

# A Study on Job Expectation Among College Students at Karaikal

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**Abstract:** This study examines the job expectations of college students in Karaikal and identifies the factors influencing their career preferences. The research focuses on students' expectations regarding salary, job position, work environment, career growth opportunities, and job security. Primary data were collected from 150 college students through a structured questionnaire using convenience sampling. Statistical tools such as percentage analysis, mean score analysis, chi-square test, and correlation analysis were used for data analysis. The findings reveal that students highly prefer attractive salaries, career growth opportunities, and positive work environments. Internship experience and training programs significantly influence students' job expectations and career readiness. The study concludes that career awareness, practical exposure, and skill development play a crucial role in shaping employment expectations among college students.

**Keywords:** Job Expectation, College Students, Career Growth, Internship, Employability, Job Market Awareness.

## I. INTRODUCTION

Job expectation refers to the hopes, preferences, and assumptions that students have regarding their future employment. Students generally develop expectations about salary, job position, career growth, job security, promotion opportunities, and work environment before entering the labour market. These expectations are influenced by educational background, family support, internships, career awareness, and economic conditions. Understanding students' job expectations is important because it helps educational institutions and employers reduce the gap between education and employment opportunities.

## II. REVIEW OF LITERATURE

1. Donald Super (1990): Career development is influenced by education, experience, and personal interests, shaping students' job expectations.
2. John Holland (1985): Career choices are based on personality, interests, and skills, leading to better job satisfaction.
3. Edgar Schein (1978): Personal values and career anchors influence students' career expectations.
4. Frederick Herzberg (1993): Salary, recognition, and promotion opportunities affect job satisfaction and career preferences.
5. David McClelland (2001): Achievement motivation plays a significant role in shaping career aspirations.
6. Gary Becker (2003): Education and skill development improve employability and career opportunities.
7. Peter Drucker (2005): Continuous learning and knowledge development are essential for career success.
8. Daniel Goleman (2007): Emotional intelligence enhances workplace performance and employability.
9. Michael Armstrong (2009): Career planning and employee development improve job satisfaction.
10. Richard Florida (2010): Young employees prefer innovative and flexible work environments.
11. Jeffrey Pfeffer (2011): Organizational culture and employee well-being influence career expectations.
12. Thomas Friedman (2012): Globalization and technology have transformed employment opportunities.
13. Jack Welch (2013): Leadership, teamwork, and adaptability improve employability.
14. NASSCOM (2014): Communication and technical skills are crucial for employment success.
15. World Economic Forum (2015): Digital skills and adaptability are important in the future workforce.
16. LinkedIn (2016): Internships and networking improve career readiness among students.
17. McKinsey & Company (2017): Skill gaps between graduates and industry requirements affect employability.
18. Deloitte (2018): Students value work-life balance, career growth, and learning opportunities.
19. International Labour Organization (2019): Training programs improve employment opportunities for youth.
20. World Bank (2020): Digital skills became increasingly important for employability after the pandemic.
21. PwC (2021): Students expect career growth, job security, and supportive workplaces.
22. KPMG (2021): Internship experiences enhance confidence and career preparedness.

23. Accenture (2022): Adaptability and digital knowledge are essential for modern careers.
24. EY (2022): Employers value communication, teamwork, and problem-solving skills.
25. Infosys (2023): Industry-based training and upskilling improve employability.
26. TCS (2023): Technical skills and practical exposure are essential for career success.
27. IBM (2024): Artificial intelligence and digital transformation influence career opportunities.
28. Microsoft (2024): Hybrid work culture and digital innovation shape job expectations.
29. Harvard Business Review (2025): Students seek meaningful work, flexibility, and professional growth.
30. International Labour Organization (2025): Employability skills and career guidance improve student employment outcomes.

### **III.OBJECTIVES OF THE STUDY**

- To assess students' expectations regarding salary, job position, and work environment.
- To examine students' perceptions of career growth and promotion opportunities.
- To evaluate the level of awareness among students about the current job market.
- To analyze the role of internships and training in shaping students' job expectations.
- To identify the challenges faced by students in securing their desired jobs.

