THE FOURTH/FINAL-YEAR UNIVERSITY STUDENT FUTURE PROFESSIONAL CAREER: UNDERSTANDING STRUCTURE

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Abstract

University study period is not only professional qualification and certain competence acquisition. It is altogether a successive step to future career heights. Thus, it is undoubtedly important for the students to evaluate appearing possibilities as early as possible, to purposefully prepare for professional activity after university graduation. From the first days of the studies it is necessary for the students to start planning career, analysing career questions they are concerned about. On the other hand, every student's individual career understanding, personal motivation to foresee vision and strategy in the direction of successful career is very important. Therefore, it is obvious, that it is important to analyse students' position on their professional career questions.

The aforementioned question solution requires reliable and adequate information. The research on university student career problematics latterly remain very urgent. It is believed, that analysing student positions on these questions it is obtained quite objective primary information. The empiric research (N=185) carried out between January-May 2016 showed, that the fourth year student career understanding basically is adequate, however, there exist understanding differences according to sex factor. Student career understanding structure has been revealed.

Key words: *career understanding, professional career, quantitative analysis, university students.*

Introduction

Social changes make influence on all human life spheres, especially on his activity. Under the intensive modernisation and globalisation conditions the state in the world, national and regional labour markets is constantly changing. Therefore, in order to control career process, it is necessary to know well, how career understanding is changing, what requirements are raised for the individual. Lately, two career models have been observed: traditional career (bureaucratic, organisational) and modern (contemporary, individual) career.

Traditional career model is characteristic of vertical career course i.e. climbing the career "ladder". A person forming an agreement with an organisation takes responsibility to be loyal, to seek organisation's raised goals, to consider organisation's demands higher than individual ones. Organisation guarantees lifelong employment (employment safety), career possibilities, teachings to raise qualification, constant reward for service. This forms conditions for a man to feel socially safe. However, such career model does not show flexibility in respect to employee's career, very little interest is shown to individual's career demands and plans. An individual's career is important for the organisation only as much as it conforms to its goals and demands and only then it takes responsibility for the employee's career development. This career model is also partly possible today, however available only for a part of people. Favourable possibilities for organisational career form in big hierarchical organisations, existing under external and internal stability and continuity assurance conditions. However, the assumptions for organisational career have been recently significantly decreasing due to global, national, organisational and labour force changes (Arnold, 1997; Watts,

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1995). For the organisations not being able any more to guarantee a man constant workplace for his whole life, not the possessed workplace becomes of special significance today (it can be lost very quickly for one reason or another), but an accumulated valuable portfolio of competencies, which assures success and attractiveness in the labour market. Individual's career in the organisation becomes an individual career fragment. Work for the individual is significant as much as it forms possibilities (not only to earn money) acquire and develop one's competencies, acquire experience and become competitive in the labour market. Acquired competencies become a capital, providing the biggest interest in personal career. Therefore, in such a situation not so much one-sided employee's loyalty has become so important, but mutual benefit, which both employee and organisation expect to get. An employee invests his competencies possessed (knowledge, abilities, skills), time, efforts and for this he is expecting a certain material profit (reward), or career portfolio (new competence and useful experience) changes (Arnold, 1997). Therefore, organisations do not want any more to employ such workers, who themselves do not know what they can suggest and what they want to get from the organisation. The employees' conscientiousness and independence become the greatest values (Baruch, 2004). Therefore, it is difficult to imagine successful career today otherwise than continual learning, self-realisation, a process planned and managed by the man himself.

Therefore, it is very important for the individual to understand social and career changes taking place, to plan correctly, control one's career, it is important that the career conformed to both individual's and modern context demands.

Career is a complicated social phenomenon. D. Brown (2002) indicates, that human career is not possible in the social vacuum. Its development environment are organisations and other social structures. D. Super (1990) reveals social career nature. Social context and social experience make conditions for every person to originally understand career process and to discern different priorities.

Career is one of the human's individual professional life indicators. People tend to choose the activity, which mostly corresponds to their personality type and demands (Holland, 1985). Personality types are treated as complex personality orientations, which form in the interaction of the individual's biological and social origin with the environment. This constant interaction creates personality's original ability structure, perception way, attitude, interests, life goals, values, behaviour and adaptability to the environment style. The wholeness of all these traits form personality's inner potential, on the basis of which it starts giving priority to certain type of environment. The individual's traits and social experience form basis for everyone to differently understand career essence, its importance in personal life. Therefore, every person's career understanding is individual. A person gives the meaning to a career phenomenon, referring to his experience, values, demands, world outlook. Thus, career understanding is original, unique for every individual. Individual's career understanding analysis allows discerning personal career ambitions and priorities. The way individual understands career, what career priorities he discerns, in this direction the career course is turned. Therefore, a person can be satisfied with his career course or disappointed. Career understanding, accentuating for the individual important career priorities, allows deciding what career model is acceptable for him, whether he is ready for mastering the changes and what his career realisation possibilities are in today's changing labour market and society. Does his career understanding conforms to going on social and labour market changes?

