# Determinants of Educational Career Change Decisions and their Effect on Success of Decision: A Study of Professionals of it Sector

## Irfan Raza

MS research scholar, International Islamic University, Islamabad

## Nayyar Kazmi

Assistant Professor, International Islamic University, Islamabad

## Muhammad Zia-ur-Rehman

PhD scholar/Faculty of Management Sciences, NUML, Islamabad

**Abstract**

*The study dealt with the target population and the selected sample which consisted of the professionals who have changed their educational career towards IT, so a cluster of IT professionals from population was taken and purposive sampling technique was applied. A total of Two hundred questionnaires were circulated in different governmental and private organizations and a total of 180 Questionnaires were returned back having a response rate of 90%. Pearson Correlation was applied to investigate the intensity of the relationship and to analyze the direction of relationship between independent and dependent variables. Correlation values were found significant which shows that students mostly change their educational career due to the perceived scope of IT in future and they feel more satisfied when they enter into professional life. Multiple regression analysis show that current trends of IT (hypothesis 1) is a significant contributor in success of education career change decision (ECCD) of professionals (β = 0.132, p-value = 0.024). Perceived scope of IT (hypothesis 2) (β = 0.327, p value = 0.000) make significant influence on Success of ECCD of professionals. Similarly, work environment (hypothesis 3) (β = 0.215, p value = 0.000) significantly influences success of ECCD of professionals. This illustrated that adoption of education career according to the potential, enables students to extend their capabilities in a best manner and make full contribution to society.*

**Introduction and background**

In fact, choice of career during educational period is a crucial experience in everyone's life and a single mistake can lead one to end up in a disaster. On the other hand, making a right choice can be the beginning of a successful career. According to Louis (1980), a good career leads to success in life, which explains as "climbing the corporate ladder". Most of the students seem confused, while adopting educational career to make progress and get high position in society. Changing educational discipline is a common phenomenon these days. Both internal

and external environmental factors motivate students of both genders to adopt different profession. Most of students change their educational fields after accomplishing their Matriculation, Intermediate or Graduation. There is also a new trend that student also changing educational paths even after they enter into professional life.

One of the important theories about motivation is Expectancy Theory of Motivation (Porter & Lawler, 1968; Vroom, 1964). According to this theory a person select a certain alternative with greatest motivation force (MF). MF also based on person's perceived effort-performance relationship, perceived performance-reward relationship and the placement of personality on rewards. The motivational aspects discussed in this study fully confirmed the expectancy theory of motivation. People try to adopt IT education because they feel that they will get better rewards and will give better performance when they come into IT education sector.

People also perceive the growth and future prospects in the field of IT, so they try to change educational path from run-of-the-mill subjects to new technological subjects. Every person wants to have a good and secure job in future, that perception motivate them to go into that field (Mori, 2000). Job security, high salary, opportunities of advancements are the factors that are in the mind of students and they think that telecom and IT field give them the possible benefits when they start their job. Current increasing interests in technology make a huge impact on students' perception about their career. Young people idealize persons who are giving better services in the field of IT; like scientist, IT experts and engineers. Also new movies which have some animations and technologies involved, impress young people and they are attracted towards technology. In late 1990s and early 2000s, there was a trend of information technology and computer sciences. Almost every student wanted to go into that field whether he was studying in commerce or arts or mathematics and they were not caring for their aptitudes and interests. In this study, impact of Information Technology will be tested on peoples' educational path and then their success in professional life will also be checked.

A senior high school student must have a clear idea in his mind about the subject he is going to study according his aptitudes and abilities. Of course, at this stage of his life he cannot do it on his own and needs proper career counseling. It is the responsibility of both the teachers and parents to direct young aspirant students after getting to know what subjects would be appropriate for them. About 90% students change their educational line when they enter in college or university life because they haven't any clear goal or vision, that is only due to lack of guidance and counseling, as a result, the students cannot take decision to select a field for their bright career. Effective career counseling and personal aptitude play an important role in achieving the educational goals (Singaravelu et al., 2005).

There are also factors like Family pressures (Leong, 1991), peer influence, own choices (Pederson, 1995), affordability and career counseling (MacArthur, 1980; Sandhu, 1994) that force students to change their disciplines. Parental guidance and pressures also compel them to adopt an educational career that is contrary to their choices and interests (Spencer, 2000). Parents mostly impose their own opinions on females as they think females lack in decision power. But sometimes students become independent in their decisions and select career of their own choices (Yakushko, 2007).

After changing the educational path, monitoring the career success and job satisfaction ( Judge et al., 2000) is also the part of this study, i.e. when a person change his educational

career and enter into professional life whether he is satisfied by his current job or not? Career success is categorized as objective career success and subjective career success. Objective career success include more salary, highest reward , highest level of education, material reward, promotions etc. whereas subjective career success include job satisfaction, organizational commitment, professional identification, recognition, participation in decision making etc.

## LITERATURE REVIEW

### Education Career Change

Education career change is very common practice in today's' world. That change can be in their early school life, in college life or even in their post education life when they enter into professional career. Based on theory of reasoned action (Ajzen & Fishbein, 1980; Fishbein & Ajzen, 1975) and career change theory, intention of a person to change career is the immediate determinant of actual career change. Career change can become common in a society when the society shifts from an agrarian to an industrialized-based economy as the range of occupational opportunities increases (Watts, 1996). The resulting increase in educational career options has the potential to increase career confusion and uncertainty in career goal formation. But a person must have a clear thought and goal in front of him in order to be successful, although his directions can be defined by many factors. Some forces like new and prevailing marketing factors make significant impact on choice of educational career (Ahmad et al., 1997). On the other hand existing trends and developments have made it increasingly complex and difficult for young people to make meaningful choices, and to settle effective pathways and transitions from education to work. There can be countless factors that influence the education career choice but some of them are defined here.

