



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2020; 6(4): 377-379
www.allresearchjournal.com
Received: 18-02-2020
Accepted: 22-03-2020

Chandana (Dey) Bose
Associate Professor,
Department of Education,
Shashi Bhushan Degree
College, Lucknow, Uttar
Pradesh, India

Correspondence Author:
Chandana (Dey) Bose
Associate Professor,
Department of Education,
Shashi Bhushan Degree
College, Lucknow, Uttar
Pradesh, India

The impact of higher education on career success and employment

Chandana (Dey) Bose

Abstract

The collected data were analyzed through statistical techniques of multiple regression, correlation, t-test, and ANOVA. The results of this study revealed that most of the respondents strongly agreed with the view that higher education is for world of work. The relationship between higher education and employment found significantly positive and it was evident that higher education strongly affects and applied as predictor of employment. On the bases of these findings, it was suggested that Educational ministry must engage its strength for the expansion of higher education and encouragement of proper structural reforms in employment directions. Students of postgraduate level should be given more opportunities for placement of work with employment experience.

The competition for top positions in university rankings has put a stronger emphasis on the quality of university staff. Recruitment of excellent scholars is a core activity for university HRM. In this study, we compare the careers of pairs of similar researchers that were considered as very talented in their early careers. Of every pair, one has a continued academic career, whereas the other does not. We investigate to what extent success in academic career is determined by cultural, social and intellectual capital, and organisational and contextual factors.

Career success and its evaluation in university graduates generate growing interest in the academy when evaluating the university according to its mission and social mandate. Therefore, monitoring university graduates is essential in measuring career success in the State Technical University of Quevedo (UTEQ, acronym in Spanish).

Keywords: Career success, objective and subjective career success factors, classification learning algorithms, university graduates

Introduction

Higher education makes the postgraduates well informed and responsive according to opportunities but there are also limitations for careers of these graduates. In general, overall downsizing of job opportunities delay the results of nations' expectations towards postgraduates. Demanding more graduates by the smaller group of companies put more pressure on the higher education to empower students with the new trends and needs of labor market. Higher education is the big platform to ensure quality and quantity of developmental governess. It was revealed from different studies that every additional year of higher education could be increased production in wage employment with 10% even controlling simultaneous factors. As well as skill development is the key with higher education for export efficiency ability. Students must have to deal with the employment opportunities, particularly in Pakistan where are uncertain economic conditions and instability between production students following post-graduation and employment.

It is considered as a social construction rather than an objective reality. Career success has been widely studied in recent years. Various conceptions were presented based on the values of the human being who constantly seek self-development. That is why obtaining an integral definition is a complex task. Recently, it is related to objective positive achievements and their perception, based on work experience. In general, the success of professional career measures in terms of external (objective) and internal (subjective) criteria. For this reason, it is essential to analyze career success in greater depth. Determining the level of success or the probability that a professional can be successful can be done employing an output (dependent) variable produced by a series of independent variables.

For this, it is necessary to have some tool that allows the monitoring of university graduates to measure the level of career success according to the influence of the intervening variables regarding the degree of relative importance in career success. This article aims to identify the predictive career success factors through survey application, development of two mathematical functions, and Weka's classification learning algorithms application for subjective and objective career success levels determination in UTEQ university graduates. This identification makes it possible to reduce data dimensionality, correlation, and career success prediction to be more accurate. This paper is an explorative and qualitative study of the factors influencing talents to stay in academia. As universities want to select and preserve the best scholars, we focus on careers of high potentials only. Through semi-open interviews, we explore possible relevant factors such as differences in social background (cultural capital), in networks (social capital), in contextual factors (such as the labour market) and in academic performance (intellectual capital)

Method

The objective and subjective career success: (i) sample and data analysis; (ii) career success variables; (iii) variables selection; (iv) mathematical functions construction; and (v) classification models.

A questionnaire developed by the researchers was used to gather information from participants. Initially this questionnaire was consisted of 26 items including with 13 items related to Higher Education and 13 items related to Employment. Experts review the items of this questionnaire to check validity related to objectives of study. Experts rated at 3 points irrelevant, quite relevant and very relevant for each item. Then it was determined with index score of every item divided by sum of item to ensure content validity of questionnaire.

Data and Methods

This literature is about countries other than the Netherlands. This study explores whether similar or different mechanisms work in the Dutch HE career system. Second we wanted to be informed about other relevant factors that the researchers experienced themselves to be important for their careers, leading to a description of their career and major events that affected their career. In order to analyse the interview material, therefore we decided to use a (case study) strategy of selecting cases with enough variety but also enough similarity. Cases were therefore selected from a variety of disciplines, universities and regions.

