



## **Challenge, Opportunity and Motivation: The Way College Students Face in Job Market**

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### **Abstract**

The present research examined the challenge and opportunity Indian young generation face during their college years and expect to face it again in the job market after their graduation. It has also investigated motivational factors that influence them to pursue their educational goal and compete in the job market. The research findings suggest that course content should meet the present needs of industries and businesses. The command over spoken as well as written communication in English is essential in professional life. One may fall far behind in career advancement due to lack of knowledge in English in working situation. Indian students believe that good grade in examination will help them to get a meaningful job with attractive salary and it will help them to lead a quality life. One-way ANOVA analysis suggests that both male and female respondents with their all bio-graphical variables agree on all the components derived from the Factor analysis. But they differ significantly with component five and ten in relation with their age and course pursuing respectively.

**Key words:** Education, Job Opportunity, Motivation, Quality of Life, Unemployment

**JEL Classification:** M10,M12

**Paper Classification:** Research Paper

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### **Introduction**

The beginning of the 21st century witnessed India to be a country of young generation. These young human resources, if managed properly for the economic development of our country, will be the milestone of the Indian history. Unfortunately, the number of unemployed youths has been increasing every year. The unemployed youth is a serious problem faced by both developed and developing countries. Failure to integrate these young generations into the mainstream of the society through employment has greater consequences for the prosperity and development of the countries.

In India, every year new schools and colleges are being opened in almost all states, but quality of education is still a long way to go for millions of students except few IIT and IIMs. Technology is changing very rapidly so as the needs of industry. Unless, universities and colleges do not change their outdated syllabus and make it more job/industry oriented, a significant number of young generations will remain unemployed, underemployed and will work below their potentiality in low paid, low skilled jobs without prospects in their career.

In this globalized era, if Indian industries and businesses desire to compete in the global economy, job skills of Indian youth must be developed in the light of industry's needs. So, the emphasis of education should be according to the industry needs and students should have the opportunity to practice their learning during their college/university education. Apart from technological skills, communication and written skills in English and problem-solving skills should be developed. If India desires to have demographic dividend, she must create a globally relevant and competitive education system. Economic progress of a country depends upon knowledge and knowledge is recognized as asset (physical & financial) and natural resources as a source of economic growth.

It is very difficult for students to keep their motivation in learning against unemployment and underemployment in the country. But Indian youth still believes that one can have better career and better future in life through education. Employability and good wages are major motivational forces for students in developing countries. People of developing countries have not attained the socio-economic status just like developed countries. Moreover, most of the developing countries including India do not have any social security system just like developed countries. Attractive pay helps a person to survive without social security system and he may dream to have a better life. One can get a job with his/her good university or college degree and subsequently his survival is guaranteed by his/her salary. The lack of suitable employment opportunities forces young generation to take up various forms of self-employment and low paid contractual jobs with deplorable working condition which frustrate them.

## Review of Literature

India is a country of young people. The definition of young people varies from country to country but the United Nations in 1981 described youth as a person "between the age of 15 and 24 years" (as cited in Ragan, Solberg, & Karkara, 2012). It is a transitional period from childhood to adulthood. The National Youth Policy of India-2014 considers "Youth as persons in the age group of 15-29 years" (Government of India, 2017). But in 2011 Census, youth was considered as a person "between the age group of 15-24 years" (Government of India, 2017). In this paper, 2011 Census definition of youth will be considered, i.e. youth as a person between the age group of 15-24 years as majority of the students in our country come out from the educational institute during the age of 24 and enters job market. After Higher Secondary Education (complete at the age of 18) one enters general or different professional degree courses which will be completed at the age of 22 years. He may take another two years for his post-graduate course. So, it can be said that one will enter job market around the age of 24 years. The total youth population was 423 million in 2011 compared to 168 million in 1971 (Census, 2011). The share of youth population with respect to total population has been increasing continuously from the level of 30.60 per cent in the year 1971 to 34.80 per cent in the year 2011 (Government of India, 2017).

