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Thwarted Career Ambitions from the Outset of Graduation

الطموحات الوظيفية المحبطة من لحظة التخرج

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Table of Contents

Abstract.....	7
Chapter 1 Introduction	8
Chapter 2 Early Career.....	13
2.1 Definition of career	13
2.2 Career theories and models	14
2.2(1) Career stage theories	14
2.2 (2) Levinson's model of life development.....	15
2.2 (3) Super's career development stage	16
2.2 (4) Sullivan's career model	17
2.3 Graduates: Transition from university to work.....	19
2.4 Graduate's employability	21
2.5 Career development, goal setting and strategies.....	23
2.6 Career experience	24
2.7 Education-job mismatch and job search.....	26
Chapter 3 Methodology.....	28
3.1 Research approach.....	28
3.2 Narrative and career research.....	29
3.2 Selection of area of study	30
3.3 Method of data collection.....	31
3.4 Design of the interview.....	32
3.5 Sample selection.....	33
3.6 Narrative analyses.....	34
Chapter 4 Data Analyses and Results	35
4.1 Overview of the sample	35
4.2(1) Section1: Background-family and education.....	36
4.2(2) Section2: Employment-Current Employment and work experience	37
4.2(3) Section3: Job search, Interview and Offers.....	39
4.2(4) Section4: Support from family and friends.....	41
4.2(5) Section5: Future career plan.....	42
4.2(6) Section6: Developments over the next 12 months after the first set of interviews	42
Chapter 5 Discussion.....	46
Chapter 6 Conclusion, Recommendations and	49
Limitations	55

References.....	56
------------------------	-----------

List of Appendices

Appendix 1

Interview Questions and Answers.....	71
--------------------------------------	-----------

Appendix 2

Education Grades.....	77
-----------------------	-----------

Appendix 3

Narrated story by the interviewee and the interviewer.....	78
--	-----------

Appendix 4

Summary of the communication.....	84
-----------------------------------	-----------

List of Tables

Table 1	
Career Stage Theories.....	14
Table 2	
Levinson's Model of life development.....	16
Table 3	
Super's career development model.....	17
Table 4	
Sullivan's career model	18
Table 5	
Career developments of the interviewees for the year 2011-2012.....	45

List of Figures

Figure 1

Flow chart of the dissertation structure..... **12**

Figure 2

The essential components of employability..... **22**

Thwarted Career Ambitions from the Outset of Graduation

Abstract

The mismatch between an individual's education and job recently has received greater interest and attention in the literature. This research focuses on the disappointed career ambition of young expatriate Indian women living in the UAE since their childhood years who have completed their undergraduate degree in various chosen fields, but have been unable to find a job consistent with their interests.

This dissertation reports the findings from a qualitative interview study of three undergraduate Indian females between the ages of 23-25 years, who have graduated over the last two years and are currently employed in jobs which are definitely not their first priority. The interviews conducted concentrated on narrative and episodic approaches for understanding the interviewees' life stories, career, and future in the context of disappointment and unsuccessful career ambition reported by the three interviewees over a period of two years. The research concludes by analyzing the various coping strategies adopted by the participants and also provides recommendations on ways which they might be able to find a job of their choice.

Keywords: Mismatch, Qualification, Graduates, Career

Chapter1: Introduction

The transition from tertiary study to the workforce is a journey undertaken by thousands of graduates each year and this is considered as a crucial period for them. With some three to six years of higher education behind them and their degree firmly in hand, graduates set out to find themselves a job. These graduates make decisions regarding career and employment choices, undergo a job search and, if successfully recruited, progress into possibly their first career position (Peronne and Vickers 2003). Research studies have shown that many factors influence the decision-making process of an individual selecting the first job in their career. Many of these factors can be grouped under the category of perceptions. Perception has an important role to play in the lives of the graduates since it is their perception that influences their future and the decisions they make. Information used by adolescents in making decisions about their future career includes attitudes and beliefs acquired during childhood, specific information provided by a number of sources like parents, siblings, other family members, family friends, peers, guidance counselors, teachers, school and public library resources, the mass media and government career centres (Julien 1999); all are potential sources of influence. In this process of career development, individuals progress from uncertainty about their career options and plan towards a point of commitment regarding a specific career choice based on their degree (Gottfredson 1981). However the significance of a disappointed career ambition among graduates who have been unsuccessful in placing themselves in the career of their first choice (according to their undergraduate majors) is now receiving greater interest particularly since the global expansion of mass education.

Though there have been several studies in the past which investigated young peoples' orientations towards careers and jobs, it was found by London and Mone (1987) that when graduates enter into the labour market for the first time, many of them do not obtain a job that matches their career expectations and goals. Previous research provides ample evidence of income differentials among students majoring in different fields of study. College graduates differ not only in how much money they make, but also in the occupations they pursue (Miech, Eaton and Liang 2003).

Today's graduate labour market is substantially different from what it was ten or 20 years ago. Whereas it was once the case that the majority of university

‘graduates faced a favourable labour market, it is now less predictable, changing more rapidly and more competitive (Conner and Pollard 1996). This is chiefly due to the rapid development of a global mass higher education system, which is resulting in a much larger supply of graduates to the market place (Andrew and Wu 1998; Holmes et al., 1998). High rates of organisational downsizing, delayering and outsourcing have also produced immense uncertainty about the kinds of careers that now exist for graduates (Hawkins and Winter 1996). These trends have resulted in graduates increasingly finding work outside of the commonly recognized graduate occupational destinations and qualification (Andrew and Wu 1998).’

(Perrone and Vickers, 2003 p.70)

Most of the studies in the field of career and individual development focused on the importance of the early experiences of undergraduate students in mass higher education systems. There has also been

‘attention to the first year experience and levels of student satisfaction (Watkins 1982), how students adjust to the larger social setting (Mitchell 1990), the personal world of the university student (Lewis 1984; McInnes and James 1995) and that students are most likely to form lasting outlooks and values with respect to higher education and lifelong learning, including establishing that there is often a gap between student expectations and the reality of the experience, during the first year of higher education (McInnes and James 1995).’

(Perrone and Vickers, 2003 p. 69)

This dissertation concentrates primarily on the disappointed career plans of young Indian women, residing in UAE since their childhood, who have completed their undergraduate studies in a variety of chosen disciplines. These young graduates have felt under pressure since their graduation as they have not been able to find a job appropriate to their qualifications and as a result have been in employment which is definitely not their first priority. These individuals are demotivated and unhappy with their current job. Moreover, they also sense a combination of supportiveness and

discouragement from their families, friends and peers, who actually felt that they would be doing better in their career (Pinnington 2011).

It is worth pointing out that forty years after the establishment of the United Arab Emirates (UAE), which is considered as one of the longest surviving successful experiments in federation anywhere in the Arab world that has experienced dramatic economic and social development.

‘The UAE is widely recognized as having a significant role to play within the global community of nations. Dubai in particular ranks as one of the world leading trading centres, offering a gateway to a market of more than one billion people. It has established trading links throughout the GCC, Iran and other neighbouring markets (Al Darwish 2006). Dubai possesses a rapidly developing manufacturing sector and the port and airport facilities are unrivalled in the region in terms of size, flexibility and efficiency. However, the population itself is small, although since the discovery of oil over forty years ago there has been rapid growth, particularly in the numbers of expatriates moving into the region (Al Abed and Hellyer 2001). Today, expatriate workers comprise over three quarters of the total population and the UAE labour market generates approximately 300,000 new jobs each year, but there is a mismatch seen between the employment opportunities available and their educational qualifications (Suter 2005).’

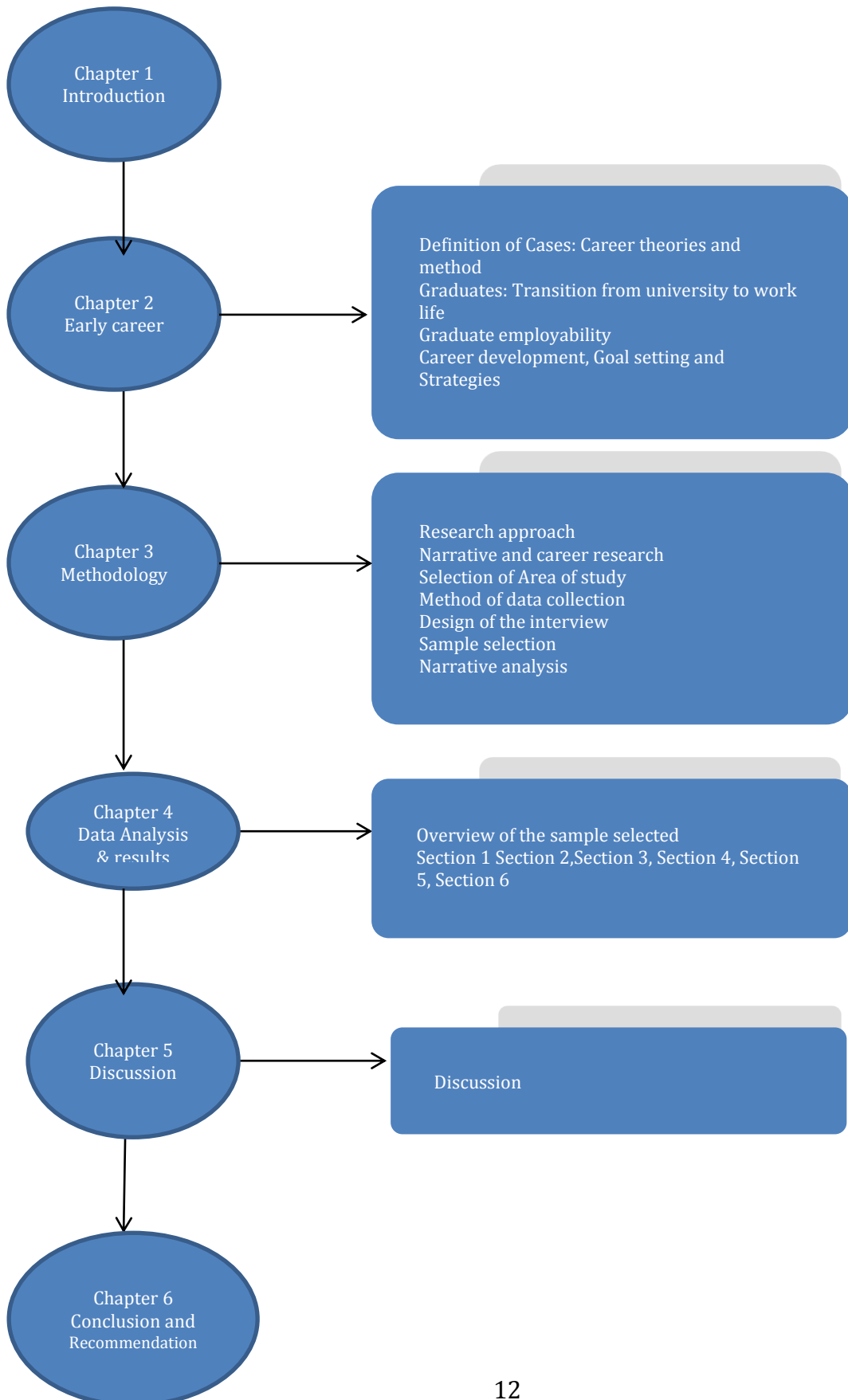
(Connell, Burgess and Hannif, 2008, p. 67)

This mismatch between the job and qualification have been experienced by the researcher herself therefore it can be said that this topic of research is taken out of personal interest by the researcher who has been unable to find a job suitable to her qualifications. So, we can say that this study aims to explore and understand the various obstacles experienced by graduates who feel that their work competences and organizational careers create difficulties for them to climb up the career ladder.

