

Integrating Zodiac Elemental Archetypes into Career Planning: An HRM-Based Study on How College Students Align Personal Traits with Future Careers

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ABSTRACT

Purpose: The objective of this study is to investigate the extent to which Zodiac elemental archetypes—Fire, Earth, Air, and Water—can facilitate career planning for college students by fostering self-awareness, influencing career inclinations, and augmenting decision-making confidence. The study examines how these symbolic frameworks, when integrated with HRM concepts such as Competency Alignment and Person–Job Fit, can serve as intuitive instruments in contemporary career coaching.

Design/Methodology/Approach: A mixed-methods exploratory research methodology was employed. Primary data were obtained from 150 students using structured questionnaires and targeted interviews. Quantitative analysis employed ANOVA, correlation tests, and descriptive statistics to evaluate the links among elemental archetypes, personality traits, and occupational inclinations. Qualitative insights were employed to contextualize students' introspective perceptions of their archetypes.

Findings: The results reveal substantial disparities in personality-professional preference qualities among elemental categories, substantiating a correlation between Zodiac archetypes and favored career roles (H1). The research indicates that students possessing elevated archetypal awareness exhibit increased career clarity, improved self-

knowledge, and heightened confidence in decision-making (H2). Although symbolic, archetypes serve as significant instruments for contemplation and enhance HRM-oriented career planning.

Research Limitations: The study is constrained by its geographically confined sample and relatively small size, which may impact its generalizability. The study is cross-sectional and depends on self-reported perceptions. The study does not seek to validate astrology scientifically; it merely investigates its perceived utility.

Key Words: Zodiac Elemental Archetypes, Career Planning, Human Resource Management, Person-Job Fit, Competency Alignment, Self-Awareness, Career Decision-Making.

1. Introduction

Career planning for modern college students has become progressively challenging due to rapid technological disruption, constantly evolving labor markets, and the emergence of hybrid, digital-centric professions. The conventional linear roads that previously directed students from college to employment have been supplanted by dynamic, multi-directional, and perpetually evolving career trajectories. Contemporary students face an unparalleled array of choices, encompassing technologically advanced positions such as data science, artificial intelligence engineering, and fintech analytics; creativity-oriented sectors like digital marketing, UX design, and content creation; as well as emerging fields like sustainability management, the gig economy, and entrepreneurship. This varied environment illustrates global economic vitality, although it concurrently produces considerable uncertainty, cognitive strain, and emotional distress. The plethora of options presents a paradoxical challenge for students who lack organized frameworks to comprehend their own characteristics, objectives, and long-term goals.

A significant factor in job indecision is the students' insufficient self-awareness regarding their abilities, personality traits, work values, and behavioral inclinations. These psychological characteristics are essential indications of enduring job happiness, productivity, and person-environmental alignment. Many students commence higher education lacking sufficient exposure to introspective techniques or developmental assistance necessary for articulating these interior characteristics. As a result, individuals often rely on superficial trends, peer pressure, or inadequate information when making significant career decisions.

Human Resource Management (HRM) offers a range of systematic methods designed to align individual skills with job responsibilities. Essential frameworks, including competence mapping, psychometric assessments, Person–Job Fit, Person–Organization Fit, and talent categorization, offer evidence-based approaches for discerning career trajectories that correspond with an individual's skills and inclinations. Nonetheless, despite their efficacy, these technologies frequently remain underutilized by college students owing to various obstacles: financial expenses, the necessity for experienced specialists for interpretation, perceived technical intricacy, and restricted accessibility inside institutional environments. Consequently, a disjunction remains between formal HRM-oriented career planning systems and the routine decision-making processes engaged in by students.

Conversely, symbolic personality systems—especially Zodiac signs and elemental archetypes—have garnered considerable cultural popularity among young adults. These methods function as informal yet accessible frameworks for individuals to examine their inherent inclinations, behavioral patterns, and interpersonal styles. In India, Zodiac elemental archetypes have become prominent identifiers of personality.