Large numbers of recent graduates are not finding jobs commensurate with their qualification and expectation. Youth unemployment is present all over the world with varying degree. In United States of America, it is more than 17 per cent. The situation is worse in Europe where youth unemployment in Greece is nearly 60 per cent, followed by Spain 55 per cent, Italy 35 per cent and France 25 per cent. In India, youth unemployment rate in rural areas among male and female in the age group of 15-29 years was about 6.1 per cent and 7.7 per cent respectively during July 2011-June 2012. While in the same period, the unemployment rate in urban areas was 8.9 per cent and 15.8 per cent for male and female respectively (Government of India, 2017).

A report from NASSCOM-Mckinsey (2005) reveals that only 10-15 per cent of general graduates and 25 per cent of technical graduates in India are employable in the BPO and IT industries respectively. More than 50 per cent of Indian population is still engaged in agricultural sector. But this sector currently contributes around 17-18 per cent of the country's GDP (Sunder, 2018). In a traditional economy, individuals are associated to their parent's occupation and the place where they are born. But the situation is changing due to the emergence of a market economy. Now individual may seek jobs, trade and locations that are best suited for their potentials. After globalization, competition has intensified among industries. They are continuously improving technology and quality of their products to stay in the competitive markets. They prefer to recruit industry-conversant people. In this competitive environment, students should have a blend of knowledge, skills and abilities as a prerequisite to survive. New technology such as automation is eliminating some jobs but at the same time also creating new jobs. Data from advanced economies suggest that the pace of growth in hiring has been higher than the rate of reduction of jobs due to automation (Majumdar, 2018). In their recruitment strategy, Indian IT companies are giving emphasis to students with skills in cloud, artificial intelligence, analytics, machine learning and other digital courses (Christopher & Sangani, 2018; Majumdar, 2018). In a forecast of 'Future of Skills and Jobs in India' FICCI-NASSCOM (2017) indicated that by 2022, nine per cent of the workforce would be employed in new jobs that do not exist today and 37 per cent of Indian workforce would be in jobs which demand different skill sets. The remaining 54 per cent will continue to remain in the unchanged job category.

To improve the employability of the students by imparting practical knowledge and skills in industrial environment, All India Council for Technical Education (AICTE) introduced mandatory internship scheme from the session 2017-18. The recent literature review of internship in America indicates that certain characteristics such as duration, type and quality of mentorship, pay and coordination with academic advisors plays significant role for the success of internship programme but it is frequently overlooked. The research evidence also suggest that internship may improve the employability, academic outcomes and career development of students but the evidence is not conclusive regarding the effects of internship on employability (Hora, Wolfgram and Thomson, 2017). In India, students have varied opinion regarding the internship programme because all of them do not get same exposure as they expect from their respective organizations. To find out the success and effectiveness of internship in India, nationwide survey among the participants is needed.

In the present job scenario, significant numbers of students are interested to avail Government job, because it is not only secure, but also comes with a lot of benefits, including healthcare and welfare benefits. But jobs in Government organizations are very much limited and recruitment procedures are very much cumbersome. It is the private organization who creates more jobs for young people. But investment in private sectors is not very encouraging. In open market, Indian entrepreneurs have to compete with foreign producers with price and quality. An entrepreneur has to consider lot of things along with labour market, availability of raw materials, market competition, land acquisition etc. To create more jobs and protecting the existing one, Donald Trump, the President of America has imposed tariffs on goods coming from China, Europe, Canada and India. As a result, American economy is recovering, and employment has increased. In business and academic circles, debate has been already started about open market, tariff and its consequences in local market about job creation, industry revival and future of unemployed young generation.

Unemployed youth is a big problem for any country. The activities of this group of people are unpredictable. The consequences of unemployment are numerous such as forced to live a

single life which is boring and monotonous. Research evidence suggests that those who are not employed or established in job or business cannot marry for companionship and family. No girls would be willing to marry an unemployed person (Saha & Dey, 2014). Joblessness may influence increased crime in the society, mental health problems, violence, drug addiction, social exclusion etc. The uprising of 2011, in Middle East (known as 'Arab Spring') is manifestation of disillusioned and frustrated youth, many of whom were unemployed or in jobs that did not fully utilize their skills and abilities.

