

# A STUDY ON THE PREFERENCE OF B.COM UNDERGRADUATES TOWARDS HIGHER STUDIES AND EMPLOYMENT

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**Abstract :** Students after their under graduation have different visions and goals to achieve in their life. Depending on their interest and willingness towards their career, students will prefer to make a step forward. B.com is one of the most famous degrees of graduation in India and comes with wide variety of options for higher studies. The degree is based on various fields like finance, commerce, management, marketing, law, taxation etc. B.com Graduate students generally go for higher education with an aim to get a better position in their employment. However, if they have any financial constraints they tend to get employed right after their graduation and get ready to step into a brand new world of jobs and careers. In many cases the degree is consider enough to start working immediately. But in this growing competitive world taking job immediately after graduation would not be a good move. The world is growing with full of competition with rigid skills, which the job seekers need to possess besides their academics. Thus restricting the study after graduation will be a difficult task to the person to grow in long run. Keeping this in view the study focuses on to understand the preferences of the B.com undergraduates towards higher studies or employment opportunities. Regarding the same concept a survey was conducted from B.com undergraduate students and employees and analysed through descriptive statistics tools and Chi Square test through Ms Excel.

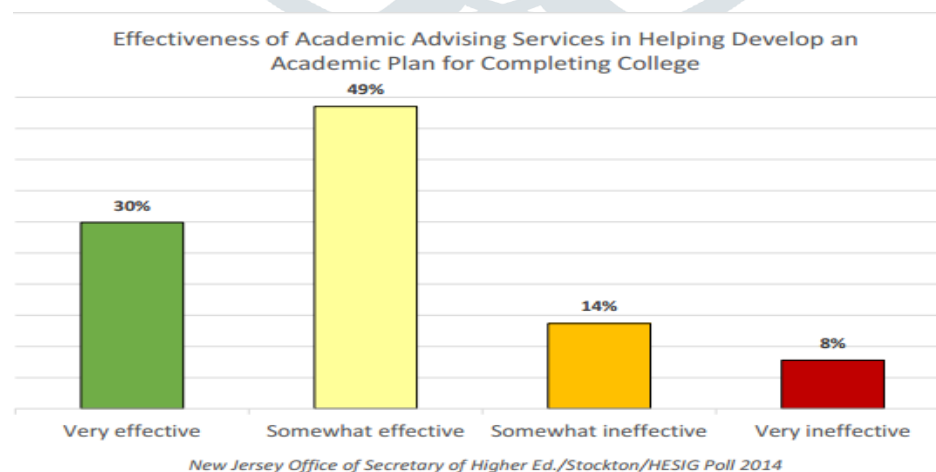
**Key Words:** B.com Undergraduate students, Employees, Higher Studies, Career, Employment

## I. INTRODUCTION

Higher education immediately after graduation or very soon after graduation is always a better choice for the students in this competitive world. As the world brand companies and other reputed MNC's and corporate needs the seekers who are versatile in different tasks and equipped with knowledge and good communication skills etc. Higher education helps the students possess or gain the optimal knowledge and skills which are needed to their careers.

In today's labour market, there are more people entering higher education than ever before. In the early 1960s only six per cent of people under 21 years old went to university whereas today 43% of 18 to 30 years old enter higher education. This number is set to rise further with the Government's target to increase the number of young people in higher education to 50% by 2010 and the government still want to increase it further by 2020.

**According to the statistics India's official redundancy** (unemployment) rate last year was 3.8%, according to the data released recently by the Labour Bureau. A more closer look at the numbers according to the statistics shows that the unemployment rises with education level to 10% among graduates, and still higher for the backward castes. These findings are consistent with those of the National Sample Survey 2009-10 which show that the higher the level of education, the higher the open unemployment. The correlation between low education and low unemployment also explains another finding of the Labour Bureau, that socially disadvantaged groups like scheduled castes, scheduled tribes and other backward classes have lower unemployment than "others". At the aggregate level, unemployment among SCs is 3.2%, for STs It is 2.7% and for OBCs it is 3.2% as compared to 5.4% for "others".[3]



[4]

A positive perception towards higher education is their among the students, and also clear expectations in mind of what institutions should provide to support and enable their learning and enhance their career prospects. A challenging learning environment is expected by the students which is supported by the institution and exclusively spoke of their educational learning experience in terms of their course. Keeping their expectations in mind there rises a need for strong course level management of the curriculum, quality and standards, with a clear structure of academic management mirroring an undergraduate student aspects faced by them including local feedback and evaluation, module and course review. There is a requirement for the institutional level support along with effective management of quality enhancement activities and quality assurance of student engagement, individually and collectively, which can be coordinated through dedicated offices or senior appointments. This would together

allow for the assessment, evaluation and feedback activities and processes to be managed at the course level and coordinated at the institutional level, keeping in mind to report ask and seek information seek to and from the students.

