



STUDY ON CAREER TRENDS

COURSE TITLE-R PROGRAMMING(SEC)

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 this 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.

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 most sought after UG and PG programs.
- 4) To assess whether the students are expanding and adding new skills to their skill set.
- 5) Does the student's gender influence their choice of program?
- 6) To estimate the most preferred sector among students.
- 7) Which are the most sought after jobs in the public and private sector?

LITERATURE REVIEW:

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.

DATA AND METHODOLOGY:

Data Collection

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.

Methodology

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:

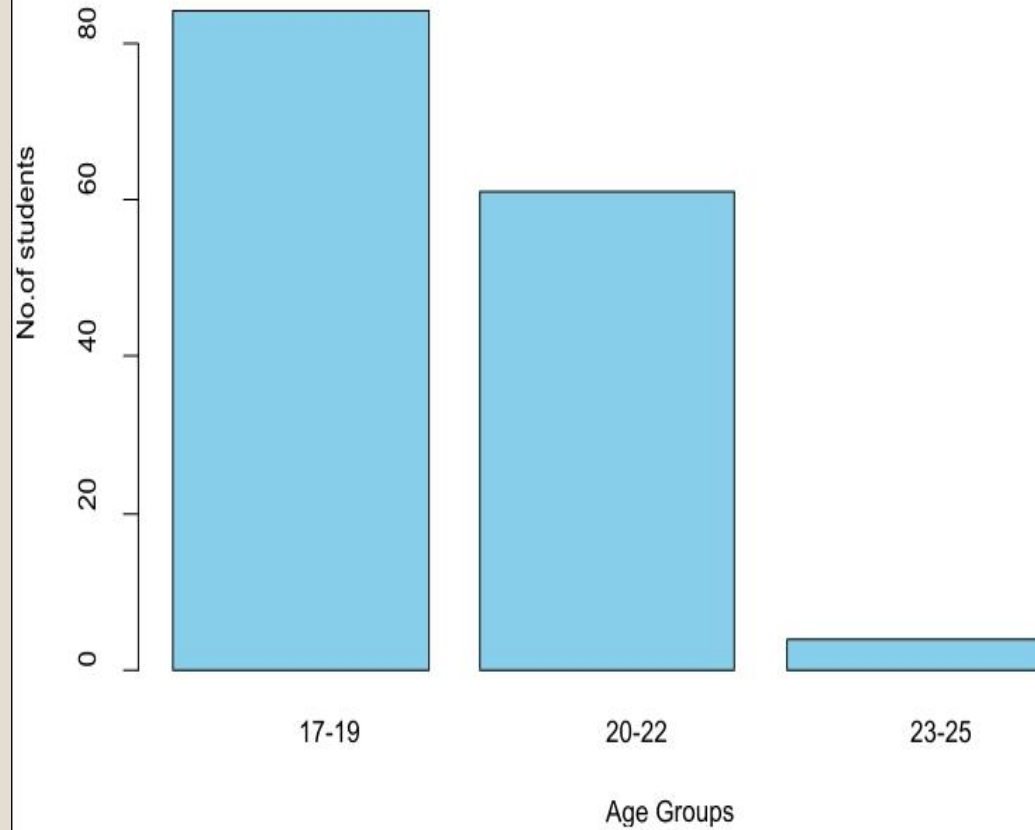
- Regression Analysis: Used to identify the strength and nature of the relationships between students' reasons for choosing their program and their levels of happiness and satisfaction. It also helped assess the impact of skill enhancement programs on students' alignment with technological advancements.
- 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

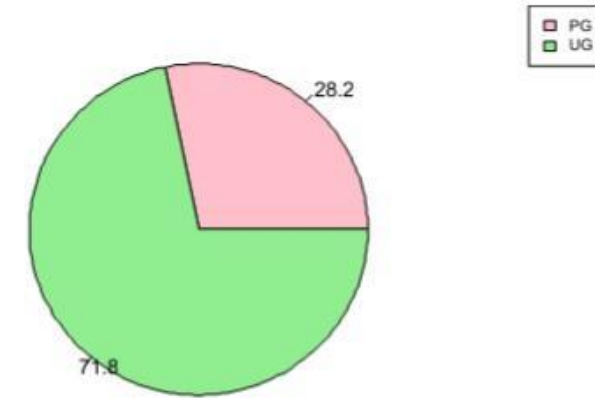
PARAMETERS	N%
Age 17-19 20-22 23-25	84(56.4%) 61(40.9%) 4(2.7%)
Educational level UG PG	107(71.8%) 42(28.2%)
Opted program B.Com B.Sc.(Physical science) B.Sc.(Life science) BBA BA M.Com M.Sc.(Physical science) M.Sc.(Life science) MBA MCA	18(12.1%) 63(42.3%) 14(9.4%) 2(1.3%) 11(7.4%) 2(1.3%) 4(2.7%) 3(2%)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

