

AN EXPLORATIVE STUDY ON ASSESSMENT OF UTILITY VALUE OF PROJECT WORK OF STUDENTS TO MEET CORPORATE EXPECTATIONS ON EMPLOYMENT

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Abstract—Higher education students, are required as part of their curriculum, to undergo practical training in an organisation and submit a “Project Work” in the prescribed format and get assessed in a viva voce examination conducted by a panel constituted by the University, consisting of an internal examiner and an external examiner. It is an important requirement for the assessment of their performance and for the division of their passing out of the academic programme. As such, it is imperative to delve upon, if such Project Work meets the expectations of the University, Student, Trainer and the potential Employer in their respective perspectives and also as well on the prospects of its retention or removal or alternates for betterment of the same. Questionnaire based Survey on the above propositions is taken up and the findings are brought out.

Keywords: Students, Project Work, Expectations, Retention, Removal, Alternates.

Introduction

Background

Individual higher education students are expected to undertake themselves a practical study in any organisation for one semester, being the last in the curriculum, away from campus and submit their report on what they had learned in their off-the-campus work. It is titled as project work and carries equivalent marks as a theory paper of any other semester.

Expectations of Stakeholders

The expectations of stakeholders in respect of Project work of students can be summarised as below:

Students should be satisfied of their decision to have met with all requirements genuinely and earned the degree. They should be confident of being an entrepreneur or employee in due course.

- Colleges should maintain pass percentage, good admissions, and goodwill.
- Examiners should be satisfied of the genuineness of the work by the students based on their viva voce examination.
- Universities should match their pass out students meet the expectation of corporate world and improve status.
- Trainers are saddled with less cost, time and effort
- Prospective employer would expect qualified, competent and confident employees, ready to work.
- Society should get efficient members
- Government should get effective citizens.

Utility Value of Project Work

Stakeholders while approaching their expectations would have several view points and would assess if the final outcome of their effort, cost and time meets their requirements and also not being disproportionate with the purpose. The value attached to any exercise including project work in this instance, is the utility value of the outcome. If the stakeholder is free to decide, he can dispense with such activities not having utility value in his perspective. But if it is ordained by other authorities and other conditions, he will carry on with that activity in spite of such activity not having agreeable utility value. Financial constraints, Curriculum and university regulations are the deciding factors in this case. In such scenario they can only suggest alternates.

Utility value of such academic exercise is difficult to be quantified in monetary terms. But an empirical value could be assessed based on the time, cost and effort expended and the final purpose of achieving such academic requisite, based on the viewpoints of different stakeholders. As such in the case of project work of students, the stakeholders would be the students, faculty, educational institution, trainer, prospective employer, corporate world, examiners, university and the government and may be at a lesser extent the society as a whole and family members and others. Accordingly, 18 parameters have been deduced for the study for the main stakeholder, being the student.

Need for Study

There are several issues involved in the perspectives of the above stakeholders especially of students in respect of several parameters of such project work which comprehensively would sum up as utility value of such project work. How far the students relate the utility value of such project work in their curriculum in several parameters including meeting the expectations of prospective employer's need be explored and any alternatives to browbeat the shortcomings also need be identified. This study aims on such purposes.

Scope of Study

The viewpoints of students alone are considered in 18 parameters while there could be many more parameters and viewpoints for a student or group of students. Similarly, parameters and viewpoints for other stakeholders are also many, which are outside the scope of the work.

Scope of study is limited to the particular parameters only, avoiding even demographic data to ensure better and free response.

Respondent is taken at face value and elaborate cross checking is outside the scope of work.

Limitations of Study

The study is limited to response of students in few parameters. Study could be expanded very much with more parameters.

Dichotomous response of YES or NO with tick mark is used in order to have a good response, in least time and trouble to the respondents.

As the responses need be brought out after due pros and cons in the mind of respondents, likelihood of choosing the middle path to each and every question is possible in a survey. Hence dichotomous response of 'YES or NO' is only expected. Likert Scale is not used to avoid middle path response in this explorative study. Accordingly, for dichotomous data especially in an explorative study, Chi Square test is used.

All identifiers of respondent are avoided for getting free response. Demographic data also is avoided as a limitation, due to possibility of lesser quantum of adequate sample collection for each category.