Career choice is not a decision to be taken in moment but it is a lifelong process of decision-making to get maximum satisfactions from the work. People mostly tend to make their career decisions which have balance between their interests, values with the opportunities available allying with their talents and the cost involved in pursuing the opportunities available. It is important to understand that career choice is not made based on an individual factor. Career choices are influenced by many factors including individual, cultural, social, and economic environment.

After completion of graduation the preferences of the students differ from one another. Some prefer higher education, while some prefer to go for employment. So, there is a need to study the various career opportunities available for undergraduate students. Thus, the study understands the preference of students to choosing between higher education or employment.

#### Review of Literature:

**Hairston (2000)** stated that of the factors that influence career choice among the students, family members particularly parents are the most influential determinant of career plans, occupational aspirations and occupational expectations. Thus he concluded that parents play a vital role in influencing the career choices among the undergraduate students.

**Bandura et al. (2001)** states that each individual process of choosing a career is influenced by several factors such as personal interests, social contacts, role models and educational attainment. He also concluded that career preference of students is highly influenced by factors like level of achievement in academics.

**Perrone et al. (2001)** found that role models have high influence on the career preference of the students. He also found that role models supportiveness and quality of relationship show more influence on career choice of students. The same study indicated that majority of the students selected same gender role models

**Mani Jacob (1987)** carried out "A Study of Educational innovations in the affiliated colleges of India". In this study it was noted that the success of the innovations was affected by the change-oriented skills, knowledge, values and attitudes of the personnel involvement in the change efforts. Effective human relations and personnel management also were found to be enhancing the productivity of the innovations.

**Agarwal, S. and Masand, H. (2003)** studied about "Absenteeism among PostGraduate Female Students – Causes and Remedies". The study revealed that – Major causes of absenteeism of female students include – (a) un-usefulness of present system 79 of education, (b) dissatisfactory economic condition of students and (c) distant location of colleges from home.

**Njeri (2013)** concluded that family factors such as parental advice and uncles and aunts advice had a great influence on career preferences of students. Parent's career and sibling's career had the least influence on career preference. He also concluded that role models have a significant influence on career preference among undergraduate students followed by mentor's advice.

**Olamide and Olawaiye (2013)** observed that the students' career is influenced by many factors such as poor academic performance, poor choice of subjects and lack of financial support from their family to get their required training that would qualify them for the jobs of their choice. On the other hand he also found that students do not feel environmental factors are important, they did not show outright disregard for them. He found that there is some interest, just not significant interest. Students always believe and listen to the people around them, and that those people are going to have similar ideas, not significant ideas

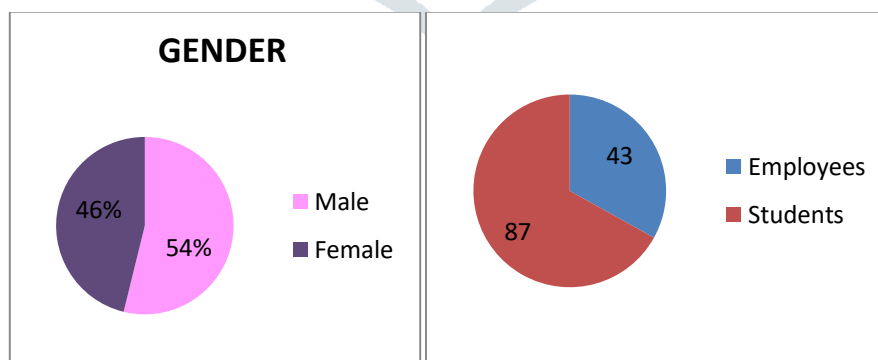
#### Objectives:

- To analyse the preference of students towards higher studies over employment.
- To evaluate their perception towards their careers and goals.
- To suggest various career opportunities to the undergraduates.

#### Findings of the study:

1. The survey conducted from 130 respondents, there are 70 male respondents (i.e., 54%) and 60 female respondents (i.e., 46%).