The overall structure of this research study takes the form of six chapters, including this introductory chapter. The dissertation is composed of four themed chapters. Chapter two begins by outlining the theoretical dimensions of the research. The third chapter is concerned with the methodology used for the study. The fourth chapter

presents the findings of the research, focusing on the key themes identified in the analysis. Chapter five analyses the results of interviews and discussions undertaken during the course of this research. Finally, the conclusion gives a brief summary and critique of the results of the study makes recommendations for graduate job seekers and includes a discussion of the implication of the findings for future research in the area. The flow chart below provides a detailed description of the chapters discussed in this dissertation.

Figure 1: Flow Chart showing the Dissertation Structure



Chapter 2: Early Career

2.1 Definition of Career

The word career

‘offers a range of interpretations. Some individuals would not perceive themselves as having a career, but merely a job, whilst others talk regularly about their career and career aspirations. Taking definitions such as “a career is a succession of related jobs, arranged in a hierarchy of prestige, through which persons move in an ordered, predictable sequence” (Wilensky 1960, p. 554) which does not directly support those who believe that they do not have a career but merely a job, as such a definition implies that a career only includes work or employment that is linked to opportunities, progression and achievements. Such definitions reflect a traditional perspective on careers (Stewart and Knowles 1999).

Arthur et al. (1995, p. 8) offer the definition that a career is “the evolving sequence of a person's work experiences over time”. They acknowledge that two themes are embedded within this definition. First is the central theme of work and all that work can mean in relation to the way we see and experience other people, organisations and society. Second is the theme of time, along which a career moves. Arthur et al. (1995) acknowledge, however, that a range of social science perspectives can contribute to our understanding of careers and conclude that, “careers reflect the relationships between people and the providers of official position, namely, institutions or organisations, and how these relationships fluctuate over time”. This open interpretation of the concept is considered more appropriate than the traditional definition offered three decades before by Wilensky, especially when the labour market trends which graduates face during their transition from university to work offer insufficient labour market openings for the total cohort of graduates, which will be discussed later in this research (Stewart and Knowles 1999).’

(Stewart and Knowles, 1999, pp. 370 and 371)

2.2 Career Theories and Models

The research conducted for this dissertation can be explained further by the various theories of careers since it shows that individuals are likely to encounter characteristic concerns about self, career and family at every stage of their life (Baird and Kram 1983).

2.2(1). **Career stage theories:** Career development research suggests that individuals generally go through an establishment stage, an advancement stage, a maintenance stage, and a withdrawal stage as shown in Table 1. At each stage, a person will face characteristic psychological adjustments, work responsibilities, relationships, and needs (Baird and Kram 1983).

Table 1: Career stage theories by Baird and Kram (1983)

CAREER STAGES	DEFINITION
Establishment Stage	During the establishment phase, at the outset of a career, people are most likely to need guidance and support to launch their careers. It is generally a period of great uncertainty about one's competence and performance potential. The person who is in the establishment phase is dependent on others for learning, support, and guidance, and at the same time is likely to resist dependence as attempts to establish competence are made. It is a period of building new roles both at work and in one's personal life. Questions about competence, whether to commit oneself to a particular organization, and what kind of family relationships to develop are primary concerns at this stage.
Advancement Stage	During the advancement stage, people become fully independent contributors. Needing less guidance, they know the ropes of organizational life and are most concerned with exposure and advancement through continued demonstration of competence. A person in this stage is likely to be most concerned about advancing and about appropriate commitments at work and in the family. Thus coaching and exposure are important aids to advancement, while counseling, role models, and friendship are important aids for

	resolving important dilemmas at this stage
Maintenance Stage	At the maintenance stage, people are likely to have achieved the greatest advancement opportunities of their careers, and they are now investing greater energies in helping and developing less-experienced subordinates. For those who feel satisfied with their organizational accomplishments, it becomes a period of guiding others and finding satisfaction in contributing to the development of human and organizational resources.
Withdrawal Stage	Eventually careers do end as people retire or move on to new careers. As they begin to anticipate leaving an organizational career, the withdrawal stage begins. At this stage one can still make contributions. The experienced worker has invaluable perspectives based on experience and history that can be shared with other organization members. Outside of work, concerns about self and family are likely to involve adjusting to greater leisure time and future retirement and to the reality of aging and mortality.

2.2 (2). **Levinson's model of life development:** According to Levinson *et al* (1978), the central thesis of this model is that people coming from various occupations and background, will grow through specific life stages during which there will be different crucial activities and psychological adjustments that must be completed and in this research we take one specific chronological age between (23-28 years old). The model of life development identifies four life eras along with substages (as shown in Table 2) and these periods are closely associated with one's biological age.

Table 2: Levinson's model of life development (Source: In Ornstein, Cron and Slocum (1989) p. 118)

Life stage (age)	Task to be accomplished
Early adulthood(20-40)	
Early adult transition (17-22)	To begin thinking about one's place in the world separate from institutions of youth (eg parents, school) To test one's initial choice about preferences for adult living
Entering the adult world(23-28)	To develop a sense of personal identity in the world and non work (eg family and community)
Thirties transition (29- 33)	To evaluate accomplishments of the 20's and make adjustment to the life structure adopted
Settling down (34-39)	To strive toward achievement of personal and professional goals To make strong commitments to work, family and community
Middle adulthood (40-60)	
Mid life transition (40-45)	To review life structure adopted in the 30's To recognize mortality and limits on achievement and answer the question raised by these issues
Entering middle adulthood (46-50)	To develop greater stability as answers to questions posed in earlier stage are incorporated into mindset
Fifties transition (51-55)	To raise questions about life structure previously adopted
Culmination of middle adulthood (56-60)	To answer questions previously raised and adjusted to life choices

2.2 (3) Super's career development stage: Super (1984) argues that not only are the ages of transition very flexible, but each transition involves a recycling through the stages which can be a minicycle. The career development stages are determined by an individual's current circumstances and perception. There are four major career stages as shown in Table 3 and they are known as trial, establishment, maintenance and

Table 3: *Super's career development model (1984)*

CAREER STAGES	PSYCHOLOGICAL TASKS THAT CHARACTERIZE EACH STAGE
Trial	To identify interest, capabilities fit between self, work and professional self image
Establishment	To increase commitments to career, career advancement and growth To develop a stable work and personal life
Maintenance	To hold onto accomplishments earlier achieved To maintain self-concept
Decline	To develop a new self image that is independent of career success

Although it is generally expected that these stages will proceed in chronological order, yet it is possible for individuals to be at any stage at various points in their lives/career. People can recycle through these stages when major changes occur (such as a change in job, company or occupation) in their career (Stout, Slocum and Cron 1987).

2.2 (4.) **Sullivan's career model:** Traditionally, careers were typically defined in terms of an individual's relationship to an employing organization. These linear careers were described as taking place within the context of stable, organizational structures (e.g., Levinson 1978; Super 1957), with individuals progressing up the firm's hierarchy seeking to obtain greater extrinsic rewards. However due to changes in the economic environmental, such as increased globalization, rapid technological advancements, increased workforce diversity, and the expanding use of outsourcing and part-time and temporary employees, these have altered traditional organizational structures, employer-employee relationships, and the work context, creating changes

in how individuals enact their career. The transition from traditional linear career paths to non-linear career paths has been captured by Sullivan (1999) who detailed the conceptual development of the boundaryless career along with protean career which influences much of today's career literature as shown in Table 4

Table 4: Sullivan's career model (1999)

CAREER MODEL	DEFINITION
Protean Career	The protean careerist is able to repackage his or her knowledge, skills, and abilities to fit the changing work environment in order to remain marketable. Protean careerists are flexible, value freedom, believe in continuous learning, and seek intrinsic rewards from work (Hall 1996a, 1996b). Recognizing the decreased stability and increased uncertainty in the work environment as well as changes in employment relationships, including reduced job security, protean careerists have taken responsibility for managing their own career (Hall 2002; Hall & Moss 1998; Mirvis & Hall 1996).
Boundaryless Career	It is defined as one of independence from, rather than dependence on, traditional organizational career arrangements" involving "opportunities that go beyond any single employer" (DeFillippi & Arthur 1996, p. 116). In addition, Arthur and Rousseau (1996) offered six different meanings, discussing boundaryless careers like: (a) the stereotypical Silicon Valley career, in which individuals move across the boundaries of separate employers; (b) those of academics or carpenters, that draw validation and marketability from outside the present employer; (c) those of real estate agents, sustained by external networks or information; (d) those that break traditional organizational assumptions about hierarchy and career advancement; (e) those in which the individual rejects existing career opportunities for personal

	<p>or family reasons; and (f) those based on the interpretation of the career actor, who may perceive a boundaryless future regardless of structural constraints.</p> <p>(Based on: Ornstein et al., 1989)</p>
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2.3 Graduates: Transition from university to work life:

The term “graduate” has slightly different uses in different settings, but in this research it refers to individuals who have completed a university or college degree, typically three or four years in duration, generally termed a Bachelor’s degree. In addition, this dissertation focuses on relatively recent graduates, broadly speaking those within four years of graduating and experiencing “graduate under-employment” includes those individuals in a career who find themselves having to accept a lower status job position in preference to being unemployed (Leana and Feldman 1992).

The literature reveals that a number of research studies have been carried out on the working or career experiences of graduates during the immediate years of employment after graduation (e.g. Keenan and Newton 1986; Graham and McKenzie 1995; Wickramasinghe and Perera 2010). Many of these studies conclude that graduates’ experiences at work typically do not live up to their expectations (e.g. Keenan and Newton 1986; Dean et al., 1988) and that the transitional process to occupational work is often considered to be traumatic (Graham and McKenzie 1995)

As stated earlier making the transition from tertiary study to the workforce is a journey undertaken by thousands of graduates each year. These graduates after attaining their degree, make decisions regarding their career and employment choices, undergo a job search, and if successfully recruited tend to obtain their first career position. This career exploration is actually an

Exploration of the “self” (self-exploration), and the environment (environmental exploration), in determining one’s career choice (Flum and Blustein 2000; Jordaan 1963). Self-exploration is about exploring one’s own interests, values, and experiences to obtain a deeper understanding of one self in order to search for a career match. Environmental exploration, on the other hand, involves exploring career options by collecting information

on jobs, organizations, occupations, and industries to enable more informed career decisions (Zikic and Richardson 2007). Together, self and environmental explorations provide information about how well one's interests and abilities match specific occupations, thus facilitating person-environmental fit, and career attainment (Ballout 2007).

(Ng, Burke and Fiksenbaum, 2008, p. 347)

According to Shelley (1994, p.515) "College or university graduates come into the workplace with expectations that they will obtain satisfied, secure, and well-paying employment mainly based on what they have been taught in their formal education".

When graduates' expectations are not met they frequently voluntarily accept the job which is offered to them even though the job is not equal to their qualification because they are left with no alternative (Verhaest and Omney 2009). According to Fallows and Steven (2000), the graduate labour market is based on the development of a mass higher education system which provides an increasingly larger supply of graduates. Conventional labour market sources

'no longer absorb all new graduates, and there is increasing competition with cheaper non-graduates (Sutherland 2008). More than three quarters of employers also prefer to hire employees with experience (National Association of Colleges and Employers 2009), and a graduate's employment history is considered to be the most important aspect of a graduate's curriculum vitae (GCA, 2009a), which makes job seeking difficult for students without such experience. Graduates, once employed, may also find themselves in jobs they believe are below their skill levels (Holden and Jameson 1999).'

(Mckeown and Lindorff, 2011, p.311)

According to Feldman (1995) many graduates work on a part-time basis as they are not able to find a full time (FT) job related to their qualification. Rather than working a reduced working week, graduates would actually prefer FT work but are prevented from doing so for one or more reasons, which are often external to the individual,

such as layoffs or a struggling labor market in one geographic region or occupational sector (Jenkins 2004).