Review of Literature

Research can be grouped into Quantitative research and Qualitative Research vide sixthfactor.com

Quantitative Research can be categorised into Descriptive, Correlational, Experimental, and Quasi Experimental Research. Descriptive study goes into details and describes the phenomenon under research. Correlational study established relationship between studied parameters. Experimental study derives the finding from controlled experiments while quasi experimental study is partly experimental.

Qualitative research uses the techniques of Participant Observations, In-depth interviews (face-to-face or on the telephone), Focus groups, Ethnography, Narrative, Phenomenological, Grounded Theory, and Case Study. In participant observation, the researcher observes the observed and notes the behaviour for study. In interviews either structured or freelance model can be taken up and the medium can be face to face or through voice or video or interactive medium.

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Ethnography, one of the most popular methods of qualitative research, involves the researcher embedding himself or herself into the daily life and routine of the subject or subjects. Either as an active participant or an observer, the researcher experiences their customs, traditions, mannerisms, and reactions to situations etc. first hand, sometimes for years. Geographical constraints could be a hindrance for the researcher. This on-the-field method can help companies in assessing how consumers use certain products or services, and accordingly develop new products or revamp existing products.

In the Narrative method of qualitative research, the researcher gathers data or facts from one or two subjects through interviews, documents etc. over a period of time. Based on a theme, these are then pieced together (not necessarily in the same sequence) to derive answers and suggestions. A business can use this method to understand challenges faced by their target audience that can in turn be utilised for innovation and development of products.

Phenomenology qualitative research method is used to study an event or activity as it happens, from various angles. Using interviews, videos, on-site visits etc., and one can add on to existing information using perspectives and insights from the participants themselves about the activity or event. It is primarily an experience or perception-based research method. Universities can rely on this method to understand how students make their choices about applying to universities/colleges.

Grounded theory starts with a question or collection of data. Through systematic data collection and analysis, repetitive ideas or elements are coded, and codes are grouped or categorized. New theories may be formed based on these categories. A product-based company can use this method to understand how their customers use their products or individual features of their product or products.

The case study method is used to gather in-depth and detailed information about a subject, which could be any entity, organisation, event or something larger like a country. The nature of this qualitative research method can be explanatory or exploratory. For a business, case studies are a useful tool to formulate strategies, understand influences, devise new methods etc.⁶

⁴Kothari. C.R. (2004) in his book stresses that the main purpose of explorative studies is that of formulating a problem for more precise investigation

²Chris S Hulleman, (2007) in his research thesis identifies intrinsic value, utility value and attainment value as components of task value in expectancy value model while discussing on achievement as follows:

“A useful theoretical framework for understanding the role of task values in achievement contexts is the expectancy-value model (Eccles et al., 1983). It posits that perceived expectancies for success and task values determine choices of achievement tasks, as well as performance on these tasks. Expectancies for success are defined as individuals’ beliefs about how well they will perform on an upcoming task. The task value construct is defined as perceived importance of the task and consists of three main components: intrinsic value, utility value, and attainment value. Intrinsic value is defined as the perceived importance of the task because it is enjoyable and fun to engage in. Utility value is defined as the perceived importance of an activity because of its usefulness for other tasks or aspects of an individual’s life (e.g., perceiving geometry to be valuable because it applies to engineering). Attainment value is defined as the perceived importance of the task for the individual’s self-concept, self-worth, and identity.”³

¹Brophy J (1999) in his correlational studies have found that when students perceive utility value in their courses, they work harder, develop more interest, and perform better”¹

⁵Soicher, R. N., & Becker-Blease, K. A. (2020), states “According to expectancy-value models of achievement motivation, a core component of increasing student motivation is utility value. Utility value refers to the importance that a task has in one’s future goals. Utility value interventions provide an opportunity for students to make explicit connections between course content and their own lives”. Accordingly, utility value of anything done by students should be established.⁵

³Eccles et al., (1983); Wigfield & Eccles, (2000) in their Expectancy Value model of motivation link one’s expectation success in a task and its subjective value influences persistence and performance and hence achievement. Subjective task value has four components namely intrinsic value, Subjective task values have four major components: intrinsic value (inherent enjoyment of the task), utility value (the usefulness of the task achieving for one’s goals), attainment value (the importance of the task for one’s sense of identity), and cost value (the limitations on time, energy, and effort

created by engaging in the task). Educational researchers have zeroed in on utility value as an ideal target for interventions to improve student motivation and achievement.³

As such it is clear that utility value can be a subjective base on the perceptions of the individual concerned. It is also declared by authors it to be ideal target for student motivation and achievement.