Thus, research object is the fourth/final year university student career understanding. Research aim is to analyse career understanding structure.

Research Methodology

General Research Characteristics

The carried out research *Successful career factors* is grounded on mixed methodology (the quantitative and qualitative approach is applied). This is a narrow size research, i.e., the research conclusions do not reflect all Lithuanian university student population and fully cannot be applied to it. The research is of a piloting type seeking more to reflect social and humanitarian science field students' position on professional career questions. On the other hand, the research results will be used preparing a wider size research. The research was carried out between January and May, 2016.

Research Sample

Bachelor study students of three Lithuanian universities: (Šiauliai – ŠU, Lithuanian University of Educational Sciences - LEU, and Klaipėda - KU) participated in the research. 200 questionnaires

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were prepared. On the whole, 185 questionnaires were acknowledged acceptable. Reversibility quota is 92%. More detailed information about the respondents is presented in Table 1.

Table 1.   The respondent sample characteristics.

Institution	N (%)	Distribution according to study programmes
Šiauliai university	124 (67.0)	Family pedagogy and child rights protection (33), physical education (18), health education (10), logopedy (24), kinesiotherapy (14), music pedagogy (25)
Lithuanian university of educational sciences	24 (20.0)	Primary education pedagogy (20), ethics (4)
Klaipėda university	37 (13.0)	Sport pedagogy (37)

According to sex variable, the sample comprised 140 female students and 45 male students. Such distribution basically reflects the researched population.

Sampling was structured applying a consecutive 'bunch' system. Research sample is considered sufficiently representative according to a chosen research amount.

Research Instrument

In the research the authors' prepared questionnaire was used, which comprised close and open questions. The respondents were asked to assess the statements about career, work values and competencies, and also to assess study influence on future professional career. The results defining student career understanding inner structure are presented in the article.

Ranking scale is applied in the instrument: *agree/important, partly agree/important, do not agree/ not important.* The questionnaire also included a demographic part (respondent sex, course, study programme). The content validity of the questionnaire was checked by two independent experts.

Data Analysis

In order to analyse research data, measures of descriptive statistics are applied (absolute and relative frequencies). To identify differences between variables, non-parametric chi-square (χ^2) criterion is applied, also independent variables t-test is applied, seeking to compare career understanding according to sex. 38 statement analysis about career was carried out. Every statement was given the calculated popularity / significance index ($0 \leq PI/SI \leq 1$). The closer is PI value to 1, the more important, more significant is the statement to the respondent, or respondent better approves of it.

Also, 38 statement factor analysis was carried out applying the principal component analysis method and Varimax Rotation with Kaiser Normalisation. The closer is PI value to 1, the more important, more significant is the statement to the respondent, or respondent better approves of it. The main aim of factor analysis is to reduce the number of variables. Factor number was ascertained referring to Kaizer criterion, i.e. these factors were analysed, whose real values (Eigen Values) are equal or bigger than 1. Data, obtained on the basis of sample absolutely suit for carrying out factor analysis. Two methods were applied in order to evaluate whether the data set was appropriate for the factor analysis: Bartlett`s Test of Sphericity and Kaiser-Meyer-Olkin (KMO) test. Sample suitability for factor analysis results will be presented in Table 2.

Table 2.   KMO and Barlett's test results.

Kaiser-Meyer-Olkin (KMO) test		0,788
Bartlett`s Test of Sphericity	Chi-square (χ^2)	2311,697
	df	703
	p	0,0001

Table 2 indicates that all values are quite high (Rivera, Ganaden, 2001; Nasledov, 2005). Bartlett's Test of Sphericity test shows that the data correlation matrix is not equal to 1 and that data are correlated, therefore they are suitable for factor analysis. Kaiser-Meyer-Olkin (KMO) test proves that factor analysis suits for the data (KMO=0.766).

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Table 3.   Career understanding statement array reliability.