### Reasons for Education career change

More often students cannot identify their hidden potentials and they get influence from many forces and try to change their educational path. According to present study, currents trends in IT, perceived scope of IT, work environment of IT firms and social influences can be some factors that cause change in educational career. These factors in light of past studies are discussed below:

### Current Trends in Information Technology

The recent time has seen a great revolution of Information Technology. Indeed it has become as important to us as breath is to life. Organizational environment has also got effected due to the revolution of Information Technology. In recent years, IT in organizations has become essential part of their communication tasks such as e-mail, Internet, intranet and electronic meeting systems (Dennis et al. 1991) and no firm can do their everyday work without these technologies. With the passage of time, information technology has evolved to include telecommunication as an essential component in addition to computing. The growing reliance on both the computing and the communication dimensions of IT in the workplace has shaped a new environment.

Current demand of technological products makes huge impact on young people and it enforces them to change their mind and their likeliness is towards technology related disciplines. Information technology contributes to the life of every person, it facilitate masses and makes life comfortable. Rapid increase in information and communication technologies leads to the quick spread of knowledge-intensive industries to rising skills, and creating a workforce that includes a dual-core highly skilled and well paid and a region of low-skilled workers in jobs without prospects of low wages, few benefits and low opportunities to participate in further study. Trends of information technology are changing the educational world and new areas of education are emerging (Marginson, 1997).

IT gives solution to very complex phenomenon of life in a very simple way. Different cultures of world become very close to one another due to IT. Now world is becoming a global village only due to the services of IT. Telecommunication, software and media are the emerging examples of application of IT (Calhoun et al., 2002). The scope of information technology has not stopped at it but is growing rapidly. These Growing dimensions of IT also make great influence on field of education (Alajääski, 2000). Students are trying to adopt the technology related educational careers and show their interests in them as they have been impressed by the growth of this area. Alajääski and Suomala (2002) presented two different approaches regarding the significance of IT in education:

(a) defining the effectiveness of IT as a learning or other relevant outcome (significance by effectiveness), and (b) defining the impact of IT in education as subjectively experienced (Significance by impact). Information Technology has not only effective in terms of learning and progress but has a significant impact on the perception and opinion of students and teachers.

## Work Environment of IT firms

Change of educational career not only common in school or college going students but professional people also change their educational mind even when they are at age where career change is very difficult. According to Streumer and Bjorkquist (1998), many people after completing their education when enter in professional life, environment at work also makes impact on their perception of educational goal. Organization which has a different environment from the abilities of employee, can influence that professional's educational mind and he may adopt the educational path of that organization (Miller, 1999). Some researchers claim that educational career change influenced by environment at work. Most of the professionals who have different fields of education influenced by where they do job (Young & Valach, 1996). Work environment is also important influencing factor that causes educational change which is discussed in this study. (Moos & Insel , 2008) gave ten dimensions or subscales of work environment, which are divided into three sets, the Relationship Dimensions, the Personal Growth or Goal Orientation dimensions, and the System Maintenance and System Change dimensions.

Relationship Dimension judges commitment of employees to their work, how interactive and helpful the employees are towards their coworkers and colleges. This dimension also checks how friendly and encouraging managers are towards employees.

The Personal Growth or Goal Orientation dimension focuses on personal growth of employee. It includes job autonomy, flexible work time and work load and how well an employee completes his work. Task oriented work enhance the personality of employee and make confidence in him. The System Maintenance and System Change Dimensions, assess the

work setting's emphasis on rules and policies and on variety and innovation; it also taps the pleasantness of the physical setting. How well activities are planned, how clearly the responsibilities of supervisors are defined, and how well the details of assigned jobs are explained to employees.

Researches indicate that perceived work environment is a significant contributor to an individual's work motivation and job performance (Churchill, 1976; Joyce and Slocum, 1984; Newman, 1977).

### Perceived Scope of Information Technology

Many students tend to change their educational path with the perception that future of new education is very bright and they will attain objective career rewards and subjective career rewards. High salary and top position in job are important determinants of a perceived scope of education career choice but job satisfaction and market factors are found to be important determinants in other employment intention as well. (Paolillo and Estes, 1982; Gul et al., 1989; and Felton et al., 1994). Following Wheeler (1983) applied a benefit–cost ratio approach which states that student always choose a career which can give him benefit in future and the amount he is spending on educational career should be recovered. Term "perceived cost-benefit" mentioned by Gul et al. (1989), is very important in the selection of any educational career because first objective of student is to choose a career which pays him maximally in future and have high demand. Those perceptions of career help him for selection of educational path.

According to Myburgh (2005) student perceived that after getting IT education he can have high paid job, opportunity for advancement, job security, job satisfaction and job availability.

### Career Success

A career is more than simply the objective sequence of occupational, organizational, and job moves made by an individual (Hall, 1976). The many subjective aspects of a lifetime of work-such as developing a professional self-identity (Schein, 1980), continuing personal growth, meeting personal needs, setting and meeting professional goals, and resolving conflicting demands from other areas of one's life (e.g., family, friends, health)-are important (Hall, 1976). When a person adopts a new education line job satisfaction and career success is very important factor that determine his future goals.

Career Success may be decomposed into two major categories as, Objective Career Success and Subjective Career Success.