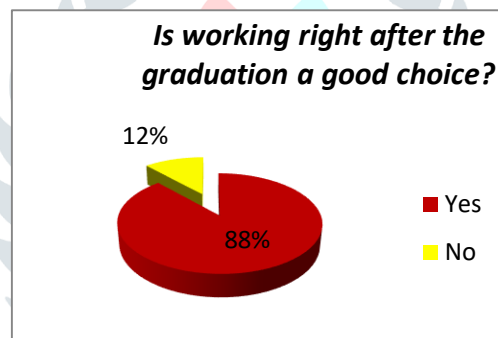
The data collected comprises of 130 respondents out of which 43 are employees and 87 are students.



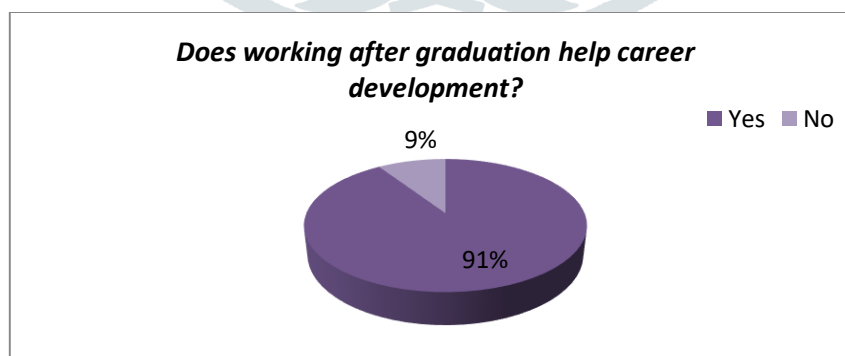
2. From the data collected out of 130 respondents, 71 respondents (i.e., 55%) who preferred to do higher education after their graduation, 54 respondents (i.e., 42%) who preferred to do work after their B.com graduation, and 4 respondents (i.e., 3%) preferred to be an entrepreneur.
3. It is observed that out of 130 respondents, 95 respondents who preferred to do MBA after their graduation, 7 respondents who prefer to do M.Com after their under graduation, 2 respondents who preferred to do Entrepreneurship Courses, 4 respondents who preferred to do PGDM, 12 students who are not yet decided.
4. Apart from MBA, respondents have chosen some of the professional courses which they are interested into. 27 respondents who prefer to do CA (Chartered Accountant), 19

respondents prefer to do CMA (Certified Management Accountant), 31 respondents prefer to do CS (Company Secretary), 1 respondent prefer to do CFA or CPA.

