

**"CAREER PLANNING OF YOUTH AND PREFERENCE OF ENTREPRENEUR
WITH RELATION TO HIGHER LEVEL STUDY IN BANGLADESH"**

**Prepared By
Group - BLUE
Session – 2007-2008
Dept. of Statistics, Biostatistics & Informatics
University of Dhaka**

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Department of Statistics, Biostatistics & Informatics
University of Dhaka
April, 2012.

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**Dedicated
To
Our Beloved Parents**

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We are also grateful to all of our friends, classmates and respondents who helps us both directly or indirectly to develop the research paper.

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Abstract:

We know that, the career research paper is the signature assignment for many career development courses. And that's why we choose our research topic as the career planning of students & preference of entrepreneur in our country.

Many factors affect career choices of high school students. Identifying these factors would give parents, educators, and industry an idea as to where students place most of their trust in the career selection process. It would also allow students to examine processes they use for career selection.

In this study we showed that three areas of a student's life affect the career choices they make: environment, opportunity, and personality. All three played varying roles in career outcomes. This study attempted to identify to what extent the factors played a role in career choice and which were most important.

To accomplish the objectives of the study, primary data have been collected from 245 students, 40 newly appointed job holders & 18 entrepreneurs. Analysing of the collected data was executed in accordance of statistical methods & techniques. Frequency table, bar & area diagram, pie chart, chi-square test & logistic model have been performed where necessary.

From the analysis, we revealed some imperative facts, such as – how influential were factors of personality in making career Choices, how influential were factors of the environment in making career choices, how influential were the factors of opportunities in career choice, which areas of personality, environment, or opportunity were most important to the students, the satisfaction level of newly appointed job holders & what type of quality, criteria & qualifications are preferred by entrepreneurs.

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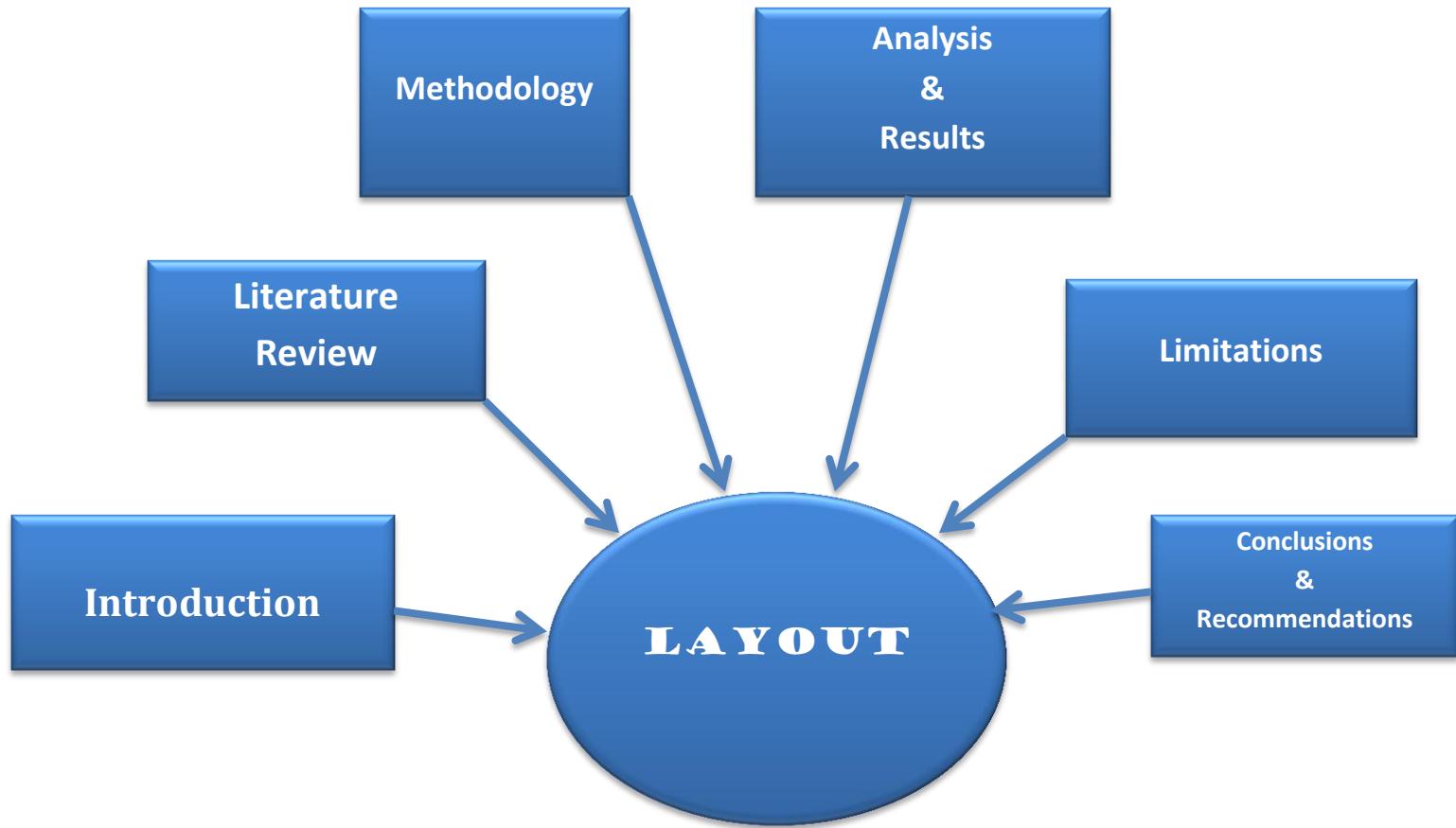
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CHAPTER ONE

Introduction and Objectives

1.1: INTRODUCTION

Career planning and selection is one of the most crucial decision a student have make in his/her life specially who are opting to hold a felicitous career in future. Here our goal is to reveal those factors that directly or partially influences in choosing one's desired field of pursuing higher studies. It is assumed that a students should go through a meticulous contemplation about some fundamentals factors like his/her inner calibers, passions, availabilities before framing out an concrete decision about his/her future study field. Naturally latent calibers, passions and sometimes economic conditions of family (especially in developing or underdeveloped countries) are thought to be pretty enough in describing the reasons behind one's desired field to study. But countries like Bangladesh with high competitive university admission exams, lack of proper educational equipments, cost of university education, political chaos in campuses and many more infelicitous and disgraceful occurrences hampers one's smooth way of contemplating about his/her desired sector and as a result often fail to comply with their dreams. They are compelled to figure out rather an easy substitute keeping aside their dreams and passion. It is found that at the end of the battle of university exams many fails to get admitted and grabs whatever he gets as a last option to embrace, however which may not suit according to his/her dreams at this first phase. But the thought of a career planning are not just sweep away by those who are more prudent about their bright future.

In this study we try to find out the factors partially/ directly pave the way for a student to anchor in a particular field. Opportunities is one of the factors that shapes career choices of students. Opportunity may influence how students have perceived their future in terms of the reasonable probability of a future in particular career fields. The issue of poverty has played an important determining role (especially in developing/ under developed countries) in the opportunities available to all. In developing country like Bangladesh where majority of the university students come from poor, mid-level, upper midlevel backgrounds, economic condition is one of the major aspects that is seen taken into account while selecting a sector since some sectors like medical , dental engineering, architectures etc cost relatively more than other fields like general university education ,vocational collages etc. Much of the impoverished students considers to come into vocational institutes as it aims at implementing practical knowledge rather than theoretical which promotes quick access to jobs with less competition at a relatively low cost.

Though our study reveals no dominance of either of the genders in any field of our study area (medical, engineering, vocational, entrepreneurs) but the C.A sector, where males are almost solo participant with a few number of females but it is seen tentative that this figure will come into equal in near future as demand of C.A graduates are enviable.

A remarkable influx of private companies and foreign investments has lead to a dramatic change in the field of career of students. Most of the firms prioritize MBA degree as pre-requisite irrespective of the background of applicant's discipline. So, more and more students are opting to

have an MBA degree after their completion of BS/BA to ascertain a long- term job, respectable salary. The same happens for C.A also. Even the doctors, engineers as well as others take part in MBA/CA as an additional degree as it is thought to give them a provision to diversify their future field of career even after retirement.

While participating in the study of the job satisfaction we can see that level of the satisfaction varies in different extent. In this indomitable competitive market it is conspicuous that many students are compelled to join that does not match to their desired extent. Job satisfaction is closely linked to having an interest in the tasks one performs. Those under dissatisfaction switch to another field whenever they have a better choice.

In this era of modernization and with the advancement of technologies career fields are becoming more and more versatile as students actively participating in the tasks merely for pleasure (as hobby) now a days are making handsome money through it which even at some point becomes their solo income source. For example a plenty number of full/part professional photographers, freelancers, graphics designers, singers, sportsmen are emerging in days relative to past. These sectors beyond our conventional studies are gaining popularity among the youngsters and it is tentative to gain momentum in near future.

1.2: Background of the study

Choice of a profession is always difficult, the more in Bangladesh where there is little facility for guidance. In the west the educational system is fairly job oriented. The direction of the choice there is almost decided when a young man opts for the type of school to which he will go. Here in Bangladesh the case is quite different. The student, who chooses the science stream, will have to decide later whether he will be a theoretical scientist or a medical man or a engineer or a technician. Too often the tendency of our young man is to drift. Lately, however, career guide magazines, advertisements and bulletins, put up over Radio and TV, have become somewhat helpful. The Government is doing something, no doubt, to meet the situation by opening up a few polytechnics in big cities and in the district towns but that is only a drop in the ocean.

Having chosen a profession, two things are necessary. First, he must be ready to learn its secrets in a sprite of real devotion. Secondly, he must be ready to stick to the profession of his choice and struggle for it.

“Every man is an architect of the own fate”. Let every young man adopt this as to motto of his life. Let him find his profession and build it up like an architect, brick by brick, with patience and perseverance. He should not be driftwood, carried hither and thither by chance. Great men are self-made man.

Even forty years after the attainment of independence the prospect of job, for young man of Bangladesh, is gloomy and bleak. There is hard competition; there is exploitation all around with

political pulls. This makes a choice difficult and success is often a gamble with chance. Still the choice has to be made and we must try to win the struggle.

The university occupies a place of overwhelming importance in our educational system. All our eyes are turned towards it. A country expects its universities to provide leadership for different fields of the society. A university as the seat of higher learning may be said to have successes in its primary mission if it has given us leaders. It is not merely an examination body but has to serve as a centre of high academic studies and research. The allotted duty of a university is the advancement of learning, the pursuit of the sciences and arts. “A university should be a place of light, of liberty, and of learning” said Disraeli. It should illuminate the mind, liberate the intellect and create a passion for learning in all disciplines.

The real question is- does university education confer any real advantage or extra status on a person? Does it add to one’s efficiency or general capacity? There are, however, certain respects in which university education is advantageous. A university man develops a wider outlook on life. He is more liberal, more considerate in his attitude to men and events.

Another advantage of university education is its influence on general character. In most cases it will be found that a university man is more restrained and refined in speech and behavior. He has a tradition to uphold. He is, on the whole, more likeable than a non-university man. Thus, in the long run, a university builds up national culture and gives a healthy direction to, i.e. moulds national character.”it is universities that the soul of a people mirrors itself”- said Lord Haldane.

Nowadays it is a good thing that a minimum university qualification is demanded from all entrants to specialized careers. At the same time, it must also be admitted that there is need for making university education more adapted to the needs of career and even the society at large.

The trouble is that the standard of the universities in our country is never very satisfactory. The methods of teaching have become mechanical and stereotyped. Students are never called upon to think out things for themselves. Yet a true university education is always an asset and an inspiration that promotes original thinking and qualities of leadership.

The importance of career planning:

It comes first and sets forth what he should do first to achieve it. But that is not all an aim does; it helps him to decide what to do, when to do, how to do, and how not to do something to achieve it. All kinds of plans, management, coordination, and control emerge out of a perfect sense of that aim.

We do best what we really want to do and what we have the capability to do. And choosing a profession as a career is undoubtedly choosing something for the achievement of which we can do our best.

1.3 objective of the study:

- 1) To know the uses of such education in developing wider outlooks and its Influence on character.
- 2) To figure out the diversities of careers in modern Bangladesh.
- 3) To find out the different educational sectors preferred by students.
- 4) To know what type of discipline (subjects/departments) are preferred by different multinational companies/banks or others.
- 5) To observe the effect of reservation of a large percentage of Govt. and Semi-Govt. jobs for the scheduled caste and tribe.
- 6) To know whether we have enough skilled man power to fill up the demand of our industries.

1.4 Research Question:

- 1) How influential were factors of personality in making career choices?
- 2) How influential were factors of the environment in making career choices?
- 3) How influential were the factors of opportunities in career choice?
- 4) Which areas of personality, environment, or opportunity were most important to the students?

1.5: Basics of Career Planning:

For clarity the terms used in the study were defined as follows:

Career choice – The broad opportunities that exist for life long vocations. These vocations are set out in a framework of strategies moving toward personal goals. Fields of vocational, academic, and sociological endeavours are explored for the purpose of satisfying personal, economic, and intellectual goals.

Environment – The complex physical factors that make up our surroundings (Britannica, 2002), and in turn act upon us. For the purposes of this study they would include the forces of family, political, social, and economic issues that both typical and non-typical students may deal with on a day-to-day basis.

Motivation – Forces acting on or within a person causing an initiation of behaviour (Britannica 2002) or what it is that moves us. In this study we will deal with the issues that help or hinder students in making career choices.

Opportunity – Those choices in one's life which are exposed either in a subtle or obvious manner. These choices or paths give the individual a selection between two or more outcomes. The outcomes of one's choosing may or may not exceed one's present abilities.

Personality – A characteristic way of thinking, feeling and behaving (Britannica, 2002). The personality is the collection of impressions in the appearance of the student's body and the impressions believed to have been made on others, good or bad. One's personality may embrace attitudes and opinions that affect the way we deal with interactions of people and, in particular to this study, the situations of choosing a career.

Quality of life – The depth in the content of richness and fullness in our day- to-day existence. This includes observed and unobserved criteria that contribute to the fulfilment with our expectations and aspirations.

1.6 Literature review of the study:

This chapter reviews the literature that described the student career choice process. The body of literature available for review encompassed many volumes. Therefore, this review of the literature focused on 1) how environments in which students find themselves have lead them in a particular direction, 2) how opportunities might have influenced a student's career choice, and 3) why the perceptions of one's personality may have determined the route they took in their career choice process.

“Work is one of our greatest blessings. Everyone should have an honest occupation.” (**Rosenstock & Steinberg, cited in O'Brien, 1996, p. 3**). Every student carries the unique history of their past and this determines how they view the world. That history created, in part by the student's environment, personality, and opportunity, will determine how students make career choices.

According to **Kroll et al., 1970, p. 19** –“Man's occupation determines the kind of person he becomes since, through his waking hours, his cognitions about himself, his wants and goals, and his interpersonal response traits are melded”.

Splaver (1977) said “personality” plays an important role in the choosing of the right career. A student's personality must be a self-motivated type, as to investigate career possibilities from early on in their lives, and not the procrastinating type that waits until they are compelled to decide. Students must take seriously the role grades play in limiting opportunities in the future. **Splaver** went on to say, “It is important for you to have a good understanding of yourself, your personality, if you are to make intelligent career plans” (**Splaver, 1977, p.12**).

Opportunity is one of the main factors that has shaped career choices for students. Opportunity may influence how students have perceived their future in terms of the reasonable probability of a future in particular career fields. Some students will have to budget education according to their personal income. **Thout (1969)** addressed those in desperate need, “Where necessary, these persons [Individuals described as living under the poverty level] must be assisted through special

training programs to overcome educational and social handicaps so that minimum job standards can be met" (p. 1).

Opportunities in career choice would include academic settings, technical schools, entry-level job openings, job shadowing, vocational guidance, job placement, and industry contacts. **Super (Super, 1957)** stated, surprisingly enough, that intelligence has little to do with getting entry-level positions; rather, maturity, as in physical size and manner, is valued more by the employer than intelligence. An academic background that closely meets the desired qualifications for a job is a critical factor. Likewise shop skills are essential for some jobs in that they would benefit someone pursuing a machine trades career.

In an attempt to see how students took advantage and followed through on opportunities, the researcher interviewed University Wisconsin-Stout's Assistant Director of Admissions, **Barbara Tuchel**, who indicated that students take the path of least resistance to enter the University. If a parent had exerted enough pressure on the student to enter a particular career field and the student had no current plans, then students followed their parents' suggestion. **Tuchel** thought that students should be thinking about career decisions in their higher secondary level.

Tuchel stated that the environment plays a large part in a student's career choice. Students traditionally stay at home to either obtain education or start employment. **Tuchel** mentioned that marriage also played a large part in career decisions. She stated that the economics of marriage either solidified the commitment to go on to higher education or stopped career plans short, depending on the stability of the marriage (B.J.Tuchel, personal communication, June 18, 2002).

Throughout a career, an individual seeks to accommodate the environment with one's goals, while at the same time being incorporated into the environment (**Kroll, Dinklage, Lee, Morley, & Wilson, 1970**). Career development is the balancing of recognizing and meeting needs of the individual while at the same time responding to the outer forces and realities of life.

Kroll went on to say that much of the informal and formal knowledge provided through our society and our environment has focused on the acquisition, retention, and utilization of information pertaining to the world. We have observed that both the self and the world emerge as important factors in the constructs that we have attained, in that they have become the important features in the acquisition, retention, and translation of information about one's self (**Kroll et al., 1970**).

Splaver stated (1977) it is important for students to have a good understanding of themselves, their personality, if they are to make intelligent career plans. What they would like to be, and what they are like, are determining factors in their career. The personality factors to be considered include their mental abilities, special abilities, and interests. **Splaver** (1977, p.13) considered factors of mental abilities to be "verbal comprehension, word fluency ability, spatial ability, numerical ability, reasoning ability, and memory."

The term ***floundering*** has been used by some sociologists to describe the experiences of young workers who try one job, then another, and then another, sometimes for a succession of five or ten short-lived jobs, each job having little or no relationship to the others... there is no sequence or progression, nothing in one job that draws experience in the preceding job or that leads logically to the next (**Davidson & Anderson, cited in Super, 1957, p. 112**).

Kroll has provided models of the decision making process. **John Dewey's** model (**Kroll et al., 1970**) describes five noticeable steps described: the prelective state, suggestions, intellectualization, hypothesis, and then reasoning. Along the same lines as **Dewey's** description is another from **Polya**. **Polya** (cited in Kroll et al., 1970) described four basic areas in the decision making process 1) understanding the problem, 2) seeing how various items of the problem are linked in order to formulate a plan, 3) carrying out the plan, and 4) reviewing and discussing the completed solution.

Much of the literature concerning career choice discusses the need for students to investigate. The student must have investigated, brainstormed, and tried alternate methods, rather than giving in to first opportunity available. The student must not have been satisfied with the easiest opportunity that comes along. In fact, the constant career exploration could be adopted as a lifelong strategy throughout one's life (**J. Deml & L. Reich, personal communication, June 18, 2000**).

1.7: Limitations of this research:

- The major limitation of this research is that, no sampling frame is available here. Therefore, selecting sampling units was very difficult.
- As this is an explorative type of research, the students have no previous experience of doing such a thing.
- For non-availability of sampling frame and related literatures, it was difficult for students to decide about the methodology. Though, for convenience, it has been decided to use the simplest methodology to conduct this research.
- Data analysis procedures was difficult for all the above reasons
- For smaller budget, we have selected a small sample.

Chapter Two

Methodology, data collection and variables

2.1 Sample design:

The methodology that has been applied in this research is very simple. As previously stated that this is an explorative type of research and no sampling frame is available for this particular research, so no specific sampling technique has been applied here.

2.2 Sample size:

A sample of size 303 has been selected. In which 245 are students (55 engineering students, 55 medical students, 55 general students, 25 C.A. students & 55 vocational students) , 40 are newly appointed job holders & 18 are entrepreneurs. And for conducting the research in the simplest way, this sample has been selected in a completely random way.

2.3 study area:

The study area was divided in three parts:

- The study area for students were University of Dhaka, Brac University, Independent University, BUET, Ahsanullah University, University of Textile Engineering, University of Leather Engineering, Dhaka Medical College, Ibne-sina Medical College, C.A. bhaban, Bangladesh-Korea technical college.
- The study area for job holders were different multinational companies, NGO, banks etc.
- The study area for entrepreneurs was different Government & private organizations, banks, garments, industries situated in commercial area, industrial area and others.

2.4 Study population:

For students- the study population was engineering students, medical students, C.A. students, general students & vocational students from the selected study area.

For job holders- the newly appointed job holders from the selected study area.

For entrepreneurs- owners & job recruiters of different banks, industries, companies & garments.

2.5. Research Instruments for Data Collection:

For collecting pertinent information a questionnaire was designed cautiously with respect to the study objective. The questionnaire should be such that the respondent could easily understand. Accurate answer depends on simple and appropriate questionnaire.

In our study, questionnaire was prepared by the interviewer to collect the data .All interviews were conducted in English.

2.6. Methods of data collection:

For research work data are collected in different ways. The following are the different methods generally used for data collection:

1. Interview Method
2. Mailing System
3. Method of focus group discussion.

In this study data have been collected through direct interview of students of the D.U. One student is interviewed single time with a closer observation for avoiding any sort of asymmetry of information. Fieldwork started in December 2011 & ended in April 2012. It was conducted by a total of 13 interviewers working in teams.

2.7. Data Processing:

After collecting data from the field each questionnaire was checked carefully and tried to remove the inconsistencies and to eliminate omission. All the analysis, created tables, the chi-square tests, measures of association tests have been done by using the SPSS software. The report is written in Microsoft Word. Also all the graphs are created by using Microsoft Word.

2.8. Statistical Tools:

Statistical tools and techniques we have used for the accomplishment of the survey are as follows

1. Frequency Table
2. Cross tabulation
3. Chi-square Table

1. Frequency Table:

Frequency table is summary for the number of times the different values of available occur. The frequencies provide statistics and graphical display that are useful for describing many types of variables. For a first look at the frequency procedure is a good place to start.

2. Cross Tabulation

Cross tabulation procedure forms two ways and provides a variety of tests and measures of association for two way tables. The structure of the table and whether categories are ordered determined what test of measure to use.

3. Chi-square Test:

Chi-square test can be used to test the independence of two or more attributes. For testing the hypothesis of independence of two attributes, an observed set of frequencies compared with a corresponding set of frequencies that are exposed under the null hypothesis.

2.9. Data Analysis:

The analysis of collected data is presented in this report. Different calculation is expressed in percentages. The frequency and percentage labels, pie charts, Bar charts, were constructed for the analysis.

2.10. Problem Encountered During Data Collection:

Data collection is one of the main components of the research. Collection of data for research work is a very difficult task. Some of the students did not give information properly. Some of the students took more than enough time to fill up the questionnaire. Especially some of them were not cordial to give information about their age.

CHAPTER THREE

PRELIMINARY ANALYSIS

ANALYSIS FOR ENGINEERING STUDENTS:

UNIVARIATE ANALYSIS FOR ENGINEERING STUDENTS:

For engineering sectors, the frequency, percentages and graphical representation of some of the important variables are given below:

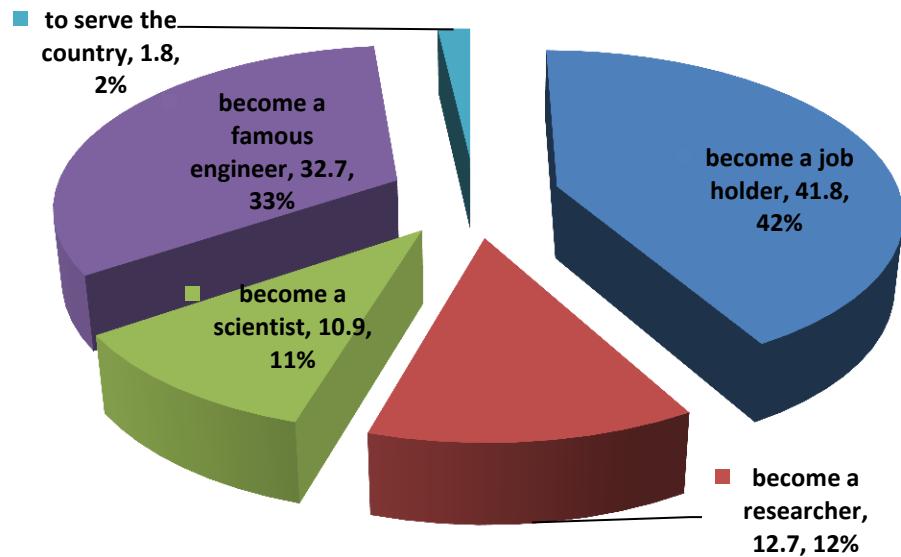
(1) GOAL OF THE RESPONDENTS:-

Table 1.1: The frequency and the percentage of different goal of engineering students

Goal of the respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	become a job holder	23	41.8	41.8	41.8
	become a researcher	7	12.7	12.7	54.5
	become a scientist	6	10.9	10.9	65.5
	become a famous engineer	18	32.7	32.7	98.2
	to serve the country	1	1.8	1.8	100.0
	Total	55	100.0	100.0	

:Figure 1.1: Graphical Representation of **goal of the respondents**



Comment:

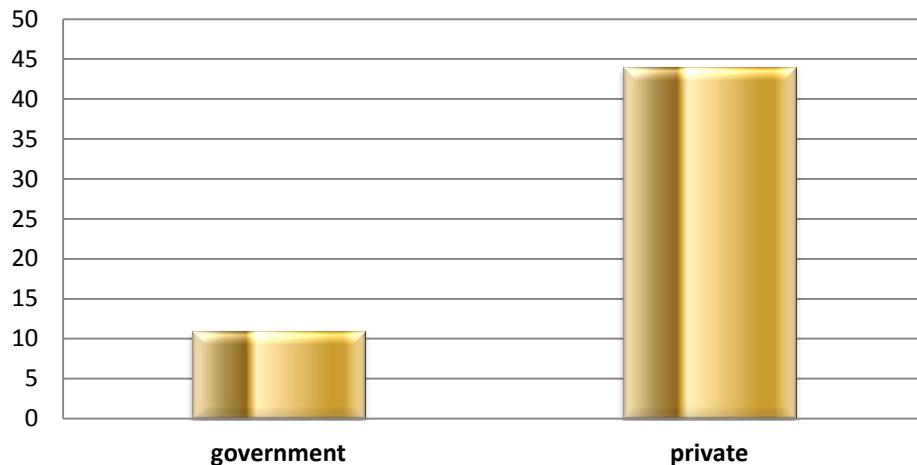
From the pie- chart, we can see that among 55 engineering students 41.8% students wants to become a job holder, 32.7% students want to become a famous researcher ,12.7% students wants to become a researcher, 10.9% want to become a scientist.

(2) IN WHICH FIELD RESPONDENTS WANT TO WORK:-

Table 1.2: The frequency and percentage of the respondent in which field he want to work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	government	11	20.0	20.0	20.0
	private	44	80.0	80.0	100.0
	Total	55	100.0	100.0	

Figure 1.2: Graphical Representation of preferable field to work:-



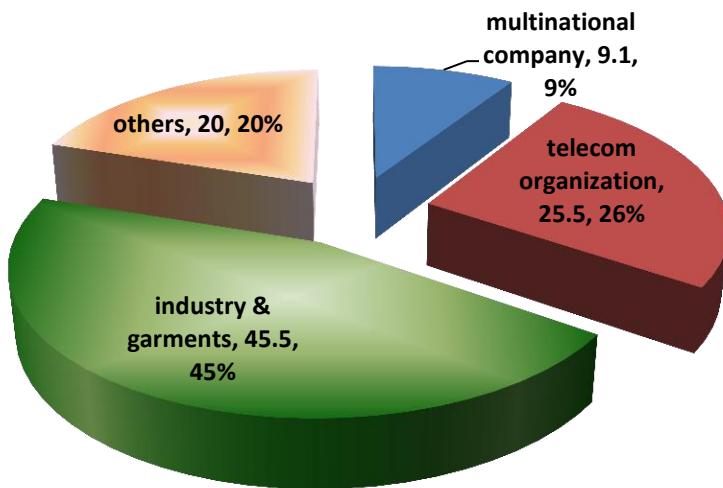
Comment:-From the bar diagram, we can easily say that, there are 44 students among 55 engineering students want to work on private field.

(3) IN WHICH SECTORS ENGINEERING IS PREFERRED MOST:-

Table 1.3: The frequency and percentage in which sectors engineering is preferred most

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	multinational company	5	9.1	9.1	9.1
	telecom organization	14	25.5	25.5	34.5
	industry & garments	25	45.5	45.5	80.0
	others	11	20.0	20.0	100.0
	Total	55	100.0	100.0	

Figure 1.3: Graphical Representation of in which sectors engineering is preferred most



Comment: from the pie chart, we can reveal that, in garments & industry, engineering is preferred 45.5%.

BI-VARIATE ANALYSIS OF ENGINEERING STUDENTS:

To show the association between different variables we perform bi-variate analysis. We show the association in following variables.

(1) ASSOCIATION BETWEEN PREFERABLE SECTORS & PREFERENCE OF GEOGRAPHICAL LOCATION

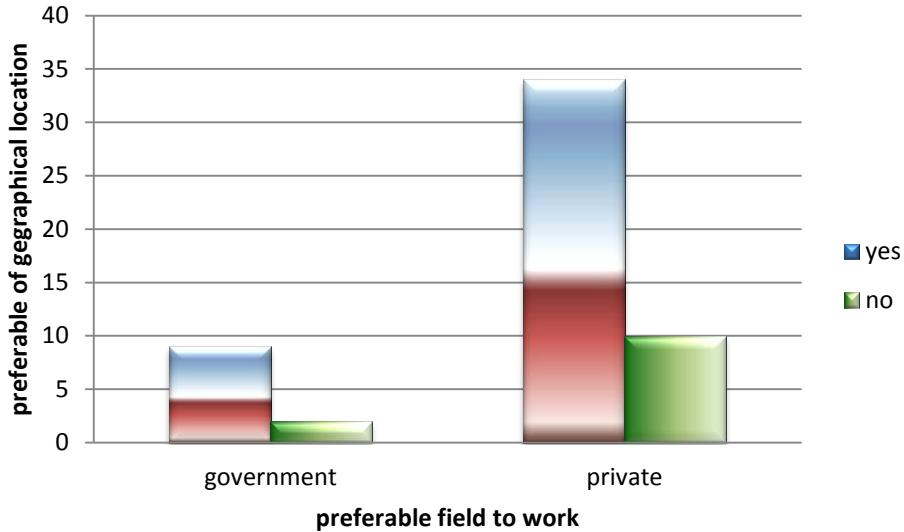
Table 1.4: The contingency table in which sectors engineering is preferable field to work and preference of geographical location

Preferable field to work * preference of geographical location

Cross tabulation

		preference of geographical location		Total
		yes	no	
preferable field to work	government	9	2	11
	private	34	10	44
Total		43	12	55

Figure 1.4: Graphical Representation of Preferable field to work and preference of geographical location



CHI-SQUARE TESTS

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.841(a)	2	.089
Likelihood Ratio	4.222	2	.121
Linear-by-Linear Association	.082	1	.774
N of Valid Cases	55		

3 cells (50.0%) have expected count less than 5. The minimum expected count is .20.