### **IV.RESEARCH METHODOLOGY**

#### **1.Research Design**

The study adopts a Descriptive Research Design. Descriptive research is used to describe the characteristics, opinions, and attitudes of respondents. A Quantitative Research Approach was employed to collect and analyze numerical data regarding job expectations among college students.

#### **2.Sampling Technique**

The study uses Simple Random Sampling, where every member of the population has an equal chance of being selected.

- Sampling Unit: College Students
- Population: College students in Karaikal
- Sample Size: 150 Respondents
- Area of Study: Selected colleges in Karaikal

#### **3.Method of Data Collection**

Primary data were collected through a structured questionnaire. The questionnaire consisted of close-ended questions related to salary expectations, career growth, job security, work environment, and employment opportunities.

#### **4.Tools for Data Collection**

A structured questionnaire based on a Four-Point Likert Scale was used to measure respondents' opinions.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

#### **5.Statistical Tools Used for Analysis**

**Percentage Analysis:** Percentage analysis is used to express data in percentage form and facilitates comparison of responses.

**Mean Score Analysis:** Mean score analysis is used to determine the average opinion of respondents regarding various factors.

**Chi-Square Test:** The Chi-Square test is used to examine the association between two categorical variables.

**Correlation Analysis:** Correlation analysis measures the strength and direction of the relationship between two variables.

**One-Way ANOVA:** One-Way Analysis of Variance (ANOVA) is used to determine whether significant differences exist among the mean values of different groups.

**VDATA ANALYSIS**  
**PERCENTAGE ANALYSIS**

TABLE :1

Age of the Respondent				
	Frequency	Percent	Valid Percent	Cumulative Percent
Below 18	8	5.3	5.3	5.3
18-20	59	39.3	39.3	44.7
21-23	66	44.0	44.0	88.7
Above 23	17	11.3	11.3	100.0
Total	150	100.0	100.0	

**SOURCE:** Computed

44% of the respondents belong to the age group of 21–23 years, which is higher compared to other age groups. This indicates that the majority of the respondents are young adults and college-age students.