### Research Objectives

Indian students are facing tremendous pressure in job market except students from IIT and IIMs. The challenge, they face in competitive job market varies from student to student. Advancement of technology in job market, incompetency in spoken as well as written English, lack of practical knowledge and mismatch of qualification with the present job requirement put them in very challenging situation during interview. In these contexts, the present study desires to investigate:

- a. The challenge and opportunity student faces in the job market
- b. What are the factors that motivate them in this competitive market to carry on their studies?
- c. Relationship, if any, between factors and socio-biographical variables of the respondents.

### Research Methodology

The data was randomly collected from graduate and post-graduate students of a private engineering and management college in Kolkata, West Bengal, India. Students were chosen from the courses of engineering, management, hospitality management and Bachelor of Education Studies. The sample consisted of 85 boys and 92 girls. Socio-biographical variables such as gender, age, family income and residential area of the students were considered in the present study to investigate whether these socio-biographical variables have any impact on factors/ components derived from the Factor analysis. The data for socio-biographical variables were collected directly from the first part of the questionnaire. The second part of the questionnaire contained 22 questions which were used to find out the factors which were responsible for challenge and opportunity student face during their college year and in the job market. It also investigated motivational factors of the students which influence them to continue their study and compete in the job market. Five-point Likert scale was used with an anchor using strongly agree, fairly agree, not sure, fairly disagree and strongly disagree to find out the factors which create challenge, opportunity and motivate students. To find out the factors, Factor analysis was carried out using SPSS (version -17). The form of Factor analysis used was Principle Components Analysis with Varimax rotation. Principle Components Analysis determines the minimum number of factors that will account for maximum variance in the data. To justify the Factor Analysis, Kaiser-Meyer Olkin (KMO) test for sampling adequacy and Bartlett's test of Sphericity were used. A series of analysis of variance (ANOVA) were performed to find out the relationship between socio-biographical variables and the factors derived from Factor analysis. To measure the reliability of internal consistency among the variables, Cronbach's alpha was used. The generally agreed lower limit for Cronbach's alpha is 0.70, but in exploratory research it may decrease to 0.60 (Robinson, 1991). In our study, the value of Cronbach's alpha was 0.673.

### Socio-biographical variables of the Participants

The socio-biographical variables of the participants are presented in Table-1. Among the

respondents, around 48 per cent and 51 per cent were male and female students respectively. Around 44.0 per cent of the student was below the age of 20 years and 45 per cent was between 20 to 24 years of age. Only 9.604 per cent (7.910+1.694=9.604) of the student was over 24 years of age. Majority of the students were (71.751 per cent) in graduation level, while 16.950 per cent and 11.299 per cent of the students were in post-graduate level and in professional courses respectively. Around 48 per cent parents' income was below Rs. 25000.00, while 27.684 per cent parents' income was between Rs. 25000.00 to 35000.00. Only 10.734 per cent parents had income more than Rs. 45000.00. Majority of the students (71.186 per cent) live in urban areas whereas only 28.814 per cent live in rural areas respectively.

**Table-I: Respondent's characteristics Background**

| Gender              | Frequency | Percentage |
|---------------------|-----------|------------|
| Male                | 85        | 48.023     |
| Female              | 92        | 51.977     |
| <b>Age</b>          |           |            |
| Less than 20 years  | 79        | 44.633     |
| 20-24               | 81        | 45.763     |
| 24-28               | 14        | 7.910      |
| More than 28        | 3         | 1.694      |
| <b>Course</b>       |           |            |
| Graduation          | 127       | 71.751     |
| Post-graduation     | 30        | 16.950     |
| Professional degree | 20        | 11.299     |
| <b>Income</b>       |           |            |
| Less than 25000.00  | 85        | 48.022     |
| 25000.0-35000.00    | 49        | 27.684     |
| 35000.0-45000.00    | 24        | 13.560     |
| More than 45000.00  | 19        | 10.734     |
| <b>Residence</b>    |           |            |
| Urban               | 126       | 71.186     |
| Rural               | 51        | 28.814     |

## Results and Discussion

Challenges are manifold in student's life until they secure a desired job. During school year, they are forced to accept an area of study according to the job opportunity in the market. Very seldom, they choose the area of study according to their interest. They take private tuitions in most of the subjects from their school year to college year to get a good grade and it may help them to get a desired job.

