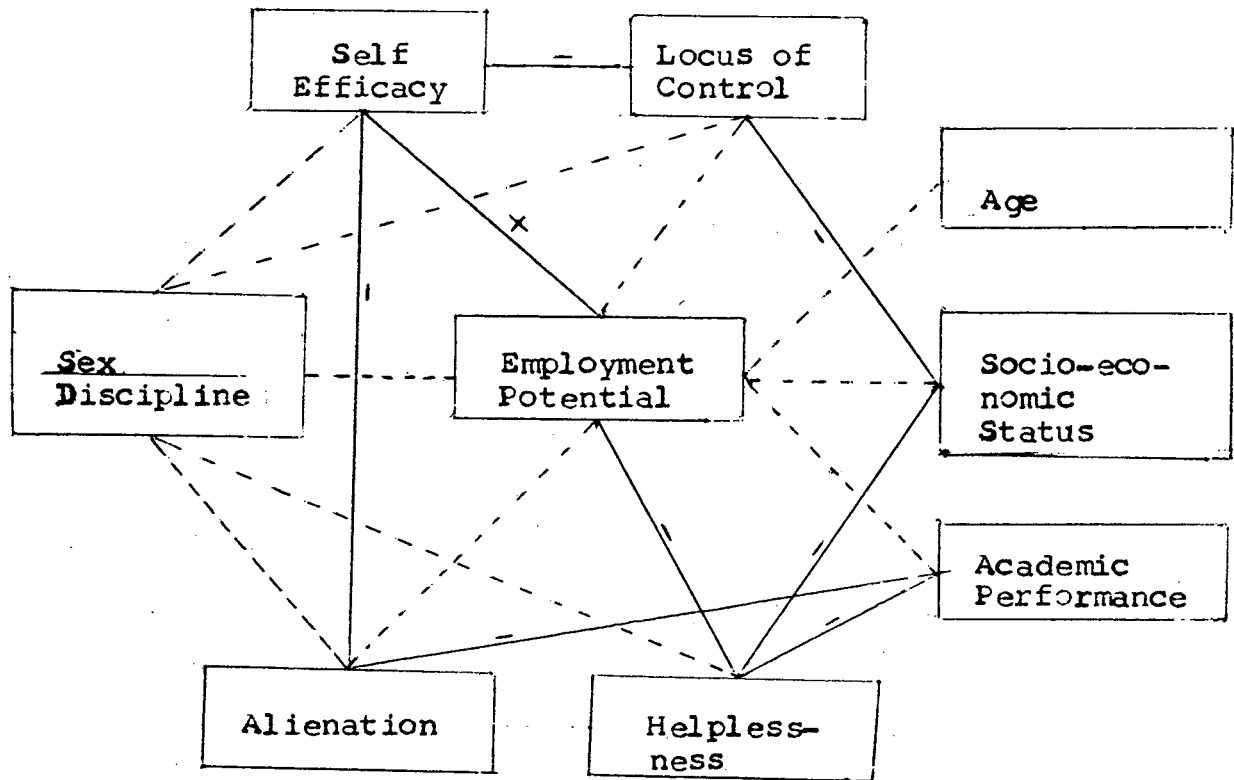
The above sex-differentiations may result from the differential perceptions, value systems, socialised processes and attitudinal factors.

Lastly, it appears that different dimension of alienation like isolation, normlessness, powerlessness and factors associated with helplessness measure like employment policy, corruption

and agency; bear some significant relationship with each other and with age, academic performance, socio-economic status, perception of employment potential, self-efficacy, total alienation and total helplessness.

To sum up, the correlational analyses reveal that perceptions of employment potential is significantly related to social and psychological variables. Also many of the socio-psychological variables are interrelated.

Fig 8: Path diagram showing investigated relationships among different variables. Among socio-psychological correlates of perception of employment potential, only significant relationships are shown.



— Significant relationship
 - - - Not Significant

C H A P T E R - V I

S U M M A R Y

C O N C L U S I O N S

I M P L I C A T I O N S

L I M I T A T I O N S

S U G G E S T I O N S

SUMMARY

The present study was undertaken to find out (1) the differences between medical and engineering graduates on perceptions of employment potential and some of its correlates like self-efficacy, locus of control, helplessness and alienation; and (2) to ascertain the relationships among different variables.