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Statements
0.889	0.890	38

From methodological point of view, Cronbach's Alfa coefficient meaning for a well-made construct should be no bigger than 0.6 (Yaffee, 2003), in other authors' opinion, not less than 0.7 (Garson, 2010). In this case, Cronbach's Alfa coefficient is bigger than 0.7, and Spearman-Brown increased reliability coefficient meaning is close to Cronbach's Alfa coefficient meaning, what means, that the dispersions of the answers to different questions are similar. A loading of 0.4 for an item to define a factor was applied based on recommendations (Ferguson, Cox, 1993). To define differences between variables, independent variable t-test was applied (Independent Samples Test – t-test for Equality of Means).

The SSPS statistics batch is used as an instrument for data processing.

Research Results

Descriptive Statistics Results

Having carried out 38 statement analysis about student career understanding one can see, that statements in general are valued differently. Results are presented in Table 4.

Table 4.   Statement distribution according to their significance.

Statements	Agree	Partly agree	Do not agree	SI	SD
Finding a job, that is pleasant for you	163 (88.1)	20 (10.8)	2 (1.1)	0.93	0.18
Lifelong learning and work path	155 (83.8)	25 (13.5)	5 (2.7)	0.90	0.22
New function acquisition and performance	150 (81.1)	30 (16.2)	5 (2.7)	0.89	0.23
Personal goal seeking	142 (76.8)	40 (21.6)	3 (1.6)	0.87	0.23
Opportunity to earn a lot of money	142 (76.8)	40 (21.6)	3 (1.6)	0.87	0.23
High social status	137 (74.1)	46 (24.9)	2 (1.1)	0.86	0.23
Well performed work and efforts while working	135 (73.0)	41 (22.2)	9 (4.9)	0.84	0.28
Creative goal satisfaction	134 (72.4)	40 (21.6)	11 (5.9	0.83	0.29
Strong links with the society, nation	125 (67.6)	54 (29.2)	6 (3.2)	0.82	0.27
Experience accumulation	115 (62.2)	66 (35.7)	4 (2.2)	0.80	0.26
Constantly growing salary	120 (64.9)	56 (30.3)	9 (4.9)	0.80	0.29
Inner potential realisation	113 (61.1)	66 (35.7)	6 (3.2)	0.78	0.27
Opportunity to constantly improve, taking into consideration labour market demands	111 (60.0)	68 (36.8)	6 (3.2)	0.78	0.27
Fast, successful rise at workplace	115 (62.2)	61 (33.0)	9 (4.9)	0.78	0.29
Work stability and service	109 (58.9)	67 (36.2)	9 (4.9)	0.77	0.29
Work as a calling	103 (55.7)	75 (40.5)	7 (3.8)	0.75	0.28

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Statements	Agree	Partly agree	Do not agree	SI	SD
Man's life path	107 (57.8)	64 (34.6)	14 (7.6)	0.75	0.31
Power and responsibility increase	106 (57.3)	67 (36.2)	12 (6.5)	0.75	0.30
High position in the organisation	100 (54.1)	76 (41.1)	9 (4.9)	0.74	0.29
Constant and long term work relations	94 (50.8)	79 (42.7)	12 (6.5)	0.72	0.30
Human cultural and moral maturity	94 (50.8)	76 (41.1)	15 (8.1)	0.71	0.31
Respectful position in the society	91 (49.2)	80 (43.2)	14 (7.6)	0.70	0.31
Possibility to become the best expert in your field	87 (47.0)	81 (43.8)	17 (9.2)	0.68	0.32
Managing the group of people	82 (44.3)	89 (48.1)	14 (7.6)	0.68	0.31
Individual improvement in the successfully chosen activity sphere	85 (45.9)	79 (42.7)	21 (11.4)	0.67	0.33
Free activity choice	80 (43.2)	86 (46.5)	19 (10.3	0.66	0.32
Professional self-expression	80 (43.2)	81 (43.8)	24 (13.0)	0.65	0.34
Source of living	83 (44.9)	77 (41.6)	25 (13.5)	0.65	0.34
Achievements at workplace	71 (38.4)	91 (49.2)	23 (12.4)	0.63	0.33
Prestigious profession	65 (35.1)	101 (54.6)	19 (10.3)	0.62	0.31
Giving a meaning to distinctive features, abilities, motives and values	64 (34.6)	95 (51.4)	26 (14.1)	0.60	0.33
Meaningful interrelationship	62 (33.5)	95 (51.4)	28 (15.1)	0.59	0.33
Improvement in the direction of a chosen activity	64 (34.6)	88 (47.6)	33 (17.8)	0.58	0.35
Social relation development	59 (31.9)	89 (48.1)	37 (20.0)	0.55	0.35
Material safety	55 (29.7)	88 (47.6)	42 (22.7)	0.53	0.36
Promotion succession	53 (28.6)	88 (47.6)	44 (23.8)	0.52	0.36
Rise, progress, going ahead	44 (23.8)	98 (53.0)	43 (23.2)	0.50	0.34
Goal achievement and ambition satisfaction	42 (22.7)	90 (48.6)	53 (28.6)	0.47	0.35