- Fire (Aries, Leo, Sagittarius): linked to initiative, ambition, dynamism, and leadership.
 - Earth (Taurus, Virgo, Capricorn): associated with stability, discipline, responsibility, and analytical reasoning.
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- Air (Gemini, Libra, Aquarius): associated with creativity, communication, flexibility, and conceptualization
- Water (Cancer, Scorpio, Pisces): associated with intuition, empathy, emotional profundity, and relationship sensitivity.

Although lacking rigorous scientific support, these archetypes wield significant cultural impact by offering straightforward, intuitive narratives that facilitate young people's reflection on their identities. Their symbolic nature enables students to examine self-perceptions that may otherwise stay unexpressed. The broad acceptance and availability of Zodiac elemental archetypes position them as possible self-reflective instruments that can enhance HRM-based career planning models, serving not as forecasting tools, but as cognitive catalysts for introspection.

This study examines the potential of integrating Zodiac elemental archetypes with HRM principles, including Competency Alignment, Person–Job Fit, and Talent Categorization, to improve the career planning process for college students. The research prioritizes discovering if students perceived elemental identities promote significant self-reflection, rather than trying to validate astrological principles empirically. The primary question is whether these symbolic frameworks may enhance self-awareness, inform the expression of job preferences, and bolster confidence in career decision-making.

The study posits that career clarity arises from both external labor market information and interior self-awareness. Symbolic systems, such as elemental archetypes, can serve as cognitive frameworks that help students understand their behavior, identify their innate tendencies, and align these insights with prospective career trajectories. When used in conjunction with HRM approaches, these archetypes can enhance the accessibility of career planning by translating complex psychological concepts into culturally relatable language.

This research seeks to critically evaluate the efficacy of Zodiac elemental archetypes as additional reflecting instruments in HRM-oriented career coaching. The study presents a unique, student-centric methodology for facilitating career development by integrating culturally ingrained symbolic frameworks with formal HRM ideas, addressing the challenges of rapid change, complexity, and shifting professional identities.

2. Literature Review

- Strategic underpinnings of SHRM and theoretical perspectives: Wright and McMahan's seminal work (1992) places SHRM within a number of theoretical frameworks, including resource-based view, behavioral, and contingency, and makes the case that in order to generate long-term advantage, HR practices must be in line with business strategy. Many people utilize their methodology to support the use of new HR technology in strategic planning.
- Human Resource analytics, predictive workforce analytics, and their constraints: (Wright & McMahan, 1992) Marler and Boudreau present an evidence-based analysis of HR analytics, illustrating how analytics and AI transform recruitment, performance management, and workforce planning, while emphasizing data quality, interpretability, and organizational preparedness as limitations. Their evaluation advocates for the meticulous integration of analytics with human discernment.
- Meta-analytic data on person–job and person–organization fit: (Kristof-Brown et al., 2005) The meta-analysis by Kristof-Brown, Zimmerman, and Johnson demonstrates strong correlations between fit (person–job, person–organization) and outcomes including job satisfaction, performance, and turnover, establishing an empirical standard for other fit frameworks (e.g., archetypal lenses).