H₀: There is no association between preferable field to work and preference of geographical location.

H₁: There is association between preferable field to work and preference of geographical location

Significance level: let our significance level be 0.05

Comment: From the above chi-square table we see that the p-value $.089 > .05$. Hence our null hypothesis is accepted. So, we can conclude that there is no association between preferable field to work and preference of geographical location.

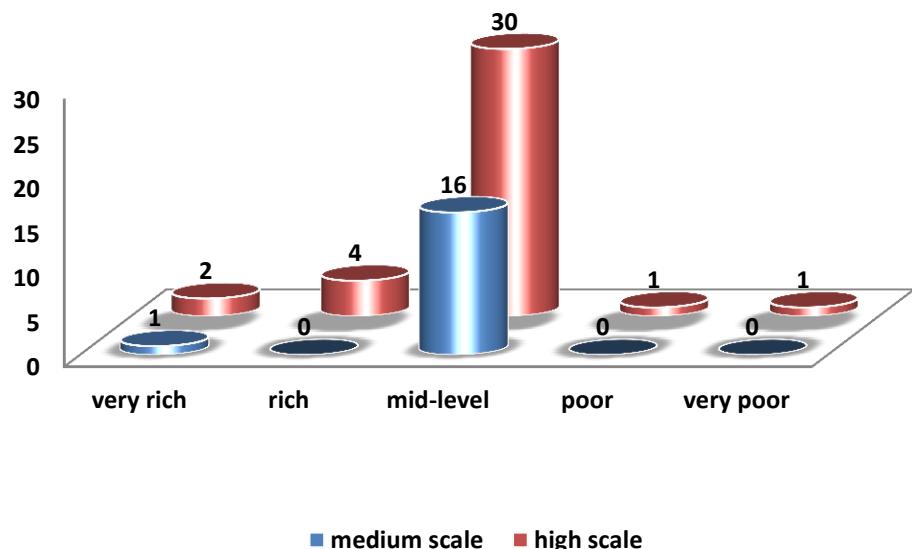
(2) ASSOCIATION BETWEEN ECONOMIC CONDITION OF THE STUDENTS AND EXPECTATION ABOUT SALARY

Table 1.5: The contingency table of economic condition and expectation about salary

Economic condition of the respondent * expectation about salary
Cross tabulation

		expectation about salary		Total
		medium scale	high scale	
economic condition of the respondent	very rich	1	2	3
	rich	0	4	4
	mid-level	16	30	46
	poor	0	1	1
	very poor	0	1	1
	Total	17	38	55

Figure 1.5: Graphical Representation of Economic condition of the respondent and expectation about salary



CHI-SQUARE TABLE

	Value	Df.	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.016(a)	4	.555
Likelihood Ratio	4.761	4	.313
Linear-by-Linear Association	.006	1	.938
N of Valid Cases	55		

H₀: There is no association between economic condition of the respondents and expectation about salary.

H₁: There is an association between economic condition of the respondents and expectation about salary.

Level of significance: Let our level of significance be 0.05.

Comment: From the above chi-square table we see that p-value $0.555 > 0.05$. Hence our null hypothesis is accepted. So, we conclude that there is no association between economic condition of the respondents and their expectation about salary.

FITTING OF LOGISTIC REGRESSION MODEL FOR ENGINEERING STUDENTS:-

We want to fit a logistic regression model, for which we select **to become a job holder as the goal of the respondent**, as the binary response variable. And the independent (categorical) variables are: - **Economic condition of the respondents, possibility to avail a good job, decision to make subject as career, preferable sectors of your subjects, Preferable field to work.** For every independent variable, the last categories are the reference categories

Dependent Variable Encoding

Original Value	Internal Value
no	0
yes	1

CATEGORICAL VARIABLES CODING

		Frequency	Parameter coding			
			(1)	(2)	(3)	(4)
economic condition of the respondent (ECONOMIC)	very rich(1)	3	1.000	.000	.000	.000
	Rich(2)	4	.000	1.000	.000	.000
	mid-level(3)	46	.000	.000	1.000	.000
	Poor(4)	1	.000	.000	.000	1.000
	very poor	1	.000	.000	.000	.000
preferable sectors of your subjects (ENG_35)	multinational company(1)	5	1.000	.000	.000	.000
	telecom organization(2)	14	.000	1.000	.000	.000
	industry & garments(3)	25	.000	.000	1.000	.000
	real estate company(4)	2	.000	.000	.000	1.000
	others	9	.000	.000	.000	.000
possibility to avail a good job (ENG_30)	Yes(1)	48	1.000	.000		
	No(2)	2	.000	1.000		
	may be	5	.000	.000		
preferable field to work (ENG_36)	Government(1)	11	1.000			
	private	44	.000			
decision to make subject as career (ENG_31)	Yes(1)	48	1.000			
	no	7	.000			

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1(a)	ECONOMIC			1.095	4	.895	
	ECONOMIC(1)	21.835	40192.962	.000	1	1.000	3038340218.410
	ECONOMIC(2)	-.514	44593.601	.000	1	1.000	.598
	ECONOMIC(3)	20.471	40192.962	.000	1	1.000	776786830.760
	ECONOMIC(4)	-.188	56841.438	.000	1	1.000	.828
	ENG_30			.000	2	1.000	
	ENG_30(1)	-22.435	17830.508	.000	1	.999	.000
	ENG_30(2)	.204	33550.923	.000	1	1.000	1.226
	ENG_31(1)	.749	1.238	.366	1	.545	2.114
	ENG_35			1.426	4	.840	
	ENG_35(1)	1.942	1.680	1.337	1	.248	6.971
	ENG_35(2)	.892	1.505	.351	1	.553	2.440
	ENG_35(3)	.703	1.350	.272	1	.602	2.021
	ENG_35(4)	-20.239	28024.058	.000	1	.999	.000
	ENG_36(1)	.831	.963	.744	1	.388	2.296
	Constant	-.221	43970.460	.000	1	1.000	.802

A Variable(s) entered on step 1: ECONOMIC, ENG_30, ENG_31, ENG_35, ENG_36.

INTERPRETATION:-

ECONOMIC CONDITION OF THE RESPONDENTS:-

- Very rich : B= **21.835** & exp(B) is **3038340218.410** .So a very rich respondent is much more times as likely as **to become a job holder is the goal of the respondent** compared to a very poor respondent, keeping all other covariates at a fixed level.
- Rich: B= **-.514** & exp (B) is .598. So a very poor respondent is $(1/.598)=1.67$ times as likely as **to become a job holder is the goal of the respondent** compared to a rich respondent, keeping all other covariates at a fixed level.
- Mid-level: B= **20.471** & exp (B) is **776786830.76**. So a mid-level respondent is much more times as likely as **to become a job holder is the goal of the respondent** compared to a very poor respondent, keeping all other covariates at a fixed level.
- Poor: B= **-.188**& exp (B) is **.828**. So a very poor respondent is $(1/.828)=1.21$ times as likely as **to become a job holder is the goal of the respondent** compared to a poor respondent, keeping all other covariates at a fixed level.

POSSIBILITY TO AVAIL A GOOD JOB:

- Here $B = -22.435$ & $\exp(B)$ is .000. So a respondent, who thinks that he may be avail a good job much more times as likely as to **become a job holder is the goal of the respondent** compared to a respondent who thinks that he must avail a good job, keeping all other covariates at a fixed level.
- Here $B = -.204$ & $\exp(B)$ is 1.1226. So a respondent, who thinks that he may be avail a good job much more times as likely as to **become a job holder is the goal of the respondent** compared to a respondent who thinks that he can not avail a good job in future, keeping all other covariates at a fixed level.

DECISION TO MAKE THE SUBJECT AS CAREER:

- Here $B = .749$ & $\exp(B)$ is 2.114. So a respondent, who has decided engineering as his career, is 2.114 times as likely as to **become a job holder is the goal of the respondent compare** to a respondent who has not decided his subject as career, keeping all other covariates at a fixed level.

ENGINEERING IS PREFERRED MOST IN WHICH SECTORS:-

- **In multinational company:** $B = 1.942$ & $\exp(B)$ is 6.971. So a respondent consider engineering subject is preferred most in a multinational company 6.971 times as likely as to **become a job holder is the goal of the respondent** compared to the other sectors, keeping all other covariates at a fixed level.
- **In telecom organization:** $B = .892$ & $\exp(B)$ is 2.44. So a respondent consider engineering subject is preferred most in a telecom organization 2.44 times as likely as to **become a job holder is the goal of the respondent** compared to the other sectors, keeping all other covariates at a fixed level.
- **In industry and garments:** $B = .703$ & $\exp(B)$ is 2.021. So a respondent consider engineering subject is preferred most in industry and garments 2.021 times as likely as to **become a job holder is the goal of the respondent** compared to the other sectors, keeping all other covariates at a fixed level.
- **In real estate company:** $B = -20.239$ & $\exp(B)$ is 0.000. So a respondent consider engineering subject is preferred most in others sectors much more times as likely as to **become a job holder is the goal of the respondent** compared to the real estate company, keeping all other covariates at a fixed level.

PREFERABLE FIELD TO WORK:

- Here $B = .831$ & $\exp(B)$ is 2.296. So a respondent, who wants to work at government field is 2.296 times as likely as to **become a job holder is the goal of the respondent compare** to a respondent who wants to work at private sectors, keeping all other covariates at a fixed level.

ANALYSIS FOR MEDICAL STUDENTS

UNIVARIATE ANALYSIS FOR MEDICAL STUDENTS

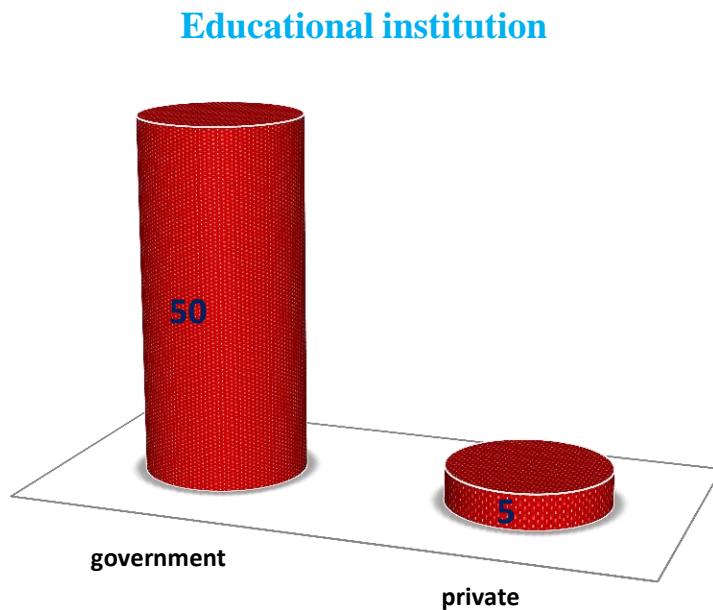
The frequency of the variables among medical students with their respective percentages is shown below along with diagrams.

(1) TYPE OF MEDICAL INSTITUTE :

TABLE 2.1: THE FREQUENCY AND THE PERCENTAGE OF THE TYPE OF MEDICAL INSTITUTE.

Educational institute					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	government	50	90.9	90.9	90.9
	private	5	9.1	9.1	100.0
	Total	55	100.0	100.0	

Figure 2.1: Graphical Representation of the type of medical institute



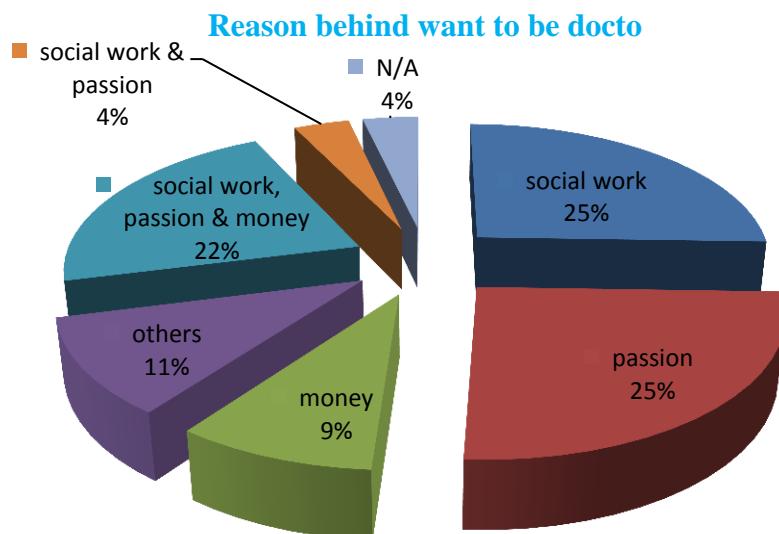
Comment: From the above graph we see the approximately 50 among 55 medical students come from government medical colleges.

(2) Reasons behind want to be a doctor

Table 2.2: The frequency and percentage of the reasons behind want to be a doctor

Reason behind want to be a doctor					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	social work	14	25.5	25.5	25.5
	passion	14	25.5	25.5	50.9
	money	5	9.1	9.1	60.0
	others	6	10.9	10.9	70.9
	social work, passion & money	12	21.8	21.8	92.7
	social work & passion	2	3.6	3.6	96.4
	N/A	2	3.6	3.6	100.0
	Total	55	100.0	100.0	

Figure 2.2: Graphical Representation of the reason behind want to be doctor



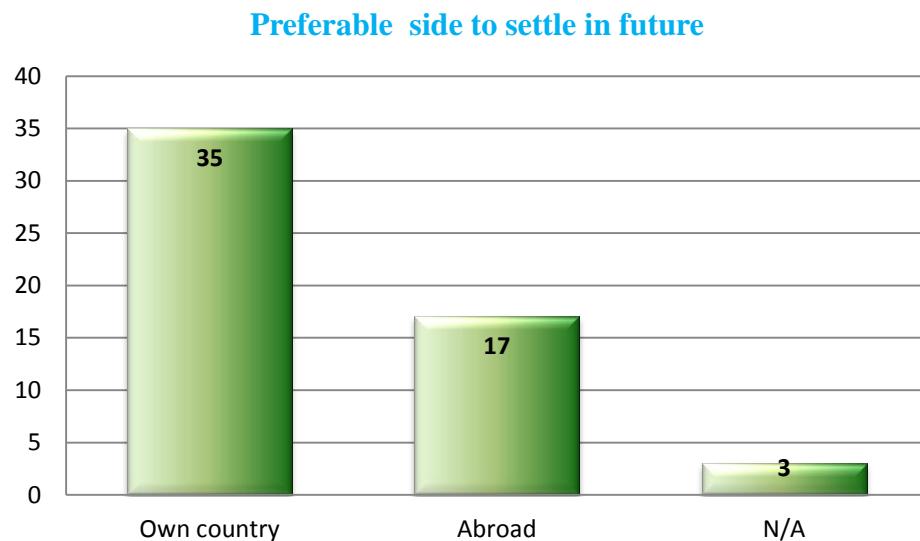
Comment: From the graph above we conclude that having to get the direct chance of social work and personal passions are the core reasons for choosing to be a doctor as our category “social work” and “passion” comes with higher frequency relative to other categories.

(3) PREFERABLE SIDE TO SETTLE IN FUTURE AMONG STUDENTS

Table 2.3: The frequency and percentage of the preferable side to settle in future among students

Preferable side to settle in future					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Own country	35	63.6	63.6	63.6
	Abroad	17	30.9	30.9	94.5
	N/A	3	5.5	5.5	100.0
	Total	55	100.0	100.0	

Figure 2.3: Graphical Representation of the preferable side to settle in future of medical student



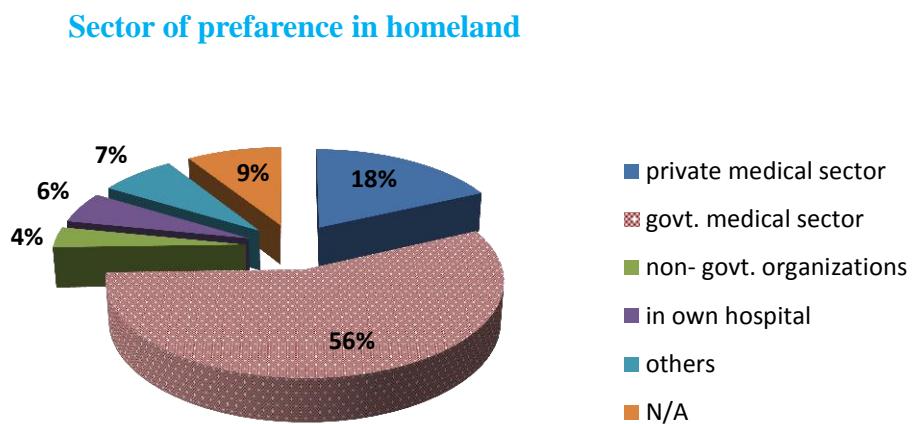
Comment: From the above graph we see that approximately 63% of the students want to settle in homeland and 30% are opting to be settled in abroad.

(4) **SECTOR OF PREFERENCE IN HOMELAND AMONG THE STUDENTS**

Table 2.4: Frequency and the sector of preference in homeland among the students

Sector of preference in homeland					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	private medical sector	10	18.2	18.2	18.2
	govt. medical sector	31	56.4	56.4	74.5
	non- govt. organizations	2	3.6	3.6	78.2
	in own hospital	3	5.5	5.5	83.6
	others	4	7.3	7.3	90.9
	N/A	5	9.1	9.1	100.0
	Total	55	100.0	100.0	

Figure 2.4: Graphical Representation of Sector of preference in homeland of medical student



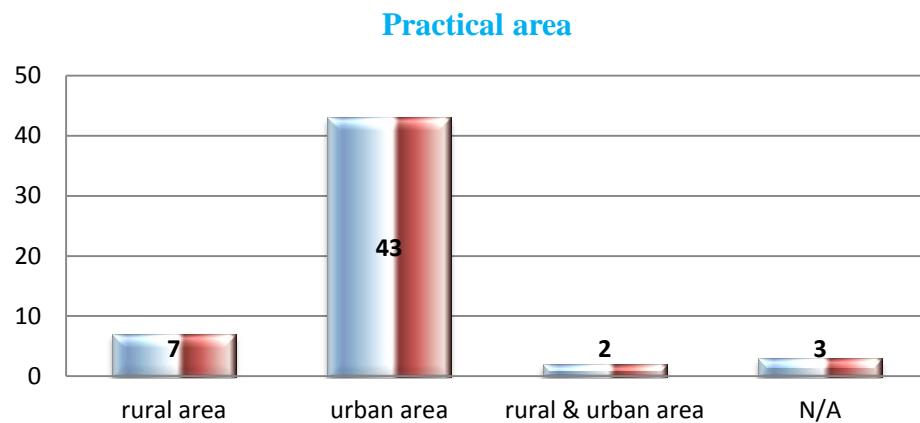
Comment: Almost 31 medical students among 55 wants to work in Government hospitals and approximately 11 in private hospitals as shown in the figure.

(5) **CHOICES OF PRACTICE AREA AMONG THE STUDENTS**

Table2.5: Frequency and percentage of the choices of **practice area among the students.**

		Practice area			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	rural area	7	12.7	12.7	12.7
	urban area	43	78.2	78.2	90.9
	rural & urban area	2	3.6	3.6	94.5
	N/A	3	5.5	5.5	100.0
	Total	55	100.0	100.0	

Figure 2.5: Graphical Representation of **practice area among the students**



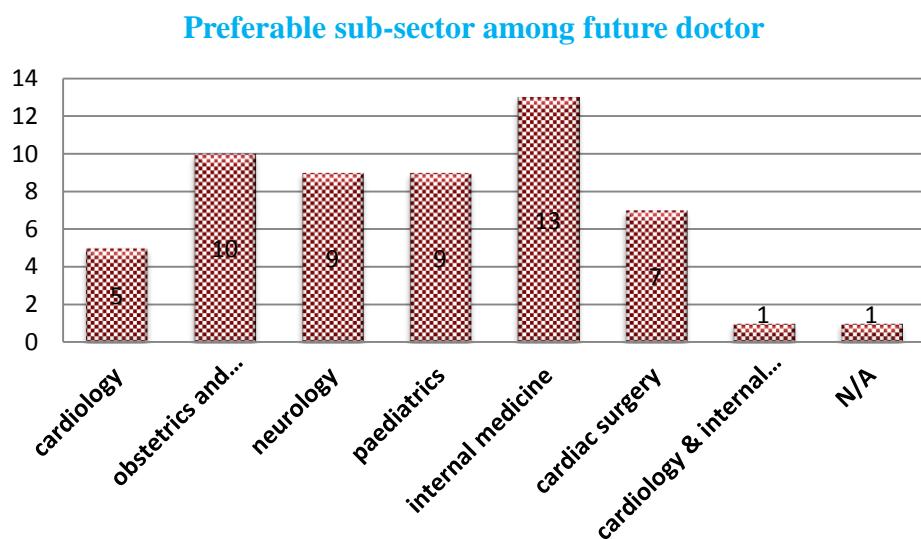
Comment: Urban area has the highest priority to practice among the doctors as the figure from our sample demonstrates above.

(6) PREFERABLE SUB- SECTOR AMONG FUTURE DOCTORS

Table 2.6: The frequency and the percentage of the preferable sub- sector among future doctors.

Preferable sub-sector as specialist					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	cardiology	5	9.1	9.1	9.1
	obstetrics and gynaecology	10	18.2	18.2	27.3
	neurology	9	16.4	16.4	43.6
	paediatrics	9	16.4	16.4	60.0
	internal medicine	13	23.6	23.6	83.6
	cardiac surgery	7	12.7	12.7	96.4
	cardiology & internal medicine	1	1.8	1.8	98.2
	N/A	1	1.8	1.8	100.0
	Total	55	100.0	100.0	

Figure 2.6: Graphical Representation of the preferable sub- sector among future doctors.



Comment: According to our sample opting to be a medicine specialist stands with the highest frequency but other categories as cardiologist, gynaecologists, paediatrics, surgery etc are chosen by fair number of students also. The figure displays it vividly.

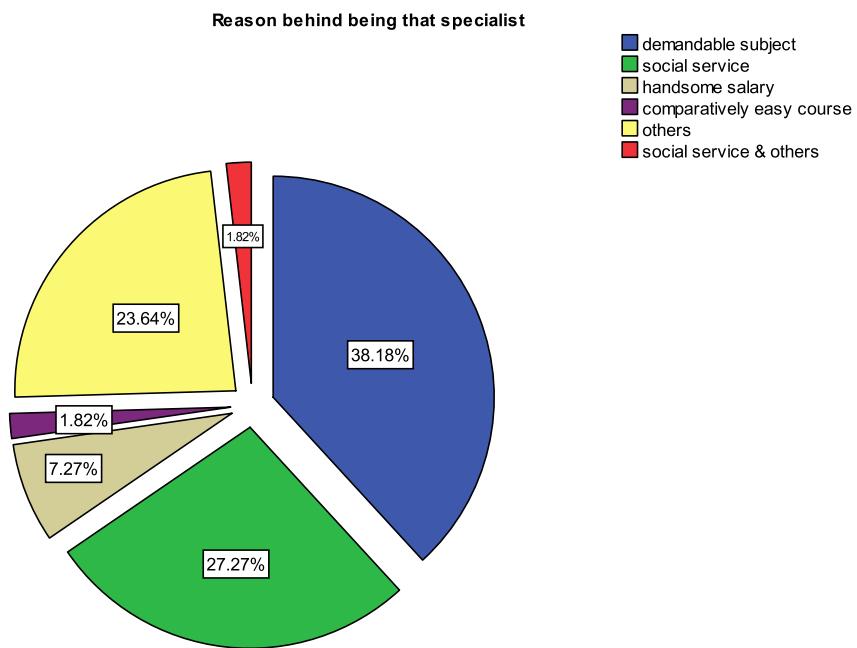
(7) the reasons behind being that specialist

Table 2.7: The frequency and percentage of the reasons behind being that specialist

Reason behind being that specialist

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid demandable subject	21	38.2	38.2	38.2
social service	15	27.3	27.3	65.5
handsome salary	4	7.3	7.3	72.7
comparatively easy course	1	1.8	1.8	74.5
others	13	23.6	23.6	98.2
social service & others	1	1.8	1.8	100.0
Total	55	100.0	100.0	

Figure 2.7 : Graphical representation of the reasons behind being that specialist



Comment: Most of the students select their field of future specialization considering the demand of that field and also a fairly good number of students take into account their passion.

Bi-variate analysis of Medical students:

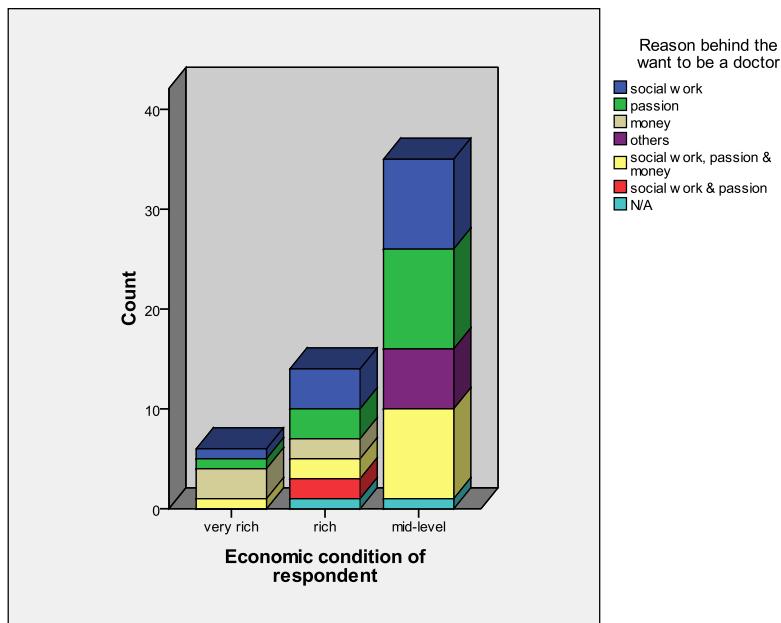
To show the association between different variables we perform bi-variate analysis. We show the association in following variables.

(1) Association between **economic condition** of the students and their **reason for wanting to be a doctor**.

Table 2.8: The frequency distribution of the **economic condition** to **reason to become a doctor**.

Economic condition of the respondent	Reason for want to be a doctor							Total
	Social Work	Passion	Money	Others	Social work, passion & money	Social Work & passion	N/A	
Very rich	1	1	3	0	1	0	0	6
Rich	4	3	2	0	2	2	1	14
Mid-level	9	10	0	6	9	0	1	35
Total	14	14	5	6	12	2	2	55

Figure 2.8 : Graphical representation of economic condition of the respondent and reason behind want to be a doctor.



Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	26.000 ^a	12	.011
Likelihood Ratio	25.216	12	.014
Linear-by-Linear Association	.000	1	.995
N of Valid Cases	55		

H₀: There is no association between economic condition of the respondent and the reason behind want to be a doctor.

H₁: There is association between economic condition of the respondent and the reason behind want to be a doctor.

Significance level: let our significance level be 0.05

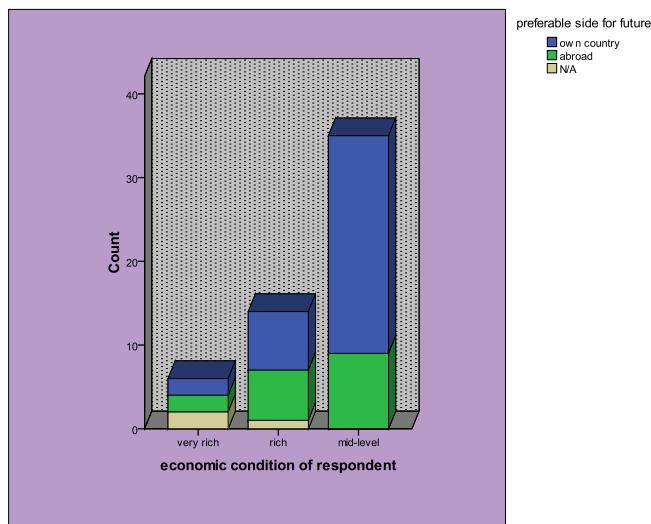
Comment: From the above chi-square table we see that the p-value (Pearson Chi-Square).011 < .05. Hence our null hypothesis is rejected. So, we can conclude that there is an association between economic condition of the respondents and the reason for want to become a doctor.

(2) Association between economic condition of the students and preferable side to settle in future.

Table 2.9: The frequency distribution of economic condition to preferable side to settle in future.

	Economic condition of respondent	Preferable side for future			Total
		own country	abroad	N/A	
Economic condition of respondent	very rich	2	2	2	6
	rich	7	6	1	14
	mid-level	26	9	0	35
Total		35	17	3	55

Figure 2.9: Graphical representation of economic condition of the respondent and the preferable side to settle in future.



Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.394 ^a	4	.010
Likelihood Ratio	10.775	4	.029
Linear-by-Linear Association	9.028	1	.003
N of Valid Cases	55		

H₀: There is no association between economic condition of the students and the preferable sides to settle in future.

H₁: There is an association between economic condition of the students and the preferable sides to settle in future.