To find out the factors that create challenge and opportunities and help to motivate them, factor analysis was conducted. Bartlett's test of Sphericity was significant ( $\lambda^2 = 613.194$ ,  $p < 0.00$ ) and Kiser-Meyer-Olkin (KMO) test was 0.609, which justify the factor analysis (Malhotra, 2007). Factor analysis produced 10 factors/ components from 22 research questions which are able to explain the observed variance. The Eigen value of all components, the variance explained by each factor and the cumulative variance were calculated by SPSS and it is presented in Table-2. To

decide the number of factors to retain, several procedures have been suggested such as Scree plot, Eigen value and Per centage of variance (Malhotra, 2007). The Eigen values' approach suggests that only factors with Eigen values greater than one are retained. The present research suggests that only 10 factors have Eigen values greater than one. The first factor accounts for 12.851 per cent of variance, while the second, third, fourth, fifth, sixth, seventh, eighth, ninth and 10th factor explains 8.197, 7.073, 6.347, 6.301, 5.191, 4.859, 4.466, 4.535 and 4.390 per cent of variance respectively. They altogether contribute 64.21 per cent of total variance. All the other remaining components were not found statistically significant.

**Table-2: Factors which creates challenges, opportunities & motivation (Rotated Component Matrix)**

| Variables  | Com-1 | Eigen Value | % of Variance | Cumulative Variance |
|--|-------|-------------|---------------|---------------------|
| 1. I know, it is a great challenge for me to have a good job, when the job opportunity is limited in the country                             | 0.502 | 3.084       | 12.851        | 12.851              |
| 2. I have great confidence on me to face the job challenge in my working situation   | 0.648 |             |               |                     |
| 3. The syllabuses of our university should address 21st century needs & should catch up with the world                                       | 0.680 |             |               |                     |
| Variables  | Com-2 | Eigen Value | % of Variance | Cumulative Variance |
| 4. If I get a good grade in my examination, I may get a job with attractive salary   | 0.742 | 1.967       | 8.197         | 21.048              |
| 5. While choosing a job, I will consider its location very seriously   | 0.716 |             |               |                     |
| Variables  | Com-3 | Eigen Value | % of Variance | Cumulative Variance |
| 6.To have a good job after finishing my course, motivate me to study   | 0.681 | 1.698       | 7.073         | 28.121              |
| 7. We need spoken as well as written communication skills to get a good job with reputed organization  | 0.606 |             |               |                     |
| 8. We need more practical oriented course rather than theoretical course which will help us to get a challenging job                         | 0.594 |             |               |                     |
| Variables  | Com-4 | Eigen Value | % of Variance | Cumulative Variance |
| 9. There is no job security in private organization. Hire & fire is the norms  | 0.731 | 1.523       | 6.347         | 34.468              |
| 10. Job situation of our country is not very rosy. I am scared about it & it de-motivates me to study seriously                              | 0.712 |             |               |                     |
| Variables  | Com-5 | Eigen Value | % of Variance | Cumulative Variance |
| 11. I do not prefer to have a job, where commuting takes long time   | 0.682 | 1.512       | 6.301         | 40.769              |
| 12. The syllabus should be updated regularly, and students should be encouraged to read the textbooks rather than questions and answer books | 0.584 |             |               |                     |
| Variables  | Com-6 | Eigen Value | % of Variance | Cumulative Variance |
| 13. We need spoken as well as written communication skills in English to get a good job with reputed organization                            | 0.758 | 1.246       | 5.191         | 45.96               |