RESULTS:

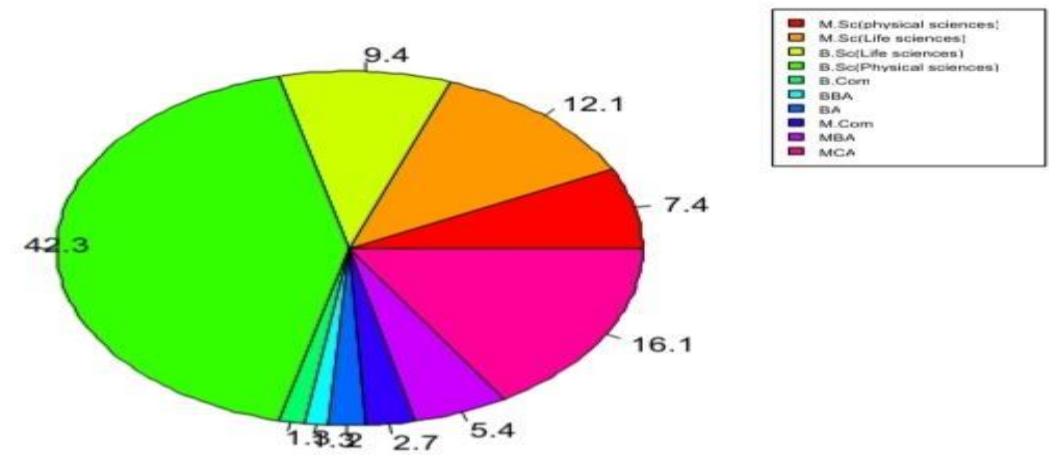
Different age groups involved



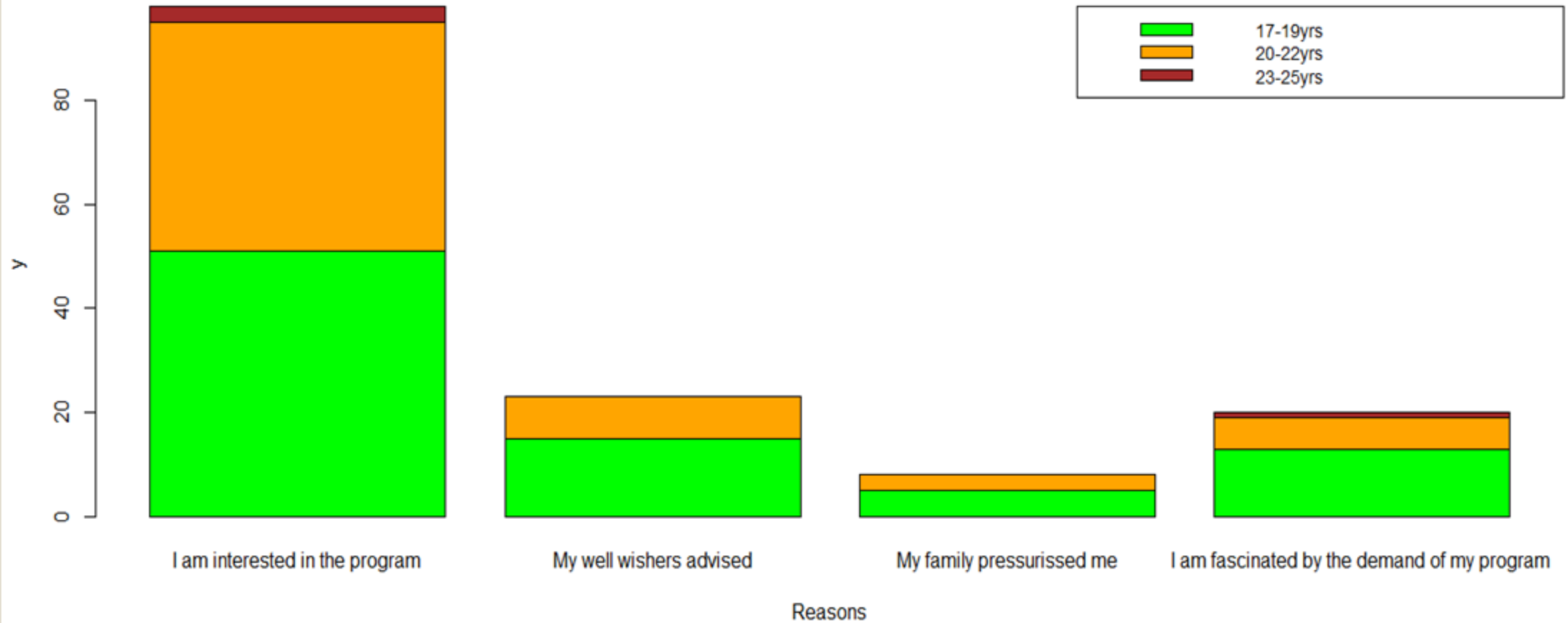
Education Levels