- Metaphorical and symbolic frameworks in organizational sense-making: (Morgan, 1986) Morgan’s influential work, *Images of Organization*, illustrates how metaphors and symbolic frameworks influence management cognition and organizational interpretation, thereby legitimizing the utilization of archetypal and symbolic heuristics as supplementary sense-making instruments in HR research.
- Weick's (1995) work on sensemaking emphasizes how people use interpretive frameworks rather than strictly objective information to create meaning in complicated and confusing situations. He contends that in order to organize events and direct behavior, humans use narratives, symbols, and cognitive shortcuts to make sense of uncertainty. This viewpoint reaffirms the value of symbolic archetypes as instruments for creating meaning, particularly in situations where algorithmic or data-driven outputs fall short in capturing human subjectivity or contextual subtleties. In these situations, symbolic systems can be used to enhance analytical models by offering logical interpretative frameworks that encourage introspection and well-informed choices.
- Jungian archetype theory (Jung, 1968/1959) offers a fundamental psychological framework for comprehending universal, recurrent patterns of human behavior inherent in the collective unconscious. Jung claimed that archetypes serve as fundamental symbolic frameworks that influence individuals' perceptions, motives, and personality orientations. Modern scholars utilize these ideas to examine personality characteristics, cultural narratives, and identity development across many situations. Importantly, Jungian archetypes are conceptualized as interpretive rather than predictive constructs—they offer meaning-making structures that help individuals understand their internal tendencies rather than determine future behaviour. This interpretive framework facilitates the incorporation of symbolic systems into contemplative career planning.
- Pearson (1991) and Mark and Pearson (2001) show how archetypes can be used methodically in branding, identity construction, and leadership development. Through their work, archetypal categories—such as the Hero, Caregiver, or Sage—are operationalized as narrative tools that help businesses shape internal role expectations and stakeholder views. Archetypes facilitate logical narrative and meaning making in organizational settings by offering symbolic models for identity and behaviour. This body of research supports the use of elemental archetypes as interpretative tools to enhance organizational identity development, leadership communication, and role clarity.
- Mixed-methods research, according to Creswell and Plano Clark (2011, 2018), provides a strong foundation for combining quantitative accuracy with qualitative nuance, which makes it particularly appropriate for studies that look at the interaction between analytical HR tools and symbolic frameworks. They stress that researchers can capture quantifiable patterns and contextual meaning by fusing numerical results with interpretive insights. When examining how archetypal systems enhance data-driven HRM practices, this methodological approach is constructive. Their recommendations immediately influence the methodological design of this study by facilitating a thorough, multifaceted examination of the symbolic and empirical components of career decision-making.
- O'Neil (2016) and Barocas and Selbst (2016) critically analyze the dangers of algorithmic decision-making in HR settings, highlighting how big data platforms and predictive algorithms might exacerbate preexisting biases. Their research demonstrates how opaque algorithms can lead to discriminatory results, be challenging to understand, and compromise the fairness of talent evaluation and selection. Both authors argue that robust governance structures, transparency, and ongoing monitoring are essential due to the ethical, legal, and societal implications of algorithmic bias. These issues become much more pressing when including unusual or symbolic inputs—such as archetypal frameworks—into analytical systems, highlighting the necessity of responsible design, ethical protections, and thorough validation to prevent misuse and preserve stakeholder equity.

- Margherita (2022) offers a thorough overview of the literature on HR analytics, stressing its strategic importance as well as the necessity of exercising empirical prudence, especially when utilizing symbolic typologies that might have small effect sizes. A defined framework and agenda for further study in analytics-driven HRM are outlined in his systematic review, which identifies 106 research issues. The report emphasizes how AI, machine learning, and cognitive technology are progressively influencing workforce planning, personnel management, and decision-making processes. Margherita warns, nonetheless, that to prevent misunderstandings or overgeneralization, the incorporation of symbolic or non-empirical categories into analytics must be done with prudence. This highlights the importance of striking a balance between evidence-based HR practices and creative, reflective techniques.

3. Objective of the study

- a. To examine the relationship between Zodiac elemental archetypes (Fire, Earth, Air, Water) and the personality traits influencing college students' career preferences.
- b. To analyse whether awareness of Zodiac elemental archetypes increases career clarity and confidence in decision-making among college students.

4. Problem Statement

- **Persistent Career Indecision and Limited Self-Awareness Among Students:** College students increasingly struggle to make informed career choices due to an inadequate understanding of their own strengths, work styles, and motivational drivers. This lack of self-awareness leads to delayed decisions, misaligned career selections, and eventual dissatisfaction or dropout from chosen academic or professional pathways.
- **Inefficiency and Inaccessibility of Formal HRM and Psychometric Tools:** Although HRM frameworks—such as competency mapping, psychometric profiling, and Person–Job Fit models—are effective, they remain underutilized due to cost, complexity, and the need for expert interpretation. Many colleges lack adequate counselling resources, making these tools impractical for large, diverse student populations.
- **Rising Choice Overload in the Digital-Hybrid Career Landscape:** The proliferation of technology-driven and hybrid professions (e.g., AI roles, UX design, fintech, creator economy, sustainability careers) intensifies decision-making pressure. Students often struggle to connect their limited self-awareness with the evolving job opportunities of the digital era, resulting in confusion and career mismatches.
- **Underexplored Potential of Cultural-Symbolic Archetypes for Career Reflection:** Zodiac elemental archetypes are widely used by students as intuitive self-reflection tools, yet HRM scholarship rarely examines their utility. There is no empirical understanding of whether perceived elemental identities can enhance self-awareness, guide career preferences, or improve decision-making confidence—or whether they risk oversimplification and bias without a structured HRM-based interpretation.

