Project Report

On

A STATISTICAL ANALYSIS ONSTUDENTS PURSUING HIGHER STUDIES VS GOING FOR AJOB AFTER GRADUATION

Submitted

in partial fulfilment of the requirements for the degree of

BACHELOR OF SCIENCE

in

MATHEMATICS

By

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CERTIFICATE

This is to certify that the dissertation entitled, A STATISTICAL ANALYSIS OF HIGHER EDUCATION VS JOB AFTER GRADUATION is a bonafide record of the work done by MALAVIKA K M under my guidance as partial fulfilment of the award of the degree of Bachelor of Science in Mathematics at St. Teresa's College (Autonomous), Ernakulam affiliated to Mahatma Gandhi University, Kottayam. No part of this work has been submitted for any other degree elsewhere.

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DECLARATION

I hereby declare that the work presented in the project entitled ''A STATISTICAL ANALYSIS ON STUDENTS PURSUING HIGHER STUDIES VS GOING FOR A JOB AFTER GRAGUATION" is based on the original work done by me under the guidance of Ms.Parvathy P S, Assistant Professor, Department of Mathematics and Statistics,St. Teresa's College (Autonomous), Ernakulam and has not been included in any other project submitted previously for the award of any degree.

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Place:Ernakulam.

Date:30-9-2025

MALAVIKA K M (AB23BMAT025)

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CHAPTER 1
INTRODUCTION AND LITERATURE REVIEW

1.1 Complete Introduction

The study "statistical analysis of students pursuing higher studies vs going for jobs after graduation" explores wheather most of the students choose higher studies or enter work force directly after graduation.Itanalyse how academic performance,personalinterest,finanacial, family aspects,job marketing trends,academic guidance grades,family and societal pressure influences their decision.Through this project,we aim to collect and analyze data from students,identify key trends and understand the determinants that shape their choices.The results of this analysis will help in understanding current patterns and may guide students,educators and policy makers in making informed decisions.

Statistics

Statistics is a branch that deals with every aspect of the data. Statistical knowledge helps to choose the proper method of collecting the data and employ those samples in the correct analysis process to effectively produce the results. In short, statistics is a crucial process which helps to make the decision based on the data. Statistics concerns the collection of data, organization, interpretation, analysis and data presentation. The main purpose of using statistics is to plan the collected data in terms of experimental designs and statistical surveys. Statistics is considered a mathematical science that works with numerical data. In short, statistics is a crucial process which helps to make the decision based on the data.

1.1.1 Population And Sample

The set of group about which information is required is called the population. The individuals constituting a population are called the units of the population. A population can be finite or infinite. The process of collecting data for the survey is called enumeration. This can be done by enumerating every unit of the population or enumerating only a representative part of it.

1.1.2 Variables

A variable isanycharacteristic,number,orquantitythat can be measuredorcounted.Avariablemayalsobecalled a data item. Age,sex,businessincomeandexpenses,country of birth, capitalexpenditure,classgrades,eyecolorand vehicle typeareexamplesofvariable.

1.1.3 p-value

Error probabilityisexpressedbythevalue.Specifically, it refers to thelikelihoodthatthenullhypothesiswillbe rejected whenitistrue.Toputitanotherthelikelihood that the statistic'svaluewillfallimiblethecrucialrangeif the noll hypothesisiscorrectiswhatismeantbytheterm “P value. The likelihoodthatwewouldbewrongtoreject the mall hypothesisdecreaseswithdecreasingPvalueA common cut-offnumberis0.05,meaningthatiftheP value is less than 0.05thehypothesisshouldberejected.

1.1.4 Significance of Study

Thesignificance of this study or survey is to identify the factors that influence student's decision after graduation.

1.2 OBJECTIVES

1. To analyze student's preferences for higher education or employment after graduation.
2. To identify the key factors influencing their decisions.
3. To compare trends between students choosing higher studies and those opting for jobs.
4. To study the role of family expectations and peer influence in decision making.
5. To examine the impact of job market conditions on student's choices.
6. To evaluate gender-based and stream-based differences in decision-making patterns.

1.3 LITERATURE REVIEW

Review on "Masters vsJob:Factorswhich help students to decide between the two" by Ramandeep Singh and Mansi Chaudhari

Softwares used are SPSS and Python.

SPSS is a software used for data management, statistical analysis, and visualization. Python is a programming language used for web development, data analysis, AI, and automation

1.3.1 Determinants Driving Students' Decision to Pursue Master's Degree or Take a Job

RamandeepSingh andMansi Chaudhary's study (2020)exploresthe crucial factors influencing students' decisions when choosing between pursuing a master's degree and joining the workforce after graduation. Their research highlights that students' choices are shaped by a mix of academic, financial, career-related, and personal considerations.

Academic motivation plays a significant role, with many students expressing the desire to complete their education without taking a break, fearing that a gap might disrupt their study routine and motivation. Students with higher academic performance or a strong interest in specialization are more inclined to opt for postgraduate education.

Financial concerns emerge as a key determinant, as students from lower-income backgrounds may prioritize earning an income over further studies. The cost of postgraduate education, including tuition fees and relocation expenses, discourages some students, while the availability of scholarships or loans motivates others to continue their education.

Career-related factors also heavily influence decisions. The study reveals that students often perceive a master's degree as a gateway to better job opportunities, higher salaries, and improved career prospects. However, some students prioritize gaining real-world work experience and practical exposure before committing to further studies.

Personal and social factors, such as parental influence, peer trends, and readiness to face the rigors of postgraduate programs, also shape the decision-making process. The research highlights that external factors like admission availability and prevailing job market conditions further impact student choices, with some opting for work

if they fail to secure admission in reputed institutions or if job opportunities are abundant.

1.3.2 Factors Influencing the Choice Between Master's and Job

The study categorizes these determinants into five major groups: academic, career and employment, financial, personal, and institutional. Academic factors include the need for uninterrupted study and interest in subject specialization. Career and employment factors revolve around placement availability, expected job quality after postgraduate study, and the desire for industry exposure.

