International Journal of Home Science 2020; 6(2): 393-402

International Journal of Home Science

ISSN: 2395-7476
IJHS 2020; 6(2): 393-402

www.homesciencejournal.com
Received: 25-03-2020
Accepted: 27-04-2020

Ranjana Rawat
PGT Teacher, Amity International School, Pushp Vihar, New Delhi
S.N.D.T. Womens' University, Department of Extension Education, Mumbai, Maharashtra, India

Ratna Tewari
Former Professor & Head of Department (Extension Education), S.N.D.T. Womens' University, Department of Extension Education, Mumbai, Maharashtra, India

Vasundhra Chand
Ph.D. Research Scholar, Lady Irwin College, University of Delhi, New Delhi, India

Corresponding Author:
Ranjana Rawat
PGT Teacher, Amity International School, Pushp Vihar, New Delhi
S.N.D.T. Womens' University, Department of Extension Education, Mumbai, Maharashtra, India

Study of employed youth: Their educational and vocational profile aged 26-30 years residing in Delhi

Ranjana Rawat, Ratna Tewari and Vasundhra Chand

DOI: https://doi.org/10.22271/23957476.2020.v6.i2g.985

Abstract
With increasing urbanisation and industrialisation, the world is undergoing many changes that account for rapid growth and development in the educational and vocational. The present study was conducted in Delhi with an objective of examining the educational and vocational profile of employed youth. A sample of 100 educated employed youth of both sexes in the age group of 26- 30 years who had been working for at least five years was selected by snowball sampling procedure. Fifty- three percent were males whereas remaining forty- seven percent were female respondents. Maximum number of respondents had studied in Science stream. Only one- fifth of the respondents had studied commerce. There was a significant positive correlation between respondents' education and their father's and mother's education. This shows that with the increase in the level of parents' education the education level of the respondents also improved. Majority of the respondents had different job aspiration when they were studying as they had planned something different and were doing some different job as per their aspiration. The study revealed that majority of the respondents said that there curriculum had high relevance with their profession to get up to dated knowledge, developed rational and independent thinking and proved professionally beneficial for them. But the relationship between curriculum and adequate knowledge provided to start own enterprise show that these two variables were not independent and significant to each other. This is because as majority of the respondents were in service rather than in business.

Keywords: Employed youth, educational, vocational profile

Introduction
The world is undergoing many changes every day on account of a fast and rapid growth and development in the educational and vocational. The growth and development of a country mainly depends on the youths of that country and in the ways how they study and how they make the best use of their studies. Every nation hopes to achieve social progress through education because in the developing societies, education is expected not only to inspire varied skills but also to get a good job. Education is very important for both personal and professional life. It influences the overall quality of life as well as one's career.

Efforts are being made to make education more professionally oriented by restructuring the curriculum according to the present job needs. Wider and in- depth knowledge is given to help students to choose their careers according to their interest and abilities. How far an educational programme helps the students in choosing their careers and also while in job can be judged only by knowing the number of youth who get suitable employment, their success in jobs and also knowing their view points about the extent of knowledge and skills acquired during their course of study being utilized in their jobs.

Relevance of higher education
The term meaningful for life can be interpreted in economic, social, and intellectual terms. The economic meaningfulness of education means that education should enable an individual to acquire certain skills that help him to get a decent income through self employment or through working on some remunerative job. It might thus mean that education should improve one's own economic status and in the process, the economic status of the country.

Hence, education should equip an individual for some career that has significant economic advantages either in the short run, medium run or in the long run. This is what meant by relevant education. There is need to examine the relevance of higher education in a conceptual frame work for the long term, medium term, and short term goals, in terms of jobs and career. Many people think that choosing a career means choosing their employer or choosing what type of job that they would like to do. But choosing a career means more than just getting and working at a job. Every person has a career whether or not he or she is ever involved in paid employment because career means "path". The idea of career management is to choose and direct your own path in life. Most people spend major parts of their lives involved in activity referred to as "working" or "employment". Throughout history, both philosophers and psychologist have noted that the ability to successfully integrate working into your life is an important aspect of fitting into society and maintaining mental health. Not only to obtain economic benefits from working but also meet psychological needs, such as developing a sense of competency and finding meaning of life. The type of work you do often affects both the way you see yourself and the way others see you. When we meet some, people frequently ask, "What type of job do you do". How you fit work into your life and what type of work you chose to influences both your lifestyle and other important social roles in your life.

In the past, most people did not exercise a great deal of choice when deciding what type of work to do. People frequently did the same type of work that their parents did or chose their employment based on job openings geographically near their homes. In the past, people did not change job frequently as they do today in the early 20th century. For example it was not uncommon to have the same job for one's entire working life. Now people enjoy greater opportunity of choice throughout their careers. Today's technologically advanced society offers both more occupations and more flexible ways of doing work. People face career choices throughout their lives. These choices may involve decisions such as enrolling in educational programs, or gaining paid employment, or starting a business.

The number of colleges in India has grown by leaps and bounds. As Ministry of Human Resource Development, 2003 report said that there is huge increment in enrolment of institutions and teachers from the year 1986 to 2003. The report claims that engineering and commerce had highest increment (i.e. 1068 from 258) as compared to other institutions. Also the enrolment of number of teachers increased by 40 percent. The student enrolment has also increased from 5982709 to 10009137 over same years. Higher education confers benefits above and beyond enhancing the income of those who receive it. And many of these benefits take the form of public goods, such as the contribution of higher education to enterprise, leadership, governance, culture, and participatory democracy, and its potential for lifting the disadvantaged out of poverty. These are all vital building blocks for stronger economies and societies and all routes by which the benefit of investment in higher education multiplies throughout society.