It was assumed that since employment has meaning for each person in every field of education along with the fact of over production of degree holders, students of two disciplines (Medical and Engineering); and gender (Males and Females) would not differ in their perceptions of employment potential and the psychological measures. It is possible that some of the socio-psychological variables may play mediating role in their perception of employment potential.

Some of the objectives kept in view may be stated as below:

1. To find out the significance of mean differences between medical and engineering graduates; and males and females in their perceptions of employment potential, self-efficacy, locus of control, helplessness and alienation.
2. To ascertain the relationships among different socio-psychological variables like self-efficacy, locus of control, helplessness, alienation, age, socio-economic

status and academic performance with perceptions of employment potential, separately for medical and engineering graduates; and males and females.

The following hypotheses were tested:

1. There will be no significant differences between medical and engineering graduates; and males and females on perceptions of employment potential, self-efficacy, locus of control, helplessness and alienation.
2. There will be no significant relationships among different variables like perceptions of employment potential, self efficacy, locus of control, helplessness, alienation, age, socio-economic status and academic performance.

For the study 50 medical and 50 engineering students of final year graduate group in a metropolitan city were chosen as the sample subject. Out of 50 medical graduates, 25 were males and 25 females. Similarly; out of 50 engineering graduates, 25 were males and 25 females. The selection of sample was made using the purposive method of sampling.

The variables included in this study were categorised into two types. Firstly, the matching variables were two

types. Firstly, the matching variables were two disciplines (medical and engineering); and gender (males and females). Secondly, the exploratory variables employed were perception of employment potential, self-efficacy, locus of control, helplessness, alienation, age, socio-economic status and academic performance. A correlational design was used for the purpose.

The tools of data collection used were as follows:

1. Scale of demographic characteristics to obtain information on sex, age, discipline, academic performance and socio-economic status.
2. Scale of perception of employment potential: It was formulated and pre-tested. The scale consist of 5 items.
3. Self-efficacy scale: This scale was formulated and pretested after the modification of general self-efficacy scale of Sherer and Maddux (1982).
4. Scale of locus of control consisting of 9 items from Rotter's original scale, used by Feather (1986).
5. Scale of helplessness, was formulated and pretested for the present study purpose.

6. Alienation Scale : A short form of Dean's (1969) alienation scale was used, after finding out the scale value or original items. From original 24 items, 12 were selected for the present study.

Using the above scales data were collected individually and codified. Then the data were analysed by using 't'-tests and correlational analysis.

Following findings were observed:

1. Medical and Engineering graduates do not differ significantly in their ratings of perceptions of employment potential, self-efficacy, locus of control, helplessness and alienation.
2. No significant gender difference were observed on different variables either for engineering or medical graduates.
3. The variables of self-efficacy and helplessness were highly correlated with perceptions of employment potential for both medical and engineering graduates.
4. For males self-efficacy was significantly related to their perceptions of employment potential, whereas for females socio-economic status was important in their perception.

5. While socio-economic status and academic performance were highly related to other psychological variables, the age had a weak relationship.
6. Some of the psychological variables were also interrelated.

CONCLUSIONS

Following conclusions can be drawn from the present study:

1. The perceptions of employment potential among medical and engineering graduates are moderately good.
2. Unemployment has same effect on the students of two different disciplines. Both being high professional groups they equally hopeful for a job.
3. Both medical and engineering graduates have similar perceptions of their ability and personal mastery.
4. Both medical and engineering graduates attribute their reinforcement outcome and aversive social conditions to the external factors.
5. Gender plays a less important role in the cognitive processes of professional groups.
6. Employment is equally meaningful for males and females.

7. Social and psychological variables more or less play mediating roles in determining perceptions, feelings, emotions and other cognitive activities.
8. One's confidence on his or her ability or potency is more important than the social factors.

IMPLICATIONS

The result of present study seem to have numerous implications. Some of them may be stated as below:

1. The socio-psychological analysis of perceptions of employment potential can help in identifying the major variables that influence a person's perception or expectation of getting a job. These may be utilised in better understanding of unemployment situations and likely consequences.
2. The theoretical analysis with present empirical findings did help to clarify the relationships between self-efficacy and helplessness. The educational programmes can be designed using these as base.
3. A fresh approach may be evolved through further investigations to understand the problems and complexity of unemployment.