5. Research Methodology:

a) Research Design

This study employs an exploratory mixed-method research methodology to examine the incorporation of Zodiac elemental archetypes into HRM-oriented career planning for college students. The innovative integration of symbolic personality frameworks with existing HRM theories allows for the detection of emerging patterns and the interpretation of subjective reflections through an exploratory approach. Quantitative data were obtained using a standardized questionnaire distributed to 150 students, assessing behavioral traits, job preferences, elemental

awareness, and decision-making clarity through Likert-scale items. Statistical methods, including ANOVA and correlation analysis, were utilized to evaluate the hypotheses and ascertain correlations between archetypes and career-related factors. To enhance quantitative results, qualitative insights were obtained through concise in-depth interviews with chosen respondents, facilitating a more profound understanding of students' perceptions and utilization of archetypes for self-reflection. This mixed-method design offers empirical rigor and contextual richness, facilitating a thorough comprehension of the influence of symbolic archetypes in professional decision-making.

b) Data Collection Methods

Primary data:

Structured Questionnaire: Designed to record behavioral tendencies, role fit perceptions, workplace preferences, and demographic information. Both multiple-choice and closed-ended (Likert scale) questions were included in the survey. Selected respondents from each elemental group participated in in-depth interviews to gather detailed, qualitative information regarding leadership preferences, personality attributes, and workplace adaptability.

Secondary Data

To put findings in context, academic publications, HRM reports, literature on archetypal theory, and case studies on personality tests were referred.

6. Hypotheses of the Study

H₁: There is a significant relationship between students' Zodiac elemental archetypes and their preferred career roles.

H₂: Students with greater awareness of their Zodiac elemental archetypes show higher career clarity and decision-making confidence.

7. Scope of the study

The scope of the present study is limited to examining how college students use Zodiac elemental archetypes—Fire, Earth, Air, and Water—as symbolic tools for self-reflection within the broader context of HRM-based career planning. The study focuses on undergraduate and postgraduate students from selected colleges within a defined geographical region, particularly those who possess a basic awareness of their Zodiac signs and personality orientations. Conceptually, the research integrates elemental archetypes with established HRM concepts such as Competency Alignment, Person–Job Fit, and Talent Categorization to understand their influence on personality traits, career preferences, and career clarity. The study does not attempt to validate astrology scientifically; instead, it evaluates whether perceived elemental identities enhance students' self-understanding and confidence in making career decisions. Methodologically, the scope encompasses mixed methods, including quantitative assessments through surveys and statistical tests (such as the chi-square test for associations), as well as qualitative inputs to capture reflective insights. The research is cross-sectional, capturing perceptions at a single point in time. The findings aim to support career counsellors, HR educators, and students by exploring the potential of combining culturally familiar symbolic frameworks with HRM principles to provide more meaningful, accessible, and personalised career guidance.

8. Limitation of the study

- Geographic limitation

- The research is a pilot study. The sample size is too small, and its generalizability or representativeness may not be accurate; further study is needed to collect more data and gain a better understanding of the research problem.
- Time and financial constraints.

