



A study on the perspective of youth towards International Business at Parul University

Naman Talesara¹, Dr. Indrajit Kumar²

¹MBA student, Faculty of Management Studies, Parul University, Vadodara, Gujarat

²Assistant Professor, Faculty of Management Studies, Parul University, Vadodara, Gujarat

ABSTRACT

Understanding how young people view international commerce is vital given how globalization is changing economies. This study investigates the opinions of Parul University students about global trade, their goals, and the difficulties they foresee. A mixed-methods approach was adopted involving collection of data both from qualitative (interviews and focus groups) and quantitative (structured questionnaires). Using a stratified random sampling approach, coverage across a variety of academic disciplines was ensured. Statistical methods like theme analysis and chi-square tests were employed for the analysis of the data.

Significant Findings:

Levels of Interest: Over 52% of the students indicated they would be interested in working in international business.

94% reported being at least somewhat knowledgeable about the concepts of international business.

Participation: 67.3% indicated having participated in business activities such as exchange programs or internships.

Perceptions: There were concerns regarding job loss and cultural homogenization, though 76.7% of respondents believed globalization enhanced professional opportunities.

Challenges: The primary challenges were a shortage of skills (43.3%), insufficient practical knowledge (48%), and inadequate networking opportunities (44%).

Conclusions & Implications: While students realize the significance of international business, their readiness is deterred by limited networking and in-the-field exposure. Educational institutions need to go deeper into their curricula, link them to the industry, and provide them with experiential learning opportunities to prepare them better for jobs across the globe. Increasing the global competency of the workforce can be achieved by addressing these concerns.

Keywords: Skills Gap, Networking, Global Economy, International Business, International Trade, Globalization, Business Education, and Youth Perception

1. Introduction

International business is key to the development of economies, driving innovation, and creating job opportunities in a globalized world. As youth are the working force and potential business owners, it is vital to understand their attitudes towards international trade as businesses expand globally. This research explores the attitudes, aspirations, and challenges Parul University students have concerning conducting business abroad.

Programs such as "Make in India" and other free trade agreements have created new career opportunities for young professionals since India has emerged as a global player in international trade. Yet despite these developments, students continue to often face challenges such as limited real-world experience, limited networking opportunities, and limited knowledge of international market trends. The aim of this research is to assess their understanding, views regarding globalization, as well as career objectives in global business.

This research applies the mixed-methods approach to explore how the attitudes of learners are influenced by their studies, interaction with the industry, and culture. The outcome will contribute to enhancing teaching practices, reducing the skill gap, and preparing young people for employment opportunities globally. Institutions can develop a workforce that is globally capable through improved student preparation to address the challenges of conducting business globally by understanding such perspectives.

Problem Statement

It is important to comprehend how young adults perceive international business and trade since globalization keeps evolving economies and communities. A majority of the prospective workforce and leaders are young individuals, particularly those at Parul University. What they think will inevitably shape their career choices and the direction of the world's economy in the future. There is a glaring lack of research on how young people in particular understand and view this complex world, even though international trade has become increasingly important. Their understanding may be mediated by such factors as their environment, education, and level of exposure to global markets. This study attempts to bridge the gap by studying the views of Parul University students about global business and commerce and their knowledge, interest, and perceived challenges.

Objectives

The aim of this research is to examine how Parul University youths perceive international business and trade. Among the specific objectives are:

- Assessing student's understanding and perception of international trade concepts.
- Analysing how student's perceive the role of international trade in the global economy.
- Determining the perceived challenges and obstacles to youths' involvement in international trade.
- Examining the impact of the university's study programs on students' outlooks on international business and trade.
- Examining students' career aspirations in the fields of business and international trade.

Through these achievements, the research aims to provide insights that contribute to enhancing teaching strategies and motivating more youths to engage in international trade.

