

## **Exploring the Student Satisfaction and Future Career Expectation in the Field of Business Graduate: A Study on Undergraduate Level Student**

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### ***Abstract***

*The demographic make-up of business students is dramatically changing. This study sets out to measure how well the business profession is ready to accommodate what may be very different needs, impact of their guardian occupation for choosing jobs and expectations of this new generation of students. Non business students are becoming more and more of the business students because there are more and more job opportunities of the business students. Historically BBA faculty was a male dominated faculty but it is now becoming both male & female dominated. Now more or less 30% female and 70% male are studying in Business faculty. The enrollment in some universities in business faculty is even more skewed with women. The conclusion is made that the demographic make-up of the students entering into the business study faculty is undergoing profound and permanent change. Female will make up a significant segment of business related employment. An important part of this study involves 'behavioral faculty' research.*

**Keyword:** Higher education, employability, employment expectation, self-awareness

### **Introduction:**

Student satisfaction may be relatively similar for all academic programmers, there are differences in the perception of career expectations based on chosen academic programmed and undergraduate courses focuses on students' employment expectations and their rating of the academic experiences (James, M. & Yun, D., 2018). Ng, E.S.W. & Burke, R.J. (2006) discovered that cooperative students tend to have more reasonable goals, have stronger visibility into their own strengths and interests, and report greater self-confidence and they have put greater focus on the "people" and "jobs" facets of an organization as well as similar features and interests to those of cooperative students were also identified by students with higher abilities.

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**Employability:** Employability applies to the ability to retain and acquire initial jobs. Jobs, and if necessary, obtain new work. Employability is, in basic words, about being able to get and sustain rewarding jobs. Employability has a range of talents, experience, comprehension and personal characteristics. Employability is 'mostly conceptualized as the abilities and personal characteristics deemed essential by industry and expected by graduates to secure jobs' (Rowe & Zegwaard, 2017, p. 87). Clarke (2017) suggests a systematic model of graduate employability. The less precise and broader understanding of employability applies to individual variables (personality, behaviors, career-oriented behavior), labor market variables, and current employment, while graduate employability mainly deals with facets of human resources, such as expertise, skills and processes.

**Expectations of Graduates and Students:** Graduate students are expected to pursue and receive proper preparation and appraisal for the teaching positions they are needed to play. To the degree practicable, seek programs for teaching and preparation that are important to their professional expectations and that strengthen teaching for diverse learners and communities. The aspirations of both graduates and employees need to be taken into account. If the aspirations of graduates are not met, they will withdraw from the company early. This is another explanation why, at the time of their schooling, employers and educational agencies should be in touch with students and should better form employer standards (Brief, 1982). Messum et al. (2017) found that graduates perceive networking and communication skills to be substantially more important relative to employers. The report also found that tests by administrators were significantly lower than those carried out by graduates in relation to the appraisal of the present standard of skills.

**Employer expectation:** Many employers will include engagement, passion, dependability, integrity, and a desire to learn and receive input at the top of their list of priorities. "The" New Skills for New Workers "project (European Commission, 2016), which has become the cornerstone of the priorities of the European Union, seeks to foresee potential developments in information and skills, harmonize labor market competencies and close the gap between the field of education and the world of employment (Horný & ?? urina, 2014). New graduates is viewed by employers as missing consumer orientation, commitment, ethics and self-reflection regardless of the work status in Slovakia (Letovancová & Lisá, 2008).

**Linking higher education and practice:** Employers want universities to use other approaches of teaching in the sense of stronger interconnection between higher education and the demands of practice, such as realistic case studies, focus groups, business study presentations and customer reviews, or internships for students (Low et al., 2016). The most popular method of

collaboration between universities and companies in Spain is work opportunities for students. The least frequent co-operation is in the creation of curricula and research programs (AQU, 2015; Letovancová & Lisá, 2008).