Proposition 1: Graduates' expectations are high during their transition period from university to work, but when these young adults fail to gain a job consistent with their university degree they will tend to take up a job which is readily available in the job market

2.4 Graduates employability

Hillage and Pollard (1998, p. 2) suggest that:

In simple terms, employability is about being capable of getting and keeping fulfilling work. More comprehensively employability is the capability to move self-sufficiently within the labour market to realise potential through sustainable employment.

In general, graduate employability is concerned with enhancing the capacity of an individual student to obtain employment (Harvey 2001). Furthermore it can be said that individual students who acquire employment appropriate to their degree qualification will make appropriate use of their skills and knowledge.

This is clearly beneficial to graduates and employers because it provides a better match between the individual's degree, opportunity to use and develop skills, productivity and career experiences (CSU, 1998; 2000 IPD 1998). On this basis, graduates can be considered to be in jobs for which their degree is required (hereafter referred to as "appropriately employed") or not (hereafter referred to as "under-employed") (Nabi 2003).

(Nabi., 2003, p. 371)

The model of employability depicted below illustrates the essential components of employability and also indicates the direction of interaction between the various elements. The mnemonic "Career EDGE" is used as an aid to remember the five components on the lower tier of the model. It is suggested that providing graduates with opportunities for them to access and develop everything on this lower tier, and

then reflecting on and evaluating these experiences, will result in the development of higher levels of self-efficacy, self-confidence and self-esteem – the crucial links to employability (Pool and Sewell 2007).



Figure 2: *The essential components of employability (Pool and Sewell 2007, p. 280)*

However it has also been argued by Pinnington (2011) that under-employed graduates who are working in a low paid job can still make the best of the employment (though it is not par with their qualification) and learn some analogous social and technical skills, as well as perhaps engaging in yet further education study to keep in contact with the discipline and its areas of knowledge and ways of understanding.

Proposition 2: Graduates' higher education guides them for preparation for entry and performance within an a organization and this job experience also develops their self-efficacy, self-confidence and self-esteem which are considered essential components for successful performance in the work place.

2.5 Career development, goal setting and strategies

A definition of career development asserts that:

“It is a process whereby individuals develop realistic goals thereby building strategies for movement towards these goals.”

(Harren 1979, p. 125).

‘This definition highlights goal setting and adoption of strategies as the two essential components in the process. In addition, it also helps to illustrate their co-existence in the career planning among young graduates (Gould 1979) which requires the individual to possess sufficient implementation skills (strategies) to fulfil their goals. The “ongoing” or “developmental” feature during the process of goals-setting and strategies adoption is also viewed as especially essential for the early stage of career since it is observed that making the "right" choice at this stage is extremely difficult (Gattiker and Larwood 1988). A study by Dix and Savickas (1995) similarly asserts that goal setting is an important factor in re-establishing one's career choice throughout the various career stages.

According to Arthur and Rousseau (1996), in building a new career lexicon for the twenty-first century, describe that the new meanings of "career self-management" have cultivated fresh ideas such as "know your situation", "leverage your competence" and "extend your collaborations". These contemporary ideas, when referred to goals and strategies, embrace the meaning of understanding one's short-term and long-term goals, and adopting strategies such as skills improvement and networking to strengthen one's employment position. Such ideas are also in line with the concept of the "new careerism", which is defined as the propensity to pursue career advancement through non-performance-based means (Feldman, 1985: 1988). This concept highlights the changing nature of career strategies which has become increasingly careerist-oriented. Such careerist orientation asserts that "competence is an important factor for advancement among young adults" (Feldman and Weitz 1992, p. 238).’

(Lau.A and Pang M 2003 p. 137)

Proposition 3: Young graduates can attain career advancement if they identify their

career goals which requires establishing specific and challenging goals, and then obtaining regular feedback on their goal attainment

2.6 Career experience

Researchers at the National Institute for Economic and Social Research (NIESR) examined the link between under-employment and job satisfaction. They suggested that higher education raises graduates' expectations of more challenging and interesting work, and discontent can lead to a decline in employee productivity.

This is also consistent with theoretical notions of motivation that suggest skill utilisation contributes to positive outcomes like work effectiveness and positive psychological well-being, including job satisfaction (Hackman and Oldham 1976). Under-employed graduates are likely to experience lower levels of job satisfaction because of the lack of opportunity to use a wide range of existing skills or develop new ones. In contrast, other theorists (e.g. Maslow 1943) imply that higher opportunity for skill use would help individuals to satisfy higher-order needs of esteem (e.g. achievement, adequacy, recognition) and self-actualisation (the opportunity to realise their full potential).

Previous research (such as the above NIESR study) appear to have focused on job satisfaction, rather than investigating other important elements of intrinsic career success, such as career satisfaction as a whole (not just the job) and life satisfaction (a more global aspect of an individual's psychological well-being). According to Nabi (2003) both of these elements along with job satisfaction have been noted as representing intrinsic career success, a concept that incorporates the individual's subjective perceptions and internal criteria of career success (eg. Boudreau et al., 2001).

(Nabi G.R 2003 p 373)

Under-employed graduates are therefore likely to be relatively disadvantaged in terms of intrinsic career success and there are also

theoretical reasons to suggest that under-employed graduates will be disadvantaged in terms of extrinsic aspects of their career success, such as earnings and promotion. Under-employed graduates are also more likely to be disadvantaged in their early careers not only in terms of lower opportunities to use and develop skills, and lower intrinsic career success, but also in terms of lower levels of extrinsic career success. These opportunity costs restrict the development of a graduate's human capital and reduce their worth in the graduate labour market, especially when competing with other more appropriately utilised graduates. There is mixed evidence regarding the persistent or transitory effect of under-employment on earnings and promotion prospects. Some argue that the effects are relatively persistent and difficult to recover from (CSU, 2000; Dolton and Silles 2001; see Perryman, 2002). Other research suggests that the effect is more transitory and over a space of three to four years, many graduates should have considerable opportunity to move into graduate-level jobs (that more fully use their higher education qualifications) and hence, have the capability to recover from their initial disadvantage. Therefore, the extent to which underemployed graduates will indeed remain in low level jobs for their whole career is impossible to determine precisely for any individual case (Nabi 2003).'

(Nabi,2003, p. 377)

As was mentioned in the paragraph above there are strong theoretical reasons to suggest that underemployed graduates will be disadvantaged in terms of the extrinsic aspects of their career success, such as earnings and promotion. Human capital theory (Becker 1964; 1993) postulates that employees differ from each other in the quantity and quality of so-called human capital attributes they possess in relation to individual effort, ability, education and training. Human capital theory also suggests a reciprocal relationship between employees and employers. Employees choose to invest in themselves because of the perceived pay-off from employers. The greater the individual's profile of human capital assets and relative attractiveness to the employer, the higher the chances of attracting organisational rewards (Nabi 2003)

Proposition 4: New under-employed graduates are likely to experience dissatisfaction since they are not given full opportunity for skill advancement and attainment

2.7 Education-Job mismatch and Job Search

‘Educational mismatch may be a permanent or a temporary state. In a matching framework, Jovanovic (1979) shows that temporary educational mismatches can arise due to inefficiencies in the functioning of the labour market associated with imperfect information and mobility. Educational mismatch is also a temporary phenomenon in a career mobility framework, where young workers voluntarily accept jobs for which they are overeducated in exchange of a skill acquisition process that will complement their qualifications (Sicherman and Galor 1990). In both cases workers are expected to improve over time their matches either through job-to-job mobility or mobility within the firm. Hence, educational mismatches are expected to be alleviated while the worker obtains labour market experience. Educational mismatches, on the other hand, might reflect a permanent phenomenon. This is the case in models where employers use formal education as a screening device (Spence 1973) or when low and high educated workers compete for scarce jobs in the presence of frictions (Albrecht and Vroman 2002 and Dolado, Jansen and Jimeno 2008).’

(http://www.julianmessina.eu/files/Estonia_ECOEDU.pdf
p 11)

Consistent with the framework developed by Roy (1951), graduates prefer jobs in occupations in which they can exploit their comparative advantage. In addition to this framework, graduates are required to engage in a time-consuming job-search process. Since many graduates find it difficult to market themselves and find a job matching their university degree they tend to accept sub-optimal positions. Therefore we can say that young adults as they value their time will randomly search for vacant jobs, thereby reducing the duration of their search. As mentioned previously, graduates will likely accept any job that is offered to them in due course of time whenever they are unable to find a job of their choice (Rocher 2010).

Proposition 5: Graduates tend to take up a job which is dissimilar to their education because they have been unsuccessful in finding a job as per their choice and so place themselves in positions that are readily available in the job market

Higher education prepares students for entry into the labour market by providing the specific skills necessary to enter a profession related to their chosen major (Heijke, Meng and Ris 2003; Robst 2007). According to Gibbons and Waldman (2004) when graduates search for a job they should possess at least some of the specific skills (e.g. arithmetic, reading or writing) which are considered to be essentially task specific. Depending upon the choice of major, graduate students acquire different task specific skill bundles. Young graduates sort themselves across occupations by evaluating their skill bundles. Graduates from similar disciplines will direct their job search towards vacancies with similar task loads. The more the work responsibility or task differs from graduates' qualifications then the more they find it difficult to accept such job offers. Furthermore, young adults entering jobs that are not typical to their field of study (i.e. graduates in a mismatch situation) are likely to experience a wage penalty (Rocher 2010).

Chapter 3: Methodology

The general research framework was exploratory in nature. A small sample of expatriate Indian young graduates who have been residing in the UAE since their childhood and coming from different disciplines was chosen to be interviewed. The researcher in this study has tried to explain the interviewees' difficulties in finding a job which meets their level and type of qualifications.

3.1 Research approach

For a researcher to decide which method is best suited for a proposed study, the researcher must closely examine the research questions and relate them to the philosophical and methodological differences between quantitative and qualitative methods of research as both require the collection, analysis, and reporting of data. (Johnson 2008). According to Cooper et al (2005) whenever the extent of research on a particular issue is not substantive enough to build hypothesis upon, then a qualitative research study is imperative. Strauss and Corbin (1998) suggest two reasons why a researcher might conduct a qualitative study. The first is based on the researcher's own preferences and experience, and the second is the nature of the research and this research as stated above in introduction is based upon researcher's interest and experience. In addition to this most of the career research published in academic journals that has been used for this dissertation has adopted qualitative research methods.

Hsieh & Shannon (2005, p. 1278) defined a qualitative research method as:

“a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns.”

Weber (1990) argues that qualitative content analysis goes beyond merely counting words or extracting objective content from texts to examine meanings, themes and patterns that may be manifest or latent in a particular text. It allows researchers to understand social reality in a subjective but scientific manner whereas quantitative content analysis is used widely in mass communication research studies as a way to count manifest textual elements, an aspect of this method is often criticized for

missing syntactical and semantic information embedded in the text. Following this line of argument it was decided to adopt qualitative research methods and focus on narrative and episodic approaches (Flick 2009) for analyzing the life stories and current career narratives in the context of unfulfilled early ambition of young expatriate Indian graduate women living in the UAE for this study.

3.2 Narrative and Career Research

Cochran (1990) has propounded the use of narrative as a paradigm for career research. Corchon argues that story reflects human reality in the sense that life is lived, represented, explained and made understandable, or comprehensible through story. To comprehend, one needs to identify patterns and syntheses in order to see how various elements fall into place, and also points out, that, narrative is a way of putting together, or making a configuration of, such elements as people, motives, opportunities, means, places, and events. But he adds that in order for narrative to be a useful approach for career research, much depends “on whether meaning is regarded as the central subject of a career.”

