CAREER AND LIFE CHOICES

CAREER & LIFE SKILLS

Submitted in Partial Fulfillment for the Award of the Degree of BCA 2018-2019

Submitted By: PRINCE KUMAR

UNIVERSITY PRN. 2228100032

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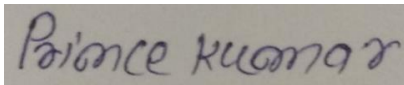NAAC Accredited Grade "A" University**

Student's Declaration

I **PRINCE KUMAR** ,BACHELOR OF COMPUTER APPLICATIONS 1st Semester would like to declare that the project report entitled Submitted to Bharati Vidyapeeth University Pune , School of Distance Education Pune, Academic Study Centre BVIMR New Delhi in partial fulfillment of the requirement for the award of the degree.

It is an original work carried out by me under the guidance of Mr. YASHWANT KUMAR

All respected guides, faculty member and other sources have been properly acknowledged and the report contains no plagiarism.

To the best of my knowledge and belief the matter embodied in this project is a genuine work done by me and it has been neither submitted for assessment to the University nor to any other University for the fulfillment of the requirement of the course of study.

PRINCE KUMAR

Prince kumar

Student Name with Signature
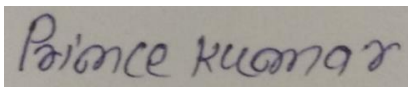
STUDENT UNDERTAKING

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Prince kumar

Student Name with Signature

Acknowledgement

I would like to express my special thanks of gratitude to my mentor MR. **YASHWANT KUMAR** *who gave me the golden opportunity to do this wonderful project on the topic* **Career and Life Choices** *which also helped me in doing a lot of Research and I came to know about so many new things.*

Additionally, I would also like to thank my friends and collogues who helped me in finalizing this project within the limited time frame.

Executive Summary of Project

There are couple of independent studies done in India and the UK but there seems to be no comparative study related to the career and life choices of the management students between India and UK. Therefore the main motive of this research is to find out the difference between the career choices decision of the graduates of the UK and India. As both the countries are very different in their culture so the influencing factors will work differently

In India the culture is still little closed in the backward areas but the metros and the big cities are open. The culture of India is very influential for the family side kids believing that the parents and other elders in the family have lot of life experience so they can suggest the best career to them thinking the long run or the future in their mind.

If it comes to the teacher the culture teaches that the teacher is considered to be " the Sage " or "the Guru" who is so respectful and even used to be worshipped in old days. So in the career choice decision his role can be very influential in this country.

U.K is fully developed western country the thought process is very different everyone is free to take one's own decision. The career choices decision in this country is the result of the demand of the market if this decision is being influenced then it is the friends mostly, as the student wants to be in his comfort zone while looking for the work, The effect of the parents and other family members is also seen but it's just up to the suggestion line, the teacher influence is also be seen but in just some areas as the teacher is considered to be "the Guide on the Side" in this country.

The research can show the effect of the thought process of the developing country and the fully developed country on the one of the very important decision of the student's life. Both the countries have their positives in their culture but the results can really clarify the real and the strongest affect from both the cultures

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Chapter I INTRODUCTION

Chapter1. Introduction to the topic

1.1 Introduction

- The establishments of a career self-management skills (for instance basic leadership, mindfulness, self-confidence) are laid at an early age However, profession instruction and direction in the elementary constrained or non-existent and minimal deliberate arrangement is made t investigate the universe of work.

- Young individuals need to make a smooth progress from primary school to the underlying long stretches of secondary school, the decisions that they make now have significant ramifications for later training and work choices. Career direction should be a part of the procedure that encourages them to make a smooth change.

- Career educations either progressively present in the educational programs at the lower secondary school level, as a different subject or incorporated into another subject. However, it is incorporated into broadly varying ways, what's more, on occasion, these appear to be intended to suit the authoritative needs of the school instead of the career improvement needs of the students. Regularly career education has little association with the more extensive school educational modules.

- An individual's career building begins at an early stage when they start their yr schooling. However, schools do not have specialized skilled and trained staff that can help students with the necessary personal career guidance and choices that they make. Career guidance is only incorporated as a subject and incompetent staff that do not have any idea or exposure to the current changes and developments in the job markets of the world markets deliver it. Therefore individuals as they grow and develop understanding, the burden lies more on them and how much are they able to explore and make the right career decision as career decisions impact their life in every aspect.