Enrollment for institutional Business study is smaller than in the early 1990s. Nevertheless, there is more demand for market research staff and facilities there. If it is not possible to meet the demands of a large portion of the incoming workforce, the delivery of effective business study services will become much more difficult. Among the business students of various universities, a survey was conducted. The emphasis of this survey will be on the job available I e Govt. Jobs, Bank work, Company work, Technical degree, School, NGO job, overseas job, Politician, Banking and Others. Are there major gaps in the Business Studies faculty in higher education in what is expected from male and female or different departments?

### **Objectives of the study:**

Preparation of this paper contains few specific objectives. These are

- To investigate the variables that impact the happiness of students in higher education and to consider the expectations of their students
- To have an exposure on the expectation of students of business faculty.
- To get significant knowledge about the individual career expectation of the students of undergraduate level.

### **Literature Review**

R. Liu & L. Jung (1980), wrote a research paper on "The satisfaction of commuting students and students". The analysis was used on a campus commuter to analyze the factors correlated with student success. A sample of 38 classes was used, resulting in questionnaire responses from 782 undergraduates. To assess the direct and indirect influence of these factors on student satisfaction, they used a causal model that was developed and validated. The study paper found that the student level had a negative impact on satisfaction, with a positive effect on student satisfaction for both age and grade.

C. C. Wei & S. S. Ramalu (2011), in study on University Satisfaction of Students: Does Service Efficiency Matters? He research investigated the association between the standard of service (SQ) and the level of satisfaction of students (SS), using a field study of 100 undergraduate students at one of Malaysia's universities. The outcome of this research reveals that the higher the level of SS, the better the SQ provided by the university. The outcomes of this research have made an important contribution to the body of expertise in the management of student satisfaction in higher education institutions. The results of this study have

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had a functional effect on higher education management, particularly in the field where SQ enhancement is needed.

S. Wilkins & M. S.Balakrishnan (2013) conducted a research on "Assessing the satisfaction of students in transnational higher education". The goal of the study is to determine the determinants of student satisfaction at international branch campuses in the United Arab Emirates (UAE). 247 undergraduate and postgraduate students at branch campuses in the UAE who completed a questionnaire using either hard copies or an online version were included in this quantitative study. It was found that student satisfaction levels were generally high at UAE branch campuses. This study showed the possible utility of logistic regression as a statistical and explanatory method in education management, provided that the logit model developed had an 87.4 percent success rate in determining whether or not a student at a UAE branch campus was typically pleased with their institution.

Temtime, Z.T.and Mmereki, R.N. (2011) T) showed their study that the key factors for entering the MBA program were enhanced management capabilities, job growth and wider industry insights, while employability and economic benefits were ranked low as driving forces. While there is mixed and inconclusive general satisfaction with the program, the MBA program has aided participants in the growth of key management and administration skills. The curriculum, however, places more emphasis on intellectual, technological and analytical skills than on problem solving, creativity, leadership and entrepreneurship skills that employers consider to be more needed, reflecting a difference in relevance. What the MBA participants have observed does not align with what employers perceived to be most needed. The MBA program has a clear need to combine conventional management and managerial expertise with applicable knowledge and skills in today's world of work. It involves hiring professors with practical business experience, revising staff recruiting practices and processes, forming structured relationships with external organizations, and implementing long-term plans to minimize teaching load and staff turnover to close the growing theory-practice gap. Most of the research on the importance and efficiency of GBE programs are carried out in Western institutions of higher education and very little has been achieved in African universities. In the field of Botswana, this is the first of its kind, a significant addition to established literature and the basis for more advanced studies in the region.

Hurst, J.L. and Good, L.K. (2009) found that Pre-entry retail employment aspirations of college seniors, retail work perceptions, and potential psychological contract / entitlement impressions of employee responsibilities were significant predictors of career exploration; the preconceived ideas of retail jobs of college seniors, together with what they believe their future employer will owe, was instrumental in deciding retail career exploration decision. Their studies also provided helpful guidelines

for methods for workplace growth to help with the transition from higher education to the workforce and may also enhance the success of Gen Y job recruitment. Furthermore, this work is distinguished from previous psychological contract studies by the conceptualization of psychological contracts (i.e. privilege perceptions).