**CHART**

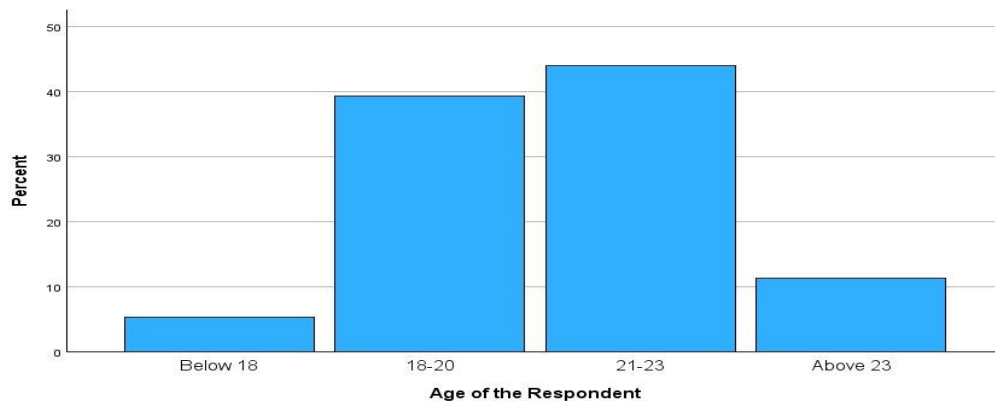


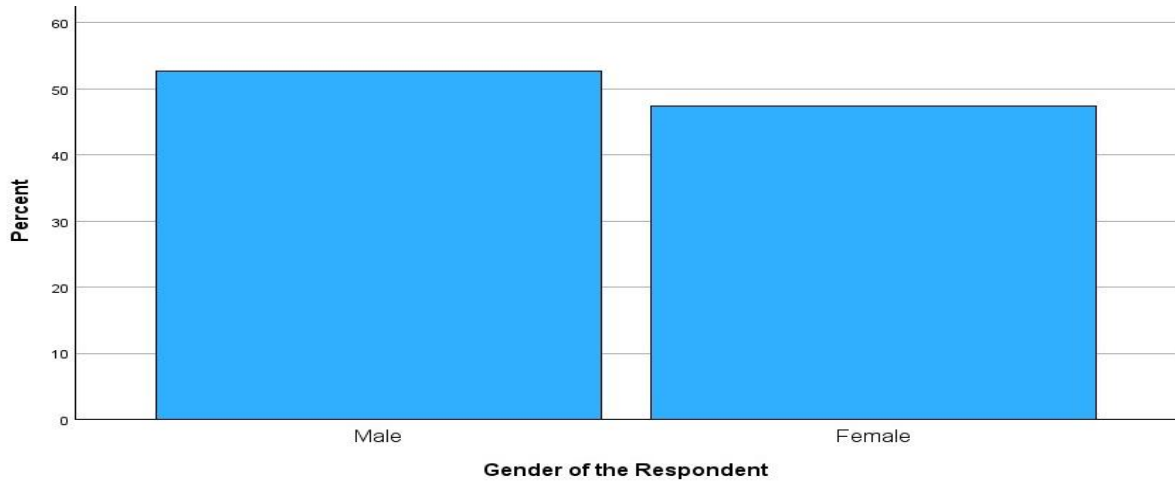
TABLE :2

Gender of the Respondent				
	Frequency	Percent	Valid Percent	Cumulative Percent
Male	79	52.7	52.7	52.7
Female	71	47.3	47.3	100.0
Total	150	100.0	100.0	

**SOURCE:** Computed

52.7% of the respondents are male, while 47.3% are female. This shows that the number of male respondents is slightly higher than female respondents. The data indicates that both genders are almost equally represented in the study. Overall, the responses were collected from a balanced group of participants.

CHART



CHI – SQUARE ANALYSIS

HYPOTHESIS:

**NULL HYPOTHESIS (H<sub>0</sub>):** There is no association between age of the respondents and preference to start a career in a higher-level job position.

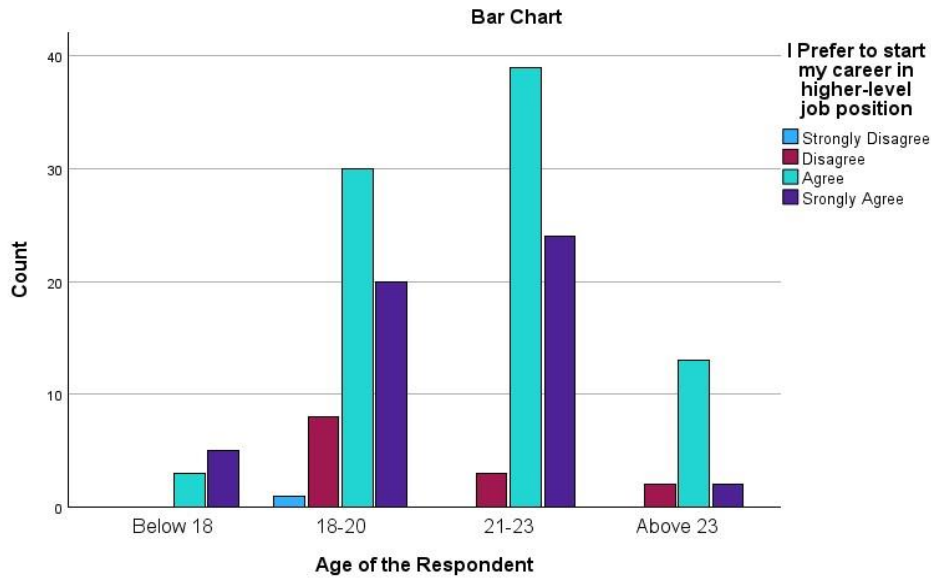
**ALTERNATIVE HYPOTHESIS (H<sub>1</sub>):** There is an association between age of the respondents and preference to start a career in a higher-level job position.