Collin and Young (1992, p. 2) suggest that:

“it is through interpretation and subsequent construction of narratives and stories that individuals make sense of their career and world.”

Atkinson (1998) states that in qualitative research with life story, theory emerges from the story- the whole story-, contrary to what happens in quantitative investigations, in which hypotheses emerging from a theoretical framework are tested. From another perspective, Atkinson (1998, p. 60) suggests that story is essential “to learn what is unique to some and universal to others and how both are parts of a dynamic interacting whole.”.

Furthermore as stated above the use of a narrative approach was propounded by Cochran (1990) for career research and also for career counseling. As Reid (2005) asserts, narrative approaches to career counseling are essential to helping younger individuals build a story that helps them effectively negotiate the ever-changing world of work. For example, Larry Cochran (1997) articulated a counselling approach based

on narrative that casts the individual as the main character in their career narrative in a way that is intended to be meaningful, productive, and fulfilling. Termed 'emplotment' this approach takes a structural approach to narrative viewing them simply as composed of a beginning, middle and an end. Meaning and plot are key elements used to compose a life history and author a future narrative (Pinnington 2011).

Using Flick's (2009) elements and typology of non-standardized interviews, semi-structured interviews were used as data collection tools to gather information about the young graduates. A list of questions to be covered were formulated prior to the interview; however the kind of questions asked varied from interview to interview and in some cases additional questions were asked based on what the interview participants said. These interview responses and answers were documented in the form of notes for subsequent analysis and interpretation, which is reported in the discussion chapter.

3.3 Selection of Area of Study

The United Arab Emirates is one country in the Persian Gulf that attracts and recruits a large number of expatriate workers. The country is a federation of seven emirates Dubai is second largest emirate who has relatively a liberal understanding of Islamic law (sharia law) and this is commonly a reason why most of the people choose to stay and work in Dubai. Dubai is considered to be an extremely multi cultured place where they allow all sorts of nationals to enter and reside in their emirate and also practice their religion (Suter 2005)

As stated earlier this research, this topic for dissertation has been taken out of personal interest/choice by the researcher because of two main reasons:

1. The researcher feels that UAE is a very interesting place to study especially since the research on the mismatch between qualification and job among expatriates and its negative impact on an individual's career in this country is limited.
2. The researcher herself has experienced a thwarted career ambition where she has been unsuccessful in attaining a job consistent with her major subject and has worked in several junior positions and sub-contract jobs which was

definitely not her first priority.

3.4 Method of data collection

For the purpose of this study a semi-structured interview schedule was adopted as it consists of several key questions that help to define the areas to be explored, but also allows the interviewer or interviewee to diverge in order to pursue an idea or response in more detail during the conduct of the interview. The researcher has known the interviewees since their early childhood and are longstanding friends so it was easy to accumulate data as the interviewer and the interviewee shared the same social circumstances and similar life worlds (Kvale and Brinkmann 2008, p.24; Bourdieu et al., 1999). Open ended questions allowed greater spontaneity and adaptation of the interaction between researcher and study participants. The researcher has known the interviewees since their childhood, and this assists with the analytical objective which was to enable interviewees to explicate and describe individual experiences (Flick 2009).

The researcher conducted an in-depth interview, which assisted in giving a complete picture of the interviewees' perspective of the research questions. An email of questions were sent to the interviewees and to gain their confidence it was assured by the researcher that their name and the information gathered during the interview would remain confidential. Informal meetings were held frequently in public places like that of coffee shop or at times at interviewees' home and meetings were also undertaken over telephone if the respondents were unable to meet at public places because of their busy schedule. The interview began by giving brief pleasantries and then by explaining to the interviewees about the aim of the interview and the study being researched. Meetings with the interviewees lasted for one hour but some meetings exceeded the time as the participant were allowed to speak freely giving an in-depth information about their disappointed career.

3.5 Design of the interview

Interview questions were designed for a range of topics that covered almost all of the aspects of this research pertaining to a graduate's background, past and current temporary, part-time and full-time work, job position and work responsibilities, current employment and intended career path, job search in and outside of Dubai, what jobs were applied for, what job search was completed in the final year of university, what offers and rejections were received, what advice was given by family and friends, what work friends are doing now and how often the interviewee socialises with them, and what job search and career development is currently being undertaken.

A face-to-face interview was conducted by the researcher whenever it was convenient for the respondent to meet up with the researcher, a face-to-face interviews allows for personal communication and makes it possible to gather more information for the research being studied (Kahn and Cannel 1957) and this interview was held over a period of two and a half months (mid-May-Jul 2011, as shown in Appendix 4).

3.6 Sample selection

To understand the difficulties faced by young adults in their career a small sample of three Indian graduates were selected pertaining to age group (23-25 years old coming from different educational backgrounds.

Below is the list of the three graduates living in the UAE who were selected for the purpose of this research.

Participants	Educational Background
S1	BSc in Biotechnology, MSc in Medical Biotechnology, Postgraduate Diploma in Patent Law and MBA (Pharmacology Business Management and Marketing)
H1	Bachelor in Commerce
N1	BSc in Engineering

S1 does not have a Ministry of Health (MOH) license to practice in her field of specialisation and has been unable to find work in the disciplines of her qualifications. S1 earns her income through a part-time job which is that of an on-line academic writing where her responsibilities include in assisting students and companies with their essays and presentations.

H1 is employed as an administrator in an advertising company where she is involved mainly in secretarial tasks. This is an area of work outside of her interests in commerce and accounting.

N1 is currently working in her father's company which is a software development firm and not as an engineer, she is deployed on tasks where she is helping her father to expand his business

3.7 Narrative Analyses

Narrative analyses is the most difficult to define; across many disciplines, no common understanding exists (Herman 2007; Riessman 2008) Narrative technique does not typically discuss coding strategies (e.g. line-by-line or in-vivo) but focuses instead on the temporality and sequencing of storied experiences or the linguistic structure and use of language

The raw material of narrative analysis is the multiple modes of representation used to reference and make sense of human experience. The central mode is language and therefore in the human sciences and social work, researchers collect oral and written narratives and related speech acts (Floersch 2000). For Riessman and Quinney narrative is a window into ‘human interaction in relationships – the daily stuff of social work’ (Riessman and Quinney 2005).

Marie-Laure Ryan’s understanding of narrative is especially relevant to social work practice and research. She writes that

‘. . . narrative is about problem solving; narrative is about conflict; narrative is about interpersonal relations; narrative is about human experience; and narrative is about the temporality of existence’ (Ryan 2007, p. 24).

Many have argued that narratives are the central mechanism for meaning making. In literary theory, for example, plot refers to narrative events that move the story toward achievement of artistic or emotional effect. The plot’s work in a narrative is rooted in the tension between the beginning, middle, and end; this dynamic produces forward movement, anticipatory feeling, and suspense. Ricoeur argued that narrative functions to give our daily experience a sequential and temporal meaning (Pellauer 2007). Andrew Sayer (2000), a critical realist, offers a thoughtful discussion of narratives, noting especially that some narratives have the power to produce effects and others do not. In this dissertation the focus of concern is on the use of narrative to analyze data to produce an integrated and multi-dimensional understanding.

Chapter 4: Data Analyses and Results

4.1 Overview of the sample selected

This study concentrated on the thwarted career ambition among the young graduates at an age group starting from 23-25years old. As stated above a small sample of three Indian expatriate females were taken as participants for the study. These three young adults have been staying in Dubai (U.A.E) since their childhood and also has completed their education in various disciplines like that of microbiology, bachelor in commerce and engineering where two of them have graduated from Dubai and one from India. These three females have been facing unsuccessfulness in their career though they are currently working in full time and part time jobs that are not their first choice and this has led to feeling of stress, anxiety, frustration, depression and feeling of low self-worth (Perrone and Vicekrs 2003). In addition all the three participants narrated their life stories and for this study the researcher focused mainly on their education, family, friends, career, work experiences and future career goal and also during the analyses certain questions are grouped together because the answers given by the respondent's to these questions have been observed to be the same

4.2 (1) Section 1: Background - Education and Family

Question1: Please tell me about your family and education background leading up to your under-graduate qualification and your ambitions for your life in the future?

It is worthwhile to point that the question asked here gathers information about the participants family and educational background and the data gathered from all the three participants clearly indicate that all three of them have been living in UAE (Dubai) since their childhood where they completed their high school and went in for their undergraduate study in Dubai itself except for interviewee H1 who completed her bachelor's degree in Madras (India). Of all the three participants interviewee S1 educational qualification has been viewed as the most interesting one as she gained her qualifications in a wide range of disciplines like that of BSc in Biotechnology, MSc in medical biotechnology, P.G Diploma in patent law, MBA in pharma business management and marketing which is some way or the other related to her field. In addition when enquired more about the reason behind choosing this wide range of courses S1 opined that:

“I've chosen to study the different aspects involved in a pharma industry- E.g.- B.Sc and M.Sc gave me an insight into the research area, whereas the degree in law gave me an insight into the legal issues in the industry and so on. The reason I'm trying to understand these diverse areas, is so that in the future I can hopefully start my own pharma firm”

Also it was stated by the interviewee that as she was unable to get a job in her field she wanted to keep herself occupied with increasing her knowledge in her field assuming this would assist her in getting a job in the area of her specializations.

When asked about the family background to the three interviewees it was understood that all three participant's come from a very influential family. The three participants come from the southern part of India and have been residing in UAE for almost 19-25 years. Therefore there was no pressure from the family to work it was completely the choice of the participant's to locate a job for themselves though they were always took suggestion from their parents regarding the job.

4.2(2) Section 2: Employment - Current Employment and Work Experience

Question 2: In what ways are you currently employed in the same field as your school and university qualifications?

As per the responses given by the three interviewees it is evident that none of them have been successful in placing themselves in the career of their choice and qualification and also they have stated that the current job in which they are being employed is taken to gain some work experience which they assume would help them in attaining the job of their choice

Question 3: Please describe your position/responsibilities in your current work?

Each of these graduates were employed in jobs which is not of their choice where interviewee H1 and N1 were employed in a full time job and S1 in a part time job. Interviewee N1 is currently working with her father in Dubai as she is assisting her father in expanding the business. This was a choice taken up by interviewee as she felt frustrated in finding an engineering job. N1 also opined that she is currently confused on whether she would like to continue working with her father or whether she want to go out and search for a job in engineering but however as the conversation went on she also confirmed that if there is any good job vacancy in engineering which matches her qualification and criteria then the interviewee N1 will be taking it up.

Interviewee H1 is currently working as an administrator in an advertising firm where her responsibilities include:

“to arrange for writing minutes of the Chairman’s meeting and take follow-up action on the proceedings of the Management, ensure proper maintenance of personal files, service registers, etc., of all the staff, arrange for purchase of stationeries, printing of books and forms as per the requirements and ensure keeping up of adequate stock of stationery books and forms, to ensure that the chairman important information are passed on to staff accurately”

These are the tasks which interviewee H1 has been doing in her respective firm for past one and a half years, initially H1 found these tasks to be really interesting but as the time went by she found these tasks more or less to be monotonous in nature.

Interviewee S1 has a completely different nature of job as she was working on a part time basis job at her home “due to the unavailability of jobs in my field, for the time being I've taken up an on-line academic writing job; wherein I help students and companies with their essays and presentations” this job had an extremely flexible hours of working but interviewee S1 undertook this job not just because she was unable to find the job but also due to the fact that she wanted to increase her knowledge in various other fields as well. This academic writing job was not merely based on her majors but during her job she has come across various other majors like that of English literature, Sociology etc where she helped the undergraduate students to write their assignments and these assignments were written by doing research on the topics selected by these students.

