STUDY ON CAREER TRENDS

DEPARTMENT OF STATISTICS

St Ann's College for Women Autonomous, Affiliated to Osmania University, Accredited 'A+' Grade by NAAC (3rd Cycle), CPE by UGC, Mehdipatnam, Hyderabad.

Banda Vaishnavi-120422467007
Beena Fatema-120422467002
Balaga Vineetha-120422467022
K.Hema Aishwarya-120422467015

DECLARATION

We hereby, declare that the research project

"STUDY ON CAREER TRENDS"

is based on our original research work carried out

during the course of our study under the supervision

of Mrs.Srikala, lecturer, St. Ann's College for

Women. We assert that the Statements made and

conclusions drawn are an outcome of our research.

We further certify that whatever data, text and

analysis that has been used from other sources, have

given the due credit to them in the report and have

mentioned the details in the reference.

<u>ACKNOWLEDGEMENT</u>

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CHAPTER 0:-ABSTRACT

Career choices comprise a significant aspect of decision making among students for fulfilling professional and personal aspirations.In this project we point out the factors that impact the decision making regarding career intentions among students.The data for the study has been collected from 149 students of St Ann's College for Women through Google forms.This project employs regression analysis,correlation studies and F Test. The study indicates a weak positive linear relationship between the reasons for choosing a program and level of happiness, a weak positive linear relationship between taking part in a skill enhancement course and internship with how much their program is inline with the technology and a moderate to strong positive linear relationship between satisfaction of the respondents and participation in sec.Although there appears to be a statistically significant relationship between the reason for choosing the program and happiness levels, but the reason for choosing the program explains only a small portion of the variability in happiness levels.Similarly satisfaction with the chosen program explains only a small portion of the variability in the number of skill enhancement programs undertaken, suggesting that other factors may also play a role and although there appears to be a statistically significant relationship between the reason for choosing the program and happiness levels, but the reason for choosing the program explains only a small portion of the variability in happiness levels.Statistical analysis has been carried out with R and MS-Excel.

CHAPTER 1:-INTRODUCTION:

Career is the progress and actions taken by a person throughout a lifetime, especially those related to that person's occupations. A career is often composed of the jobs held, titles earned and work accomplished over a long period of time, rather than just referring to one position. Career choice is influenced by many factors, including life context, personal aptitudes,and educational attainment. Whether college-bound or work-bound, meeting the challenge of these developmental milestones are critical in youths' lives.Career development, for most people, is a lifelong process of engaging the work world through choosing among employment opportunities made available to them. Each individual undertaking the process is influenced by many factors, including the context in which they live,their personal aptitudes, and educational attainment. A major turning point in youths' lives involves the career choice that they make while in high school. Individual choices have been related according to these following factors. Factors may include the salary, other benefits,location, opportunities for career advancement, etc. Subjective factor theory suggests that decision making is dominated by social and psychological factors. The status of the job,reputation of the organization and other similar factors plays an important role.

CHAPTER 2:-LITERATURE SURVEY AND OBJECTIVES

PAPER 1:

PAPER TITLE: Trends in Career and Technical Education Research.

AUTHORS: Jay W. Rojewski,Paul Asund, Soo Jung Kim

OBJECTIVE:

- To identify current trends and issues in research focusing on career and technical education.
- To allow researchers, practitioners, and policymakers to identify immediate and emerging research needs in career and technical education, build on or fill gaps in existing knowledge.
- To support similar research efforts, allow researchers to position particular projects within a broader research framework.
- To provide potential funding agencies a list of priority areas in need of investigation along with a rationale for their importance

METHODOLOGY: They adopted a research synthesis strategy.The primary sources of literature for their review included all research articles published in three refereed scholarly journals—**Career and Technical Education Research, Journal of Career and Technical Education, and Journal of Industrial Teacher Education**—during a recent 3-year period (2002, 2003, and 2004).The main source of data for each article was coded as being generated by survey (questionnaire), tests or outcome measures (scales or inventories with psychometric properties reported), interview (face-to-face, e-mail, telephone), documents (school reports, internal memos, newsletters), or observation.

CONCLUSION: A relatively small percentage of the articles represented qualitative research methodologies. Numerous topics reflecting the needs of the field and issues affecting the profession were noted. The topics of teacher recruitment and retention of CTE professionals, teacher preparation and certification, and instructional approaches were of concern to the field. A total of 85 institutions were represented by the authors who published in selected peer reviewed journals with a majority being affiliated to University of Minnesota, Illinois State University, University of Georgia and Ohio State University.

PAPER 2:

PAPER TITLE: Perception of Career Intentions among Indian Students.