### Objective Career Success (Extrinsic Rewards)

Maslow (1943) gave his famous theory of motivation, which articulates the personnel needs that are Physiological , Safety, Social, Esteem needs and self actualization. Physiological needs consist of basic needs like good salary, monetary rewards, food ,shelter etc. Safety needs can be job security, medical security, financial security. Social need consists of need of friends, belongings with peers and colleagues. Esteem needs consist of need of self respect, achievement, attention, recognition, reputation. This study discussed extrinsic rewards which are closely related to Maslow theory of motivation, because basic requirement of any

employee is handsome salary and in spite of financial rewards a person also require non financial achievements, job security, and recognition.

For example, Paolillo and Estes (1982) and Gul et al. (1989) have noted that accountancy students attach lower importance to intrinsic factors in career decisions. In contrast, Linden (1987), Horowitz and Riley (1990) and Felton et al. (1994) have found intrinsic factors to be very important in career decisions made by accounting students. Linden (1987) found that the need for achievement and an interesting job are important motivating factors for choosing accounting as a career in New Zealand.

Financial remuneration, job availability, job security and opportunities for advancement have been found to be important factors in career choice decision (Paolillo and Estes, 1982; Cangelosi et al., 1985; Kochanek and Norgaard, 1985; Shivaswamy and Hanks, 1985; Linden, 1987; Gul et al., 1989; Horowitz and Riley, 1990, and Felton et al., 1994). Felton et al. (1994) combined all market-related factors and found that on average these factors were assigned significantly higher weights by students who have chosen a career in chartered accounting.

Measures of objective career success are typically external indicators of career advancement or the accumulation of extrinsic rewards. They include the highest level of education or hierarchical level attained, highest salary earned, rate of movement up an organizational ladder, and badges of accomplishment (e.g., professional honors) (Seibert, et al., 2001).

## Subjective Career Success (Intrinsic Rewards)

Measures of subjective career success are typically attitudes, emotions, and perceptions of how individuals feel about their accomplishments rather than the objective amount of achievement. Maslow theory of need (1943) also supported these needs. Here, researchers have examined such variables as job satisfaction, organizational commitment, and professional identification (Hall, 1976; Judge et al., 2000).

A positive relationship between performance and job attitudes (such as involvement, challenge, satisfaction, and psychological success) has been theorized by Hall (1976) and supported empirically by Hall and Foster (1987) and Moos & Insel (2008).

Many studies have linked employee job satisfaction, for example, to lower absenteeism, burnout, and turnover and to workers' enhanced organizational commitment and performance. In considering the consequences and predictors of job satisfaction in community based human services agencies, scholarship has also spanned a range of occupations and fields, including staff in child welfare , mental health services, and other human services areas (Hall, 1976). While others have focused more narrowly on satisfaction with intrinsic, organizational, and extrinsic aspects of employment.

## Hypothesis

The hypothesis developed in this study are primarily based on different studies and findings made by different researchers. These hypotheses tested current trends of IT, influences, work environment, perceived scope of IT on Career Success of those professionals who had changed their education line towards IT when they were students.

Dennis et al. (1991), found that advancement of Information Technology has a great influence on firms and become an essential part of their communication tasks, and it has became impossible for any organization to live without these technologies. As the role of IT progresses, it also makes huge impact on the field of education (Alajääski, 2000; Alajääski & Multisilta, 2000). Woolnough et al. (1997), proved that students go to IT field with the feeling of a bright future and job satisfaction. On the basis of above findings, the following hypothesis has been made:

*H1: Current Trends in IT has a significant impact on success of education career change decision.*
Students' perception about high scope of technology includes job satisfaction, job security, job availability, career prospects and earning (Paolillo and Estes, 1982; Linden, 1987). Whereas Felton et al. (1994), claim that education career change influenced by the Benefit Cost Ratio. Benefit Cost Ratio evaluates how student perceives about his expenses in studies and the benefits he will receive when involved in job. Students often join science and technology with the perceived status, salary and job satisfaction (Woolnough et al., 1997). Therefore, based on prior findings, the following hypothesis has been developed:

*H2: Perceived scope of IT has a significant impact on success of education career change decision.*
Oakes & Guiton (1995), Streumer & Bjorkquist (1998), found that work environment greatly influenced on professionals and they adopt new education line which is related to their job environment. Most of professional having different educational background, change their educational paths due to the environment at work (Young & Valach, 1996; Miller, 1999). Following hypothesis has been developed based on above findings:

*H3: Work environment of IT firms has a significant impact on success of education career change decision.*