Financial determinants such as tuition cost, need for immediate income, and access to funding play a decisive role, especially for students from middle- and lower-income families. Personal and social determinants include family expectations, peer influence, location preferences, and mental readiness for higher education.

Institutional factors, such as difficulty in securing admission to reputed programs, and external influences like the economic situation, also contribute significantly to the decision. The findings of Singh and Chaudhary align with previous research that stresses the importance of career outcomes, financial readiness, and institutional reputation in shaping students' higher education choices.

1.3.3 Discussing Higher Education Choices

The study by Ramandeep Singh and Mansi Chaudhary provides valuable insights into how students weigh the trade-off between higher education and employment. Their findings indicate that there is no single dominant factor guiding all students; rather, decisions are shaped by a complex interplay of academic ambition, financial capability, career aspirations, and social influences.

Academic reputation and the perceived value of a master's degree remain strong motivators for students who wish to enhance their subject knowledge and secure better employment prospects in the future. For these students, postgraduate education is seen as an investment that will yield long-term career benefits.

Financial considerations, however, are often the deciding factor for many students, particularly those from middle-income or economically weaker sections. The high cost of postgraduate programs, along with the opportunity cost of delaying entry into the job market, encourages some students to seek employment immediately after graduation. This is reinforced when attractive job offers or campus placements are available, making employment a more practical and financially rewarding choice.

The discussion also highlights the importance of external and institutional factors. The limited number of seats in reputed postgraduate programs, competitive admission processes, and the requirement of entrance exams influence students' choices. Similarly, prevailing economic conditions play a role—during periods of weak job markets, students may choose to pursue further studies as a strategic way to improve their employability when the market recovers.

The authors conclude that students' decision-making is highly individualized and context-dependent. They recommend that educational institutions provide better career counselling, transparent information about costs and scholarships, and flexible pathways that allow students to combine work experience with continued learning. Such measures can support students in making informed and confident choices, balancing both immediate financial needs and long-term career growth.

CHAPTER 2

DATA

2.1 Data Collected

Data collection is a crucial phase in any statistical study , serving as the foundation for analysis and conclusion.it involves gathering accurate and relevant Information from well defined sources to address the research objectives. For this project, data was collected through a Google Form questionnaire on the topic ‘’Higher studies vs job after Graduation. The form was shared among the students who have completed their undergraduate , those who are currently doing Post graduation and students who are pursuing job after graduation. Once gathered ,the data must be organized and labeled clearly under appropriate heading ,such as demographics ,experimental variables, and outcome measures, to facilitate efficient analysis and interpretation.

2.2 Questions Prepared

The survey questions were designed to align with the study’s objectives , capturing both quantitative and qualitative data. Multiple-choice and Linkert scale questions gathered structured responses, while open -ended questions provided detailed insights . Demographic questions, covering factors like age , gender, location, percentage obtained in undergraduate etc.

The questionnaire was circulated using google form to the students who are completed their undergraduate, doing post-graduation after graduation and those who are doing job after graduation.

CHAPTER 3
METHODOLOGY

3.1 CHI SQUARE TEST

The Chi-Squaretest is a statistical method used to examine the relationship between two categorical variables. It determines whether there is a significant association or independence between the variables by comparing the observed frequencies in a dataset with the frequencies that would be expected if the variables were independent.

This test is widely applied in research involving categorical data and helps in validating hypotheses about distributions, associations, and patterns. It does not assume a normal distribution, making it suitable for non-parametric data.

Test Independence: Assess whether two categorical variables are independent or related (e.g., education level and employment status).

Larger differences between observed and expected values indicate stronger evidence against the null hypothesis.

The test result is interpreted using the Chi-Square statistic and the p-value.

3.2 FACTOR ANALYSIS

Factor analysisis a statistical technique used to identify underlying patterns and relationships within a dataset, reducing complexity and uncovering hidden factors. It involves analyzing correlations between variables to identify clusters or dimensions that explain the variance. By extracting underlying factors, researchers can identify meaningful relationships, simplify data interpretation, and inform theoretical models. Factor analysis consists of extraction methods (e.g., PCA, maximum likelihood), rotation techniques and factor retention decisions. Results provide factor loadings, factor scores, and eigenvalues, aiding interpretation. Applications span psychology, marketing, finance, and social sciences, facilitating insights into

personality traits, customer segments, risk analysis, and attitude measurements. Effective factor analysis requires careful consideration of research questions, data quality, and method selection to ensure accurate and meaningful results.

CHAPTER 4
DATA ANALYSIS

4.1 Frequency Analysis and Descriptive Statistics

Age wise classification:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-23	152	64.7	64.7	64.7
	24-27	65	27.7	27.7	92.3
	above 27	17	7.2	7.2	99.6
	Answer 1	1	.4	.4	100.0
	Total	235	100.0	100.0	

Table 4.1.1

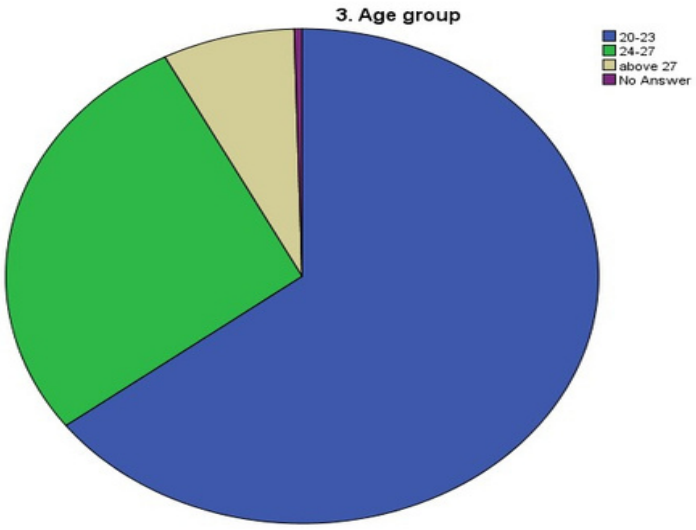


Figure 4.1.1

Interpretation

Thetable4.1.1 depicts the age wise classification of the respondents.Out of the 235 repondents,the majority of the responses are from the age group of 20-23 that is 64.7%.65 respondents that is 27.7% belong to the age group 24-27.Rest 17 respondents that is 7.2% belong to the age group of above 27.