AUTHORS: Dr. Sarada Chengalvala,Dr. Satyanarayana Rentala

OBJECTIVE:

- To identify the influence of the environment on career choice among students.
- To examine the effect of opportunity on the choice of career among students.
- To investigate the influence of personality on career choice among students.

METHODOLOGY: The primary data was collected using a structured questionnaire. The analysis was made on 28 statements on the environment, personality and opportunity on the choice of career based on the Likert scale. 9 statements were included for environment, 9 statements for personality and 10 statements regarding opportunity. Using convenience sampling, a sample size 114 respondents was considered for the research from a technical institute of national importance in South India.

CONCLUSION: The major findings of this research indicate that personality factors, environmental factors and availability of opportunities have a great influence on the perceptions of career choices among Indian students. Among the various factors, issues concerning opportunities available for the students are seen as given top priority by the students. Analysis of the composite scores of environment, opportunity and personality shows that students believed personality affects their career choice the most. The research can be extended to students from other institutes of national importance to cover a more large and diversified set of respondents. This will help in a better way to understand the aspirations of the present generation of Indian students. This will help academic institutions and the industry to fine tune their products to cater to the needs of Indian students.

OBJECTIVES:

1)To find out whether students choose career paths aligned with their interests, or do external pressures compel them to study specific programs.
2)To analyze whether the students are happy after entering into their opted program.
3) To identify the correlation between the reason for choosing a program and the level of happiness.
4)To assess whether the students are expanding and adding new skills to their skill set.
5)To identify the influence of gender in the students' choice of program.
6)To estimate the most preferred sector among students.
7)To find the most sought after jobs in the public and private sector.

CHAPTER 3:-DATA AND METHODOLOGY

<u>Data Collection</u>

Data was gathered from 149 students of St Ann's College for Women using Google Forms. The questionnaire was designed to capture information on various aspects of the students' career choices, including their reasons for selecting their current program, their level of satisfaction and happiness with their choice, their engagement in skill enhancement activities, and the influence of their gender on their choice of program.

<u>Methodology</u>

The study employed a combination of regression analysis, correlation studies, and the F Test to analyze the collected data. Key steps in the methodology included:

- Regression Analysis: Used to identify the strength and nature of the relationships between students' reasons for choosing their program and their levels of happiness and satisfaction. It also helped assess the impact of skill enhancement programs on students' alignment with technological advancements.
- Correlation Studies: Conducted to examine the relationships between various factors such as choice of program and happiness, participation in skill enhancement activities, and satisfaction levels. This helped in understanding how these variables interact with each other.
- F Test: Utilized to determine the statistical significance of the relationships identified through regression and correlation analyses. This step was crucial in validating the findings of the

study.

Statistical analyses were performed using R and MS-Excel.

PARAMETERS	N%
Age 17-19 20-22 23-25	84(56.4%) 61(40.9%) 4(2.7%)
Educational level UG PG	107(71.8%) 42(28.2%)
Opted program B.Com B.Sc.(Physical science) B.Sc.(Life science) BBA BA M.Com M.Sc.(Physical science) M.Sc.(Life science) MBA MCA	18(12.1%) 63(42.3%) 14(9.4%) 2(1.3%) 11(7.4%) 2(1.3%) 4(2.7%) 3(2%) 8(5.4%) 24(16.1%)

Table 1

Table 1 outlines the demographics and educational choices of the study's respondents, revealing a majority of undergraduates (71.8%) compared to postgraduates (28.2%), predominantly aged between 17-19 years. The educational preferences among these students are varied, with B.Sc. in Physical Sciences leading at 42.3%, followed by MCA at 16.1%, and B.Com at 12.1%. Lesser-chosen fields include B.Sc. in Life Sciences, BA, MBA, and M.Sc. in both Physical and Life Sciences, with the least favored being BBA and M.Com, each at 1.3%. This shows a strong preference for

science and technology programs among the respondents.

PARAMETERS	N%
Reasons for opting the program I am interested in the program. My family pressured me. My well wishers advised me. I am fascinated by the demand of the program.	 98(65.8%) 8(5.4%) 23(15.4%) 20(13.4%)
Satisfaction Very happy Moderately happy Not at all	 69(46.3%) 72(48.3%) 8(5.4%)
Gender influence Yes No To an extent	 27(18.1%) 111(74.5%) 11(7.4%)
How often do you participate in skill enhancement courses? Always Sometimes Never	 31(20.8%) 106(71.1%) 12(8.1%)
Doing an internship? Yes No	 37(24.8%) 112(75.2%)
Sector preferred Public sector	 65(43.6%)