**Theoretical Framework**

Causes of Education Career
 Change Decisions

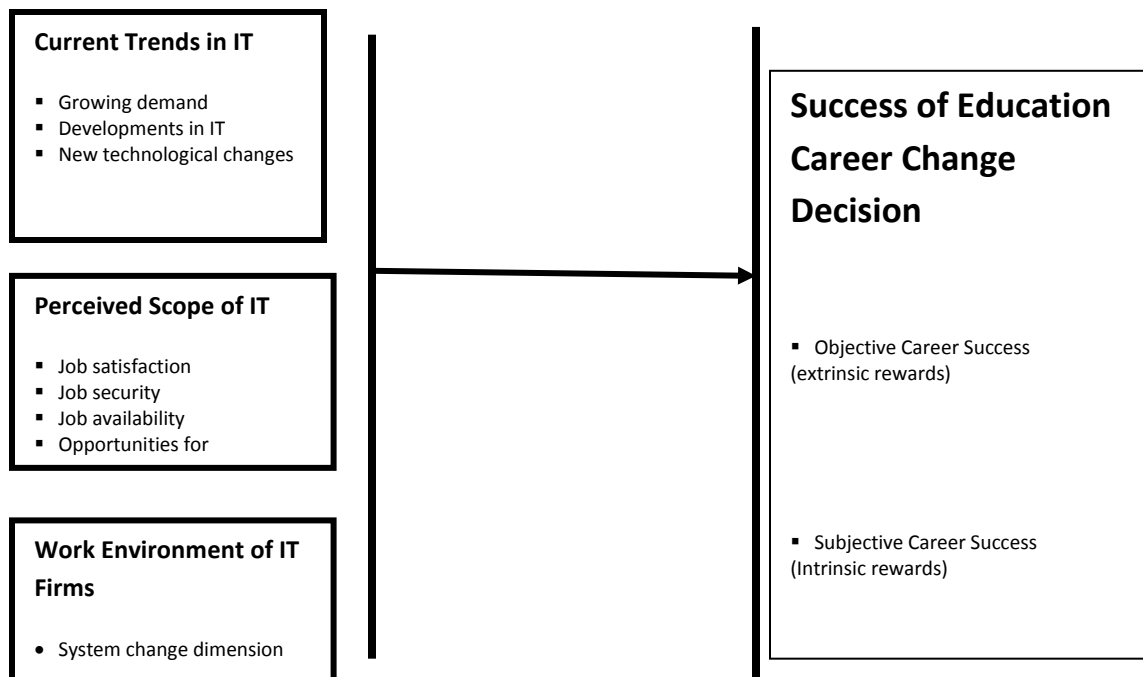| Current Trends in IT | | Success of Education Career Change Decision |

Figure 1: main research model showing causes of educational career change decisions and their effect on success of education career change decision.

**Theoretical Framework**

Causes of Education Career
 Change Decisions

**Current Trends in IT**

- Growing demand
- Developments in IT
- New technological changes

**Perceived Scope of IT**

- Job satisfaction
- Job security
- Job availability
- Opportunities for

**Work Environment of IT Firms**

- System change dimension

**Success of Education Career Change Decision**

- Objective Career Success (extrinsic rewards)

- Subjective Career Success (Intrinsic rewards)

Figure 1: main research model showing causes of educational career change decisions and their effect on success of education career change decision.

## METHODOLOGY

### Instrumentation

As the design of the study included the Data Collection through survey so Questionnaire was used as the tool of the data collection. Different ways of distribution of the questionnaire were used to collect the responses i.e. e-mails, personal visits, contacts, etc. The questionnaire used in this study consists of two sections. The first section consists of 9 questions which can be termed as demographic variables. This section examined age, gender, marital status, salary, job title, organization they were working in. Respondents were also asked about their current education related to IT and their previous education which was non IT. Respondents only required filling out the question or ticking the options. Second section asked the respondents to provide information about above mentioned variables which were the part of conceptual frame work. 54 questions were asked and the information was collected through on a 7 point likert scale (Schein, 1996) which ranges from "strongly disagree (1)" to "strongly agree (7)". Respondents were only needed to tick the option of their choice.

### Measurement

The scale used in the current research was adopted from different researches. The scale of current trends was taken from (Ahmad et al., 1997) include item "You change your career due to current trends in market".

Career satisfaction includes some items like ''over all, how satisfied are you with your career progress?'' and one assessing career development asked: ''how satisfied are you with the amount of opportunity available in your present job for career or professional development?'' (Smart & Peterson, 1997). Scales of perceived scope of IT include perceived job satisfaction, perceived job security, perceived job availability, perceived opportunities for advancements; which taken from Myburgh, 2005. Objective career success and subjective career success facets are taken from Feldman & Ng, 2007. Scales of objective career success are Salary, highest level of education, hierarchical level attained, professional honors. Scales of subjective career success are job satisfaction, organizational commitment, professional identification, emotions, perceptions. Work environment scale taken from (Moos & Insel , 2008), which give three major dimensions including Relationship dimension, Personal growth or goal orientation dimension and the system change dimension.

Relationship dimension subscales are job involvement, "I have no intentions to change my job", coworker cohesion, "my colleagues are very supportive and helpful to me", supervisor support, " my boss is very encouraging and always ask my views on any decisions". Personal growth dimension subscales are autonomy "my boss encourages me to take decisions on my own", task orientation and work pressure. System change dimensions are clarity "I am very much clear about my responsibilities at work", control "my boss makes a close look on my responsibilities and hold constant meetings with me", innovation and physical comfort.

### Population & Sample

The population of the current research was the professionals working in different

governmental and non governmental organizations who had changed their educational path from non IT to IT side at any level of their education, like in matriculation, inter, graduation, masters, or even post masters. For the true representation of the population and maintain the validity of the research, a total sample size selected for this research was 200 working professionals. Although a sample of 160-170 was enough to represent the population as 100% respondent does not return complete questionnaires or even does not return the questionnaire so in order to cover this margin, 200 questionnaires were sent to working people who are doing job in different IT and software firms. For collection of data, different possible ways were used to collect the data like personal visits, also used social network and through email as well. A total of 180 questionnaires were returned and having a response rate of 90%. Questionnaires with incomplete information were discarded which in return provided 165 useable responses. Thus, based on the number of questionnaires with incomplete information, only usable questionnaires gave the final response ratio of 82.5% (165/200). The sample was selected based on the availability of respondents. The cluster of those IT professionals who had changed their education towards IT is considered. The scholar used the purposive sampling technique to collect the data as target sample is only the people doing job in IT sector in Islamabad and they also had been changed their education path towards IT. For this purpose, the author went to different software houses, telecom firms, schools, banks and different universities where the availability of professionals having IT education was ensured. Multi-item scales were used to measure the constructs being investigated in this study. All items were measured using a seven-point Likert scale, ranging from 1 (Strongly Disagree) to 7 (Strongly Agree).