1.2 Related To Subject

Your career decisions cannot be segregated from different parts of your life. Regardless of whether it has to concentrate towards your dream profession, job hopping, extended working hours, or changing your career path, every career decision will affect your other life choices. Let us understand how it affects the other parts of your life.

Career decisions can have various effects on your funds. First, the direct cost to impact is the course that we intend to pursue. It is beneficial to explore financing alternatives, for example, regularly scheduled payments, which will make the expenses of your examinations simpler to hold up under.

In case if it will be a full time course, at that point there will not be extra time accessible to make an income. In such situations, it is advisable to look for part time study options so that once can work to manage their stay, food and transport cost.

On the off chance that you are at the phase of applying for job, you will likewise need to consider potential relocation costs, and whether the pay you will be procuring will be adequate to take care of all your living expenses.

What you choose to do in your profession will definitely affect your friends and family. In case ,you are married or in a genuine relationship, at that point you should consider how your decisions would influence your accomplice and the general soundness of your relationship. Here are a few inquiries you may need to inquire: On the off chance that you have discovered another employment in an alternate city, at that point would you say you would anticipate that your accomplice would migrate with you, conceivably giving up his or her own job? It is safe to say that you are ready to adjust your work hours with the time, you go through with your partner. Have you examined your profession decision with your partner and would he/she say they are all right with it? In the event that you have kids, at that point have you thought about their tutoring, their companionships, and the new changes they should adjust to? Totally altering the course of your career can be especially upsetting on your relationship, as it could include advance academic studies and adjustment in pay, or different working hours all of

1.3 Objective and vision of projects

The comparative study of the two countries will be done related to the career choices of the management graduates and also the analysis of various theories and models and factors influencing the career choice among the management graduates in both the countries. Furthermore, the process of career choices will be studied to make some suggestions for the future counselling in this crucial decision of their life. The main objective of the study is in following four points.

➢ To study the concept of career choice among management students in India and the UK.

➢ To analyses various theories and models and factors influencing of career choice among management students in India and the UK.

➢ To analyses the factors influencing of career choice among the management students in India and U.K.

➢ To suggest measures for providing career counselling to management students for making better career choice.

1.4 Limitations of the project

Like any other research this study had its own limitations. The first one was the sampling technique. The study could not cover all management students within UK and India due to volume. One could not use probability sampling either due to above reason and additionally not all universities that were approached were willing to share information or allow access. The other reason for this was the both time and financial constraints. The author tried to make the questionnaire available online as well to cover wider audience. The researcher had to restrict to one city in UK and one city in India.

The second limitation is the sample size itself. The number of universities/colleges offering management courses is limited in Cardiff as compared to Pune. Due to this fact the numbers of responses from UK were less as compared to India.

Thirdly, the author intended to use mixed methods approach but due to geographic distances and lack of access mono-method approach had to be adopted. In order to enhance the validity of the findings the research did triangulate the data findings with the literature to cover limitations of mono-method approach.

Finally, as the numbers of factors that influence career choices are too many and too complex they are very closely inter-related, the research could not investigate all the factors. The key factors, which were considered to be significant from management students' perspective, were considered. These factors were identified at the literature review stage of the research. There are certain assumptions as well for the study:

➢ Students are keen to have control on their career choices.

➢ At some point before/during their studies they have considered the issue of career choice to be one of the most important factors in determining their future.

➢ The respondents of the questionnaires gave honest and informed answers.

1.5 Literature Review

The vital part of every research is the hypothesis which gives the frame to the study, so it is very important to understand the word hypothesis first. According to the Merriam-Webster's Learner's Dictionary the Full Definition of hypothesis is:

➢ "an assumption or concession made for the sake of argument : an interpretation of a practical situation or condition taken as the ground for action

➢ a tentative assumption made in order to draw out and test its logical or empirical consequences

➢ the antecedent clause of a conditional statement"

A good hypothesis is which

➢ Clearly states in appropriate terminology;

➢ testable;

➢ relationships between variables is stated;

➢ Focused in scope.