Significance level: Let our significance level be 0.05

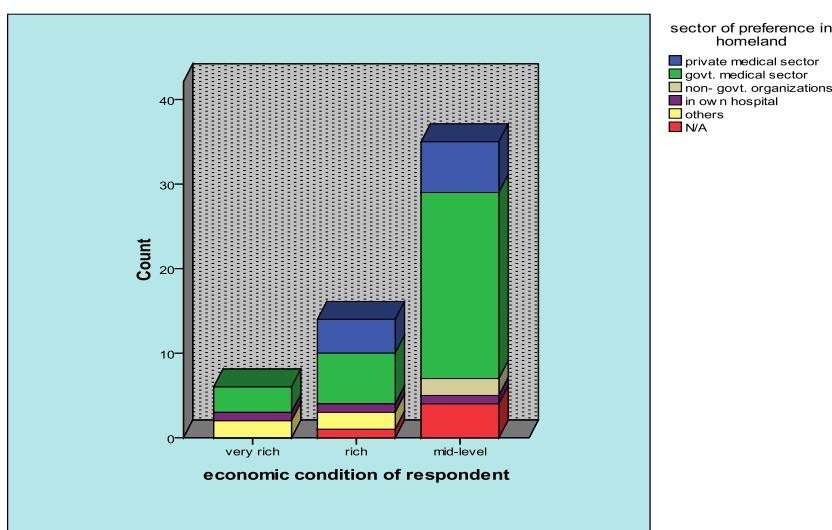
Comment: From the above chi-square table we see that p-value (Pearson Chi-Square) $.01 < .05$, which leads us to reject the null hypothesis. Hence we can conclude that there is some association between the economic condition of the students and the preferable side to be settle down in future among the students.

(3) Association between economic condition of the respondents and the preference of sector in homeland.

Table 2.10: The frequency distribution of economic condition and the preference of sector in homeland.

Economic condition of the students	Sector of preference in homeland						Total
	Private medical	Govt. Medical	NGO's	In own hospital	others	N/A	
Very rich	0	3	0	1	2	0	6
Rich	4	6	0	1	2	1	14
Mid-level	6	22	2	1	0	4	35
Total	10	31	2	3	4	5	55

Figure 2.10: Graphical representation of the economic condition of the students and the preference of sectors on homeland.



Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.642 ^a	10	.110
Likelihood Ratio	17.128	10	.072
Linear-by-Linear Association	1.638	1	.201
N of Valid Cases	55		

H₀: There is no association between economic condition of the students and the sector of preference in homeland.

H₁: There is an association between economic condition of the students and the sector of preference in homeland.

Significance level: let our significance level be 0.05

Comment: from the above chi-square table we see that the p-value (Pearson Chi-Square) 0.11 > 0.05, which supports us to accept our null hypothesis. Hence we can conclude that there is no association between the economic condition of the students and the sector of preference in homeland.

Fitting Logistic Regression Model :-

We want to fit a logistic regression model, for which we select **social work as the reason for selecting medial sector**, as the binary response variable. And the independent (categorical) variables are: - Economic condition of the respondents, support and inspiration from others, preferable side to settle in future, preference of practice area and preferable sub-sector to be specialized. For every independent variable, the last categories are the reference categories.

Dependent Variable Encoding

Original Value	Internal Value
no	0
yes	1

Categorical Variables Coding

	Frequency	Parameter coding						
		(1)	(2)	(3)	(4)	(5)	(6)	(7)
preferable sub-sector as specialist(med_22)	cardiology	5	.000	.000	.000	.000	.000	.000
	obstetrics and gynecology(1)	10	1.000	.000	.000	.000	.000	.000
	Neurology(2)	9	.000	1.000	.000	.000	.000	.000
	Pediatrics(3)	9	.000	.000	1.000	.000	.000	.000
	Internal medicine(4)	13	.000	.000	.000	1.000	.000	.000
	Surgery(5)	7	.000	.000	.000	.000	1.000	.000
	Cardiology & medicine(6)	1	.000	.000	.000	.000	.000	1.000
	N/A	1	.000	.000	.000	.000	.000	1.000
supported by whom (med_13)	family members	48	.000	.000	.000	.000		
	Teachers(1)	2	1.000	.000	.000	.000		
	Friends(2)	3	.000	1.000	.000	.000		
	Family members & teachers(3)	1	.000	.000	1.000	.000		
	All(4)	1	.000	.000	.000	1.000		
	own country	35	.000	.000				
preferable side for future (med_17)	Abroad(1)	17	1.000	.000				
	N/A	3	.000	1.000				
economic condition of respondent(economic)	very rich	6	.000	.000				
	Rich(1)	14	1.000	.000				
	mid-level(2)	35	.000	1.000				

Variables in the Equation

	B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a						
economic			.110	2	.946	
economic(1)	-20.991	10947.397	.000	1	.998	.000
economic(2)	-.482	1.450	.110	1	.740	.618
med_13			.755	4	.944	
med_13(1)	-41.545	31991.004	.000	1	.999	.000
med_13(2)	1.691	1.946	.755	1	.385	5.426
med_13(3)	-.112	45383.560	.000	1	1.000	.894
med_13(4)	-20.087	40192.970	.000	1	1.000	.000
med_17			.367	2	.832	
med_17(1)	-.639	1.054	.367	1	.544	.528
med_17(2)	20.596	20741.826	.000	1	.999	8.801E 8
med_22			3.309	7	.855	
med_22(1)	19.021	21075.880	.000	1	.999	1.822E 8
med_22(2)	21.358	21075.880	.000	1	.999	1.886E 9
med_22(3)	20.132	21075.880	.000	1	.999	5.539E 8
med_22(4)	21.091	21075.880	.000	1	.999	1.444E 9
med_22(5)	20.703	21075.880	.000	1	.999	9.799E 8
med_22(6)	62.802	46080.715	.000	1	.999	1.882E 27
med_22(7)	42.294	45383.561	.000	1	.999	2.333E 18
Constant	-20.609	21075.880	.000	1	.999	.000

Interpretation:-

Economic condition of the respondents :-

- Rich: B=-20.991 and exp (B) =0.000. So, very rich are very much more likely to take into account social work as their core reason behind coming to medical sector compared to rich respondents. Considering other factors as fixed.

- Mid-level: $B=-.482$ and $\exp(B) = 0.618$. So, we can say that very rich respondents. Are $(1/0.618)=1.62$ times likely to consider social work as main reason behind choosing medical sector compared to mid-level respondents.

Inspired and supported by whom:

- Teacher: $B= -41.545$ and $\exp(B) = 0.000$. So, the respondents who are inspired by their family members are very much more likely to come into medical sector considering it as a social work than those who come to medical inspired by their teachers.
- Friends: $B=1.691$ and $\exp(B) = 5.426$. So, we can say that the respondents who are inspired by their family members are 5.426 times likely as to take into account social work as their main reason behind coming in medical sector compared to the respondents who are inspired by their friends, assuming other covariates fixed.
- Relatives: $B=-.112$ and $\exp(B) = .894$. We can say that respondents who choose medical sector having supported by their family members are $(1/.894)=1.12$ times likely as to take into account social work as their fundamental reason for coming in medical sector compared to those who are supported by their relatives.

Preferable side to settle in future:

- Abroad: $B=-.639$ and $\exp(B) = .528$. So, we can say that the respondents who want to settle down in own country are $(1/.528)= 1.9$ times likely so consider social work as their main reason to come in medical sector compared to those respondents who takes want to settle in abroad.

Preferable sub-sector to be specialized:

- Obstetrics and gynaecology: $B=19.021$ and $\exp(B) = 1.822E8$. So we can say that students who want to become cardiologist are $1.822E8$ times likely to contemplate social work as their core reason to choose medical than those who want to become gynaecologist. Assuming other factors as fixed. .
- Neurology: $B=21.358$ and $\exp(B) = 1.886E9$. We conclude that students who want to become cardiologist are $1.886E9$ times likely to consider social work for coming to medical sector compared to those who want to become neurologist. Assuming other factors as fixed.
- Paediatrics: $B=20.132$ and $\exp(B) = 5.539E8$. So, we can conclude that students who want to become cardiologist are $5.539E8$ times likely to consider social work as their top most reason to choose medical sector compared to those who wants to become paediatrics.
- Medicine: $B=21.091$ and $\exp(B) = 1.444E9$. Hence, we conclude that respondents who want to become cardiologist are $1.444E9$ times likely to take into account social work as their main reason to choose medical sector compared to those who wants to become medicine specialist.
- Surgery: $B=20.703$ and $\exp(B) = 9.799E8$. So, we can say that respondents who want to become cardiologists are $9.799E8$ times as likely as to take social work in account as the main reason to come into medical sector compared to those who want to be specialized in surgery. Taking remaining covariates as fixed.
- Cardiology & internal medicine: $B=62.802$ and $\exp(B) = 1.882E27$. So we conclude that students who want to become cardiologists are $1.882E27$ times likely to consider social work as their core reason to come in medical sector compared to those who want to pursue specialization in cardiology and internal medicine both. Assuming other covariates fixed.

ANALYSIS FOR GENERAL STUDENTS

UNIVARIATE ANALYSIS FOR GENERAL STUDENTS:-

In univariate analysis frequencies of several variables with their corresponding graphical representations are given below

(1) FREQUENCIES OF THE ECONOMIC CONDITION OF THE RESPONDENT:-

Table 3.1: Frequency and percentage distribution of economic condition of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rich	7	12.3	12.7	12.7
	Mid-level	42	73.7	76.4	89.1
	Poor	6	10.5	10.9	100.0
Missing	Total	55	96.5	100.0	
	System	2	3.5		
	Total	57	100.0		

GRAPHICAL REPRESENTATION OF THE ECONOMIC CONDITION OF THE RESPONDENT

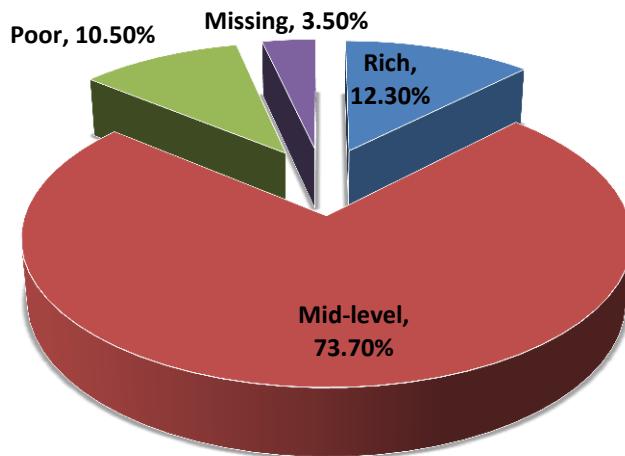


Figure 3.1: pie-diagram showing of frequency of economic condition of the respondent

Comment: From the bar diagram, we can easily say that, 12.5% of students are rich and 75% of them are mid-level and 10.7% are of them are poor among 55 students.

(2)] FREQUENCIES OF THE RESPONDENT HAVE OBTAINED DESIRED SUBJECT:-

Table 3.2: Frequency and percentage distribution of the respondents have obtained desired subject

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yea	33	57.9	60.0	60.0
	No	22	38.6	40.0	100.0
	Total	55	96.5	100.0	
	System	2	3.5		
Missing		57	100.0		
	Total				

GRAPHICAL REPRESENTATION OF THE RESPONDENTS HAS OBTAINED DESIRED SUBJECT:-

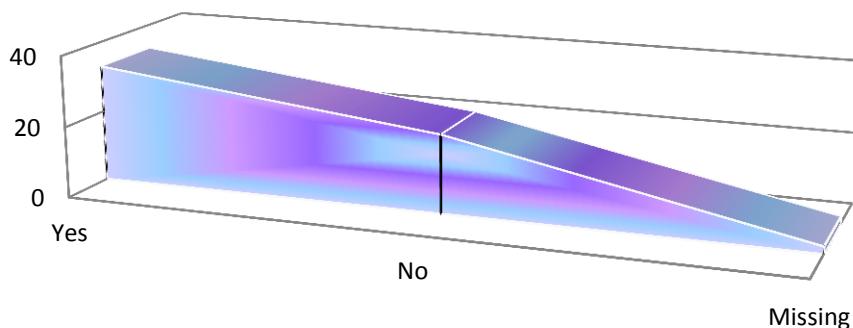


Figure 3.2: Area-diagram showing of frequency of respondent have obtained desired subject

Comment : From the area diagram, we can easily say that, 33% of the students have obtained desired subject and 22% of them haven't obtained their desired subject.

(3) FREQUENCIES OF THE REASON FOR PREFERENCE OF THE SUBJECT OF THE RESPONDENT:-

Table 3.3: Frequency and percentage distribution of economic condition of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Passion	18	32.1	32.7	32.7
	Available Job	15	26.8	27.3	60.0
	Family Preference	11	19.6	20.0	80.0
	Others	11	19.6	20.0	100.0
	Total	55	98.2	100.0	
	System	1	1.8		
Total		56	100.0		

GRAPHICAL REPRESENTATION OF THE REASON FOR PREFERENCE OF THE SUBJECT OF THE RESPONDENT:-

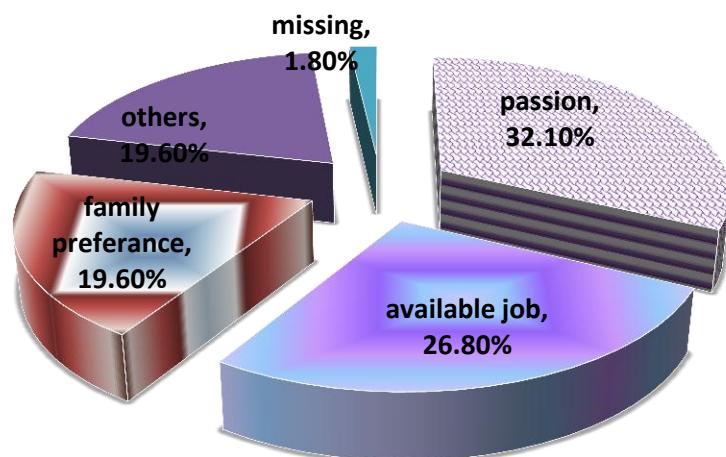


Figure 3.3: Pie-diagram showing of frequency of the reason for preference of the subject of the students

COMMENT : From the pie diagram, we can easily say that, 32.1% have been chosen for passion, 26.8% have been chosen for available job and 19.6% have been chosen for family preference among 55 students.

(4) FREQUENCIES OF THE STUDENT'S DESIRE TO BE ESTABLISHED:-

Table 3.4: Frequency and percentage distribution of economic condition of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Present subject	33	57.9	60.0	60.0
	Switch on to desired subject	2	3.5	3.6	63.6
	Other	20	35.1	36.4	100.0
	Total	55	96.5	100.0	
	System	2	3.5		
	Total	57	100.0		

GRAPHICAL REPRESENTATION OF THE STUDENT'S DESIRE TO BE ESTABLISHED:-

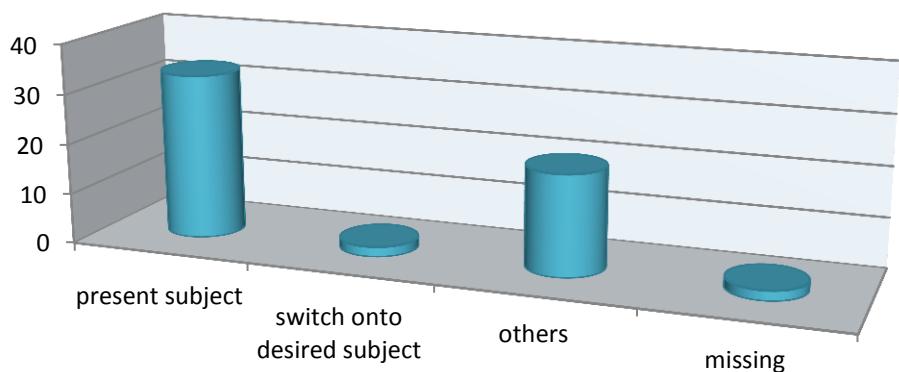


Figure3. 4: Bar-diagram showing of frequency of **student's desire to be established**

Comment : From the bar diagram, we can easily say that, 57.9% of the students want to establish in present subject and 3.5 % of them want to switch among 55 students.

(5)FREQUENCIES OF THE STUDENTS HAVING DESIRE TO SETTLE:-

Table 3.5: Frequency and percentage distribution of respondents having desire to settle

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	In own country	48	84.2	87.3	87.3
	In abroad	7	12.3	12.7	100.0
	Total	55	96.5	100.0	
	System	2	3.5		
Total		57	100.0		

GRAPHICAL REPRESENTATION OF THE STUDENTS HAVING DESIRE TO SETTLE:-

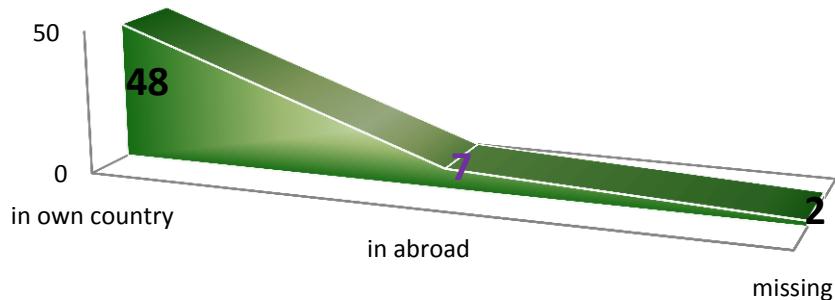


Figure 3.5 : Bar-diagram showing of frequency of students having desire to settle

Comment : From the Area diagram, we can easily say that, 84.2% of students want to settle in own country and 12.3% of them want to settle in abroad among 55 students.

(6) FREQUENCIES OF THE STUDENTS HAVING JOB PREFERENCE:-

Table 3.6: Frequency and percentage distribution of students having job preference

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Government	36	63.2	65.5	65.5
	Private	14	24.6	325.5	90.9
	Not Applicable	5	8.8	9.1	100.0
	Total	55	96.5	100.0	
Missing	System	2	3.5		
	Total	57	100.0		

GRAPHICAL REPRESENTATION OF THE STUDENTS HAVING JOB PREFERENCE:-

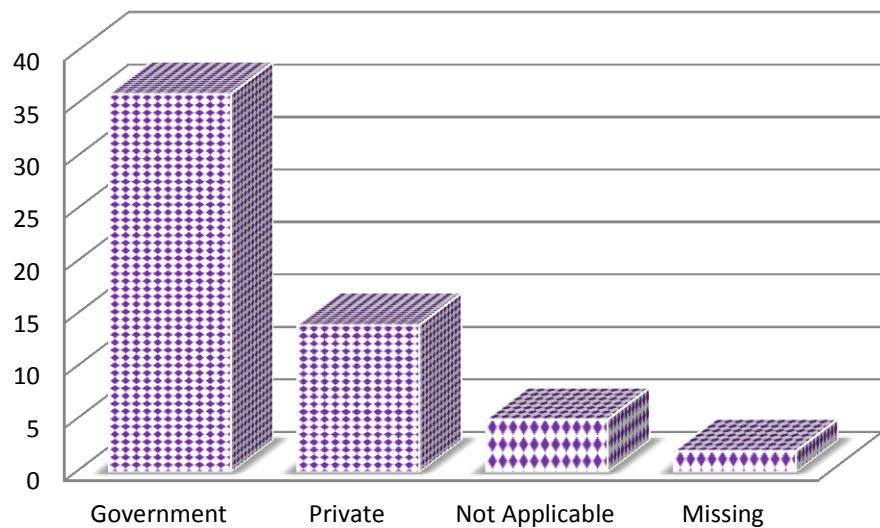


Figure 3.6: Bar-diagram showing of frequency of students having job preference

COMMENT :-

From the bar diagram, we can easily say that, 63.2% of students want government job and 24.6% of them want private job among 55 students.

(7) FREQUENCIES OF THE STUDENTS HAVING SECTOR PREFERENCE:-

Table 3. 7: Frequency and percentage distribution of students having sector preference

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teaching	10	17.5	18.2	18.2
	Research	7	12.3	12.7	30.9
	Bank	14	24.6	25.5	56.4
	Garment	1	1.8	1.8	58.2
	Media	2	3.5	3.6	61.8
	Others	21	36.5	38.2	100.0
	Total	55	96.5	100.0	
	System	2	3.5		
Missing Total		57	100.0		

GRAPHICAL REPRESENTATION OF THE STUDENTS HAVING SECTOR PREFERENCE:-

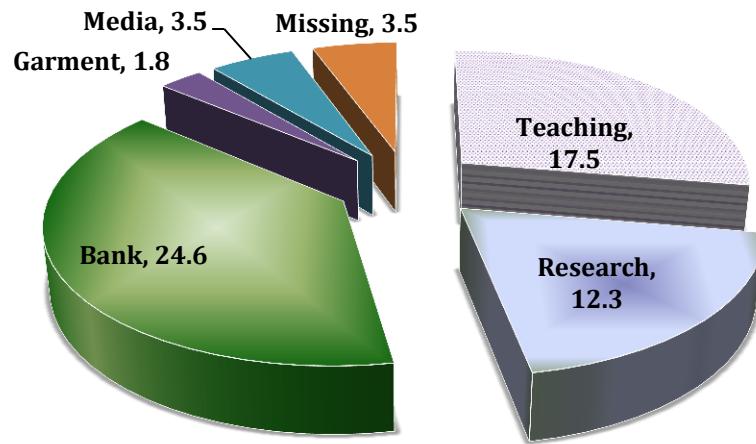


Figure 3.7: Pie-diagram showing of frequency of students having sector preference

Comment : From the pie diagram, we can easily say that, 17.9% of students want to be teacher, 12.5% of students want to be researcher, 25% of students want to be banker, and 1.8% of students want to go in garments sector and 3.6% of them in media among 55 students.

(8) FREQUENCIES OF THE REASON FOR PREFERENCE OF THE JOB OF THE STUDENTS:-

Table 3.8:- Frequency and percentage distribution the reason for preference of the job of the students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Respectable Salary	5	8.8	9.1	9.1
	Favorable Environment	6	10.5	10.9	20.0
	Job Security	5	8.8	9.1	29.1
	Passion	20	35.1	36.4	65.5
	Power	3	5.3	5.5	70.9
	Social Respect	14	24.6	25.5	96.4
	Other	2	3.5	3.6	100.0
	Total	55	96.5	100.0	
Missing Total	System	2	3.5		
		57	100.0		

GRAPHICAL REPRESENTATION OF THE REASON FOR PREFERENCE OF THE JOB OF THE STUDENTS:-

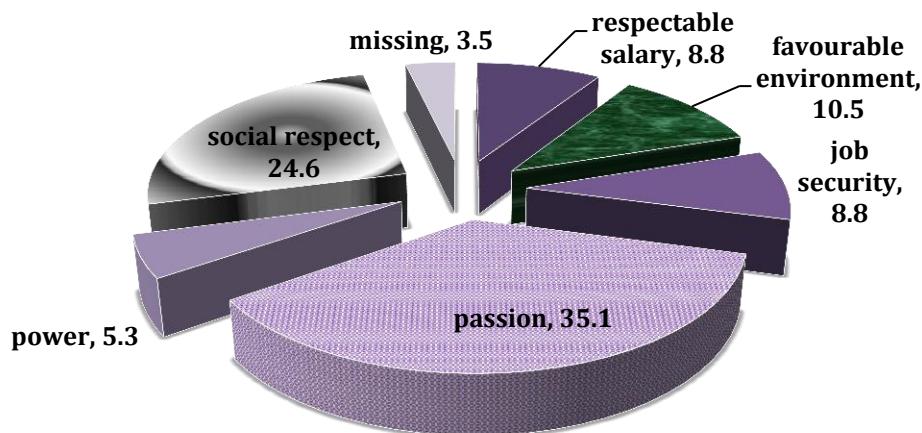


Figure 3.8: pie-diagram showing of frequency of the reason for preference of the job of the students

Comment : From the pie diagram, we can easily say that, 8.9% of students prefer for respectable job, 10.7% of students prefer for job security, 35.7% of students prefer for passion, 5.4% of students prefer for power, 25% of students prefer for social respect among 55 students.

(9) FREQUENCIES OF THE STUDENTS OFFERED FOR INTERNSHIP:-

Table 3.9:- Frequency and percentage distribution the students offered for internship

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	9	15.8	16.4	16.4
	No	46	80.7	83.6	100.0
	Total	55	96.5	100.0	
	System	2	3.5		
	Total	57	100.0		

GRAPHICAL REPRESENTATION OF THE STUDENTS OFFERED FOR INTERNSHIP:-

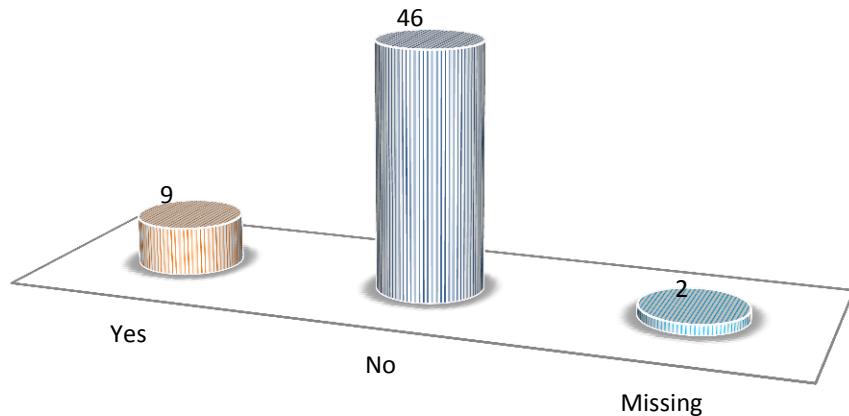


Figure3. 9: Bar-diagram showing of frequency of students offered for internship

COMMENT :

From the bar diagram, we can easily say that 15.8% of the students are offered for internship and 80.7% of them are not among 55 students.

(10) FREQUENCIES OF THE OPINION OF THE STUDENTS ABOUT THE REQUIREMENTS FOR A GOOD JOB:-

Table 3. 10:- Frequency and percentage distribution of the opinion of the students about the requirements for a good job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Academic Result	8	14.0	14.5	14.5
	Practical knowledge	25	43.9	45.5	60.0
	Excellent ready wit	9	15.8	16.4	76.4
	Experience	6	10.5	10.9	87.3
	Others	6	10.5	10.9	98.2
	6	1	1.8	1.8	100.0
	Total	55	96.5	100.0	
	System	2	3.5		
Total		57	100.0		

GRAPHICAL REPRESENTATION OF OPINION OF THE STUDENTS ABOUT THE REQUIREMENTS FOR A GOOD JOB:-

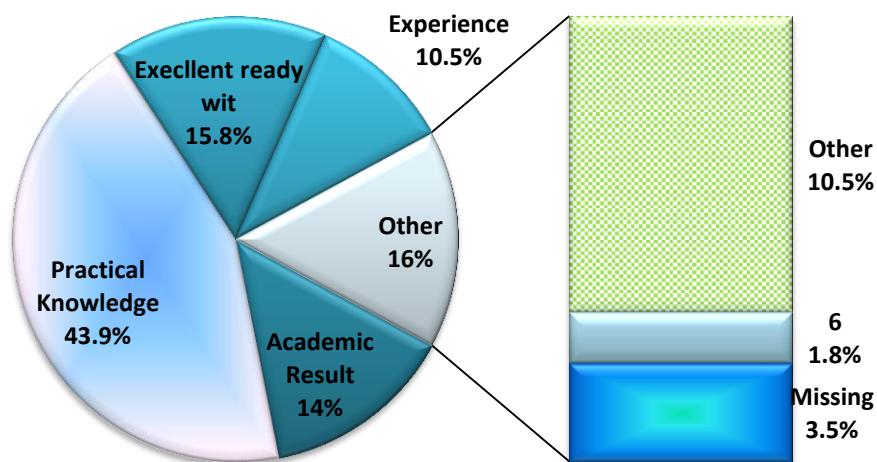


Figure 3.10: pie-diagram showing of frequency of opinion of the students about the requirements for a good job

Comment :

From the pie diagram, we can easily say that, 14.3% of students prefer academic result, 44.6% of them prefer practical knowledge, 16.1% prefer ready wit and 10.7% prefer experience among 55 students.

(11) FREQUENCIES OF THE OPINION OF THE STUDENTS ABOUT THE PRESENT NUMBER OF COMPANIES:-

Table 3.11:- Frequency and percentage distribution of **the opinion of the students about present number of companies**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	24.6	25.5	25.5
	No	41	71.9	74.5	100.0
	Total	55	96.5	100.0	
	System	2	3.5		
	Total	57	100.0		

GRAPHICAL REPRESENTATION OF THE OPINION OF THE STUDENTS ABOUT THE PRESENT NUMBER OF COMPANIES:-

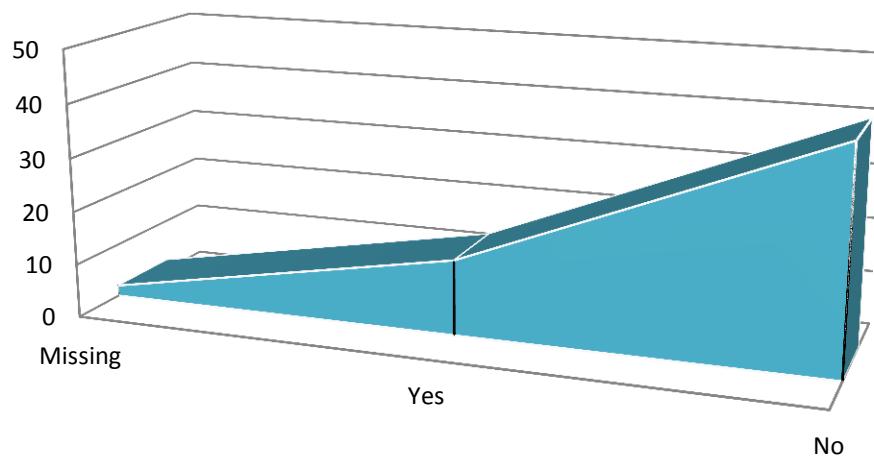


Figure 3.11: Bar-diagram showing of frequency of the opinion of the students about the present number of companies

Comment : From the area diagram, we can easily say that, 24.6% of students think that the present no of companies are sufficient and 71.9% of them think the number is not sufficient among 55 students

BIVARIATE ANALYSIS FOR GENERAL STUDENTS:-

For **bivariate analysis**, the associations between different variables are shown in different tables. At first we will show the association between **economic condition** with the variables such as **reason for preferring the subject**, **desiring job sector**, **reason for preferring the desire job** and we will show whether they are significant or not. After that, we will show the association between the **category of the student** and the variables such as: **heather he has offered any internship, desiring job sector** and then we will show whether they are significant or not.