4. There may be serious disjuncture between the social scientist's conception of unemployment and the manner in which the youth and other groups in society actually experience it. Reconceptualizing the employment prospects, thus, becomes an important research goal, perhaps best achieved by more qualitative "grounded" approach.
5. The findings can be used to have an impact on school student's thought process. Being informed about graduates' opinion on future employment prospect, they can think early about their career. They can search for a proper life-line and effective planning for future placement.
6. The perceptions of medical and engineering graduates can help public to understand the reality of the society.
7. The present results can supplement the macro-level work (like CSIR's exercise) with regard to medical and engineering graduates' employment.
8. The relationships observed between perceptions of employment potential and some of the affective measures help in establishing a relationship among past, present and future. Possible future outcomes as perceived by the person can also have effects on their present. One can expect to find continuities between an individual's current views of self and his/her behaviour and how these will be influenced by expectations about prospects of future employment. What can be the process of coming

to term with future job prospects will begin before the individual even attempts to enter the workforce. Future expectations may have an effect on person's current attitudes, values and behaviour.

9. Sex-related findings can be used to highlight the effect of social climate in narrowing down the gender differences.
10. Results can provide supplementary evidence to investigators who have discussed the social nature of unemployment.

LIMITATIONS

1. One major limitation of this study is that, it dealt with cross-sectional data. We are not really able to trace the impact of change over time, and our ability to make inference about causality is thus found limited.
2. The measure of perceptions of employment potential used and its relationship with other socio-psychological variables was a situation specific measure.
3. These results may not exactly apply to graduates who already have got their degree. Because, here the students taken were about to be graduates. That means they can get emotional support and develop confidence after holding their degree.

4. Some of the differences between the results of the present study and earlier investigations may be interpreted as related to sample differences. The other investigators have taken school leavers who have completed their education and of different culture. Therefore, it can not give full supportive or contrasting evidence to earlier results.
5. The study can not even be generalised to all regions of the country, since the data are drawn from a metropolitan city only.
6. Efficiency of newly formulated instruments ought to be established in longitudinal perspective.

SUGGESTIONS

Following suggestions may be enumerated for further explorations and generalizations of the results of present study:

1. There is need for further research to investigate the mediating effects of social and psychological variables on perceptions of employment potential.
2. This study has limited itself to graduates and one metropolitan city, but it can be extended other groups and settings to test the generality of the factors.

3. The newly formulated questionnaires may be refined further, for consistency.
4. It will be obviously advantageous to have results obtained from a longitudinal study so that changes in perception can be observed over time. This can strengthen statements about relations.
5. Weak gender effects need further research to examine how gender role socialization and gender differences in educational and labour market experiences can create divergent views about unemployment.
6. The acute awareness of the unemployment problem is already there, a deep commitment to action should follow. There is a need to change the mental attitude of youth afflicted with obsession of salaried jobs. It is imperative in order to meet the deepening crisis of educated unemployment that education is directed in such a way as to reverse this trend of 'out-model' employment expectations and aspirations which are no longer valid.
7. Education system particularly at higher levels should be brought closer to the realities of the economic and social situation by a continuous appraisal. It is necessary to make the learning and labour complementary to each other. These can be achieved if the policies are based on an understanding in depth of the socio-psychological nature of employment.

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DEMOGRAPHIC DATA

1. Name : _____
2. (a) College/University : _____
(b) Class : _____
3. The obtain grade/percentage of marks in your last examination
(i.e. in graduation)
(a) Grade/Class : _____ (b) % of marks : _____
4. Extra Qualification/Experience (if any) : _____

5. Sex :
(a) Male : _____ (b) Female : _____
6. Age :
(a) Year : _____ (b) Months : _____
7. Occupation of parents :
(a) Father : _____
(b) Mother (if employed) : _____
8. Family Income per month : (mention actual income)
(a) Below Rs.2000/- _____
(b) From Rs.2000/- to Rs.3500/- : _____
(c) From Rs.3500/- to Rs.5000/- : _____
(d) Above Rs.5000/- : _____
9. Education : (Last degree obtained)
(a) Father : _____
(b) Mother : _____

APPENDIX-2

PART - I

PERCEPTION OF EMPLOYMENT PROSPECTS

Below are some statements regarding perception of your employment prospects. Please indicate your perception against each statement, by using the indications given and putting a tick mark (✓).

