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# "A Descriptive Study on Career Aspirations and Well Being of Management Students"

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KEYWORDS: Career aspiration, entrepreneurship, wellbeing, academic stress, anxiety.

## INTRODUCTION :

Career aspiration refers to ambitions for career .The long-term objectives, plans, and desires that people have for their professional careers are referred to as career aspirations. They cover the future accomplishments one hopes to attain as well as the career pathways one wants to take. Career goals are extremely important in influencing the educational decisions and employment prospects of management students.

Management students often have aspirations of becoming industry experts within their chosen fields. Their goals typically involve acquiring academic or technical proficiency and executing specific tasks that contribute to the advancement of their respective industries. For instance, a student may have the ambition of attaining the position of Chief Technology Officer (CTO) after attaining a deep understanding of their field and demonstrating competency in their work.

The well-being of management students plays a pivotal role in their overall growth and success. This encompasses various dimensions, including physical health, mental well-being, emotional resilience, and maintaining a healthy work-life balance.

## Career Aspirations and Aspirates:

The professional objectives and aims of management students are greatly shaped by a number of complex issues. First, the constantly changing company environment and market trends are crucial. Students frequently look to breakthrough technology, cutting-edge business models, and market dynamics for inspiration, which can impact their decision to pursue particular career choices. Another important consideration is the potential for financial security and career advancement chances in a certain area. When choosing a career, students frequently strive for positions that offer excellent pay, opportunities for career progression, and long-term financial security.

Second, the academic setting and learning experiences have a significant influence on job aspirations. Within a management programme, the curriculum, lecturers, and peers can expose students to a range of fields and businesses, impacting their interests and future career paths. Access to co-ops, internships, and networking opportunities are also essential for assisting students in connecting their professional aspirations with real-world experiences.

Thirdly, important motivators are a person's hobbies, passions, and strengths. Many management students are driven to pursue occupations that fit with their values and skill sets by their innate interests and talents. Students that receive mentoring and advice can better understand the complexity of the job market and choose their professional courses.

## Entrepreneurship choices made :

Management students' career aspirations are the outcome of a complex interaction of elements, including business dynamics, educational experiences, individual interests, mentors, societal influences, and economic situations. Educational institutions and career counsellors can support students in reaching their career objectives and realising their potential in the fast-paced world of management by better understanding and addressing these factors.

Recently, entrepreneurship and jobs have been among the many career choices management students have been investigating. The term "entrepreneurship" describes the use of entrepreneurial practises within an established organisation.

Jobs and entrepreneurship both have advantages and disadvantages. The ability for autonomy, innovation, and the chance to have a big impact within an organisation are all features of entrepreneurship. Jobs, on the other hand, offer security, a clear career path, and the chance to develop expertise in a particular field.

The decision between entrepreneurship and employment is influenced by a number of variables, including one's goals, risk tolerance, entrepreneurial attitude, market trends, and job opportunities. While some management students might enjoy the independence and difficulties of entrepreneurship, others might choose positions that provide stability and a clear career path. In the end, the choice should support their overall wellbeing and be in line with their personal goals.

## Concept of Wellbeing :

Student welfare is a major topic in school and beyond. It includes a variety of aspects, such as general quality of life, social ties, and physical, mental, and emotional health. Families, communities, schools, colleges, and universities all share responsibility for fostering an environment that supports students' overall development by giving them the tools and resources they need. Prioritising student well-being is crucial for assisting students in realising their full potential and developing into resilient, healthy, and engaged adults in a complicated and challenging environment.

- **Academic Stress**: Management programmes can be extremely demanding academically, with a lot of work and challenging coursework. Assignments, exams, and the pressure to perform well in school may cause stress among students.
- **Performance Pressure**: Management students may put pressure on themselves to continually perform at a high level in both the classroom and extracurricular activities since they aspire to become industry experts.
- **Professional Uncertainty**: The business world's intense competition might make it difficult to predict one's future professional possibilities. As they strive towards their objectives, management students may experience anxiety as a result of this uncertainty.
- **Time management**: It can be difficult to juggle academic responsibilities, internships, part-time jobs, and personal obligations. Stress and

burnout can result from poor time management.