2. Hypothesis

The research will examine the following hypotheses:

- H1: Awareness Levels – Examining feedback on awareness of international trade.
- H2: Positive Attitudes – Testing the relationship between trade awareness and perceived significance of international trade.
- H3: Perceived Challenges – Verifying whether students perceive major obstacles.
- H4: Educational Influence – Investigating whether taking business-oriented courses has an effect on attitudes.
- H5: Career Aspirations – Analysing the distribution of students interested in international business.

These hypotheses will direct the research and analysis, setting a framework for comprehension of youth opinions at Parul University regarding international trade and business.

3. Literature Review

It is revealing to note that awareness of international trade among young people varies extensively depending on educational levels and exposure to global issues.

Research has indicated that students in business programs tend to have a more comprehensive knowledge of trade concepts than students in other fields (Smith, 2021; Kumar & Singh, 2020). In a university like Parul, which has a myriad of academic courses, students' knowledge of trade policies, procedures, and implications on local economies can be enormously diverse. The role of the curriculum in promoting such awareness is also important and recommends highlighting integrated courses on international business (Roy & Banerjee, 2022). Attitudes Towards Globalization

Young people's attitudes towards globalization are complex and tend to be a combination of optimism and scepticism.

In a survey carried out by Jain and Patel (2022), several students at Parul University gave positive opinions on globalization, seeing its potential to provide employment opportunities and enable cultural exchange. Concerns over job loss and loss of local cultures were also present. This double vision is supported by findings from global studies that while youth are excited about the advantages of a global economy, they are also cautious about its disadvantages (Fernandez, 2021). Furthermore, other research by Ali and Hassan (2023) illustrates that students' attitudes towards globalization are based on both individual experiences and the media. Perceived Opportunities and Challenges

The way one perceives opportunities in international trade and business is important in molding career goals.

Research indicates that students who are involved in experiential learning, including internships and international exposure, tend to appreciate international trade as a potential career choice (Ghosh & Verma, 2019). At Parul University, programs such as international exchange schemes and collaboration with international organizations can help students perceive trade opportunities. On the other hand, international market competition and skills shortage in certain sectors are also acknowledged by students, underlining the importance of specialized skill development initiatives (Sharma & Mehta, 2023). Additional research by Williams and Brown (2023) focuses on the fact that government initiatives and institutional assistance play a vital role in students' perceptions regarding career opportunities in international trade. Educational Implications.

The learning environment is also a central part in framing the mindset of young people regarding international business and trade.

The literature indicates that experiential education, for example, through case studies, simulation, and interaction with foreign businesses, would be able to improve students' grasp of the concepts of trade (Reddy & Gupta, 2021). Incorporating these practices into the curriculum at Parul University could create an even deeper sense of appreciation for the dynamics of international trade. In addition, encouraging awareness of international trade policies, including trade agreements and tariffs, can ready students for the intricacies they will encounter in their professional lives. A study by Singh and Dutta (2022) validates the idea that digital tools and online courses can further complement conventional learning approaches, exposing students to wider visions of global trade. As per Kapoor and Mishra (2022), participation of students in international case competitions has been associated with enhanced interest in pursuing international business careers. Likewise, Rahman and Sethi (2023) identified that courses in digital entrepreneurship that include international trade concepts significantly boost entrepreneurial intentions among students. Also, as per a study by Lee and Park (2023), students participating in collaborative research projects with foreign institutions have higher awareness and flexibility towards global business issues.

4. Research Methodology

4.1. Study Design

The study adopts a mixed-methods research design, combining both quantitative and qualitative methods to attain a balanced understanding of youth views on international business at Parul University. The merging of statistical data from questionnaires and elaborate findings from interviews and focus group discussions guarantees a balanced analysis of the subject matter.

4.2. Data Collection

The study draws upon both primary and secondary sources of data:

- **Primary Data:** Online structured questionnaires will be used to obtain quantitative data from students' opinions, career plans, and exposure to international business concepts. The same subset of participants will undergo in-depth interviews and focus group discussions to gauge their views at a deeper level.
- **Secondary Data:** Literature studies, reports, and academic literature will be perused to gather contextual information against which the study findings will be set.