Today, youth generally decide about their career right in their schools and study the stream of education which they think will help them in future. The decision of stream of education is either their own or collectively of their family. Sometime individual do a course either by his/ her choice or compelled by someone else which still haves a desire in them to fulfill the course of their choice. The individual career is also lead by their parents' career, peer pressure or the influence of some role model. This course affects the personal and professional life of an individual. If course curriculum is properly designed than it will play an important role in preparing the students to have a good professional life.

The demands of the industry and other stakeholders should be considered while designing a course curriculum. However, it has been pointed out again and again that the curriculum of many courses does not do so. The courses do not prepare youth for employment.

Need of the study

Now-a-days it is frequently observed that students sign up for higher studies with less or more interest. There are institutions in India which are giving quality inputs so as to inculcate learning skills amongst students. Education in India is seen as one of the ways of upward social mobility. Good education is seen as a stepping stone to a high flying career.

Government also provides sufficient funds, annual schemes for unaided institution for enhancing overall support. Some specific programs of higher education should be developed for respective sectors, and companies of these sectors must assure employability through internships / projects and final placements for win-win situation. Youth today has a variety of courses and variety of desires for their future which gets influenced by their parents, siblings, teachers and others. These factors influence individuals to opt for a certain course. Their education will further influence their career nature of job, job position, job eligibility and much more. Sometimes an individual studies for a specific job or designation but later on he/ she takes up some other job due to the need of the time. So, the researcher felt that it would be interesting to find out the relevance of today's education in youth's life and to see whether it is helpful for them in carrying out their jobs.

Objectives

- To draw a socio economic profile of the respondents.
- To identify the factors determining educational and vocational choices of youth.
- To study the opinion of the youth about the curriculum studied and its relevance to their jobs**.**

The study strengthens the need for present research and throws light on related areas based on research area done previously:

Author (Year)	Finding
Factors determining educational & vocational choices of youth	
Sinha (1978) [18]	The study examined the role of family in terms of parent- child relation, parental values, and socio- economic status in shaping the vocation interests of students among 460 higher secondary male students of Mathura and Agra cities. The results revealed that male students had a higher interest in scientific and executive fields. Parental avoidance compelled with high economic and social values led to interest in computational, business and persuasive fields.
John (1981) [12]	A comparative study of 180 institutionalized and 540 non- institutionalized adolescents of both sexes from upper, middle and lower social strata was made to understand the relation between vocational interest and self concepts as well as perceptions about the future. It was observed that vocational interests of adolescents were directly related to their socio economic status. Middle class adolescents had more stable self concept and great future orientation.
Mathur (1985) [13]	The study examined the factors influencing the streaming of students with reference to interest, learning and certain

	psycho social pressure. It was confined to urban and rural, government and aided, senior secondary schools having three streams, science, commerce and humanities. It was revealed that the option of stream had a marked relationship with the academic achievement and occupational aspirations of their parents.
Tomar (1985) [20]	Working with 400 boys and 200 girls of class twelfth in UP, discovered that sex, rural- urban residence and socio economic status were determinant factors in the occupational interests of adolescents. Occupational interests conformed to the trends in the job market.
Robert (1988) [15]	It has been conducted to find out if the vocational choices of higher secondary students depended upon their socio-economic status. It showed that boys and girls, had similar vocational choices towards agriculture, arts literature, executive, commerce, science and social work. However, girls preferred vocations related to household work than boys.
Gupta *et.al.* (1990) [9]	It emphasize the factors related to the choice of vocational courses with the objective to determine the choice of career by children. Some of the significant factors identified were: interest, motivation, personal concerns, values, level of concept, attitudinal aspects, career maturity and future prospects. These factors varied in degree from child to child and no generalizations could be made
Choudhury (1990) [6]	Study find out the vocational aspirations, occupational choices and academic choices of students. The sample consisted of 196 students of class ninth in the city of Pune. Using the descriptive survey method it was found that 40% of the total sample wanted to become doctors or engineers. Majority of the students preferred the science stream for continuing their studies and future career. The study did not show any relationship between the occupation of the fathers and the occupation choices of the students.
Batnagar (1991)	The role of industries in promotion of vocational education among rural women was studied with a purpose to indentify the role of industries in promotion of vocational education among rural women. One hundred and sixteen respondents out of which 77 were high school girl students, 23 were teachers and 16 were parents from rural area of Karnal districts formed the sample of study. The study revealed that the girls showed a wide range of interest in vocations' related to computer, electrical repairs, printing, arts, typing, stenography, accounting, beauty parlours, tailoring, music, dance, drama, salesmanship etc.
Rojeswski (2003) [16]	The author used a national longitudinal database to study the career choice patterns and behaviour of youth during early adolescence to examine the occupational aspiration patterns, vocational preparation and work related experiences. The findings gave an understanding of youth on work and the role of aspirations in the preparation for transition from school to adult life. Youth who already worked while studying were more likely to exhibit poor academic performance and reflected lower socio- economic status.
Thuy (2009) [19]	A case study on factors influencing the educational and vocational career choices of senior high school students was carried out to understand the career decision– making pattern of 12th grade students. It was revealed that parental support, residential area school structure, gender, students' values and beliefs and their grade point had an influence on high school students' education and career choices.
Bostwick (2010) [4]	The study investigated the components of background and motivation orientation that impacted career selection and educational aspirations of adult students. The results indicated that gender proved to be the most influential background demographic factor with regard to higher participation in technology courses whereas females showed higher inclination towards medical courses. Other then gender, age and education level also determined career choices.
Curriculum studied and its relevance to their jobs and job satisfaction	
Cameron (1980) [5]	It was carried out a case study of programme relevance and student perception. Personal, professional and educational information was collected from 233 graduates, congruent with the employment experience which was encountered such as human relation and technical vocabulary. It was reported that curricular programs preparing graduates for performance in office positions were congruent with the employment experiences encountered by graduates in their employment and the extent of preparation in selected courses was satisfactory.
Gokhale (1984) [8]	It conducted a study on vocationalization at +2 stage with the objective of identifying problems in institutional aspects of vocationalization of education. The findings said that vocational courses were more useful as compared to general courses, but failed to prepare students for any job or self employment venture.
Singh (1984) [17]	In a study carried out on educational and job- related factors of clerical workers to find out how higher education and job aspirations were related, it was revealed that job aspirations escalated with level of education. Educated persons generally were less inclined towards occupations involving physical work and did not seem to have any inclination towards non-salaried self- employing occupations. It was also depicted that only 12 percent of clerical workers ever thought of becoming clerks at various stages of attaining education and the level of education had a progressively negative association with job satisfaction.
Deshpande (1985) [7]	Studied the job oriented and restructured courses at the degree level with the objective to inquire the relevance of the courses to the needs of the region and locality. The findings said that students who passed B.Sc with applied courses could neither get jobs nor become self- employed. Most of the subjects the content of the course was considered sufficient for employment but the combination of subjects was not meaningful and students' complained lack of adequate facilities like laboratory and field work which further a hindrance for them in getting jobs.
Bell (1989) [1]	It carried out a study of vocational students' organisational activities and relation with employability skills. It revealed that vocational students' organizations were designed to play a planned integral role in the curriculum of a particular field to perceive employability skills relative to work ethics, interpersonal skills, communication skills and computation skills. Vocational students' organisations played an important role in the curriculum to perceive employability skills.
Ramakrishnaiah (1990) [14]	It carried out an in depth study of job satisfaction of college teachers in relation to variables like attitude towards teaching, management, sex and personality. The findings said that teachers were satisfied with their job, also the qualification, age, experience, management and sex of the teachers did not have any significant influence on job satisfaction of teachers.
Javed (1990) [11]	A critical study of vocational interests of the students of arts, science and commerce revealed that rural students were disinterested in the vocation based agriculture. While students of arts and commerce expressed high interest in persuasive and executive vocations, students of all three faculties showed low and little interest in social vocations. They preferred high interest in white collar jobs as against vocations requiring physical labour in which they were least interested.
Bharagava (1991)	It studied the interests of the students studying in the vocational education stream. The studies found that majority of the students were interested in the vocational education mainly because of its employment- preparatory nature.

