



Insights into Student Perspectives: Enhancing Education and Employability for Successful Career Transitions from Higher Education to the Labor Market

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Abstract

This research looks into the impact of education intervention, skill acquisition, and technology integration on student perspectives, educational outcomes, and employability in the context of higher education. Through a comprehensive analysis, the study examines the effectiveness of various educational interventions, including mentoring programs, career counselling services, and curriculum reforms, in enhancing students' readiness for the labour market. Furthermore, it explores the acquisition of both technical and soft skills through diverse learning methods such as classroom instruction, hands-on projects,

and online platforms, and assesses their contribution to students' perceived employability and long-term career success. Additionally, the study investigates the role of technology integration in education, including its influence on student engagement, access to learning resources, and readiness for technology-driven professions. By synthesizing these findings, the study offers insightful information on strategies for enhancing education and helping students for successful career transitions in a rapidly evolving global marketplace.

Key words: Higher Education, Employability, Labour Market, and Career Transition.

Introduction

In the ever-evolving landscape of education and employment, the journey from secondary education to the labour market has become a pivotal crossroads for students worldwide. As the demands of the workforce continue to shift, understanding the perspectives of students navigating this transition is crucial for enhancing both educational



experiences and employability outcomes. (*William E. Donald, Melanie J. Ashleigh, Yehuda Baruch 2018*) showed that undergraduates believe investing in higher education would provide a net financial benefit; however, this is starting to diminish because of rising tuition costs, accompanying student debt, and interest payments that are reducing earning premiums. Undergraduates perceive themselves as more marketable as they advance, but the rivalry for graduate positions and the cost-benefit trade-off make them less employable from a market standpoint. (*Silvia Monteiro, Maria do Céu Taveira, Leandro Almeida 2019*) confirmed a positive correlation between the two assessment times and higher scores for the group of employed graduates across the four career adaptability parameters. Between-subject statistical differences did not surface. (*Julie K. Ambrose, Kelly A. Delaney-Klinger, Kristina Hoepfner, Leanne Ngo, and Patsie Polly 2017*) identified that developing graduate capacities and employability skills is

mostly dependent on four critical areas: work-integrated learning,

professionalism, branding, and career development of stakeholders. (*Askar Azhenov, Aineshkudysheva, Nataliiafominykh, Gulmiratulekova*) suggested that one potential solution is the suggested Career Development course, which provides students with the opportunity to discover their strengths and potential, to critically analyse and gather information about their future careers, and to resolve internal and external conflicts related to major selection. This exploration explores the intricate dynamics of student perceptions, aspirations, and challenges, aiming to uncover invaluable insights into how to effectively bridge the gap between academic and industry. By illuminating the pathways to successful career transitions, we endeavour to foster a more seamless integration between education and the labour market, empowering students to embark on their professional journeys with confidence and competence.



In this exploration, we embark on a journey of discovery, peering into the minds of students as they navigate the

complexities of modern education and the dynamic landscape of employment. By thoroughly examining their perspectives, we strive to pave the way for transformative strategies that not only enhance educational practices but also cultivate the skills and competencies necessary for thriving in the ever-changing global marketplace.

Literature Review

A. Mark Williams & Nicola J. Hodges (2023) in their paper titled “Effective practice and instruction: A skill acquisition framework for excellence” discussed about the We discuss the the role that high-quality practice plays in improving learning and connect this idea to ideas about optimizing challenge. They have done their study over how to evaluate learning effectively, how to strike the ideal balance between competition-specific practice and repetition, how practice conditions, instructions, and individual differences

interact, and why a more “hands-off” approach to instruction may be preferable than more “hands-on” techniques. Considered as a wide

framework, these action points aim to advance skill acquisition for excellence in practical practice.

Muhammad Sher Baz Ali and Razia Yasmeen (2023) in their research paper titled with “The Impact of Technology Integration on Student Engagement and Achievement in Mathematics Education: A Systematic Review” found that the success of mathematics education and student engagement are both enhanced by technological integration. Enhancing student engagement and accomplishment is often achieved through the use of multimedia-based education, e-books, tablet-assisted instruction, video lectures, and augmented reality-based mobile learning systems.