TABLE 3.12 BIVARIATE ASSOCIATION OF ECONOMIC CONDITION AND THE COVARIATES:-

Serial No.	Variables	Categories	Frequency (Percentage) Of The Economic Condition			Chi-square (P-value)
			Rich	Mid-Level	Poor	
1	Reason For Preferring The Subject	Passion	3 (42.9)	11 (26.2)	4 (5.5)	7.126 (.309)
		Available Job	3 (42.9)	11 (26.2)	4 (5.5)	
		Family Preference	1 (14.9)	10 (23.8)	0 (1.8)	
2	Desiring Job Sector	Teaching	3 (42.9)	5 (11.9)	2 (33.3)	8.899 (.542)
		Research	0	6 (14.3)	1 (16.7)	
		Bank	1 (14.3)	12 (28.6)	1 (16.7)	
		Garments	0	1 (2.4)	0	
		Media	1 (14.3)	1 (2.4)	0	
3	Reason For Preferring The Desire Job	Respectable Salary	1 (14.3)	4 (9.5)	0	8.010 (.784)
		Favorable Environment	0	5 (11.9)	1 (16.7)	
		Job Security	1 (14.3)	4 (9.5)	0	
		Passion	1 (14.3)	15 (35.7)	4 (66.7)	
		Power	1 (14.3)	2 (4.8)	0	
		Social Respect	3 (42.9)	10 (23.8)	1 (16.7)	

GRAPHICAL REPRESENTATION BETWEEN ECONOMIC CONDITION AND REASON FOR PREFERRING THE SUBJECT:-

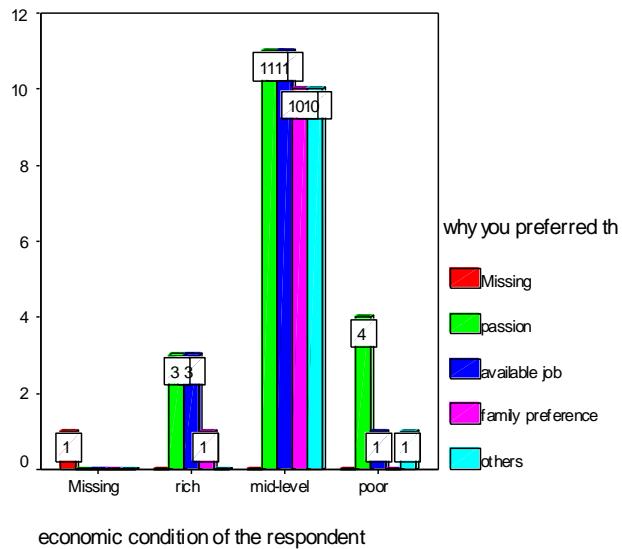


Figure 3.12:-Bar-diagram showing percentage of **Economic Condition and Reason for Preferring the Subject**

H₀: There is no association between economic condition of the respondent & reason for preferring the subject.

H₁: There is association between economic condition of the respondent & reason for preferring the subject.

ASSOCIATION BETWEEN ECONOMIC CONDITION AND REASON FOR PREFERRING THE SUBJECT:

From the Chi-Square Tests table, we see that p-value (.309) < .05(level of sig.). So H₀ is rejected & there exists association between economic condition of the respondent & reason for preferring the subject.

GRAPHICAL REPRESENTATION BETWEEN ECONOMIC CONDITION AND DESIRING JOB SECTOR:-

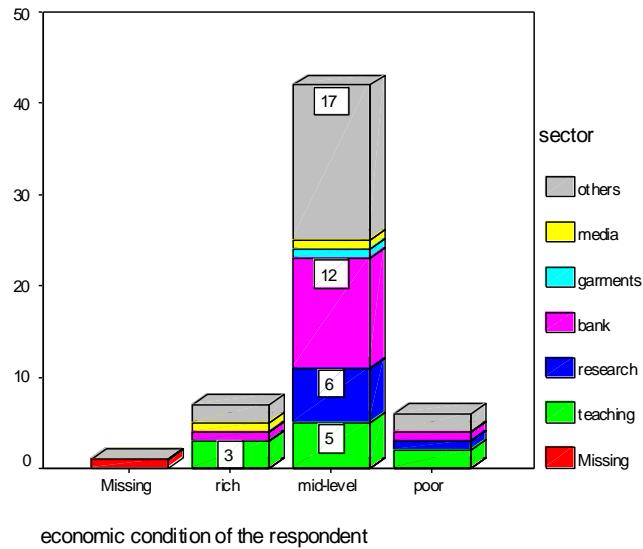


Figure3.13:- Bar-diagram showing percentage of Economic Condition And Desiring Job Sector

H₀: There is no association between economic condition of the respondent & desiring job sector.

H₁: There is association between economic condition of the respondent & desiring job sector.

ASSOCIATION BETWEEN ECONOMIC CONDITION AND DESIRING JOB SECTOR:

From the Chi-Square Tests table, we see that **p-value** (.542) > .05(level of sig.). So H₀ is accepted & there is no association between **economic condition of the respondent & desiring job sector**.

GRAPHICAL REPRESENTATION BETWEEN ECONOMIC CONDITION AND REASON FOR PREFERRING THE DESIRE JOB:-

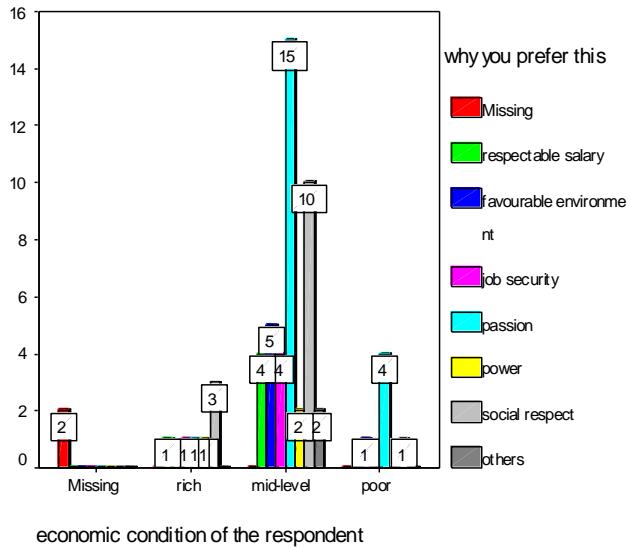


Figure3.14:- Bar-diagram showing percentage of **Economic Condition and Reason for Preferring the Desire Job**

H₀: There is no association between economic condition of the respondent & reason for preferring the desire job.

H₁: There is association between economic condition of the respondent & reason for preferring the desire job.

Association Between Economic Condition And Reason For Preferring The Desire Job:-

From the Chi-Square Tests table, we see that **p-value** (.784) > .05(level of sig.). So H₀ is accepted & there is no association between **economic condition of the respondent & reason for preferring the desire job**.

TABLE 3.13 BIVARIATE ASSOCIATION BETWEEN CATEGORY OF THE STUDENTS AND THE COVARIATES:-

Serial No.	Variables	Categories	Frequency (Percentage) Of The Category Of The Students			Chi-square (P-value)
			Arts	Commerce	Science	
1	Whether he has offered any internship	Yes	4(19)	4(44.4)	1(4)	8.088 (.018)
		NO	17(81)	5(55.6)	24(96)	
2	Desiring job sector	Teaching	6	0	4	28.553 (.001)
		Research	2	0	5	
		Bank	4	7	3	
		Garments	0	1	0	
		Media	0	1	0	

GRAPHICAL REPRESENTATION BETWEEN CATEGORY OF THE STUDENT AND WHETHER HE HAS OFFERED ANY INTERNSHIP :-

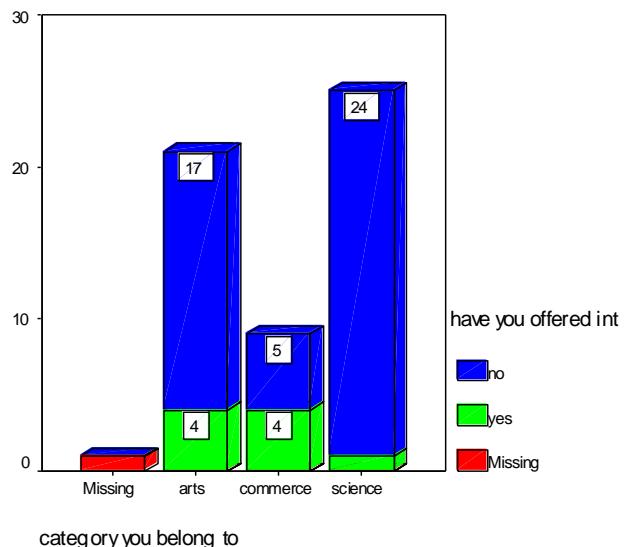


Figure3.15:- Bar-diagram showing percentage of Category of the Student and wheather He Has Offered Any Internship

H₀: There is no association between category of the student and wheather he has offered any internship.

H₁: There is association between category of the student and wheather he has offered any internship.

ASSOCIATION BETWEEN CATEGORY OF THE STUDENT AND WHETHER HE HAS OFFERED ANY INTERNSHIP:-

From the Chi-Square Tests table, we see that **p-value** (.018) < .05(level of sig.). So H₀ is rejected & there exists association between category of the student and wheather he has offered any internship.

GRAPHICAL REPRESENTATION BETWEEN CATEGORY OF THE STUDENT AND DESIRING JOB SECTOR:-

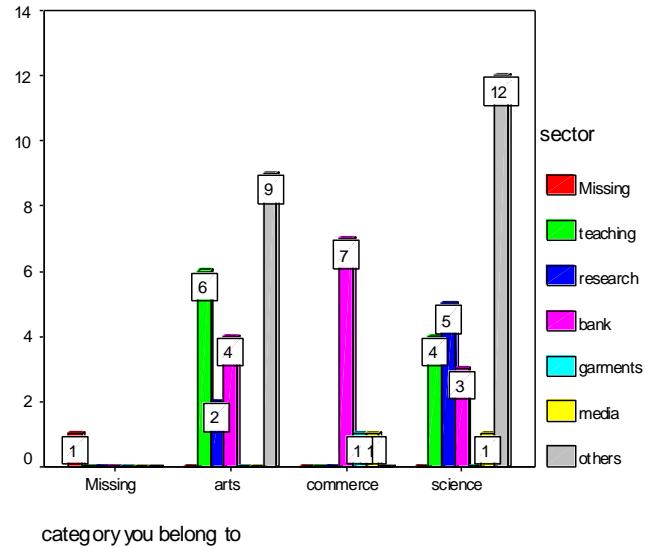


Figure 3.16 Bar-diagram showing percentage of Category of the Student and Desiring Job Sector

H₀: There is no association between category of the student and desiring job sector.

H₁: There is association between category of the student and desiring job sector.

ASSOCIATION BETWEEN CATEGORY OF THE STUDENT AND DESIRING JOB SECTOR:-

From the Chi-Square Tests table, we see that **p-value** (.001) < .05(level of sig.). So H₀ is rejected & there exists association between category of the student and desiring job sector.

Fitting Logistic Regression Model

We want to fit a logistic regression model, for which we select **the available job as the reason for choosing general sector**, as the binary response variable. And the independent (categorical) variables are: **Economic condition of the respondents, educational institution, desire to be settled, desired sector**. For every independent variable, the last categories are the reference categories.

Dependent Variable Encoding

Original Value	Internal Value
no	0
yes	1

Categorical Variables Coding

		Frequency	Parameter coding				
			(1)	(2)	(3)	(4)	(5)
sector	teaching(1)	10	1.000	.000	.000	.000	.000
	research(2)	7	.000	1.000	.000	.000	.000
	bank(3)	14	.000	.000	1.000	.000	.000
	garments(4)	1	.000	.000	.000	1.000	.000
	media(5)	2	.000	.000	.000	.000	1.000
	others	21	.000	.000	.000	.000	.000
economic condition of the respondent	rich(1)	7	1.000	.000			
	mid-level(2)	42	.000	1.000			
	poor	6	.000	.000			
want to be settled	in own country(1)	48	1.000				
	in abroad	7	.000				
educational institution you belong to	government(1)	48	1.000				
	private	7	.000				

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1(a)	ECONOMiC			1.469	2	0.48	
	ECONOMIC(1)	1.441	1.516	0.903	1	0.342	4.223
	ECONOMIC(2)	0.144	1.228	0.014	1	0.907	1.154
	GEN79(1)	-2.375	1.566	2.299	1	0.129	0.093
	GEN85(1)	-1.299	1.118	1.35	1	0.245	0.273
	GEN87			4.293	5	0.508	
	GEN87(1)	-0.313	1.085	0.083	1	0.773	0.731
	GEN87(2)	-1.046	1.414	0.548	1	0.459	0.351
	GEN87(3)	1.243	0.863	2.077	1	0.15	3.466
	GEN87(4)	20.375	40192.97	0	1	1	7.06E+08
	GEN87(5)	-0.939	1.978	0.225	1	0.635	0.391
Constant		1.984	2.387	0.69	1	0.406	7.268

a Variable(s) entered on step 1: ECONOMIC, GEN79, GEN85, GEN87.

Interpretation

Economic condition of the respondents

- Rich: $B=1.441$ & $\exp(B)$ is 4.223 . So a respondent who is rich is 4.223 times as likely as to **have the available job as the reason for choosing general sector** compared to a respondent who is poor, keeping all other covariates at a fixed level.
- Mid-level: $B=.144$ & $\exp(B)$ is 1.154. So a respondent who is mid-level is 1.154 times as likely as to **have the available job as the reason for choosing general sector** compared to a respondent who is poor, keeping all other covariates at a fixed level.

Educational Institution

- Here $B=-2.375$ & $\exp(B)$ is .093. So a respondent, who is from private institution , is $(1/.093)=10.753$ times as likely as to **have the available job as the reason for choosing general sector** compared to a respondent who are from governmental institution, keeping all other covariates at a fixed level.

Desire to be settled

- Here $B= -1.299$ & $\exp(B)$ is .273. So a respondent, who wants to settle in abroad, is $(1/.273)=3.663$ times as likely as to **have the available job as the reason for choosing general sector** compared to a respondent who wants to settle in own country, keeping all other covariates at a fixed level.

Desired sector

- **Teaching:** Here $B= -.313$ & $\exp(B)$ is .731 . So a respondent, who wants to move in other sector, is $(1/.731)=1.368$ times as likely as to **have the available job as the reason for choosing general sector** compared to a respondent who wants to be teacher, keeping all other covariates at a fixed level.
- **Research:** Here $B= -1.046$ & $\exp(B)$ is .351 . So a respondent, who wants to move in other sector, is $(1/.351)=2.849$ times as likely as to **have the available job as the reason for choosing general sector** compared to a respondent who wants to be researcher, keeping all other covariates at a fixed level.
- **Bank:** $B=1.243$ & $\exp(B)$ is 3.466 . So a respondent who wants to for bank job is 3.466 times as likely as to **have the available job as the reason for choosing general sector** compared to a respondent who wants to move in other sector , keeping all other covariates at a fixed level.
- **Garments:** $B=20.375$ & $\exp(B)$ is 705828040.255 . So a respondent who wants to go in garments sector is 705828040.255 times as likely as to **have the available job as the reason for choosing general sector** compared to a respondent who wants to move in other sector, keeping all other covariates at a fixed level.
- **Media:** Here $B= -.939$ & $\exp(B)$ is .391 . So a respondent, who wants to move in other sector, is $(1/.391)=2.558$ times as likely as to **have the available job as the reason for choosing general sector** compared to a respondent who wants to move in media, keeping all other covariates at a fixed level.

ANALYSIS FOR C.A STUDENTS

UNIVARIATE ANALYSIS FOR C.A STUDENTS

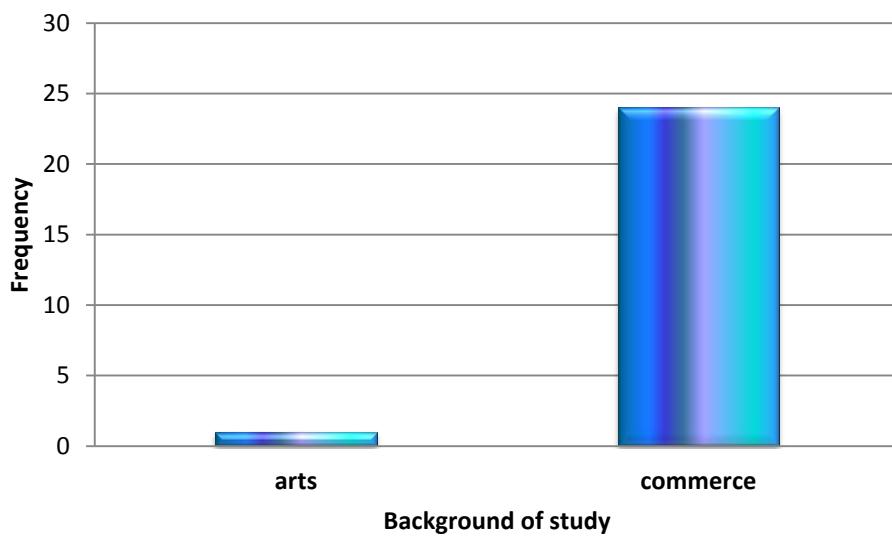
Frequency and the percentages of the variables related the students of C.A students along with diagrams are shown below.

(1) BACKGROUND OF STUDY AMONG C.A STUDENTS

TABLE 4.1: FREQUENCY AND THE PERCENTAGE DISTRIBUTION OF BACKGROUND OF STUDY AMONG C.A STUDENTS

Background of study					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	arts	1	4.0	4.0	4.0
	commerce	24	96.0	96.0	100.0
	Total	25	100.0	100.0	

Figure 4.1:- Graphical representation of the background of C.A student



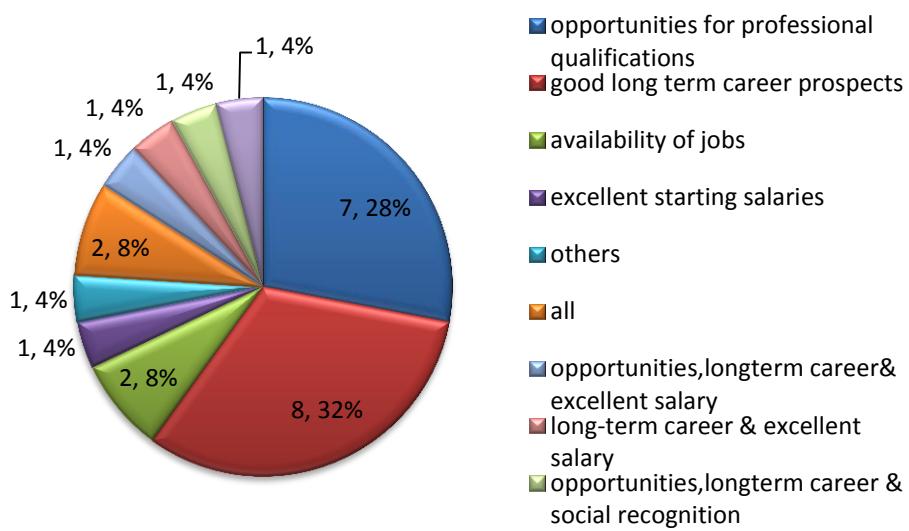
Comment: From the above graph we see that 96% of the students in our sample comes from commerce background and rest of them are from arts background.

(2) Reason behind involving in C.A

Table 4.2: Frequency and percentage distribution of reason behind involving in C.A

Reason behind being involved in C.A.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	opportunities for professional qualifications	7	28.0	28.0	28.0
	good long term career prospects	8	32.0	32.0	60.0
	availability of jobs	2	8.0	8.0	68.0
	excellent starting salaries	1	4.0	4.0	72.0
	others	1	4.0	4.0	76.0
	all	2	8.0	8.0	84.0
	opportunities, longterm career & excellent salary	1	4.0	4.0	88.0
	long-term career & excellent salary	1	4.0	4.0	92.0
	opportunities, longterm career & social recognition	1	4.0	4.0	96.0
	opportunities & long-term career	1	4.0	4.0	100.0
Total		25	100.0	100.0	

Figure 4.2:- Graphical representation of the reason behind being involved in C.A



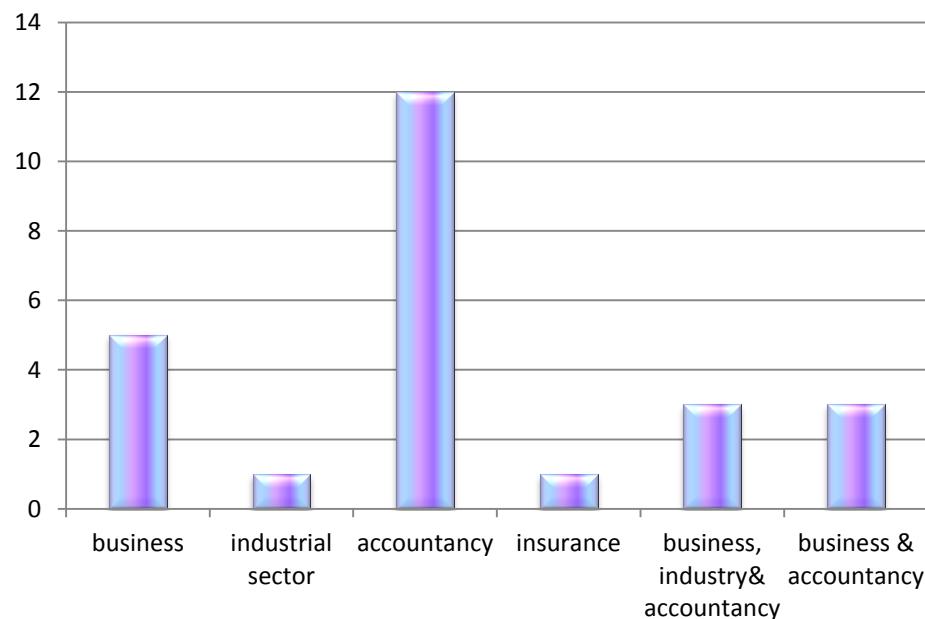
Comment: From the above pie-chart we see that relatively a large portion approximately 32% of them get involved in C.A for “good long-term career prospects”, other 28% implies “opportunities for professional qualifications” as their reason to study .Some(about 4%) take into account “excellent staring salaries” also.

(3) Main occupation of C.A

Table 4.3: Frequency and percentage distribution of main occupation of C.A

Main occupations of C.A.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	business	5	20.0	20.0	20.0
	industrial sector	1	4.0	4.0	24.0
	accountancy	12	48.0	48.0	72.0
	insurance	1	4.0	4.0	76.0
	business, industry& accountancy	3	12.0	12.0	88.0
	business & accountancy	3	12.0	12.0	100.0
	Total	25	100.0	100.0	

Figure 4.3:- Graphical representation of main occupations of C.A.



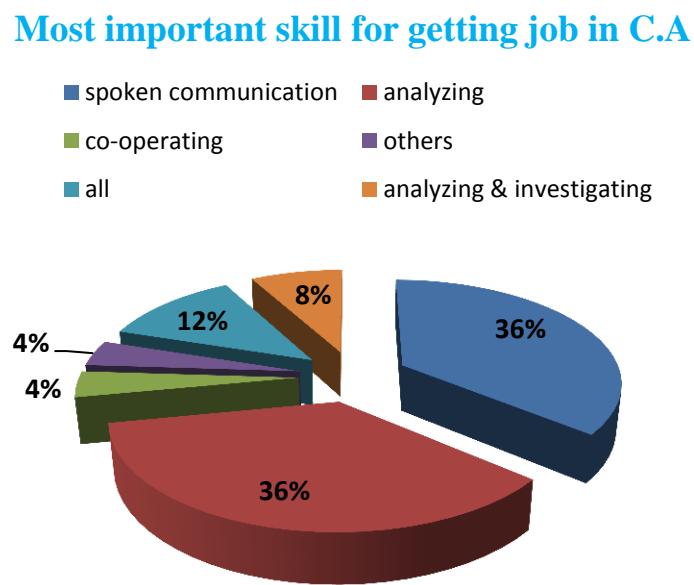
Comment: The above bar diagram reveals that accountancy stands with the highest frequency as a main occupation for C.A students followed by business firms, industries etc.

(4) Most important skill for getting job in C.A

Table 4.4: Frequency and percentage distribution of most important skill for getting job in C.A

Most important skill for getting job in C.A.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	spoken communication	9	36.0	36.0	36.0
	analyzing	9	36.0	36.0	72.0
	co-operating	1	4.0	4.0	76.0
	others	1	4.0	4.0	80.0
	all	3	12.0	12.0	92.0
	analyzing & investigating	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

Figure 4.4:- Graphical representation of **most important skill for getting job in C.A**



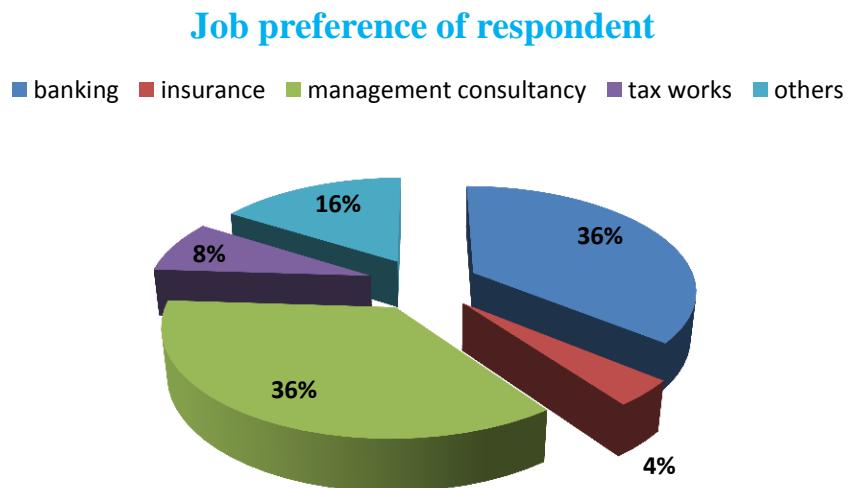
Comment: The graph above demonstrates that 36% of our sampled students emphasize on spoken communication skill and 36% on analyzing skill as they consider these most important qualities to hold a job in C.A sector.

(5) Job preference of respondents

Table 4.5: Frequency and percentage distribution of job preference of respondents

Job preference of respondent					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	banking	9	36.0	36.0	36.0
	insurance	1	4.0	4.0	40.0
	management consultancy	9	36.0	36.0	76.0
	tax works	2	8.0	8.0	84.0
	others	4	16.0	16.0	100.0
	Total	25	100.0	100.0	

Figure 4.5:- Graphical representation of job preference of respondent



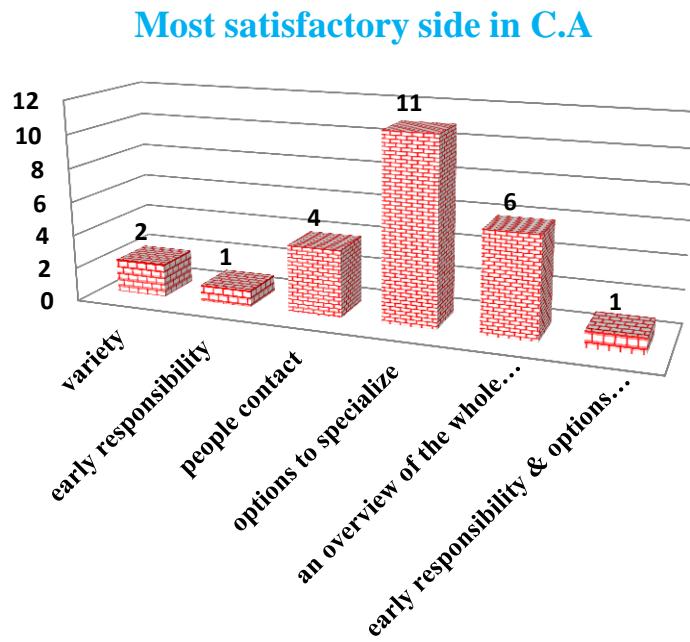
Comment: From the above pie-chart we see that an equal percentage (about 36%) of the respondents in our sample are willing to work in bank and management consultancy sectors. 16% prefers tax related works in future. Very few about 4% of our respondents are considering working in insurance companies\

(6) Most satisfactory side of C.A

Table 4.6: Frequency and percentage distribution of most satisfactory side of C.A

Most satisfactory side in C.A.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	variety	2	8.0	8.0	8.0
	early responsibility	1	4.0	4.0	12.0
	people contact	4	16.0	16.0	28.0
	options to specialize	11	44.0	44.0	72.0
	an overview of the whole enterprise	6	24.0	24.0	96.0
	early responsibility & options to specialized	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Figure 4.6:- Graphical representation of **most satisfactory side in C.A**



Comment: Our above bar chart reveals that a large portion of our sampled students considers “options to specialize” as the most satisfactory side of C.A. 24 % percentage of respondents take into account “an overview of whole enterprise” as most satisfactory side to them. 16% praises “people contact” as their most satisfactory side in C.A.

BI-VARIATE ANALYSIS OF C.A. STUDENTS:

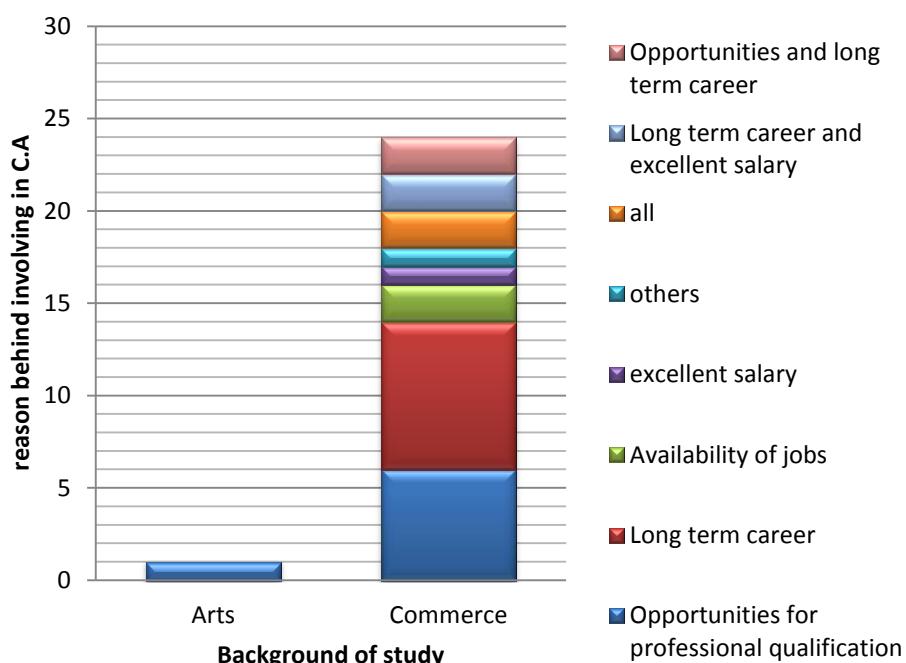
To show the association between different variables we perform bi-variate analysis. We show the association in following variables.