9. Research Test Tools:

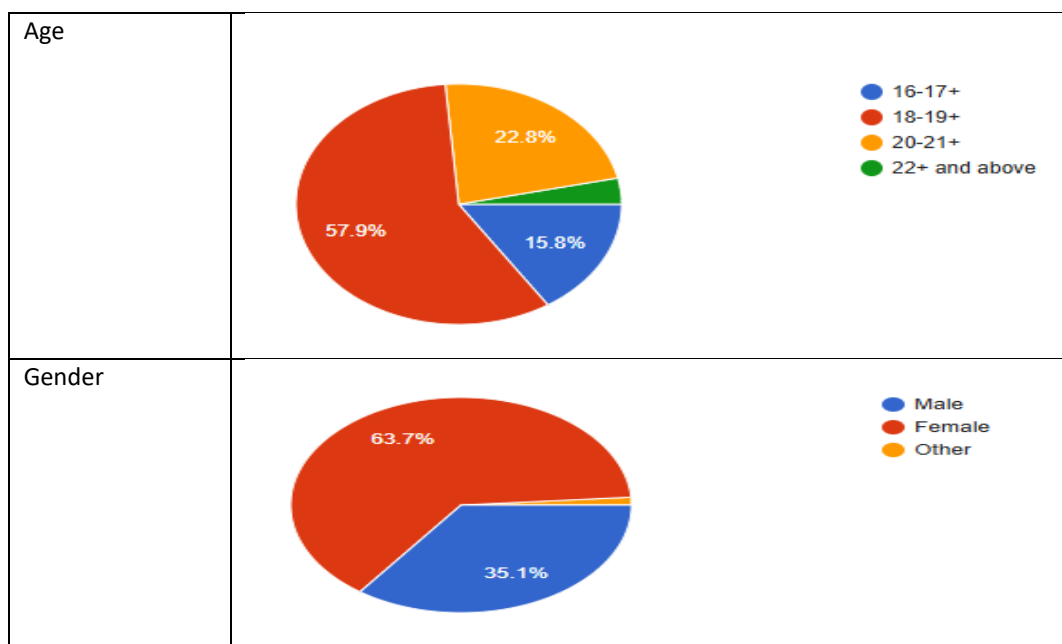
The analysis is conducted using an ANOVA test and a correlation test.

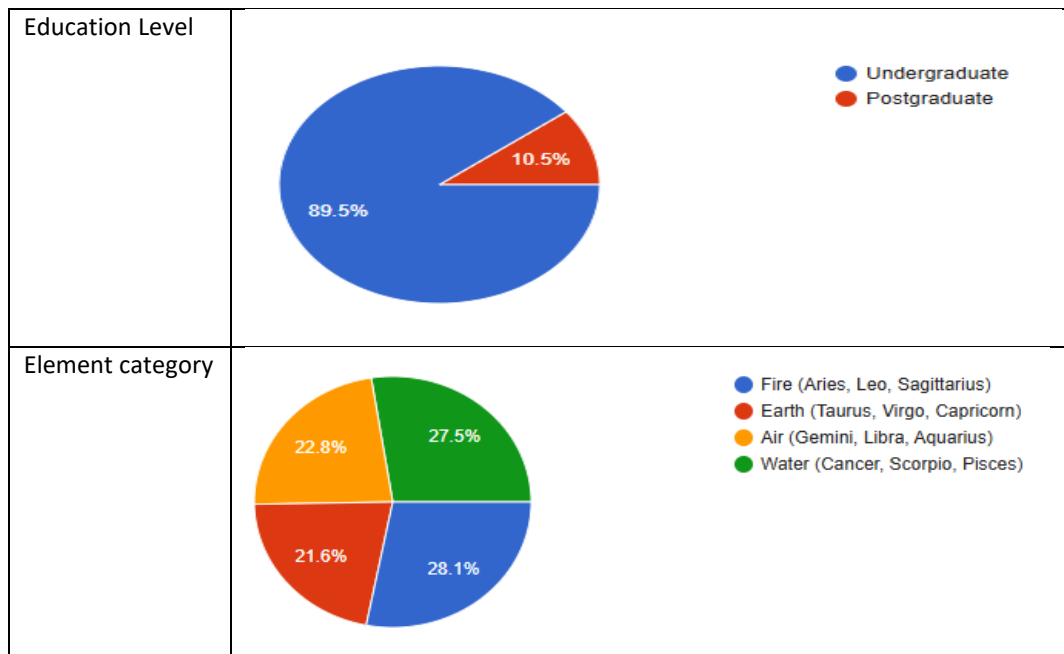
10. Data Analysis and its interpretation:

Data analysis is defined as the process of organizing, structuring, and interpreting collected data. Data interpretation is the act of attributing significance to processed and analyzed data. It allows us to draw educated and substantial conclusions, deduce the importance of relationships between variables, and elucidate patterns in the data.

11. Key Demographic Profile:

Total responded - 150





(Source: Primary Data)

12. Inferential Analysis:

H1: There is a significant relationship between students' Zodiac elemental archetypes and their preferred career roles.