Methodology

The study elaborates the methods adopted in the present investigation that has been divided into following sections:

Locale of study: The study was conducted in the metropolitan city of Delhi which is the capital, where the youth population constituted 16,753,235 out of which 8,976,410 were males and remaining 7,776,825 were females according to the 2011 census. The study was carried out with educated employed youth of Delhi. In Delhi, youth are highly qualified and are working in different sectors.

Research design: The present study is an exploratory research which would help to gain information on the educational and vocational preferences of youth and whether the vocational choices of youth have any relationship with their education.

Sampling: The present study constituted the educated employed youth of both sexes in the age group of 26- 30 years who had been working for at least five years. The sample was selected through snowball sampling which is the technique of building up samples of special population by using initial samples as informants. The first respondent was known to the researcher who subsequently gave further contacts who constituted the sample of study. Researcher personally visited offices and homes of the respondents, approached the identified contacts and contacted subsequent samples for the study using the snowball technique.

An informal discussion was also carried out with some of the respondents so that more information could be collected from them. Data collection was done during November December 2012.The questionnaire was divided into following three sections:

- General information- first part comprised of questions related to the background information of the employed youth, their education, their course, type of family, family background, length of service and others.
- Educational and vocational choices- second part of the questionnaire consisted of questions pertaining to study the job aspirations, education, reason to do first job, satisfaction with the current job, etc.
- Curriculum and relevance to profession- third part of the questionnaire contained the information regarding the curriculum, its importance and its relevance to respondents' profession.

Data analysis

After the collection of the data code book and code sheet was prepared and the data was analyzed on SPSS 16. Frequency distributions, correlation, chi- square were used for analysis.

Operational Definition

Employed Youth: It refers to youth of both sexes in the age group of 26- 30 years who had been working having professionally and an experience for at least five years.

Results and Discussion

The study was carried out with a sample of 100 youth in the age group of 26- 30 years from different geographical areas of Delhi. During the course of study a questionnaire was prepared by the researcher and administered to the youth. The data so collected was analyzed using SPSS 16 and is presented in three sections:

- ✓ Socio economic profile of respondents.
- ✓ Factors determining educational and vocational choices of youth.
- ✓ Opinion of youth about the curriculum studied and its relevance to their jobs.

Profile of respondents

The section describes the characteristics of the respondents in terms of age, education qualification, employment status, monthly income, parents' education and occupation.

Table 1 1: Distribution of respondents according to sex

Sex	Frequency
Male	53 (53.0)
Female	47 (47.0)
Total	100 (100.0)

(Figures in parenthesis indicate percentage)

An analysis of the data collected revealed that, as expected all the respondents were below 30 years of age, age ranging from 26- 30 years. A little less than two fifths of respondents (38 percent) were 28 years old. The average age of respondents was 28.31 years. From table 1.1 it is evident that there was not much difference in the ratio of males and females, fifty-three percent were males whereas remaining forty- seven percent were female respondents.