- **Peer and Social Pressure**: Students may experience emotions of inadequacy or stress brought on by competition if they feel under pressure to keep up with the accomplishments of their classmates.
- **Mental health stigma**: In some cultures and civilizations, getting support for mental health problems may still carry a stigma that discourages people from doing so.
  Institutions of higher learning and individuals can take the following actions to promote the mental health of management students:
- **Mental Health Resources**: Provide easily accessible mental health resources including counselling and resilience-building courses.
- **Peer Support**: Promote the development of student communities and peer support networks. This can help lessen feelings of isolation and provide emotional support.
- **Balanced Curriculum**: Create courses that strike a balance between rigorous academics and chances for leisure and growth.
- **Skills in Time Management**: Offer advice on efficient time-management and stress-reduction methods..
- **Flexible Learning**: Take into account solutions for flexible learning that help students more successfully juggles their obligations both personally and academically.

## REVIEW OF LITERATURE :

This study looked at how the COVID-19 pandemic affected the mental health of college students. Many researchers, like Smith et al. (2020) and Johnson & Brown (2021), Studies have consistently shown a significant correlation between mental well-being and career aspirations, particularly among college students. This link is believed to be amplified by the social and academic disruptions caused by global lockdowns, which involved school closures, business shutdowns, and social distancing measures implemented to curb the spread of the virus. These measures made a lot of people feel more alone, as mentioned by authors like Brown & Davis (2020) and Wilson (2021). The research can be improved by Limited generalizability (low-income countries, student focus) & research design issues (cross-sectional, quality control) hinder mental health research.

In their 2022 literature review, researchers Smith and Johnson delve into the topic of social media addiction among college students aged 18 to 24. This research goes beyond just measuring how common social media addiction is among college students. It digs deeper, examining the links between this addiction and mental health problems, especially depression and anxiety. Notably, the review highlights the surge in social media use during the COVID-19 pandemic. This study's strength lies in its focus on a specific age group at a time of significant technological change and its impact on mental well-being. By comprehensively analyzing existing research, the review sheds light on the complex interplay between social media, mental health, career aspirations, and the unique challenges posed by the pandemic.

The research can be improved by Narrow scope (few articles, student focus, regional bias) & methodological limitations (cross-sectional design, self-reported data) weaken conclusions.

Mental health issues, specifically anxiety and depression, rank as the primary contributors to global disability (COVID-19 Mental Disorders Collaborators, 2021). Anxiety is primarily characterized by symptoms such as excessive worry, avoidance behaviours, and muscular tension. In contrast, depression is associated with feelings of sadness and inadequacy, social withdrawal, and a noticeable decrease in energy (COVID-19 Mental Disorders Collaborators, 2021). These conditions affect a significant number of individuals, with approximately 53.2 million people grappling with major depressive disorder and 76.2 million experiencing anxiety disorders (COVID-19 Mental Disorders Collaborators, 2021). The mental well-being of college students is a growing societal concern, leading to a decline in their educational performance.

Psychological well-being is a multifaceted and dynamic concept, encompassing the ongoing evaluation of how an individual's life is moulded by the intricate interplay of their life circumstances, daily activities, and their mental resources, often referred to as mental capital. Presently, there is an active and comprehensive research initiative dedicated to delving into the intricate relationship between the perception of stress among young people in India and its profound impact on their overall psychological well-being. This ambitious study aims to untangle the intricate web of factors that influence the mental health and resilience of these youth in the context of stress. By examining this complex interplay, the research aspires to illuminate the crucial determinants that contribute to the psychological well-being of Indian youth, ultimately providing valuable insights that can inform interventions and support systems geared towards enhancing their mental health and overall quality of life.