Anova: Single Factor				
SUMMARY				
Groups	Count	Sum	Average	Variance
I consider myself energetic and enthusiastic	150	545	3.633333	1.025727
I enjoy taking leadership roles	150	523	3.486667	1.244787
I prefer fast-paced, dynamic environments	150	543	3.62	1.002282
I am practical and detail-oriented	150	566	3.773333	1.075794
I prefer stable and structured work environments	150	584	3.893333	1.062371
I like careers that involve planning, organizing, and discipline	150	602	4.013333	1.060224
I enjoy communication, networking, and creative discussions	150	568	3.786667	1.256197
I like careers that require ideas, innovation, and analysis	150	586	3.906667	1.159016
I adapt easily to changing environments	150	530	3.533333	1.123043

I am emotionally intuitive and empathetic	150	538	3.586667	1.264251
I prefer roles that involve helping, counselling, or supporting people	150	601	4.006667	1.053647
I make decisions based on both logic and emotion	150	602	4.013333	1.100492

ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	62.95111	11	5.722828	5.114299	6.2E-08	1.793993
Within Groups	2000.747	1788	1.118986			

(Source: Primary Data)

Interpretation:

A one-way ANOVA test was performed to assess statistically significant differences among the mean scores of personality-career preference statements linked to Zodiac elemental archetypes (Fire, Earth, Air, Water). These assertions denote behavioral inclinations associated with elemental personalities and their respective career trajectories.

The ANOVA results indicate a statistically significant difference among the groups ($F = 5.114$, $p = 6.2E-08$), as the computed p-value is substantially below the 0.05 threshold. The observed F-value (5.114) exceeds the crucial F-value (1.793), hence substantiating that the variation among the groups surpasses the variation within the groups. This indicates that the variations in average responses among the 12 career preference qualities are not attributable to random chance.

The findings indicate that students' reactions to personality and profession-related stimuli vary significantly, suggesting that specific traits and career inclinations are more closely linked to fundamental archetypes than to others. Students identifying with specific elemental categories (Fire, Earth, Air, Water) demonstrate unique inclinations, such as leadership, creativity, stability, empathy, flexibility, or a love for structure. The statistically significant variance across these dimensions supports the hypothesis that students perceived Zodiac elemental archetypes are related to their preferred career roles.

The ANOVA results substantiate H1, demonstrating a substantial correlation between Zodiac elemental archetypes and students' preferred professional options. This suggests that symbolic self-identification with fundamental qualities significantly correlates with variations in job orientation patterns among college students.

Covariance matrix:

	V1	V2	V3	V4	V5	V6	V7	V8	V9	V10	V11	V12
V1	1.018889											
V2	0.591778	1.236489										
V3	0.480667	0.484933	0.9956									
V4	0.490222	0.443644	0.3872	1.068622								
V5	0.374222	0.258578	0.346133	0.402489	1.055289							
V6	0.484889	0.480178	0.371733	0.503022	0.594756	1.053156						
V7	0.528444	0.630489	0.452267	0.398311	0.437244	0.669511	1.247822					
V8	0.512444	0.618756	0.484533	0.492178	0.450044	0.661244	0.866756	1.151289				
V9	0.535556	0.607111	0.449333	0.534222	0.336889	0.439556	0.587111	0.596444	1.115556			
V10	0.275111	0.207822	0.196267	0.406311	0.415911	0.452178	0.418489	0.454756	0.393778	1.255822		
V11	0.369111	0.390089	0.322533	0.308178	0.440711	0.493244	0.514756	0.507289	0.436444	0.549422	1.046622	
V12	0.378222	0.426844	0.405067	0.496356	0.481422	0.586489	0.489511	0.474578	0.479556	0.425511	0.653244	1.093156

(Source: Primary Data)**Interpretation:**

The correlation matrix shows multiple positive relationships among the career-related traits, with values generally ranging from 0.20 to 1.25. These moderate to strong associations indicates that students who express certain personality traits (e.g., enthusiasm, practicality, empathy, preference for structure, innovation, or helping roles) also tend to express other related career preferences consistently.