Genderwiseclassification:

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid female	167	71.1	71.1	71.1
male	66	28.1	28.1	99.1
No Answer	1	.4	.4	99.6
other	1	100.0	.4	100.0
Total	235		100.0	

Table 4.1.2

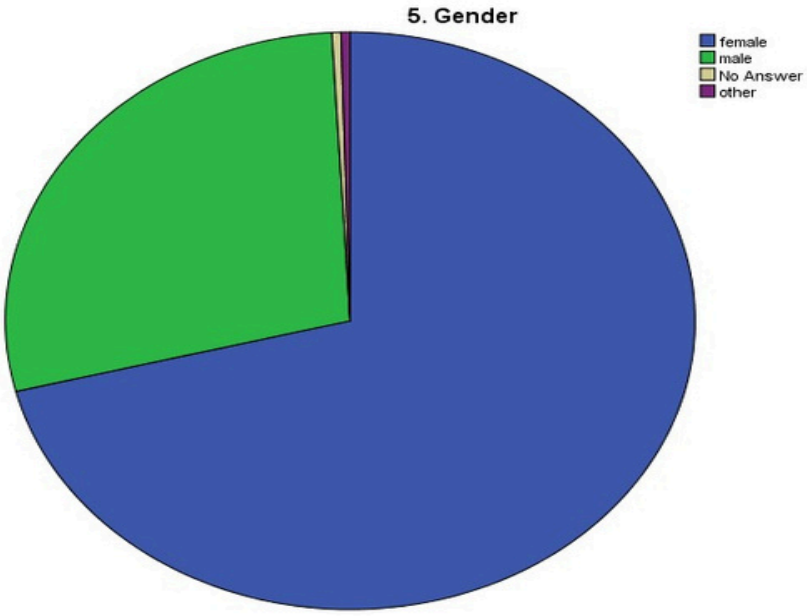


Figure 4.1.2

Interpretation

Thistable4.1.2 shows the gender wise classification of collected samples.From the total of 235 samples 167 were females thatis71.1% and remaining 66 were males that is 28.1%.

Mark wise classification:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50%-70%	66	28.1	28.1	28.1
	70%-90%	105	44.7	44.7	72.8
	above 90%	37	15.7	15.7	88.5
	below 50%	25	10.6	10.6	99.1
	No Answer	2	.9	.9	100.0
	Total	235	100.0	100.0	

Table 4.1.3

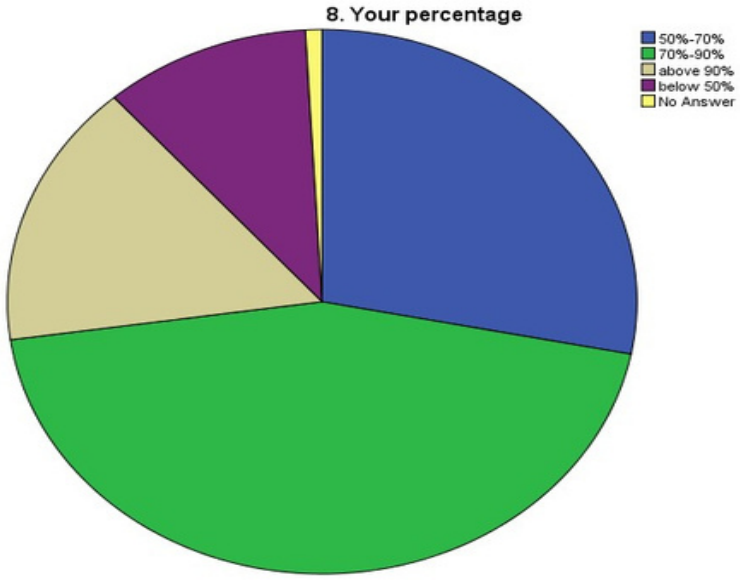


Figure 4.1.3

Interpretation

Thistable4.1.3 depicts the mark wise classification of respondents.Out of the 235 respondents majority of the respondents have 70%-90% marks,105 that is 44.7%.66 respondents that is 28.1% have 50%-70% marks.37 respondents that is 15.7% have above 90% marks.The remaining 25 respondents that is 10.6% have below 50% marks.

Location wise classification:

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No Answer	3	1.3	1.3	1.3
rural	126	53.6	53.6	54.9
urban	106	45.1	45.1	100.0
Total	235	100.0	100.0	

Table 4.1.4

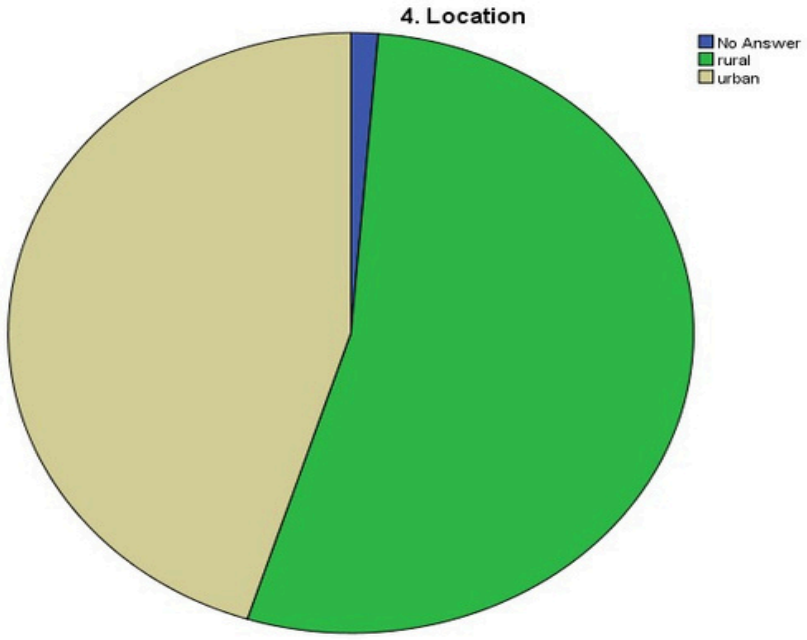


Figure 4.1.4

Interpretation

This table 4.1.4depicts the location wise classification of the respondents.Out of the 235 respondents,the majority are from the rural area,126 that is 53.6%.The remaining 106 respondents that is 45.1% are from the urban area.