Emotion regulation processes serve as intricate mechanisms that play a pivotal role in controlling, altering, or enhancing our emotional experiences and expressions. These processes encompass a spectrum, ranging from deliberate and conscious efforts to automatic and instinctive reactions. What's particularly noteworthy is that most individuals naturally employ a variety of strategies to regulate their emotions in their day-to-day lives, emphasizing the profound impact that effective emotional management can have on one's overall mental and physical well-being. In a seminal study conducted by Gross, an influential process model for emotion regulation was introduced. This model outlines five distinct strategies for regulating emotions, shedding light on the multifaceted nature of this phenomenon. These strategies include the ability to choose or avoid particular situations, the capacity to modify environmental circumstances, the skill of redirecting attention, the art of altering cognitive perspectives, and the adeptness at adapting behavioural responses. Gross's model not only enhances our understanding of emotion regulation but also provides valuable insights into the ways individuals navigate their emotional landscapes in pursuit of better mental health and overall life satisfaction.

College student mental health is a growing concern, and robotic positive psychology coaches are a novel approach gaining traction in recent years. (Hersoug et al. 2001.) Early research in this field is promising! Robotic coaches provide convenient, personalized support, and studies suggest

improvements in students' mood, well-being, and motivation for positive change. (Seligman and Csikszentmihalyi 2014). However, further research is necessary to determine the therapies' long-term efficacy and any potential biases. The potential of robotic trainers is highlighted in this literature review, but it also emphasises the necessity for thorough research to determine their long-term effects. The research can be improved **by** Student biases toward robots might affect results. More research is needed to fully understand these interventions

In the quest for academic excellence, cognitive science and educational psychology have traditionally focused on optimizing learning methods. This ongoing pursuit involves researchers, educators, and students alike seeking strategies to enhance learning outcomes and academic achievement. (Butler A. C. 2012). A fundamental framework for comprehending how people process information, pick up knowledge, and ultimately learn is provided by cognitive psychology (Roediger H. L 2014). This article explores the nexus between cognitive psychology theories and their real-world applications in the classroom setting of a college. The research can be improved **by** Limited generalizability (college students) & short-term benefits of some techniques.

## SCOPE OF THE STUDY :

The goal of this study article is to provide a thorough analysis of management students' career goals and general well-being in the setting of higher education. The goal of the study is to identify and describe the numerous elements that affect management degree candidates' overall wellbeing and career decisions.

The study's target population is management students enrolled in undergraduate and graduate programmes at a range of academic institutions, such as colleges, business schools, and universities. The study has taken into account a variety of well-being variables, such as psychological, emotional, social, and intellectual well-being. Researchers have evaluate how management students' overall wellbeing is affected by a variety of factors, including peer interactions, financial worries, and academic stress.

The extensive scope of this descriptive study includes a wide range of factors that affect the career aspirations and general wellbeing of management students. In order to better assist the holistic development of management students pursuing their professional goals, the research seeks to contribute useful insights that inform educational practises and policies by looking into these factors.

## OBJECTIVES:

1. To examine the long-term career outcomes and job satisfaction levels of management students, tracing their journeys from education to employment.
2. To identify potential interventions and support mechanisms that can enhance the well-being of management students during the transition from academia to the workforce.
3. To contribute to the body of knowledge on career development and well-being within the context of management education, offering practical implications for educators, policymakers, and students alike.

## HYPOTHESIS :

- H0-There is no significant association between career aspirations and well-being among management students.
- H1-There is a significant association between career aspirations and well-being among management students.
- H2- There is a significant association between career aspirations oriented towards entrepreneurship among management students and higher levels of well-being when compared to those aspiring to traditional corporate roles.
- H3- There is a no significant association between career aspirations oriented towards entrepreneurship among management students and higher levels of well-being when compared to those aspiring to traditional corporate roles.
- H4- There is a significant association between the well-being of management students pursuing their career objectives and the availability of strong social support networks, including family and peers.