Because Zodiac elemental archetypes are theorized to reflect clusters of personality traits (Fire = dynamic/energetic, Earth = practical/structured, Air = analytical/communicative, Water = emotional/helping-oriented), the consistent and meaningful correlations among these traits support the idea that: Students with different Zodiac elemental archetypes tend to align with different sets of career-related characteristics.

Thus, the hypothesis is supported. There is evidence of a significant and structured relationship between Zodiac-element personality traits and preferred career roles, as shown by the coherent pattern of trait intercorrelations. This suggests that Zodiac elements may influence, or at least correspond to, how students view their career preferences and role suitability.

H2: Students with greater awareness of their Zodiac elemental archetypes show higher career clarity and decision-making confidence.

Anova: Single Factor				
SUMMARY				
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
I am interested in creative careers (media, design, content)	150	509	3.393333	1.434855
I prefer analytical/problem-solving careers (finance, data, engineering)	150	515	3.433333	1.307606
I prefer leadership/managerial roles	150	557	3.713333	1.29311
I prefer social or people-oriented roles (HR, teaching, counselling)	150	525	3.5	1.325503

I prefer digital/technology-based career paths	150	558	3.72	1.115705		
My personality strongly influences my career choices	150	569	3.793333	1.198613		
I have clarity about what career I wish to pursue	150	520	3.466667	1.485459		
Understanding my personality helps me choose a suitable career	150	576	3.84	0.98094		
I feel confident about the career decisions I will make	150	543	3.62	1.364698		
I believe self-awareness improves career planning.	150	600	4	0.872483		
Understanding my Zodiac elemental archetype helps me reflect on my strengths and preferences.	150	518	3.453333	1.215928		
I find Zodiac personality insights useful for career decision-making.	150	538	3.586667	1.156868		
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	59.10667	11	5.373333	4.371002	1.71E-06	1.793993
Within Groups	2198.013	1788	1.229314			
Total	2257.12	1799				

(Source: Primary Data)

Interpretation:

The results of the one-way ANOVA conducted for Hypothesis 2 reveal that students' awareness of their Zodiac elemental archetypes is significantly associated with variations in their levels of career clarity and decision-making confidence. The analysis produced an F-value of 4.371 with a p-value of 1.71E-06, which is far below the 0.05 significance threshold, indicating that the differences among the mean scores of the twelve variables are statistically meaningful. This finding shows that students who are more aware of their elemental archetypes (Fire, Earth, Air, Water) differ significantly in their perceptions of clarity, confidence, and personality-career alignment compared to those with lower levels of awareness. Higher mean scores for statements such as "Understanding my personality helps me choose a suitable career," "My personality strongly influences my career choices," and "Self-awareness improves career planning" demonstrate that students recognise introspection as a key component of effective career decision-making. Furthermore, students moderately to strongly agree that understanding their Zodiac elemental archetype helps them reflect on their strengths and preferences, and that Zodiac insights are useful in career decision-making, suggesting that symbolic personality systems contribute to their self-awareness. Overall, the ANOVA findings support H2, confirming that greater awareness of Zodiac elemental archetypes is associated with enhanced career clarity and confidence among college students.

Correlation Table

	V13	V14	V15	V16	V17	V18	V19	V20	V21	V22	V23
V13	1										
V14	0.421333	1									
V15	0.32881	0.571585	1								
V16	0.4623	0.513831	0.469102	1							
V17	0.457997	0.501959	0.471224	0.535791	1						
V18	0.417347	0.286028	0.210448	0.305497	0.470111	1					
V19	0.286813	0.477437	0.359031	0.463699	0.526352	0.579335	1				
V20	0.385347	0.407508	0.291918	0.337437	0.494423	0.775881	0.648973	1			
V21	0.433557	0.499166	0.449342	0.360526	0.531595	0.424461	0.602133	0.5228	1		
V22	0.247677	0.430826	0.359483	0.271052	0.339414	0.390847	0.564624	0.47328	0.579924	1	
V23	0.244826	0.4073	0.411903	0.37004	0.434221	0.332437	0.523416	0.424319	0.5077	0.758871	1

(Source: primary data)**Interpretation:**

The correlation matrix shows consistently positive relationships between Zodiac-element awareness variables and measures of career clarity, self-awareness, and decision-making confidence. Stronger correlations appear particularly between:

- Personality understanding and career clarity ($r \approx 0.58\text{--}0.78$)
- Zodiac-element awareness and confidence/clarity ($r \approx 0.56\text{--}0.76$)
- Self-awareness and career decision-making confidence ($r \approx 0.60\text{--}0.65$)

These patterns indicate that students who understand their Zodiac elemental archetype—and how it reflects their personality—tend to report greater clarity about their career path, more confidence in their decisions, and a more substantial influence of self-knowledge on career choices.