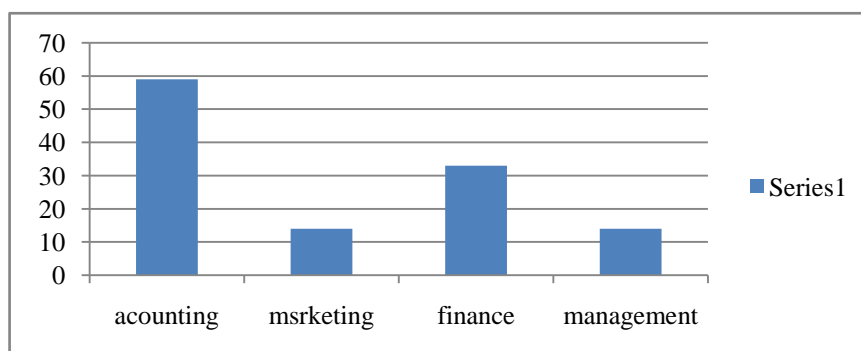
### Methodology

To gather data from Master of Business Administration (MBA) participants on their motivation for learning MBA, level of satisfaction, and the degree to which the skills and experiences gained correspond with those expected by the corporate environment, a self-administered questionnaire and face-to-face interviews were used. Using basic statistical figures, the data was analysed. This analysis analyzes institutional performance linked to the happiness of students and their preparedness for potential job efforts. For collecting primary data of the study, we have selected mainly different departments of Business faculty and a questionnaire was designed to gather the demographic data as well as data related to the career expectation of the students of business studies.

### Frequency Analysis & their graphs

We already know that collection of data is only four departments these are Dept. of Accounting & information systems, dept. of Marketing, dept. of Finance & Banking and dept. of Management.

Department Name	Frequency	Percent	Cumulative Percent
Accounting & information systems	59	49%	49%
Marketing	14	11.75%	60.75%
Finance & Banking	33	27.5%	88.25%
Management	14	11.75%	100.0%
Total	120	100.0	



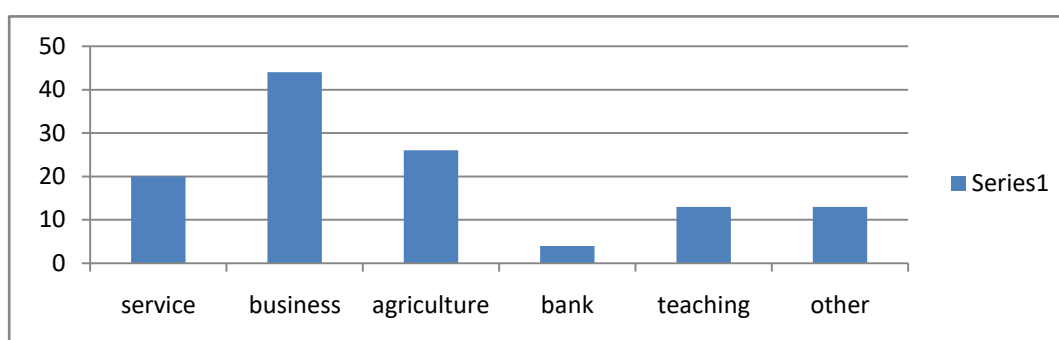
In the above table, we see that total 120 student's data are collected from four departments. Where Accounting & information systems have 59 students, Marketing has 14, Finance & Banking has 33, and Management has 14 students.

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Frequency table of the guardian occupation:

Now we see the frequency distribution of the student's guardian occupation of business faculty in Rajshahi University.