(1) ASSOCIATION BETWEEN THE BACKGROUND OF STUDY AND REASON BEHIND INVOLVING IN C.A.

Table 4.7: Frequency distribution of background of study to reason behind involving in C.A

Background of study	Reason behind involving in C.A.								Total
	Opportunities for professional qualification	Long term career	Availability of jobs	excellent salary	others	all	Long term career and excellent salary	Opportunities and long term career	
Arts	1	0	0	0	0	0	0	0	1
Commerce	6	8	2	1	1	2	2	2	24
Total	7	8	2	1	1	2	2	2	25

Figure 4.7: Graphical representation of **background of study** and **reason behind involving in C.A.**



CHI-SQUARE TESTS

	Value	Df.	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.679(a)	7	.913
Likelihood Ratio	2.656	7	.915
Linear-by-Linear Association	.862	1	.353
N of Valid Cases	25		

H₀: There is no association between background of study and reason behind involving in C.A.

H₁: There is an association between background of study and reason behind involving in C.A.

Level of significance: let our level of significance be 0.05

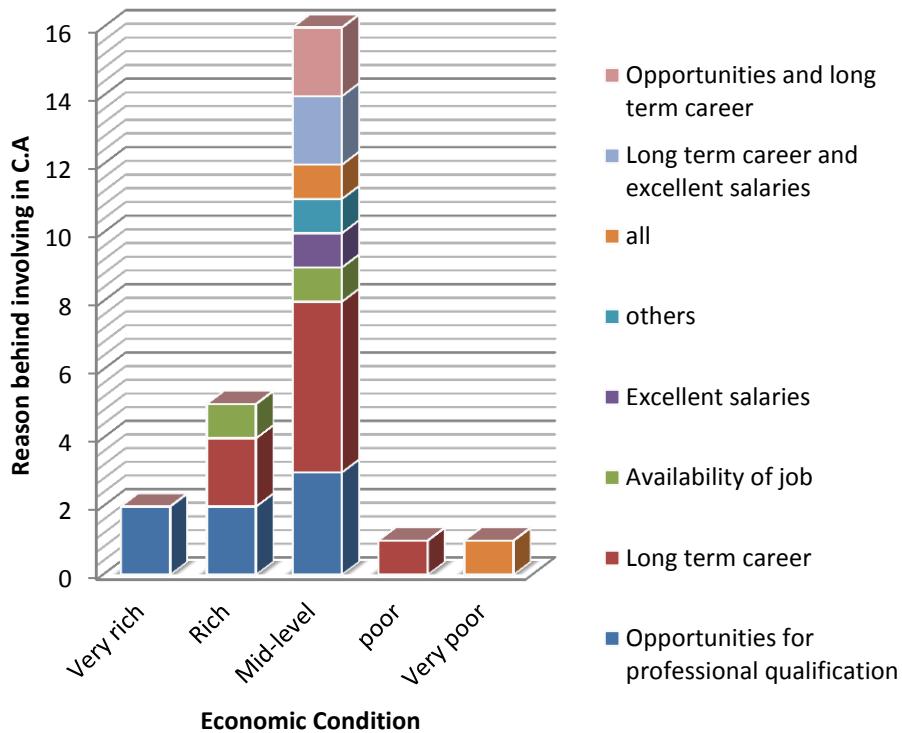
Comment: From the above chi-square table we see that p-value (for Pearson's Chi-square test) $0.913 > 0.05$. Hence our null hypothesis is accepted which leads us to conclude that there is an association between background of study and reason behind involving in C.A.

(2) Association between **economic condition** of the respondents and **reason behind involving in C.A.**

Table 4.8: Frequency distribution of the **economic condition** of the respondents and **reason behind involving in C.A**

Economic condition of the respondent s	Reason behind involving in C.A.								Total
	Opportunities for professional qualification	Long term career	Availability of jobs	Excellent salaries	others	all	Long term career and excellent salaries	Opportunities and long term career	
Very rich	2	0	0	0	0	0	0	0	2
Rich	2	2	1	0	0	0	0	0	5
Mid-level	3	5	1	1	1	1	2	2	16
poor	0	1	0	0	0	0	0	0	1
Very poor	0	0	0	0	0	1	0	0	1
Total	7	8	2	1	1	2	2	2	25

Figure 4.8: Graphical representation of economic condition of the respondents and the reason behind involving in C.A.



CHI-SQUARE TESTS

	Value	Df.	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.454 ^a	28	.710
Likelihood Ratio	18.299	28	.918
Linear-by-Linear Association	4.118	1	.042
N of Valid Cases	25		

H₀: There is no association between economic condition of the respondents and reason behind involving in C.A.

H₁: There is an association between economic condition of the respondents and reason behind involving in C.A.

Level of significance: Let our level of significance be 0.05

Comment: From the above chi-square table we see that p-value $0.710 < 0.05$. So our null hypothesis is rejected. So we conclude that there is some association between economic condition of the respondents and reason behind involving in C.A.

FITTING LOGISTIC REGRESSION MODEL:

We want to fit a logistic regression model for which we select the **good long term career prospects** as the reason for choosing for choosing C.A. sector, as the binary response variable. And the independent (categorical) variables are: **marital status of the respondents, Study background of the respondents, main occupations in C.A. sector and job preference of the respondents.** For every independent variable the last category is the reference category.

Dependent Variable Encoding

Original Value	Internal Value
no	0
yes	1

Categorical Variables Coding

		Parameter coding					
		Frequency	(1)	(2)	(3)	(4)	(5)
Main occupations of C.A. (CA_3)	Business(1)	5	1	0	0	0	0
	industrial sector(2)	1	0	1	0	0	0
	Accountancy(3)	12	0	0	1	0	0
	Insurance(4)	1	0	0	0	1	0
	business, industry & accountancy(5)	3	0	0	0	0	1
	business & accountancy	3	0	0	0	0	0
job preference of respondent (CA_5)	Banking(1)	9	1	0	0	0	
	Insurance(2)	1	0	1	0	0	
	management consultancy(3)	9	0	0	1	0	
	tax works(4)	2	0	0	0	1	
	Others	4	0	0	0	0	
background of study (CA_1)	Arts(1)	1	1				
	commerce	24	0				
marital status of respondent (MARITAL)	Unmarried(1)	21	1				
	married	4	0				

VARIABLES IN THE EQUATION

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1(a)	MARITAL(1)	41.55 2	27198.0 26	.000	1	.999	1111095608562869000.00 0
	CA_1(1)	.433	42720.6 67	.000	1	1.000	1.542
	CA_3			.192	5	.999	
	CA_3(1)	.000	2.000	.000	1	1.000	1.000
	CA_3(2)	62.75 5	48530.4 80	.000	1	.999	179494702756452800000 0000000.000
	CA_3(3)	.693	1.871	.137	1	.711	2.000
	CA_3(4)	-.019	43960.4 24	.000	1	1.000	.981
	CA_3(5)	- 39.69 6	23262.8 15	.000	1	.999	.000
	CA_5			.000	3	1.000	
	CA_5(1)	41.26 1	22948.3 00	.000	1	.999	830578174025266000.000
	CA_5(3)	21.18 4	17805.7 30	.000	1	.999	1585220209.346
	CA_5(4)	-.712	33537.7 61	.000	1	1.000	.491
	Constant	- 62.73 6	32508.1 00	.000	1	.998	.000

Variable (s) in the model: marital status, CA_1, CA_3, CA-5.

INTERPRETATION:

- **Marital status of the respondents:**
Unmarried: Here B=41.552, EXP(B)=1.1E+18. So a unmarried respondent is much more times as likely as to have the good long term career prospects as the reason for choosing C.A. sector; compared to a married respondent, keeping all other covariates at fixed level.
- **Background of study:**
Arts: Here B=.433, EXP(B)=1.542, So a respondent with commerce background is 1.542 times as likely as to have the good long term career prospects as the reason for choosing C.A. sector; compared to a arts background respondent, keeping all other covariates at fixed level.

- **Main occupations in C.A.:**

Business: Here $B=.000, EXP(B)=1.00$, so a respondent choose the occupation business is $(1/1)=1$ i.e. equally likely as to have the good long term career prospects as the reason for choosing C.A. sector; compared to business & accountancy, keeping all other covariates at fixed level.

Industrial sector: Here $B=62.755, EXP(B)=1.8E+27$, So a respondent choose the occupation industrial sector is **much more times** as likely as to have the good long term career prospects as the reason for choosing C.A. sector, compared to business & accountancy, keeping all other covariates at fixed level.

Accountancy: Here $B=.693, EXP(B)=2.00$, so a respondent choose the occupation accountancy is 2.00 times as likely as to have the god long term career prospects as the reason for choosing C.A. sector; compared o business & accountancy, keeping all other covariates at fixed level.

Insurance: Here $B=-0.019, EXP(B)=0.981$, So a respondent choose the occupations business & accountancy is $(1/.981)=1.02$ times as likely as to have the good long term career prospects as the reason for choosing C.A. sectors compared to insurance category, keeping all other covariates at fixed level.

Others: Here $B=-39.696, EXP(B)=0.000$, So a respondent choose the occupations business & accountancy is **much more times** as likely as to have the good long term career prospects as the reason for choosing C.A. sector compared to others category, keeping all other covariates at fixed level.

- **Job preference of the respondent:**

Banking: Here $B=41.261, EXP(B)=8.3E+17$, So a respondents preference of banking is **much more times** as likely as to have the good long term career prospects as the reason for choosing C.A. sector compared to others category, keeping all other covariates at fixed level.

Management consultancy: Here $=21.184, EXP(B)=1.6E+09$, So a respondents preference of management consultancy is **much more times** likely as to have the good long term career prospects as the reason for choosing C.A. sector compared to others category, keeping all other covariates at fixed level.

Tax works: Here $B=-0.712, EXP(B)=0.491$, so a respondents preference of others category is **(1/0.491)=2.04 times** as likely as to have the good long term career prospects as the reason for choosing C.A. sector compared to tax works category, keeping all other covariates at fixed level.

ANALYSIS FOR VOCATIONAL STUDENTS

UNIVARIATE ANALYSIS FOR VOCATIONAL STUDENTS:

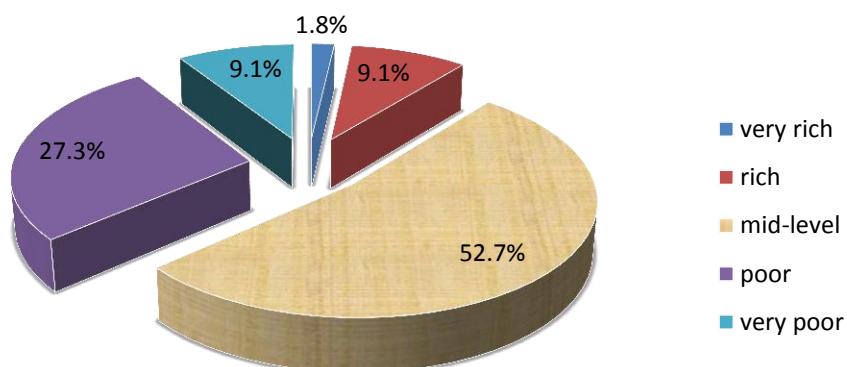
In vocational sector the frequency, percentages and graphical representation of some of the important variables are given below:-

(1) ECONOMIC CONDITION OF THE RESPONDENTS:-

Table 5.1: Frequency and percentage distribution of economic condition of the respondents:-
Economic condition of the respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very rich	1	1.8	1.8	1.8
	rich	5	9.1	9.1	10.9
	mid-level	29	52.7	52.7	63.6
	poor	15	27.3	27.3	90.9
	very poor	5	9.1	9.1	100.0
	Total	55	100.0	100.0	

Figure 5.1: Graphical Representation of economic condition of the respondents



Comment:-

From the pie chart, we can easily say that, out of 55 students, the economic condition of 9.1% students are very poor, 27.3% students are poor, 52.7% students are mid-level, 9.1% students are rich, 1.8% students are very rich.

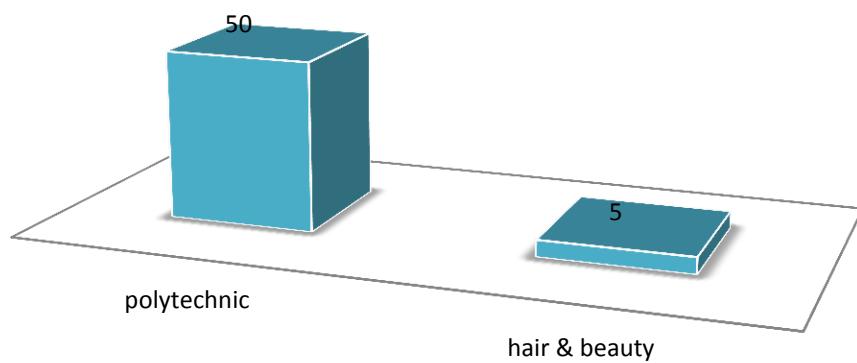
(2) SUBJECTS OF THE RESPONDENTS:-

Table 5.2: Frequency and percentage distribution of the subjects of the respondents:-

Sector name

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	polytechnic	50	90.9	90.9	90.9
	hair & beauty	5	9.1	9.1	100.0
	Total	55	100.0	100.0	

Figure 5.2: Graphical Representation of the subjects of the respondents:-



Comment:-From the bar diagram, we can easily say that, there are 90.9% polytechnic students & 9.1% students are belong to hair & beauty.

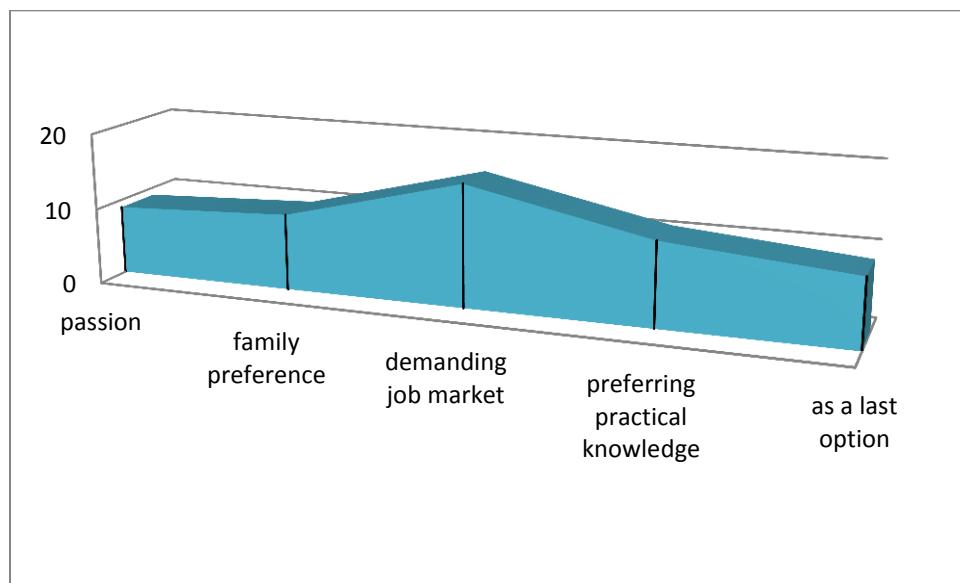
(3) REASON FOR CHOOSING THIS SECTOR:-

Table 5.3: Frequency and percentage distribution of reason for choosing this sector:-

Reason for choosing this sector

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Reason				
	passion	9	16.4	16.4	16.4
	family preference	10	18.2	18.2	34.5
	demanding job market	16	29.1	29.1	63.6
	preferring practical knowledge	11	20.0	20.0	83.6
	as a last option	9	16.4	16.4	100.0
	Total	55	100.0	100.0	

Figure 5.3: Graphical Representation of reason for choosing this sector:-



Comment :-From the area diagram, we can say that, demanding job market is the most powerful reason for choosing this sector as it includes 16 frequencies. Family preference contains 10 frequencies .Passion & as a last option contains 9 frequencies.

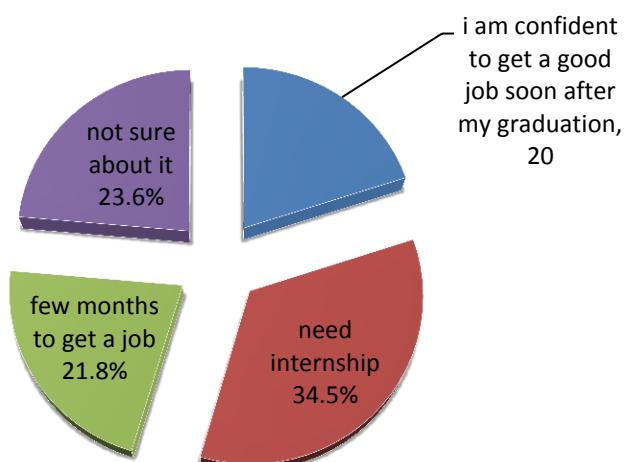
(4) IDEA ABOUT THE CAREER FIELD OF YOUR SUBJECTS:

Table 5.4: Frequency and percentage distribution of thinking about career field of your subject

Career field of your subject

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	i am confident to get a good job soon after my graduation	11	20.0	20.0	20.0
	need internship	19	34.5	34.5	54.5
	few months to get a job	12	21.8	21.8	76.4
	not sure about it	13	23.6	23.6	100.0
	Total	55	100.0	100.0	

Figure 5.4: Graphical Representation of thinking about career field of your subject:-



Comment :-From the pie chart, we see that, 20% students are confident to get a good job soon after their graduation, 34.5% students need internship, 21.8% students think it will take few months to get a job & 23.6% students not sure about anything.

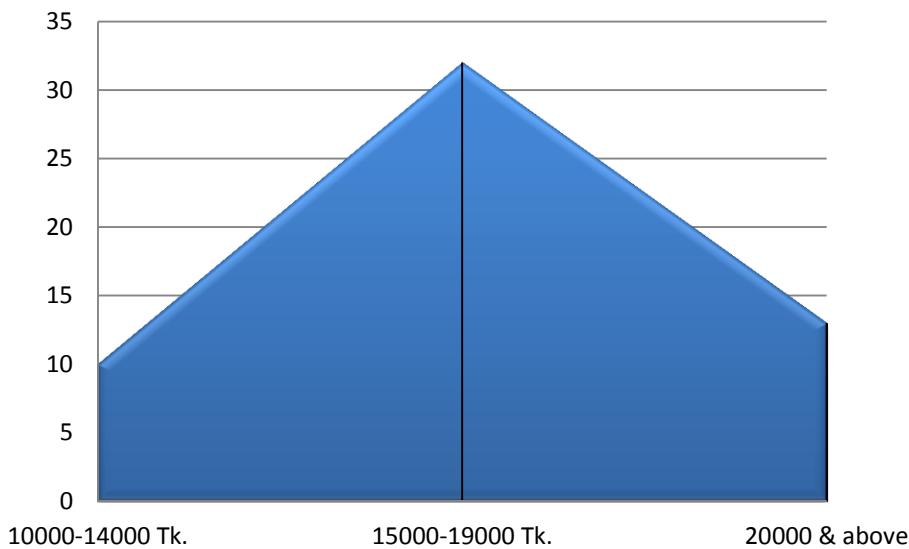
(5) IDEA ABOUT STARTING SALARY:

Table 5.5: Frequency and percentage distribution of idea about starting salary

Idea about starting salary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10000-14000 Tk.	10	18.2	18.2	18.2
	15000-19000 Tk.	32	58.2	58.2	76.4
	20000 & above	13	23.6	23.6	100.0
Total		55	100.0	100.0	

Figure 5.5: Graphical Representation of idea about starting salary:-



Comment:-From the area diagram, we see that 58.2 %(frequency=32) students think they will get 15000-19000 Tk. as their starting salary, 18.2 %(frequency=10) students think they will get 10000-14000 Tk. as their starting salary & 23.6 %(frequency=13) students think they will get 20000 % above as their starting salary.

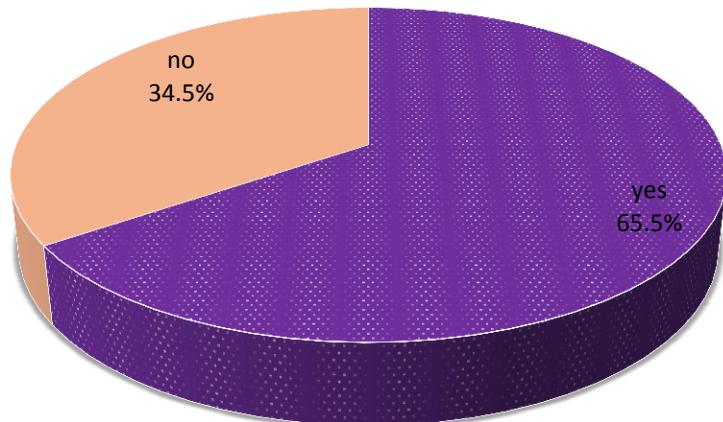
(6) COMPARISON BETWEEN VOCATIONAL QUALIFICATIONS & UNIVERSITY EDUCATION

Table 5.6: Frequency and percentage distribution of comparison between vocational qualifications & university education

Vocational qualifications are better than university

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	36	65.5	65.5	65.5
	no	19	34.5	34.5	100.0
	Total	55	100.0	100.0	

Figure 5.6: Graphical Representation of comparison between vocational qualifications & university education



Comment:-

From the pie chart, we see that, 65.5% students said that vocational qualifications are better than university & 34.5% students said that university education is better.

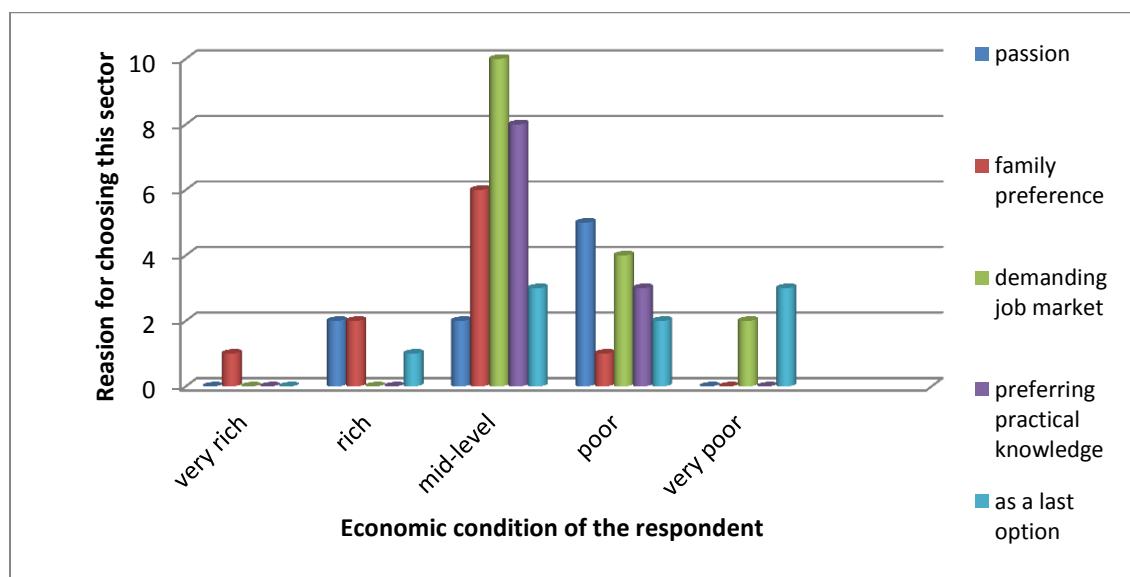
Bivariate Analysis:-

(1) ASSOCIATION BETWEEN ECONOMIC CONDITION OF THE RESPONDENT & REASON FOR CHOOSING THIS SECTOR

Table 5.7:- Cross tabulation: economic condition of the respondent * reason for choosing this sector

		reason for choosing this sector					Total
		passion	family preference	demanding job market	preferring practical knowledge	as a last option	
economic condition of the respondent	very rich	0	1	0	0	0	1
	rich	2	2	0	0	1	5
	mid-level	2	6	10	8	3	29
	poor	5	1	4	3	2	15
	very poor	0	0	2	0	3	5
	Total	9	10	16	11	9	55

Figure 5.7: Graphical Representation of economic condition of the respondent & reason for choosing this sector on the same bar diagram:



Chi-Square Tests

	Value	Df.	Asymp. Sig. (2-sided)
Pearson Chi-Square	26.064	16	.053
Likelihood Ratio	27.091	16	.040
Linear-by-Linear Association	2.849	1	.091
N of Valid Cases	55		

H₀: There is no association between economic condition of the respondent & reason for choosing this sector.

H₁: There is association between economic condition of the respondent & reason for choosing this sector.

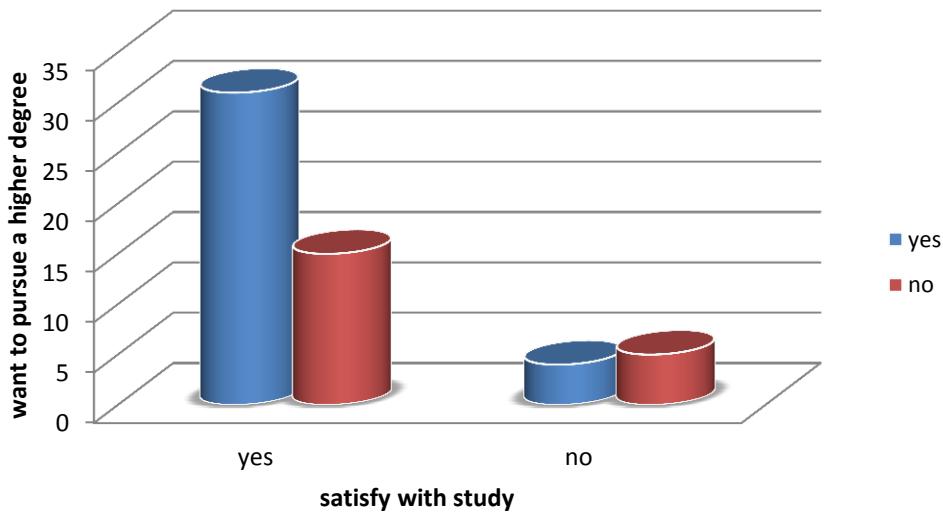
Comment: - From the Chi-Square Tests table, we see that **p-value of Pearson chi-square is (.053) > .05**(level of sig.). So H₀ is accepted & there is no association between economic condition of the respondent & reason for choosing this sector.

(2) ASSOCIATION BETWEEN SATISFY WITH STUDY & WANT TO PERSUE A HIGHER DEGREE

Table 5.8: - Cross tabulation: satisfy with study & want to pursue a higher degree

		want to pursue a higher degree		Total
		yes	no	
satisfy with study	yes	31	15	46
	no	4	5	9
Total		35	20	55

Figure 5.8: Graphical representation of satisfy with study & want to pursue a higher degree on the same bar diagram:



Chi-Square Tests

	Value	Df.	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.713(b)	1	.191		
Continuity Correction(a)	.865	1	.352		
Likelihood Ratio	1.651	1	.199		
Fisher's Exact Test				.261	.176
Linear-by-Linear Association	1.682	1	.195		
N of Valid Cases	55				

a Computed only for a 2x2 tableb 1 cells (25.0%) have expected count less than 5. The minimum expected count is 3.27.

H_0 : There is no association between satisfy with study & want to pursue a higher degree.

H_1 : There is association between satisfy with study & want to pursue a higher degree.

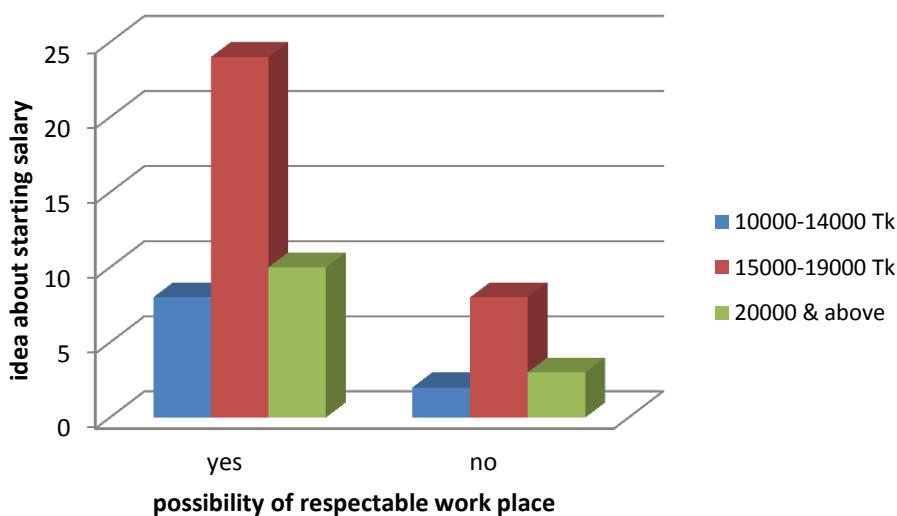
Comment: - From the Chi-Square Tests table, we see that **p-value of Fisher's exact test is (.261) > .05**(level of sig.). So H_0 is accepted & there is no association between satisfy with study & want to pursue a higher degree.

(3) ASSOCIATION BETWEEN POSSIBILITIES OF RESPECTABLE WORK PLACE & IDEA ABOUT STARTING SALARY

Table 5.9:-Cross tabulation: - possibility of respectable work place * idea about starting salary

		idea about starting salary			Total
		10000-14000 Tk	15000-19000 Tk	20000 & above	
possibility of respectable work place	yes	8	24	10	42
	no	2	8	3	13
Total		10	32	13	55

Figure 5.9: Graphical representation of possibility of respectable work place & idea about starting salary on the same bar diagram



Chi-Square Tests

		Value	Df.	Asymp. Sig. (2- sided)
Pearson Square	Chi- square	.108(a)	2	.947

a 2 cells (33.3%) have expected count less than 5. The minimum expected count is 2.36.