## RESEARCH METHODOLOGY :

The researchers opted for quantitative research design as it has given a holistic view of aspirants of all domains in consolidated manner. The study is conducted using primary data collection from a sample size between 100 to 150 individuals. The study is using convenience sampling to sample the population. Snowball sampling is beneficial as it allows the researcher to get easy access to the population. It is a casual research as it is to find the effect academics have on a management student. The questionnaires are circulated online; this allows large amounts of data to be collected at a short time. Additionally, the online questionnaire eliminates the need for manual data entry and reduces the chances of error. Responses are collected and analysed using statistical methods. The cronbach value is 0.8379 which makes it highly acceptable.

It is a exploratory research to analysis distress of youth in career aspiration of and how it effects their mental health. The study's outcomes will not only benefit academic research but also inform policies and interventions aimed at supporting the holistic development of management students.

Section A contains data for demographic analysis including gender, age, income, profession, education and more

Section B include understanding of information like are students looking for further studies or getting into a corporate world, this carrier counselling

helping them choose the right career, how good as their work life balance, If colleges should pay more attention to mental health of students. It contains analysis of variables that would probably make us understand the relationship between well-being of management students and their career aspirations The authors have designed the data collection method, select the sample, and control the quality and accuracy of the data. The purpose of this study is to recognise the psychological impact of career aspirations on management students. A suitable questionnaire is formulated in accordance with the hypothesis. These questionnaires have being circulated amongst majority management students between the ages 18 to 22. The study is using a 5 point rating scale- (strongly agree, agree, neutral, disagree, strongly disagree) as it makes it easy to interpret and quantify the data.