The respondents were from Rawalpindi and Islamabad only. Time & Financial constraints did not allow the author to extend this research in other cities.

As the target sample consists of those IT professionals who have changed their educational career towards IT, so a cluster of IT professionals from population was taken and purposive sampling technique was applied.

The main goal of purposive sampling is to focus on particular characteristics of a population that are of interest, which will best enable researcher to answer the research questions. Since the target sample consists of some specific IT professionals who had change their educational path to IT, so purposive sampling technique was applied.

**Analysis and Results**

A total of Two hundred questionnaires were circulated in different governmental and private organizations of Islamabad and Rawalpindi, a total of 180 Questionnaires were returned back having a response rate of 90%. 165 out of those responses were usable. Both male and female professionals were included in sample with age ranging from 20 to 45 years, working on different levels and designations and those had changed their educational line from non-IT to IT related disciplines. Job positions of respondents include assistant professors, lecturer, software engineers, lab assistants, software developers, network engineers, oracle developers, sales representatives, system administrators, IT managers, media support officers. Prominent organizations where sample selected are QAU, Fast, Riphah University, Comsats, Szabist, NUML, IIUI, Elixer technologies, Bank Alfalah, Nescom, Ovex technologies, PTCL, Rockville technologies, Call centers, Public sector schools etc.

Cronbach alpha is used to check the reliability of the variables. Reliability means whether all scales of each variable have same direction or not. Cronbach alpha test was applied for the reliability of individual variables. Regression analysis is used to check the impact or effect of one variable (independent variable) towards the other variable (dependent variable). That impact can be significant or insignificant. As the hypothesis in current study check the impact level of independent variables on dependent variable so multiple regression analysis was essential. Multiple regression was necessary because it checks the impact of all independent variables in one table. Pearson Correlation was also applied to investigate the intensity and to analyze the direction of relationship between independent and dependent variables. Researcher applied descriptive statistics analysis (include mean and standard deviation). In order to check whether independent variables have interaction among one another or not, Multicollinearity test was applied.

### Percentages

A total of 165 respondents whose age range from 20 to 45 years gave their opinion about this study. Male respondents were 88(53%) and female were 77(47%). Mostly respondents' age fall between 30-35 years(41%), 35-40 years(24%) and 25-30 years(20%). However they are from different educational fields Most of them have done MSC-CS(37%), MS(16%), MBA-IT(12%). The researcher visited 23 government and non government organizations. The largest percentage of respondents belong to NUML (15%) and the rest from SZABIST (13%), ROCKVILLE technologies (10%), IIUI (9%), FAST(7.3%) and Bank Alfalah(6.1%). Most of the respondents were lecturers(27.3%), software engineers(15.8%), system administrators(14.5%), IT managers(7.9%)

### Descriptive Statistics, Cronbach Alpha and Correlation

A pilot study was made to test the reliability of questions used in the questionnaire (Singaravelu et al., 2005). The variables used in this study are current trends in IT, perceived scope of IT, work environment of IT firms, social influences and success of education career change decisions. Twenty six respondents were used initially to check the reliability of variables. Each questionnaires asked fifty three questions overall and reliability of them was tested using cronbach's alpha.

Table 1: correlation, mean, standard deviation, cronbach alpha

|  | Alpha | Mean | S.D | 1 | 2 | 3 |
|---|---|---|---|---|---|---|
| 1.Current Trends in IT | 0.634 | 4.23 | 1.41 | - | - | - |
| 2.Percieved Scope of IT | 0.81 | 5.17 | 1.16 | 0.149 | - | - |
| 3. Work environment of IT firms. | 0.724 | 3.72 | 1.43 | 0.134 | 0.273* | - |
| 4.Success of education career change decision | 0.92 | 4.74 | 0.89 | 0.34** | 0.41 ** | 0.38** |

**. Correlation is significant at the 0.01 level (2-tailed), *. Correlation is significant at the 0.05 level (2-tailed).

Table 1 depicts the cronbach alpha, mean, standard deviation and correlation values of all the variables which are part of this study. All alpha values are very strong and shows high reliability values. Cronbach alpha of current trends of information technology is 0.634 which is not very high but it's not so low either and can be adjusted.

Mean values show that variable, Work Environment in IT firms, on average give answer between 'Some what disagree' and 'Neutral' , variables Current Trends in IT, Success of ECCD on average give answers between 'Neutral' and 'Some what agree' . Perceived Scope of IT has mean value ranges between 'Some what agree' and 'Agree'. The largest standard deviation value is that of Work Environment of IT Firms (1.43), and it shows larger variation in opinions. The lowest standard deviation value is that of Success of ECCD (.89), which shows that respondents' opinion is quite similar to one another.

Correlation values are all very significant upto 1% level of significance. Strongest correlation is between Perceived Scope of IT and Success of ECCD (0.41), which shows students mostly change their educational career due to the perceived scope of IT in future and they are more satisfied when they enter into professional life.

**Collinearity Statistics**
Multicollinearity test explains the interaction level among all independent variables. The existence of multicollinearity means the variables are not explaining dependent variable individually and they are almost same. So in a good study multicollinearity among independent variables must be either negligible or very minor.

Table 2: Collinearity Statistics showing the tolerance and VIF values of all independent variables.

|  | Collinearity Statistics | |
|---|---|---|
|  | Tolerance | VIF |
| Current Trends in IT | 0.546 | 1.833 |
| Work Environment of IT firms | 0.627 | 1.596 |
| Perceived Scope of IT | 0.733 | 1.364 |

Collinearity test was applied to all independent variables to check whether there is multicollinearity exists in variables or not. Condition for the existence of multicollinearity is that if tolerance is less than 0.1 and VIF (variance inflation factor) is more than 5, then multicollinearity among variables exists. Table 2 showing all variables values of tolerance and VIF don't fall in this range that means the absence of multicollinearity in all variables. Results show that all variables have no Interaction among each other and they effect independently on the variable Success of ECCD.