Question 4: In what ways is your current employment a stepping stone towards your future career and success? and **Question 10:** In what ways are you satisfied by your current job?

All three participants feels that the current job is helping them to gain work experience and also slightly helping them in attaining a job of their choice like interviewee H1 and N1 job is assisting them in building up their skills in performing various tasks which they assume would help in their future job and as stated above for interviewee S1 it is helping her to gain knowledge and strengthening her writing skills which would again help her in doing her PhD degree which is something S1 is looking towards to study.

Question 5: In what ways do you think your qualifications and studies may have been a waste of time?

As the questioning and answering session went on between the interviewer and the three interviewees an additional question regarding their qualifications was asked as all three participants spoke about their dissatisfaction on their current employment

and the response given by the interviewee for the above question is the same that none of these graduates feel that their qualification is a waste of time and was confident that some day they would be successful in placing themselves in the career consistent with their degree.

4.2 (3) Section 3: Job search, Interviews and Offers

Question 6: Have you tried to find a job outside Dubai which is consistent with your university studies and qualifications? And Question 8: Do you think it is difficult to find a job in Dubai consistent with your qualifications and career ambitions?

Each of these interviewees had a common reason behind staying in Dubai which is their tradition, culture, family being in Dubai and also that they feel comfortable in living and working in Dubai (UAE). As interviewee N1 and H1 opined that they prefer staying in Dubai and S1 suggested that “I haven't thought of job options outside Dubai because firstly due to recession the research fields abroad prefer hiring home students/employees.” In addition to this S1 also opined that before she thinks about working outside Dubai she would like to gain experience from Dubai first and then may think about going abroad but finally interviewee S1 would like to set up a pharma firm in Dubai.

Question 9: Are you still looking out for another job consistent with your undergraduate degree or are you going to stay in your current job?

It is noticeable from the answers given by the three graduates that they are looking for a job as per their qualification and would not like to continue with their current job as they have certain future plans for themselves which would like to be accomplished by them. N1 also opined that she is currently pursuing her MBA degree hoping that this would help her in attaining the job as per her qualification.

Question 12: What did you do in your last year of University to get a job?

Interestingly, it is noticeable from the answers given by all three respondents that they made little effort in their final year of study at university to find employment as

completing their degree first and then finding a job was their plan and also due to the fact that they did not assume that it would be very difficult for them to find a job as per their degree

S1: "I haven't really looked for a job during the last year of my university as I was under the impression that I would get a job really quickly, so was just waiting to complete my education completely to get a job."

H1: "I have not done anything during my last year of my university as I was keen in completing my under graduation and then pursue my MBA in finance and marketing. I was under the impression that my qualification will lead me to the job that I have always dreamt about."

N1: "I have not done anything to get a job during the last year of my university as I have heard from others and I have seen in classifies regarding the job offers that is there in my field therefore I was hoping to get a job soon after my graduation."

Question 13: What offers and rejections did you receive?

Each of these interviewees have received various offers but either they rejected the job because of over education or lack of work experience or the jobs were rejected by them due to low salary and this is evident from **the** statement's given by H1 who opined that

"I have got a lot of offers from banks, construction companys etc but the pay that the companies were offering was not sufficient enough to take up that job and moreover being the eldest in the family I have got certain responsibilities towards my family which I would like to fulfill that's why I have been waiting to get a better job with a good pay. Along with getting a lot of offers I have also been rejected by various companies some of them reject by saying that I am overqualified or most of the time its lack of an experience".

And N1 had received offers to work as Sales engineer. However interviewee S1 had certain degree of difference in the opinion given by her regarding the offers that she has received and that is

"Offers that I have received for the qualification that I have got is very limited and these limited ones were either rejected by me because of

the salary or because the organization was not willing to pay me (most of the offers which I have received is to work as an assistant to Professors of the relevant field with no pay).”

Question 17: What are you doing now about job search? **And Question 18:** What jobs are you looking for?

All three are still looking out for a job which would match their qualification like Interviewee N1 is looking for a job as an engineer and Interviewee H1 is willing to work as accountant or a payable officer. But interviewee S1 suggests that as she has been looking out for job for the past two years would like to take up any job that comes in her hand “Currently, anything would do / any kind of office job where there is less of travelling but of course not a call centre job”. This shows that S1 is depressed in not getting a job as per her choice and also is tired of sitting at home and waiting to get a job which matches her qualification.

4.2(4) Section 4: Support from family and friends

Question 7: Was there any pressure from your family members to take your current job? **Question 14:** What kind of advice did your family and friends give you?

From the answers given by the respondents it is evident that none of the family members of the interviewees forced them to take up a job and they always took suggestion from their parents regarding their job and career. This shows that when it comes to taking advises from friends and family interviewees gave more importance to their family.

Question15: What are your friends doing now? **And Question 16:** Do you still socialise and meet up with people from your university days?

The answers given by the interviewees indicated the following. Interviewee S1 said that few of her friends were studying for PhDs in other countries, some are working as secretaries, administrators and recruitment consultants as they did not find a job in their area of specialization. H1 described her friends’ situations as similar to her own

and N1 said that a few are still looking for a job and some have even got married.

When it comes to socializing with their own peer group it has been shown that S1 and N1 socialise frequently with their university friends and discusses each others' careers, while H1 said that she only met with her university friends occasionally.

4.2(5) Section 5: Future Career Plan

Question 11: What do you think is likely to happen over the next 5-20 years?

All three respondents wanted to grow in their career and has got certain career goals in their life for 5-20 years from now and that is S1 wanted to open a pharma firm here in Dubai. H1 wants to at least to reach a middle management position in some company as an accountant and N1 is uncertain what will be achieved but hopes that she progresses her career in engineering. This shows that they are still striving and knows their career goal in life to be achieved in 5-20 years time.

4.2(6) Developments over the next 12 months after the first set of interviews:

After the first set of interviews completed during early-to-mid 2011, a second set of interviews was conducted through email and later by telephone. The purpose of these follow-up interviews 12 months later was to analyze changes and developments in the careers of these young graduates up until March 2012.

It is evident from the statements written by these graduates that even after a period of 12 months they have not been successful in establishing themselves in the career of their first choice. The only major change that has happened during the course of one year is that S1 has undertaken a job to gain some work experience as a food and health inspector at a hotel in Jebel Ali, and N1 who has been in the process of pursuing her MBA is near to completing it. H1 is still employed in the same field and is still looking for a job based on her principal career aim.

S1: I have got a job as food and health officer in a four star hotel in Jebel Ali where I went through training and obviously have not let down the desire to do my PhD still hoping to get to some university to study PhD and in the mean while also working as food and health officer in a hotel in UAE

H1: Still working in the same position nothing much changes has happened in my life still attending interviews, and trying my level best to attain a position of my choice and also looking for similar position which I am currently working with a better pay and benefits

N1: Nothing much changes or development in my life, still trying to expand my father's business and also is in the verge to complete my MBA degree as quickly as possible

For the second set of interviews after email communication, a telephone conversation was held between the researcher and the interviewees. The telephone interview led to a further understanding of their job search, notably, that out of these three graduates except for S1 they have not been completely engaged with search for a job rather they were involved in other family activities and when asked it was reported that they were nevertheless still highly frustrated about not finding a position of their choice and want to stick to the same path. Their reasons were that they were fearful of their current situation especially H1 who had to take a day's leave and then did not have time to attend the interview on the scheduled time and day because of her current company's "busy period".

Interviewee N1 reported that she had not had sufficient time to give to looking for a job as she had to attend a lot of meetings and was also constantly involved in tasks and activities connected with expanding her father's business where she had an extremely uncompromising schedule. However, it has been proposed that individuals are likely to increase job search activities only if they believe that this effort will lead to rewarding outcomes in the future (Vroom, 1964). Those individuals who hold a strong perception of psychological mobility tend to believe that viable transition opportunities are attainable, they possess a strong expectancy that job search activities will enable them to find and attain desirable alternatives. Indirect evidence in support of this relationship can be found in previous research indicating that the perceived quantity and the quality of job alternatives predict both intent to search and actual job search (Griffeth Steel, Allen, & Bryan, 2005). Additionally, psychological mobility

entails a sense of control over job transitions, which not only increases job search activity (Saks & Cote 2006) but also strengthens the relationship between turnover intentions and quit decisions, presumably because feelings of control lead to more job search behaviors (Allen, Weeks & Moffitt 2005). As noted earlier, when psychological mobility is weak, individuals are not likely to engage in subsequent job search because of their low expectancy of locating and securing alternative employment opportunities. However, when psychological mobility is strong, highly dissatisfied employees should be strongly motivated to acquire increasingly particularistic information through job search that might reveal employment opportunities providing a better fit with their values than does their current job. Therefore, high psychological mobility should incite dissatisfied employees to engage in greater search activities (Locke 1976). When placed in the situation of having to make decisions in response to career and life activities, individuals engage in the process of making decision about their job search based on their current life situation. When such life circumstances compel a career decision, individuals formulate a variety of career options and narrow them to a viable few. From the perspective of Cognitive Information Processing (CIP) theory (Peterson et al., 1991; Sampson et al., 2004), the expansion and narrowing of occupational alternatives takes place in the synthesis phase of the decision cycle.

Transitions to a different organization also may enhance individuals' knowing-how competencies can be attained. A new position that is substantially different from the prior position is likely to require the development of different skills pertaining to the new work role. Many individuals who enter the mastery stage of this transition-based career cycle (Mirvis & Hall 1994) gain experience and expertise in their new area of responsibility. Although a new position that is similar to the prior position may not require individuals to develop new technical skills, the degree of success in applying existing skills in a different environment can teach them about the role of interpersonal relationships and politics in an organization. There are therefore often significant challenges for individuals who cross organizational boundaries (Wolf, Klein & Gardner 1994).

Table 5: Showing the developments of the interviewees for the year 2011- 2012

	T1	T2	T3	T4	T5
Interviewee	Recall in 2011 Undergraduate study	Employment and Attitudes at the time of Interview 1	Hopes and Ambition for the future during Interview 1 2011	Employment and Attitudes at the time of Interview 2	Last Hopes and Ambition for the future during Interview 2
S1	BSc in Biotechnology	Trying to enroll for PhD studies abroad and was also involved in part time online academic writing	Open a pharma firm in Dubai	Working as food and health officer in Jebel Ali hotel	Still trying to pursue PhD degree abroad
H1	Bachelor's in Commerce	Working as administrator in an advertising firm to learn skills and gain work experience, interested in working as an accountant in bank or in fields related to accounting	Climb up the ladder in career and at least reach a middle management position	Working as an administrator the same firm and not finding time to attend interviews or find a job of choice because of the busy schedule	Wanting to work as an accountant in any company
N1	BSc in Engineering	Working with father in a software development company, interested in working as engineer	Hoping to progress in attaining a career of choice	Working with the father and also pursuing MBA degree	Dissatisfied with the current scenario but still interested in attaining a job as an engineer

Chapter 5: Discussion

The mismatch between a graduate's qualification and their job has drawn increasing attention in this study. A number of studies in the academic literature have explored the relationship between college major and wages but in this study the researcher aimed in understanding various problems faced by graduates in attaining a job of their choice and degree. The study was conducted in the UAE (Dubai) where a small sample of three young Indian expatriate graduates was selected who are highly qualified and are currently employed in fields which is not as per their college majors.

The results of this research indicate that education has got a great impact on an individual's life. Attaining higher education qualifications in order to gain a job is considered to be a small path towards success in career (Training Agency 1990). Though in this research the interviewees are facing difficulties in finding a career of their choice but the diverse education gained is some way or the other helping them to transfer their knowledge for their current employment and also gain knowledge and skill from the job which is evident from S1 through doing a part time on line academic writing job at her home she is developing her writing skills as she plans to undertake PhD research later in her life, N1 and H1 are also benefitting in their current job by making social interaction at work place and are also involved in task through which they are developing their skills for future.