## DATA INTERPRETATION & ANALYSIS :
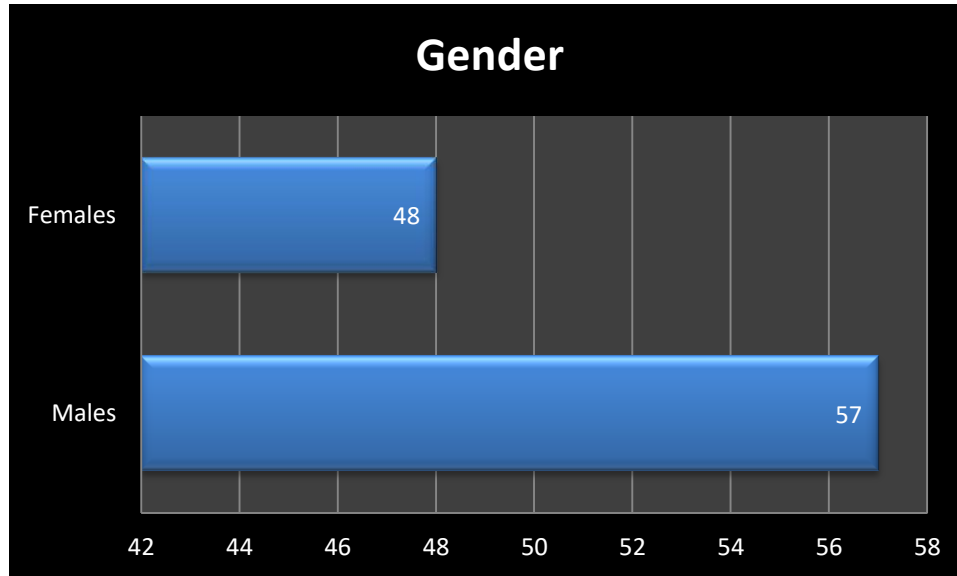


Here we have 48 Females and 57Males out of the total group of 100 people, so it's almost even. This tells us that the group is mostly made up of males and females, but there might be other genders not represented here.
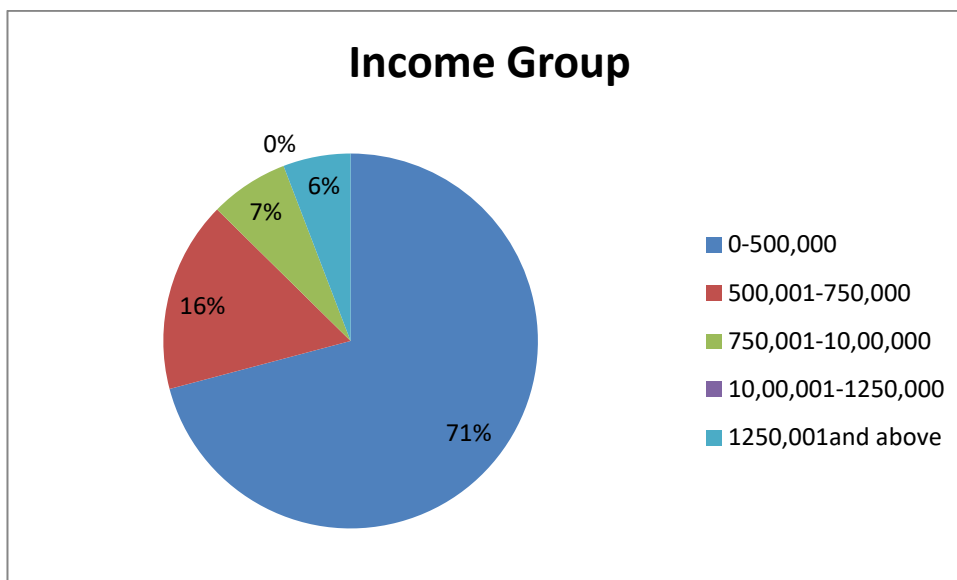


Out of the total, 73 individuals fall within the income range of 0-500,000. There are 17 people with incomes ranging from 500,001 to 750,000, and 7 individuals earning between 750,001 and 1,000,000. Additionally, 0 individuals earn between 1,000,001 and 1,250,000, while 6 individuals have incomes exceeding 1,250,000.

## Age Group

Number of People

| | 15-25 | 26-35 | 36-45 | 46-55 | 56 and above |
|---|---|---|---|---|---|
| ■ Series1 | 73 | 7 | 3 | 4 | 0 |
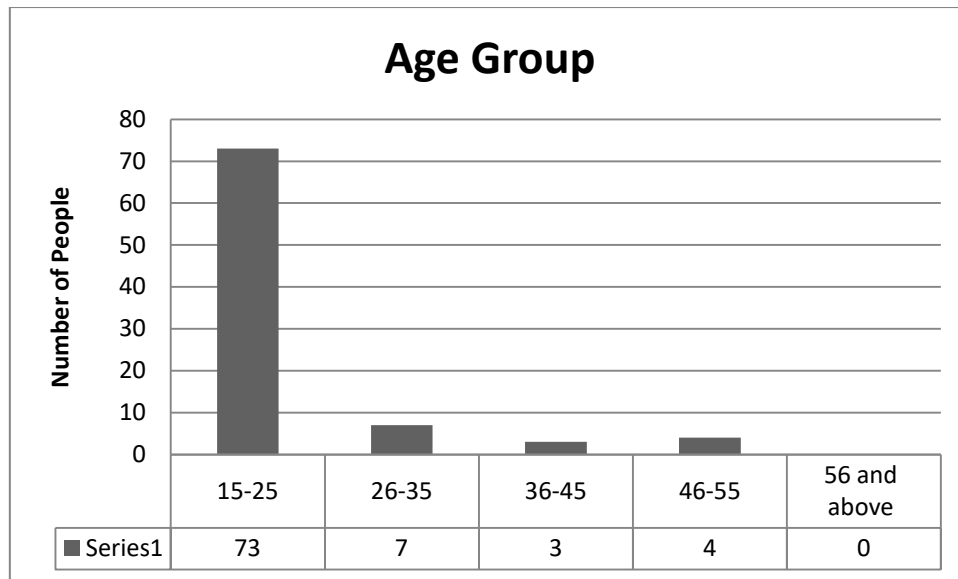
Among the group, 73 individuals are aged between 15 and 25 years old. There are 7 individuals falling within the age range of 26 to 35, and 3 individuals aged between 36 to 45. There are 4 individuals falling within the age of 46 to 55. Notably, there are no individuals in the age groups of 56 and above.