Age of the Respondent * I Prefer to start my career in higher-level job position						
Crosstabulation						
Count		I Prefer to start my career in higher-level job position				Total
		Strongly Disagree	Disagree	Agree	Strongly Agree	
Age of the Respondent	Below 18	0	0	3	5	8
	18-20	1	8	30	20	59
	21-23	0	3	39	24	66
	Above 23	0	2	13	2	17
Total		1	13	85	51	150

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	11.955 <sup>a</sup>	9	.216
Likelihood Ratio	13.409	9	.145
Linear-by-Linear Association	1.084	1	.298
N of Valid Cases	150		

a. 8 cells (50.0%) have expected count less than 5. The minimum expected count is .05.

CHART



RESULT:

Significant value is 0.216, which is greater than 0.05. So the null hypothesis (H<sub>0</sub>) is accepted. It means there is no significant association between age of the respondents and preference to start a career in a higher-level job position.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I Prefer to start my career in higherlevel job position	150	1	4	3.24	.631
I expect a high salary after completing my studies	150	1	4	3.17	.689
I expect regular promotions in my career	150	1	4	3.22	.644
I prefer organizations that provide clear career paths	150	2	4	3.27	.542
I am aware of the competition in the job market	150	2	4	3.15	.621
I regularly follow updates about job opportunities and career trends	150	1	4	3.16	.743
My internship experience has influenced my job expectations	150	1	4	3.08	.747
I feel confident in getting a job after completing training	150	1	4	3.23	.628
Limited job opportunities affect my career plans	150	1	4	3.15	.718
I face difficulty in finding jobs related to my fields	150	1	4	3.00	.835
Valid N (listwise)	150				

**MEAN SCORE ANALYSIS**

The mean analysis shows that respondents highly prefer organizations with clear career paths, with the highest mean value of 3.27. The lowest mean value of 3.00 indicates moderate difficulty in finding field-related jobs. Overall, respondents have positive career expectations and awareness about career growth.

**CO – EFFICIENT OF CORRELATION HYPOTHESIS**

**Null Hypothesis (H<sub>0</sub>):** There is no significant relationship between course of the respondents and preference for organizations that provide clear career paths.

**Alternative Hypothesis (H<sub>1</sub>):** There is a significant relationship between course of the respondents and preference for organizations that provide clear career paths.

Correlations			
		Course of the Respondent	I prefer organizations that provide clear career paths
Course of the Respondent	Pearson Correlation	1	.015
	Sig. (2-tailed)		.852
	N	150	150
I prefer organizations that provide clear career paths	Pearson Correlation	.015	1
	Sig. (2-tailed)	.852	
	N	150	150

Confidence Intervals				
	Pearson Correlation	Sig. (2tailed)	95% Confidence Intervals (2-tailed) <sup>a</sup>	
			Lower	Upper
Course of the Respondent - I prefer organizations that provide clear career paths	.015	.852	-.145	.175

a. Estimation is based on Fisher's r-to-z transformation.

**RESULT**

The Pearson correlation value is **0.015** and the significance value is **0.852**, which is greater than 0.05. Therefore, the null hypothesis (H<sub>0</sub>) is accepted and the alternative hypothesis (H<sub>1</sub>) is rejected. It indicates that there is no significant relationship between course of the respondents and preference for organizations that provide clear career paths.