Table 1.2: Distribution of respondents according to marital status

Marital status	Frequency
Unmarried	56 (56.0)
Married	44 (44.0)
Total	100 (100.0)

(Figures in parenthesis indicate percentage)

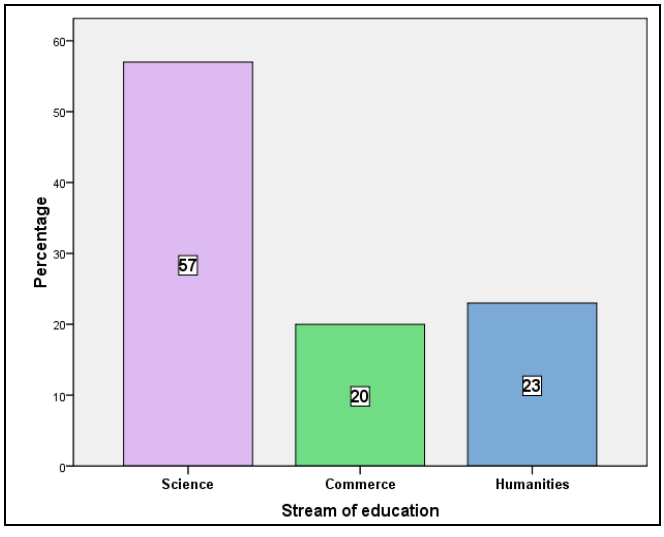
The data presented in table 1.2 reveals that more than half of the population (56%) was unmarried whereas the rest were married.

Table 1.3: Distribution of respondents according to educational qualifications

Educational qualification	Frequency
Graduate	58 (58.0)
Post graduate	42 (42.0)
Total	100 (100.0)

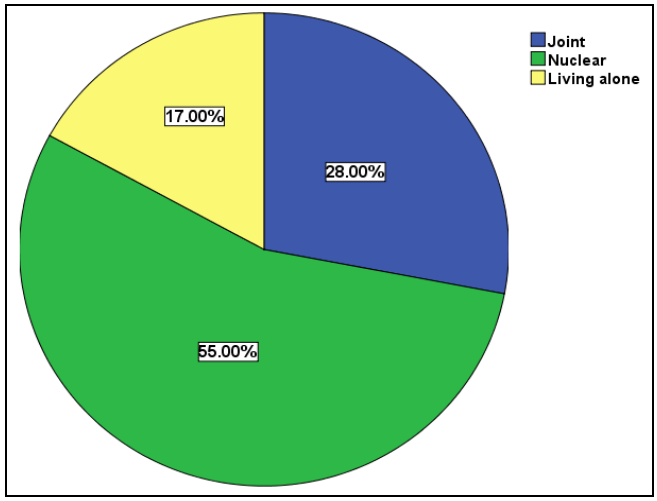
(Figures in parenthesis indicate percentage)

A little over half of the respondents were graduates, the rest being postgraduates, including doctorates (Table 1.3).



Graph 1.1: Distribution of respondents according to stream of education

Fifty- seven percent of the respondents had studied in Science stream, which reflects that today's youth give more importance to Science. Some of them mentioned that a basic degree in science enabled a person to take up education in any other stream in later years. Only one- fifth of the respondents (twenty percent) had studied commerce.



Graph 1.2: Distribution of respondents according to type of family

A larger percentage of respondents were from nuclear families (fifty- five percent). Only twenty eight percent lived in the joint family pattern which suggests the changing family pattern i.e. from joint to nuclear system. The rest of the respondents lived alone as their families were in other states and they had moved to Delhi for their jobs.

Table 1.4: Distribution of respondents according to educational qualification of family members

Education Qualification	Father (n= 75)	Mother (n= 78)	Sibling (n= 65)	Spouse (n= 44)
Graduate	42 (56)	26 (33.4)	48 (73.9)	24 (54.6)
Postgraduate	12 (16)	5 (6.5)	17 (26.2)	20 (45.5)
Matric	10 (13.4)	27 (34.7)	-	-
Intermediate	11 (14.7)	20 (25.7)	-	-

(Figures in parenthesis indicate percentage)

The data in table 1.4 shows that a higher percentage of the respondents' fathers had high qualifications as compared to their female counterparts, i.e. two- fifths of fathers were graduates as compared to one- third mothers. On the other hand almost three- fourths (73.9 percent) of the siblings were graduates and only a little over one- fourth (26.2 percent) were postgraduates. The level of education of respondents was comparable with their parents.

Table 1.5: Distribution of respondents according to profession of family members

Profession	Father (n= 75)	Mother (n= 78)	Siblings (n= 65)	Spouse (n= 44)
Different profession	68 (90.6)	72 (92.3)	52 (80)	29 (65.9)
Same profession	7 (9.3)	6 (7.7)	13 (20)	15 (34.09)

(Figures in parenthesis indicate percentage)

Majority of the respondents' parents, siblings and spouses had a profession other than that of the respondents. This shows that today's youth does not necessarily follow their parents' profession and make their own choices.

Table 1.6: Distribution of respondents according to type of employment

Type of employment	Frequency
Service	97 (97.0)
Business	3 (3.0)
Total	100 (100.0)

(Figures in parenthesis indicate percentage)

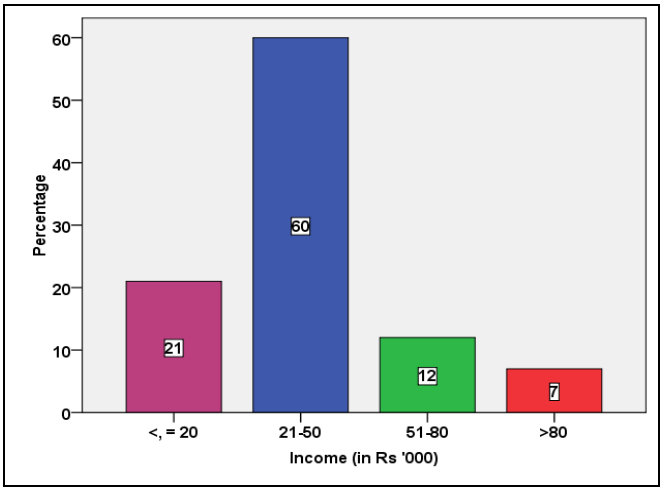
The data in table 1.6 shows that majority of respondents (97 percent) were in the service sector they held jobs like doctors, engineering, marketing, IT, journalism, fashion design etc while only a few (three percent) were in business which reflects that the education which today's youth choose prepares them for service rather than self employment.