Bhat, Reyaz. (2023) in his paper titled with “The Impact of Technology Integration on Student Learning Outcomes: A Comparative Study”



discussed about the ability of technology integration in education to change lives. It is clear from examining its many benefits that technology has the power to completely transform how students

learn, participate in class, and succeed in their academic endeavours. Technology has a significant and exciting influence on education, ranging from supporting peer cooperation across distances to providing individualized learning experiences that meet individual requirements.

Maria Esther Oswald-Egg, Ursula Renold (2021) in their paper title with “No experience, no employment: The effect of vocational education and training work experience on labour market outcomes after higher education” revealed that while Vocational Education and Training work experience shortens the time it takes to find a job and raises salaries, it has little effect on the likelihood of internships one year after graduation. This favourable effect lasts for five years following graduation, but after that it loses significance in terms of

wages, job positions, or periods of unemployment.

Dr. Kavitha Desaia, Jyotirmayee Ramisettyb,

Dr. Nilofer Hussainic,

Dr. Macherla Bhagyalakshmid (2021)

in their paper titled with “Employability Skill Training Intervention in Higher Education in India: A Model Based Study” facilitated that the goal of skill development programs at higher education institutions must achieve a balance between "Academic Skills," "Technical Skills," and "Employability Skills" by reviewing and rebuilding them. It would make it easier for institutions of higher learning to evaluate and update their skill-building initiatives with an emphasis on striking a balance between "Academic Skills," "Technical Skills," and "Employability Skills."

Michael Gebel (2015) in his paper titled with “Labor Market Instability, Labor Market Entry, and Early Career Development” revealed that the power of technology integration can



transform lives in the classroom.

Examining its numerous advantages

makes it evident that technology has the

ability to drastically alter how kids learn,

engage in the classroom, and achieve

academic success. Technology has a big

and exciting impact on education. It may

help with peer collaboration even when

people are far apart or provide

customized learning experiences that are

tailored to each student's needs.

Ivan A. Aleshkovski, Alexander T.

Gasparishvili, Oksana V.

Krukhmaleva, b Alexander A. Onosov

(2010) in their paper titled with

“Student’s Perceptions of Quality in

Higher Education and Career Choices: A

Case Study of the Russian Industrial

Region” discussed that opinions of

students at universities on the level of

education they get, the challenges of

developing professional skills and

competences during the educational

process, the potential for adopting

customized educational trajectories,

migratory moods, and post-graduation

plans.

Research Objectives

➤ To analyse key challenges faced by students during the shift from higher education to the labour market.

➤ To examine the best practice and skills learned from successful education

➤

➤ initiatives aimed at enhancing student’s employability.

➤ To analyse how using technology such as online platform and virtual experiences in education helps students to get ready for digital jobs.

Hypothesis

Null Hypothesis (H0):There is no significant relationship between education intervention, skill acquisition, technology integration, and successful career transitions from higher education to the labour market.

Alternative Hypothesis (H1):There is a significant relationship between education intervention, skill acquisition, technology integration, and successful career transitions from higher education to the labour market.



Null Hypothesis (HO): There is no association between the level of education and the effectiveness of education intervention, skill acquisition, and technology integration in facilitating successful career transitions.

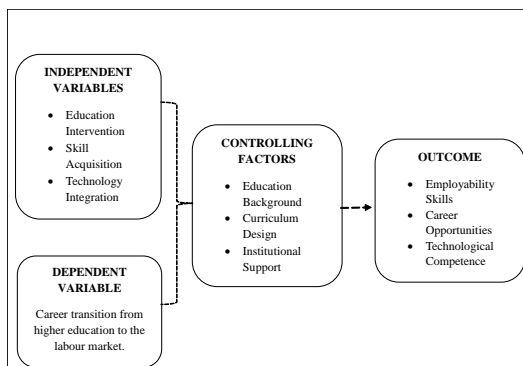
Alternative Hypothesis (H1): There is an association between the level of

education and the effectiveness of education intervention, skill acquisition, and technology integration in facilitating successful career transitions.

Null Hypothesis (HO): There is no significant correlation between gender and mode of education in the population.

Alternative Hypothesis (H1): There is a significant correlation between gender and mode of education in the population.