Stream wise classification:

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid commerce	54	23.0	23.0	23.0
No Answer	1	.4	.4	23.4
others	18	7.7	7.7	31.1
professional course	58	24.7	24.7	55.7
science	104	44.3	44.3	100.0
Total	235	100.0	100.0	

Table 4.1.5

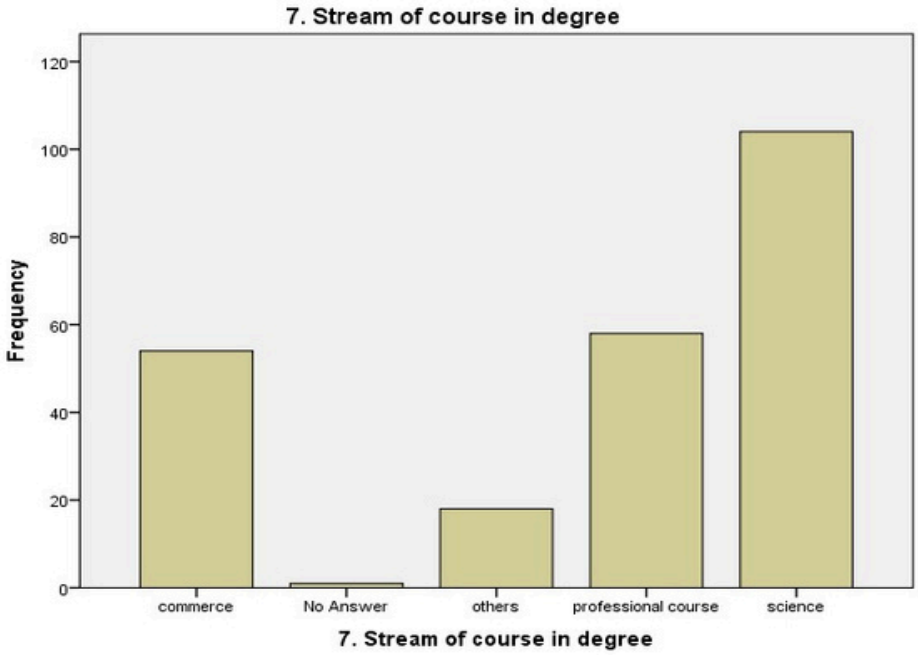


Figure 4.1.5

Interpretation:

Thetable4.1.5 depicts the stream wise classification of respondents.Out of the 235 respondents,majority of the respondents are from science stream,104, that is 44.3%.58 respondents that is 24.7% are from professional course.54 respondents that is 23% are from commerce stream.18 respondents that is 7.7% are from other streams.

Familyincomewise classification:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20k-50k	79	33.6	33.6	33.6
	50k-1 lakh	66	28.1	28.1	61.7
	above 1 lakh	36	15.3	15.3	77.0
	below 20k	51	21.7	21.7	98.7
	No Answer	3	1.3	1.3	100.0
	Total	235	100.0	100.0	

Table 4.1.6

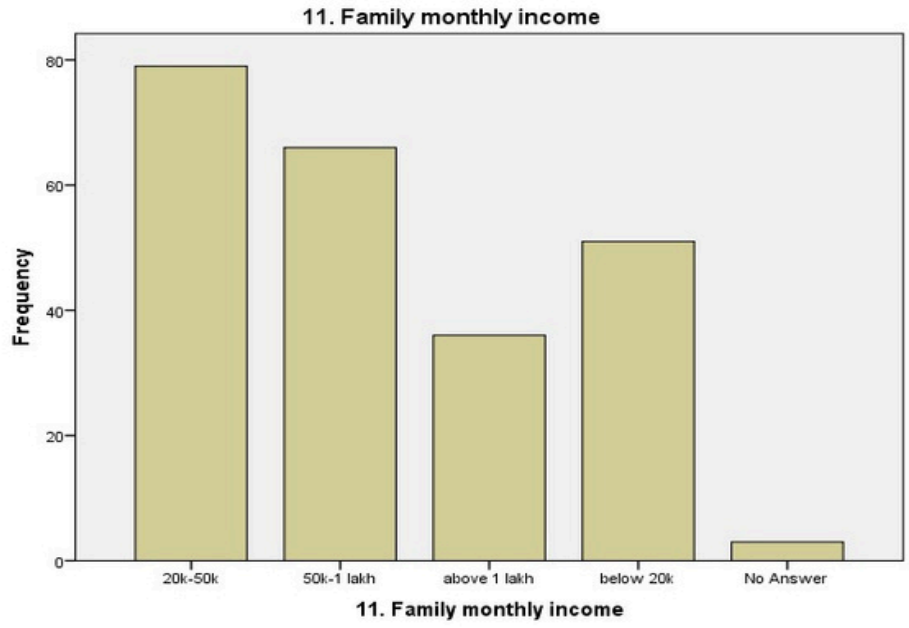


Figure 4.1.6

Interpretation

Thetable4.1.6 depicts the family monthly income wise classification of the respondents.Out of the 235 respondents,majority have family monthly income from 20k-50k,79 that is 33.6%.66 respondents that is 28.1% have family income from 50k to 1

lakh.51 respondents that is 21.7% have family income below 20k.36 respondents that is 15.3% have family income above 1 lakh.