## Education

higher secondary 4
senior secondary 1
undergraudate 73
postgraduate 23
professional 4
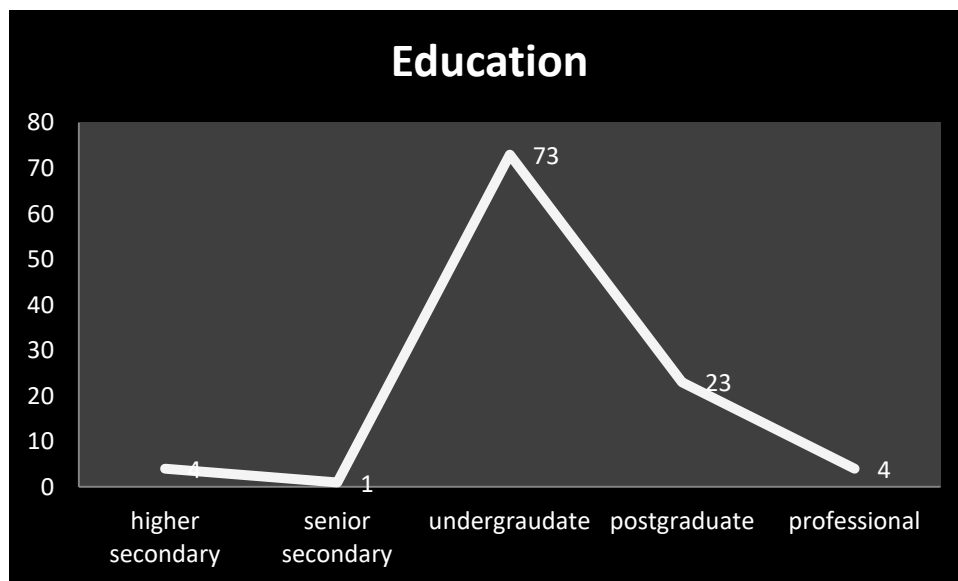
Within the dataset, 4 individuals have completed their education at the Higher Secondary level, while 1 individuals have achieved a Senior Secondary education. The majority, 73 individuals, have completed an Undergraduate degree, followed by 23 individuals who hold a Postgraduate qualification. Only 4 individuals have obtained a Professional or Doctoral Degree.

**Profession**

- Regular Undergraduate Student — 65%
- Correspondence Undergraduate Student — 3%
- Regular Postgraduate Student — 7%
- Correspondence Undergraduate Student — 3%
- Self-employed/Businessperson — 10%
- Intern — 7%
- Fully Employed at Entry Level — 5%
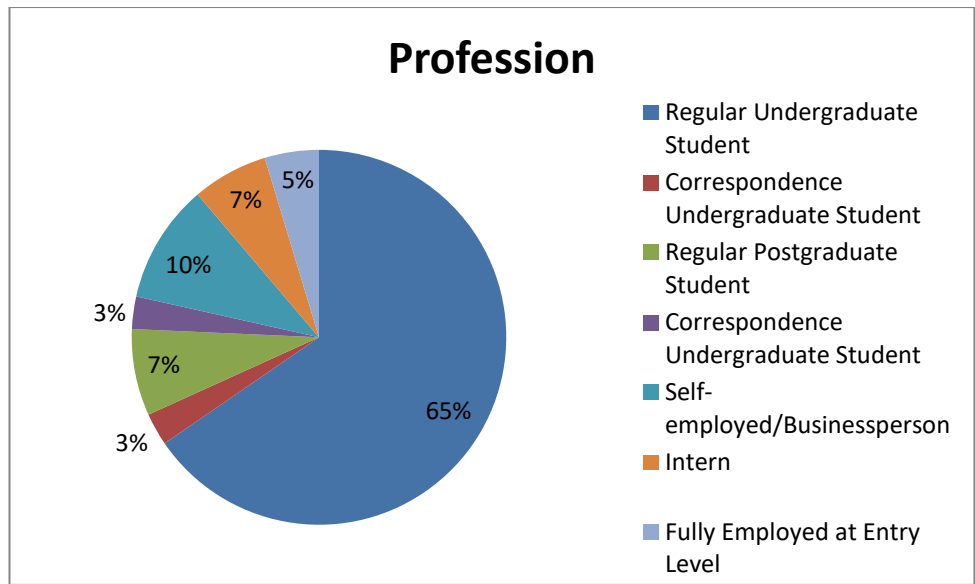
Among the surveyed individuals, 70 identify as Regular Undergraduate Students, while 3 are Correspondence Undergraduate Student. There are 8 Regular Postgraduate Student. We have 3 who are Correspondence Undergraduate Students. Additionally, 11 individuals are self-employed, professionals, or business owners. There are also 7 Interns. And at last we have 5 Fully Employed Individuals.