Conceptual Framework



Methodology

Descriptive research design is used in this study to identify the influence of independent variables on the successful career transition of students from higher education to the labour market. Data is gathered via questionnaire. The questionnaire contained questions

related to independent variables of the study. The questionnaire was in the form of 5-point Likert scale and the statements are on the basis of respondent's opinion. For further knowledge and understanding secondary data was used. The sampling method used in this study is random sampling method. All the respondents of this are students from the universities, sample size taken for this study is 217. Self-designed questionnaire was prepared for data collection. Statistical tools opted for this study are ANOVA and Chi-square test. ANOVA helped us to know whether there is any significant relationship between the independent variables and dependent variables. Whereas, chi-square test is used to understand the association between the



level of education and independent variables of the study. Correlation helped us to understand the relationship between the gender and mode of education of the respondents.

Analysis And Data Interpretation

In this chapter, the results of the statistical analysis of the questionnaire data are presented. Statistical tests were conducted using IBM SPSS statistics.

Table 1: Demographics

Measures	Items	Frequency	Percentage
Gender	Male	102	47%
	Female	115	53%
Age Group	Below 20	19	8.8%
	20 - 25	163	75.1%
	Above 25	35	16.1%
Level of Education	Undergraduate	73	35.9 %
	Postgraduate	123	56.7 %
	Others	16	7.4 %
Mode of Education	Regular Education	199	91.7%
	Distance Education	18	8.3%

Source: Primary data

The above table covers the characteristics of 217 students who are pursuing their higher studies majority of

them are female (53%), male respondents were (47%). Most of the students belong to the age group of 20-25 (75.1%), (16.1%) from above 25 and remaining (8.8%) were below 20. Level of education: majority of the respondents are postgraduate (56.7%),(35.9%) of the respondents are undergraduate and remaining (7.4%) are

from others. Mode of education: (91.7 %) of the respondents are from regular mode of education and 8.3 % of the respondents are from distance education.

Table 2: ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
Education Intervention	Between Groups	585.289	3	195.096	21.934	.000
	Within Groups	1894.582	213	8.895		
	Total	2479.871	216			
Skill Acquisition	Between Groups	227.191	3	75.730	4.698	.003
	Within Groups	3433.315	213	16.119		
	Total	3660.507	216			
Technology Integration	Between Groups	190.966	3	63.655	6.157	.000
	Within Groups	2201.993	213	10.338		

Source: Primary data

The ANOVA table findings show significant relationships between education intervention, skill acquisition, and technology integration with career moves from higher learning to the labour market. There are three



statistically significant impacts, as evidenced by their low p-values (Sig.), indicating that they have important roles to perform in shaping successful transitions into the workforce.

Table 3: Chi Square Test

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Education Intervention * level of education	217	100.0%	0	0.0%	217	100.0%
Skill Acquisition * level of education	217	100.0%	0	0.0%	217	100.0%
Technology Integration * level of education	217	100.0%	0	0.0%	217	100.0%

Source: Primary data

Education Intervention * Level of Education

	Value	Df	Asymp. Sig. (2-Sided)
Pearson Chi-Square	50.927 ^a	42	.163
Likelihood Ratio	59.561	42	.038
N of Valid Cases	217		

A. 50 Cells (75.8%) Have expected count less than 5.

The minimum expected count is .07.

Skill Acquisition * Level of Education

	Value	Df	Asymp. Sig. (2-Sided)
Pearson Chi-Square	87.815 ^a	42	.000
Likelihood Ratio	98.193	42	.000
N of Valid Cases	217		

A. 50 cells (75.8%) have expected Count Less Than 5.

The Minimum Expected Count Is .07.

Technology Integration * Level of Education

	Value	Df	Asymp. Sig. (2-Sided)
Pearson Chi-Square	54.544 ^a	36	.024
Likelihood Ratio	64.149	36	.003
N of Valid Cases	217		

A. 42 Cells (73.7%) Have Expected Count Less Than 5.

The Minimum Expected Count Is .07.

Education Intervention * Level of Education

These results indicate that there may be some association between education intervention and the level of education, though it is not statistically significant at the conventional significance level of 0.05.

Skill Acquisition * Level of Education

These results indicate a significant association between skill acquisition and the level of education at the conventional significance level of 0.05.