NO.	STATEMENTS	INDICATIONS				
1.	How do you perceive your employment prospects.	Very good	Good	Neither good or bad	Bad	Very bad
2.	How confident you are, about finding a job.	Very Confident	Confident	Uncertain	Not confident	Not at all confident
3.	How much control you think you have over whether you will get a job.	Very much	Much	Neither much nor less	Less	Very less
4.	How long do you think it will take you to find a job.	Below 1 year	1 to 1½ year	1½ to 2 year	2 to 2½ year	Above 2½ year
5.	How difficult do you think it will be for you to do a job.	Very much	Much	Neither much nor less	Less	Very less

APPENDIX-3

PART - II

SELF-EFFICACY IN RELATION TO EMPLOYMENT

Below are some statements regarding the belief you may have on your own abilities. There is a 5 point scale against each statement. Please mark a tick (✓) where you want to place the statement.

NO.	STATEMENTS	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1.	If I cannot do a job the first time, I keep trying until I can.					
2.	If doing a job looks too complicated, I will not even bother to try it.					
3.	I feel insecure about my ability when it comes to get a job.					
4.	When trying for a new job, I soon give up, if I am not initially successful.					
5.	I do not seem capable of dealing with employment problems that come up in a routine manner.					
6.	I avoid trying for a job when it looks too difficult for me.					

NO.	STATEMENTS	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
7.	When I make plans for a job, I am certain I can make them work.					
8.	It is difficult for me to get a job of my choice.					
9.	I avoid facing difficulties.					

APPENDIX-4

PART III

Below are some statements about the feeling you may have about the world. For each of the following pairs, please select ONE statement which is closer to your opinion and mark a (✓) on that statement:

- 1.(a) One of the major reasons why we have confrontation is because people do not understand each other properly.
- (b) There will always be confrontation no matter how hard people try to prevent them.
- 2.(a) No matter how hard you try some people just do not like you.
- (b) People who can not get others to like them do not understand how to get along with others.
- 3.(a) Becoming a success is a matter of hard work, luck has little or nothing to do with it.
- (b) Getting a job depends mainly on being in the right place at the right time.
- 4.(a) In my case getting what I want has little or nothing to do with luck.
- (b) Many times we might just as well decide what to do by flipping a coin.
- 5.(a) Who gets to be the boss often depends upon who was lucky enough to be in the right place first.
- (b) Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.
- 6.(a) As far as world affairs are concerned, most of us are the victims of forces we can neither understand nor control.
- (b) By taking an active part in political and social affairs the people can control world events.
- 7.(a) Most people do not realise the extent to which their lives are controlled by accidental happenings.
- (b) There really is no such thing as "luck".

8.(a) It is hard to know whether or not a person really likes you. (b) How many friends you have depends upon how nice a person you are.

9.(a) With enough effort we can wipe out political corruption. (b) It is difficult for people to have much control over the things politicians do in office.

Below are some statements regarding various public issues, with which you may agree or disagree. Please indicate your opinion in the 5 point scale provided against each statement, putting a tick mark (✓)

NO.	STATEMENTS	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1.	Sometimes I feel all alone in the world.					
2.	The end often justifies the means.					
3.	We are so regimented today that there is not much room for choice even in personal matters.					
4.	Real friends are as easy as ever to find.					
5.	I often wonder what the meaning of life really is.					
6.	There is little chance for promotion on the job unless a person gets a break.					
7.	The world in which we live is basically a friendly place.					
8.	The only thing one can be sure of today is that one can be sure of nothing.					
9.	The future looks very dismal.					
10.	One can always find friends if one shows friendliness.					
11.	Everything is relative, and there just are not definite rules to live by.					
12.	Sometimes I have the feeling that other people are using me.					

APPENDIX-6

PART - V

HELPLESSNESS IN RELATION TO EMPLOYMENT

Below are some statements related to employment under two main questions. Answer each statement according to how you, yourself feel. A scale of 5 point is provided against each statement. Please mark a tick () under the percentage range that best approximates your feelings.

NO.	STATEMENTS	Below					Above
		20%	20%-40%	40%-60%	60%-80%	80%	
1.	How helpless do you feel :						
	(a) To get a job now that you are about to complete your course.						
	(b) Regarding the policy of employment.						
	(c) Thinking about corruption in employment.						
	(d) While dealing with employment agencies.						
2.	If you remain unemployed :						
	(a) How much you will blame yourself.						
	(b) How much you will blame others.						