The research results show, that the bigger part of the fourth course students understand career as *finding a job, that is pleasant for you* (SI=0.93), *lifelong learning and work path* (SI=0.90) and *new function acquisition and performance* (SI=0.89). These results illustrate, that students understand satisfaction with career, continual improvement, mastering new activity functions, lifelong learning links. This obviously shows, that the fourth year student successful career understanding is contemporary and corresponds to modern (individual) career understanding, where the possibilities for vertical career development get narrow and more often a successful career is named as horizontal movement (new function mastering) and psychological satisfaction with your activity (possibility to realise yourself). Personal ambitions occupy a very important place in career understanding: *personal goal seeking* (SI=0.87), *possibility to earn more money* (SI=0.87), *high social status* (SI=0.86). It is obvious, that the fourth year students understand, that successful learning, continual learning and improvement are their own responsibility.

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The research results show, that self-realisation statements occupy quite a high position in part of the students' career understanding: *well performed work and efforts while working* (SI=0.84), *creative goal satisfaction* (SI=0.83), *experience accumulation* (SI=0.80), *inner potential realisation* (SI=0.78).

It is necessary to mark, that students less frequently identify career phenomenon understanding with bureaucratic career characteristics: *power and responsibility increase* (SI=0.75), *high position in the organisation* (SI=0.74), *constant and long-term work relations* (SI=0.72), *respectful position in the society* (SI=0.70), *managing the group of people* (SI=0.68), *material safety* (SI=0.53), *promotion succession* (SI=0.52), *rise, progress, going forward* (SI=0.50), *goal achievement and ambition satisfaction* (SI=0.47). An assumption can be made, that during the studies, the fourth year students formed quite a clear today's successful career model understanding and understand, that bureaucratic (traditional) career model is not so perspective, often limiting self-realisation, initiative and depending on organisation achievable goals. However, an obvious contradiction is noticed in career understanding: on the one hand, person's activity, goal seeking, horizontal career movement, continual learning and improvement (what is typical to modern career understanding) are accentuated, on the other hand, insufficient one's own social and functional effectiveness and activeness is noticed, therefore, very often long-term stable working relations, managing, high position, safety (what is typical to traditional career) are accentuated in career understanding.

It has been analysed if the respondents' career understanding differs according to sex. It is believed, that there exist certain career understanding differences. First of all, career understanding mean of the two sub-groups of the sampling has been calculated, which can be treated as significance index. It has been established, that male student general career understanding level is (SI=0.72, SD=0.13), and female student (SI=0.71, SD=0.14). Such difference is statistically insignificant at 5 % significance level (t=0.422, df=183, p=0.67). Thus, one can reasonably claim, that the students' career understanding is basically the same. It is important to know, which career understanding statements the respondents value differently. In the table one can see, that some of the statements are valued differently. Though these differences are not essential, however statistically significant at 5% significance level.

Table 5.   Career understanding evaluation according to respondents' sex (N (%)).

Statement	Evaluation level	Sex		Total	Chi-square criterion application result
		Female	Male		
Improvement in the direction of a chosen activity	Agree	129 (92.1)	34 (75.6)	163 (88.1)	χ^2=11.93, df=2, p<0.003
	Partly agree	11 (7.9)	9 (20.0)	20 (10.8)	
	Do not agree	0 (0.0)	2 (4.4)	2 (1.1)	
Finding a job, which is a pleasant for you	Agree	107 (76.4)	28 (62.2)	135 (73.0)	χ^2=6.60, df=2, p<0.037
	Partly agree	25 (17.9)	16 (35.6)	41 (22.2)	
	Do not agree	8 (5.7)	1 (2.2)	9 (4.9)	
Inner potential realization	Agree	91 (65.0)	20 (44.4)	111 (60.0)	χ^2=7.03, df=2, p<0.030
	Partly agree	44 (31.4)	24 (53.3)	68 (36.8)	
	Do not agree	5 (3.6)	1 (2.2)	6 (3.2)	
Prestigious profession	Agree	32 (22.9)	10 (22.2)	42 (22.7)	χ^2=7.92, df=2, p<0.019
	Partly agree	61 (43.6)	29 (64.4)	90 (48.6)	
	Do not agree	47 (33.6)	6 (13.3)	53 (28.6)	
Work as a calling	Agree	72 (51.4)	11 (24.4)	83 (44.9)	χ^2=10.53, df=2, p<0.005
	Partly agree	50 (35.7)	27 (60.0)	77 (41.6)	
	Do not agree	18 (12.9)	7 (15.6)	25 (13.5)	
Individual improvement in the sphere of a successfully chosen activity	Agree	120 (85.7)	30 (66.7)	150 (81.1)	χ^2=8.08, df=2, p<0.018
	Partly agree	17 (12.1)	13 (28.9)	30 (16.2)	
	Do not agree	3 (2.1)	2 (4.4)	5 (2.7)	