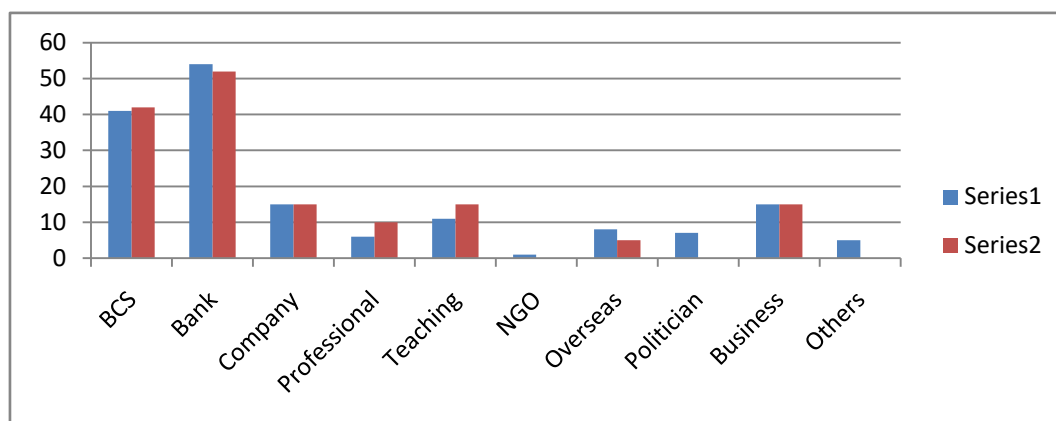
Occupation	Frequency	Percent	Cumulative Percent
Services	20	16.67%	16.67%
Business	44	36.67%	53.34%
Agriculture	26	21.67%	75.01%
Bank	4	3.33%	78.34%
Teaching	13	10.85%	89.20%
Others	13	10.85%	100%
Total	120	100%	



In the above table maximum student's guardian occupation is Business 36.67%, next is Agriculture 21.67%, then Service 16.67%, then teaching 10.85%, then others 10.85% and the last position is Banker 3.33%. Hence, from the above table we are observing that most of guardian's occupation is business.

Frequency table of the expectation of different careers that are (5) strongly expected by the students:

Sr. No	Name of careers	Male		Female	
		Number	Percent	Number	Percent
1	BCS	33	41.25%	17	42.5%
2	Bank	43	53.75%	21	52.5%
3	Company	12	15%	6	15%
4	Professional	5	6.25%	4	10%
5	Teaching	9	11.25%	6	15%
6	NGO	1	1.25%	0	0%
7	Overseas	6	7.5%	2	5%
8	Politician	6	7.5%	0	0%
9	Business	12	15%	6	15%
10	Others	4	5%	0	0%