H₀: There is no association between possibility of respectable work place & idea about starting salary

H₁: There is association between possibility of respectable work place & idea about starting salary

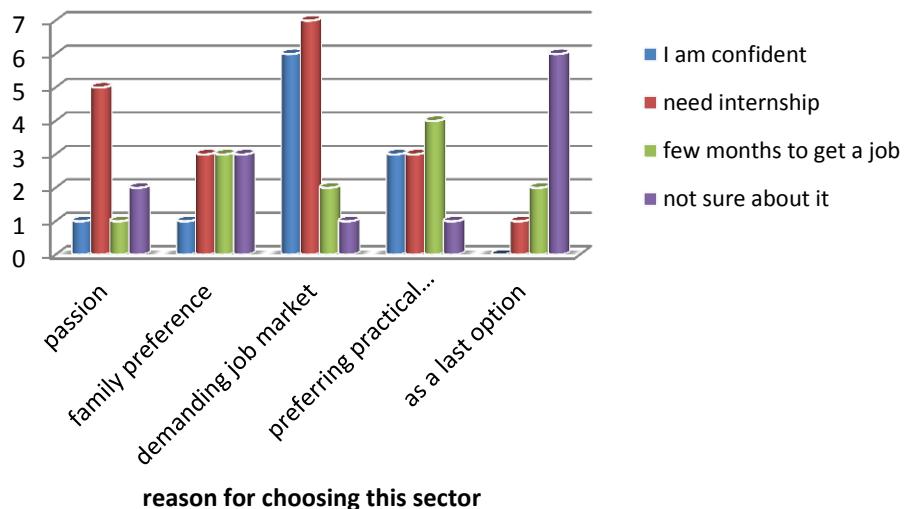
Comment: - From the Chi-Square Tests table, we see that **p-value of Pearson chi-square is (.947) > .05**(level of sig.). So H₀ is accepted & there is no association between possibility of respectable work place & idea about starting salary.

(4) ASSOCIATION BETWEEN REASONS FOR CHOOSING THIS SECTOR & CAREER FIELD OF YOUR SUBJECT

Table 5.10:-Cross tabulation: reason for choosing this sector * career field of your subject

		career field of your subject				Total
		i am confident to get a good job soon after my graduation	need internship	few months to get a job	not sure about it	
reason for choosing this sector	passion	1	5	1	2	9
	family preference	1	3	3	3	10
	demanding job market	6	7	2	1	16
	preferring practical knowledge	3	3	4	1	11
	as a last option	0	1	2	6	9
	Total	11	19	12	13	55

Figure 5.10: Graphical representation of reason for choosing this sector & career field of your subject on the same bar diagram



Chi-Square Test

	Value	Df.	Asymp. Sig. (2- sided)
Pearson Chi-Square	21.342(a)	12	.046

a 19 cells (95.0%) have expected count less than 5. The minimum expected count is 1.80.

H₀: There is no association between reason for choosing this sector & career field of your subject

H₁: There is association between reason for choosing this sector & career field of your subject

Comment: - From the Chi-Square Tests table, we see that p-value of Pearson chi-square is (.046) < .05(level of sig.). So H₀ is rejected & there is association between reason for choosing this sector & career field of your subject.

FITTING LOGISTIC REGRESSION MODEL:-

We want to fit a logistic regression model, for which we select the demanding job market as the reason for choosing vocational sector, as the binary response variable. And the independent (categorical) variables are :- Economic condition of the respondents, Idea about the career field of the subjects, possibility of respectable work-place, want to pursue a higher degree & want to take other vocational training. For every independent variable, the last categories are the reference categories.

Dependent Variable Encoding

Original Value	Internal Value
no	0
yes	1

Categorical Variables Coding

		Frequency	Parameter coding			
			(1)	(2)	(3)	(4)
economic condition of the respondent (economic)	very rich (1)	1	1.000	.000	.000	.000
	rich (2)	5	.000	1.000	.000	.000
	mid-level (3)	29	.000	.000	1.000	.000
	Poor (4)	15	.000	.000	.000	1.000
	very poor	5	.000	.000	.000	.000
career field of your subject (voc 64)	confident to get a good job soon after my graduation (1)	11	1.000	.000	.000	
	need internship (2)	19	.000	1.000	.000	
	few months to get a job (3)	12	.000	.000	1.000	
	not sure about career	13	.000	.000	.000	
want to take any other vocational training (voc 70)	yes (1)	25	1.000			
	no	30	.000			
want to pursue a higher degree (voc 67)	yes (1)	35	1.000			
	no	20	.000			
possibility of respectable work place (voc 65)	yes (1)	42	1.000			
	no	13	.000			

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
	ECONOMIC			3.397	4	.494	
	ECONOMIC(1)	-20.835	40192.9 70	.000	1	1.000	.000
	ECONOMIC(2)	-21.768	16853.2 39	.000	1	.999	.000
	ECONOMIC(3)	-1.500	.952	2.485	1	.115	.223
	ECONOMIC(4)	-1.664	.964	2.981	1	.084	.189
	VOC64			4.892	3	.180	
	VOC64(1)	2.547	1.249	4.159	1	.041	12.769
	VOC64(2)	2.030	1.185	2.934	1	.087	7.613
	VOC64(3)	.782	1.274	.377	1	.539	2.185
	VOC65(1)	-.368	1.069	.118	1	.731	.692
	VOC67(1)	-.558	.745	.561	1	.454	.572
	VOC70(1)	-.462	.715	.418	1	.518	.630

Variable(s) in the model: ECONOMIC, VOC64, VOC65, VOC67, VOC70.

INTERPRETATION:-

ECONOMIC CONDITION OF THE RESPONDENTS:-

- Very rich : B= **-20.835** & exp(B) is .000 .So a very poor respondent is much more times as likely as to have the demanding job market as the reason for choosing vocational sector compared to a very rich respondent, keeping all other covariates at a fixed level.
- Rich: B= **-21.768** & exp(B) is .000. So a very poor respondent is much more times as likely as to have the demanding job market as the reason for choosing vocational sector compared to a rich respondent, keeping all other covariates at a fixed level.
- Mid-level: B= -1.500 & exp(B) is .223. So a very poor respondent is $(1/.223)=4.5$ times as likely as to have the demanding job market as the reason for choosing vocational sector compared to a mid-level respondent, keeping all other covariates at a fixed level.
- Poor: B= -1.664 & exp(B) is .189. So a very poor respondent is $(1/.189)=5.3$ times as likely as to have the demanding job market as the reason for choosing vocational sector compared to a poor respondent, keeping all other covariates at a fixed level.

Idea about the career field of the subjects:

- Confident to get a good job soon after graduation:** B=2.547 & exp(B) is 12.769. So a respondent, who is confident to get a good job soon after graduation is 12.769 times as likely as to have the demanding job market as the reason for choosing vocational sector

compared to a respondent who is not sure about career, keeping all other covariates at a fixed level.

- **Need internship:** $B=2.030$ & $\exp(B)$ is 7.613. So a respondent needed internship is 7.613 times as likely as to **have the demanding job market as the reason for choosing vocational sector** compared to a respondent who is not sure about career, keeping all other covariates at a fixed level.
- **Few months to get a job:** $B=.782$ & $\exp(B)$ is 2.185. So a respondent thinking few months to get a job is 2.185 times as likely as to **have the demanding job market as the reason for choosing vocational sector** compared to a respondent who is not sure about career, keeping all other covariates at a fixed level.

Possibility of respectable work-place :

- Here $B= -.368$ & $\exp(B)$ is .692. So a respondent, who thinks that he can manage a respectable work-place, is $(1/.692)=1.45$ times as likely as to **have the demanding job market as the reason for choosing vocational sector** compared to a respondent who can't, keeping all other covariates at a fixed level.

Want to pursue a higher degree :

- Here $B= -.558$ & $\exp(B)$ is .572 . So a respondent, who wants to pursue a higher degree , is $(1/.572)=1.75$ times as likely as to **have the demanding job market as the reason for choosing vocational sector** compared to a respondent who don't want to pursue a higher degree, keeping all other covariates at a fixed level.

Want to take other vocational training :

- Here $B= -.462$ & $\exp(B)$ is .630 . So a respondent, who wants to take other vocational training, is $(1/.630)=1.59$ times as likely as to **have the demanding job market as the reason for choosing vocational sector** compared to a respondent who don't want to take other vocational training, keeping all other covariates at a fixed level.

ANALYSIS FOR SUBJECTS BEYOND CONVENTIONAL STUDY SECTOR

UNIVARIATE ANALYSIS FOR SUBJECTS BEYOND CONVENTIONAL STUDY SECTOR:

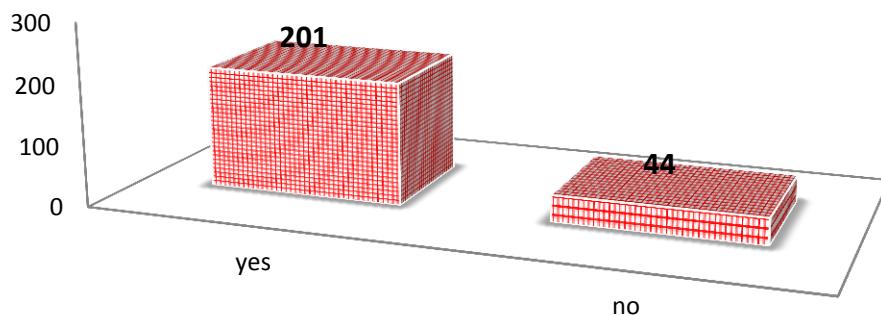
In subjects beyond conventional study sector the frequency,percentages and graphical representation of some of the important variables are given below:

(1) HAVING ANY HOBBY OR PASSION:

Table 6.1:Frequency and percentage distribution of having any hobby or passion:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	201	66.3	82.0	82.0
	no	44	14.5	18.0	100.0
	Total	245	80.9	100.0	
Missing	System	58	19.1		
Total		303	100.0		

Figure 6.1:Graphical representation of having any hobby or passion of the respondents:



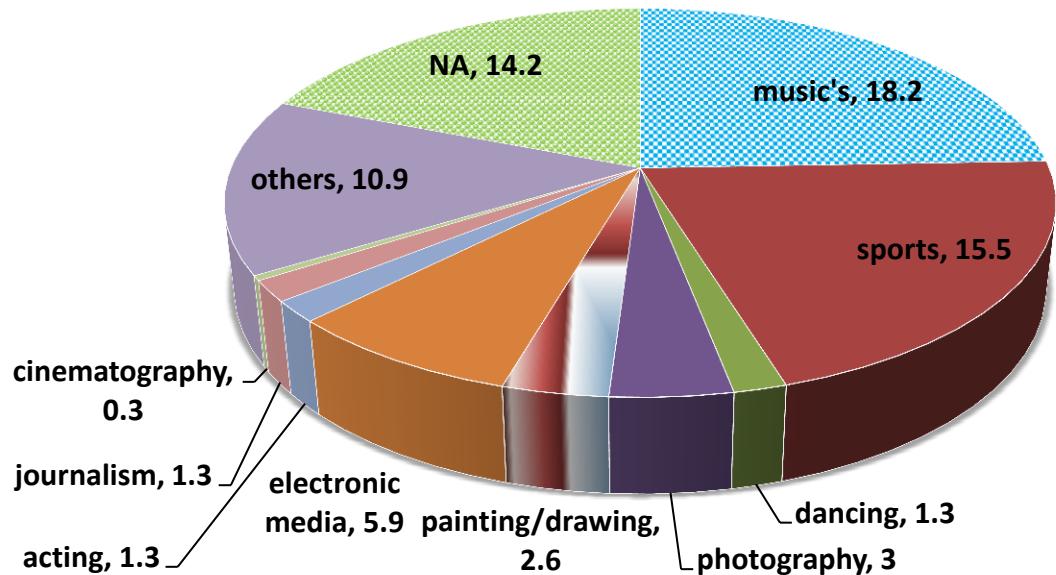
Comment: We can see from the above bar diagram that, there are 82% respondents have passion/hobby and 18% respondents have no passion/hobby.

(2) NAME OF HOBBY:

Table 6.2: Frequency and percentage distribution of name of hobby:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	music's	55	18.2	22.4	22.4
	sports	47	15.5	19.2	41.6
	dancing	4	1.3	1.6	43.3
	photography	9	3.0	3.7	46.9
	painting/drawing	8	2.6	3.3	50.2
	electronic media	18	5.9	7.3	57.6
	acting	4	1.3	1.6	59.2
	journalism	4	1.3	1.6	60.8
	cinematography	1	.3	.4	61.2
	others	33	10.9	13.5	74.7
	N\A	43	14.2	17.6	92.2
	music and sports	6	2.0	2.4	94.7
	music, photo, paint, journal	1	.3	.4	95.1
	sports & photo	1	.3	.4	95.5
	music & others	1	.3	.4	95.9
	sports & others	1	.3	.4	96.3
	music, dance, photo	1	.3	.4	96.7
	music, paint & photo	1	.3	.4	97.1
	music, photo & e-media	1	.3	.4	97.6
	music, dance, photo, paint & e-media	1	.3	.4	98.0
	Sports, dance, photo & paint	1	.3	.4	98.4
Missing	music & dance	2	.7	.8	99.2
	music, dance, paint, e-media & others	2	.7	.8	100.0
	Total	245	80.9	100.0	
Total		303	100.0		

Figure 6.2: Graphical representation of name of hobby:



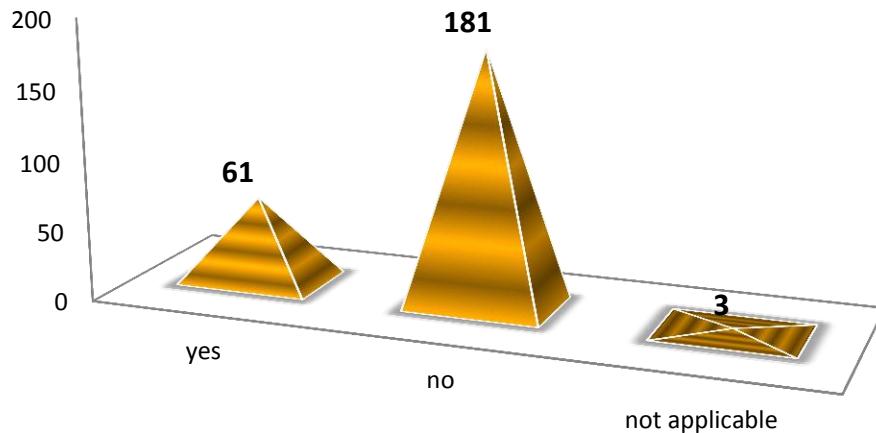
Comment: Omitting all missing observations and all other categories having frequency '1' we can say from the above pie chart, 22.4% students like music, 19.2% students like sports, 1.6% students like dancing, acting & journalism, 3.7% students like photography, 3.3% students like painting and drawing, 7.3% students like electronic media, 13.5% students like others as their hobby/passion and 17.6% students did not give any answer.

(3) ASPIRATION TO USE HOBBY AS ALTERNATIVE CAREER:

Table 6.3: Frequency and percentage distribution of aspiration to use hobby as alternate career:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	61	20.1	24.9	24.9
	no	181	59.7	73.9	98.8
	not applicable	3	1.0	1.2	100.0
	Total	245	80.9	100.0	
Missing	System	58	19.1		
Total		303	100.0		

Figure 6.3: Graphical representation of aspiration to use hobby as alternative career:



Comment: From the bar diagram it can be said that 24.9% students have aspiration to use hobby as their alternative career, 73.9% students does not have any aspiration to use hobby as alternative career and 1.2% students did not give any answer.

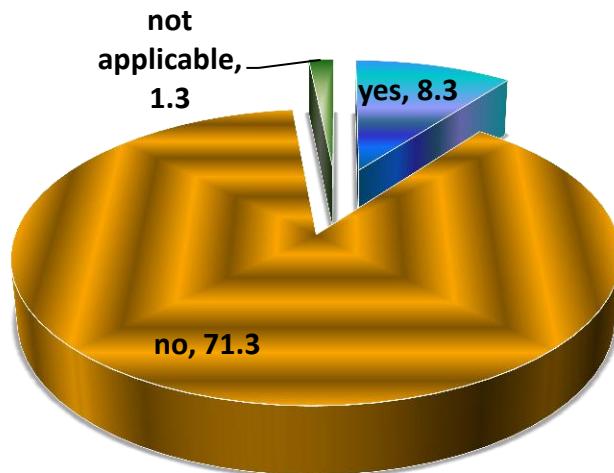
(4) PLAN TO SWITCH HOBBY AS CAREER:

Table 6.4: Frequency and percentage distribution of plan to switch hobby as career:

Plan to switch hobby as career

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	25	8.3	10.2	10.2
	no	216	71.3	88.2	98.4
	not applicable	4	1.3	1.6	100.0
	Total	245	80.9	100.0	
Missing	System	58	19.1		
Total		303	100.0		

Figure 6.4: Graphical representation of plan to switch hobby as career:



Comment: From the represented pie chart we can say that 10.2% students said yes about their plan to switch hobby as career, 88.2% students said no and 1.6% students did not give any answer.

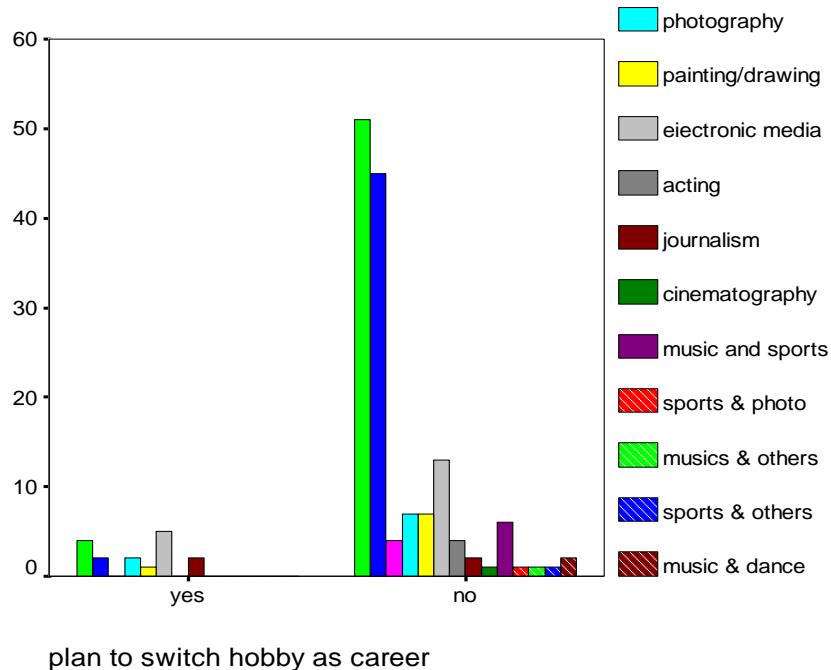
BIVARIATE ANALYSIS:

ASSOCIATION BETWEEN NAME OF HOBBY AND PLAN TO SWITCH HOBBY AS CAREER:

Table 6.5: Cross-tabulation: name of hobby*plan to switch hobby as career:

	name of hobby	plan to switch hobby as career			Total
		yes	no	not applicable	
name of hobby	music's	4	51	0	55
	sports	2	45	0	47
	dancing	0	4	0	4
	photography	2	7	0	9
	painting/drawing	1	7	0	8
	electronic media	5	13	0	18
	acting	0	4	0	4
	journalism	2	2	0	4
	cinematography	0	1	0	1
	others	10	23	0	33
	N\A	0	39	4	43
	music and sports	0	6	0	6
	music, photo, paint, journal	0	1	0	1
	sports & photo	0	1	0	1
	music & others	0	1	0	1
	sports & others	0	1	0	1
	music, dance, photo	0	1	0	1
	music, paint & photo	0	1	0	1
	music, photo & e-media	0	1	0	1
	music, dance, photo, paint & e-media	0	1	0	1
	sports, dance ,photo & paint	0	1	0	1
	music & dance	0	2	0	2
	music, dance, paint, e-media & others	0	2	0	2
Total		26	215	4	245

Figure 6.5:Graphical representation of name of hobby and plan to switch hobby as career



CHI-SQUARE TESTS

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	53.616(a)	44	.152
Likelihood Ratio	48.584	44	.294
Linear-by-Linear Association	.479	1	.489
N of Valid Cases	245		

H₀:There is no association between name of hobby and plan to switch hobby as career.

H₁:There is association between name of hobby and plan to switch hobby as career.

Comment:From the chi-square test we can tell that **p-value** (0.152) > .05(level of significance).So H₀ is accepted and there is no association between name of hobby and plan to switch hobby as career.

ANALYSIS FOR JOB SATISFACTION

UNIVARIATE ANALYSIS FOR JOB SATISFACTION:

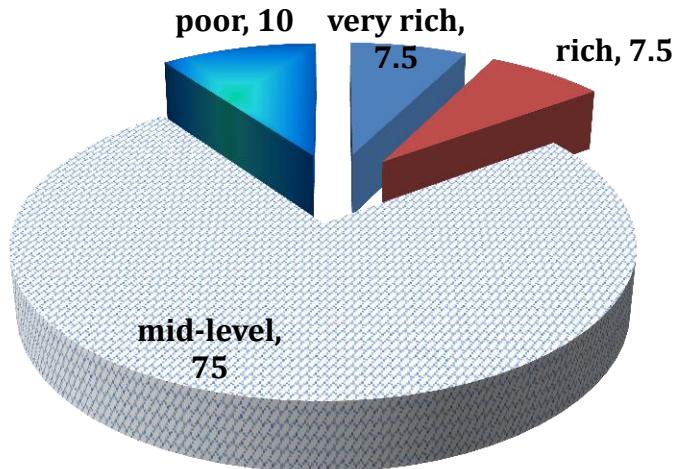
In job satisfaction the frequency, percentages and graphical representation of some of the important variables are given below:-

(1) ECONOMIC CONDITION OF THE RESPONDENTS:-

Table 7.1: Frequency and percentage distribution of economic condition of the respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very rich	3	7.5	7.5	7.5
	rich	3	7.5	7.5	15
	mid-level	30	75	75	90
	poor	4	10	10	100
	Total	40	100	100	

Figure 7.1: Graphical Representation of economic condition of the respondents



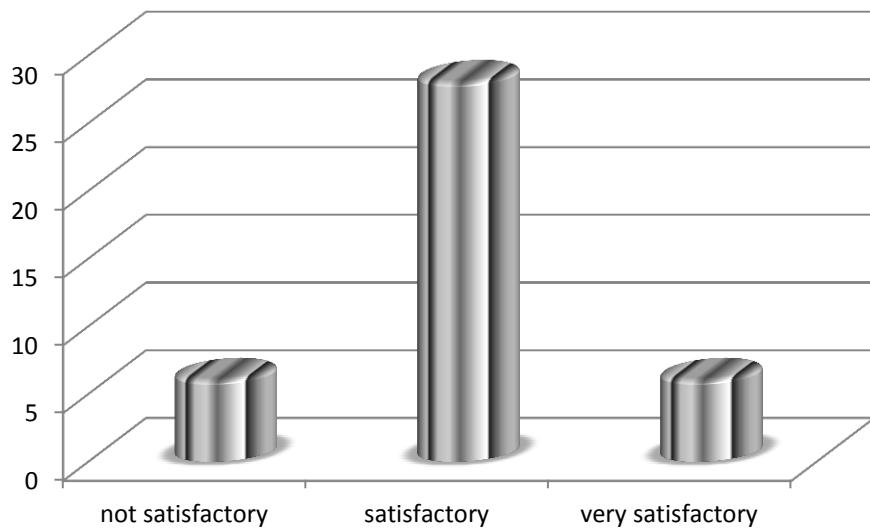
Comment :- From the pie chart, we can easily say that, out of 40 respondents, the economic condition of 7.5% respondents are very rich, 7.5% respondents are rich, 75% respondents are mid-level &10% respondents are poor.

(2) WORKING PLACE ATMOSPHERE:-

Table 7.2: Frequency and percentage distribution of the working place atmosphere of the respondents:-

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not satisfactory	6	15	15	15
	satisfactory	28	70	70	85
	very satisfactory	6	15	15	100
	Total	40	100	100	

Figure 7.2: Graphical Representation of the working place atmosphere of the respondents.



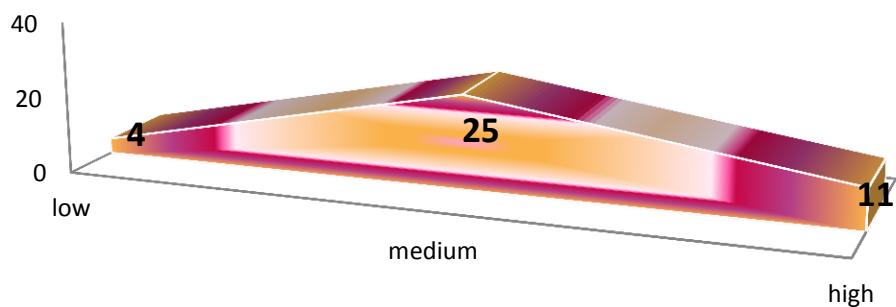
Comment:- From the Bar diagram, we can easily say that, out of 40 respondents, 15% of the respondents are not satisfied, 70% of the respondents are satisfied & 15% of the respondents are very satisfied with their working place atmosphere.

(3) FREEDOM LEVEL TO DO IN JOB EFFICIENCY:

Table 7.3: Frequency and percentage distribution of thinking about career freedom level to do in job efficiency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	low	4	10	10	10
	medium	25	62.5	62.5	72.5
	high	11	27.5	27.5	100
	Total	40	100	100	

Figure 7.3: Graphical Representation of freedom level to do in job efficiency



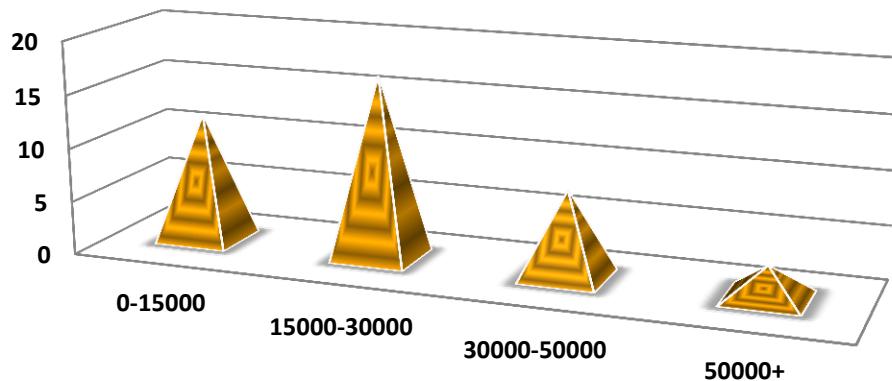
Comment:-From the area diagram, we can say that, most of the respondents are given a medium level of freedom to do their job efficiency as it includes 25 frequencies. Low contains 4 frequencies. High as a last option contains 11 frequencies

(4) SALARY SCALE OF THE RESPONDENTS:

Table 7.4: Frequency and percentage distribution of thinking about career the salary scale of the respondents.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-15000	12	30	30	30
	15000-30000	17	42.5	42.5	72.5
	30000-50000	8	20	20	92.5
	50000+	3	7.5	7.5	100
	Total	40	100	100	

Figure 7.4: Graphical Representation of the salary scale of the respondents.



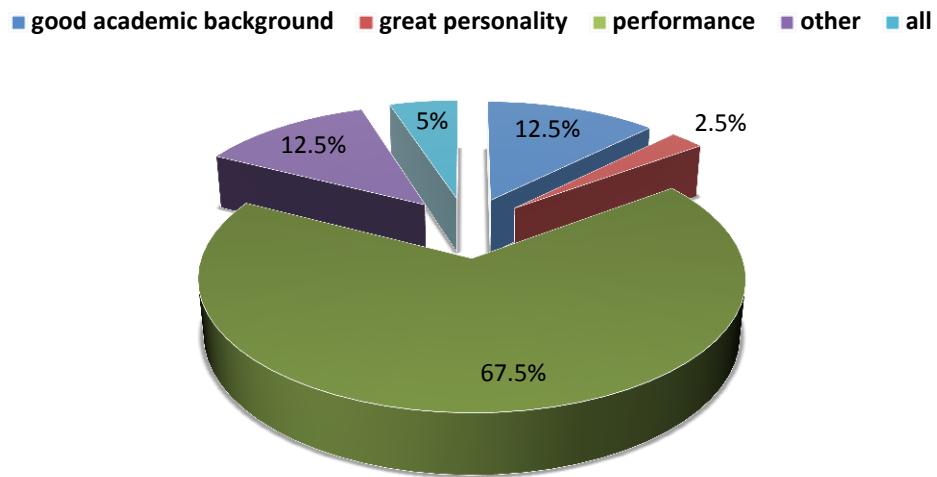
Comment :-From the Histogram, we can see that 30%(frequency=12) of the respondents get below 15000 tk. as their salary, 42.5%(frequency=17) of the respondents get 15000-30000 tk. as their salary, 20%(frequency=8) of the respondents get 30000-50000 tk. as their salary & 7.5%(frequency=3) of the respondents get above 50000 tk. as their salary.

(5) EXTREMELY IMPORTANT QUALITY AS A CAREER AID:

Table 7.5: Frequency and percentage distribution of the extremely important quality as a career aid

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid					
Valid	good academic background	5	12.5	12.5	12.5
	great personality	1	2.5	2.5	15
	performance	27	67.5	67.5	82.5
	other	5	12.5	12.5	95
	all	2	5	5	100
	Total	40	100	100	

Figure 7.5: Graphical Representation of the extremely important quality as a career aid



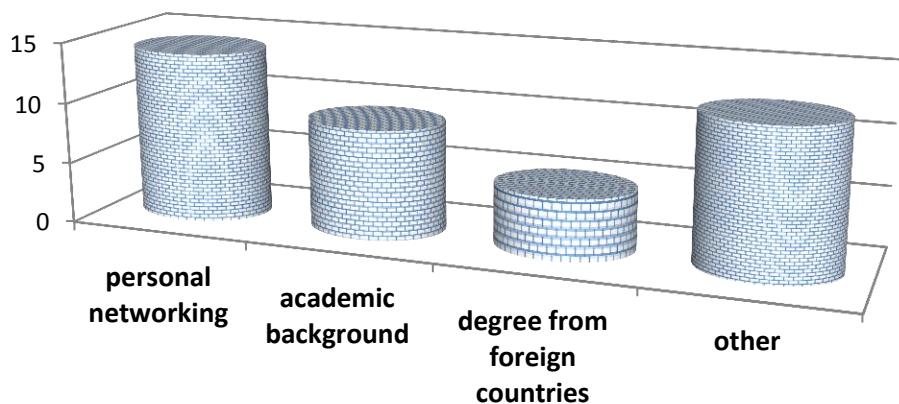
Comment:-From the pie chart, we can say that, performance is the most important quality as a career aid as it includes 27 frequencies. Good academic background holds 5 frequencies .Great personality holds 1 frequency .Other holds 5 frequencies .All & as a last option contains 2 frequencies

(6) IMPORTANT FACTOR FOR SUCCESSFUL CAREER:

Table 7.6: Frequency and percentage distribution of important factor for successful career

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid					
	personal networking	14	35	35	35
	academic background	9	22.5	22.5	57.5
	degree from foreign countries	5	12.5	12.5	70
	other	12	30	30	100
	Total	40	100	100	

Figure 7.6: Graphical Representation of important factor for successful career



Comment :-From the bar diagram, it can be said that, 35% of 40 respondents think that personal networking is important for a successful career, 22.5% of 40 respondents pay opinion to academic background, 12.5% of 40 respondents gives opinion to degree from foreign countries & 30% of 40 respondents thinks that other factor is important for a successful career.