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Statement	Evaluation level	Sex		Total	Chi-square criterion application result
		Female	Male		
Fast, successful rise at a workplace	Agree	37 (26.4)	16 (35.6)	53 (28.6)	χ^2=7.33, df=2, p<0.026
	Partly agree	63 (45.0)	25 (55.6)	88 (47.6)	
	Do not agree	40 (28.6)	4 (8.9)	44 (23.8)	
Goal achievement and ambition satisfaction	Agree	85 (60.7)	18 (40.0)	103 (55.7)	χ^2=8.35, df=2, p<0.015
	Partly agree	52 (37.1)	23 (51.1)	75 (40.5)	
	Do not agree	3 (2.1)	4 (8.9)	7 (3.8)	
Lifelong learning and work path	Agree	100 (71.4)	20 (44.4)	120 (64.9)	χ^2=11.08, df=2, p<0.004
	Partly agree	35 (25.0)	21 (46.7)	56 (30.3)	
	Do not agree	5 (3.6)	4 (8.9)	9 (4.9)	
Experience accumulation	Agree	115 (82.1)	27 (60.0)	142 (76.8)	χ^2=9.48, df=2, p<0.009
	Partly agree	23 (16.4)	17 (37.8)	40 (21.6)	
	Do not agree	2 (1.4)	1 (2.2)	3 (1.6)	

The research results show, that the majority of female (92.1%) understand career *as improvement in the direction of a chosen activity,* a little less of male - (75.6%). The biggest differences in career understanding between female and male demonstrate the statements *work as a calling* (female - 51.4%, male - 24.4%) and *lifelong learning and work path* (female – 71.4%, male - 44.4%). A bigger part of female than male relate career understanding with *experience accumulation* (female – 82.1%, male – 60.0%) *and goal achievement and ambition satisfaction* (female – 60.7%, male- 40.0%), *inner potential realisation* (female – 65.0%, male - 44.4%). These most expressed female and male career statement differences allow making an assumption, that female more than male identify career with personal activeness and better understand the main modern career requirement – an individual himself is responsible for successful career management.

The research results show, that least of female and male identify career with *prestigious activity.* Here, it is also noticed the smallest difference between female (22.9%) and male (22.2%) in understanding what career is. The students, studying social sciences, which in society are considered of a less prestige, participated in the research. This allows asserting, that research results prove, that for the students, having chosen to study social sciences and seeking to acquire pedagogue's profession, profession prestige is not so important.

The research results revealed, that more male (35.6%) than female (26.4%) identify career understanding with *fast, successful rise at a workplace*. It is obvious, that for male managing and leadership in career are more important. One can think, that these results reflect current situation in society: more women than men seek university education, they are active in various spheres, however, less frequently they find themselves in managing position, and often they refuse position because of family and other reasons.

Factor Analysis Results

In Table 6 initial variable communalities are presented i.e. initial variable variation parts, which are explained by common factors. One can reasonably assert, that in the selected main components sufficiently enough information remained about variables, because their communalities are not smaller than 0.20.

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Table 6.   **Communalities.**

Statements	Initial	Extraction
1	1,000	,556
2	1,000	,646
3	1,000	,669
4	1,000	,641
5	1,000	,572
6	1,000	,524
7	1,000	,646
8	1,000	,636
9	1,000	,653
10	1,000	,662
11	1,000	,584
12	1,000	,575
13	1,000	,589
14	1,000	,494
15	1,000	,646
16	1,000	,503
17	1,000	,670
18	1,000	,627
19	1,000	,491
20	1,000	,572
21	1,000	,678
22	1,000	,639
23	1,000	,630
24	1,000	,652
25	1,000	,669
26	1,000	,595
27	1,000	,622
28	1,000	,585
29	1,000	,640
30	1,000	,558
31	1,000	,585
32	1,000	,407
33	1,000	,508
34	1,000	,676
35	1,000	,505
36	1,000	,582
37	1,000	,442
38	1,000	,550

Extraction Method: Principal Component Analysis.