Influence of carrier decision making:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	career counsellor	22	9.4	9.4	9.4
	friends	20	8.5	8.5	17.9
	No Answer	8	3.4	3.4	21.3
	parents and relatives	74	31.5	31.5	52.8
	self decision	84	35.7	35.7	88.5
	social media	13	5.5	5.5	94.0
	teachers	14	6.0	6.0	100.0
	Total	235	100.0	100.0	

Table 4.1.6

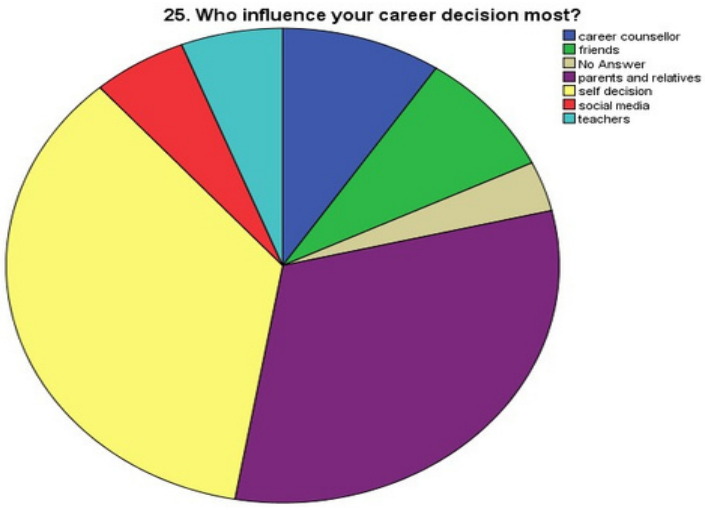


Figure 4.1.7

Interpretation

and The chart depicts the influencing factors of career decision making.Out of the 235 respondents,majority have made self decision,84 that is 35.7%.74 respondents that is 31.5% are influenced by parents relatives.22 respondents that is 9.4% are influenced by career

counsellors.20 respondents that is 8.5% are influenced by friends.14 respondents that is 6% are influenced by teachers.13 respondents that is 5.5% are influenced by social media.

4.2 Chi Square Test Analysis

Comparing opinion on whether higher education is important and their mark percentage

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.191a	12	.026
Likelihood Ratio	22.150	12	.036
N of Valid Cases	235		

a. 7 cells (35.0%) have expected count less than 5. The minimum expected count is .10.

Table 4.2.1

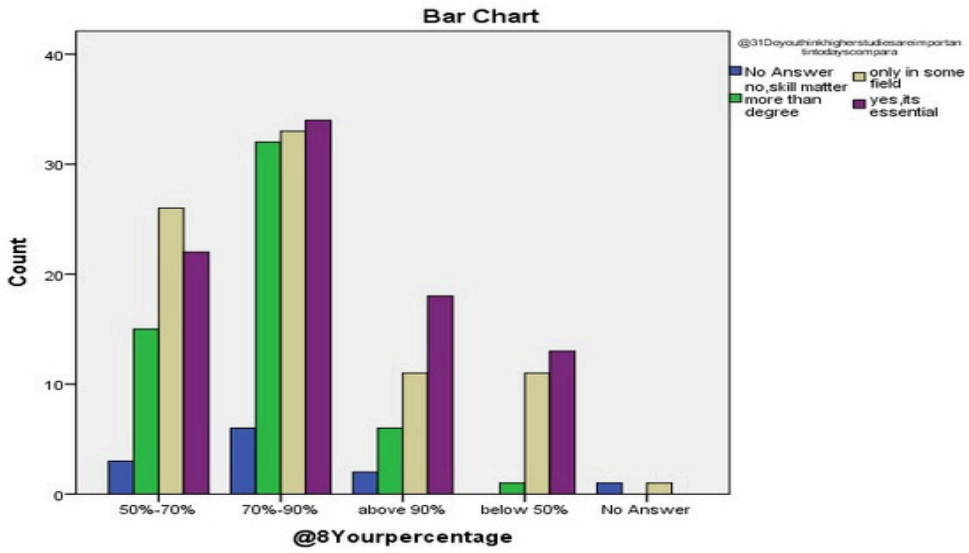


Figure 4.2.1

Interpretation

The figure 4.2.1 depicts the relation between their opinion on whether higher education is important and their mark percentage.Here the p value is less than 0.05,so we reject the null hypothesis,so there is relation between the two.From the graph we understand that most of sthe students with 70% to above 90% marks and even below 50% marks believes that higher education is essential.Most of the students with 50%-70% marks believes that it

is essential only in some field.So the data highlights the fact that most of the students believe that higher education is essential in today's comparative world.

Comparing stream of course with current status:

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	62.642a	20	.000
Likelihood Ratio	62.380	20	.000
N of Valid Cases	235		

a. 18 cells (60.0%) have expected count less than 5. The minimum expected count is .00.