Private sector	84(56.4%)
Public sector jobs preferred • Army • Navy • Air force • Banking(nationalized) • UPSC(IAS,ISS,Indian Economic Services,Indian Revenue Services) • State level jobs • Hospital • Technical field • Health Care • Others	 13(12.1%) 13(12.1%) 16(15%) 35(32.7%) 36(33.6%) 56(52.3%) 1(0.9%) 2(1%) 1(0.9%) 3(2.8%)
Private sector jobs preferred • Technical field • Management industry • Sales and Marketing • Banking • Startup and Entrepreneurship • Teaching • Others	 82(63.1%) 45(34.6%) 22(16.9%) 29(22.3%) 31(23.8%) 1(0.8%) 3(2.3%)

Table 2

Table 2 provides a consolidated overview of the factors influencing students' program choices and their subsequent satisfaction and career preferences. A majority of students, 65.8%, selected their programs based on interest, while others were influenced by family pressure (5.4%), advice from well-wishers (15.4%), or the program's demand (13.4%). Regarding satisfaction, 46.3% of respondents reported being very happy with their choice, 48.3% moderately happy, and a small fraction, 5.4%, not happy. Gender influenced the choice of program for 18.1% of the participants, whereas 74.5% felt no influence, and 7.4% acknowledged partial influence. In terms of skill development, 20.8% consistently engaged in skill enhancement courses or internships, while 71.1% did so occasionally. The preference for the employment sector was split, with 43.6% favoring the public sector and 56.4% the private sector. Specific job

preferences within the public sector included UPSC (33.6%), banking (32.7%), and various government jobs (52.3%), while in the private sector, IT companies (63.1%) and the management industry (34.6%) were the most sought after, followed by roles in sales, marketing, banking, and startups.

CHAPTER 4:-
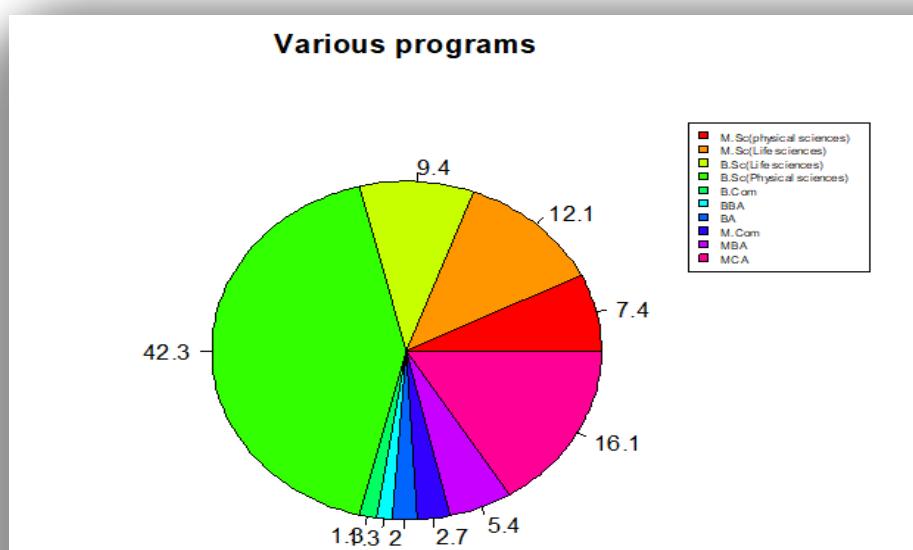# RESULTS AND DISCUSSION

1)Which program have you opted for?

Figure 1

The figure 1 shows that out of 149 responses of UG and PG students 42.3% opted for B.Sc.(Physical Sciences),16.1% opted for MCA, 12.1% opted for B. Com, 9.4% opted for B. Sc(Life Sciences)7.4% opted for BA,5.4% opted for MBA,2.7% opted for M.Sc(Physical Sciences),2% opted for M.Sc(Life Sciences) and M. Com and BBA have an equal percent of 1.3%.
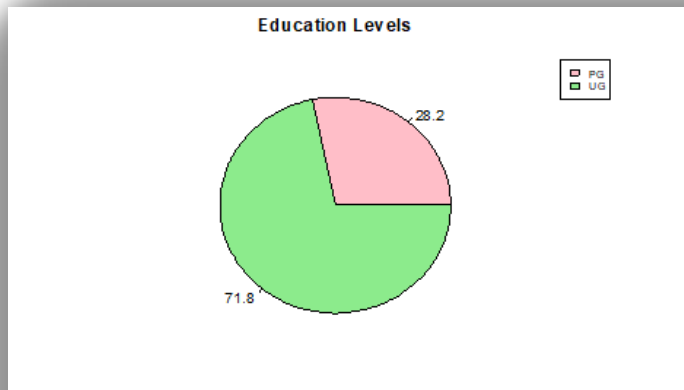
2) Educational level