38 statement factor analysis about career understanding was carried out. Factors were extracted after having evaluated real values (Eigen Value Statistics). 6 factors were extracted, which explain 47.05% of total variance.
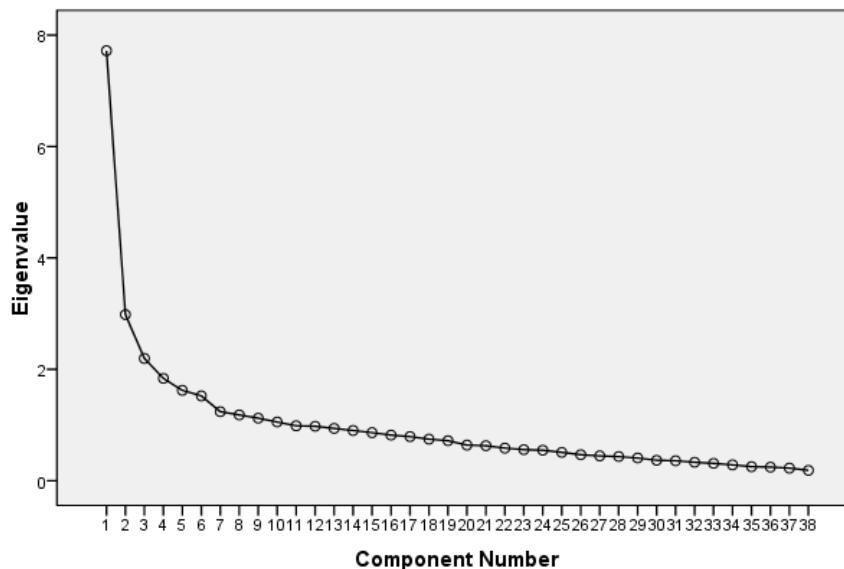
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Figure 1: **Scree Plot.**

In the graph one can see, that the first six components have the highest expression. The other component real values are consistently decreasing (close to 1 or smaller).

Total variance of 6 variables is presented in Table 7.

Table 7. **Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7,720	20,316	20,316	7,720	20,316	20,316	3,936	10,357	10,357
2	2,983	7,850	28,166	2,983	7,850	28,166	3,440	9,052	19,409
3	2,195	5,777	33,943	2,195	5,777	33,943	3,105	8,172	27,581
4	1,838	4,836	38,779	1,838	4,836	38,779	2,696	7,095	34,676
5	1,622	4,269	43,048	1,622	4,269	43,048	2,508	6,601	41,277
6	1,523	4,008	47,056	1,523	4,008	47,056	2,196	5,779	47,056

Extraction Method: Principal Component Analysis.

Thus, in table 7 one can see, that six principal components (factors), whose real values (*Eigenvalues*) are bigger than 1, explain 47.05 % of total variance. It is obvious, that the first factor explains the biggest part of common variance (10.35%).

In table 8 three factor loadings are presented extracted after the rotation procedure, and also factor significance indices are calculated, it is shown, how the statements are distributed into factors.

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Table 8. **Career understanding statement factor analysis results (SI – significance index, SD – standard deviation).**

FACTOR 1 Career as professional achievement		Factor loadings	Significance index SI and standard deviation SD
22	High social status	0.69	
12	Prestigious profession	0.67	
21	Fast, successful rise at workplace	0.66	
27	High position in the organisation	0.64	SI=0.58;
20	Managing the group of people	0.60	
19	Power and responsibility increase	0.55	SD=0.22
7	Promotion succession	0.53	
4	Respectful position in society	0.42	
	Inner consistency	Cronbach's Alpha	0.81

FACTOR 2 Career as person's improvement		Factor loadings	Significance index SI and standard deviation SD
17	Individual improvement in the successfully chosen activity sphere	0.64	
15	Possibility to constantly improve taking into consideration labour market demands	0.58	
29	Achievements at the workplace	0.57	
16	Possibility to become one of the best experts in your sphere	0.55	
28	Lifelong learning and work path	0.54	SI=0.82
7	Promotion succession	0.53	
2	Improvement in the direction of a chosen activity	0.49	SD=0.15
23	New function acquisition and performance	0.43	
32	Experience accumulation	0.40	
	Inner consistency	Cronbach's Alpha	0.76

FACTOR 3 Career as self-realisation		Factor loadings	Significance index SI and standard deviation SD
34	Material safety	0.74	
36	Professional self-expression	0.58	
38	Possibility to earn more money	0.48	
33	Well performed work and efforts while working	0.45	
35	Rise, progress, going forward	0.45	SI=0.76
37	Free activity choice	0.45	
5	Human cultural and moral maturity	0.45	SD=0.17
26	Source of living	0.41	
	Inner consistency	Cronbach's Alpha	0.74