As project work of students is mandated by curriculum, it is imperative that students and other stakeholders need to have a good idea of subjective task value of the same. Task value components of utility value, cost value, intrinsic value and attainment value is to be identified for the project work they do so as to motivate them further.

Research gap

An explorative study on identifying the perceptions of students towards their project work in relation to its cost value, utility value, intrinsic value and attainment value can be taken up to fill the research gap. Additionally, the study can also aim to draw alternates for enhancement. This explorative study deals with utility value of project work of students from their perception.

Research Methodology

Research Design

Type of Research

As the concept of critically reviewing project work itself is new, based on the non-availability of earlier literature, exploratory research is adopted, so that an idea of existing situation is explored, and that it may form a starting point for elaborate further research. As such the study is a qualitative study rather than a quantitative study. However, the quantitative data collected is used as the basis for describing the finding.

Purpose of the research is to explore the existence, necessity, implications, impressions and alternates for project work as a mode of practical training for students to meet corporate expectations on employment. Existence refers to the formality of its presence in the curriculum in comparison with other universities. Necessity refers to the need of students to learn practical aspects to substantiate their theoretical input. Implication refers to various impacts on the stakeholders on time, cost and effort. Impression refers to the overall mental makeup of the stakeholders based on implicit and explicit earlier experiences. Alternates refer to the possibility and probability of alternate replacing a particular item. They are brought out in the parameters described below.

Parameters of Study

While there could be any number of parameters depending upon the viewpoints of students, 18 parameters are taken up for the study.

Project Work meets the expectations of university

University expectations may be centered on the satisfaction of internal and external examiners on the submitted project work and the standard of the university and the curriculum in comparison with other universities and also on complying with various statutory and regulatory requirements.

Project Work meets the expectations of Trainer

Trainers would expect the students to participate in full and learn the trade with least disturbance to their routine work.

Project Work meets the expectations of potential Employer

Potential Employer is not directly concerned with the project work, but may consider the same as a step of the prospective employee / student to be ready for doing the job immediately on employment. They may even ask the student in the employment interview to elaborate of their project work and ask questions to assess their suitability level to meet the corporate expectations on employment.

Project Work is cost effective to Students

Considerable expenses on travel, stay and miscellaneous purposes is a factor to reckon with in carrying out the project work.

Project Work is cost effective to Trainers

Considerable expenses on the part of trainers' time, effort, money and facilities including safety, security and confidentiality need be taken into account.

Project Work is cost effective to potential Employer

Unless otherwise, the project work is directly related and up-to-date for the requirement of the employer, project work adds no cost saving for them.

Project Work benefits the student

An impression laid by the project work on the student, as beneficial or otherwise, taking into account the time, cost and effort and final outcome of the project work.

Project Work benefits the Trainer

An impression laid by the project work on the trainer, as beneficial or otherwise, taking into account the time, cost and effort and final outcome of the project work.

Project Work benefits the potential Employer

An impression laid by the project work on the potential employer, as beneficial or otherwise, taking into account the time, cost and effort, relevance and final outcome of the project work.

Project Work in 'last semester of academic course' is needed

An overall impression laid by project in last semester of course work on the student towards its necessity or not

Project Work in every Semester is needed

An overall impression laid by the project work on the student toward its necessity, at every semester

Project Work every year is needed

An overall impression laid by the project work on the student toward its necessity every year as against presently once in the second year.

Project Work can be removed from curriculum

An overall impression laid by the project work on the student toward its total removal from curriculum

Project Work can be replaced with two additional papers.

An overall impression laid by the project work on the student toward its total removal but with replacement with two theory papers.

Project Work can be replaced with internship

An overall impression laid by the project work on the student toward its total removal but with replacement with in-house training as internship.

University can give financial support for Project Work

An impression of the student that the university can waive fees and also offer a grant for project work or internship to defray the expenses of students.