Table 1.7: Distribution of respondents according to sectors of employment

Sector	Frequency
Private	88 (88.0)
Government	12 (12.0)
Total	100 (100.0)

(Figures in parenthesis indicate percentage)

The data in table 1.7 reflects that majority of respondents (88 percent) were working in private sector while only 12 percent of the respondents were employed in government sector. This shows the trend of employment, youth being more keen on finding employment in private sector rather than government sector. As expected, the total length of service of the respondents was five to six years.



Graph 1.3: Distribution of respondents according to monthly income

The date presented in graph 1.3 reveals that majority of the respondents (60 percent) had monthly income between Rs 21,000- 50,000. The minimum and maximum income being Rs 15,000 and Rs one lakh respectively. Average income of respondents was Rs 38,650. Nearly one- tenth (seven percent) respondents who were doctors, lectures or engineers had an income of more than eighty thousand.

Educational and Vocational Choices of youth

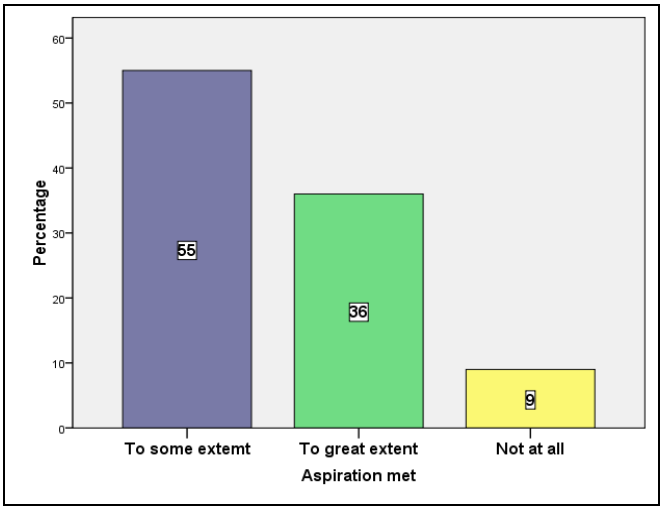
This section deals with various factors which determined the respondents' educational and vocational choices.

Table 2.1: Distribution of respondents according to job aspirations while studying

Job aspiration when studying	Frequency
Same	28 (28.0)
Partial same	14 (14.0)
Different	35 (35.0)
Not decided	23 (23.0)
Total	100 (100.0)

(Figures in parenthesis indicate percentage)

The data in table 2.1 shows that 35 percent of respondents had different job aspiration when they were studying as they had planned something different and were doing some different job as per their aspiration. Only one- fourth (28 percent) were doing the same job which they had decided for themselves while studying.



Graph 1.4: Distribution of respondents according to aspirations

Majority of the respondents had their aspirations met to some extent while a little over one- third of them had their aspiration met to a great extent. This is supported by a data presented in graph 1.4 that they had different job aspirations while they were studying.

Table 2.2: Distribution of the respondents according to reasons for selection of stream of education

Reasons	Frequency
Interest	45 (45.0)
Ability	29 (29.0)
Personal concerns	20 (20.0)
Better job prospects	21 (21.0)
Motivation	27 (27.0)

(Figures in parenthesis indicate percentage)

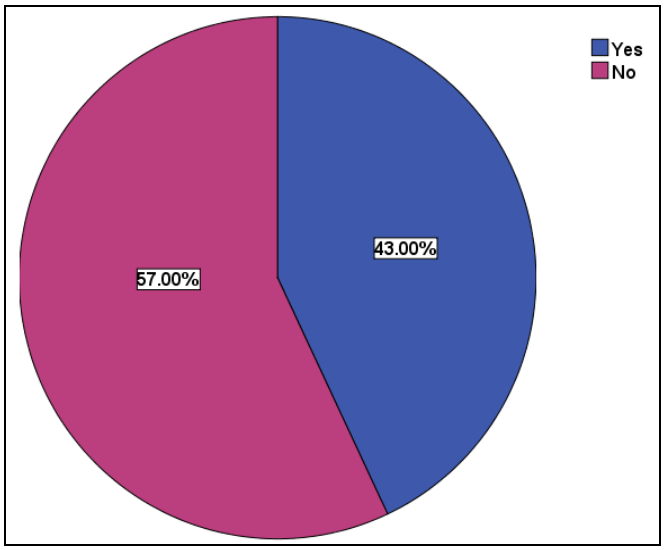
As evident from table 2.2 the main reasons for selection of the stream they studied were interest, ability, personal concerns, motivation and the feeling that the stream of education would provide better job prospects. Largest number of respondents' opined that interest is the main reason, while only about one-third of respondents had motivation for their stream of education.

Table 2.3: Distribution of respondents according to source of information about the course

Source	Frequency
Surfing internet	31 (31.0)
Friends	50 (50.0)
Teachers	41 (41.0)
Newspaper	18 (18.0)
Advertisement	7 (7.0)
Workshop&Seminar	16 (16.0)
Visiting colleges/ institutes	23 (23.0)
Parents	38 (38.0)
Others	9 (9.0)

(Figures in parenthesis indicate percentage)

Interestingly, half of the respondents came to know about various courses through their friends, teachers being other important source. As expected, about one- third of the respondents surfed the internet for the requisite information. Newspapers and advertisements were used as sources by one-fourth of respondents.