Figure 2

Figure 2 shows that the majority of the respondents were from the UG educational level. UG are 71. 8% and PG are 28. 2%.
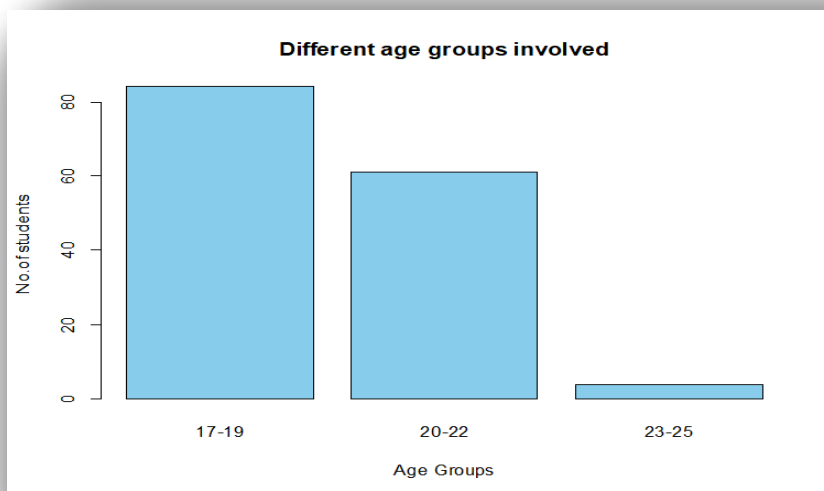
3)Age groups

Figure 3

Figure 3 points out that 84 respondents are between

17-19, 61 are from 20-22 and 4 were from the age groups 23-25 forming the least age group of the sample.

4)If chosen for the Private sector , what are the reasons for your selection?(You can choose more than one option.)
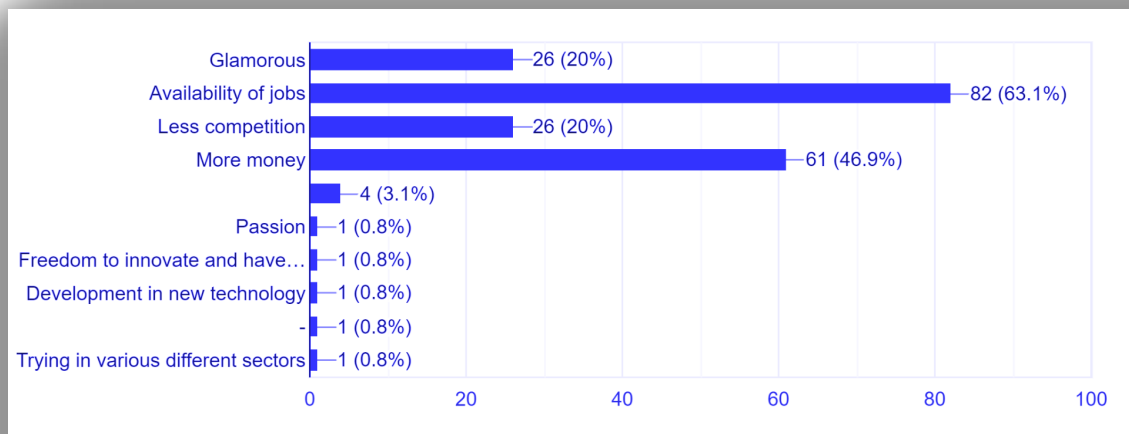

Figure 4

Figure 4 shows the respondents' reasons for choosing the private sector. Out of the total responses, 56.4% preferred the private sector out of which 26 found the sector glamorous,82 think that there is more availability of jobs, 26 find the competition less, 61 consider that this sector has more money and the rest have several other reasons like freedom and passion.