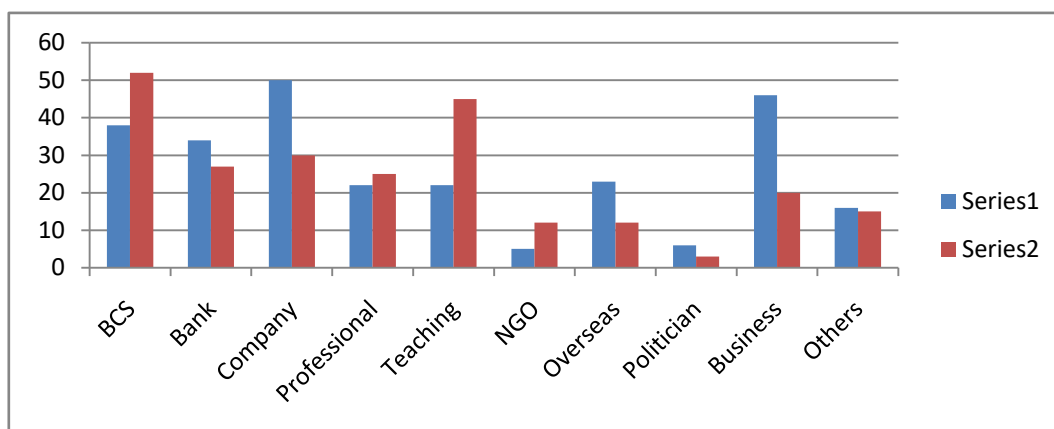


From the above table we can say that majority (53.75%) by male and 52.5% by female of the students of business faculty strongly expect the Bank job. They specify the major reasons for choosing this job are such -Better salary, Prestigious job, Freedom, Huge amount of loan facility at bank rate, Employment on the basis of merit etc. After bank job, the next strongly expected career is BCS (Govt. job) which is 41.25% by male and 42.5% female. We are observing that the rate of expectation of Govt. job is more into female than that of male. The next expected careers are both Company job and Business. This is both 15% by male and female. The next expected career is teaching male 11.25% and female 15%. Here it is noticeable that female expect teaching more than that of male because teaching is suitable career for female. The next expected career is Overseas and Politician, male 7.5% and female 5% & 0%. Here only 7.5% male students expect politics where as female expects 0%. The lowest expected career is NGO (Non Government Organization). Only 1.25% male and 0% female expect NGO job.

Frequency table of the expectation of different careers that are (4) expected by the students:

Sr. No	Name of careers	Male		Female	
		Number	Percent	Number	Percent
1	BCS	31	38.75%	21	52.5%
2	Bank	27	33.75%	11	27.5%
3	Company	40	50%	12	30%
4	Professional	18	22.5%	10	25%
5	Teaching	18	22.5%	18	45%
6	NGO	4	5%	5	12.5
7	Overseas	19	23.75%	5	12.5%
8	Politician	5	6.25%	1	2.5%
9	Business	37	46.25%	8	20%
10	Others	13	16.25%	6	15%

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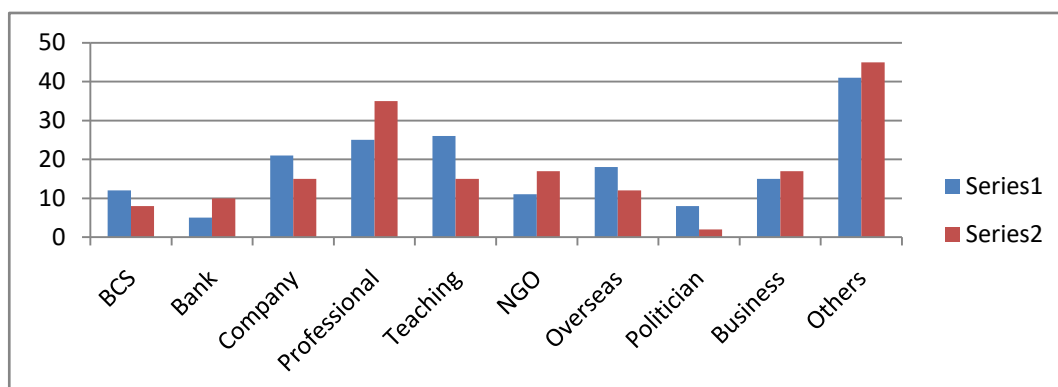


From the above table we can say that majority (50%) by male and 30% by female of the students of business faculty expect the Company job. After Company job, the next expected career is BCS (Govt. job) which is 38.75% by male and 52.5% female. We are observing that the rate of expectation of Govt. job is more into female than that of male. The next expected career is Bank job. This is 33.75% by male and 27.5% female. The next expected career is teaching male 22.5% and female 45%. Here it is noticeable that female expect teaching more than that of male because teaching is suitable career for female. The next expected career is overseas male 23.75% and female 12.5%. Here only 6.25% male students expect politics where as female expects 2.5%. The lowest expected career is NGO (Non Government Organization). Only 5% male and 12.5% female expect NGO job. Here is noticeable that 46.25% male expect Business and 45% female expect teaching.