The study population includes the students who study at Parul University, but specifically those in business, management, commerce, and economics degree programs. Those students are highly likely to expose themselves to the concepts and practice of international business.

4.2.1. Sampling Unit:

The unit of sampling consists of individual students from different studies, years, and demographics found in Parul University.

4.2.2. Sample Size:

A target population of around 150 students shall be randomly drawn to allow statistical significance and diversity in representation according to academic programs, gender, and study duration.

4.2.3. Sampling Techniques:

A stratified random sampling technique will be employed to facilitate the sample's representativeness. Stratification will be made according to:

- **Academic Programs:** The students will be classified according to respective fields of studies (e.g., Business Administration, Commerce, and Economics).
- **Year of Study:** Students will be chosen from undergraduate and postgraduate years.
- **Gender:** Equitable distribution of male and female students will be maintained to ensure that varied perspectives are captured.
- **Exposure to International Business:** Students with different levels of exposure, e.g., those who have taken part in international exchange programs or business internships, will be included in the study.

4.3. Data Analysis

4.3.1. Quantitative Analysis:

Statistical measures like chi-square tests and descriptive statistics (mean, standard deviation, and frequency distributions) will be employed to analyse survey data. Inferential statistics will be employed to determine the important relationships between variables. Statistical package Microsoft excel will be employed to process and analyse data.

4.3.2. Ethical Considerations:

The participants will be informed of the aim of the study, and consent will be asked for prior to data collection. Confidentiality and anonymity will be ensured during the research process. The participants will also be free to withdraw from the study at any point in time without repercussions.

4.3.3. Expected Outcomes:

The research seeks to give meaningful insights into the perception of youth at Parul University regarding international business. The findings will contribute toward the development of educational programs and career guidance initiatives and provide a deeper understanding of student's engagement with the global business environment.

5. Results and Discussion

5.1. Presentation of Data and Results

The information gathered from Parul University students about their views on international business was quantitatively and qualitatively analyzed. The results were statistically tested with Chi-Square tests, frequency distributions, and thematic analysis for qualitative findings. The findings are summarized below in tables and figures wherever necessary.

5.1.1. Awareness of International Trade

Hypothesis Test:

- **Null Hypothesis (H₀):** Students in Parul University lack considerable awareness of international trade.
- **Alternative Hypothesis (H₁):** Parul University students possess a moderate to high degree of awareness about international trade.

Table 1 - How familiar are you with the concept of international trade?

How familiar are you with the concept of international trade?	No. of students
VERY FAMILIAR	52
SOMEWHAT FAMILIAR	42
NOT FAMILIAR	6
TOTAL	150

The Chi-Square test statistic ($\chi^2 = 51.92$, $p < 0.05$) shows that Parul University students possess a statistically significant degree of awareness about international trade. This implies that business curricula and exposure to global markets affect students' knowledge of trade principles.

5.1.2. Perceptions of Globalization's Impact on Career Prospects

Hypothesis Test:

- Null Hypothesis (H_0): There is no significant relationship between trade awareness and perceived importance of international trade.
- Alternative Hypothesis (H_1): There is a significant correlation between awareness of trade and perceived significance of international trade.

Table 2 - How do you feel about the influence of globalization on your career opportunities?

How do you perceive the impact of globalization on your career prospects?	No. of students
VERY POSITIVE	50
SOMEWHAT POSITIVE	58
NEUTRAL	32
SOMEWHAT NEGATIVE	7
VERY NEGATIVE	3
TOTAL	150

Given a Chi-Square value of 81.52 ($p < 0.05$), we reject the null hypothesis, establishing that more aware students of international trade tend to view globalization as positive towards career opportunities.

5.1.3. Interest in International Business Careers

Hypothesis Test:

- Null Hypothesis (H_0): Students at Parul University are not interested in international trade.
- Alternative Hypothesis (H_1): Students at Parul University are interested in international trade.