## FINDINGS AND DISCUSSIONS :

| | change in career | professional ed for career | career counselling | institutional internships | Psychological support by mentors. | personal satisfaction/moral training |
|---|---|---|---|---|---|---|
| psychological support by mentors. | 0.427 | - | - | - | - | - |
| physical & mental health | - | - | - | -0.229 | - | - |
| emotional/psychological support | -0.259 | - | - | - | - | - |
| Learning &skill development. | - | - | - | - | - | - |
| understanding of career wellbeing | - | - | 0.435 | - | 0.436 | 0.438 |
| stress in workspace | - | 0.49 | - | - | - | - |

The research results show that receiving thorough psychological assistance from mentors has a significant and favourable impact on job transformation. It became clear from a thorough examination of participants who had job transitions under mentorship that the psychological support given by mentors was essential in boosting people's self-assurance, resiliency, and adaptability. According to Kathy K. and Lynna A. Isabella's 2021 study, the results emphasise the value of mentoring in addressing the psychological elements of job transitions, such as anxiety, fear of failure, and self-doubt. Mentor-mentee relationships that are supportive in nature provide an environment that is favourable for both professional and personal growth, which in turn leads to successful career transitions.

The results of the study highlight the significant benefits of professional education for career advancement, especially in terms of reducing stress at work. After a thorough analysis of participants in continuing professional education programmes, it became clear that gaining new knowledge and abilities was positively associated with a decrease in stress levels at work. Professional education's possibilities for lifelong learning gave people the skills necessary for their jobs as well as a sense of confidence and competence (James A. Gregson, 2008). Furthermore, the results indicate that those who actively sought professional education showed a higher capacity for managing obstacles in the job.

When considered in the context of career well-being, the research findings demonstrate a strong positive influence on career counselling. It was discovered that knowledge of professional well-being greatly influenced successful career outcomes after a thorough analysis of participants in career counselling treatments emphasising holistic well-being (Peter Robertson, 2013). Incorporating aspects of work-life balance, personal fulfilment, and alignment with personal values into career advising not only helped individuals make well-informed career decisions, but it also helped them feel purposeful and satisfied with their professional trajectory.

Study combined with mentors' psychological support, the research shows a significant favourable effect on people's career well-being. by means of an extensive analysis of mentorship initiatives that prioritise both career counselling and overall health. The establishment of supportive connections between mentors and mentees facilitated conversations about personal fulfilment, work-life balance, career aspirations, and the alignment of professional choices with personal values (Lorraine Godden, 2019). It has been discovered that these all-encompassing mentoring techniques have a good impact on mentees' resilience, self-worth, and confidence, which in turn promotes a more stable and satisfying professional path.

The results of the study demonstrate a strong beneficial relationship between an awareness of career well-being and moral instruction as well as personal fulfilment. After a thorough examination of people who incorporated moral and ethical factors into their choice of job, it was clear that a greater sense of personal fulfilment resulted. A higher sense of purpose, ethical fulfilment, and moral integrity in their employment were indicated by participants who gave values alignment top priority while making professional decisions (Tina Hascher, 2021).According to the study, extending the concept of career well-being to include moral training not only improves job satisfaction but also helps to produce professionals who uphold ethical standards.