Table 4.2.2

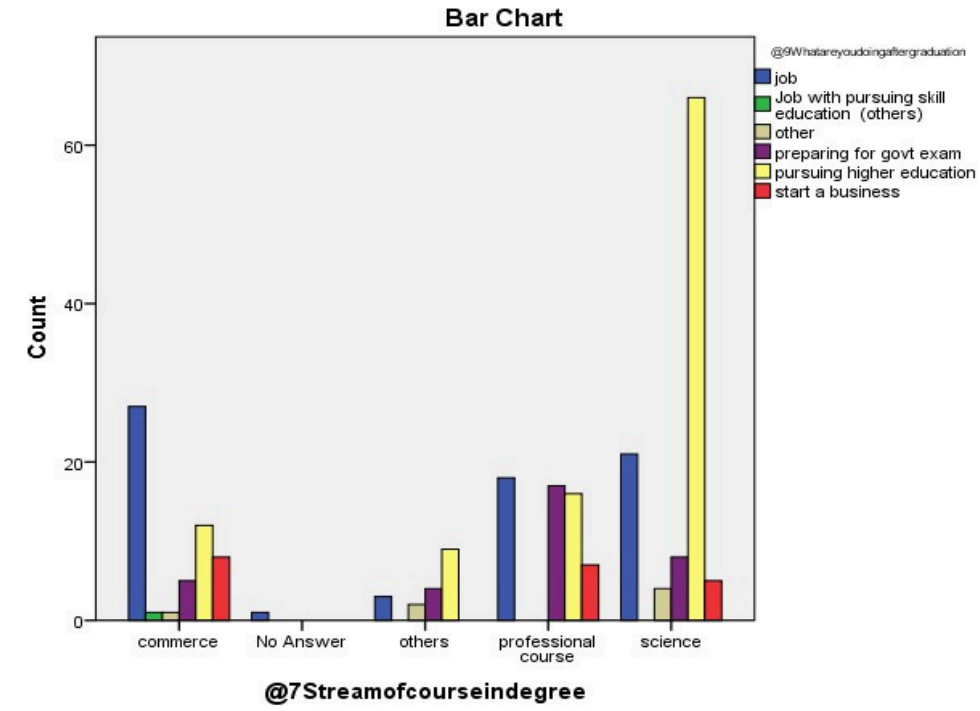


Figure 4.2.2

Interpretation

The figure 4.2.2 depicts the relation between stream of course in degree and what are they currently doing after graduation.Here the p value is less than 0.05,so we reject the null hypothesis,so there is a relation between the two.From the graph we understand that most of the students from science background are currently pursuing higher education.Most of the students from professional degree and commerce stream are currently doing job after graduation.This highlights the fact that students from science stream are more interested in pursuing higher education.

Comparing mark percentage and current status:

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	101.084a	20	.000
Likelihood Ratio	48.006	20	.000
N of Valid Cases	235		

a. 17 cells (56.7%) have expected count less than 5. The minimum expected count is .01.

Table 4.2.3

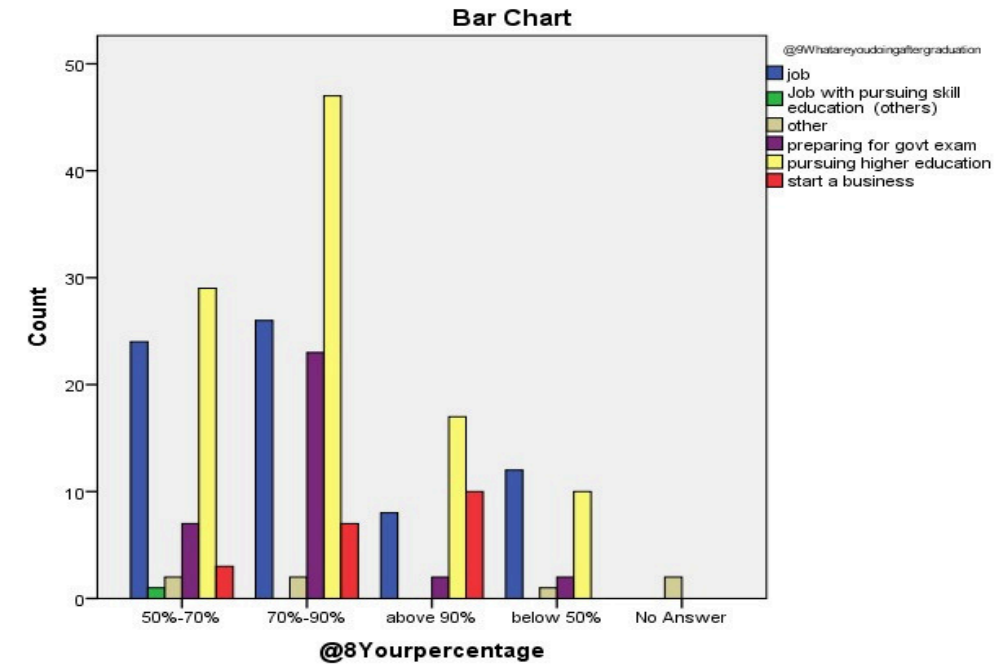


Figure 4.2.3

Interpretation:

The4.2.3 depicts therelation between their mark percentage and what are they currently doing after graduation.Here the p value is less than 0.05,so we reject the null hypothesis,so there is a relation between the two.From the graph we understand that most of the students with 50% to above 90% are currently pursuing higher education.Students with below 50% marks are are currently doing job after graduation.This highlights the importance of marks in their future decisions because students with low marks are not much interested in pursuing higher education after graduation.

Comparing family monthly income and current status:

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	63.042a	20	.000
Likelihood Ratio	52.151	20	.000
N of Valid Cases	235		

a. 16 cells (53.3%) have expected count less than 5. The minimum expected count is .01.

Table 4.2.4

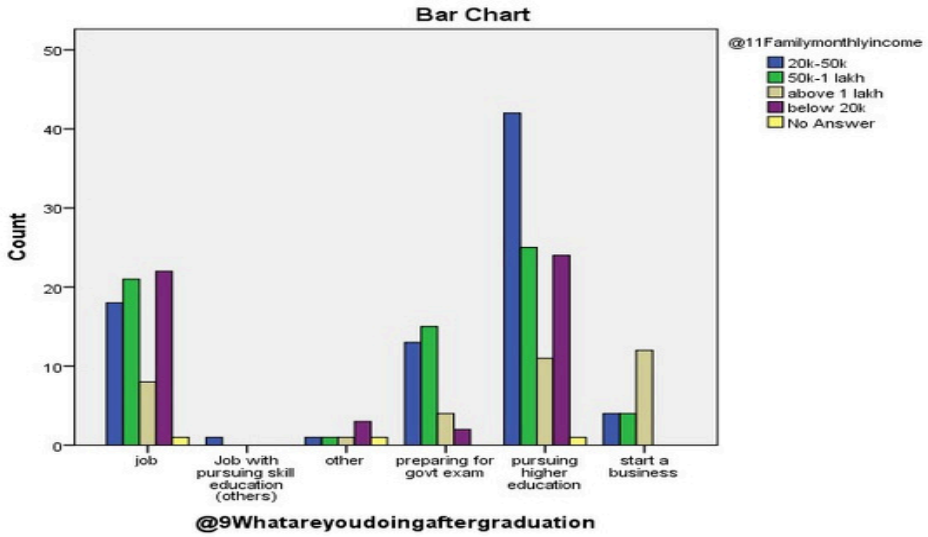


Figure 4.2.4

Interpretation

The figure4.2.4 depicts the relation between their monthly family income and what are they currently doing after graduation.Here the p value is less than 0.05,so we reject the null hypothesis,so there is a relation between the two.From the graph we understand that most of the students pursuing higher education have a monthly family income of 20k-50k.Most of the students doing job have a family income below 20k.Most of the students preparing for government exam have a monthly family income of 50k-1 lakh.Most of the students who started business have a family monthly income of above 1 lakh.So the data highlights the fact that family monthly income is an important factor affecting student's future decisions because from the data we understand that students with low family income are currently doing job after graduation instead of higher studies mostly because of their financial instability.