**ONE WAY ANOVA ANALYSIS**

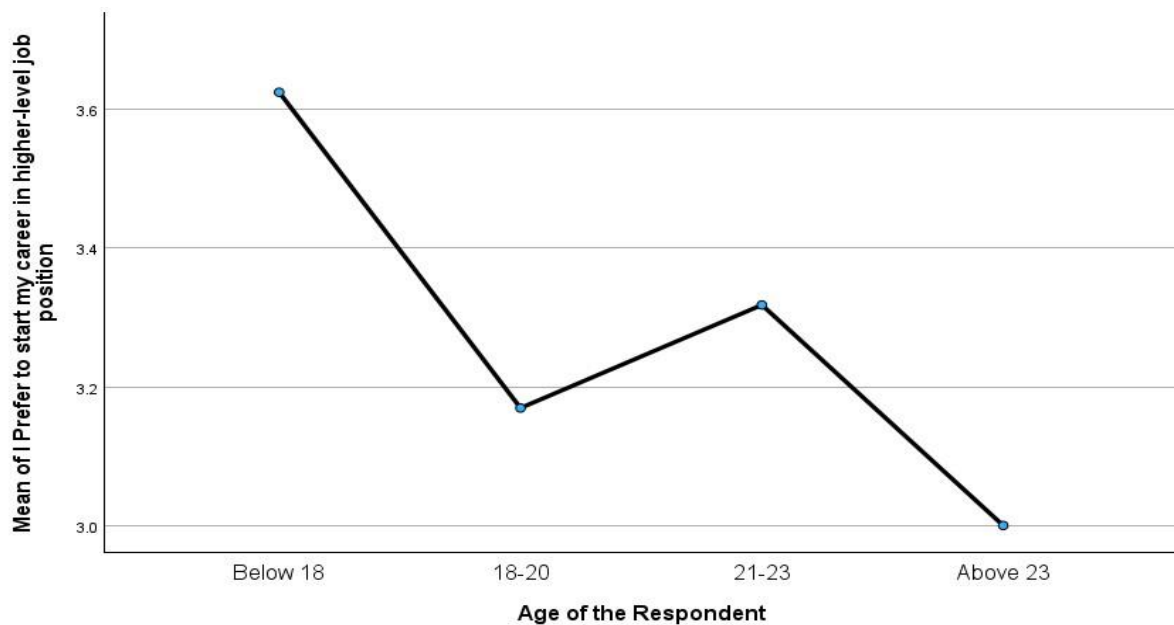
**Null Hypothesis (H<sub>0</sub>):** There is no significant difference between the groups regarding preference to start a career in a higher-level job position.

**Alternative Hypothesis (H<sub>1</sub>):** There is a significant difference between the groups regarding preference to start a career in a higher-level job position.

ANOVA					
I Prefer to start my career in higher-level job position					
	Sum of Squares	df	Mean Square	F	Sig. <sup>a</sup>
Between Groups	2.862	3	.954	2.465	.065
Within Groups	56.498	146	.387		
Total	59.360	149			
a. Confidence Interval: 95%					

ANOVA Effect Sizes <sup>a,b</sup>				
		Point Estimate	95% Confidence Interval	
			Lower	Upper
I Prefer to start my career in higher-level job position	Eta-squared	.048	.000	.115
	Epsilon-squared	.029	-.021	.097
	Omega-squared Fixed-effect	.028	-.020	.096
	Omega-squared Random-effect	.010	-.007	.034
a. Eta-squared and Epsilon-squared are estimated based on the fixed-effect model.				
b. Negative but less biased estimates are retained, not rounded to zero.				

The ANOVA test shows that the significance value is **0.065**, which is greater than 0.05. Therefore, the null hypothesis (H<sub>0</sub>) is accepted and the alternative hypothesis (H<sub>1</sub>) is rejected. This indicates that there is no significant difference between the groups in their preference to start a career in a higher-level job position.



## V. FINDINGS

1. Most respondents are undergraduate students aged 21–23 years.
2. High salary and career growth are the primary job expectations.
3. Students prefer jobs that match their qualifications and skills.
4. Internship experience positively influences job expectations.
5. Career growth opportunities are considered more important than immediate salary benefits.
6. Students show awareness of current job market trends.
7. Lack of experience and skill gaps remain major employment challenges.

## VI. SUGGESTIONS

1. Colleges should strengthen internship and industrial training programs.
2. Career guidance and placement support should be improved.
3. Skill development programs should focus on industry requirements.
4. Industry-academia collaboration should be enhanced.
5. Students should be encouraged to participate in certification and employability training programs.

## VII. CONCLUSION

The study concludes that job expectations among college students are primarily influenced by salary, career growth opportunities, job security, and workplace environment. Internship experience and training programs significantly improve students' career awareness and employability. The findings indicate that students are increasingly career-oriented and aware of changing job market conditions. Educational institutions should focus on practical training, skill development, and career guidance to bridge the gap between student expectations and industry requirements.

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