Graph 1.5: Distribution of respondents according to desire for pursuing another course

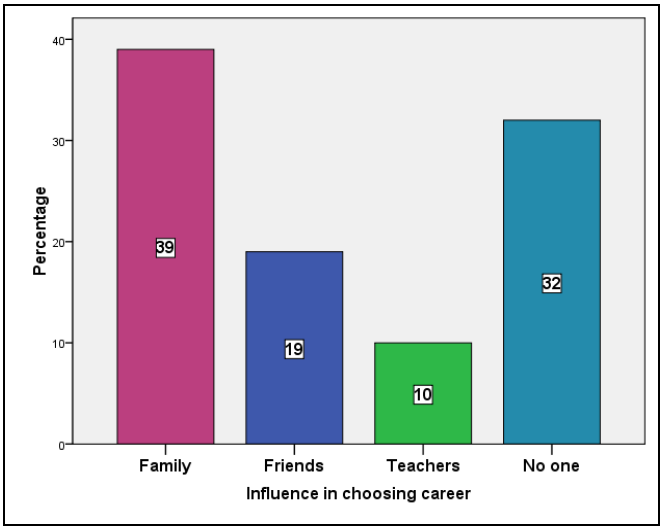
It was clearly reflected by the data in graph 1.5 that majority of respondents (57 percent) would not like to pursue another course in future which indicated that they were satisfied with their education as well as jobs. However, 43 percent of respondents wanted to pursue another course as they were not able to do so earlier due to financial, parental and societal factors. Also, some of the respondents wanted to pursue another course so that they could change their jobs.

Table 2.4: Respondents views regarding recommendations of their stream of education to others

Response	Frequency
Yes	93 (93.0)
No	7 (7.0)
Total	100 (100.0)

(Figures in parenthesis indicate percentage)

Majority of the respondents (93 percent) felt that they were satisfied with the stream of education that they had pursued and also said that they would recommend it to others also to take up the course.



Graph 1.6: Persons influencing career choices of respondents

The data reveals that almost two- fifths of the respondents got influenced by their family in making career choice for themselves. About one- third of the respondents said they were not influenced by anyone in particular in selecting their career.

Table 2.5: Respondents' view regarding their gender influence their career

Responses	Frequency
No	62 (62.0)
Yes	38 (38.0)
Total	100 (100.0)

(Figures in parenthesis indicate percentage)

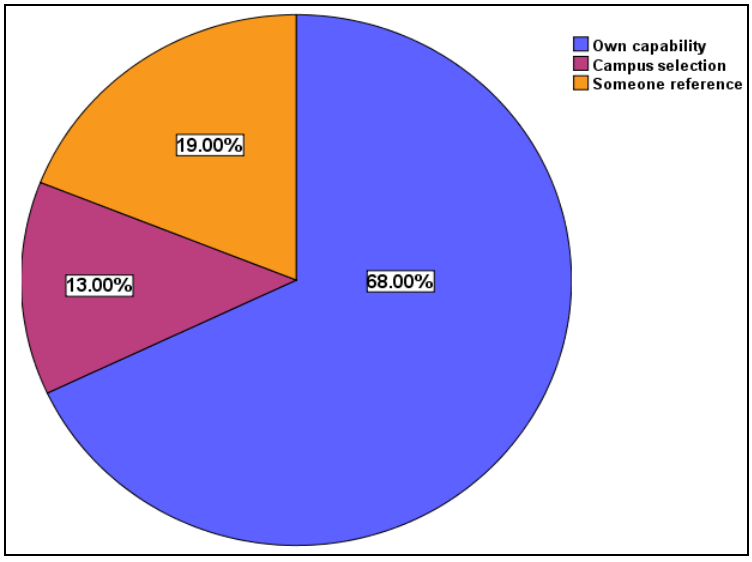
In majority of the cases gender according to respondents had no influence on their choice of career.

Table 2.6: Distribution of respondents according to reasons for first job

Reasons	Frequency
Financial	39 (39.0)
Self dependent	50 (50.0)
Interest	34 (34.0)
Individuals' capability	12 (12.0)
Availability	37 (37.0)
Good scope	30 (30.0)
Any other	13 (13.0)

(Figures in parenthesis indicate percentage)

As evident from table 2.6, half of the respondents chose to do their first job so that could become self dependent and did not have to depend on their families for financial support. On the other hand about two- fifths of the respondents took up their first job to support their families financially. Others reasons for taking up the first job was their interest, capability, availability of job and the respondents thought that the job would give them a scope to grow in their profession.



Graph 1.7: Distribution of respondents according to source of first job

Majority of the respondents felt that they got their first job on their own, they were selected based on their ability through personal interview and entrance exams. About one- fifth of respondents got their job through someone's reference. Only 13 percent of respondents' had their first placement through college placement cell (Graph 1.7).

Table 2.7: Distribution of respondents according to job satisfaction

Responses	Frequency
Yes	89 (89.0)
No	11 (11.0)
Total	100 (100.0)

(Figures in parenthesis indicate percentage)

Majority of the respondents (89 percent) were satisfied with their job as according to them they were having a good salary package.

Table 2.8: Respondents' views on whether desire to change their profession

Responses	Frequency
Yes	27 (27.0)
No	73 (73.0)
Total	100 (100.0)

(Figures in parenthesis indicate percentage)

The data in table 2.8 shows that majority (73 percent) of the respondents' would not like to change their profession as they were settled well in their profession and earning well. The rest of the respondents still wanted to change their profession as they still had a hope to fulfil their aspirations, which they could not achieve due to some reasons.

Table 2.9: Respondents' intentions to change job

Response	Frequency
Yes	32 (32.0)
No	68 (68.0)
Total	100 (100.0)

(Figures in parenthesis indicate percentage)

Majority of the respondents (68 percent) had no intentions to change their jobs as they were satisfied and happy with their salary and office environment. The remaining almost one-third said that they will change their job if they get better salary or higher post in some other place.