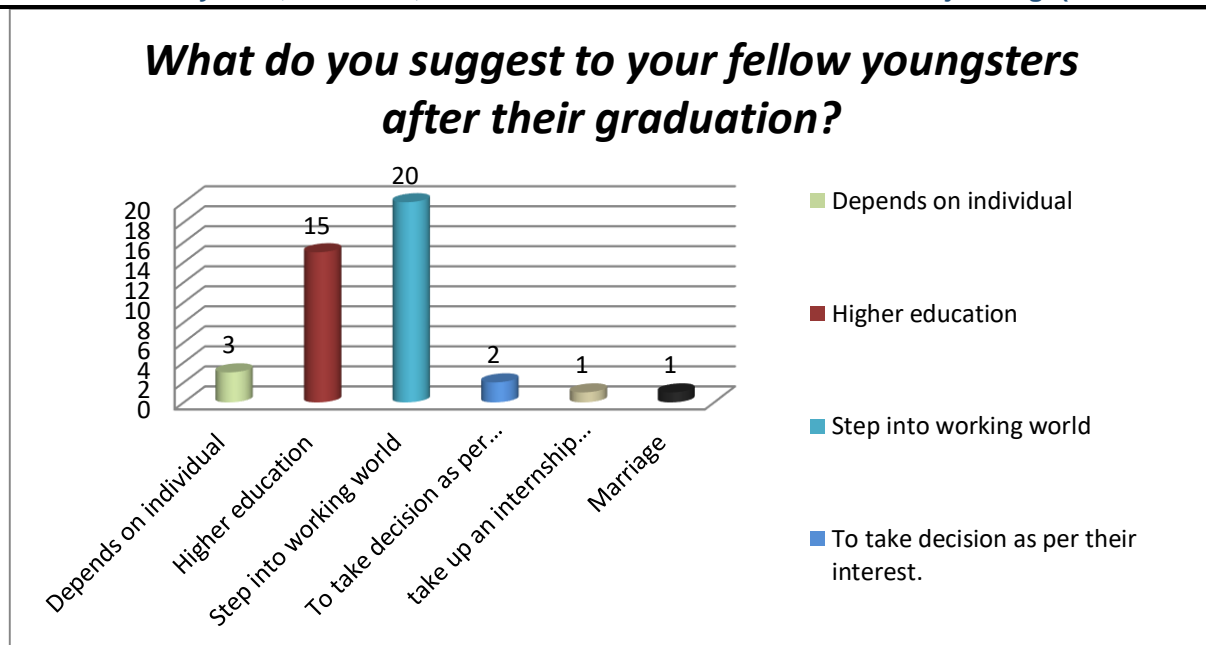
5. Out of 130 respondents, 81 respondents who say pursuing higher education right after graduation depends on individual, 48 respondents say pursuing higher education right after graduation is good, 1 respondent says not so good, 0 respondent say it's bad.
6. From the respondents information it is found that, 74 respondents (i.e., 60%) say that choosing higher education after under graduation is career building to their personality, 66 respondents (i.e., 53%) say that choosing higher education after under graduation is knowledge seeking, 55 respondents (i.e., 44%) say choosing higher education after under graduation will seek to better position in job/employment, 4 respondents (i.e., 3%) say choosing higher education after under graduation is because of peer pressure, 1 respondent says because of better lifestyle.
7. From the sample data, 64 respondents say that MBA or M.Com is preferred over other courses because it leads to career development, 32 respondents say that its due to influence of others, 30 respondents say that MBA or M.Com is preferred over other courses to get better placements, 42 respondents say that MBA or M.Com is preferred over other courses to get professional qualification.
8. From the above sample data, 41% of respondents say that the reason for not preferring MBA or M.Com after their graduation is because of choosing other professional courses, 36.8% respondents say that the reason for not preferring MBA or M.Com after their graduation is because of self-employment, 11% respondents say that it's because of their family business they don't prefer MBA or M.Com after their graduation.
9. Out of 130 respondents, 79 respondents (i.e., 61%) say that working right after B.Com graduation will be depending on individual, 41 respondents (i.e., 32%) say that working right after B.Com graduation is good, 8 respondents (i.e., 6%) say that working right after B.Com graduation is not so good, 2 respondents (i.e., 1%) say that working right after B.Com graduation is bad.
10. Out of 130 respondents, 28 respondents (i.e., 21%) say that they choose employment after graduation because of financial need, 57 respondents (i.e., 44%) say that they choose employment after graduation because of practical exposure, 14 respondents (i.e., 11%) say that they choose employment after graduation because of self-dependency, 13 respondents (i.e., 13%) say that they choose employment after graduation because of self-satisfaction.



From the above pie chart we would like to state that out of 130 respondents, 88% employees say working right after the graduation is a good choice, 12% of respondents say that working right after the graduation is not a good choice.



From the above pie chart we would like to state that out of 130 respondents, 91% of employees say that working after graduation helps in career development, 9% of employees say that working after graduation does not help in career development.



From the above bar diagram, out of 43 employees, 7% of employees say that preference of higher education or employment should be decided by individuals, 36% of employees suggest fellow youngsters to go for higher education after B.Com graduation, 48% employees suggest fellow youngsters to step into work world, 5% employees state that decision to be made as per their interest, 2% employees state that take up an internship with a startup with learning motive and that will give them clarity, 2% employees state to marry after graduation.

**In order to test the association between two attributes we use chi-square test for independence of attributes through MS-Excel.**

- (1)  $H_0$ : There is no association between gender and satisfaction with work profile of employees.
- (2)  $H_0$ : There is no association between genders with understanding the job profile.
- (3)  $H_0$ : There is no association between gender and working right after the graduation.
- (4)  $H_0$ : There is no association between Gender and Working after graduation in career development.

	Calculated p- valve	Table value of p	Result
Association between Gender and satisfaction with work profile of employees	0.60	0.05	No association
Association between genders with understanding the job profile	0.55	0.05	No association
Association between gender and working right after the graduation.	0.46	0.05	No association
Association between Gender and Working after graduation in career development.	0.66	0.05	No association

**Interpretation:**

Thus from above analysis, since calculated value is more than the tabulated value (i.e., Calculated p-value > 0.05) we accept  $H_0$ , Hence we conclude that

- (i) There is no association between gender and satisfaction with work profile of employee
- (ii) There is no association between genders with understanding the job profile.
- (iii) There is no Association between gender and working right after the graduation.
- (iv) There is no association between Gender and Working after graduation in career development.

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