|   |               |                    |                      |                            |
|---|---------------|--------------------|----------------------|----------------------------|
| 14. To have a good educational environment, universities and colleges should be free from political influence from any political party      | 0.588         |                    |                      |                            |
| <b>Variables</b>  | <b>Com-7</b>  | <b>Eigen Value</b> | <b>% of Variance</b> | <b>Cumulative Variance</b> |
| 15. I desire to have a job where flexible time is practiced   | 0.730         | 1.166              | 4.859                | 50.819                     |
| 16. It is easy to dream to be an entrepreneur, but one needs technological knowhow, venture capital and other resources which we don't have | 0.748         |                    |                      |                            |
| <b>Variables</b>  | <b>Com-8</b>  | <b>Eigen Value</b> | <b>% of Variance</b> | <b>Cumulative Variance</b> |
| 17. Attractive salary is a motivating factor to students & employees in developing country  | 0.709         | 1.119              | 4.466                | 55.285                     |
| 18. University has responsibility to prepare its youth for jobs of the future   | 0.691         |                    |                      |                            |
| <b>Variables</b>  | <b>Com-9</b>  | <b>Eigen Value</b> | <b>% of Variance</b> | <b>Cumulative Variance</b> |
| 19. I prefer to have Govt. job, because job security, pension and other financial benefits are provided here                                | 0.541         | 1.088              | 4.535                | 59.82                      |
| 20. One falls far behind in career advancement due to lack of knowledge in English in working situation                                     | 0.842         |                    |                      |                            |
| <b>Variables</b>  | <b>Com-10</b> | <b>Eigen Value</b> | <b>% of Variance</b> | <b>Cumulative Variance</b> |
| 21. I would be able to maintain a quality of life, if my salary is good   | 0.787         | 1.054              | 4.390                | 64.21                      |
| 22. I am not sure whether I will get campus placement   | 0.644         |                    |                      |                            |

Note: Extraction method, Principle component analysis

Com-1: The syllabuses should address 21st century's needs & should catch up with the world

Com-2: Good grade in examination may bring a job with attractive salary

Com-3: Will get a good job after finishing the course which motivate me to study

Com-4: No job security in private organization, hire & fire is the norms

Com-5: Do not prefer to have a job, where commuting takes long time

Com-6: Spoken as well as written communication skills needed to get a good job with reputed organization.

Com-7: Easy to dream to be an entrepreneur, but one needs technological knowhow, venture capital and other resources

Com-8: Attractive salary is a motivating factor to students

Com-9: Due to lack of knowledge in English in working situation, one falls far behind in career development

Com-10: Be able to maintain a quality of life if salary is good

The output of factor analysis is the factor matrix/component matrix which contains the coefficients that are used to express the standardized variables in terms of the factors. These coefficients with large absolute value represent the high correlations between the variables and the factors. In present research paper, varimax procedure for rotation was used which minimizes the number of variables with high loadings on a factor that are used to interpret the factors.

In the study, variables one, two as well as three correlate and combine with component one after rotation because of their common nature. The component may be labelled as 'the syllabus should address 21st century's needs and should catch up with the world'. The syllabus of most of the Indian Universities are theoretical and traditional. It does not meet present needs of industries and businesses. Students are forced to take a whole bunch of courses regardless of their interest. Along with main courses, they should be allowed to choose other courses from a pool of offered courses according to their interest to fulfil the university requirement. They must be able to integrate what they learn with what is practiced in industry. To overcome these

problems, University Grant Commission has recently mandated that 75 per cent student should be compulsory trained by the institution in professional skills such as teamwork, communication skills, leadership skills and management skills by 2022. Students should also be encouraged on the 'spirit of innovation/entrepreneurship and critical thinking' (Anubhuti, 2018). As a result, they would be more employable and equipped with professional skills.

Component two is highly associated with variables four and five and may be named as 'good grade in examination may bring a job with attractive salary'. Component three is associated with variables six, seven and eight and it may be labelled as 'will get a good job after finishing the course which motivate me to study'. Again, component eight is associated with variables seventeen and eighteen and may be labelled as 'attractive salary is a motivating factor to students'. Similarly, component ten is related with variables twenty-one and twenty-two and may be named as 'would be able to maintain quality of life if salary is good'. All these components can be interpreted together.

In developing country, attractive salary is a motivating factor. It does not only give them the assurance of survival but also gives them the courage to lead a quality of life. The people of developing countries have not attained the socio-economic status as of developed countries. Money may not be the motivating factor to people of developed countries (Herzberg, Mausner & Snyderman, 1957), but it is a strong motivating factor to the people of developing countries (Saha, 2013). To have an attractive job one needs a good grade in examination along with communication skills in English, both in written as well as spoken (Saha & Saha, 2016). Motivation and dedication play significant roles in learning process for students. It is a common believe among the population that highly career oriented and motivated students are more likely to achieve higher grades. Students and their parents of our country give tremendous emphasis on education. Apart from regular school and college attendance, majority of the students take extra coaching from reputed teachers or tutorial home. The private tuitions have become a multi-billion-dollar industry in India. The current size of private tuition market was estimated around \$23.7 billion in 2013 and likely to reach \$40 billion by 2015 (Govt. of India, 2016).