5)If chosen for the Public sector , what are the reasons for your selection?
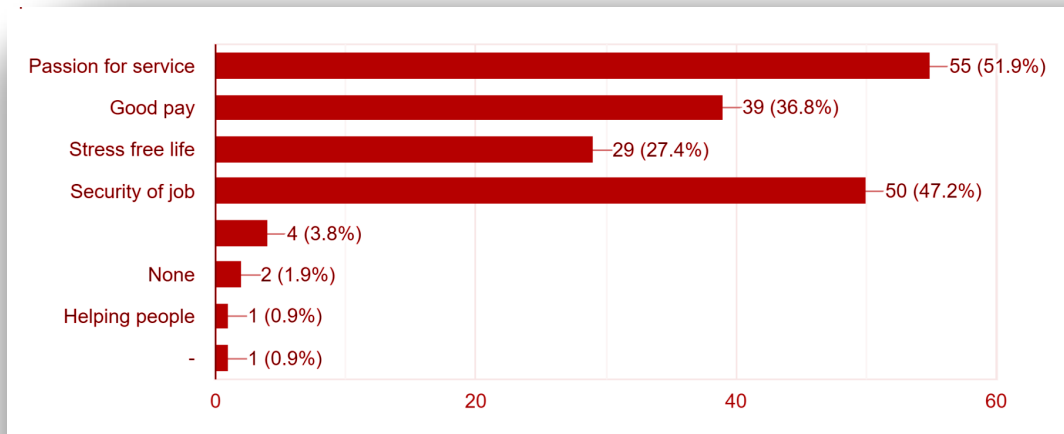

Figure 5

The figure points to the respondents' reasons for choosing the public sector. Out of the total responses, 43.6% preferred the private sector out of which 55 have passion for service, 39 think that they will have a good pay, 29 want to lead a stress free life,50 want the security of a job and the rest have other reasons like helping people and a glamorous life.

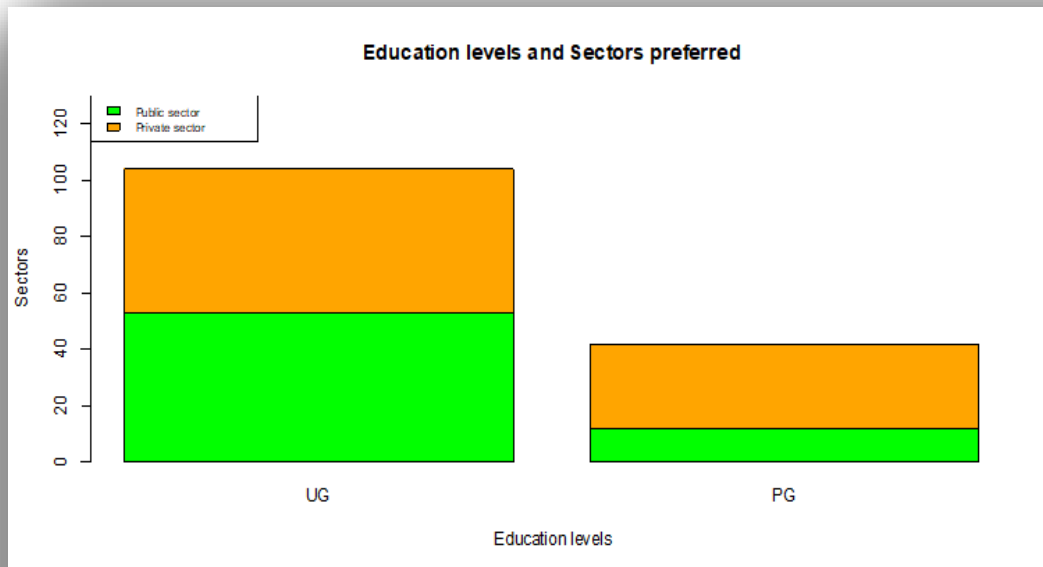## 6) Relation between Educational level and sector preferred

Figure 6

Figure6 points out the educational levels and the sectors preferred.we can see that 50 UG students prefer the public sector and 45 prefer the private sector. Among PG students 10 prefer the public sector and 30 prefer the private sector.

7)How happy are you with your chosen program?

Level of happiness

- Moderately happy
- Not at all happy
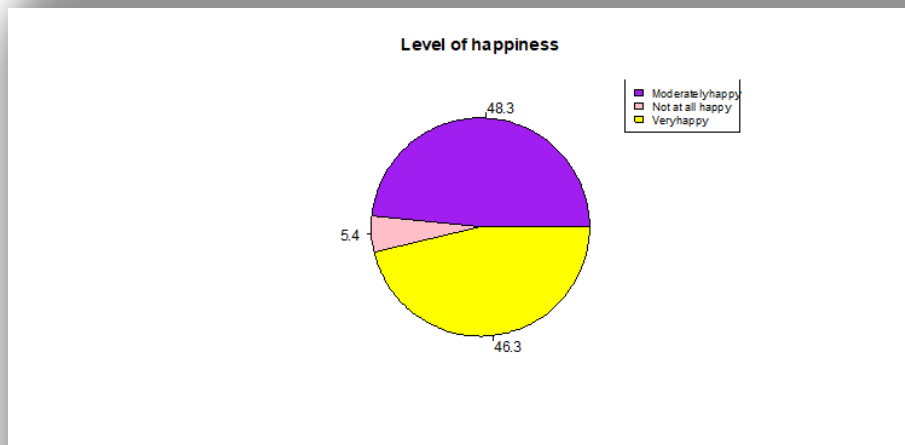- Very happy