Comparing the reasons for taking job and working sector:

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	193.539a	36	.000
Likelihood Ratio	130.038	36	.000
N of Valid Cases	235		

a. 34 cells (68.0%) have expected count less than 5. The minimum expected count is .09.

Table 4.2.4

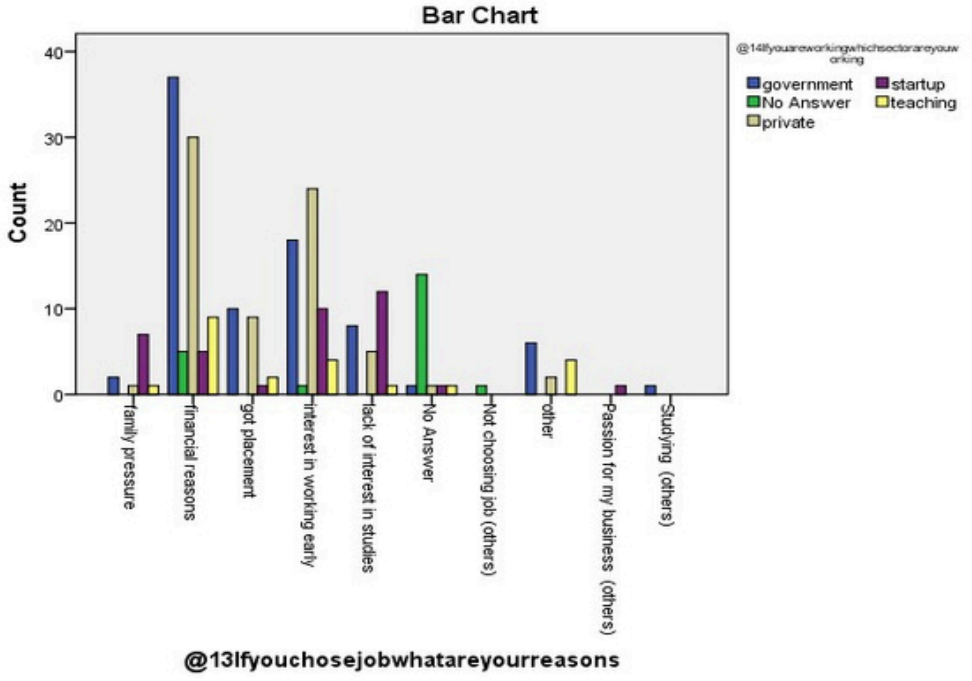


Figure 4.2.5

Interpretation

Thefigure 4.2.5 depicts therelation between reasons for taking up the job and sector in which they are working.Here the p value is less than 0.05,so we reject the null hypothesis,so there is a relation between the two.From the graph we understand that most of the students who are working due to financial reasons are working in government sector for financial security.Most of the students who are interested in working early are working in privatesector.

Comparing their initial plan and current status:

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	81.801a	20	.000
Likelihood Ratio	69.741	20	.000
N of Valid Cases	235		

a. 22 cells (73.3%) have expected count less than 5. The minimum expected count is .00.

Table 4.2.6

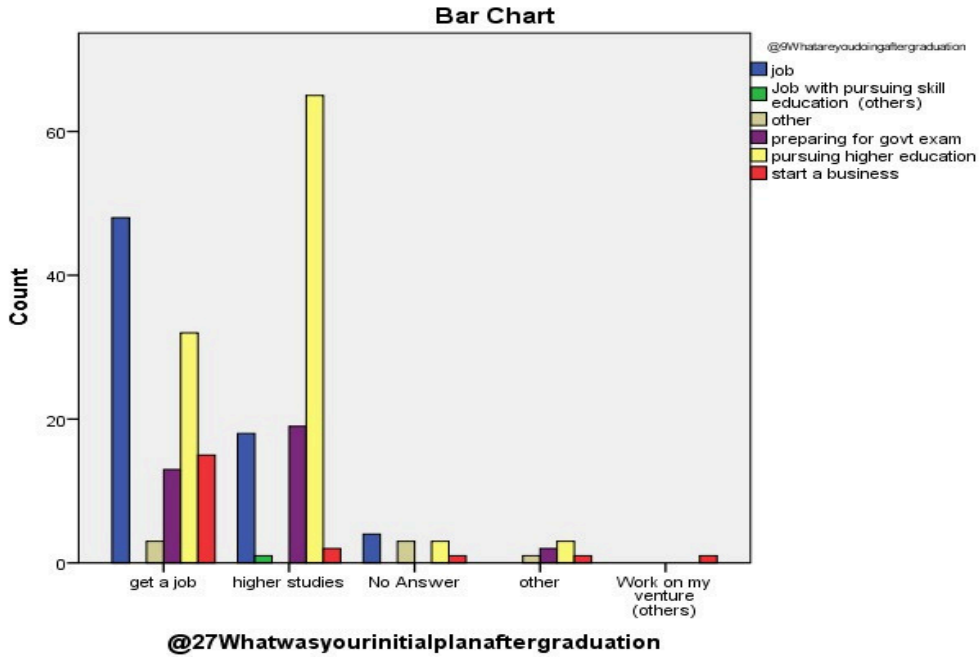


Figure 4.2.6

Interpretation

The figure4.2.6depicts the relation between their initial plan after graduation and what they are currently doing after graduation.Here the p value is less than 0.05,so we reject the null hypothesis,so there is a relation between the two.From the graph we understand that most of the students who had an initial plan to do higher studies are currently doing higher studies and most of the students who had an initial plan to do job are currently doing job after graduation.This highlights the fact that most of the students stick to thair initial plan even after graduation.