Quality of life is a multidimensional concept, which has no clear or fixed boundaries. The factors that play significant role in determining quality of life vary according to personal preferences, but they often include number of indicators such as income, employment opportunity, friendly working environment, health, education, transportation etc. (Schneider, 1976). Few Research studies reveal that there is significant correlation between income as well as quality of life (Greenland, 1990, Adelman, 1987, Diener, et. al, 1985). Good salary provides security, power, luxuries and comfort in life which people desire to have in developing country.

Component four is related with variables nine and ten and it may be labelled as 'no job security in private organization, hire and fire is the norms'. Component five is associated with variables eleven and twelve and it may be named as 'do not prefer to have a job, where commuting takes long time'. These two components can be explained simultaneously. Nowadays, private organizations are not much interested to retain their employees except the potential one. In Indian job market, supply of human resources is more than demand. Every year, thousands of youngsters enter into job market and not every one of them will be employed. The remaining students join in family business, if any exist, or they will start doing some sort of odd job. Private organization terminates job when the demands of products or services fall and hire when demand increases. Significant number of private engineering and management colleges are recently recruiting academicians on contract basis or on part-time basis as demands of engineers and management graduate have fallen in the market. Young generation do not prefer to take a job where commuting

takes long time. Commuting for long time creates stress on young minds. It creates work-life balance problems for women especially for working mothers. Sometimes, girls are forced to hire a rented accommodation near their working place but living alone as a single girl creates security concern. The abuse of women and its consequences undermine women's human rights and freedom and it may cause the nightmare throughout her life (Saha & Saha, 2017).

Component six is related with variables thirteen and fourteen and may be labelled as 'spoken as well as written communication skills needed to get a good job with reputed organization'. Component nine is associated with variables nineteen and twenty and may be named as 'due to lack of knowledge in English in working situation, one falls far behind in career development'. These two components can also be interpreted jointly. The proficiency in spoken as well as written communication in English play significant role in official work, academic and professional life of a person, A person who can communicate effectively is well accepted into a team more easily. In globalised world, knowledge in English builds self-esteem and self-confidence. Crystal (1997) in his research revealed that 85 per cent of the international organization use English as their official language in transnational communication. Nowadays, English has become the de facto international language of science and technology. One may fall far behind in career advancement due to lack of competency in English language. Graduate engineering students of petroleum and engineering at the University of MUST, had difficulties to get job in oil companies due to their poor knowledge in English (Al-Tamini & Shuib, 2010). Another research report among the students in India reveals that 'English is a language for communication with the world and it is essential in official work, academic and professional life' (Saha & Saha, 2016).

Component seven is associated with variables fifteen and sixteen and may be named as 'easy to dream to be an entrepreneur, but one needs technological knowhow, venture capital and other resources'. Both Central and different State governments have been encouraging students to take entrepreneurship as a career. Students of India while they are in universities and colleges do not take any meaningful research project under the guidance of their teachers. As a result, they are not exposed to sound technological knowledge which may create a business opportunity. In globalized market, one has to compete in a market with quality and cost. In India, most of the Universities except few IIT and IIMs do not conduct any meaningful research, because Government allocation for research is very minimal. It was only 0.85 per cent of GDP in 2014. In same year, United States invested 2.74 per cent, China-2.10 per cent and south Korea-4.29 per cent respectively (India CSR Network, 2017). It is very much apparent, when we see the application rate of patent by the Indians. In 2016-17, 71 per cent patents were applied by the foreigners while only 29 per cent were filed by Indians. It was only 28 per cent in 2015-16 (Kumar, 2018).