Hypotheses are of different types simple, complex, empirical, null, alternative, logical and statistical hypothesis. The proposed study is based on the following hypothesis one which is null hypothesis and other is alternative hypothesis.

- ⊕ H_o: There are no significant differences in career choices and in factors (potentiality and placement) affecting among the management students in India and the U.K
- ⊕ H_1: There are significant differences in career choices and in factors (potentiality and placement) affecting among the management students in India and the U.K

Chapter 2 Research Methodology

2.1 Research Design

Chapter 1: This chapter highlights the literature evaluated for the research. The chapter is divided into four sections, the first reviews couple of books that were related to the choice. The second section presented the discussions from key articles reviewed. The third section highlighted previous research in the area and finally other studies related to current investigation were discussed.

Chapter 2: This chapter is mainly discussing various theories of Career Choice. This included overview of various theoretical approaches to career choices, which were broadly divided into psychological theories and sociological theories. The chapter further highlighted other theories which tend to have an influence on career choices.

Chapter 3: This chapter provided data collected through questionnaires from both UK and India. The chapter was broadly divided into two sections. The first one presents the analysis of descriptive statistics and the second section delved deeper and presented findings from the inferential statistical analysis.

Chapter 4: This is the last chapter and concludes the current thesis. The objectives of the research are revisited. Major findings of the thesis are presented. Some suggestions are highlighted that come out of the thesis. The chapter is then concluded by revisiting the limitations and suggesting scope for further research.

2.2 data Collection

Management research has been facing a lot of controversy over years about the most appropriate approach to its study as an academic discipline. There are different thoughts towards management research and different approaches to research methodology within management research. The big divide is between scientists and the social scientists, which are considered to be the two paradigms of research. Management research falls somewhere in the middle due to both aspects involved in running organizations. There is no one best approach for management research due to the number of variables involved and complexity of their relationship to each other and the subject and the problem itself. This has thus led to proposing an approach referred to as the *Third paradigm,* which is referred to as the pragmatist approach. This involves a compromise approach based on options and available resources to decide the appropriate research methodology.

Gill and Johnson (2010*)*support the above observation by stating that Research never follows a clear-cut sequence or a pattern but it is a complex process of interaction between the conceptual and empirical world. They further add that in research induction and deduction could be happening at the same time. Any research study might not have clearly defined sequence of procedures, but it is likely to include things like:

- identifying the research topic,

- defining research problems,

- determining the way of conducting the research,

- collection of research data,

- interpretation and analysis of the collected data

- and finally the writing up and dissemination.

Primary Data

The Primary Data is *"data collected or produced by researcher specifically to address the research problem at hand"* (Malhotra *et al.*, 2012, 40).

The research uses survey approach to investigate the career choices amongst the students in India and UK. The method of conducting the survey was a questionnaire. The questionnaires were chosen as the method due to the following reasons:

•   This allowed the researcher to target a sample within the population for conducting the research i.e. colleges/universities based in Pune, India and Cardiff, U.K.

•   It gave the researcher to enhance the external validity of the findings by covering wider number of respondents.

•   It was considered to be a cost effective way of collecting data from wide number of audience in a timely manner.

•   The results allowed comparisons to be made between respondents and across questions. In most cases the questionnaire was self-administered. The key advantage of this was if any respondent did not understand any question then clarification could be sought on the spot and also it is more likely to have better response rate and also the chances of incomplete questionnaires are reduced. According to Nardi (2006) highlights that questionnaires can be distributed to large number of participants in one location, such as a classroom. This is what was done for data collection. On several occasions the researcher approached the lecturer conducting a class to give first/last 10 minutes of the lecture for data collection for the study. This was clearly the most cost effective and less labour intensive for the sample size selected for investigation.

Statistical analysis of the responses to the survey was done using SPSS and observations were then made relating to objectives of the research.

Secondary Data

In describing the core elements of management research, Gill and Johnson (2010, p154) stress the importance of in-depth comprehensive review of the existing literature to the research process and describe this to include, "*…a critical review which demonstrates some awareness of the current state of knowledge on the subject, its limitations and how the proposed research aims to add to what is known."*

In order to formulate the underlying research questions to be examined and further development of specific research methods to be used in data collection, it is crucial to conduct a comprehensive review and critical appraisal of the relevant literature. The literature review for this research involved systematic searching of a number of academic databases such as Business Source Premier along with online sources such as Google Scholar using a list of key words and phrases. This provided the research almost all key resources and materials that were broadly linked to the current study in hand.

