

**CAREER ASPIRATION VIS-À-VIS INTERPERSONAL RELATIONSHIP – A STUDY ON SINGLE AND IN-A-RELATIONSHIP STUDENTS**

**Voice of Research**  
 Volume 3 Issue 3  
 December 2014  
 ISSN No. 2277-7733

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**Abstract**

*Career aspiration is the strong desire or goal to have a good career. Career aspiration refers to simply the goals that set out to achieve in either one's current profession or one's desired profession. An interpersonal relationship is an association between the two or more people that may range from fleeting to enduring. This association may be based on inference, love, solidarity, regular business interactions, or some other types of social commitment. The aim of the present investigation is to study career aspiration vis-à-vis interpersonal relationship of single and in-a-relationship students. Accordingly, a group of 60 single (30 male and 30 female) and 60 in-a-relationship (30 male and 30 female) students of 18 to 22 years age were selected as sample in this investigation. A General Information Schedule, Career Aspiration Scale, FIRO-B were used as tools. Findings revealed that single and in-a-relationship students differ among themselves in terms of career aspiration and interpersonal relationship. It may be helpful for the teachers, school counselors, career counselors to implement the findings by providing interpersonal skills development training programme in schools and colleges regarding career aspiration among the students.*

**Key words :** Career Aspiration, Interpersonal Relationship, Single and In-a-Relationship Students

Career is the progress and actions taken by a person throughout a lifetime, especially those related to that person's occupations. It is a strong desire or goal to have a good career. It varies from individual to individual and can be divided into five categories, viz., traditional career success, security, expertise, freedom and balance. On the other hand, interpersonal relationship is a strong, deep or close association or acquaintance between two or more people that may range in duration from brief to enduring. Close relationships are sometimes called interpersonal relationships. Interpersonal relationships are formed in the context of social, cultural and other influences. Quality of interpersonal interaction influences consequent happiness and task engagement, strengthen the bond between people, encourage empathy and trust and create a sense of well being after a close interaction (Armstrong and Crombie, 2000). Individuals' value achievement and ambition in their romantic partners influence the educational and career trajectories (Giordano and Phelps, 2008). Besides this, career aspiration focuses on the interplay between individuals and the environments and then looks at that relationship over time (Rochelle, 2007). Role of interpersonal relationship in students' academic motivation, engagement and achievement depends on many factors, especially on career aspiration (Martin and Dowson, 2009). Cross sectional research implies a close relation of vocational interests, goals and trait yet little is known about their reciprocal development over time. Interests and goals are significantly related within time and have significant interactions across time (Hirsch, 2010). The study of interpersonal relationship involves several branches of the social sciences including such disciplines as sociology, psychology, anthropology. Interpersonal skills are extremely vital when trying to develop a relationship with another person. There are multiple perspectives to understand the inherent motivation to interact with others. Considering the above, the present investigation has been designed to study career aspiration in connection with interpersonal relationship of single and in-a-relationship students of Kolkata City.

**Objectives**

To study the career aspiration of students of single and in-a-relationship.

To study interpersonal relationship of students of single and in-a-relationship.

To study the correlation between career aspiration and interpersonal relationship.

**Hypotheses**

Students of single and in-a-relationship differ among themselves in terms of career aspiration.

Students of single and in-a-relationship differ among themselves in terms of interpersonal relationship.

There is a positive correlation between career aspiration and interpersonal relationship.

**Sample :** A group of 120 students (60 single and 60 in-a-relationship) were selected as sample in this investigation. The pertinent characteristics of the subjects are as follows :

1. Age range : 18 to 22 years
2. Gender : Equal gender ratio
3. Educational qualification : Higher Secondary
4. Willing to communicate

**Tools used**

**General Information schedule :** It consists of items, viz., name, address, age, gender, educational qualification, relationship status etc.

**Career Aspiration Scale ( Karen O'Brien, 2007) :** It consists of ten statements answerable in a five point scale, viz., not at all true of me, slightly true of me, moderately true of me, quite a bit true of me and very true of me where high score indicates high career aspiration and vice-versa. The statements are comprised with the items which indicate the factor of leadership, achievement orientation and educational orientation.