## **Influence of Socio-biographical variables on Components: ANOVA Analysis**

A series of one-way ANOVA analysis were conducted to find out the association between gender, age, course pursuing, family income and residence (socio-biographical variables) and components derived out from Factor analysis. Socio-biographical variables were treated as independent variables while components derived out from Factor analysis were treated as dependent variables. A one-way ANOVA analysis is used to test whether several means are equal across one variable and this is done by analyzing the variance. In the study, all the male and female respondents with their different socio-biographical variables background agree on all components i.e. component one 'the syllabus should address 21st century's needs and should catch up with the world'; component two 'good grade in examination may bring a job with attractive salary'; component three 'will get a good job after finishing the course, which motivates me to study'; component four 'no job security in private organization, hire and fire is the norms';

component six 'spoken as well as written communication skills needed to get a good job with reputed organization'; component seven 'easy to dream to be an entrepreneur, but one needs technological knowhow, venture capital and other resources'; component eight 'attractive salary is a motivating factor to students', and component nine 'due to lack of knowledge in English in working situation, one falls far behind in career development'.

On the other hand, there is a significant difference of opinion among different age group of students regarding component five i.e. 'do not prefer to have a job, where commuting takes long time'. Generally, people prefer to have a job in his/her own state and near to his/her residential area. Culture, language, food habit and living independently may create constrain in their mind to have a job in other state. Again, all the metro city in India are highly populated and to reach a working place takes long time which is boring, monotonous and frustrating. Day after day, one must experience this stress throughout his/her working life. They have seen how their parents and relatives suffered their day to day ordeal regarding commuting. When job market is very competitive and supplies of job seekers are more than job availability, people accept job keeping in mind of transfer or switch over to another job. Commuting long distance affects working mothers more than anybody else. To maintain work-life balance creates tremendous pressure especially on working mothers (Saha, Chaudhuri & Mazumdar, 2016).

Again, there is a significant difference of opinion among graduate and postgraduate students regarding component-10, i.e. 'will be able to maintain a quality of life if salary is good'. The relationship between income and quality of life is complex (Callard, 1996). Salary or income is one of the main factors that lead to a quality of life. Only significant results of ANOVA analysis are presented in Table-3.

**Table-3: Relationship between socio-biographical variables and the components: ANOVA Analysis**

| Com-5 vs. age  |                | Sum of square | df  | Mean  | f     | sig    |
|--|----------------|---------------|-----|-------|-------|--------|
| Do not prefer to have a job, where commuting takes long time | Between groups | 19.748        | 3   | 6.583 | 3.091 | 0.029* |
|  | Within groups  | 368.447       | 173 | 2.130 |       |        |
|  | Total          | 388.215       | 176 |       |       |        |
| Com-10 vs. course  |                |               |     |       |       |        |
| Will be able to maintain a quality of life if salary is good | Between groups | 13.389        | 2   | 6.695 | 3.167 | 0.045* |
|  | Within groups  | 367.797       | 174 | 2.114 |       |        |
|  | Total          | 381.186       | 176 |       |       |        |

\*Significant at 0.05 per cent level

## Conclusion

The world is changing very rapidly, and it is affecting profoundly the lives of the young people all over the world especially in developing countries. India as a developing country has not been able to take advantage of using her young human resources due to lack of quality of education, job training, up gradation of skills and industrialization. Employable skills involve communication skills in English and problem-solving skills apart from technical skills. Expansion of higher educational institutes have been taken place at a rapid pace in the last decade but issues of the curriculum content, course work and industry exposure were not addressed properly. Students of India still believe that good grade in examination will help one to get an attractive job with

attractive salary and it will help him/her to maintain a quality of life. Indian Government and educational institutes are encouraging students to be an entrepreneur but most of the students lack technical knowledge, venture capital and other resources to be an entrepreneur.

Failure to integrate young generation into labour market has greater consequences for economic development and prosperity of a country. Similarly, nobody can predict how the young people will behave in future if they are unemployed for a long time. Without meaningful work and living wages, sustainable development of human being cannot be achieved in the society. To overcome these problems, active partnership between Government, industry, educational institution and civil society are needed to take necessary action. In recent past, few private universities were established with new ideas and innovations. They are focusing on a research-oriented learning, where students are not just learning theory, but applying their new know-how even at the undergraduate level.

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