Technology Integration * Level of Education

These results indicate a significant association between technology integration and the level of education at



the conventional significance level of 0.05.

The Chi-Square tests suggest that while education intervention may be connected in some way to the level of education, skill acquisition and technology integration show significant associations with the level of education. This information can be valuable for educators in understanding the relationship between these variables and

making informed decisions regarding educational interventions and technology integration strategies across different levels of education.

Table 4: Correlation

Correlations

		Gender	Modeofeducation
Gender	Pearson Correlation	1	.015
	Sig. (2-tailed)		.821
	N	217	217
Modeofeducation	Pearson Correlation	.015	1
	Sig. (2-tailed)	.821	
	N	217	217

Source: Primary Data

The correlation table shows that the p-value associated with this correlation is 0.821, indicating that there is no

statistically significant correlation between gender and mode of education at the typical significance level of 0.05. Therefore, based on this analysis, we accept null hypothesis that is, there is no significant correlation between gender and mode of education in the population.

Implication

With the help of responses, it is discovered that educational interventions had a major improve career moves from

tertiary education to the labour market. These interventions empower students, increase their employability, and close the gap between academics and labour market by giving focused support and training in practical skills to the students. For analysing the data we opted for ANOVA, Chi-Square test and Correlation which helped us to understand and interpret the collected data. The majority of those surveyed say that a favourable impact of skill development on student's career transitions. Employability is greatly increased by actively obtaining relevant skills, especially soft skills like problem-



solving and communication. The technology integration positively influences student's career success, enhancing employability, skill diversification, and readiness for remote work. Understanding these associations can help the educators in developing more targeted and effective educational interventions and technology integration strategies to meet the diverse needs of learners across different educational levels.

Result And Discussion

Result

In this research findings underscore the critical role of education intervention, skill acquisition, and technology integration in facilitating successful career transitions from higher education to the labour market. Educational interventions emerge as significant catalysts, empowering students and narrowing the gap between academia and the workforce by offering tailored support and practical skill training. Respondents overwhelmingly acknowledge the positive impact of skill development, particularly soft skills like

problem-solving and communication, on employability, highlighting the importance of proactive skill acquisition. Moreover, technology integration emerges as a key factor in enhancing students' career success, fostering skill diversification, and preparing them for remote work opportunities. These findings emphasize the need for targeted strategies by educators to address the diverse needs of learners and effectively

equip them for the demands of today's job market.

Discussion

The study proposes a framework on the students transition from the higher education to the labour market. Even with the positive response from students there is a room for improvement the universities can include various curriculum like making special programs, working with companies, and helping teachers to get better, can also help students. Being in touch with students or studying how different organization work and do things can support the universities and professors



to find out more about the ways that help people in their jobs. The findings emphasize the importance of proactive educational measures aimed at empowering students with practical skills, fostering a diverse skill set encompassing both technical and soft skills, and integrating technology into educational curricula to meet the demands of modern workplaces. The recognition of the importance of technology integration in facilitating

remote work opportunities highlights the transformative potential of digital tools in expanding access to employment and promoting economic inclusivity. However, it is essential to acknowledge the digital divide that persists within many communities and ensure equitable access to technology resources to mitigate disparities in educational and career outcomes. By addressing these challenges and leveraging technology to enhance educational experiences, institutions can foster a more inclusive and equitable workforce, where individuals from diverse backgrounds

have the opportunity to thrive and contribute to economic growth.

Conclusion

This research demonstrates that being good with technology really helps students do well in their careers. Technology helps them come up with new ideas and connect with people around the world. It's important for universities and companies to focus on teaching students how to use technology well. This will help students succeed in today's labour market, which relies

heavily on digital skills. With the assistance of ANOVA we found that there is a considerable relationship between education intervention, skill acquisition, technology integration, and successful career transitions from secondary education to the labour market. The Chi-Square studies revealed a significant relationship between skill acquisition, technology integration, and the level of education, indicating the importance of these factors in educational settings. Correlation concludes that there is no relationship between the gender and mode of



education factor of the students. While concluding It might be said that each of the three separate factors education intervention, skill acquisition and technology integration plays an important role respectively, in the career transition of student from the higher education to the labour market.

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