Public Policy in Higher Education

Governments (and commentators) will vary, however, in the extent to which they are prepared to countenance the 'sorting' function as a corollary of other policies. In recent years the most obvious governmental intervention in higher education with the aim of securing general preparation for work has been the Enterprise in Higher Education (EHE) initiative, launched in 1987. This granted funds to higher education institutions that put forward plans to enhance 'enterprise' across a wide range of their provision (Manpower Services Commission (MSC), 1987). By the time of the first project it was becoming clear that the practical manifestation of the initiative concentrated on certain aspects: the 'generic skills which are needed in all

jobs' including communication, problem solving, the creation of opportunities, creative thinking, taking risks, working co-operatively, managing resources and 'assum[ing] responsibility for personal development and learning' (p. 52); also partnerships with employers to provide work placements and real life projects; and changes to the learning process involving 'a greater emphasis on learner-centred, co-operative approaches which combine academic learning with the development of personal enterprise skills'

Organizational factors Social capital:

The analysis showed that mentoring offers, despite some shortcomings, many far-reaching benefits for mentees as well as for mentors, mentees experience personal support and opportunities for career development. Furthermore many academic researchers learn from their mentoring relationships how to collaborate and how to interpret social dynamics of collaboration. A study on the mentoring of junior female academics shows that academics who received mentoring were more likely to stay at the university. In line with the latter findings, all our interviewees indicated that the support of a mentor, coach or supervisor is very important for an academic career, for some even crucial. 'You will not survive without the support of a mentor'. This can also be reported in a negative sense: some of the interviewees reported that the absence of a coach or supervisor influenced their departure. All four interviewees who had not had a mentor, or even indicated that they were deprived of a mentor, left the university. S20 met several people in her career who were at some time very stimulating. When she was a starting scholar she was supported by two female professors, who stimulated her to apply for a full professorship. However, we have to keep in mind that the answers on this question were retrospective views of the interviewees on their career.

Academic performance

In order to belong to the top of the academic world, universities try to attract and to retain the best scholars. Since the number of available job opportunities and positions decreases the higher they are in ranking, researchers leaving the university is unavoidable. However, for most doctorate holders, this is not a voluntary choice. For universities this is not a problem, as long as the best scholars stay. Academic performance should therefore be decisive for the development of one's academic career. We compared the academic performance at various stages of the careers. This informs us whether academic performance determines careers: do better performing researchers stay, and do less performing researchers leave? In Table 9 we show the performance indicators for three crucial phases in the careers. We include in this analysis eight pairs, four from the sciences, one from the social sciences and three from the humanities.

Conclusions and Discussion

In this respect, academic scholars are the top of educational hierarchy and specially trained to conduct research and teaching, representing a particularly specialised group in the 'human capital stock' of a society. In this study we explored which factors influence a successful academic career in the Dutch situation. A comparison of researchers who continued and discontinued an academic career seems to confirm the

importance of some of the factors (e.g. social capital), whereas others did not (cultural and intellectual capital) differentiate between staying and leaving. This suggests that having children does matter for successful female scholars. The interviews also indicate the importance of social capital. The support of a mentor is important for a successful academic career. These results suggest that the career system does influence career success of talented scholars. By linking the crucial events in the career of the talented scholars to the labour market conditions [contextual factor] in that period of time, we have shown that talented researchers left academia more often during a shrinking labour market. However, it should be noted that differences are small and because of limited data concerning labour market fluctuations only a proportion of the pairs could be compared.

That is not to say that these skills have little part to play: communication has always been an essential skill within education at whatever level; more and more disciplines demand quantitative ability; information technology undoubtedly will be key to the acquisition of knowledge in the future; and learning to learn is surely the essential.

In the light of findings of this study, it can be concluded that higher education tends to get more opportunities for employment. Increasing rate of return in higher education and lower opportunities of employment accompanied in Pakistan. Higher education is a predictor of employment. While, the benefits of higher education in working world are not as much as graduates required.

This study is limited to the higher education as predictor and in relation with employment in working world. In this study, the researchers do not propose the explanations of changing effects on employments, various modes of education of work.

References

1. Grao J, Mora J. Editorial. *European Journal of Education*. 2000;35(1):1-5.
2. Harvey L. *New realities: The relationship between higher education and employment*. Tertiary Education and Management, Kluwer Academic Publishers. Printed in the Netherlands. 2000;6:3-17.
3. Nasir ZM, Nazli H. Education and earnings in Pakistan; 2000. Retrieved from <https://ideas.repec.org/p/pid/wpaper/2000177.html>.
4. Barnett R. *The Limits of Competence*. Buckingham: Open University Press. Bordieu, P. (1997) *The Forms of Capital*, in A.H. Halsey et al (Eds) *Education, Culture, Economy, Society*. Oxford: Oxford University Press; c1994.
5. Chomsky N. *Toward a Humanistic Conception of Education and Work*, in D. Corson (Ed.) *Education for Work*. Clevedon: Multilingual Matters; c1988.
6. Anderson EM, Shannon AL. 'Toward a conceptualization of mentoring. *Journal of Teaching Education*. 1988;39(1):38-42.
7. Deem R, Mok KH, Lucas L. *Transforming higher education in whose image? Exploring the concept of the "world-class" university in Europe and Asia*, *Higher Education Policy*. 2008;21(1):83-97.
8. Mayer AP, Files JA, Ko M, Blair JE. *Academic advancement of women in medicine: Do socialized gender differences have a role in mentoring?* *Mayo Clinic Proceedings*. 2008;83(2):204-207.