Frequency table of the expectation of different careers that are (3) neither expected nor unexpected by the students:

Sr. No	Name of careers	Male		Female	
		Number	Percent	Number	Percent
1	BCS	10	12.5%	3	7.5%
2	Bank	4	5%	4	10%
3	Company	17	21.25%	6	15%
4	Professional	20	25%	14	35%
5	Teaching	21	26.25%	6	15%
6	NGO	9	11.25%	7	17.5%
7	Overseas	15	18.75%	5	12.5%
8	Politician	6	7.5%	1	2.5%
9	Business	12	15%	7	17.5%
10	Others	33	41.25%	18	45%

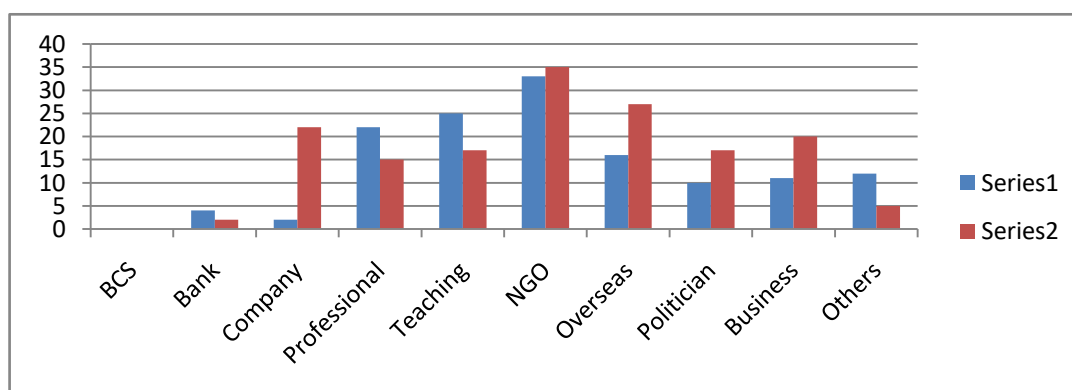




From the above table we can say that majority (41.25%) by male and 45% by female of the students of business faculty remain neutral about the other career.

Frequency table of the expectation of different careers that are (2) unexpected by the students:

Sr. No	Name of careers	Male		Female	
		Number	Percent	Number	Percent
1	BCS	0	0%	0	0%
2	Bank	3	3.75%	1	2.5%
3	Company	2	2.5%	9	22.5%
4	Professional	18	22.5%	6	15%
5	Teaching	20	25%	7	17.5%
6	NGO	27	33.75%	14	35%
7	Overseas	13	16.25%	11	27.5%
8	Politician	8	10%	7	17.5%
9	Business	9	11.25%	8	20%
10	Others	10	12.5%	2	5%



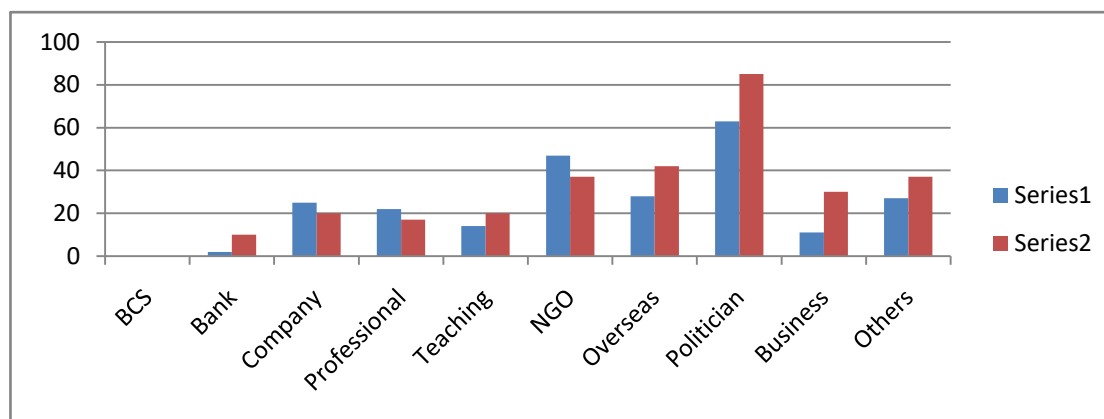
From the above table we can say that majority (33.75%) by male and 35% by female of the students of business faculty unexpected the NGO job. After NGO job, the next unexpected career is teaching which is 25% by male and