Corporate organisations can give financial support for Project Work

An impression of the student that the particular corporate organisation giving training can extend money support for doing project work or internship in their premises to defray the expenses of students.

Government can give financial support for Project Work

An impression of the student that the State or central government can extend money support for doing project work or internship to defray the expenses of students.

Research Method

Population and Sampling Method

Population for the study of all college students is huge. As census method of approaching the students to know their response is difficult, costly, time consuming and impractical, sampling method is adopted. Out of personal interview, telephonic interview and questionnaire methods for survey, questionnaire method is selected.

Questionnaire

Questionnaire is grouped into six categories of Expectations, Cost Effectiveness, Beneficial, Necessity, Alternates, and Financial Support.

Expectations

Expectations of University, Trainer and prospective Employer

Cost Effectiveness

Cost Effectiveness for the student, trainer and prospective employer

Beneficial

Beneficial to the student, trainer, prospective employer

Necessity

Whether needed at all as at presently at the fourth semester of second year of study or can be done in first year or can be done every semester

Alternates

Can project work could be totally removed from curriculum or replaced with two additional theory papers or internship to be done at trainer's premises

Financial Support

Could there be financial support from university or corporate organisations or government?

Survey

Chosen parameters are placed under the above six categories

Questionnaire is prepared with the chosen parameters and tested for applicability, validity and usage.

Questionnaire is not included with personal, demographic data and other identifier data in order to get fair and free response

Questionnaire are released as hard copies and responses received from students.

Completed questionnaires are scrutinised and accepted

Sampling

Organisation

Being an explorative study, in order to have a cohesive idea about the responses from all types of respondents, rather than from a particular set of students from a particular educational institution, a Japanese language training organisation, imparting training at all levels of certification examination from a Japan Global Authority is chosen.

It is a registered private limited company with all necessary credentials and facilities required for a modern training organisation. Directors run the organisation with necessary teaching and administrative personnel. They conduct Japanese language training programmes from the basic level N5 to fluent Japanese level N1 as stipulated by Government of Japan. Examinations are conducted all over the world by Japanese authorities and certificates are awarded by them.

The organisation also conducts "Business Japanese Proficiency Test" conducted by a Japanese organisation and also is the authorised examination center. This organisation is the only center in India, where teaching for this programme is conducted.

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Study material for these programs was developed in house by the enterprising team. As all money transactions or done only on 'online' mode, there is no cashier in this organisation. Maximum computerization in all aspects is always aimed in this organisation.

The organisations conduct classroom classes, distance classes and online classes. They started in year 2015 and have trained so far till year 2022, 4190 persons in class room mode, 1705 persons on online mode and 2136 persons on distance learning mode, total being 8031 persons in 8 years. Programmes were conducted with native Japanese tutors as well.

Students in class room mode were from both the gender and of all age. They attended the training programmes in part time to augment their qualification while carrying on their diploma, graduation or post-graduation academic programmes or after having completed them or while on employment. Juveniles and adolescents also attended the programmes.

Sampling of Respondents

Online students were omitted. Classroom students alone were considered.

Only current batches of students were contacted.

Juveniles and Adolescents were excluded.

Only persons having done or doing Diploma, Degree or Postgraduate degree or above, alone were surveyed with the questionnaire. Persons arriving at the premises for attending the classes / prospective students and their accompanying persons with specific educational criteria, during the survey period, were randomly requested for response through the management and staff of the organisation.

As such the sampling is

Convenience sampling for selecting the organisation,

Convenience sampling for selecting the respondents

Stratified sampling for selecting the higher education respondents

Random sampling for selecting the respondents

Hence sampling method adopted is Multistage Convenience based Stratified Random Sampling

As such, responses were collected in November 2022 from 37 respondents and in December 2022 from 25 respondents, total being the sample size of 62 respondents.

Research Analysis

Setting and Testing of Hypothesis

Responses are analysed by Chi Square test for independence and the results for each group of three parameters and for total of 18 parameters are as below. Overall finding is also done. Microsoft Excel CHISQ.TEST facility was used to get the p value for the variables.

Hypothesis Setting is given in Table 1

Data Collection, Analysis, Results and Findings are displayed in Table 2

Profile of participants is given in Table 3

Pictorial Representation of responses is given in Chart 1

Finding

Findings are given the Table 2 itself.