**Regression Results**

According to table 3, the results of multiple regression analysis show that Current Trends of IT(hypothesis 1) is a significant contributor in Success of ECCD of professionals ( β = 0.132, p value = 0.024). Perceived Scope of IT (hypothesis 2) ( β = 0.327, p value = 0.000) make significant influence on Success of ECCD of professionals. Also Work Environment (hypothesis 3) ( β = 0.215, p value = 0.000) make significant influence on Success of ECCD of professionals.

Table 3: multiple regression analysis showing beta & significance values

| Model | Beta | t-value | p-value |
|---|---|---|---|
| Current Trends in IT | .132 | 2.930 | .024 |
| Perceived Scope of IT | .327 | 8.449 | .000 |
| Work Environment of IT firms | .215 | 5.124 | .000 |
| Social Influences | .464 | 10.158 | .000 |

ANOVA shows, the overall impact of variables on Success of ECCD with F-value = 149.82 and p value = 0.00. It means overall, all independent variables have significant impact on success of ECD.

**Findings**

The paramount position of Information Technology is noticeable or palpable in all walks of human life and it produces deep effects on human behavior. Information Technology does influence Students' education career. New emerging areas of IT impact on students' learning preferences; consequently they opt for IT related disciplines. Potential job prospects, income, career development are the motivating factors for students to adopt new educational career. This study ensures perceived scope of IT, its current requirement for contentment level and professional success of professional on the commencement of their professional life. Moreover, other aspects which include: parental persuasion, friends, peers, their own decisions are also predictors for career success of professionals. Challenging and changing working environment stimulate people to adopt new educational disciplines. Professionals, who have redefined their educational path to IT, grow in their fields and enjoy both subjective and objective career successes. This is a significant aspect of this research study.

Correlation results from table 3 reflect that all variables have significant correlation values.  Accomplishment of educational career change decision has the highest correlation with Perceived Scope of IT. It signifies, we as a nation, akin to have high remuneration, excellent job in future, therefore most of people transform their educational discipline to IT. Mostly, we select our own schooling career line, but the role  parents, friends, colleagues or any family member having IT related job can electrify or motivate us to espouse new educational discipline, all these findings have been supported by literature.

Table 3 mirrors the regression findings and influences of all independent variables on achievement of education career change decision.

Current and prevailing trends in IT have a significant impact on accomplishment of education career change decision. IT sector develops by leaps and bounds, new technological changes stimulate students' mind and they endeavor to shift their educational path to IT. More precisely, this study validated that students-turned to IT sector are successful in their professional careers. It is need of the hour that more investment should be made in IT sector of Pakistan and steps should be taken to make IT sector more developed. One of the emerging government body that is contributing in development of IT in Pakistan is PSEB. Pakistan Software Export Board (PSEB, 1995) is an apex Government body mandated to promote Pakistan's IT Industry in local and international markets. PSEB facilitates the IT industry through a series of projects and programs in infrastructure development, human capital development, company capability development, international marketing, strategy and research, and the promotion of innovation and technologies.

PSEB works extensively with international trade associations, commerce bodies and the media to promote Pakistan's IT industry. PSEB has more than 1500 IT companies, which possess expertise in custom software development, enterprise Resource planning (ERP), financial solutions, mobile content, document management, enterprise computing and business process outsourcing (BPO).

Cost benefit ratio analysis examined the perceived benefits and rewards with reference to the paying capacity of a student. The perception of progressive and good professional career will be a reason for adopting an educational career. The perception of better, progressive, secure jobs of IT with good salaries also make significant influence on minds of students and they modernize their educational aptitude to IT. This study proves, that students-turned to IT

owing to perceived scope of it make progress and become successful in their professional career. It has been concluded that successful educational career change decision towards IT is largely influenced by the perceived scope of IT. This authenticity has been scaffold by literature.

Work environment is one of the underlying principles for education career change decision and makes significant impressions on the minds of people working in. Impressive work environment of IT firms motivate myriad professionals to information technology. This study proves that professionals who change their educational career towards IT due to environment at workplace are successful in their professional lives and make progress. This result is also supported by Miller (1999).

Considering non-IT factors, influences (made by parents, peers, friends, school teacher) also make huge impact on educational career change decision towards IT. This study unveils that students-turned to IT due to Influences have made a marvelous career change decision. They have achieved milestones in their professional career.

An important dimension of this study is to assess whether students feel satisfied with their jobs and make progress, when they enter into professional life after changing their educational field towards IT? From results, it is obvious that professionals are making advancement after education change towards IT. They are getting objective career success (extrinsic rewards), which means getting good salaries, getting top positions in organizations, attaining highest education, and receiving professional honors and recognition. The change in educational line also makes huge impact on subjective career success (intrinsic rewards). As a result, they have high level of job satisfaction, organizational commitment, less ratio of job turnover, professional identification, better perception etc. Overall, this study demonstrates that professionals have successful educational career change decision. They are highly satisfied with their jobs and are make progress both intrinsically and extrinsically.

## Conclusion

In most countries now, great emphasis is rightly being given to an education which is of benefits to all citizens, that they should have the opportunity to develop their capabilities and potentials and make full contribution to the society. However, the type of science that appears to be most effective in encouraging future scientists and engineers, a stimulating, relevant, challenging and accessible curriculum, well taught and supplemented by opportunities for extra-curricular projects in science, seems to be equally appropriate for all.