Table 2.10: Distribution of the respondents according to aspirations for present job

Aspiration	Frequency
Higher salary	36 (36.0)
Senior positions	60 (60.0)
Nothing	4 (4.0)
Total	100 (100.0)

(Figures in parenthesis indicate percentage)

It was reflected in table 2.10 that majority (sixty percent) of respondents wanted to achieve growth in their organization and wanted to move to higher positions. Thirty six percent of the respondents looked forward to getting higher salaries in the near future.

Table 2.11: Respondents' views on interest in pursuing alternative career

Response	Frequency
Yes	25 (25.0)
No	75 (75.0)
Total	100 (100.0)

(Figures in parenthesis indicate percentage)

Data presented in the table above shows that three- fourths of the respondents' were satisfied with the present job and were not interested in pursuing another career. The rest said they would be interested in a career in another field.

Table 2.12: Respondents views on level of education determining position in organization

Responses	Frequency
Yes	50 (50.0)
No	50 (50.0)
Total	100 (100.0)

(Figures in parenthesis indicate percentage)

The data as to whether one's educational level determined one's position in the hierarchy of the organization revealed that the opinion of the respondents was divided and it did not indicate any trend.

Table 2.13: Respondents' views on job giving security

Type of job	Frequency
Government	69 (69.0)
Private	28 (28.0)
Public	3 (3.0)
Total	100 (100.0)

(Figures in parenthesis indicate percentage)

An analysis of the data in table 2.13 expectedly reveals that majority of the respondents (69 percent) felt that government job was most secure for one's future, as there was little chances of losing a government job. The rest thought that jobs in private sector enabled one to be more secure as they provided security in terms of higher salary.

Table 2.14: Distribution of respondents according to desire to change job

Responses	Frequency
Yes	30 (30.0)
No	70 (70.0)
Total	100 (100.0)

(Figures in parenthesis indicate percentage)

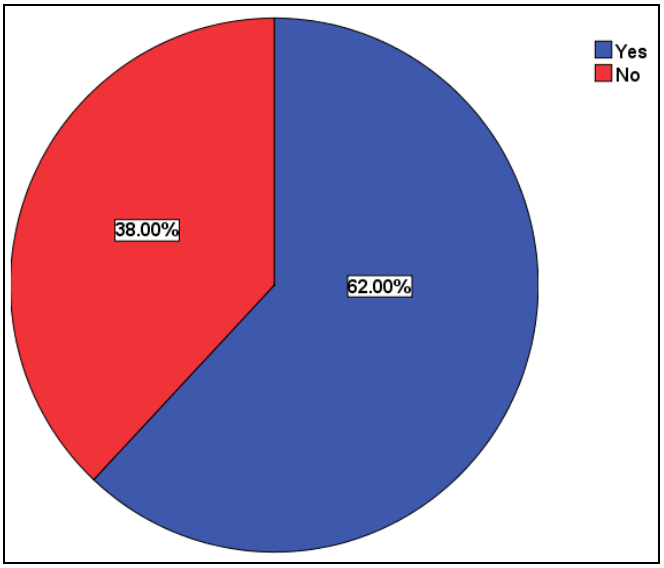
Majority of respondents opined that they would not like to change the type job they were doing while almost one- third of respondents were ready to change their job if they got better job opportunities.

Table 2.15: Distribution of respondents according to problems faced in securing job

Responses	Frequency
Yes	17 (17.0)
No	83 (83.0)
Total	100 (100.0)

(Figures in parenthesis indicate percentage)

Majority of the respondents did not have any problem in getting a job. They got their jobs as soon as they completed their education.



Graph 1.8: Distribution of respondents according to affect of course on their life

A majority (62 percent) of respondents claimed that the course that they had studied affected their personal and professional life in a positive way as it helped them to secure a job and elevated their status in society.

Curriculum Studied and Relevance to Jobs

The section deals with the opinion of youth regarding the curriculum which they had studied and whether it had any relevance to their job or not

Table 3.1: Distribution of respondents according to stream of education helped in job

Stream helped in job	Frequency
Helpful	85 (85.0)
Not helpful	15 (15.0)
Total	100 (100.0)

(Figures in parenthesis indicate percentage)

About 85 percent of the respondents opined that their stream of education helped them in their job as they were able to get jobs because of their stream of education. Only a few (15 percent) did not find their course helpful.

Table 3.2: . Distribution of respondents according to subjects' relevance to job

Response	Frequency
Relevant	95 (95.0)
Not relevant	5 (5.0)
Total	100 (100.0)

(Figures in parenthesis indicate percentage)

The data in table 3.2 shows that majority (95 percent) felt that all subject which they studied were highly relevant to their job as each subject had its own importance in respective to their job. While only a few (5 percent) enlisted, some few subjects that they felt were not relevant in their job.

Table 3.3: Distribution of respondents according to usefulness of curriculum

Variables	Agree	Disagree	Undecided/ do not know	Chi- square value
Helped to get up to date knowledge	85 (85.0)	8 (8.0)	7 (7.0)	120.140*
Helped in rational and independent thinking	81 (81.0)	14 (14.0)	5 (5.0)	
Developed competency	81(81.0)	10 (10.0)	9 (9.0)	
Helped in solving problems	73 (73.0)	13 (13.0)	14 (14.0)	
Skill enabled to get a job	83 (83.0)	7 (7.0)	10 (10.0)	
Knowledge provided to start own enterprise	38 (38.0)	40 (40.0)	22 (22.0)	
Improved formal communication skills	65 (65.0)	17 (17.0)	18 (18.0)	
Professionally beneficial	85 (85.0)	10 (10.0)	5 (5.0)	

(Figures in parenthesis indicate percentage)

The data 3.3 depicts that majority of respondents agreed that their course curriculum helped them to get up to date knowledge, developed rational and independent thinking, developed competence and proved professionally beneficial which suggests that their respective courses had given them significant knowledge and proved professionally beneficial to them. According to about 40% of respondents the course curriculum did not train them to start their own enterprise.