Comparing current status and their opinion:

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	75.702a	20	.000
Likelihood Ratio	50.522	20	.000
N of Valid Cases	235		

a. 16 cells (53.3%) have expected count less than 5. The minimum expected count is .05.

Table 4.2.7

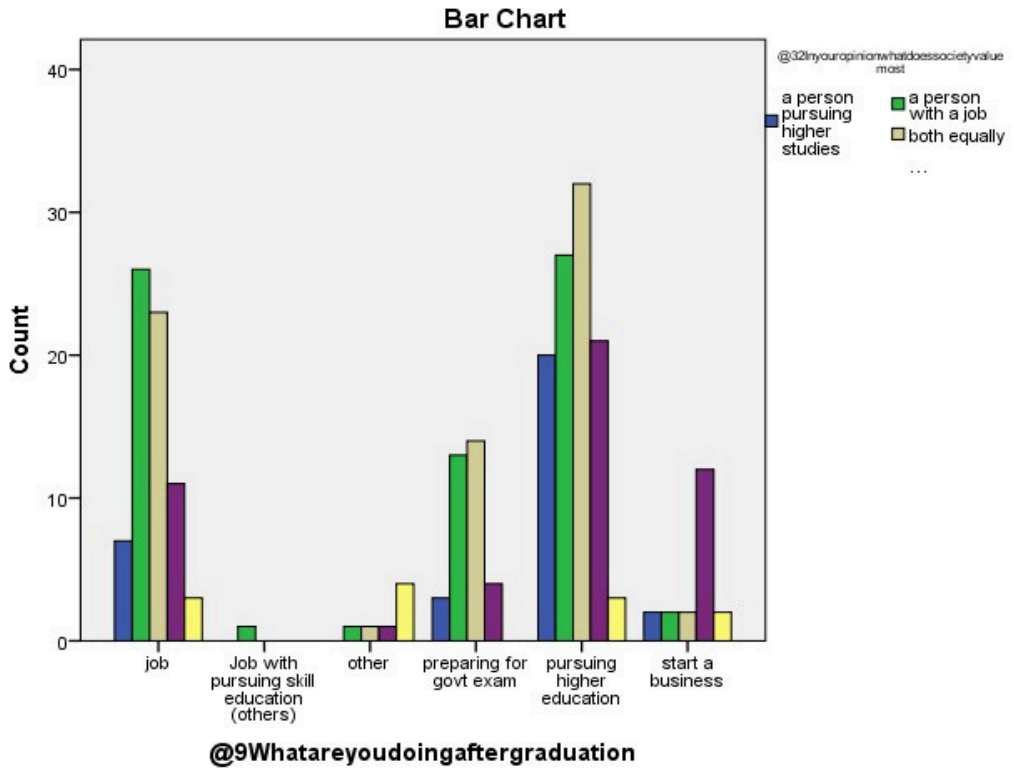


Figure 4.2.7

Interpretation

Thefigure 4.2.7 depictsthe relation between current status and their opinion on what does society value the most.Here the p value is less than 0.05,sp we reject the null hypothesis,so there is a relation between the two.From the graph we understand that most of the students doing job thinks that a person with a job is valued more in society.Most of the students pursuing higher studies and preparing for government exam thinks that a person withajob and a person pursuing higher studies,both are valued equally by the society.

4.3 Factor Analysis

Variable	Factor 1	Factor 2

28. Rate your confidence in your future career path	-0.67	0.24
30. How important was personal interest or passion	-0.79	0.18
34. Work experience is more valuable than academic qualification (1-5 agree)	-0.77	-0.33
36. Did the Covid 19 pandemic change your plan (1-5)	-0.44	-0.04
22. Work experience is more valuable than academic qualification (1-5 agree)	-0.83	-0.25
18. Do you believe a job after graduation offers independence?	-0.56	0.05
19. How important was salary in your decision?	-0.83	0.02
16. If you are doing higher studies, do you plan to take a job immediately?	-0.63	-0.02
26. Do you believe higher studies improve career success?	-0.76	0.38
24. Do you feel pressure to make a quick career decision?	-0.67	-0.07

Interpretation

Thefactor analysis revealed two main underlying patterns (factors) influencing students' attitudes and decisions about pursuing higher studies or entering the workforce after graduation. Most variables (such as confidence in career path, importance of personal interest, and perceived value of work experience versus academic qualification) showed strong associations with the first factor. This suggests that students' choices are shaped by a combination of personal motivation, financial considerations, and perceptions about future success. The results highlight that career decisions of students are multifaceted, with both practical (job, salary) and aspirational (interest, confidence in success) factors playing major roles in their decision-making process.

CHAPTER- 5
CONCLUSION AND KEY FINDINGS

Conclusion

This projectaimed to find the factors influencing higher studies vs job after graduation. through an analysis of 235 respondents who are currently pursuing higher studies and who are doing job after graduation we had identified several factors influencing their decision.

The result highlights the importance of considering higher education after graduation. from our analysis we find that higher education is mostly opted by the students from the science background more than 60 % and also concluded that students who get CGPA 70-90 % had also opted higher studies after graduation.

The study also concluded that students with low family income had opted job after graduation and Various factors had also played a crucial role in this decision such as social status, lack of interest in studies etc. Most of the students had opted government job because of financial reasons.

In conclusion, the statistical analysis of higher education and job outcomes after graduation highlight a strong but complex relationship between academic qualification and employment opportunities. Our finding suggest that higher education generally increases the likelihood of security employment and enhances earning potential, validating the role of education as an important investment in human capital. However, the data also reveals a mismatch between academic learning and job market demands, with some graduates facing underemployment or working in fields unrelated to their studies. Financial security and placements are the main motivators for job choices. Interest in working early is also

significant factors for those in private jobs. Personal passion are less common indicating that most people prioritize stability and necessity over passion. Very few students initially planned to start a business or work on a venture which shows entrepreneurship is less common compared to traditional career paths.

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