48.3

5.4

46.3

Figure 7

Figure 7 shows that among the respondents 48.3% are moderately happy with their chosen program, 46.3% are very happy and 5.4% are not at all happy.
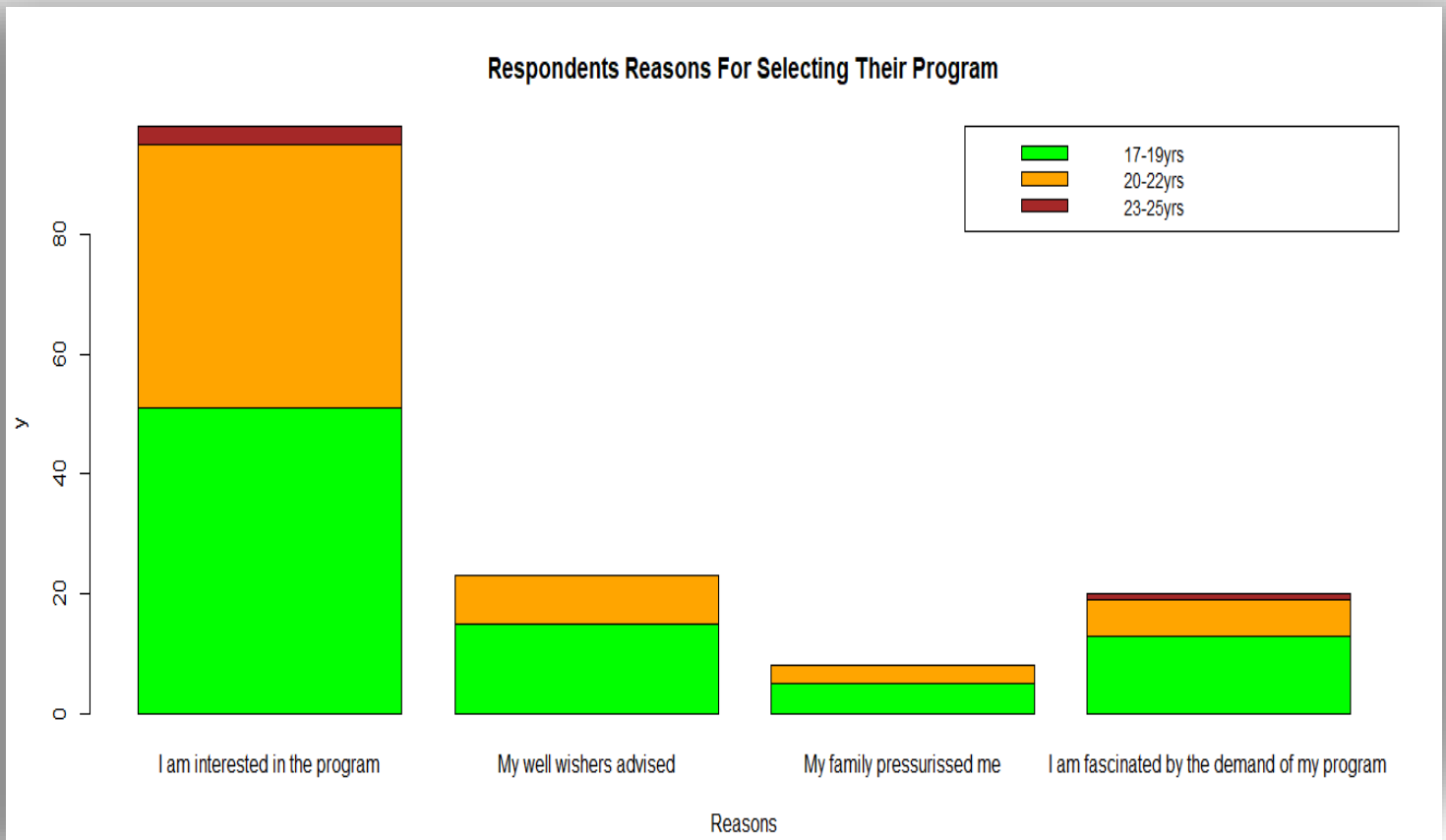
8)Reasons for selecting their program.