This study checks the impact of emerging trends in IT on students' educational career change decisions. It explores the reasons which encourage students to shift their educational path towards IT and also investigates the association of those reasons with the outcome of education career change decision. This study also tries to identify the career growth and advancement of those professionals who had shifted their educational path towards IT. It is a quantitative research and as the design of the study included the data collection through survey so Questionnaire was used as a tool of data collection. The respondents were the professionals who have changed their educational path towards IT.

This study explores that the factors like current trends in IT, perceived scope of IT related jobs, work environment of IT firms, social and in-school factors make influence on students' intentions to switch their educational path towards IT. Results also established that

above mentioned forces have significant positive relationships with the outcome of education career change decision. Overall those students, who changed their educational path towards IT, make career success and career development both in intrinsic and extrinsic ways when they enter into professional life. This illustrate that adoption of education career according to the potential, enables student to extend his capabilities in a best manner and make full contribution to society. This is what the researcher believes in and intends to work for the same cause in future.

## REFERENCES

Ahmad, K., Alam, K., & Alam, M. (1997). An empirical study of factors affecting accounting students' career choice in New Zealand. *Accounting Educational* 6 (4), 325–335.

Alajääski, J. (2000). The development of the mastery of computer teaching: Related topics and the impact of computer teaching in an IT-based teaching environment assessed by the teachers in the teacher training school in Rauma. (Publication No. 287). Tampere, Finland: Tampere University of Technology.

Alajääski, J., & Multisilta, J. (2000). Theoretical models for evaluating the significance of information technology in schools. Proceedings of SITE 2000 Conference: 11th international conference of the Society for Information Technology & Teacher Educational (pp. 2402-2407), Charlottesville, VA: Association for the Advancement of Computing in Educational (AACE).

Alajääski, J., & Suomala, J. (2002). Another Perspective on Assessing the Significance of Information Technology in Educational. *Computers in the Schools*,18: 2,111— 125

Ajzen, I., & Fishbein, M. (1980). Understanding attitudes and predicting social behavior. Englewood Cliffs, NJ: Prentice Hall.

Bruner, J. (1996). Culture and educational. Cambridge, MA: Harvard University Press.

Calhoun, K. J., Teng, J. T., & Cheon, M. J. (2002). Impact of national culture on information technology usage behaviour: an exploratory study of decision making in Korea and the USA. *Behaviour & Information Technology*, 21: 4, 293 — 302

Cangelosi, J. S., Condie, F. A., & Luthy, D. H. (1985). The influence of introductory accounting courses on career choices. Delta Pi Epsilon Journal, 9, Summer 60–8.

Churchill, M. S. (1976) Markets in Education. St Leonards: Allen & Unwin.

Duberley, J., Cohen, L., & Mallon, M. (2006). Constructing Scientific Careers: Change, Continuity and Context. Organization Studies.

Dennis, A., Nunamaker, R. J., & Vogel, D. (1991). A comparison of laboratory and field research in the study of electronic meeting systems. *Journal of Management Information Systems*, 7, 107 ± 135.

Feldman, D. C., & Ng, T. W. (2007). Careers: Mobility, Embeddedness, and Success. *Journal of management*.

Felton, S., Burh, N. & Northey, M. (1994). Factors influencing the business student's choice of a career in chartered accountancy. Issues in Accounting Educational 9(1), 131–41.

Finn, B. (1991). Young People's Participation in Post-compulsory Education and Training, Report of the Australian Education Council Review Committee. Canberra: AGPS.

Fishbein, M., & Ajzen, I. (1975). Belief, attitude, intention and behavior: An introduction to theory and research. Reading, MA: Addison-Wesley.

Glynn, S. M., & Duit, R. (1995). Learning Science in the Schools: Research Informing Practice. Lawrence Erlbaum Associates, Publishers, Mahwah, NJ.

Gobert, J. D., & Buckley, B. C. (2000). Introduction to Model-Based Teaching and

Learning in Science Educational. *International Journal of Science Educational.* 22(9), 891–894.

Gul, F. A., Andrew, B. H., Leong, S. C. & Ismail, Z. (1989). Factors influencing choice of discipline of study-accountancy, engineering, law and medicine, Accountant and Finance. 29(2), 93–101

Hall, D. T. (1976). Careers in organizations. Pacific Palisades, CA: Goodyear.

Hall, D. T., & Foster, J. C. (1987). Work commitment and job satisfaction over three career stages. *Journal of Vocational Behavior*, 30, 330–345.

Horowitz, K., & Riley, T. (1990). How do accounting students see US. Accountancy September, 75–7.

Joyc, R.G., & Slocum, P. (1969). The Effect of Science Teaching Methods on the Understanding of Science', Science Education 53(1), 9–11.Men's Career Aspirations. Source: Sociological Forum, Vol. 6, No. 4 , 609-639

Judge, T. A., Cable, D. M., Boudreau, J. W., & Bretz, R. D. (2000). An empirical investigation of predictors of executive career success. Personnel Psychology, 48: 485-519.

Kidd, F.E., & Embry, J.K. (1981). Developing a career planning center. Occupational educational research project final report. Raleigh, NC: North Carolina State Department of Community Colleges. (ERIC Document Reproduction Service No. ED 205 725)

Kochanek, R., & Norgaard, C. T. (1985). Student perception of alternative accounting careers. Part 1, *The CPA Journal* 55, May, 36–43.

Leong, T. (1991). Tests of a psychological cost-benefit model for career choice, *Journal of Vocational Behavior*. 10(3), 245–60.