The results also indicated that these graduates have turned down various offers based on low salary offered to them. According to Pinnington (2011) these participants are unrealistic about the starting pay that they could get during their first time working in a full time job and over initial few years of their employment. Rates of pay differ in UAE although there is generally an income range set for people in specific occupations and job roles. However Clark (1999) has opined that if an individual attains a job relevant to his/her field and education then they are likely to have a higher wage than those who are working in a job which is not related to their field and education. Wage is considered to be a major factor for any person as the individual selects a job based on pay and other facilities provided to them by the organization.

The three participants mentioned that their parents are very influential and more supportive than their friends. According to Wolfe and Hall (2011) family members can motivate people to work, and can help them understand why work is important. Families can also have a big influence on self-determination and empowerment, helping people develop a real understanding of themselves and their place in the workplace. Most of the time these young adults listened to their parents' suggestions but ultimately took the career decision by themselves. Now this is more or less having a negative effect as according to the respondents their peer group who are also looking out for a job just like our interviewees and have been unsuccessful in finding a job as per their degree. This shows that interviewees' friends are also in a similar situation of job search like them and as a result they might be having access to more accurate, real-time information about the job market in UAE. According to Huldí (2002) parents of graduates might not have a clear picture about the labour market and they generally rely on asking others for information or make assumptions from their own previous experience. Harvey (2003) opines that graduates and parents should be given detailed up-to-date information about methods of recruitment and selection procedure of graduates, the labour market and job-related information and also these graduates should utilize both intrinsic and extrinsic approaches, including: family, friends, counselors, internet, etc., in finding a suitable position in line with their interests

From the literature review it is clear that these interviewees are facing various hindrances in climbing up the ladder in their career. As from Levinson's (1978) life stage development model the graduates are in a state where they are making a slow and disturbed move towards the development of their career and from the perspective of the life stage model the trial stage of work is not offering sufficient opportunities for identifying their interests, capabilities, fit between self and work and professional self-image (Pinnington 2011). Super's model (1975) indicates that slow progression will hamper the establishment stage which may prevent career advancement and growth. Furthermore when we take new career theory (Sullivan career model, 1999) boundaryless career more suits here as each of these participants are looking for job opportunities that goes beyond just one particular employer (Pinnington 2011)

Based on the results obtained Pinnington (2011) opines that the significance each individual accords to their work and competence development varies and everyone has other commitments such as friends, families and perhaps other sources of paid and unpaid work. The development of work necessitates through having access to a relevant work environment and people's understanding of work will develop when they are placed in real life work and within a context facilitating a fuller understanding of oneself. Those with job duties related to their qualifications gave slightly higher ratings for acquired learning, especially in the skills of theoretical and practical learning, teamwork and leadership (Corominas, Saurina and Villar 2010).

Furthermore the results also indicate that these young adults are looking for jobs in UAE specifically in Dubai because they have spent time living there and have known this country since their childhood. Moreover Dubai is a country where there are various international companies so most of the expatriates feel comfortable in working in Dubai where an organization provides the employee with facilities such as accommodation, visa, working hours and overtime, annual leave, sick leave and medical facilities. However, according to Suter (2005) the labour market in Dubai is divided between jobs for nationals and expatriates, it can be also said that there is a strong division of labour between public and private sector and most of the expatriates prefer working in private sector companies. These private sector organizations salary are pretty low when compared to the nationals who most of the time work in government organisations. Therefore finding a job in equal to a qualification and where salary is high becomes quite difficult in Dubai especially during the current time where more and more qualified graduates are entering the market.

However these three young adults have been facing failure in their career because they have not been able to attain a job as per their degree. Each of these participants have been trying their level best to find a suitable vacancy which fulfills their interests (until now) and they are also hoping that their situation would change slowly where S1 can undertake her PhD research and apply for a job after her research, H1 wanting to take up accounting and finance in her career and N1 in finding a position of that of an engineer.

Chapter 6: Conclusion, Recommendations and Limitations

The transition from academia to working life is difficult and will affect most parts of a new graduate's life (Graham and McKenzie 1995) and the mismatch between education and work has been the focus of this study. There has been considerable research which concentrated on the match between the quantity of schooling and years of schooling required for the job. But this dissertation has examined something different concentrating on the various issues regarding the mismatch between employment and the field of study in college. Graduates who are mismatched earn less than adequately matched individuals with the same amount of schooling (Robst 2007).

From this study it can be analysed that mismatch appears to exist in an efficient labor market. As such, mismatch based on college major does not necessarily imply a substantial imbalance in the college education market (Robst 2007). Despite educational mismatch existing in an efficient labor market, such findings have implications for the decisions faced by students when selecting a college major. Prior research shows one factor that students should consider is the likelihood that they will be able to get a job based on their degree in their major of choice (Montmarquette et al., 2002). This paper suggests that students should also consider the potential for finding employment in a job related to that major. Being unable to find employment reduces the returns to schooling for many majors. As such, before choosing a major that focuses on occupation specific skills, students should be advised to make sure it is what they wish to pursue in their career. The cost to changing careers after obtaining the degree can be high (Robst 2007). A small sample of three young female graduates reported that their current job is not related to their field of study and as a result they have been facing several difficulties in relation to their current job which is salary and job satisfaction. Therefore they are willing to continue to search for and find a job which matches their qualification.

Proposition 1: Graduates' expectations are high during their transition period from university to work, but when these young adults fail to gain a job consistent with their university degree they will tend to take up a job which is readily available in the job market.

This dissertation has investigated the period of transition from education to work life among the young adults, which for some is considered to be a difficult turning point in the life of young adults where they change from full-time schooling to full-time employment (Allen and Van der Velden 2007).

Uncertainty in the labour market for higher education graduates is considered to create an obstacle for new graduates as many of them find it difficult to find a job matching their education. For the newly graduates, this period of transition means harsh competition for employment (Vuorinen & Valkonen 2007, pp. 93–98). The graduates might also face problems in employment later after the transition period (2–3 years after graduation) specifically when they are not employed in fields that require higher education this is evident from the sample taken in this study where the three participants thought they are highly qualified but have not been in jobs directly linked to their qualifications. This has created a lot of dissatisfaction among this sample and other graduates in similar situations. As a result, they tend to work just for the sake of gaining some experience at a work place so that it might help them with attaining a job of their choice. It is evident that graduates attaining a job of their choice is really complicated in the context of a rapidly changing working life and the massification of higher education. It follows from the discussion that these young adults that are usually not sufficiently aware of labour market changes, and their expectations are often higher than the opportunities available to them. Facing this kind of reality can be a big disappointment for young people taking their steps into working life (Lampila and Stenstorm 2012).

Proposition 2: Graduates' higher education guides them for preparation for entry and performance within an organization and this job experience also develops their self-efficacy, self-confidence and self-esteem which are considered essential components for successful performance in the work place.

The scoping interviews conducted with the graduates found that these young adults have got a complementary role to play in developing their employability (Lowden, Hall, Elliot and Lewin 2011). They have been trying their level best to obtain various skills necessary to enhance their level of experience of their work which might be useful for them in the later life of their working experience. Graduates in this study have particularly specified that they are not all that happy with their current job but it is also evident that these graduates have learnt tasks during this initial period of their working lives that might be necessary for their future.

Proposition 3: Young graduates can attain career advancement if they identify their career goals which requires establishing specific and challenging goals, and then obtaining regular feedback on their goal attainment

One reliable way to attain career advancement is to get in the habit of setting career goals. But it's not enough to just set goals, one needs to set job search goals that are attainable and then stay motivated enough to reach the graduate's long-term career objectives. Learning how to set effective goals takes practice, but the effort is well worth the self-discipline because having career goals makes one more successful in one's job search and ultimately more productive at work once securing employment. Making goal setting a habit also helps graduates to realize career aspirations sooner. Setting up smaller, measurable goals, keep track of the accomplishments of these goals can also be considered as an effective way to gain career advancement (Brown 2007).

Proposition 4: New under-employed graduates are likely to experience dissatisfaction since they are not given full opportunity for skill advancement and attainment

Work experience in jobs are always considered to be a vital factor in attaining a job. The indicators of work experience may of course function as measures of the human-capital level as well as of the social-capital level. Graduates who have work experience prior to the study, have work experience from jobs held in combination with their study (e.g. in weekends, evenings or holidays) (Try 2002) is supposed to

have gained an exposure to the work place and it might help in the future as today's organization for any kind of job requires work experience.

Even though all respondents in the sample are graduates with a final degree, who have not been in position as that of their education level and also have not been in any job prior to their education due to which they have been having an unsuccessful employment as a result in their current organization they are doing task that is lower to their education and these tasks are monotonous (which is noticeable particularly with interviewee H1).

Proposition 5: Graduates tend to take up a job which is dissimilar to their education because they have been unsuccessful in finding a job as per their choice and so place themselves in positions that are readily available in the job market

This dissertation study observed that graduates have been facing difficulties in finding a job of choice. According to Wolbers (2003) adjustment strategy are possible for graduates who face education-job mismatch. To improve fit one has to look for another job option especially for those who is working in a non-matching job. The reasons for a job search might be diverse (Allen and Vander Velden (2001) the graduates who are being studied here provided evidence of dissatisfaction towards their job and as a result finding a new job which matches their knowledge and skill is the best possible option for these graduates even though they think that finding a new job, and adjusting to it is a time consuming activity.

Recommendations

- Graduates need to start looking out for jobs during their last few years of undergraduate study where they can work as part time or in promotional jobs. This can help the graduates to learn and relate themselves to the working environment and can also increase their knowledge and skill (*Source - www.gulfnews.com*)
- Universities can also arrange for recruitment fairs where they can team up with employing organizations in the UAE, which might help the graduates to attain a job once they complete their degree and enter the world of work(*(Source -www.gulfnews.com)*)
- Parents need to advise their young adult children with the best possible methods through which they can attain a job of their interest and qualification *(Source -www.gulfnews.com)*
- Self-presentation is another important factor that can help a young adult in attain a quality job as per his or her interest. Preparing a good resume and practicing for interviews are the most common ways of self-presentation and also ensuring that the information like that of interest and personality, skills, accomplishments and rewards, work history, letter of reference etc is provided in the resume *(Source-federalexperts.com)*
- In finding a job in UAE (Dubai) as per ones criteria social networking, newspaper like that of Gulf News and Khaleej Times and also searching the internet for job offers and vacancies it is recommended to book mark those web pages and to frequently visit them, email alert services offered by online resources to stay in touch with the newest job as per one's qualification like that of bayt.com, career gates.com, gulfalent.com etc., can be used *(Source-www.astonaluminium.org)*
- Networking oriented career strategies lead to the development of social capital (Gould & Penley 1984; Noe 1996; Wolff & Moser 2009) that should enhance

one's knowledge of the job market. For instance, individuals may generate new contacts or strengthen ties with existing contacts to provide career-related information, guidance, and assistance. Graduates are advised to use social networks because they are valuable to career development (Wolff & Moser 2009) and can lead to the development of future job opportunities (Eby et al., 2003; Forret & Sullivan 2002)

- Graduates can take up a new assignment, enter a training program, or can enroll oneself in an evening class (after office hours) which can help clarify career strengths, weaknesses, and values that provide direction in, meaning to, and motivation for one's career (Direenzo and Greenhaus 2011)

UAE being the melting pot for many foreign expatriate employees where it is estimated to have more than 4 million foreign working population coming from various countries especially from Asian continent (Al Awad 2010). Dubai has quickly become a business Mecca for Western professionals. It is one of the most rapidly developing urban centres in the world, and one of the only cities where expats far outnumber the locals (source: www.workgateways.com). Though the global market has been effected negatively in 2008 by the global economic downturn so was Dubai which had to close down various private industries (Arabian.com) but today UAE is recovering from its crisis situation and some industries are also getting back on their feet (jobs2me.com). Therefore it can be proposed that the three young graduates should start looking more actively for another job of their choice and they need not wait for 2 to 3 prolonged years to get a job of their choice.