Figure 8

The figure 8 shows the respondents' reason for selecting their program. In the age group 17-19, 51 respondents were interested in the program, 15 were advised to select the program by their well wishers, 5 respondents were pressured by their family and 13 were fascinated by the demand. In the age group 20-22, 44 respondents are interested in the program, 8 were advised by their well wishers, 3 respondents were pressured by their family and 6 were fascinated by the demand. In the age group 23-25,3 respondents are interested

in the program, 0 were advised by their well wishers, 0 respondents were pressured by their family and 1 respondent was fascinated by the demand.
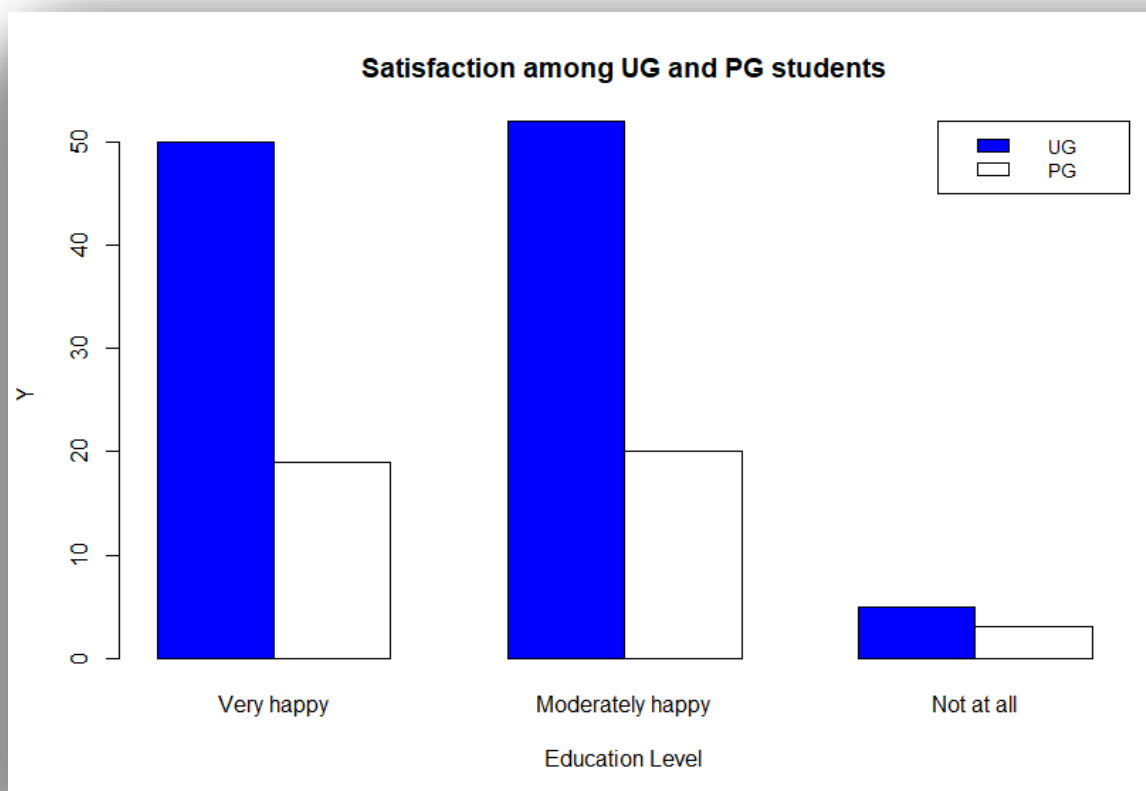
9)How happy are you with the chosen program?

Figure 9

Figure 9 interprets the respondent's level of happiness as per their education level -UG and PG. In UG 50 respondents were very happy, 52 moderately happy and 5 are not at all happy. Among PG respondents 19 are very happy, 20 were moderately happy and 3 were not at all happy.

Correlation between	Interpretation
Reason for choosing a	The sample estimate of the correlation

program and level of happiness	coefficient is **0.1664647**.A value of 0.1664647 suggests a weak positive linear relationship between the reasons for choosing a program and level of happiness.
Taking part in skill enhancement courses and internship with how much their program is inline with the technology	The sample estimate of the correlation coefficient is **0.1651606**. This indicates a weak positive linear relationship between taking part in a skill enhancement course and internship with how much their program is inline with the technology.
How satisfied the respondents are with their program with taking part in skill enhancement courses.	The sample estimate of the correlation coefficient is **0.6244087**. This indicates a moderate to strong positive linear relationship between satisfaction of the respondents and participation in sec.