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17.5% female. The next unexpected career is professional degrees. This is 22.5% by male and 15% female.

Frequency table of the expectation of different careers that are (1) strongly unexpected by the students:

Sr. No	Name of careers	Male		Female	
		Number	Percent	Number	Percent
1	BCS	0	0%	0	0%
2	Bank	2	2.5%	4	10%
3	Company	3	25%	8	20%
4	Professional	18	22.5%	7	17.5%
5	Teaching	11	13.75%	8	20%
6	NGO	38	47.5%	15	37.5%
7	Overseas	23	28.75%	17	42.5%
8	Politician	51	63.75%	34	85%
9	Business	9	11.25%	12	30%
10	Others	22	27.5%	15	37.5%



From the above table we can say that majority percent (63.75%) by male and 85% by female of the students of business faculty strongly unexpected the Politician career. After politics, the next strongly unexpected career is NGO which is 47.5% by male and 37.5% female. The next strongly unexpected career is overseas job. This is 28.75% by male and 42.5% female.

### Major Finding and interpretation

The selection of a statistical test to explain the strength of the relationships between variables depends largely on the measurement level. Statistical tests of partnership strength are referred to as correlation coefficients. The former definition is commonly used where the component is calculated nominally and seen in the contingency table.

Association between occupation of guardian and expectation of Government job:

We would like to study that there is any association between occupations of guardian and expectation of Government job of the students. Then our test statistic is -

$H_0$ : There is no association between Occupation of guardian and expectation of Government job

$H_1$ : There is association between Occupation of guardian and expectation of Government job

To perform this test we use a package SPSS version 17.0. Find the contingency table and the value of the Chi-square in the given below.

Occupation of guardian		Expect Govt. job?		Total
		No	Yes	
Services	Observed value	6	14	20
	Expected value	6.5	13.5	20
Business	Observed value	15	29	44
	Expected value	14.3	29.7	44
Agriculture	Observed value	9	17	26
	Expected value	8.45	17.55	26
Bank	Observed value	2	2	4
	Expected value	1.3	2.7	4
Teaching	Observed value	4	9	13
	Expected value	4.225	8.775	13
Others	Observed value	3	10	13
	Expected value	4.225	8.775	13
Total	Observed value	39	81	120

Test result: Chi-Square Tests

Statistic	Table Value	Degrees of freedom	Calculated Value
Pearson Chi-Square	11.1	5	0.9193

We observe from the results that the asymptotic significant (2-sided) value of Pearson Chi-square with 5 degree of freedom is 0.9193. Hence the test is not significant at the 5% level of significance. For this particular problem, we observe that the null hypothesis maybe accept at the 5% level of

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significance. Thus we conclude that there is no association between Occupation of guardian and expectation of Government job.

Association between Department and expectation of Government job:

We would like to study that there is any Association between Department and expectation of Government job. Then our test statistic is -

$H_0$ : There is no association between Department and expectation of Government job.

$H_1$ : There is association between Department and expectation of Government job.

To perform this test we use a package SPSS version 17.0. Find the contingency table and the value of the Chi-square in the given below.