The relevant articles, journals, books and other texts obtained through this comprehensive search were analysed, annotated and classified. Most of the sources used for this research were peer reviewed and scholarly. Once the article/text was found, the author read it and highlighted the key sections relevant to this study. The sources were then indexed (numbered) in line with the headings and sub-headings within the thesis. This was done so that the articles that were relevant to specific section being written were only evaluated rather than all articles. The reference list and bibliography of the articles was also used to lead onto further sources of literature which could be relevant to the study. This literature review was an ongoing process right through the research and was continuously updated as additional relevant material was published.

Review of the literature highlights gaps that currently exist in knowledge and thus identification of the aim and objectives of research

2.3 Details of Questionnaire

The questionnaire used was anonymous. The first part of the survey was used to collect the demographic information about the respondents. The information about the course of study and specialisation if any was recorded as well. The reason(s) for selecting specialisation was also investigated. The educational information about the parents and siblings was also requested.

For the latter part of the questionnaire the respondents were asked to scale some standard career choice decisions based on the influencing factors emerging in the literature. There were 22 such statements measuring how individuals identify their ideal career. The researcher used 5 point Likert scale for the same ranging from Strongly Agree to Strongly Disagree. Likert scale is one of the more popular measuring instruments for measuring attitudes. According to Oppenheim (1966) it offers a reliable 'rough' ordering of people with regard to particular attitude or assertion. The statements used for Likert scale were carefully designed to be free from bias so that the results are clear and free from error. The survey was designed so that it could be completed in about 10-15 minutes.

A pilot run of the survey was conducted both in India and the UK with some random students who were not a part of the study sampling frame. The result and feedback from the two pilot runs was then collated and the finalised questionnaire was then circulated. The questionnaire used for both India and UK was almost identical. The only change was the language of instruction where Welsh language had to be added for UK. The respondent filling the questionnaire and returning to the researcher physically/email was considered to be voluntary informed consent for involvement in the research.

2.4 Analysis of Data

Prior to starting the analysis of the data, the steps suggested by Kent (2001) were followed. These include, editing, coding and entering data into the analysis package. The editing was done to confirm completeness and accuracy of the responses. Each valid questionnaire was then coded and the participants' coded responses were entered into an excel spreadsheet. This was then transferred into the analysis package, SPSS. Another check was done to ensure all data entered was accurate and ready for doing the analysis.

The analysis was divided into two categories, descriptive statistics and inferential statistics. The descriptive statistics were used to highlight the demographic variables. The inferential statistical evaluation started with factor analysis of the 19 variables related to career choice (The Kiser Mayeir – Olki measure and Bartlett Test of spheriaty were used to test suitability and feasibility). This was then followed by total variance evaluation (Eigen value) and scree plot. Finally, Independent samples test including T-test for equality of means was used to investigate significance of the difference between the variables for two groups.

Chapter 3.Findings & Analysis

3.1 Introduction

The purpose of this study was to investigate the reasons why students chose careers in aviation, and to determine if there was a relationship between the reasons for career choice and student academic success in aviation training. Braxton (2000b) posited that influences on college student persistence and departure decisions were derived from four theoretical frameworks: economic, organizational, psychological, and sociological. The survey questionnaire for this study asked students who had successfully completed their course of study at the selected aviation school, and students who were non-completers, to identify factors that contributed to their choice of aviation as a career.

This chapter reports the analysis of the data collected from the sample of 57 students who agreed to participate in the study. All of these students were enrolled in 1999 and 2000 in a program that led to an Associate of Applied Science degree. These included both programs in flight training and in aviation maintenance. Academic success in this study was defined as persistence to program completion. The respondents were divided into completers and non-completers.

The first part of this chapter presents descriptive demographic information about the sample obtained in the survey and in follow-up interviews. This demographic information relates to the students' backgrounds before entering the college, and their status in the college. The second section of this chapter presents data provided by the respondents about their knowledge of aviation careers prior to coming to the college. The third section contains results from questions asking the respondents to rank order factors
that affected their decision to choose a career in aviation, and why they chose the particular college selected for this study. The fourth section presents relevant data from the open-ended responses in the survey, and data from follow-up telephone interviews.