Regression between	**Interpretation**
Reason for choosing a program and level of happiness	The R-squared value is 0.02771, indicating that approximately 2.8% of the variation in happiness levels can be explained by the reason for choosing the program.Although there appears to be a statistically significant relationship between the reason for choosing the program and happiness levels, but the reason for choosing the program explains only a small portion of the variability in happiness levels.
Taking part in skill enhancement courses and internship with how much their program is inline with the technology	The R-squared value is 0.07075, indicating that approximately 7.1% of the variation in the number of skill enhancement programs undertaken can be explained by the level of satisfaction with the chosen program.Thus individuals who are more satisfied with their chosen skill enhancement programs tend to undertake more skill enhancement programs overall, and this

	relationship is statistically significant. However, satisfaction with the chosen program explains only a small portion of the variability in the number of skill enhancement programs undertaken, suggesting that other factors may also play a role.
How satisfied the respondents are with their program with taking part in skill enhancement courses.	The R-squared value is 0.07075, indicating that approximately 7.1% of the variation in the number of skill enhancement programs undertaken can be explained by the level of satisfaction with the chosen program.

F Test	Interpretation
Taking part in internship with happiness in choosing their program	The p-value is 0.1288.Since the p-value is not statistically significant (i.e., greater than 0.05), we do not have sufficient evidence to conclude that there is a significant association between the two categorical variables represented in the contingency table. Based on Fisher's exact test, we do not find evidence to suggest that the "Internship" and "Satisfaction" variables are associated with each other.
Reason for choosing a program and level of happiness	p-value = 0.0006761 Since the p-value is statistically significant (i.e., less than 0.05), we have sufficient evidence to conclude that there is a significant association between the two categorical variables represented in the contingency table.Based on the Fisher's exact test, we find evidence to suggest that the "Reason for choosing a program" and "Satisfaction" variables are associated with each other

Chapter 5:Conclusion

The study aimed to explore the dynamics of career choice among students and its subsequent impact on their professional satisfaction and skill development. Conducted among 149 students of St Ann's College for Women, the investigation revealed several nuanced insights into the decision-making processes related to career choices and their outcomes.

Firstly, the analysis indicated that while students tend to choose career paths that align with their interests, external pressures, including societal expectations and job market trends, significantly influence these choices. Despite these influences, the correlation between the reason for choosing a program and the level of happiness among students was found to be weakly positive. This suggests that while the rationale behind career choices does impact happiness, it is not the sole determinant of satisfaction levels.

The study also highlighted a moderate to strong positive relationship between students' satisfaction with their chosen program and their engagement in skill enhancement courses and internships. This relationship underscores the importance of practical experiences and skill acquisition in student satisfaction and the alignment of their programs with technological advancements.

Annexures:-

1) Email id:

2)Age

- 17-19
- 20-22
- 23-25

3)Education level

- UG
- PG

4)Which program have you opted for?

- B.Com.
- B.Sc. (Physical science)
- B.Sc. (Life science)
- BBA
- M.Com.
- M.Sc. (Physical science)
- M.Sc. (Life science)
- MBA

5)Why did you opt for the program?

- I am interested in the program.
- My family pressured me.
- My well wishers advised me.
- I am fascinated by the demand of my program.

6)How happy are you with your chosen program?

- Very happy
- Moderately happy
- Not at all

7)Did your gender influence your decision in selecting this

program?
- Yes
- No
- To an extent

8)Have you experienced any challenges or opportunities within your chosen program that are associated with your gender?
- Yes
- No

9)How often do you take part in various skill enhancement programs offered/organized in your college or outside?(Ex:workshops,training,seminars..etc)
- Always
- Sometimes
- Never

10)How many Skill Enhancement Programs did you already complete?
- None
- 1-3
- 4-6
- 6-8

11)Are you doing an internship program or did you do any?
- Yes
- No

12)Is your program more inline with the emerging technologies and advancements in your field?
- Totally
- Partially
- Not sure

13) Which sector do you prefer to work in?
- Public Sector
- Private Sector

14)If chosen Public Sector, what are the reasons for your selection?(You can choose more than one option.)

- Passion for service
- Good pay
- Stress free life
- Security of job

15)Which job are you interested in the Public Sector?
- Army
- Navy
- Airforce
- Banking (nationalized)
- UPSC(Indian Administrative Service (IAS), Indian Statistical Service (ISS),Indian Economic Services,Indian Revenue Service)

16)If chosen Private Sector, what are the reasons for your selection?(You can choose more than one option.)
- Glamorous
- Availability of jobs
- Less competition
- More money
- Others

17)Which jobs are you interested in the Private Sector?(You can choose more than one option.)
- IT private companies
- Management industry[hotel,hospital,education,business,etc]
- sales and marketing
- Banking(private)
- Private startup and entrepreneurship