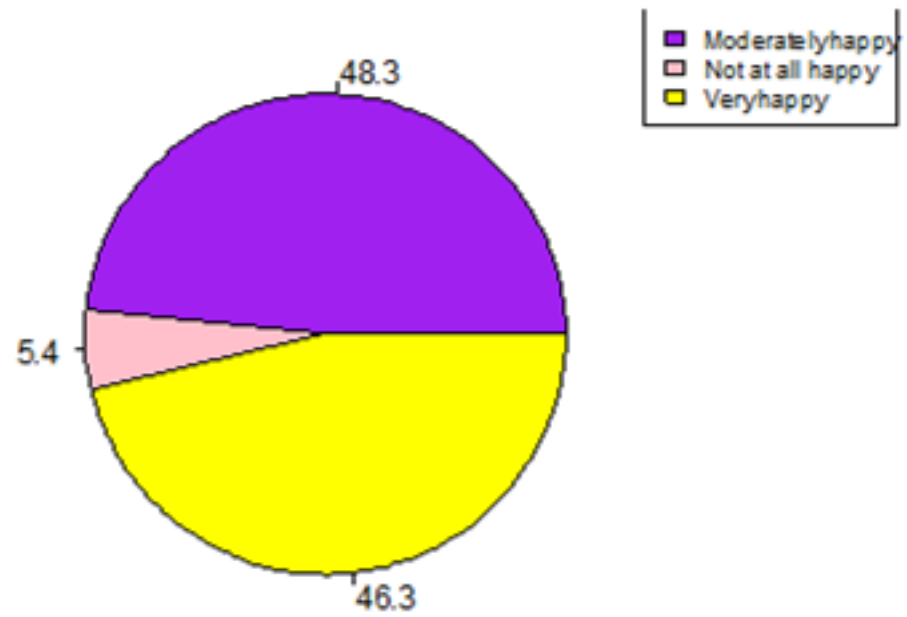
Various programs



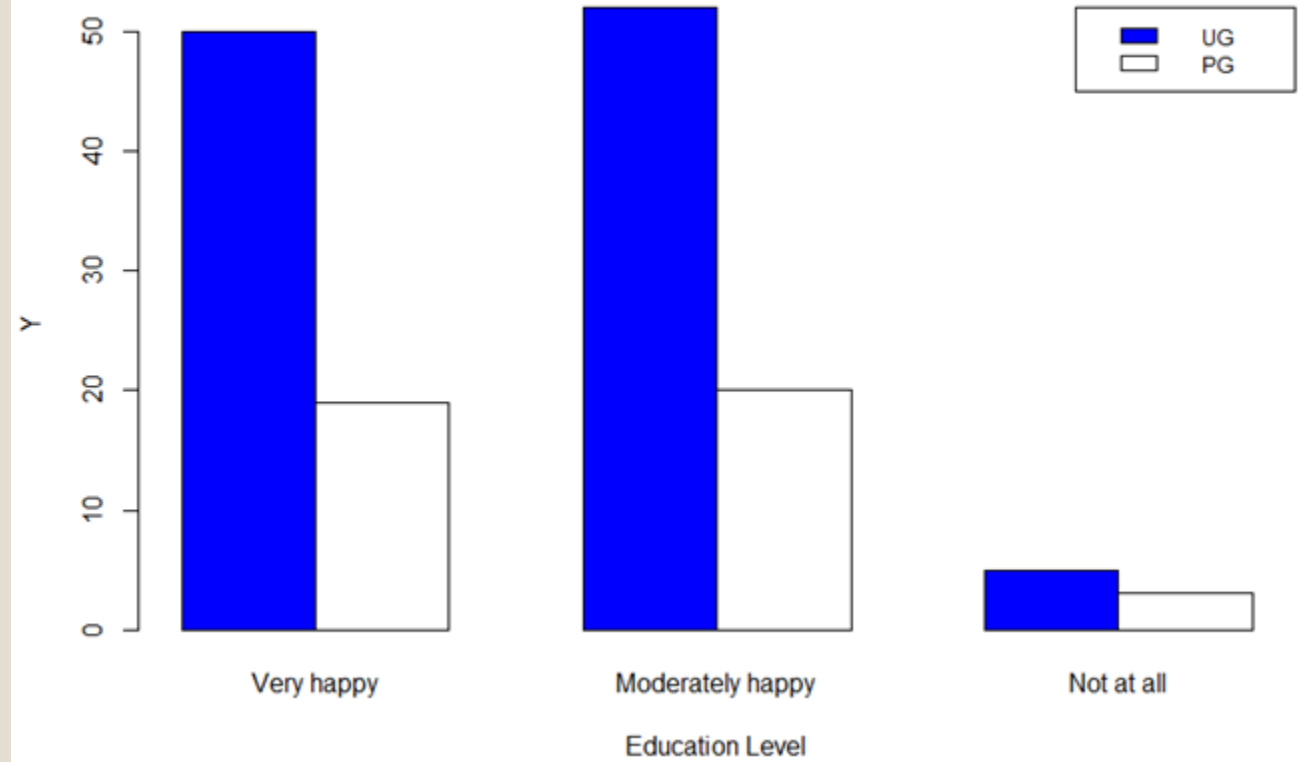
Respondents Reasons For Selecting Their Program