Descriptive statistics were used in analyzing the quantitative data in this study. Trochim (2006) explained that descriptive statistics include such measures as frequencies, means, and standard deviations. Responses to the open-ended question on the survey, and the telephone interview results were analyzed qualitatively by coding and grouping of responses.

3.2 Demographic Data

Of the 57 former students who agreed to participate in the study, 30 (53%) had been students in a program leading to an associate's degree in aviation. This program is designed for students seeking to become professional pilots, not simply for those wanting a private pilot's license. Of the 1192 students who enrolled in the selected aviation college in 1999 and 2000, 434 (36.4%) were enrolled in associate degree programs in aviation (flight). Currently the college has a population that includes 38% in flight programs and 62% in aviation maintenance.

The former students were asked "Did you complete an associate degree at the college?" Thirty-eight students (67%) answered "Yes" to this question. In contrast, of the 1192 students who enrolled in 1999 and 2000 in programs leading to an associate's degree, only 293 (25%) graduated from the school with a degree. No associate degree program at the school reported a completion rate higher than 50% in the latest report submitted to ACCSCT (personal communication, Senior Vice President for Education, October 8, 2007). Thus the participants in this study had a higher completion rate than what has been reported by the aviation school.

The participants in the survey were asked to provide information about their level of schooling or training before they entered the college. A high school diploma or GED equivalency is required to enter the college. The respondents reported the following:
- Some college, n = 12 (21%), including one bachelor's degree
- High school graduate, n = 42 (74%)

In addition to secondary school and college, 16 of the 57 respondents (28%) had served in one branch of the U.S. military before entering the college, receiving some type of training. Table 3 compares how completers and non-completers were divided on the previous education variable.

Table 1

Prior Training of Respondents by Completers and Non-Completers (N = 57)

Completion Category	Some College (n/% of sample)	High School (n/% of sample)	GED (n/% of sample)
Completers	9 (15.8%)	28 (49.1%)	1 (1.8%)
Non-completers	3 (5.3%)	14 (24.6%)	2 (3.5%)

Experience Prior to Aviation Training

One section of the survey instrument was designed to find what kind of experiences related to aviation careers the respondents had before entering college. These data were examined to determine if career planning might be related to persistence in college, and what influences parents and friends might have had on the students' decisions to choose aviation as a career. This analysis was related to the study's theoretical framework because one of the factors Braxton (2000b) listed as a reason students choose to either persist or to drop out of college is sociological influences.

In Section 2 of the survey, participants were asked the following questions:

- When did you first become interested in a career in aviation?

- How did you first learn about aviation careers?

- Which of the following aviation jobs was most attractive for you?

- What types of aviation activities were you involved in before entering the college?

- Who did you know that worked in the aviation industry, civilian or military, before you started your aviation career?

The first question was designed to address how much career planning the students might have had before making the decision to choose a career in aviation. Only 10 respondents (17%) indicated they first became interested in an aviation career after high school. The most frequent choice was "Before the 9th grade" with 34 respondents (60%) reporting that they were interested in aviation that early. Another 13 (23%) indicated that they became interested in aviation as a career when they were in high school (9th grade through 12th grade). Thus, it appears that the strong majority (83%) of this sample of students developed an interest in an aviation career prior to completion of high school.

Table 4 displays how these responses were divided between program completers and non-completers. These data suggest that both completers and non-completers tended to develop interest in aviation careers prior to high school completion, but that completers

Table 2

_____

When Students First Became Interested in a Career in Aviation (N = 57)

Categories	Completers (N = 38)		Non-completers (N = 19)	
	n	%	n	%
Before the 9th grade	25	65.8%	9	47.4%
9th to 12th grade	8	21.1%	5	26.3%
After the 12th grade	5	13.1%	5	26.3%

Question 2 in the second section of the survey asked the respondents how they had first learned about careers in aviation. One-half (50%) of the responses indicated that the students had learned about aviation from family or friends. Media (movies, television, books, etc.) was listed by 27% of the students as the way they had learned about aviation careers. While 23% had previously reported they had become interested in aviation during the time they were in high school, in response to this question only 10% (n = 6) indicated that it was in school that they learned about aviation. Eight students (13%) listed advertising by aviation schools as the way they had become aware of careers in aviation. These data suggest that other sources of interest were important influences in these students' career interest. This was supported by the students' responses shown in Table 3.