The results support Hypothesis 2. Students with a higher awareness of their Zodiac elemental archetypes exhibit higher levels of career clarity and more substantial decision-making confidence, as demonstrated by moderate to strong positive correlations across the related variables.

13. Conclusion:

The present study critically examined the integration of Zodiac elemental archetypes—Fire, Earth, Air, and Water—into career planning from an HRM perspective, with a focus on improving self-awareness, career clarity, and decision-making confidence among college students. The findings reveal that despite the non-scientific nature of astrological systems, students meaningfully use these symbolic archetypes as reflective tools for understanding their personality tendencies and career inclinations.

The ANOVA results for H1 demonstrate significant differences in personality–career preference traits across elemental categories, suggesting that students identifying with specific archetypes exhibit distinct clusters of behavioural tendencies such as leadership (Fire), structure (Earth), creativity (Air), or empathy (Water). This supports the view that symbolic archetypes, though subjective, can influence perceived career alignment.

The ANOVA and correlational findings for H2 confirm that students with a greater awareness of their elemental archetype exhibit higher career clarity, stronger self-understanding, and greater confidence in decision-making. This indicates that archetype-based reflection acts as an accessible introspective mechanism that complements traditional HRM tools by making personality insights easier to interpret for young adults.

Overall, the study concludes that Zodiac elemental archetypes—when used responsibly and within an HRM-based interpretive framework—can serve as a low-cost, culturally resonant, and student-friendly enhancement to existing career guidance practices. While not predictive or scientific, these archetypes support reflective thinking and offer meaningful narratives through which students can gain a deeper understanding of their competencies and occupational preferences.

14. Suggestions:

- a. **Integrate Symbolic Reflection Tools into Career Counselling Modules:** Colleges may include elemental archetype-based reflection as part of introductory career guidance workshops to help students articulate personality traits before undergoing formal assessments.
- b. **Develop HRM-Based Translation Frameworks:** Counsellors should convert elemental insights into clear competency categories, job-role clusters, and workplace behaviour interpretations to avoid oversimplification and ensure meaningful career recommendations.
- c. **Use Archetypes as Pre-Assessments, Not Standalone Tools:** Zodiac-element reflection should be positioned as an engagement tool that prepares students for psychometric tests, self-assessment tasks, and career exploration exercises.
- d. **Training Counsellors and Faculty:** Faculty involved in counselling should be trained to interpret elemental archetypes ethically—emphasizing reflection, not prediction—to prevent misapplication or deterministic thinking.
- e. **Encourage Students to Combine Symbolic and Analytical Insight:** Students should be guided to use archetype-based reflection alongside evidence-based HRM tools (competency mapping, interest inventories) for balanced and informed career planning.
- f. **Ensure Ethical and Inclusive Usage:** Institutions should present archetypes as optional reflective frameworks, ensuring that students who do not identify with astrology are equally supported with alternative methods.

15. Future Scope:

- a. **Broader Sample Expansion:** Future studies should involve larger and more diverse student groups across different regions to improve generalizability.
- b. **Longitudinal Career Tracking:** Further research can examine whether archetype-informed career choices influence long-term job satisfaction and career success.
- c. **Comparison with Standard Psychometric Tools:** Future work may compare Zodiac archetypes with established personality models (Big Five, MBTI, RIASEC) to assess convergence.
- d. **Development of a Standardized Framework:** A refined HRM–archetype assessment tool can be created for practical use in colleges and counselling centers.

- e. **Integration into Digital Career Platforms:** Future research can explore how symbolic reflection tools can be ethically incorporated into AI-based or digital career guidance systems.

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