Department		Expect Govt. job?		Total
		No	Yes	
Accounting	Observed value	34	18	59
	Expected value	36.38	18.68	59
Marketing	Observed value	9	9	14
	Expected value	8.63	4.43	14
Finance	Observed value	23	5	33
	Expected value	20.35	10.45	33
Management	Observed value	8	6	14
	Expected value	8.63	4.43	14
Total	Observed value	74	38	120
	Expected value	74	38	120

Test result: Chi-Square Tests

Statistic	Value	d.f.	Calculated Value
Pearson Chi-Square	7.81	3	1.4672

We observe from the results that the asymptotic significant (2-sided) value of Pearson Chi-square with 3 d.f. are 1.4672. Hence the test is not significant at the 5% level of significance. For this particular problem, we observe that the null hypothesis maybe accepted at the 5% level of significance. Thus we conclude that Association between Department and expectation of Government job.

Association between Department and expectation of Bank job:

We would like to study that there is any Association between Department and expectation of Bank job. Then our test statistic is -

$H_0$ : There is no association between Department and expectation of Bank job.

$H_1$ : There is no association between Department and expectation of Bank job.

To perform this test we use a package SPSS version 17.0. Find the contingency table and the value of the Chi-square in the given below.

Department		Expect bank job?		Total
		Yes	No	
Accounting	Observed value	41	18	59
	Expected Value	40.32	18.68	59
Marketing	Observed value	5	9	14
	Expected Value	9.67	4.43	14
Finance and Banking	Observed value	28	5	33
	Expected Value	22.55	10.45	33
Management studies	Observed value	8	6	14
	Expected Value	9.67	4.43	14
Total	Observed value	82	38	120
	Expected Value	82	38	120

Test result: Chi-Square Tests

Statistic	Table Value	d.f.	Calculated Value
Pearson Chi-Square	7.81	3	12.01

We observe from the results that the asymptotic significant (2-sided) value of Pearson Chi-square with 3 d.f. are 7.81 and the calculated value is 12.01. Hence the test is significant at the 5% level of significance. For this particular problem, we observe that the null hypothesis is rejected at the 5% level of significance. Thus we conclude that there is Association between Department and expectation of Bank job.

Association between Department and expectation of company job:

We would like to study that there is any Association between Department and expectation of company job. Then our test statistic is -

$H_0$ : There is no association between Department and expectation of company job.

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$H_1$ : There is association between Department and expectation of company job.

To perform this test we use a package SPSS version 17.0. Find the contingency table and the value of the Chi-square & likelihood ratio test statistic in the given below.

Test result: Chi-Square Tests

Statistic	Table Value	d.f	Calculated Value
Pearson Chi-Square	7.81	3	2.0102

We observe from the results that the asymptotic significant (2-sided) value of Pearson Chi-square with 3 d.f. is 7.81 and the calculated value is 2.0102. Hence the test is not significant at the 5% level of significance. For this particular problem, we observe that the null hypothesis maybe accepted at the 5% level of significance. Thus we conclude that Association between Department and expectation of Company job.

### Conclusion

The concept of satisfaction and job encouragement for undergraduate students was discussed in this article. The results of this analysis reinforce those of previous research related to student satisfaction and reinforce, the value of teaching content (approaches and methods for teaching and learning), and academic experiences in student satisfaction (Bright & Graham Jr., 2016; Land, Holley, & Armenakis, 1974; Martin, Milne-Home, Barrett, Spalding, & Jones, 2000). It seems like this happiness is more connected to certain features of HEI-related academic and social progress than what the HEI did to make 'employable' students. The results dispute the rationale of the 'employability' policy of HEIs in order to meet the requirements and desires of students and, ultimately, satisfaction. Instead of 'finding a job,' we show that students attend higher education for reasons that are more educational, holistic, personal, and social. What this means is that students display an appreciation that HE does and does not need to be governed by laws regulating the market. This research offers insight into student happiness and can help HEIs improve student retention and success-related policies. In designing policies and programs related to moving from undergraduate studies to the workplace, HEIs can find this study beneficial.

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