Table 3 shows how the responses to the question "How did you first learn about aviation careers?" were divided between program completers and non-completers. The total number of responses to this question (n = 62) is greater than the number of completed surveys received (N = 57). This is because some respondents listed more than one factor that made them aware of aviation as a career. This question supported the concept that factors outside of school influenced career awareness and interest and provided some insight into what social factors might have influenced these students to start to think of aviation as a career choice. These data showed clearly that family,

Table 3

How Students First Learned About Aviation Careers (N = 57)*

	Completers (42 responses*)		Non-completers (20 responses*)	
Categories	f	%	F	%
In School	3	7%	3	15%
From Family or Friends	23	55%	8	40%
Media	10	24%	7	35%
Advertising by Aviation Schools	6	14%	2	10%

*Some students listed more than one category

The type of aviation jobs that were most attractive to the students was the focus of the next question in Section 2. The large majority of the respondents (66%) listed pilot as the job that was most attractive to them. The only other job that received noteworthy response was aircraft mechanic (32%). The responses for both program completers and non-completers were very similar. Those who were completers chose pilot 70% of the time, while 60% of non-completers listed pilot as the most attractive job. Demographic data had previously shown that 53% of those who participated in this study were students who were seeking a degree as a professional pilot.

The respondents were next asked to indicate which of a specified set of aviation activities they had been involved in before entering the college. These responses are shown in Table 6. Since they were instructed to check all of the activities that applied, the total number of responses (n = 72) is greater than the number of participants. The

Qualitative Data

The qualitative data consisted of two parts: a written question and a set interviews. The research questionnaire contained one section that allowed for an open-ended response. The students were asked to respond to the statement: "In your own words, please state why you made the decision to pursue a career in aviation." The second part of the study involved telephone interviews with three program completers and three non-completers. These data were analyzed using content analysis and thematic coding.

Open-Ended Questionnaire Response

Three prominent themes emerged from the written open-ended responses:

- Aviation is fun and exciting (26%)

- The need for a career (28%)

- Flying has been a life-long dream (33%).

These data appear to confirm the quantitative indication that 60% of the participants were aware of aviation careers before the 9th grade (Table 4) and that 66% of them found pilot to be the most interesting career in aviation (see p. 65). They also supported the finding that in choosing the factor that most influenced their career decision, "A career in aviation is exciting" was the highest ranked factor (Table 8).

Some of the comments from the non-completers provided some insight into why the student did not graduate. One stated, "Had a background in aviation from the military service so I added to my training and attained my FAA license." This student only wanted the FAA license and did not complete a degree.

Another non-completer stated that, "My parents wanted me to have a 'real career' and talked me into it as I was making no money at the time doing film and acting work.

Chapter- 4 Conclusions and Discussion

While two-thirds of the participants in this study indicated that pilot was the aviation career that was most attractive to them, only slightly over one-half (53%) had been pursuing an associate's degree in aviation (flight). Only 36.4% of all of the students who enrolled in 1999 and 2000 enrolled in programs to become professional pilots. Currently the school's population consists of 38% flight students and 62% technical students.

When representatives of the school make initial contact with prospective students, 85% of the applicants say they want to be pilots (School President and CEO, personal communication, February 14, 2008). The representatives then begin a screening process by asking questions such as:

- Can you afford the program?

- What kind of work do you like to do?

- Do you like mechanics?

- What would happen if you were hurt and could not fly?

The representatives may tell the applicants if they go into the mechanics program and get their Airframe and Powerplant (A&P) ratings, their employer might pay for them to become a pilot later. Even if they go on to flight school, an A&P license would also give

them a career to fall back on in case they were unable to pass a flight physical some time in the future.

technical degree. If the pilot wants a multi-engine rating, that will add another $6,000 to their tuition. Most new pilots find work as flight instructors as a means to build flight time before being hired by an airline. To obtain a multi-engine flight instructor rating will cost the pilot approximately an additional $9,000. Also, the school requires a $2,000 cash deposit be made to a student's account before they can begin flight training. Most applicants are not financially prepared to meet such costs. This financial reality is one reason there is a smaller percentage of students in the flight program even though the excitement of a flight career makes it appealing and attractive as a career choice.