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FACTOR 4 Career as social relations		Factor loadings	Significance index SI and standard deviation SD
13	Meaningful interrelations	0.67	
30	Constant and long-term work relations	0.54	
8	Strong links with society, nation	0.51	
1	Work stability and service	0.48	SI=0.66
31	Giving a meaning to distinctive features, abilities, motives and values	0.44	SD=0.19
4	Respectful position in society	0.41	
9	Finding a job, which is pleasant for you	0.40	
	Inner consistency	Cronbach's Alpha	0.71

FACTOR 5 Career as leadership		Factor loadings	Significance index SI and standard deviation SD
10	Creative goal satisfaction	0.72	
11	Inner potential realisation	0.65	
9	Finding a job, which is pleasant for you	0.49	SI=0.78
18	Man's life path	0.44	SD=0.18
6	Personal goal seeking	0.43	
	Inner consistency	Cronbach's Alpha	0.64

FACTOR 6 Career as social status		Factor loadings	Significance index SI and standard deviation SD
25	Social relation development	0.69	
26	Source of living	0.53	
24	Goal achievement and ambition satisfaction	0.52	SI=0.74
23	New function acquisition and performance	0.47	SD=0.19
31	Free activity choice	0.40	
	Inner consistency	Cronbach's Alpha	0.66

Method: Principal component method, Varimax rotation with Kaiser Normalization

In table 8 one can see, that two statements 3 (Constantly growing salary) and 14 (Work as a calling) did not get into any of these factors.

Basically, career understanding can be defined by 6 main factors: the first factor "*Career as a professional calling*" consists of 8 statements, the second factor "*Career as person's improvement*" – 9 statements, the third factor "*Career as self-realisation*" – 8 statements, the fourth factor "*Career as social relations*" – 7 statements, the fifth factor "Career as leadership" – 5 statements, the sixth factor "Career as social status" – 5 statements. It has been stated, that the most significant is the second factor "Career as person's improvement" (SI=0.82). This factor consists of statements illustrating contemporary (modern, personal) career understanding and allow asserting, that students have formed a modern career understanding influenced by in today's action world and society going changes. The second according to significance is the fifth factor "Career as leadership" (SI=0.78) the third – according to significance is the factor "Career as self-realisation" (SI=0.76). The latter factors (the statements forming them) allow asserting, that students have formed career understanding, where the person occupies an active and responsible position planning and realising professional career. The least significant is the first factor "Career as professional achievement" (SI=0.52). This

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factor consists of statements, related with traditional (bureaucratic) career characteristics and is of little significance to students.

Factor significance analysis has been carried out according to respondents' sex. The results are presented in table 9.

Table 9.   **Factor significance indices according to respondents' sex.**

	Sex				Total	
	Female		Male			
	SI	SD	SI	SD	SI	SD
Factor 1	0.56	0.23	0.64	0.19	0.58	0.22
Factor 2	0.84	0.14	0.75	0.19	0.82	0.15
Factor 3	0.76	0.16	0.75	0.17	0.76	0.17
Factor 4	0.65	0.19	0.69	0.20	0.66	0.19
Factor 5	0.79	0.17	0.76	0.20	0.78	0.18
Factor 6	0.75	0.18	0.68	0.21	0.74	0.19

Statistically significant difference has been obtained in terms of sex under the first, second, and sixth factors (table 9). The null hypothesis H_0 about the equality of means for these factors is rejected at the significance level respectively $p<0.040$, $p<0.002$, $p<0.031$. In table 9 one can see, that the first factor ($t=-2,06$, $df=183$, $p=0.040$) is statistically more significant for male than for female. While the second factor ($t=3,20$, $df=1803$, $p=0.002$) and the sixth factor ($t=2,17$, $df=183$, $p=0.031$) are statistically more significant for female than for male. This can be explained by the fact, that male tend to seek their professional career and occupy leading positions, and male tend to develop their competencies, they care about self-improvement. In respect of other factors, statistically significant differences are not fixed. In all cases $p>0.05$.

Discussion

The discovered fourth year student career understanding structure allows thinking, that students most of the attention devote to personal ambitions, self-realisation and their personal responsibility perception for career success. The earlier carried out research, in which first year students participated, showed, that students most frequently understand career as professional achievements (experience accumulation, rise, progress, going forward, well performed work, possibility to become one of the best experts in your sphere). A big part of students understand career as person's improvement (inner potential realisation, individual improvement in a successfully chosen activity sphere, lifelong learning and work path, creative goal satisfaction, professional self-expression, goal achievement and ambition satisfaction) (Lamanauskas, Augienė, 2015).