Li, Q. (1999). Teachers' belief and gender differences in mathematics: A review. Educational Research, 41(1), 63-76.

Linden, Y.V. (1987). An Investigation into Student's Motivations for Selecting Accounting As a Career. Working Paper No. 58, Department of Accounting and Finance, Massey University, New Zealand.

Louis, M. R. (1980). Career transitions: Varieties and commonalities. Academy of Management Journal, 5, 329-340.

Long, M. (1997). Vocational Educational and Training Graduate Destination Survey. National Report, unpublished draft.

MacArthur, K. (1980). Prospects for faculty in the arts and sciences: a study of factors affecting demand and supply. Princeton University Press, Princeton, New Jersey, 225 pp.

Marginson, S. (1997). Markets in Educational. St Leonards: Allen & Unwin.

Maslow, A. H. (1943). A Theory of Human Motivation, Psychological Review 50(4) :370-396

Miller-Tiedeman, A. (1999). Learning, practicing, and leaving the new careering. Philadelphia: Accelerated Development/Taylor & Francis Group.

Mori, J. (2000). CRC career resource centers: Where students focuson the future. Tallahassee, FL: Florida State Department of Educational, Division of Vocational Educational. (ERIC Document Reproduction Service No. ED 223 799)

Moos, H., & Insel, M. (2008). Increase work environment productivity and satisfaction.

From the WES Manual. http://www.mindgarden.com/products/wes.htm

Myburgh, J. (2005). An empirical analysis of career choice factors that influence first-year accounting students at university of Pretoria: A cross- racial study.*Meditari Accountancy Research* vol. 13 No. 2: 35-48.

Newman, J. (1977). The Great Evolution Trial: Use of Role-Play in the Classroom, Journal of Research in Science Teaching 31(5), 575–582.

Oakes, J. and Guiton, G. (1995). Matchmaking: the dynamics of high school tracking decisions, American Educational Research Journal, 32, pp. 3-33.

OECD. (1996). Organization for Economic Cooperation and Development. Alternatives To Universities. Paris: OECD.

Paolillo, J. and Estes, R. (1982). An empirical analysis of career choice factors among accountants, attorneys, engineers, and physicians. The Accounting Review, 57(4), 785–93.

Pederson, G. (1995). Matchmaking: the dynamics of high school tracking decisions. American Educational Research Journal, 32, pp. 3-33

Porter, L. W., & Lawler, E. E. (1968). Managerial Attitudes and Performance*.* Homewood, IL: Richard D. Irwin, Inc.

PSEB (1995). Pakistan Software Export Board. http://www.pseb.org.pk/newindex.html

Sandhu, C. (1994). A profile of undergraduates in the sciences. American Scientist, 77:475-480.

Schein, E. (1996). Career anchors revisited: Implications for career development in the 21st century. Academy of Management Executive, 10(4), 80–88.

Singaravelu, H. D., White, L. J., & Bringaze, T. B. (2005). Factors Influencing International Students' Career Choice: A Comparative Study. *Journal of Career Development.* 32; 46.

Smart, R. M., & Peterson, C. (1997). Super's Career Stages and the Decision to Change Careers. *Journal of Vocational Behavior.* 51, 358–374, Article No.

Smart, R. M., (1998)**.** Career Stages in Australian Professional Women: A Test of Super's Model. *Journal of Vocational Behavior* 52, 379–395 (1998)

Spencer, R. H. (2000). Career trends for the '90s. Science, 252:1107-1147.

Silverstone, R., & Williams, A. (1979). Recruitment, training, employment and careers of women chartered accountants in England and Wales. Accounting and Business Research 9(33),105–21.

Shivaswamy, M. K., & Hanks, G.F. (1985). What do accounting students look for in a job? Management Accounting 66, June, 60–1.

Seibert, S. E., Kraimer, M. L., & Liden, R. C. (2001). A social capital theory of career success. *Academy of Management Journal*, 44: 219-237.

Streumer, J. N., & Bjorkquist, D. (1998). Moving beyond vocational educational and training: emerging issues. Key qualifications in work and educational (pp. 249–264). London: Kluwer Academic Publishers.

Vroom, V. H. (1964). Work and Motivation. New York: McGraw Hill.

Wyn, J., & White, R. (1997). Rethinking Youth. Sydney: Allen & Unwin. Transitions between educational and work

Watts, A. G. (1996). A framework for comparing careers guidance systems in different countries. Educational and Vocational Guidance, 58, 53-62.

Wheeler, K.G. (1983) Perceptions of labor market variables by college students in Business education psychology, Journal of Vocational Behavior 22(1), 1–11.

Woolnough, B. E., Guo, Y., Leite, M. S., Almeida, M. J., Ryu, T., Wang, Z., & Young, D. (1997). Factors Affecting Student Choice of Career in Science and Engineering: parallel studies in Australia, Canada, China, England, Japan and Portugal, Research in Science & Technological Education, 15: 1, 105 — 121

Yakushko, O. (2006). Career development of immigrant women. In W. B. Walsh & M. J. Heppner (Eds.), Handbook of career counseling for women (pp. 387-426). Hillsdale, NJ: Lawrence Erlbaum

Yakushko, O. (2007). Career Development Issues in the Former USSR: Implications of Political Changes for Personal Career Development. Journal of Career Development. 33; 299

Young, R.A., & Valach, L. (1996). Interpretation and action in career counseling. In M.L. Savickas & W.B. Walsh (Eds.), Handbook of career counseling theory and practice (pp. 361–375). Palo Alto, CA: Davies-Black Publishing.

Zhihui, F. (1996). A review of research on teacher beliefs and practices. Educational Research, 38(1), 47-65.