Aviation is exciting and pilot is the most exciting career. However, its realities suggest several reasons why many students who believe they want a flight career ultimately move into a technical training alternative. When students state they learned about aviation before high school, many probably actually viewed a careen in aviation as flying. Their dream is usually to become a jet pilot. Unless they had a friend or family member who worked in aviation, they probably did not understand the time, and the expense, involved in flight training. Students seeking to enter flight training must pass a flight physical and undergo a background investigation. Also, the academic requirements are higher for entry into flight school than that for aviation technical training.

Chapter 5 Recommendations / Suggestions

The school is this study is working hard to improve student retention. The findings and conclusions of this study can provide some insight into development of new programs that might assist the school in this effort. It must be understood that these new programs will not provide immediate relief in most cases. The school must be committed to long-term goals that can become a part of their strategic plan.

The following recommendations, to be a part of the school's student retention program, are offered:

- Partner with public school systems in the areas where the school is licensed to sell its programs in an effort to increase career awareness. These programs should begin as early as elementary school, and continue throughout high school.

- Sponsor teacher workshops at the college, and participate in such workshops that may be offered at local schools, to make educators more aware of the types of careers that exist in aviation. High school counselors should be provided materials that would assist them in answering the questions of students interested in pursuing a career in aviation.

- Work with professional groups in the aviation industry in their efforts to promote aviation careers to young people. Utilize the resources of such

groups as the Aircraft Owners and Pilots Association, Professional Aviation Maintenance Association, Aircraft Electronics Association, Women in Aviation, and others to provide students with chances to become involved with aviation professionals, and to understand the true requirements of various aviation careers.

- Promote the establishment of more student organizations at the school. In addition to local chapters of professional organizations, support groups for veterans, families of students, and students with special needs can provide assistance for students and help them to feel more a part of the school community.

- Use some instrument such as *My Vocational Situation* to assist applicants in making their career choices.

The earlier students make decisions to pursue careers in aviation, the better the chance that they will be prepared for college when the time comes. Through early and accurate career awareness and guidance, students can be advised about what type of classes they need to prepare for college; they can take part in activities such as demonstration flights and maintenance contests to see if aviation is what they believed it to be; and they can begin to prepare financially for the cost of a career in their chosen field.

The following recommendations are offered for further research:

- Repeat this study using another method to collect data that would increase the sample size.

Conduct a follow-up study to determine the difference in jobs, earnings, and other factors that exist between completers and non-completers.

- Identify the factors that resulted in the lower completion rates for students with prior military service.

- Determine how many school districts where the college sells its programs have career awareness programs before high school.

- Determine if the college's participation in career awareness programs in public schools increases the number of applications the college receives.

- Conduct a study to determine if students who participate in career awareness programs before high school are more likely to persist in college.

Increasing student retention should be an essential part of any college's strategic plan. Many questions remain unanswered concerning why students persist in the aviation college that was the subject of this study, or why they drop out. This study was a first step in such an understanding. Hopefully, this study will open a line of research that can help to find the answers to some of these questions, and ultimately to better meet the needs of the student and the workforce population the college serves.

Chapter 6 Limitations of the Study

The research design is used to justify decisions and choices relating to research Procedure (Sekaran, 2003). The five aspects i.e. the research purpose, theoretical framework, research questions, methods, sampling strategy need to align based on the above justification. As highlighted above questionnaires were used for this study as primary data collection method. The questionnaires were distributed in two geographic locations, Pune, India and Cardiff, UK.

The researcher approached the core course lecturers in both locations and requested access to the lecture/seminars. The research was introduced in the beginning and the questionnaires were distributed in the class room. The participation in the research was voluntary. Clearly the number of management institutes and therefore students pursuing management courses in Pune, India was significantly higher than that in Cardiff, UK. Therefore the volume of responses in India was more than the responses in the UK. Convenience sampling was used when choosing colleges in India. The researcher had to rely on personal contacts to gain access into colleges. For UK there are only two universities based in Cardiff so both were approached and data collected from management students at both universities. The researcher approached each of these classes twice in order to enhance the number of responses.

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