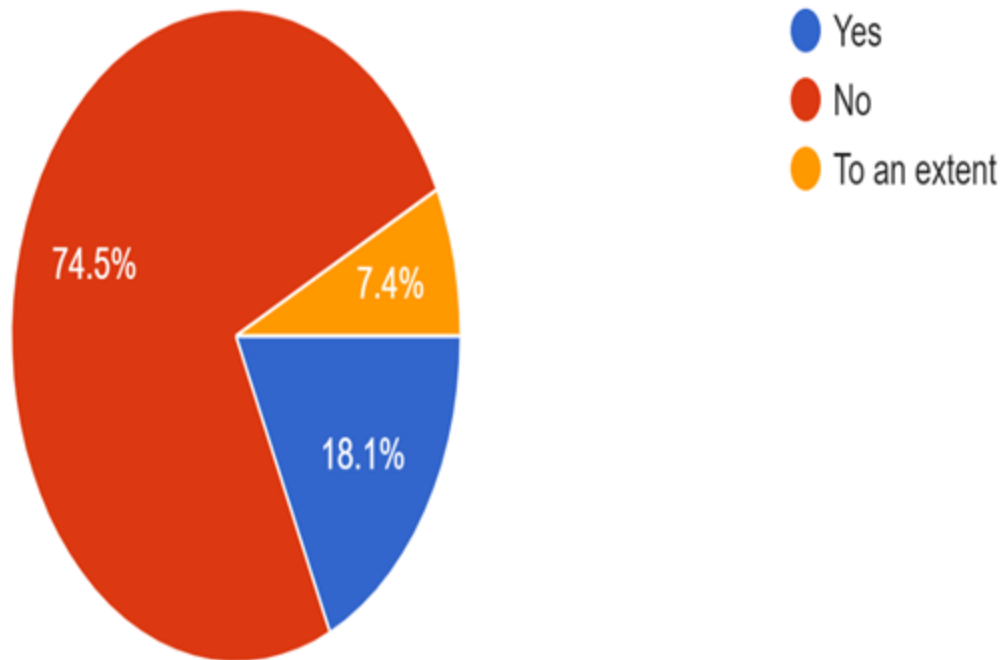
Level of happiness



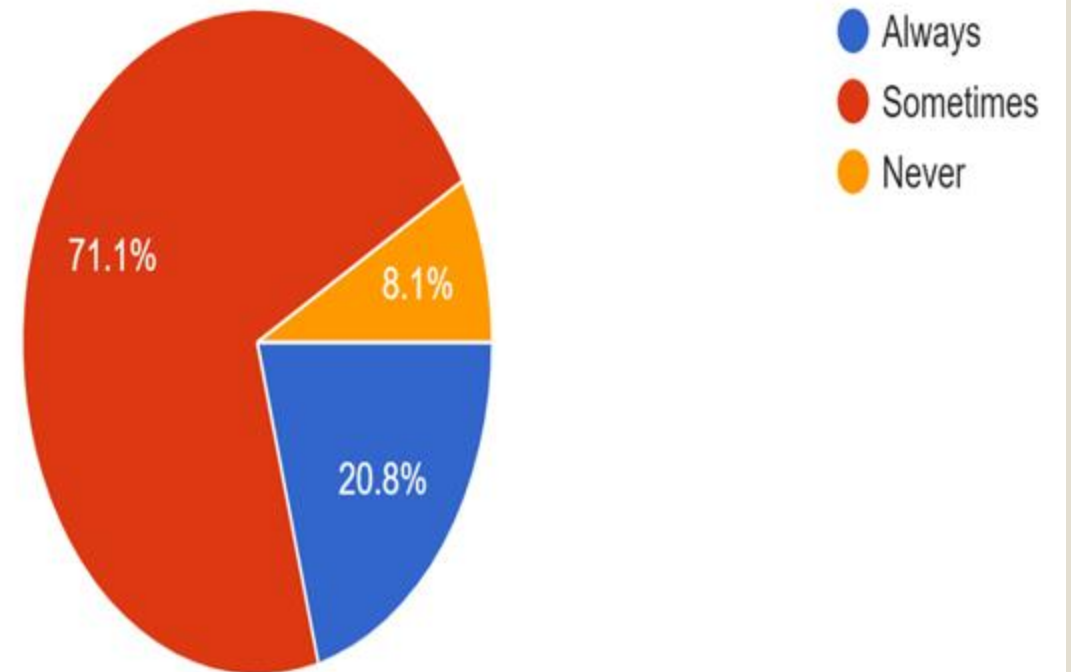
Satisfaction among UG and PG students



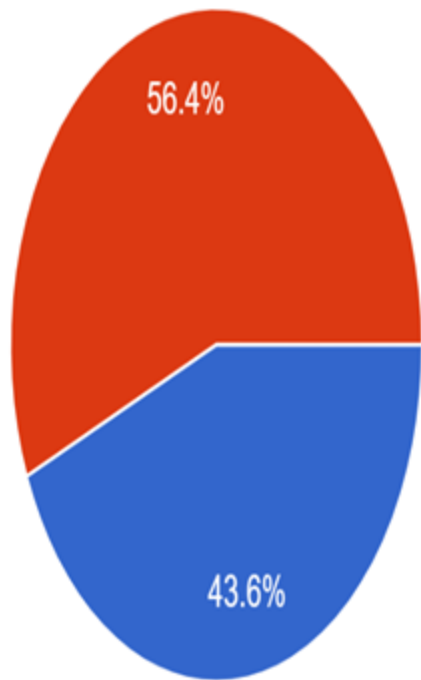
Gender influence



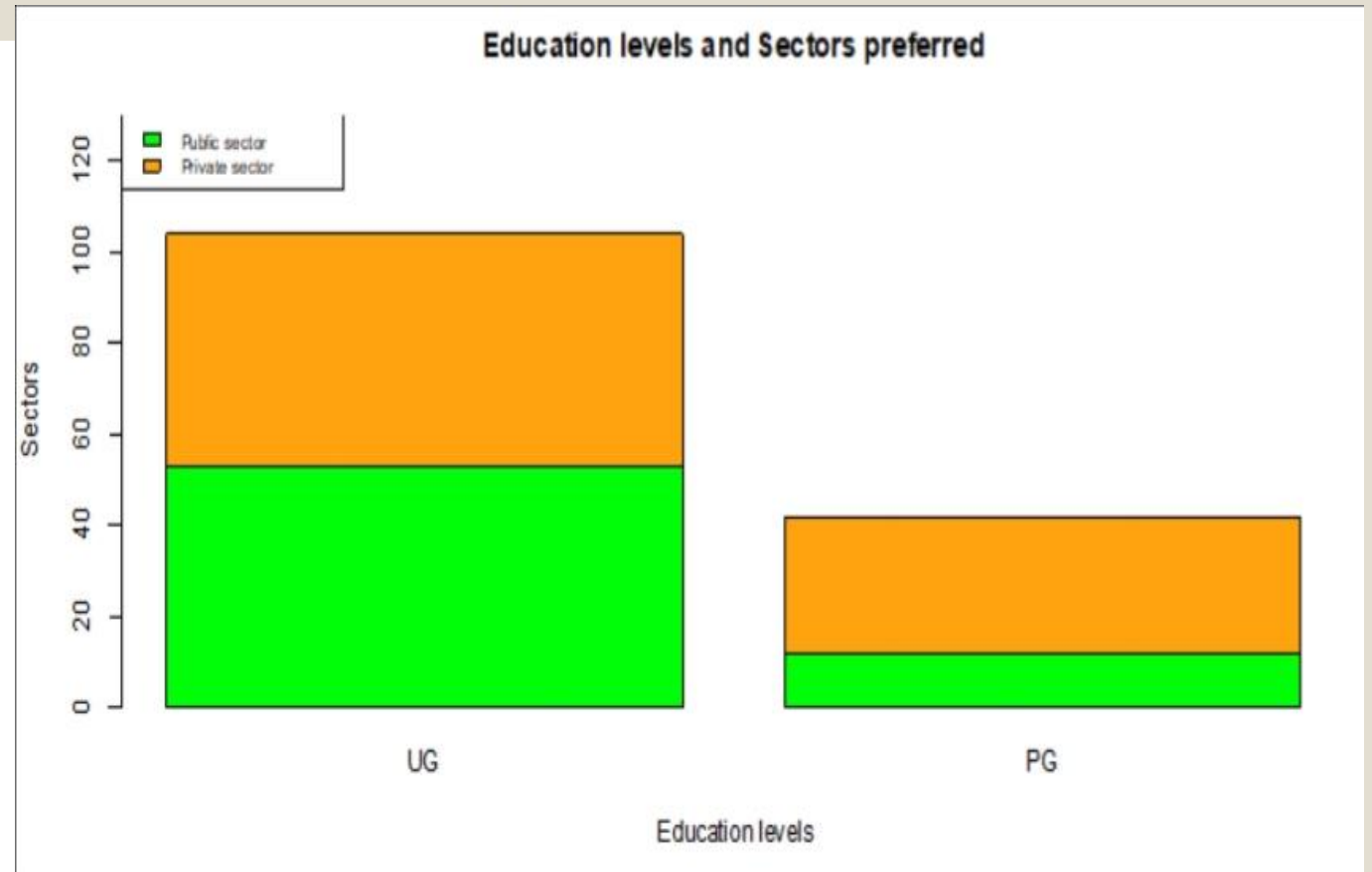
Participation in SEC



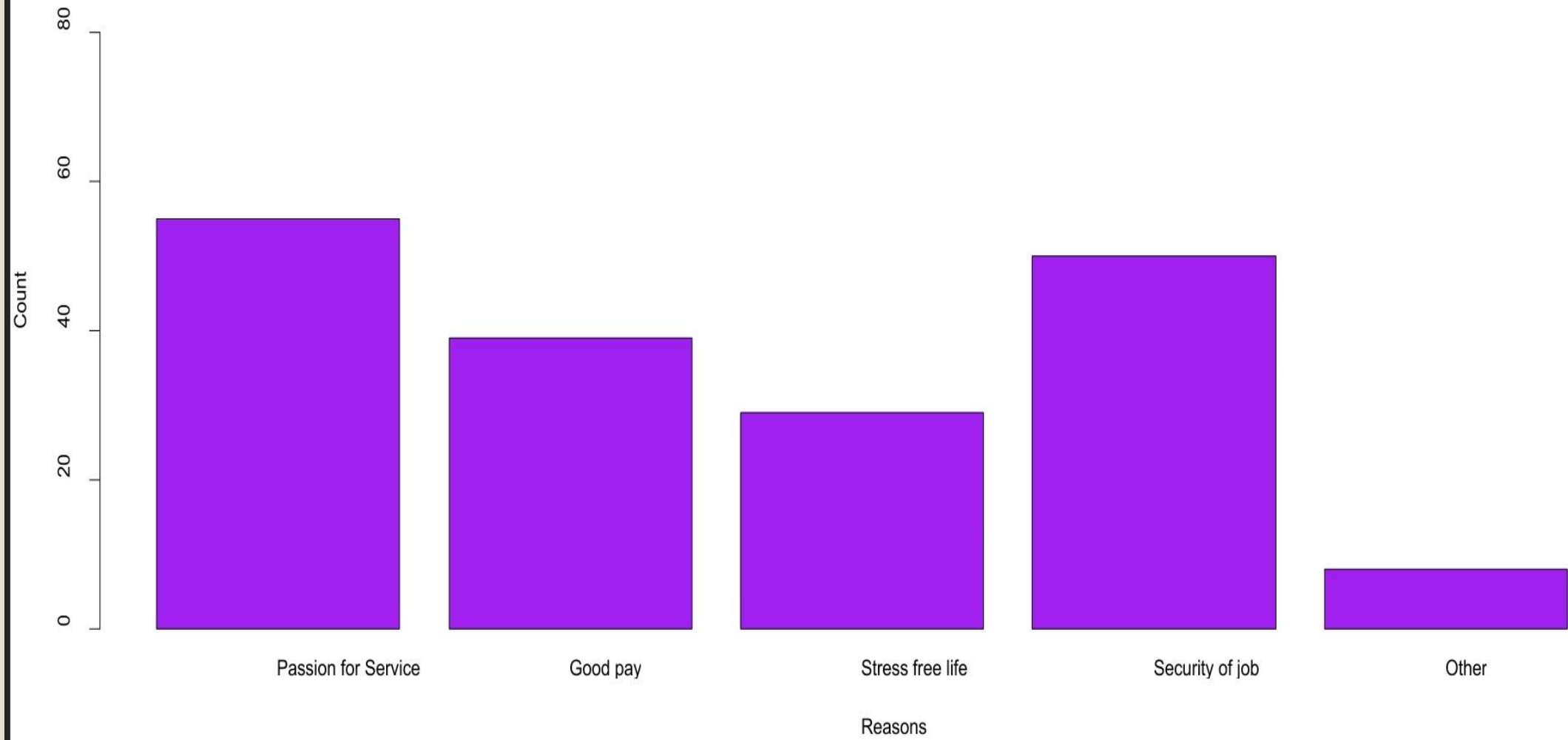
Preferred sector

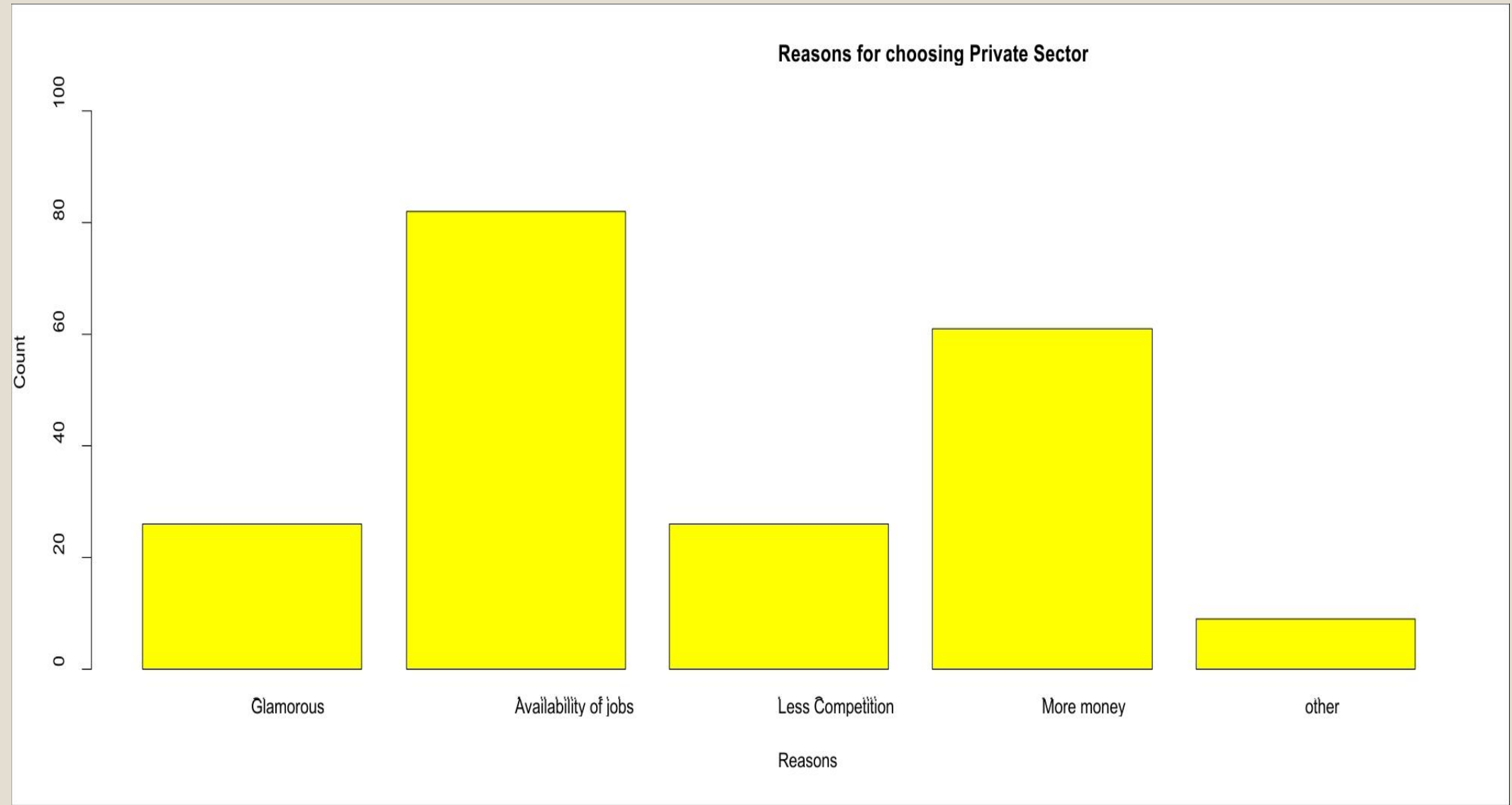


● Public sector
● Private sector



Reasons for choosing Public Sector





Correlation between	Interpretation
Reason for choosing a program and level of happiness	The sample estimate of the correlation 