BI-VARIATE ANALYSIS

(1) COMPARISON BETWEEN WORKING PLACE ATMOSPHERE & FREEDOM LEVEL TO DO IN JOB EFFICIENCY

Table 7.7: Frequency and percentage distribution of comparison **between working place atmosphere and freedom level to do in job efficiency**

Working place atmosphere * freedom level to do in job efficiency Cross tabulation

		Freedom level to do in job efficiency			Total
		low	medium	high	
working place atmosphere	not satisfactory	3	3	0	6
	satisfactory	1	19	8	28
	very satisfactory	0	3	3	6
Total		4	25	11	40

Figure 7.7: Graphical Representation of comparison **between working place atmosphere and freedom level to do in job efficiency**



CHI-SQUARE TESTS

	Value	Df.	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.552(a)	4	0.006
Likelihood Ratio	12.243	4	0.016
Linear-by-Linear Association	8.494	1	0.004
N of Valid Cases	40		

H₀: There is no association between working place atmosphere & and freedom level to do job efficiency.

H₁: There is association between working place atmosphere & and freedom level to do job efficiency.

Comment: - From the Chi-Square Tests table, we see that p-value (.006) <.05(level of sig.). So H₀ is rejected & there is association between working place atmosphere & freedom level to do job efficiency.

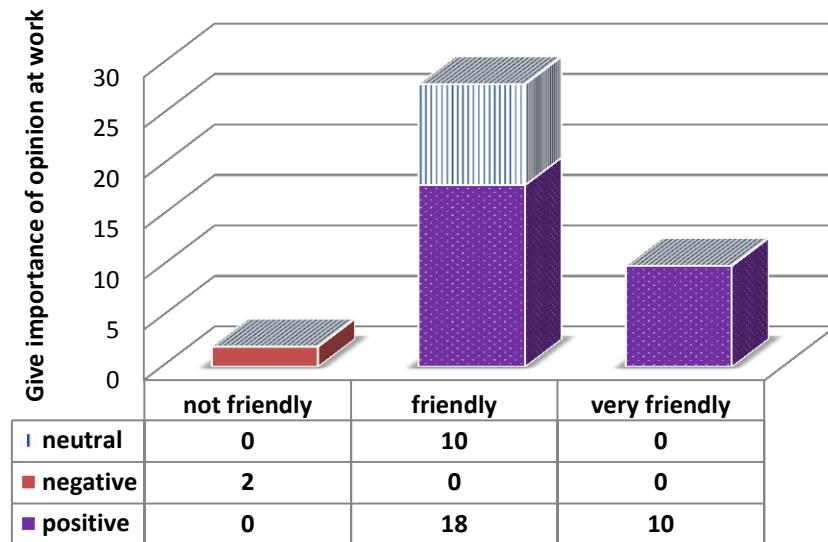
(2) COMPARISON BETWEEN BEHAVE OF COLLEAGUES IN THE WORKING PLACE & GIVE IMPORTANCE OF OPINION AT WORK

Table 7.8: Frequency distribution of Comparison between behave of colleagues in the working place & give importance of opinion at work

Behave of colleagues in the working place * give importance of opinion at work Cross tabulation

		give importance of opinion at work			Total
		positive	negative	neutral	
behave of colleagues in the working place	not friendly	0	2	0	2
	friendly	18	0	10	28
	very friendly	10	0	0	10
Total		28	2	10	40

Figure 7.8: Graphical Representation of comparison between behave of colleagues in the working place & give importance of opinion at work



CHI-SQUARE TESTS

	Value	Df.	Asymp. Sig. (2-sided)
Pearson Chi-Square	45.102(a)	4	0
Likelihood Ratio	23.184	4	0
Linear-by-Linear Association	5.137	1	0.023
N of Valid Cases	40		

H₀: There is no association between behave of colleagues in the working place & give importance of opinion at work

H₁: There is association between behave of colleagues in the working place & give importance of opinion at work

Comment: - From the Chi-Square Tests table, we can see that p-value (.000) <.05(level of sig.). So H_0 is rejected & there is association between behavior of colleagues in the working place & give importance of opinion at work.

(3) COMPARISON BETWEEN WORKING PLACE ATMOSPHERE & BEHAVE OF COLLEAGUES IN THE WORKING PLACE

Table 7.9: Frequency distribution of Comparison between **working place atmosphere & behave of colleagues in the working place**

Working place atmosphere * behave of colleagues in the working place Cross tabulation.

		behave of colleagues in the working place			Total
		not friendly	friendly	very friendly	
working place atmosphere	not satisfactory	2	4	0	6
	satisfactory	0	21	7	28
	very satisfactory	0	3	3	6
Total		2	28	10	40

Figure 7.9: Graphical Representation of Comparison between working place atmosphere & behave of colleagues in the working place



CHI-SQUARE TESTS

	Value	Df.	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.786(a)	4	.005
Likelihood Ratio	12.236	4	.016
Linear-by-Linear Association	7.813	1	.005
N of Valid Cases	40		

H₀: There is no association between working place atmosphere & behave of colleagues in the working place.

H₁: There is no association between working place atmosphere & behave of colleagues in the working place.

Comment: - From the Chi-Square Tests table, we see that p-value (.005) <.05(level of sig.). So H₀ is rejected & there is association between working place atmosphere & behave of the colleagues.

ANALYSIS FOR ENTREPRENEUR

UNIVARIATE ANALYSIS FOR ENTREPRENEUR

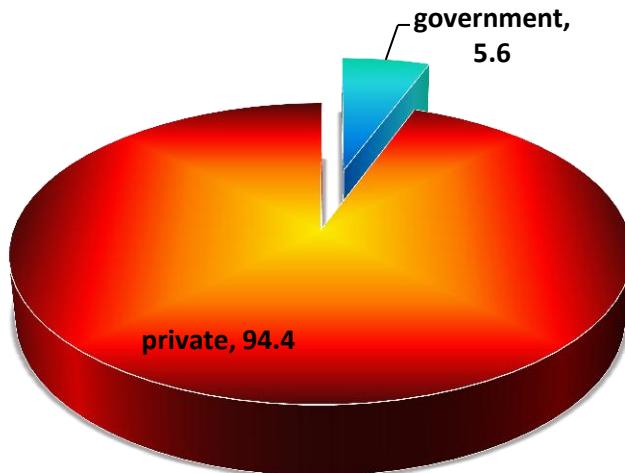
In entrepreneur sector the frequency, percentages and graphical representation of some of the important variables are given below:-

(1) TYPE OF THE COMPANY:

Table 8.1: Frequency and percentage distribution of type of the company:-

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	government	1	5.6	5.6	5.6
	private	17	94.4	94.4	100.0
	Total	18	100.0	100.0	

Figure 8.1: Graphical Representation of type of the company



Comment :-

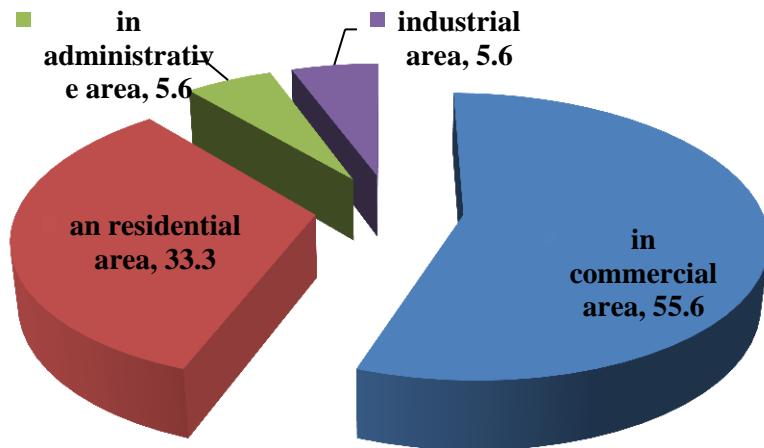
From the pie chart, we can easily say that, out of 18 company/organization, 5.6% company/organization is government and 94.4% company/organization is private.

(2) LOCATION OF THE COMPANY:-

Table 8.2: Frequency and percentage distribution of location of the company:-

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	in commercial area	10	55.6	55.6	55.6
	an residential area	6	33.3	33.3	88.9
	in administrative area	1	5.6	5.6	94.4
	industrial area	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

Figure 8.2: Graphical Representation of location of the company



Comment :-

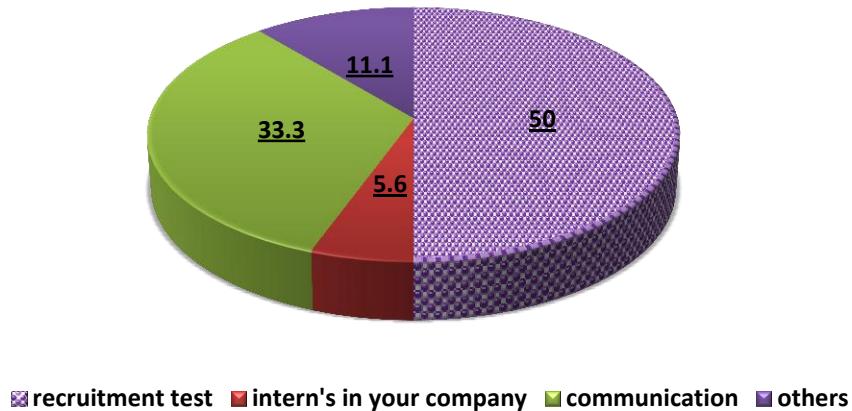
From the pie chart, we can easily say that, out of 18 company, location of 55.6% company are in commercial area, 33.3% company are in an residential area, 5.6% company are in administrative area, 5.6% company are in industrial area.

(3) RECRUITMENT SYSTEM IN THE COMPANY:-

Table 8.3: Frequency and percentage distribution of recruitment system in the company

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	recruitment test	9	50.0	50.0	50.0
	intern's in your company	1	5.6	5.6	55.6
	communication	6	33.3	33.3	88.9
	others	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

Figure 8.3: Graphical Representation of recruitment system in the company:-



Comment:-

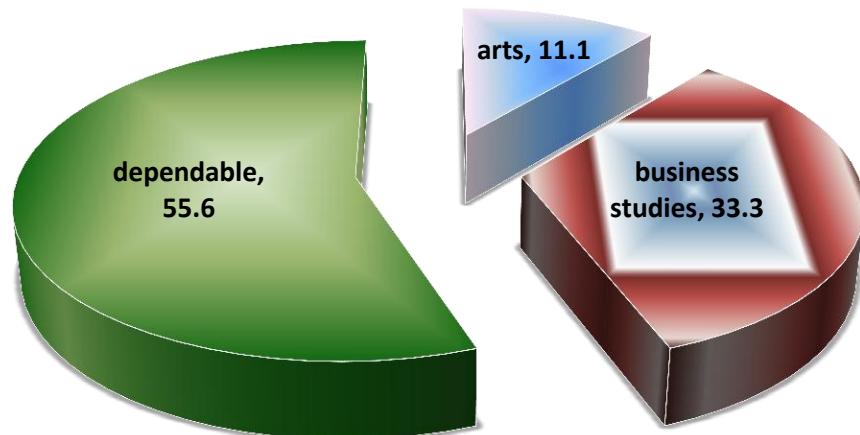
From the pie chart, we can easily say that, out of 18 company, recruitment system are, 50.0% recruitment test, 5.6% intern's in company, 33.3% communication and 11.1% others.

(4) GRADUATES FROM THE SECTOR ARE MOSTLY REQUIRED IN THE COMPANY:-

Table 8.4: Frequency and percentage distribution of graduates from the sector are mostly required in the company

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	arts	2	11.1	11.1	11.1
	business studies	6	33.3	33.3	44.4
	dependable	10	55.6	55.6	100.0
	Total	18	100.0	100.0	

Figure 8.4: Graphical Representation of graduates from the sector is mostly required in the company:-



Comment:-

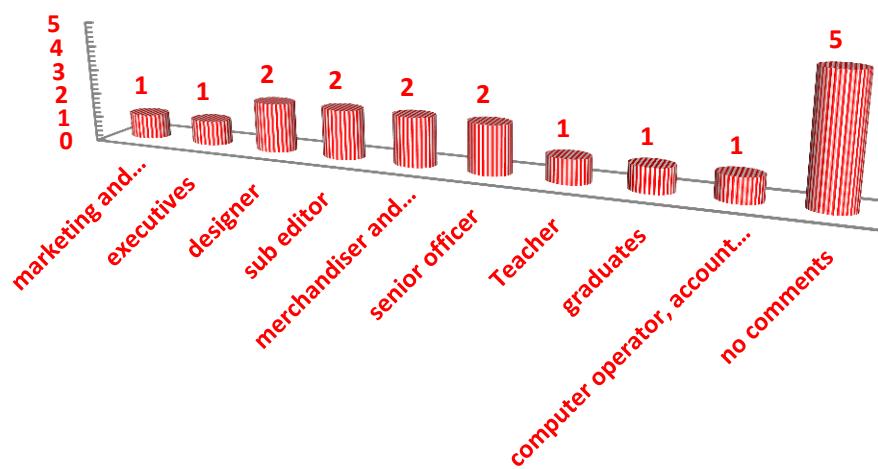
From the pie chart, we can easily say that, out of 18 company, recruitment system are 50.0% recruitment test, 5.6% intern's in company, 33.3% communication and 11.1% others.

(5) TYPES OF POSTS COMPANY OFFER MOST FOR THE GRADUATES:-

Table 8.5: Frequency and percentage distribution of types of Posts Company offer most for the graduates

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	marketing and communication sector	1	5.6	5.6	5.6
	executives	1	5.6	5.6	11.1
	designer	2	11.1	11.1	22.2
	sub editor	2	11.1	11.1	33.3
	merchandiser and commercial officer	2	11.1	11.1	44.4
	senior officer	2	11.1	11.1	55.6
	Teacher	1	5.6	5.6	61.1
	graduates	1	5.6	5.6	66.7
	computer operator, account manager and receptionist	1	5.6	5.6	72.2
	no comments	5	27.8	27.8	100.0
Total		18	100.0	100.0	

Figure 8.5: Graphical Representation of types of posts company offer most for the graduates/MBA student:-



Comment :-

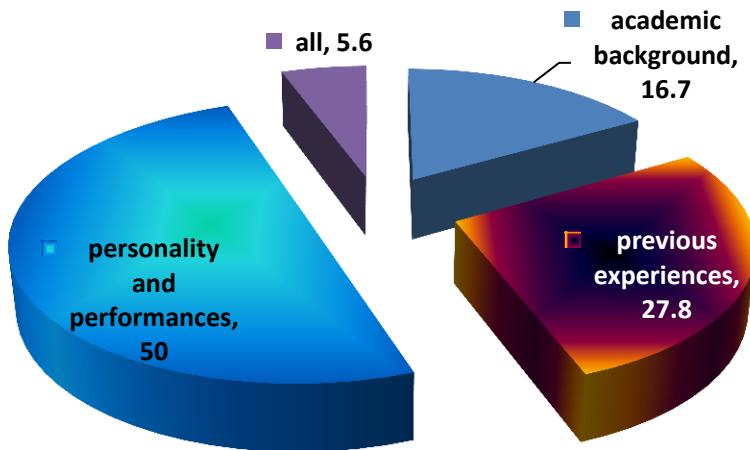
From the Bar diagram, we can easily say that, out of 18 company, 5.6% posts for marketing and communication sector, 5.6% posts for executives, 11.1% posts for designer, 11.1% for sub editor, 11.1% for merchandiser and commercial officer, 11.1% for senior officer, 5.6% for teacher, 5.6% for graduates, 5.6% for computer operator, account manager and receptionist and 27.8% gave no comments about the posts.

(6) MOST PREFERABLE CHARACTERISTICS IN THE RECRUITMENT PROCESS:-

Table 8.6: Frequency and percentage distribution of most preferable characteristics in the recruitment process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid					
Valid	academic background	3	16.7	16.7	16.7
	previous experiences	5	27.8	27.8	44.4
	personality and performances	9	50.0	50.0	94.4
	all	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

Figure 8.6: Graphical Representation of most preferable characteristics in the recruitment process:-



Comment:-

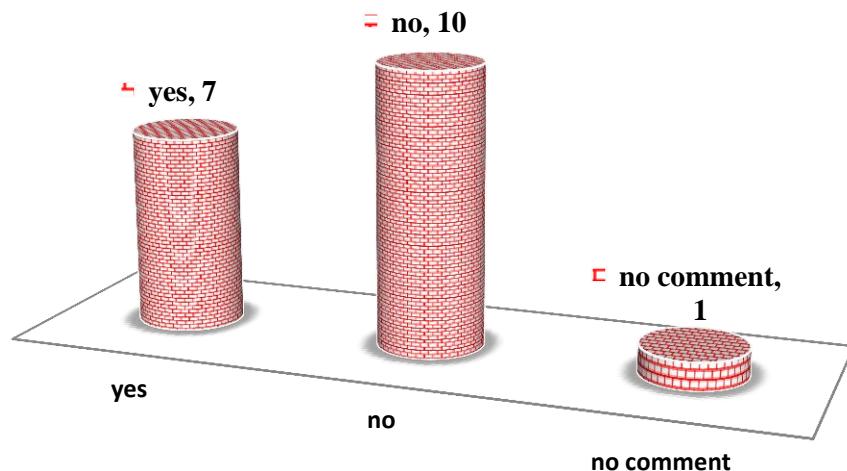
From the pie chart, we can easily say that, out of 18 companies, 16.7% prefer academic background, 27.8% prefer previous experiences, 50.0% prefer personality and performances, 5.6% prefer all characteristics in the recruitment process.

(7)INTERNSHIP PROGRAMMES FOR FRESH GRADUATES:-

Table 8.7: Frequency and percentage distribution of Internship programmes for fresh graduates

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	7	38.9	38.9	38.9
	no	10	55.6	55.6	94.4
	no comment	1	5.6	5.6	100.0
Total		18	100.0	100.0	

Figure 8.7: Graphical Representation of internship programmes for fresh graduates:-



Comment :-

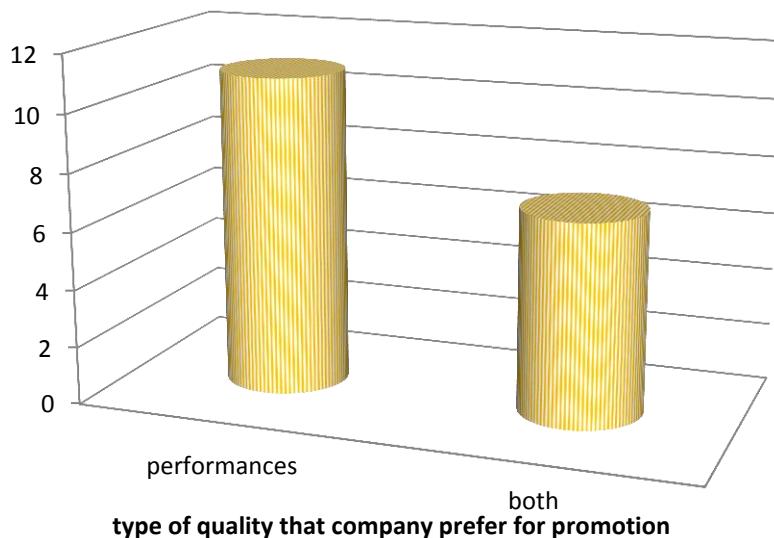
From the Bar diagram, we can easily say that, out of 18 company 38.9% offer internship, 55.6% does not offer internship for fresh graduates and 5.65% have no comment.

(8) Type of quality that companies prefer for promotion:-

Table 8.8: Frequency and percentage distribution of type of quality that company prefer for promotion:-

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	performances	11	61.1	61.1	61.1
	both	7	38.9	38.9	100.0
	Total	18	100.0	100.0	

Figure 8.8: Graphical Representation of type of quality that company prefer for promotion:-



Comment:-

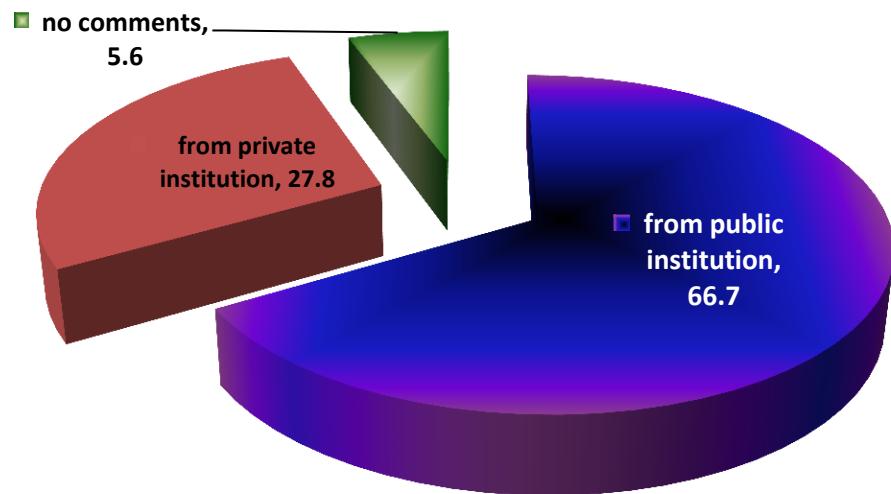
From the Bar diagram, we can easily say that, out of 18 company 61.1% prefer performances 38.9% prefer both academic background and performances.

(9)Type of student performances area admirable in company:-

Table 8.9: Frequency and percentage distribution of type of student performances are admirable in company

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	from public institution	12	66.7	66.7	66.7
	from private institution	5	27.8	27.8	94.4
	no comments	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

Figure 8.9: Graphical Representation of type of student performances is admirable in company



Comment :-

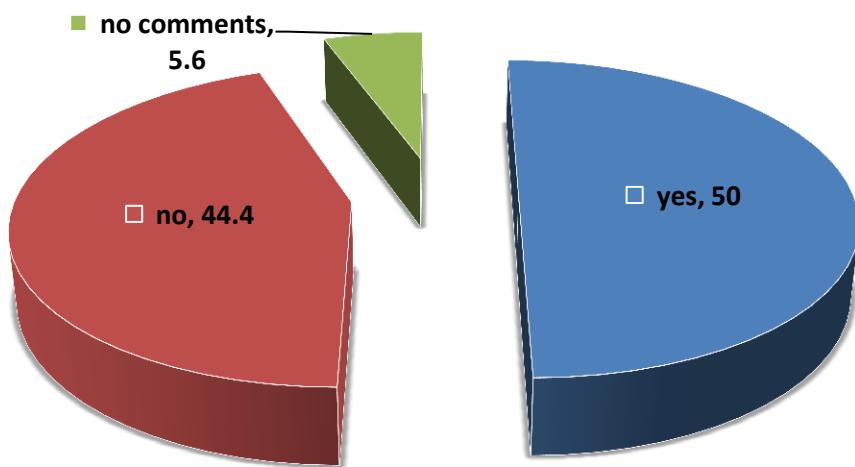
From the Bar diagram, we can easily say that, out of 18 company, 66.7% company says that students from public institutions, 27% company says that students from private institutions performances are admirable in their company.

(10) EVERY YEAR RECRUITED STUDENTS ARE ENOUGH SKILLED:-

Table 8.10: Frequency and percentage distribution of every year recruited students are enough skilled

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	9	50.0	50.0	50.0
	no	8	44.4	44.4	94.4
	no comments	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

Figure 8.10: Graphical Representation of every year recruited students is enough skilled



Comment :-

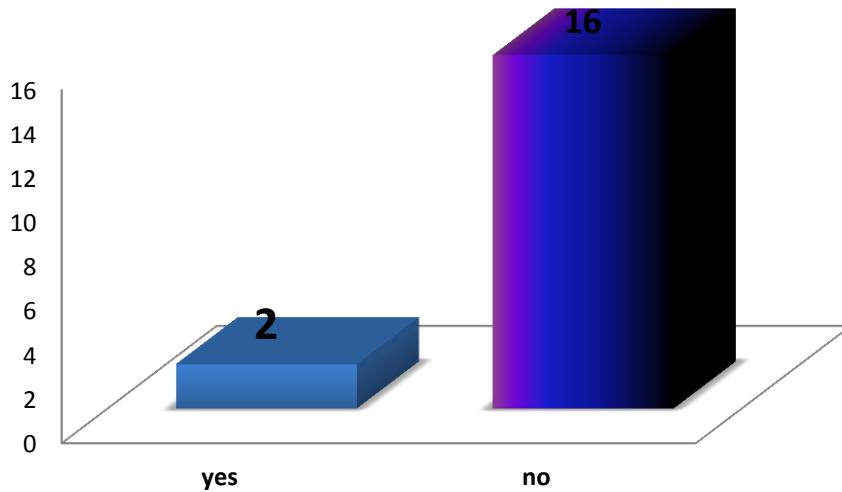
From the Pie charts, we can easily say that, 18 company says that 50.0% students are enough skilled, 44.4% students are not enough skilled and 5.6% company have no comments.

(11)QUOTA SYSTEM IN THE COMPANY:-

Table 8.11: Frequency and percentage distribution of Quota system in the company:-

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	2	11.1	11.1	11.1
	no	16	88.9	88.9	100.0
	Total	18	100.0	100.0	

Figure 8.11: Graphical Representation of Quota system in the company



Comment :-

From the Bar diagram, we can easily say that, out of 18 company 11.1% company have quota system and 88.9% company have no quota system.

ANALYSIS FOR QUOTA:

UNIVARIATE ANALYSIS FOR QUOTA:

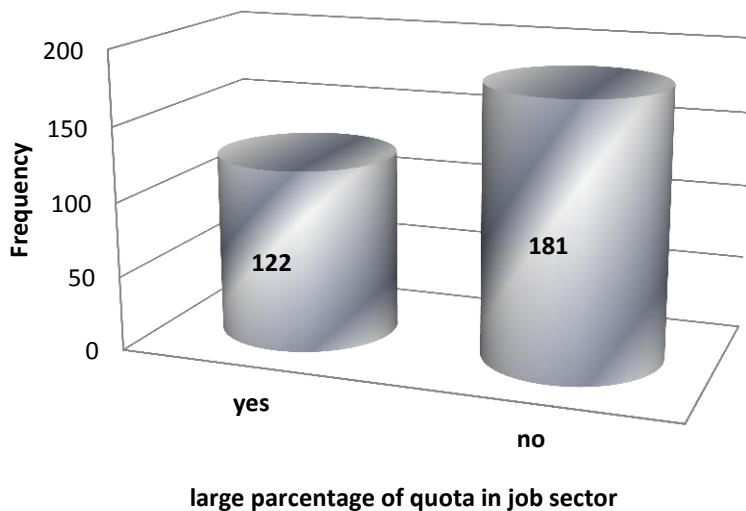
The frequency and percentage distribution of the variables about the opinions regarding quota system is shown below along with diagram

(1) Agree with the large percentage of quota in job sector

Table 9.1: The frequency and percentage distribution of the variable- agree with the large percentage of quota in job sector

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	122	40.3	40.3	40.3
	no	181	59.7	59.7	100.0
	Total	303	100.0	100.0	

Figure 9.1: Graphical Representation of agreement with the large percentage of quota in job sector



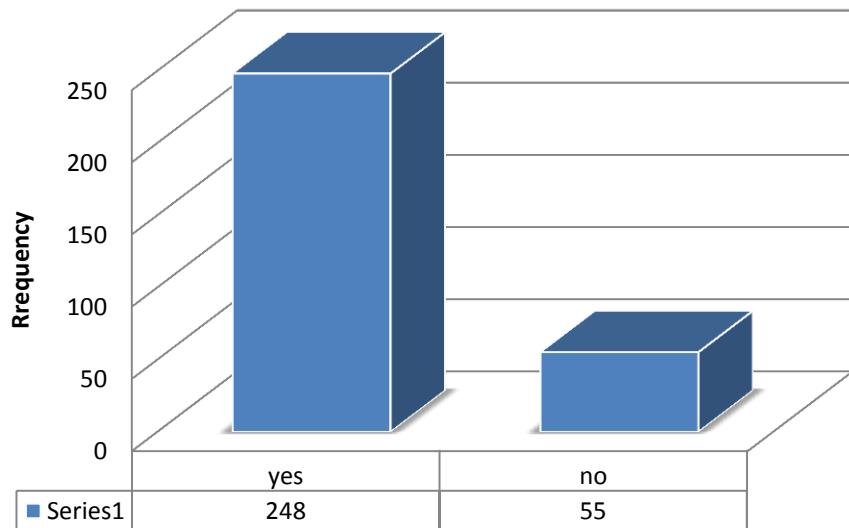
Comment: From the above graph we see that more than half approximately 59.7% respondents do not consider the reservation of quota as a right decision.

(2) quota percentage is too high in government sector

Table 9.2: The frequency and the percentage distribution of the variable “quota percentage is too high in government sector

Quota percentage too high in govt. sector					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	248	81.8	81.8	81.8
	no	55	18.2	18.2	100.0
	Total	303	100.0	100.0	

Figure 9.2: Graphical Representation of quota percentage which is too high in government sector



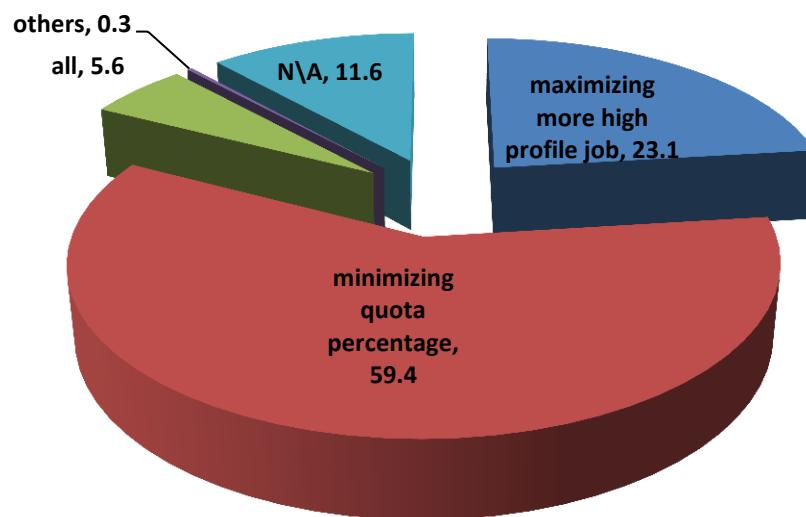
Comment: The diagram above reveals that a remarkable percentage about 81.8% respondents thinks that quota percentage in government sector is too high.