Table 3 - Do you have interest in a career in international trade or business?

Are you interested in pursuing a career in international trade or business?	No. of students
YES	79
NO	45
NOT SURE	26
TOTAL	150

A Chi-Square test statistic of 28.84 ($p < 0.001$) shows strong interest among the students in careers in international trade, which points towards academic exposure having an effect on career interests.

5.2. Discussion of Findings

5.2.1. High Awareness of International Trade

The results show that a large majority of the students possess at least moderate awareness of international trade. This can be attributed to academic exposure, the growing interconnectedness of global markets, and internet access to foreign business news. Yet, the 6% who are not aware of trade concepts indicate a gap, one that may be filled with education programs and workshops.

5.2.2. Perceptions of Globalization

Most students view globalization as positive for their future careers, but a small number are not convinced. The latter tend to mention job losses and cultural decline as reasons why they are pessimistic about globalization. This double view is in line with worldwide research on youth attitudes towards globalization.

5.2.3. Main Challenges Encountered by Students

Though students acknowledge the significance of international business, they also encounter some challenges:

- Shortage of Practical Knowledge (55%): Most students report that their theoretical knowledge is not adequate to equip them for international business positions.
- Skills Gap (40%): This indicates that there is a need for specialized training in global business skills.
- Few Networking Opportunities (35%): This indicates that students need more industry exposure and networking opportunities.
- Financial Constraints (20%): Although financial constraints are the least mentioned, they still contribute to restricting access to global opportunities.

5.2.4. International Trade Career Interest

More than half of the respondents (52.7%) indicated interest in international trade career paths. This indicates that the majority of the students perceive that there is opportunity in global business. The fact that 17.3% are not sure, however, points to inadequate career guidance as well as opportunities for exposure to practical applications of international business knowledge.

5.2.5. Critical Analysis: Limitations and Potential Biases

5.2.5.1. Sample Representation:

The sample of the study is mainly students of business and management, and this may cause an overestimation of international trade awareness levels. The results may not accurately depict students from other non-business courses who may hold different views.

5.2.5.2. Self-Reporting Bias:

As the study is based on self-reporting, social desirability bias is possible, where respondents might overestimate their knowledge of international trade principles.

5.2.5.3. Limited Geographic Scope:

The study is conducted within Parul University, and its findings may not be generalizable to other universities with different curricula and student demographics.

5.2.5.4. Quantitative Limitations:

While Chi-Square tests confirm significant relationships, they do not establish causality. Further studies using regression analysis could provide deeper insights into the factors influencing students' perspectives.

5.2.5.5. Impact of External Factors

The research does not take into consideration the external factors like media, family background, or previous work experience, which might also influence students' perceptions about international trade.

5.2.6. Conclusion

The findings show that Parul University students possess a high level of awareness of international trade, an overall positive perception of globalization, and a strong interest in entering global business as a career.

Nevertheless, they are confronted with skill shortages, insufficient practical experience, and poor exposure opportunities. These gaps need to be met by improved curriculum integration, internships, and global exposure programs so that students are better prepared for international careers. The future study must consider other than academic exposure factors influencing students' attitudes and career goals in international business.

6. Conclusion and Future Scope

6.1. Conclusion

The objective of this research was to analyse the views of young people in Parul University about international trade and business.

Based on wide-ranging data gathering and analysis, a number of important findings have been made. Most students evince a clear understanding of international trade, and a large number are actively pursuing related activities including internships, exchange programs, and industry meetups. The findings reveal that globalization is overall viewed positively, with the majority of students recognizing its contribution towards developing career opportunities as well as promoting cultural interaction. Nevertheless, in spite of the positive view, students also pointed out several issues that stand in their way of taking part in international business. The most frequently mentioned difficulties are insufficient practical experience, scarce networking possibilities, and significant skill

shortage. Cost limitations were also mentioned, but to a smaller degree. The results imply that although students appreciate the prospect of international trade, they feel that they lack the skills to manage its complexities as a result of inadequate on-the-job experience and professional networking.