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 0.02771, indicating that approximately 2.8% of the variation in happiness levels can be explained by the reason for choosing the program. Thus 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.

F Test	Interpretation
Taking part in internship And inline with emerging technologies	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

APPENDIX:

Questionnaire

1) Email id:

2)Age

a)17-19 b)20-22 c)23-25

3)Education level

a)UG b)PG

4)Which program have you opted for?

a)B.Com. b)B.Sc. (Physical science) c)B.Sc. (Life science) d)BBA
e)M.Com. f)M.Sc.(Physical science) g)M.Sc. (Life science) h)MBA

5)Why did you opt for the program?

a)I am interested in the program. b)My family pressured me.
c)My well wishers advised me. d)I am fascinated by the demand of my program.

6)How happy are you with your chosen program?

a)Very happy b)Moderately happy c)Not at all

7)Did your gender influence your decision in selecting this program?

a)Yes b)No c)To an extent

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

9)How often do you take part in various skill enhancement programs offered/organized in your college or outside?
a)Always b)Sometimes b)Never

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

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

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

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

14)If chosen Public Sector, what are the reasons for your selection?(You can choose more than one option.)
a)Passion for service b)Good pay c)Stress free life d)Security of job

15)Which job are you interested in the Public Sector?
a) Army b)Navy c)Airforce d)Banking
e)UPSC(IAS, Indian Statistical Service, Indian Economic Services, Indian Revenue Services

16)If chosen Private Sector, what are the reasons for your selection?

a)Glamorous b)Availability of jobs c)Less competition d)More money e)Others

17)Which jobs are you interested in the Private Sector?

a)IT private companies b)Management industry[hotel,hospital,education,business,etc]

c)sales and marketing d)Banking(private) e)Private startup and entrepreneurship

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.

THANK YOU!

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