Limitations

This research has provided evidence for the mismatch between education and job in the UAE and the study should be extended to other countries. Additional research aspects like that of how to measure education estimating the determinants and impact of qualification on earning, job search in a more detailed for graduates, satisfaction and turnover (Farooq, Javid, Ahmed and Khan 2009) require both qualitative and quantitative analyses. These aspects were not pursued for this dissertation due to lack of time and resources. Since there is no significant research conducted on UAE expatriate graduate education and job mismatch so the availability literature on this topic was extremely limited. Due to lack of participants and data gathered the researcher pursued solely a qualitative research methodology for this dissertation to make interpretations and draw conclusions. However if the research is undertaken based on both quantitative and qualitative aspects in a detailed manner then it might prove to be a fruitful avenue for future researchers.

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Appendix: 1

Interview 1

Name :S1
Age : 23
Gender : Female

Interview 2

Name: H1
Age :25
Gender: Female

Interview 3

Name: N1
Age : 24
Gender: Female

Questions

1. Please tell me about your family and education background leading up to your under-graduate qualification and your ambitions for your life in the future?

I've been living in Dubai for the past 19 years now. I've pursued my school and higher education here itself.

My educational background includes

- B.Sc in Biotechnology
- M.Sc in Medical Biotechnology
- P.G Diploma in patent law
- MBA in pharma business management and marketing

I've chosen to study the different aspects involved in a pharma industry- E.g.- B.Sc and M.Sc gave me an insight into the research area, whereas the degree in law gave me an insight into the legal issues in the industry and so on. The reason I'm trying to understand these diverse areas, is so that in the future I can hopefully start my own pharma firm. However for now I want to pursue my career in the research field in pharmacology.

My family consists of my parents and my sister, My father works in a Jebel Ali Free Zone Company as a Senior Engineer. I did my high school in Gulf Model School Dubai and my under graduation was completed in BCom in a university in Chennai, India. My ambition in life was to enter a bank and work in the department of Finance as an Accountant where I can learn and grow

My family consist of my parents, my younger brother and sister. I completed my high school in New Indian Model School Dubai after which I did my engineering in Bits Pilani, Dubai (4 years course) . I wanted to work as a computer engineer as per my qualification in an IT firm

2. In what ways are you currently employed in the same field as your school and university qualifications?

Currently I've been unable to find a job in the research field, because of the issue of MOH license in Dubai. If I need to work in this field, it's mandatory that I have a MOH license. And in order to apply for one, I need to have 1 year work experience. Thus the irony is they need you to have job experience but won't provide you the job!

I am not currently employed in the same field as per my qualification

I am currently working in my father's company which is basically a software development firm. It is somehow or the other related to my qualification but not of course something that I wanted to do in my life.

3. Please describe your position/responsibilities in your current work?

Thus due to the unavailability of jobs in my field, for the time being I've taken up an on-line academic writing job; wherein I help students and companies with their essays and presentations.

I am working as an administrator in an advertising company and my responsibilities include

- 1) To arrange for writing minutes of the Chairman's meeting and take Follow-up action on the proceedings of the Management.
- 2) Ensure proper maintenance of personal files, service registers, etc., of all the staff.
- 3) Arrange for purchase of stationeries, printing of books and forms as per the requirements and ensure keeping up of adequate stock of stationery books and forms etc.
- 4) To ensure that the Chairman's important information are passed on to the staff accurately

My responsibility is limited as I am working in my father's firm, I assist my father in bringing business, attending meetings on his behalf, collecting payment from the companies which are already doing business with our firm

4. In what ways is your current employment a stepping stone towards your future career and success?

As such I'm not sure if this job would help me improve my chances in getting a job related to my career interests, However it is definitely helpful in strengthening my writing skills, which are indispensable for my future Ph.D Studies

Slightly I could say that my Current job is a stepping stone in my career because it has given me an experience and has also developed my skills

As I was not getting a job that's when my father suggested me to join his firm so that I can get some experience in my own field which can help me later in the future to get a better job

5. Have you tried to find a job outside Dubai which is consistent with your university studies and qualifications?

I haven't thought of job options outside Dubai because firstly due to recession the research fields field abroad prefer hiring home students/ employees. Secondly I'm looking forward to pursue my Ph.D.from abroad and then maybe search for a job there .

I am bound by family values and customs where I am not permitted to work outside Dubai

Not really I would actually like to stay in Dubai and work here rather than go to some other place.

6. In what ways do you think your qualifications and studies may have been a waste of time?

No, I really don't think that my qualification has been a waste of time, as I have always been interested in the field of research

No, Not really because I know that I will find the job as per my qualification one day or the other

I really don't think that my qualification has been a waste of time as to become an engineer has always been my dream and I would like to fulfill my dream

7. Was there any pressure from your family members to take your current job?

No, I have taken up the current job as online academic writing just so that it can develop my writing skills which is of mere interest to me , none of my family members actually forced me to take up the job

No there was no pressure from my family this job is taken by choice to gain some experience but ofcourse my family always wants me to do better in my life.

No, there has been no pressure it was just a suggestion from my father and I accepted it

8. Do you think it is difficult to find a job in Dubai consistent with your qualifications and career ambitions?

I do think that getting a job in my relevant field is really very difficult but not impossible in Dubai

I really think there are still vacancies out here in Dubai as per my qualification its just that I lack in experience because of which I have been unable to find a good job with a better pay

It is especially when it comes to freshers like us who has got lack of experience.

9. Are you still looking out for another job consistent with your undergraduate degree or are you going to stay in your current job?

I am still looking for a job in my relevant field at the same time as informed I am also looking forward in doing my PhD from abroad. No I am not going to carry on with this online academic writing job

I am still looking for a job in some other company and also I am trying to shift to the finance department of my current company

I am looking out for a job in some other company at the same time I am even planning to do my MBA to get a better job

10. In what ways are you satisfied by your current job?

It's just a part time job for me so that sitting at home I can develop my skills

I am not completely satisfied with the job as its more monotonous initially it was interesting as this is my first job but then currently I feel it more or like the tasks to be repetitive in nature which I perform everyday, there is no learning nor growth taking place in my current job

It is satisfying as I am able to learn a lot of new things from my father and also develop my skills

11. What do you think is likely to happen over the next 5-20 years?

I really hope that in next 5-20 years, at least I could open a pharma firm in Dubai

In next 5-20 years, at least reach the mid level position

It's difficult to predict but then I really hope that I really climb up the ladder in my career

12. What did you do in your last year of University to get a job?

I haven't really looked for a job during the last year of my university as I was under the impression that I would get a job really quickly, so was just waiting to complete

my education completely to get a job.

I have not done anything during my last year of my university as I was keen in completing my under graduation and then peruse my MBA in finance and marketing. I was under the impression that my qualification will lead me to the job that I have always dreamt about

I have not done anything to get a job during the last year of my university as I have heard from others and I have seen in classifies regarding the job offers that is there in my field therefore I was hoping to get a job soon after my graduation .

13. What offers and rejections did you receive?

As informed to you, I have been trying my level best to get a job in my research field, but due to lack of experience and MOH license I have been unable to find one. Offers that I have received for the qualification that I have got is very limited and these limited ones where either rejected by me because of the salary or because the organization was not willing to pay me (most of the offers which I have received is to work as an assistant to Professors of the relevant field with no pay)

I have got a lot of offers from banks, construction companys etc but the pay that the companies were offering was not sufficient enough to take up that job and moreover being the eldest in the family I have got certain responsibilities towards my family which I would like to fulfill that's why I have been waiting to get a better job with a good pay

Along with getting a lot of offers I have also been rejected by various companies some of them reject by saying that I am overqualified or most of the time its lack of an experience

I have got a lot of offers as sales engineer but the offers that I have received tow work as computer engineer has been very limited or the pay was really bad . Rejection was numerous because of lack of experience

14. What kind of advice did your family and friends give you ?

My parents have been really very supportive as they understood that getting a job in my relevant field is quiet difficult they did not push me much towards job and this gave me an opportunity to complete my MBA as soon as I completed my Masters.

As informed to you my parents have not forced me to work its just by choice that I wanted to work. I generally don't take advices from my friends when it comes to my career

Well I always take up suggestion from my family rather than my friends but my parents have always given me the right to take up the final decision when it comes to my career after giving their suggestion.

15. What are your friends doing now?

Most of my fellow friends are either doing their PhD abroad, working in the profession which is different from their qualification (as secretary/administrator/recruitment consultant), and there are few who are still looking out for a job

Most of my friends are also travelling through the same path as I am

Most of them are working as sales engineer, some of them got married, few are still looking for jobs

16. Do you still socialise and meet up with people from your university days?

Yes I do, me and my friends mostly we plan and meet up at some place

Yes I do occasionally

Yes I do most of the time just to socialize and to know about each others career and life

17. What are you doing now about job search?

I am still looking out for a job, at times I actually feel that I am ready to take up any job in hand that I get if the pay is good. For past 2 years now I have been searching for a job in my relevant field but I have been unsuccessful in doing so that's why I think that rather than waiting it's best for me to take up a job which is good and which is paid well.

Job search is still going on and I am really hoping for the best. I even been thinking about applying in my home country if I am not getting a job as per my qualification in Dubai

I am still looking for a job of my choice.

18. What jobs are you looking for?

Currently, anything would do / any kind of office job where there is less of travelling but of course not a call centre job.

I have been looking for a job as an accountant payable officer, Accountant, etc.

Still looking out for job and hoping for the best to come in my life.

Appendix 2

Education Grades

Interviewee H1

High School(CBSE SYLLABUS)

GRADE 10:68.2 PERCENT (1ST CLASS)

GRADE 11: 62 percent

GRADE 12: 71 percent (DISTINCTION)

College (over all percentage) : 72.3 percentage (DISTICTION)

Interviewee S1

High School (CBSE SYLLABUS)

GRADE 10: 71.2 PERCENT (DISTINCTION)

GRADE 11: 65 PERCENT

GRADE 12: 78.9 PERCENT (DISTINCTION)

College (over all percentage) 82.3 percentage (Topper in Biotechnology in university)

Interviewee N1

High School (KERALA SYLLABUS)

GRADE 10: 62 (1ST CLASS)

GRADE 11: 58.9

GRADE12: 70 (DISTINCTION)

College (Overall percentage) 67 percentage (1st class)

Appendix 3

By the interviewee (participant) S1

My name is S1 and I'm from Hyderabad, India. I was born in Hyderabad and moved to Madras for 3 years, after that my dad got a job in Dubai and we moved here when I was like 4. We initially thought that we'd stay here for 4-5 years make good money and go back to our home country; but before we knew it 19 years had passed by and we're so adapted to this culture and environment that going back to India seems like a nightmare for me and brother.

I went to an Indian syllabus school here because my parents thought that if ever we had to move back to India, it would be easier for me to adapt to the education system there. I always thought I'd grow up to be a doctor like my grandmother after whom I was named. But when I was in high school I realized that being a doctor meant studying and prescribing drugs and treatment that was already known; and I wanted to be involved in the discovery of new treatments. Thus I took up Biotechnology in Manipal University, Dubai. Back then this was the only university that offered me this course. I did have the option to go back to India, but due to my aversion to Indian traffic, pollution etc I decided to stay here.