The research findings show that receiving emotional and psychological support has a subtle negative effect on changing careers. Upon doing a thorough examination of individuals making job transitions with this kind of assistance, unforeseen difficulties surfaced, such as increased anxiety and a reliance on emotional comfort. The study found situations in which people's ability to rely on themselves and their coping strategies was unintentionally hampered by excessive emotional assistance. Furthermore, the results imply that placing too much focus on emotional reassurance may occasionally conceal underlying problems or make it more difficult to conduct the essential investigation of possible career choices (Ji Wen, 2019).

The results of the study show that participants' physical and mental health are negatively impacted by institutional internships, which is problematic. After conducting a comprehensive analysis of persons participating in internships in institutional settings, it was evident that the rigours and stresses connected with these experiences frequently resulted in unfavourable health consequences. Mental health problems were made worse by the competitive and hierarchical atmosphere of certain institutional settings (Shuai Shao, 2023). In order to provide a more lasting and fruitful learning experience, this research highlights the need for institutions to reevaluate the structure and support mechanisms within their internship programmes. It also advocates for actions that give participants' health and well-being top priority.

## LIMITATIONS :

Generalization: Findings from this study might apply only to a group of students and not all. Each student is unique and all conclusions might not apply to some of them. For example Internships are seen to be causing a burnout and amongst students however some students have benefited highly from the institutional internships they have done.

Self-reporting bias: This research was conducted collecting primary data through a survey. This gives rise to self-reporting bias, which is when respondents give answers they feel are socially acceptable which potentially skews the results reducing its credibility.

Sampling Bias: The method of convenience sampling was used to collect responses this leads to the possibility of bias where in the sample may not represent all management students especially if certain groups are over or under represented.

Cross-sectional nature: A single point in time may not capture the dynamic nature of career aspirations and well-being. These two variables keep on changing over time along with students' opinions on them.

Measurement validity: The tools used to measure career aspirations and well-being do not accurately capture the constructs of interest.

Random responses: Questionnaires which tend to be long might not receive accurate responses. People tend to answer the first few questions giving it proper thought however if the surveys are long over time they lose interest and choose random options.

## FUTURE SCOPE :

Investigating the career aspirations and well-being of management students serves as a foundation for comprehending the interplay between students, their vocational goals, and overall mental health. Exploring the future prospects of this research reveals several promising directions that can contribute meaningfully to both academic knowledge and practical interventions.

The future scope encompasses conducting comparative analyses across different demographic factors like gender, socio-economic background, and cultural influences. Investigating how these variables intersect with career aspirations and well-being can provide valuable insights. Additionally, broadening the research to encompass post-graduation outcomes contributes to a holistic understanding of the student-to-work transition. Examining the correlation between well-being during school years and subsequent career satisfaction, job performance, and overall life satisfaction offers valuable insights for educators, career counsellors, and employers.

A crucial aspect of future research involves understanding how management students navigate the challenges posed by a rapidly evolving job market. This knowledge can guide institutions in adjusting their curricula to better equip students for future professional demands. To summarize, potential avenues for research on the career aspirations and well-being of management students include adopting a longitudinal perspective, scrutinizing

demographic variations, assessing the impact of educational interventions, exploring post-graduation outcomes, and fostering collaboration with relevant stakeholders.

## CONCLUSION :

This study explores the intricate relationship between career aspirations and well-being in management students aged 18 to 21, recognizing the profound impact early career decisions have on their mental and physical health. Mentors emerge as key influencers, providing professional guidance and emotional support, contributing to holistic student development. Participation in professional education positively influences stress levels and overall growth. Societal expectations often drive students to pursue prestigious or lucrative careers, underscoring the need for heightened career awareness. Career counselling emerges as a crucial support mechanism, alleviating stress and enhancing satisfaction amid academic pressures. The findings underscore the importance of understanding and addressing these dynamics for effective interventions. By acknowledging these factors, tailored support programs can be implemented to help management students pursue their career goals while safeguarding their well-being and satisfaction.

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