(3) remedial measure of quota

Table 9.3: The frequency and percentage distribution of the variable -remedial measure of quota

Remedial measure of high percentage of quota					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	maximizing more high profile job	70	23.1	23.1	23.1
	minimizing quota percentage	180	59.4	59.4	82.5
	all	17	5.6	5.6	88.1
	others	1	.3	.3	88.4
	N\A	35	11.6	11.6	100.0
	Total	303	100.0	100.0	

Figure 9.3: Graphical presentation of the variable -what should be the remedial measure of quota



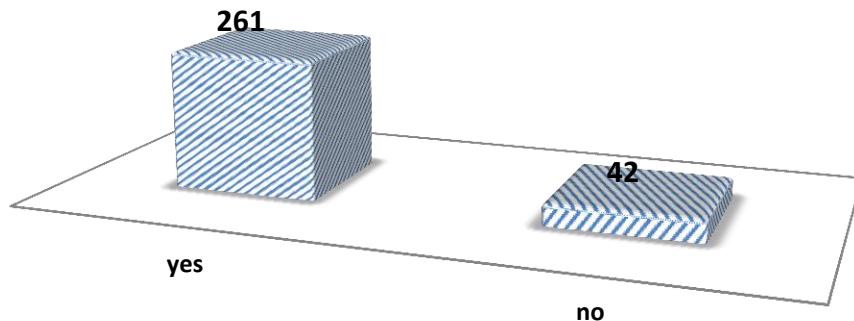
Comment: Most of our respondents, approximately 59.41% think that quota should be minimized through initiating more high profile jobs in government sector.

(4) quota imposes negative impacts on talent or merit judgement:

Table 9.4: The frequency and percentage distribution of the variable “quota imposes negative impacts on talent or merit judgement”:

Having negative effect of quota on talent or merit judgement					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	261	86.1	86.1	86.1
	no	42	13.9	13.9	100.0
	Total	303	100.0	100.0	

Figure 9.4: Graphical presentation of the variable - quota imposes negative impacts on talent or merit judgement



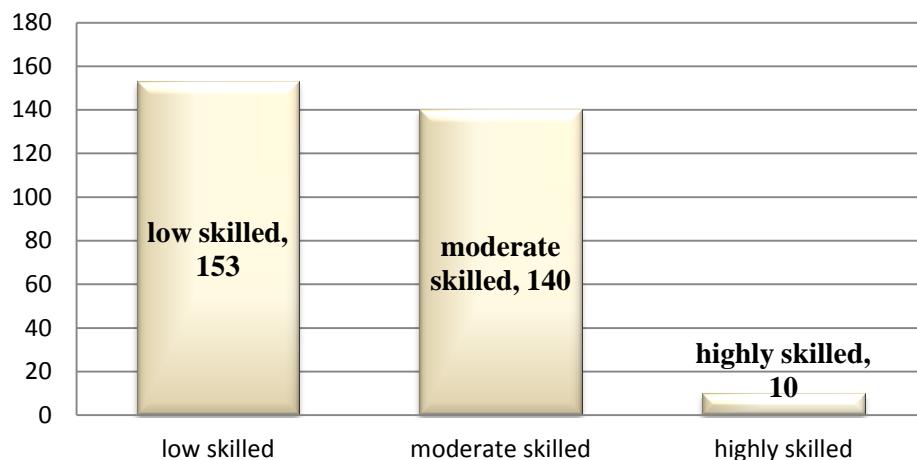
Comment: 86.1% of our respondents think that quota system imposes negative effects on talent /merit judgement.

(5) opinion about the employer coming through quota

Table 9.5: The frequency and percentage of the “opinion about the employer coming through quota”

		Opinion about employer coming through quota			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	low skilled	153	50.5	50.5	50.5
	moderate skilled	140	46.2	46.2	96.7
	highly skilled	10	3.3	3.3	100.0
	Total	303	100.0	100.0	

Figure 9.5: Graphical presentation of the variable - opinion about the employer coming through quota



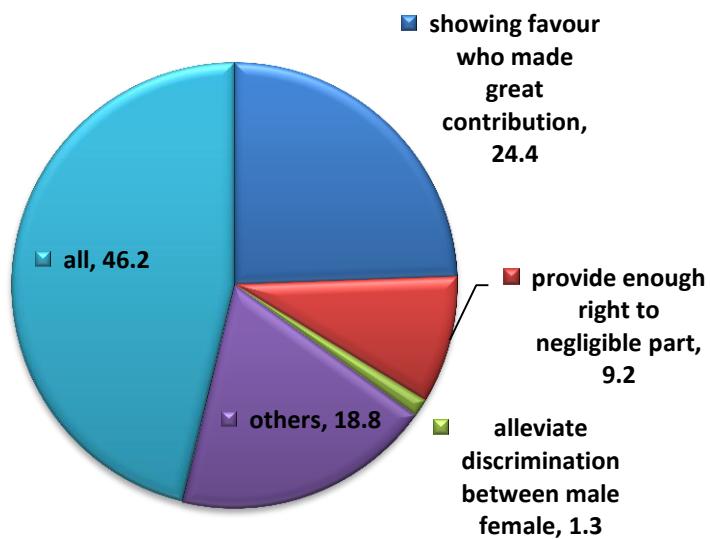
Comment: The diagram above shows that 50.5% of our respondents think that employers who are enrolled through quota system are low skilled, 46.2% think that they are moderate skilled and only a few, 3.3% percent thinks that they are highly skilled.

(6) Brief opinion about the purpose of the government to choose quota:

Table 9.6: The frequency and the percentage distribution of the variable “brief opinion about the purpose of the government to choose quota”:

		Purpose of govt.of choosing quota process			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	showing favour who made great contribution	74	24.4	24.4	24.4
	provide enough right to negligible part	28	9.2	9.2	33.7
	alleviate discrimination between male female	4	1.3	1.3	35.0
	others	57	18.8	18.8	53.8
	all	140	46.2	46.2	100.0
	Total	303	100.0	100.0	

Figure 9.6: Graphical presentation of the variable - brief opinion about the purpose of the government to choose quota



Comment: Among our sample 24.24% think that government is carrying out the quota system to show favour who made great contribution for the country, 9.24% think that govt. holds quota in favour of the negligible part of the population, 18.81% think there is some other wide scale of explanation for maintaining the quota percentage by government and about 46.20% consider all the above mentioned cases as fundamental reasons for govt. to maintain quota in its public services.

BI-VARIATE ANALYSIS REGARDING QUOTA SYSTEM:

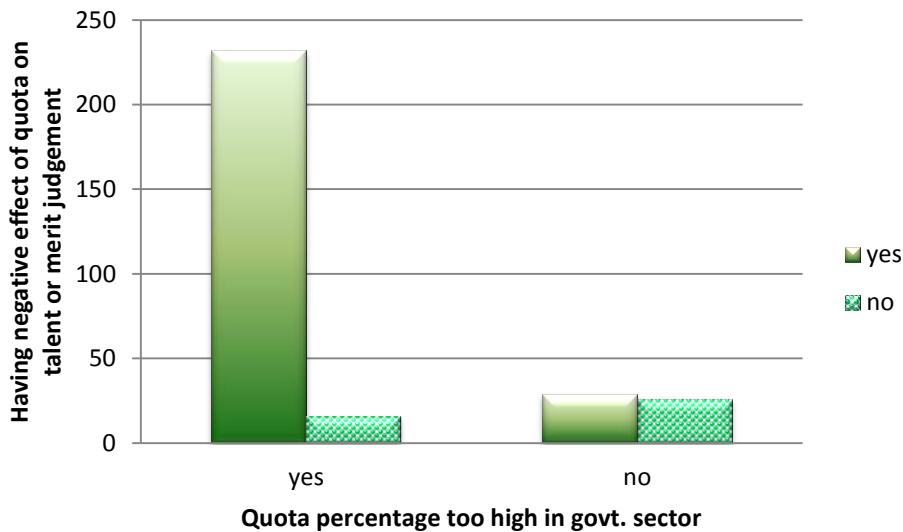
To show the association between different variables we perform bi-variate analysis. We show the association in following variables.

(1) ASSOCIATION BETWEEN QUOTA PERCENTAGES IS TOO HIGH IN GOVERNMENT SECTORS AND QUOTA HAS NEGATIVE EFFECT IN TALENT/MERIT JUDGEMENT.

Table 9.7: The frequency distribution of quota percentage is too high in government sectors to quota has negative effect in talent/merit judgment.

		Having negative effect of quota on talent or merit judgement		Total
Quota percentage too high in govt. sector	yes	yes	no	
		232	16	248
	no	29	26	55
Total		261	42	303

Figure 9.7: graphical representation of quota percentage is too high in government sector and quota has negative effect in talent/merit judgement.



CHI-SQUARE TESTS

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	62.826(a)	1	.000		
Continuity Correction ^b	59.453	1	.000		
Likelihood Ratio	49.144	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	62.618	1	.000		
N of Valid Cases	303				

H₀: There is no association between the variables quota percentage is too high in government sector and quota has negative effect in merit judgement.

H₁: There is an association between the variables quota percentage is too high in government sectors and quota has negative effect in talent/merit judgement.

Level of significance: Let our level of significance be 0.05

Comment: From the above chi-square table we see that p-value (for Fisher's exact test) $0.00 < 0.05$. So we reject our null hypothesis and conclude that high quota percentage in government sectors has an negative effect on the talent/ merit judgment.

Chapter Four

Discussion and recommendation

4.1 Conclusions

After the completion of our study on career planning of students in university level we have some key points that are to be noticed down as our conclusion of the entire study. These are as follows:

- ❖ Majority of the **engineering** students want become job holder especially in industries, garments and telecommunication sectors. A relatively small number of students dream to establish themselves as a famous engineer in their respective fields.
- ❖ Private sectors are preferred among our future **engineers** with a remarkable high frequency.
- ❖ Serving the society and passion works as a core reasons for most of the students joining in **medical institutions** in our study and its unworthy to mention that most of them want to settle in their own country as they dream to serve the nation.
- ❖ **Medicine** ranks on the top sub-sector to specialize among the students following by **gynecology and obstetrics**.
- ❖ We have shown that economic condition of the students have an association with reason behind choosing **medical sector** and to those who want to settle in abroad economic condition too drives them to wish for going abroad and settle there.
- ❖ Majority of our students in **general disciplines** (students studying in different discipline in different universities) comprise the mid-level background. Some come from poor and ultra-poor levels also.
- ❖ Unlike engineering students, the students from **general sectors** have chosen government services as their utmost priority to build career i.e. they opt to sit for BCS exams soon after they becomes graduates.
- ❖ Majority of the **general students** prefers teaching profession because of social respect and some pick up banks because they consider the amount of salary as satisfactory

- ❖ Almost 95% C.A **students** among our sample comprise the students from commerce background and they come to this sector as they are aspirant to build a long term career and they believe that obtaining a C.A degree will in turn give them the opportunity to prolong and diversify their career.
- ❖ Banking and consultancy ranks in the highest priority of the **C.A students** to build career.
- ❖ There is some association between the economic condition of the respondents and choosing **C.A sector**.
- ❖ Most of our **vocational respondents** comprise of mid-level and poor family background.

- ❖ Students come to **vocational sector** in compliance with the demand and availability of the job markets.
- ❖ Most of the **vocational** students think that they need to pursue internship programs before getting a commanding job.
- ❖ It is seen that unlike the university students more and more of the **vocational** students are satisfied with their discipline and mode of learning and majority of them think that **vocational institutes** and training are rather better than university education.
- ❖ More than eighty percent of our study population have hobbies to do that brings down the hectic pressure they feel in monotonous hours of studies and it is noticed that listening/performing music and having indoor/outdoor sports come with relatively higher frequencies than others means of entertainments.
- ❖ Also the respondents are in many cases contemplating to sustain their hobby as an alternate career field.
- ❖ Students who are **freshmen in job** filed consider their work place cordial and congenial.
- ❖ Those who already is in jobs thinks that performance of men in work place in mostly judged as his/her backbone of career.
- ❖ More than eighty percent of our respondents think that quota system is unnecessary in government sector.
- ❖ Those who are recruited through the favor of quota are low skilled, as inscribed by most of our respondents.
- ❖ Almost cent percent of our respondents think that quota should be minimized.

4.2 Recommendation

- ❖ To study the reasons why some students travel down the same dead end road time and time again.
- ❖ In regards to the system of career choice, a comparison study of the existing process or processes that exist now, and what we could change to better meet the needs of students wishing to develop their career choices.
- ❖ A study determining what parents and business could do to aid in the discovery process could give answers in the mentoring and advising area. An important source of feedback would be those who are post high school and feel they could have done better choosing their career and what it is they would do different. We could evaluate the changes they propose and judge their true effectiveness.

Chapter five

Appendix

APPENDIX A

QUESTIONNAIRE

For

***"CAREER PLANNING OF YOUTH AND PREFERENCE OF ENTREPRENUER
WITH RELATION TO HIGHER LEVEL
STUDY IN BANGLADESH"***

Personal Information of the Respondent

01. Name of the respondent :

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02. Age :

--	--

03. Sex :

(1) Male	(2) Female
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04. Marital Status :

(1) Unmarried	(2) Married	(3) Divorced
(4) Widowed	(5) Others	

05. Economic condition of respondent's family :

(1) Very rich	(2) Rich	(3) Mid-level
(4) Poor	(5) Very poor	

06. The sector in which you are studying now :

(1) Engineering	(2) Medical	(3) general
(4) C.A.	(5) Vocational	

Questions for Medical students :

07. Educational Institution:

(1) Government	(2) Private
----------------	-------------

08. Was it your dream to be a doctor?

(1) Yes	(2) No
---------	--------

09. If no then have you came here?

(1) Family preference	(2) Social respect	(3) Money	(4) Others
-----------------------	--------------------	-----------	------------

10. Which one you preferred before?

(1) Engineering	(2) General course	(3) Others
-----------------	--------------------	------------

11. If your answer of (8) is 'yes' then why you prefer it?

(1) Social work	(2) Passion	(3) Money	(4) Others
-----------------	-------------	-----------	------------

12. To reach in this position who supported you most?

(1) Family members	(2) Teacher	(3) Friends	(4) relative
(5) Others			

13. Are you happy with your present position?

(1) Yes	(2) No
---------	--------

14. If 'No' then why?

(1) Unfavorable institution	(2) Not an interesting subject
(3) Others	

15. Have you thought about your future?

(1) Yes	(2) No
---------	--------

16. If 'Yes' then what is your preferable side (in future)?

(1) Own country	(2) Abroad
-----------------	------------

17. If your choice is abroad then how you want to go?

(1) By scholarship	(2) At own cost	(3) Others
--------------------	-----------------	------------

18. If you want to settle here then following which one you prefer to work?

(1) Private medical sector	(2) Govt. medical sector	(3) Non govt. organizations
(4) In own hospital	(5) Other's	

19. Where you would like to practice?

(1) Rural area	(2) Urban area
----------------	----------------

20. Following which discipline you prefer?

(1) Medicine	(2) Surgery
--------------	-------------

21. Following which sub special sector you prefer to be a specialized?

(1) Cardiology	(2) Obstetrics and Gynecology
(3) Neurology	(4) Pediatrics
(5) Internal medicine	(6) Cardiac surgery

22. Any reason?

(1) Demandable subject	(2) Social service	(3) Handsome salary
(4) Comparatively easy course	(5) Other's	

23. Do you prefer to work as a team member?

(1) Yes	(2) No
---------	--------

24. Do you think that your chosen field is perfect for all sides?

(1) Yes	(2) No
---------	--------

25. If 'No' then why?

(1) Scarcity of job	(2) Money problem	(3) Others
---------------------	-------------------	------------

26. According to you which qualification is needed to be a good doctor?

(1) Basic knowledge	(2) Well behavior	(3) Social work
(4) Above all	(5) Other's	

27. How would you describe yourself?

Questions for Engineering students :

28. In which subject are you studying ?

(1) EEE	(2) CSE
(3) Mechanical	(4) Civil
(5) Architecture	(6) Others

29. What is your goal?

(1) To become a job holder	(2) To become a researcher
(3) To become a scientist	(4) to become a famous engineer

30. Do you think your subject could avail a good job?

(1) Yes	(2) No	(3) May be
---------	--------	------------

31. Have you already decided your subject as career?

(1) Yes	(2) No
---------	--------

32. What do you enjoy most about engineering?

33. What do you get out of engineering that you can't get from any other Kind of work ?

(1) more money	(2) mental satisfaction
(3) successful career	(4) others

34. What personal characteristics do you feel are necessary to be a successful engineer?

--	--

35. In which sector, your subject is preferred most?

(1) Multinational company	(2) Telecom organization
(3) Industry & Garments	(4) Others

36. In which field, do you want to work?

(1) Government	(2) Private
----------------	-------------

37. Do you find any disadvantage in your subject?

(1) Yes	(2) No
---------	--------

38. If YES, what is the reason behind this?

(1) Lack of skilled manpower	(2) Limited scope
(3) Both	(4) Others

39. What is the most important quality, an engineer must have?

(1) Creativity	(2) Practical knowledge
(3) Great IQ	(4) Smartness
(5) Others	

40. Rating your subject, with respect to our job sectors :

(out of 5)

(1) 1	(2) 2
(3) 3	(4) 4
(5) 5	

41. Do you have any alternative plan?

(1) Yes	(2) No
---------	--------

42. If yes, what it is?

(1) MBA	(2) C.A.	(3) Others
---------	----------	------------

43. In job sectors, do you prefer any geographic location?

(1) Yes	(2) No
---------	--------

44. If yes, what is the reason?

(1) Better facilities	(2) better scope for establishment
(3) active network	(4) Others

45. What is your expectation about salary?

(1) small scale	(2) medium scale	(3) high scale
-----------------	------------------	----------------

**46. In terms of career planning in engineering, where do you see
yourself after 10 years from now?**

--

47. Your final words about your subject & its scope :

--	--	--

Questions for General students :

77. If general, then following which category you belongs to?

1.Arts	2.Commerce	3. Science
--------	------------	------------

78. What is your subject?

--	--	--

79. What kind of educational institution you belong to?

1.Government	2.Private
--------------	-----------

80. Was it your desired subject?

1.Yes	2.No
-------	------

81. If no, then which one you preferred?

--	--	--

82. Why you preferred that subject?

1.Passion	2.Available Job	3.Familly Preference
4.Money	5.Others	

83. Are you suffering from frustration for your present position?(on the basis of question no. 80)

1.Yes	2.No
-------	------

84. In which field you want to be stabled?

1.Present Subject	2.Switch On To Desired Subject	3.Others
-------------------	--------------------------------	----------

85. Where you want to be settled?

1.In Own Country	2.In Abroad
------------------	-------------

86. If your answer is 01 then what kind Of job you prefer?

1.Government	2.Private
--------------	-----------

87. In which sector?

1.Teaching	2.Research	3.Bank
4.Garments	5.Media	6.Others

88. Why you prefer this?

1.Respectable salary	2.Favourable environment
3.Easier entrance	4.Job security
5.Passion	6.Power
7.Social respect	8.Others

89. Do you think in abroad there are a lot of scope for career than Bangladesh?

1.Yes	2.No
-------	------

90. Have you offered for internship from anywhere?

1.Yes	2.No
-------	------

91. If yes then what type of company offered you for internship?

1.Bank	2.Multinational Company
3.Insurance Company	4.Research Company
5.Others	

92. If your answer of 20 is no then according to you what is the reasons?

1.Lack Of chance	2.Associated To Another Job
3. Not Needed	4. Others

93. Why you accepted the offer for internship?

1.Experience	2.Money	3.Assignment
4.Others		

94. Have you any chance to be permanent there?

1.Yes	2.No
-------	------

95. If no then according to you what is the reason?

1.No vacancy	2.Small Scale salary
3.Small Resignation	4.Others

96. According to you what should be the main requirements for obtaining a good job?

1.Acdemic Result	2.Practical Knowledge
3.Excellent Ready wit	4.Experience
5.Others	

97. Do you any desire to be businessman?

1.Yes	2.No
-------	------

98. If yes, then what type of business you prefer?

1.Raw Materials	2.Garments
3.Small & Medium Enterprise	4.Others

99. Then according to you, what type of challenges will come against you?

100. Do you think the present no of companies are sufficient for all the educated and skilled person in our country?

1.Yes	2.No
-------	------

101. If your answer is no, then according to you what is the reason?

102. Now, finally how can you define yourself say in a line.

Questions for C.A. students

48. Which background you belonged?

(1) Science	(2) Arts	(3) Commerce
(4) Vocational	(5) Others	

49. Why have you being involved with the course of C.A.?

(1) Opportunities for professional qualifications
(2) Good long term career prospects
(3) Quality of training and development
(4) Availability of jobs
(5) Excellent starting salaries
(6) Other's

50. What are the main occupations in this sector?

(1) Business	(2) Industrial sector	(3) Accountancy
(4) Insurance	(5) Other's	

51. The most important skill for getting a job in C.A.?

(1) Spoken communication	(2) Analyzing
(3) Investigating	(4) Co-operating
(5) Numeric	(6) Others

52. Which one is preferred by you as a job?

(1) Banking	(2) Insurance	(3) Management consultancy
(4) Tax works	(5) Other's	

53. Would you consider yourself as perfect for the course of C.A?

(1) Yes	(2) No
---------	--------

54. If 'No' then why?

55. If 'Yes' then do you think your potential has been utilized?

(1) Yes	(2) No
---------	--------

56. Which one is the most satisfactory side in your field?

(1) Variety	(2) Early responsibility
(3) People contact	(4) Options to specialize
(5) An overview of the whole enterprise	(6) Other's

57. What do you think about the negative side in this field?

(1) Hard work to qualify	(2) can be high pressure
(3) Frustration on organizational and local politics	(4) Other's

58. To build up a successful career, rating (out of 5) the necessity of C.A.?

(1) 0 out of 5	(2) 1 out of 5	(3) 2 out of 5
(4) 3 out of 5	(4) 4 out of 5	(5) 5 out of 5

59. Your opinion/inspirations for choosing C.A. as someone's profession?

Questions for Vocational students

60. Name of your sector of study?

(1) Polytechnic	(2) Health care/ Social services
(3) Catering and restaurants	(4) Hair and beauty
(5) Manufacturing and construction	(6) Others.

61. Why did you choose this sector?

(1) Passion	(2) Family preferences
(3) Demanding job market	(4) Preferring practical knowledge
(5) As a last option.	

62. Why did you choose this as an alternate of university education?

63. Are you satisfied with what you are studying now?

(1) Yes	(2) No
---------	--------

64. What is your thinking about the career field of your subject?

(1) I am confident I will get a job soon after my graduation.
(2) I have to go through internship programs before I get a permanent job.
(3) It may take few months to get a job.
(4) I am not sure about it.

65. Do you think you can manage a respectable work-place in accordance to your subject?

(1) Yes	(2) No
---------	--------

66. What is the idea about the starting job salary at your sector?

67. Do you want to pursue a higher degree?

(1) Yes.	(2) No.
----------	---------

68. Do you have any plan to switch to another field?

(1) Yes.	(2) No.
----------	---------

69. If yes, then why ?

--	--

70. Do you want to take any other vocational training in different sectors besides/after your present sector?

(1) Yes	(2) No
---------	--------

71. If yes, then why?

(1) It will broaden my field of career.	
(2) Multi-dimensional skills will help to earn more money	
(3) Have passion at other sectors also.	
(4) Others. (Please mention.....)	

72. Do you think your present training institute provides enough materials to make you skilled?

(1) Yes	(2) No
---------	--------

73. If 'No', then why?

(1) Lack of trained teachers	(2) Poor management
(3) Poor govt. funding	(4) Overloaded students
(5) Lack of training materials	(6) Others

74. Are vocational qualifications are better than university?

(1) Yes	(2) No
---------	--------

75. If 'Yes', then why?

76. Still today a University graduate receives more respect than an vocational graduate. What is your opinion regarding this?

QUESTIONS ON SUBJECTS BEYOND CONVENTIONAL STUDY for all students :

103. Do you have any hobby/passion at any particular activity

(beyond your conventional study)

(1) Yes	(2) No
---------	--------

104. If yes, then what?

(1) Music's	(2) Sports
(3) Dancing	(4) Photography
(5) Painting/Drawing	(6) Electronic media (TV, Radio)
(7) Acting	(8) Journalism
(9) Cinematography	(10) others (mentioned)

105. Do you have any aspirations to use your hobby/passion as your alternate

career field?

(1)Yes	(2) No
--------	--------

106. Do you want to switch your hobby as your permanent career field in future?

(1)Yes	(2) No
--------	--------

107. If yes, then why?

108. Your comments regarding this topic?

QUESTIONS ON JOB SATISFACTION OF NEWLY APPOINTED EMPLOYEES

109. Name of the respondent :

110. Age :

--	--

111. Sex :

(1) Male	(2) Female
----------	------------

112. Marital Status :

(1) Unmarried	(2) Married	(3) Divorced
(4) Widowed	(5) Others	

113. Economic condition of respondent's family :

(1) Very rich	(2) Rich	(3) Mid-level
(4) Poor	(5) Very poor	

114. Are you provided adequate facilities to do your job?

(1) Yes	(2) No
---------	--------

115. The work atmosphere is:

(1) Not satisfactory	(2) Satisfactory	(3) Very Satisfactory
----------------------	------------------	-----------------------

116. The freedom level you are given to do your job efficiency is :

(1) Low	(2) Medium	(3) High
---------	------------	----------

117. What is your salary scale?

(1) Below 15000/-	(2) 15000 – 30000/-
(3) 30000 – 50000/-	(4) Above 50000/-

118. The colleagues of your working place are:

(1) Not friendly	(2) Friendly	(3) Very friendly
------------------	--------------	-------------------

119. Your work consistency causes you to develop your talents and abilities:

(1) Definitely true	(2) True
(3) Tends to be true	(4) Not true
(5) Definitely not true	

120. At work your opinion seems to be count as:

(1) Positive	(2) Negative	(3) Neutral
--------------	--------------	-------------

121. How long are you serving here?

(1) Less than 1 year	(2) More than 1 year
----------------------	----------------------

122. Do you get any training facilities from your office?

(1) Yes	(2) No
---------	--------

123. If yes, then mention the facility:

--

124. Rating (out of 5) the comfort level that you feel with the visible components of your job (report writing ,making proposal , giving presentation etc)

1	2	3	4	5
---	---	---	---	---

125. Is this your desired job?

(1) Yes	(2) No
---------	--------

126. If No, then the reason is:

(1) Less salary	(2) Less facility	(3) Lack of security
(4) Other		

127. What is the quality , that is extremely important as a career aid?

(1) Good academic background	(2) Great personality
(3) Performance	(4) Other

128. An important factor in your career success will be –

(1) Personal networking	(2) Academic background
(3) Degree from foreign countries	(4) Other

129. Please describe the term ' success ' in one line

QUESTIONS

ON

ENTREPRENEUR'S PREFERENCE

130. Name of the company/organization:

131. Type of the company/ organization:

(1) Government	(2) Private
----------------	-------------

132. Year of establishment:

--	--	--	--

133. Location of the company?

(1) in commercial area	(2) in residential area
(3) in administrative area	(4) in a silent area
(5) industrial area	(6) others

**134. Graduates from which of the following sectors are mostly required in
your company?**

(1) science	(2) arts
(3) business studies	(4) dependable

135. What is the recruitment system in your company?

(1) recruitment test	(2) intern's in your company
(3) communication	(4) others

136. What type of posts your company offers most for graduates/MBA

Students?

137. In the process of recruitment, what is the most preferable characteristics?

(1) academic background	(2) previous experiences
(3) personality & performances	(4) others

138. Do you offer internship programmes for fresh graduates?

(1) yes	(2) no
---------	--------

139. If yes, then how many conditions get the opportunity in every year?

(1) below 10	(2) 10-15
(3) 15-20	(4) above 20

140. What type of qualities your company prefers for promotion?

(1) academic background	(2) performances
(3) both	(4) others

141. Do you have any training course for new-comers?

(1) yes	(2) no
---------	--------

142. What type of students performances are admirable in your company,you see most?

(1) from public institutions	(2) from private institutions
------------------------------	-------------------------------

143. Do you think that students recruited every year are enough skilled?

(1) yes	(2) no
---------	--------

144. If no, then what is their lacking?

(1) communication skill	(2) confidence
(3) performances	(4) technological skill
(5) experiences & smartness	(6) others

145. Do you have any quota system in your company?

(1) yes	(2) no
---------	--------

146. If yes, then what is the percentage?

147. If no, then why?

148. Your final words:

QUESTIONS

ON

QUOTA SYSTEM

149. The recommended reservation of large percentage of the schedule caste and tribe in job sector, is it right?

(1) Yes	(2) No
---------	--------

150. Scope for jobs with handsome salary are becoming restricted because of quota?

(1) Yes	(2) No
---------	--------

151. Do you think quota percentage is too high in Government sectors?

(1) Yes	(2) No
---------	--------

152. If 'Yes', then what should be the remedial measure?

(1) By maximizing more high profile job posts
(2) By minimizing quota percentage

153. In our competitive age, do you think quota is essential/right to have in different sectors?

(1) Yes	(2) No
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154. If 'Yes', then which sector?

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155. Why?

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156. Do you think quota percentage has a negative effect on talent or merit judgment?

(1) Yes	(2) No
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157. What's your opinion about the employer who came through the process of quota?

(1) Low skilled	(2) Moderate skilled
(3) Highly skilled	

158. For what purpose government has chosen quota process you think?

- (1) To show the favor who have made a great contribution to the establishment of our country
- (2) To provide enough right to the negligible part of our population
- (3) To alleviate the discrimination between men and women
- (4) Others

159. What's your opinion about quota percentage in our job sectors?

Appendix B

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