I then wanted to go abroad to either US or UK for my higher studies and was successful in convincing my parents. But my dad's condition was that I could go only if I was lucky enough to earn a scholarship. Unfortunately I didn't, so I stayed back in Manipal and pursued my MSc in Medical Biotechnology. Conscious of how difficult it is to get a scholarship abroad, I did all I could to stand a chance for it. During my vacations I'd go back to India for short courses and trainings in genetics, cloning, bio-informatics and everything that I could find related to my field.

But what started as a move to boost up my CV actually ended up teaching me so much about scientific research and introduced me to so many new fields in this area. Now I had more knowledge and knew more techniques than any of my colleagues. I gained exposure to the field of genetics, immunology, bio-informatics, medical

writing etc. And now I had a new dream, which was to set up my own pharmaceutical research company. I'm aware that it's not easy, maybe close to impossible when you think of the kind of capital and experience it requires. But it's definitely not impossible and come to think of it all the companies/ industries started with a dream, a vision!

So I set out on trying to learn about every aspect of a pharma industry. I went in for a IPR course in Hyderabad to learn about the legal issues regarding patents, trademarks, etc in this industry. I pursued this course along with Masters degree here in Dubai. It was possible because, the IPR was distant education course and I had to just travel thrice to India for examination purposes. After my masters I tried yet again but failed in getting a scholarship for Phd studies in Pharma research in USA, and so I took up an MBA course in Pharma business management and marketing which was again a distant learning course from India. Along with this course I also took up a certification course in medical and scientific writing. My MBA ends this August, and now I've signed up for a 'Biotechnology and Patent' advanced course at United Nations WIPO academy which is also a distant education. I believe that when you have a dream, do all that you can to reach that goal. Maybe you might not always get what you want, but tomorrow you wouldn't regret that you never tried. And I definitely don't want to have any regrets in the future. And so I'm going keep trying and praying because I do believe God always has the best planned for everyone. Many do ask me why am I studying so much, what use are all these degrees for. But I know that even though for now I haven't gained a job/ scholarship for PhD but I have gained knowledge and experience in so many diverse areas in the field of biotechnology and pharmacology and I hope that in the future I get a chance to prove myself right and the others wrong. So even though for now I'm still sitting at home even after my post-graduation, instead of always whining about it, I try my best to learn from distance education programs and I travel to places in India where they offer several training programs; in order to increase my knowledge and experience.

By the interviewer

Sheila is a 24 year old girl whom I have known since my high school. Starting from high school she has been really good at her academics and also have won a lot of

prizes in various singing competition. During school days itself she has been extremely good in Science specifically biology as she was one among the high scorer during the board exam in Grade 10th.

S1 always wanted to take up science as her majors and wanted to become a Doctor though after her grade 12th's exam she was confused about whether did she really want to become a doctor or move in to some other field in Science. That's when she heard about biotechnology as she was extremely interested in research work.

She completed her 3years of biotechnology in Manipal university Dubai and during her studies she has gained a lot of knowledge about her field in these three years. Though biotechnology technically is a four year course but then her university as it was their first time that they were offering this course they taught the course only for three years. For her masters she always wanted to go abroad but due to her father's advice and financial status she planned to stay in Dubai and complete her studies in biotechnology.

After completing her Masters degree in biotechnology she started applying for job and also applying for her PhD but due to her lack of experience or due to shortage of job in biotechnology field she has been unsuccessful in finding a job in her own relevant field. She always wanted to apply for her Phd abroad through scholarship but has been rejected by many universities in USA and UK as she was a foreign student and the universities did not have sufficient funding for her scholarship(preferences given to local students for scholarship programmes).

As she has been applying for jobs and PhD she has also pursued small courses in India and has also is pursuing her Diploma in MBA, along with these short course which can advance her knowledge in her relevant field she is also taking her Arabic classes which can be taken as an added advantage of language in her field.

Even though she has been unsuccessful in getting a job or in pursuing her PhD she has never given her hopes as she know someday or the other she will succeed in her life.

Sheila is also doing her part time job as online academic writer and also has been looking out for a job in any profession (not a call centre job). Her parents have been really supportive to her, as they always want her to do best in her life.

By the interviewee H1

My name is H1 and I am born in Chennai, India and brought up in Dubai . I have been in Dubai for almost 25 years. I did my high school in Gulf model School, Dubai CBSE Syllabus (from Kindergarden- Grade 12)

I have always been an above average student since high School and also have won various prizes for dancing, dramas etc. After having secured a first class in 10th Grade board Examination there has always been a confusion on which stream would I choose for my Grade 11 and 12th. My parents suggested me to choose Science for my 11th and 12th Grade as they wanted to make me to become a doctor. I agreed to their suggestion and took up Science as my majors. It was only after 2 years of studying Science that I realized, Science has not been really my cup of tea and so I convinced my parents that I wanted to go for Commerce for my undergraduation, which has been accepted by them.

I completed my undergraduation in Chennai as I always wanted to go back to my home town and work there. After 3 years of my under graduation in Chennai University I wanted to apply for MBA as well. But then my parents forced me to come to Dubai to peruse my MBA. Therefore I completed my MBA from Dubai after which I started to look out for jobs.

It has not been easy for me to get a job in Dubai, as I actually thought that my qualification would provide me with a good job but it did not happen. Most of the time I was rejected by various companies by telling me that I have got lack of experience in working. It has always been my dream to work in a bank but due to economic downturn it has been difficult to find a job in Dubai. In order to start my career I took up a job as an administrator in an advertising firm thinking that it would

give me some exposure in working , at the same time I am even looking out for a job in my relevant field as I really do not want my education to go in vain.

My parents have been really very supportive they have never pushed me to work, they actually don't mind if I don't work at all. But it's just a sense of responsibility that I have got towards my family. Being the eldest daughter in the family I really want to give a helping hand to my father and share some of his financial burden.

As its been really difficult for me to find a job at times I even have second thoughts about going back to India to work as most of my colleagues in college have actually found the job of our relevant field in Chennai, But of course my first priority would be Dubai as I have got my family residing in Dubai.

By the interviewer

H1 is a 25year old girl from Chennai India. She has completed her high School from Gulf model School and her college from her home town Chennai. She has also perused her MBA from Dubai University.

Since her High School she has been really good at her academics. Math's was her favorite subject specially algebra and geometry. She has been really fond of reading and discovering new ideas. She has been a trained classical dancer and have won numerous prizes for competitions.

Initially for her Grade 11th and 12th by her parents' advice she took up Science as her majors and then moved on to Commerce for her undergraduation.

After her under graduation she came back to Dubai to peruse her MBA and also to find a job in Dubai. It has always been her dream to get a job in a bank though she has applied to various banks none of them responded to her resume, she has even applied to various organizations finance department as well but again she has been rejected for various reasons like qualification not matching with job, lack of experience and

some offers she herself has rejected by reasons like salary, transportation not provided, etc.

Currently she is working as an administrator in an advertising firm as she wanted to gain some experience in working. She has never given up on her dreams as along with working now she is also applying for jobs in Banks and in other organization's finance department.

Combined by the interviewer and the interviewee

N1 is a 24 year old girl from Kerala India who has been living in Dubai since her childhood. N1 completed her schooling from New Indian model School. During her grade 11th and 12th she always had a confusion on what to choose but as per my father's suggestion chose the field of Engineering and drawing (Science Field) during her 11th and 12th grade and continued in the same field of engineering, though took up software engineering as my under graduation which I did from Bits Pillani Dubai. N1 has been very ambitious person since her high school and listened to her parents suggestion most of the time. N1 never wanted to study from India she wanted to stay back in Dubai and pursue her under graduation so did her parents. Due to lack of experience and low salary participant N1 started working with her father and took care of all the business activities during her father's absence. Though she is still looking out for options to find a job as per her relevant field and also is currently pursuing her MBA because she thinks that it would help her in attaining the job of her choice. N1 was average in her studies, she likes to read a lot of books and learn and experience new things in life.

Appendix 4

Summary of Communication

Interviewee: (H1)

Meeting 1: 14th May 2011

Topic of Discussion

- 1) General Introduction about oneself
- 2) Family Background
- 3) School and Educational Background

Questions Asked

- 1) Can you please give me a detailed description about your self and your family?
- 2) How long have you been in Dubai?
- 3) Did you carry out your education in Dubai?
- 4) Can you give a detailed description about your education?
- 5) Why did you go to your hometown to perform your undergraduation and then came back to Dubai to study MBA?

Meeting 2: 27th May 2011

Topic of discussion

- 1) Insight in to the Career

Questions Asked

- 1) Before you took up your studies in Bachelor of Commerce. Did you perform a complete research check on the stream along with the kind of job that would be available in the market?
- 2) Did your family give you any suggestion regarding your qualification/ career option?
- 3) What kind of job would you like to do ?
- 4) Where you successful in fulfilling career goal of your life?

Meeting 3: 28th May 2011

Topic of discussion: Current job

- 1) Can you give me a detailed description about your current job and responsibilities?
- 2) Are you satisfied with your current?
- 3) Did you look out for a job in some other place other than Dubai?
- 4) Are you satisfied with your current pay?
- 5) Were you forced by your family to take up this job?

Email Communication:

19th May 2011: An email was sent for a confirmation on the topic discussed and the have received the answer to the confirmation on 20th May 2011

24th May 2011: The questionnaire was sent to the interview and the reply to the questions came on 27th May 2011

1st June: A Detailed description about the current job was sent.

13th June 2011: Educational Grades was sent.

Telephonic Communication:

23rd June: Asked to spend some time on the interview questions that would be sent to the interviewee on 24th May 2011.

12th June: Doubts regarding certain interview questions were clarified

28th July: A little insight in to the culture was gained

Interviewee 2: (S1)

Meeting 1: 20th May 2011

Topic of Discussion

- 1) General Introduction about oneself
- 2) Family Background
- 3) School and Educational Background

Questions Asked

- 1) Can you please give me a detailed description about your self and your family?
- 2) How long have you been in Dubai?
- 3) Did you carry out your education in Dubai ?
- 4) Can you give a detailed description about your education ?

Meeting 2: 1st June 2011

Topic of discussion

Continuation about Educational Background

Questions Asked

- 1) Did you always wanted to pursue biotechnology ?

- 2) You have taken your patent law exam , Where did you do it from
- 3) Your even pursuing your MBA? When are you planning to Complete it
- 4) About your PhD did you receive any scholarship from abroad colleges?
- 5) How many rejection have you got for PhD proposal

Meeting 3: 18th June 2011

Topic of discussion

Part time Job

- 1) What kind of job are you currently doing now ?
- 2) Why did you take up this kind of work?
- 3) Didn't you get any other job that best suits your qualification
- 4) Are you happy with the job?

Meeting 4: 2nd July 2011

General Discussion

- 1) Where do you think you would reach in your career after 5-20 years in time?
- 2) Didn't you look for a job outside Dubai?
- 3) Is there any pressure from your family regarding your job/career?
- 4) Are you satisfied with the job?
- 5) Are you looking out for some other options?

Email Communication:

24th May 2011: The questionnaire was send to the interview and the reply to the questions came on 25th May 2011

13th June 2011: Educational Grades was send

Telephonic Communication

30th June 2011: A communication regarding the career was discussed

16th July 2011: Doubts regarding the notes taken was cleared

Interviewee: (N1)

Meeting 1: May 30th 2011 (Meeting was for about 4 hrs)

Topic of discussion (Almost same kind of topics were discussed)

- 1) General Discussion
- 2) Family background
- 3) Educational Background
- 4) Career history

Email Communication:

24th May 2011 the questionnaire email was sent and got the reply to it on 16th June 2011

17th June 2011 doubts regarding the answers to the question was sent and received the reply to it on 28th July 2011

Telephonic Communication

Follow up calls was given several times

1st July a discussion on current job background and future dream was discussed.