However, the results of the chi- square test of independence reflect that curriculum and other variables were independent and were not associated with each other.

But Tripathi (1992) claimed in his study that that the aim of higher education was not relevant to the present day needs as the courses of higher education had a lot of irrelevance, it also showed that there was no relationship between higher education and employment which had created an imbalance between education and its utility.

Table 3.4: Relationship between respondents' educational status and parents' educational status

Pearson correlation Sig (2- tailed)	r value (With respondents education)
Fathers' educational status	+ 0.872
Mothers' educational status	+ 0.208

**. Correlation is significant at the 0.01 level (2-tailed).

It is clearly reflected by the data in table 3.4 that there was a significant positive correlation between respondents' education and their father's and mother's education.

The significant correlation was found (at 0.01 level of significance with 2- tailed test) which suggests that educated fathers and mothers provided good education to their children.

The correlation between fathers' education and respondents' education is 0.872 which shows that there was a high degree of positive correlation. On the other hand correlation between mothers' education and respondents' education is 0.208 which suggests that there was a low degree of positive correlation. This shows that with the increase in the level of parents'

education the education level of the respondents also improved.

Summary and Conclusion

India has the second largest system of higher education, next to USA. New developments in science and technology, media revaluation, internationalization of education and the expanding competitive environment are revolutionizing the education scene.

The Indian higher education system has a new role and challenge to provide the nation and the world a large skilled human power, having breadth of knowledge and confidence to effectively confront the social and economic realities.Higher education has made a significant contribution to economic development, social progress and political democracy in independent India. But there is serious cause for concern at this juncture. The proportion of our population, in the relevant age group, that enters the world of higher education is about 7 per cent. Comprehensive educational opportunities help to move youth development to the point where they are acknowledged as experts and recognized as professionals. The goal of the youth development professional is to create positive adults who can contribute to their families, communities, and society. It is important to realize that we live in a fast changing world, dictated by the developments in technology. There is a need to educate youth and prepare them for various opportunities now available.

Studies have clearly portrayed the factors related to educational and vocational aspirations of youth, which were directly related to their socio economic status, parents and siblings, peer pressures and teachers. Though there has been a tremendous change for youth educational influence. It also indicated that education and employment of youth show no association between each other in many studies.

The data revealed that the age of the respondents varied from 26- 30 years, the average age being 28.31 years. The average income of respondents was Rs. 38,650. Half of the respondents found out about their course of study through friends and only thirty- eight percent came to know about the courses from their parents. Fifty- eight percent of respondents were graduates, the rest being postgraduates, including doctorates. The family had influenced respondents' choice of career in thirty- nine percent of cases. However, one- third of the respondents said that they did not get influenced by anyone.

Maximum number of respondents had studied in Science stream. Only one- fifth of the respondents had studied commerce and the rest twenty- three percent had studied humanities. There was a significant positive correlation between respondents' education and their father's and mother's education. This shows that with the increase in the level of parents' education the education level of the respondents also improved.

References:

1. Bell, Sarah Louise. Vocational student organisation activities and relationship to employability skills, Proquest, 1989.
2. Bhargava R. A study of interest of students studying the vocational education, Fifth survey of educational research, 1988-1992, I.
3. Bhatnagar H. Factors determining occupational choice among adolescent girls. Fourth survey of research in education, 1983-1988, II.
4. Bostwick DT. Relationship between background demographics and motivational orientation for learning of adult education students and their career choices and educational aspirations, Proquest, 2010.
5. Cameron DS. Study of programme relevance and student perception in business education, Proquest, 1990.
6. Choudhury K. A study of the vocational aspirations of students of English medium schools. Fifth survey of educational research, 1988-1992, II.
7. Deshpande KS. Job- oriented and restructured courses at the degree level. A case study report of regional imbalance in vocational education. Fourth survey of research in education, 1983-1988, II.
8. Gokhale HV. A study of vocationalization at + 2 stage, (SIE Maharashtra financed) Fourth survey of research in education, 1983-1988, II.
9. Gupta N, Mohan S. Factors related to choice of vocational courses. Fifth survey of educational research, 1988-1992, II.
10. International encyclopedia of Careers and Vocational guidance, twelfth edition, I, II, III, IV.
11. Javed AK. A study of vocational interests of the students of arts, science and commerce, Fifth survey of educational research, 1988-1992, I.
12. John M. A study of institutionalized and non-institutionalized adolescents to understand their vocational interest. Fourth survey of research in education, 1983-1988, 1981, II.
13. Mathur MC. Factors influence the stream of education, Fourth survey of research in education, 1983-1988, I.
14. Ramakrishnaiah D. Job satisfaction of college teachers. Sri Venkateswara University, Fifth survey of educational research, 1988-1992, II.
15. Robert KC. A study of the socio- economic status and vocational choices of students, Fifth survey of educational research, 1988-1992, II.
16. Rojewski JW, Heeja M. Career choice patterns and behavior of work bound youth. Proquest, 2003.
17. Singh, BM. A study of education and job related factors, Fourth survey of research in education, 1983-1988, II.
18. Sinha JC. A study of socio economic status in shaping the vocational interests of students. Fourth survey of research in education, 1983-1988, 1978, II.
19. Thuy T. Factors influencing the educational and career choices of senior high school students. Proquest, 2009.
20. Tomar JPS. A study of determinant factors in the occupational interest of adolescents. Fourth survey of research in education, 1985, 1983-1988, II.