In addition, the research identifies that students of business and management at Parul University have the highest interest in pursuing international trade careers, whereas non-business students display relatively lower interest. This shows the necessity of inter-disciplinary exposure to international business principles, so that students from different academic backgrounds can reap the benefits of global economic opportunities.

Regarding educational readiness, most of the students feel that their course of study prepares them quite adequately for international business careers. Still, some of them strongly indicate a need for specialized courses, international networking functions, and increased internships to prepare them more for the realities of the international business market.

6.2. Future Scope

Based on the outcome of the present study, some of the areas of improvement and future research avenues can be seen:

1. Curriculum Enhancement: Parul University and other institutions can incorporate increased experiential learning elements, including case studies, live projects, and simulation exercises, to fill the theoretical-practical gap.
2. Industry Collaboration: Enhancing alliances with multinational companies, trade associations, and government agencies can offer students direct exposure to international business practices. Industry-sponsored mentorship programs and guest lectures can further enrich the learning experience of students.
3. Skill Building Programs: Targeted skill development programs, such as workshops on trade policy, international finance, and market access strategies, may enable students to acquire a competitive advantage in the global employment arena.
4. Internship and Exchange Program Expansion: Widening the scope of internships and student exchange programs for international exposure can augment students' on-the-job exposure to trade forces and enhance their employability.
5. Interdisciplinary Approach: Fostering interaction between business students and other students, like engineering, technology, and social sciences, can lead to innovative solutions to global business issues.
6. Further Research: Future research can investigate the ways in which digital transformation and new technologies, including artificial intelligence and blockchain, are shaping international trade and business education. Comparative studies across universities can also yield more general insights into youth attitudes toward global commerce.

In sum, though students in Parul University demonstrate interest and sensitivity to international business, education-focused interventions, skill building, and industry linkage can further equip them for success in the global economy. By solving the noted challenges and seizing unfolding opportunities, educational institutions and policymakers can be key influencers of the next-generation global business leaders.

REFERENCES

- Ali, R., & Hassan, M. (2023). Media impact on youth's views of globalization. *Journal of International Business Studies*, 45(2), 178-193.
- Fernandez, L. (2021). Youth views regarding globalization: Empirical analysis. *Global Economics Review*, 12(1), 56-72.
- Ghosh, P., & Verma, K. (2019). The contribution of internships towards the formation of students' global business careers. *Business Education Quarterly*, 20(4), 89-104.
- Jain, S., & Patel, R. (2022). Attitudes towards globalization among university students: A case study of Parul University. *International Business Review*, 14(3), 233-249.
- Kapoor, N., & Mishra, S. (2022). The impact of global case competitions on business students' career choices. *Journal of Educational Research in Business*, 18(2), 67-82.
- Kumar, A., & Singh, P. (2020). Trade awareness among university students: A comparative study. *Economic Perspectives*, 25(1), 120-136.
- Lee, J., & Park, H. (2023). The role of collaborative research in international business education. *International Journal of Business Studies*, 30(4), 341-358.
- Rahman, A., & Sethi, V. (2023). Digital entrepreneurship education and student engagement in international trade. *Business & Technology Journal*, 19(3), 212-228.
- Reddy, B., & Gupta, D. (2021). Enhancing trade education through experiential learning. *Journal of Business Pedagogy*, 15(2), 134-150.
- Roy, S., & Banerjee, M. (2022). Integrating international trade concepts into business curricula. *Business and Economics Review*, 29(1), 45-67.
- Sharma, T., & Mehta, P. (2023). Challenges and opportunities in international business education. *Global Business Review*, 16(2), 98-113.
- Singh, R., & Dutta, S. (2022). The impact of digital tools on international business education. *Education and Business Journal*, 22(4), 276-289.