**FIRO-B (Will Schultz, 1958) :** The Fundamental Interpersonal Relations Orientation Behaviour instrument is a personality assessment which measures how typically we behave with others and how you expect them to act towards us. It consists of 54 statements answerable in a six point scale.

**Administration, Scoring and Statistical Treatment :** A General Information Schedule, Career Aspiration Scale and FIRO-B were administered to the selected group of subjects by giving proper instruction. Data were collected and properly scrutinized. Scoring was done with the help of standard scoring key. Tabulation was done for each group and each test separately. Frequency and percentages were calculated for general information schedule. Mean and S.D. were calculated for other tests. Comparisons were made by applying t-test.

**Results And Interpretation :** The general characteristics data inserted in Table – 1 reveal the general characteristic features of the subjects, under study.

**Table – 1**

**General characteristic features of the subjects under study**

General characteristic	Single		In-a-relationship	
Age (mode)	21 years		22 years	
Gender	Frequency	Percentage	Frequency	Percentage
Male	30	50.00	30	50.00
Female	30	50.00	30	50.00
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Under-graduate	25	41.67	28	46.67
Graduate	35	58.33	32	53.33

Data inserted in Table – 2 reveals the career aspiration of students of single and in-a-relationship. From the data it can be said that career aspiration level of both the group are high but it is comparatively higher among the students who are in-a-relationship than that of the single. Analysis of data further reveals that both the group want to continue their study after finishing the basic level of education which is needed for a particular job. They also want to devote energy to become an expert and also want to attain leadership. The students who are in-a-relationship have a desire to secure their relation in front of the existing scenario of the society. Thus, the Hypothesis – I which postulates, “Students of single and in-a-relationship differ among themselves in terms of career aspiration” – is accepted in this investigation.

**Table – 2**

**Comparison between the students of single and in-a-relationship in terms of Career Aspiration**

Category	Career	Aspiration	of Students	t-value
Single	60	36.60	5.58	2.08*
In-a-relationship	60	40.92	3.59	

**Score range : 10 to 50**

**High score indicates high career aspiration and vice-versa \*p < 0.05**

Comparison was also made between the students of single and in-a-relationship in terms of interpersonal relationship. From the mean score it can be said that the total need score of single group is medium low which indicates that the interaction in all the areas of control, affection and selection for these persons depend on a selective basis. They are choosy about how, when and where association with others is done and they are cautious about sharing authority. Very few close relationships are only important for them and usually they prefer to concentrate on the more impersonal demands of the task instead of the more personal ones. The total need score of the students of in-a-relationship is found to be towards medium high, which means that these students interact with others in all areas of inclusion, control, affection. They

are likely to enjoy fair amount of team work and to value forming warm one-to-one relationship. Analysis of data further reveals that the students who are in relationship tend to have more expressed and wanted interpersonal need than the single students. Thus the Hypothesis – II, which states, “Students of single and in-a-relationship differ among themselves in terms of interpersonal relationship” – is accepted in this investigation.

**Table – 2**

**Comparison between the students of single and in-a-relationship in terms of interpersonal relationship**

Category	Interpersonal	Relationship	of Students	t-value
Single	60	20.66	4.73	2.34*
In-a-relationship	60	25.63	4.55	

**Score range : 10 to 50**

High score indicates good interpersonal relationship and vice-versa

\*p < 0.05

Data inserted in Table – 3 reveals the value of coefficient of correlation between career aspiration and interpersonal relationship. It indicates positive correlation between these two. Thus the Hypothesis – III, which states, “There is a positive correlation between career aspiration and interpersonal relationship” – is accepted in this investigation.

Category	Coefficient of Correlation
Career Aspiration	0.61
Interpersonal Relationship	

**Concluding Remarks :** In conclusion it can be said that the students who are in-a-relationship have comparatively higher career aspiration and also higher interpersonal relationship than those of the students who are in single category. Not only this, there is a positive correlation between career aspiration and interpersonal relationship. In this context it can be said that interpersonal skill development training program may help the students to acquire high career aspiration. Counseling sessions may also help the students to aware about the need for interpersonal skill development of the students. School counselors and career counselors may take initiative to show the students how career aspiration is influenced by interpersonal relationship. Measures may be taken regarding career awareness program and also for proper development of interpersonal skills of the students.

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