Basically one can think, that both the first year and the fourth year student career understanding is similar. However, the fourth year students mostly understand career as personal improvement (SI=0.82). Career, as professional achievement understanding is the least significant (SI=0.58). Whilst, for the first year students career is mostly associated with professional achievements (SI=0.80). This shows, that during the studies at university career understanding changes. Students have different orientations and attitudes to work and careers (Tomlinson, 2007), therefore, in this respect, effective strategy for developing the career literacy is important (Bennett, Robertson, 2015). This shows, that the fourth year students during the studies form modern attitude to career. Their career understanding illustrates personal (individual) career vision, in which individual improvement, being an expert in your own sphere, continual learning, experience accumulation, new function mastering are the most important. It is obvious, that the fourth year students understand, that only in this way they can guarantee their personal competitiveness in the labour market.

The carried out research revealed several career differences according to sex. This corresponds to the other researcher obtained results, that sex is significant analysing university student career understanding structure. Both different expectations (Schweitzer, Ng, Lyons, Kuron, 2011; Terjesen, Vinnecome, Freeman, 2007), and attitudes exist in respect to future career (Raščiuvienė, 2013; Navaitienė, 2005).

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Conclusions

One can state, that the majority of the fourth course students understand career as work, which is pleasant for you, as lifelong learning and work path, new function acquisition and performance. Personal goals, self-realisation and one's own personal responsibility perception for career success occupy a very important position in career understanding. The fourth course student career understanding is modern and conforms to modern (individual) career understanding. Less frequently students understand career as power and responsibility increase, as high position in the organisation, as constant and long-term work relations, as promotion succession. This shows, that (bureaucratic) career characteristics have very weak reflection in students' career understanding.

One can claim, that in terms of sex students' career understanding is basically equal. However, some of the career understanding statements are valued differently. Career understanding statements, such as work as a calling and lifelong learning and work path, experience accumulation, goal achievement and ambition satisfaction, inner potential realisation are more important for female than for male. Female more than male identify career with personal activeness and improvement. The research results revealed, that the least important career understanding statement both for female and male is prestigious activity. However, career understanding statement successful rise at workplace is more important for male than female. Male and female career understanding allows asserting, that male tend more to seek professional career and occupy leading positions, and female tend to develop their competencies, they care about self-improvement.

Having evaluated the fourth course student career understanding, it has been stated, that students most frequently tend to agree with the statements, which illustrate modern career characteristics, not bureaucratic career ones. However, in students' career understanding an obvious contradiction is noticed: on the one hand, person's activity is accentuated, goal seeking, horizontal career movement, continual learning and improvement (what is typical to modern career understanding), on the other hand, insufficient one's own social and functional effectiveness and activeness is noticed. Therefore, very often long-term, steady work relations, managing, high position, safety (what is typical to traditional career) are accentuated in career understanding. This contradiction needs to be adjusted, presenting a contemporary career understanding and forming an understanding, that only a person himself is responsible for his career managing, and social transformations, changes in the labour market and new requirements for an individual's activity and competencies more and more make traditional career possibilities and demand narrower.

Appendix

Factorised statement list

Statements
1. Work stability and service
2. Improvement in the direction of a chosen activity
3. Constantly growing salary
4. Respectful position in the society
5. Cultural and moral maturity of a man
6. Personal goal seeking
7. Promotion succession
8. Strong links with the society, nation
9. Finding a job, that is pleasant for you
10. Creative goal satisfaction
11. Inner potential realisation
12. Prestigious profession
13. Meaningful interrelationship
14. Work as a calling
15. Possibility to constantly improve, taking into consideration labour market demands

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Statements

16. Opportunity to become the best expert in your field

17. Individual improvement in the successfully chosen activity sphere

18. Man's life path

19. Power and responsibility increase

20. Managing the group of people

21. Fast, successful rise at work

22. High social status

23. New function acquisition and performance

24. Goal achievement and ambition satisfaction

25. Social relation development

26. Source of living

27. High position in the organisation

28. Lifelong learning and work path

29. Achievements at workplace

30. Constant and long term work relations

31. Giving a meaning to distinctive features, abilities, motives and values

32. Experience accumulation

33. Perfectly performed job and efforts while working

34. Material safety

35. Rise, progress, going ahead

36. Professional self-expression

37. Free activity choice

38. Possibility to earn a lot of money

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