Null hypothesis implies the chance element in the results. Alternate hypothesis signifies that null hypothesis is rejected meaning that the chance element in the result is not so strong to accept the null hypothesis. Alternate Hypothesis is nothing but rejection of Null Hypothesis and does not signify existence or otherwise of anything on its own strength.

Null hypothesis indicates presence of choice elements in the system which can be probed and curtailed. Alternate Hypothesis indicates all elements either by chance (not upto the level of accepting null hypothesis) and also any known and unknown elements in the system for necessary probing, identifying, correcting and eliminating them.

Based on the above elucidation, it may be seen that grouping of parameters has come out with different result that those with individual parameters.

Table 1

Hypothesis Setting			
Hypothesis Code	Parameter Group	Null / Alternate	Hypothesis Statement
A	Expectations	Null	Project work does not meet the expectations of University, Trainer, and prospective Employer
A	Expectations	Alternate	Project work meets the expectations of University, Trainer, and prospective Employer
A1	Expectations	Null	Project Work does not meet the expectations of university
A1	Expectations	Alternate	Project Work meets the expectations of university
A2	Expectations	Null	Project Work does not meet the expectations of Trainer
A2	Expectations	Alternate	Project Work does meet the expectations of Trainer
A3	Expectations	Null	Project Work does not meet the expectations of prospective employer
A3	Expectations	Alternate	Project Work does meet the expectations of prospective employer
B	Cost Effectiveness	Null	Project work is not cost effective to the student, trainer and the prospective employer
B	Cost Effectiveness	Alternate	Project work is cost effective to the student, trainer and the prospective employer
B1	Cost Effectiveness	Null	Project Work is not cost effective to Students
B1	Cost Effectiveness	Alternate	Project Work is cost effective to Students
B2	Cost Effectiveness	Null	Project Work is not cost effective to Trainers
B2	Cost Effectiveness	Alternate	Project Work is cost effective to Trainers
B3	Cost Effectiveness	Null	Project Work is not cost effective to potential Employer
B3	Cost Effectiveness	Alternate	Project Work is cost effective to potential Employer
C	Benefits	Null	Project work is not beneficial to student, trainer and the prospective employer
C	Benefits	Alternate	Project work is beneficial to student, trainer and the prospective employer
C1	Benefits	Null	Project Work does not benefit the student
C1	Benefits	Alternate	Project Work benefits the student
C2	Benefits	Null	Project Work does not benefit the Trainer
C2	Benefits	Alternate	Project Work benefits the Trainer
C3	Benefits	Null	Project Work does not benefit the potential Employer
C3	Benefits	Alternate	Project Work benefits the potential Employer
D	Necessity of Project Work	Null	Project Work is not needed
D	Necessity of Project Work	Alternate	Project Work is needed
D1	Necessity of Project Work	Null	Project Work in last semester of course is not needed

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D1	Necessity of Project Work	Alternate	Project Work in last semester of course is needed
D2	Necessity of Project Work	Null	Project Work in every Semester is not needed
D2	Necessity of Project Work	Alternate	Project Work in every Semester is needed
D3	Necessity of Project Work	Null	Project Work every year is not needed
D3	Necessity of Project Work	Alternate	Project Work every year is needed
E	Alternatives to Project Work	Null	Project work cannot be removed from curriculum or replaced with two theory papers or internships
E	Alternatives to Project Work	Alternate	Project work can be removed from curriculum or replaced with two theory papers or internships
E1	Alternatives to Project Work	Null	Project Work cannot be removed from curriculum
E1	Alternatives to Project Work	Alternate	Project Work can be removed from curriculum
E2	Alternatives to Project Work	Null	Project Work cannot be replaced with two additional theory papers.
E2	Alternatives to Project Work	Alternate	Project Work can be replaced with two additional theory papers.
E3	Alternatives to Project Work	Null	Project Work cannot be replaced with internship
E3	Alternatives to Project Work	Alternate	Project Work can be replaced with internship
F	Financial support	Null	Financial Support for project work is not needed from university, from corporates or from government
F	Financial support	Alternate	Financial Support for project work is needed from university, from corporates or from government
F1	Financial support	Null	University cannot give financial support for Project Work
F1	Financial support	Alternate	University can give financial support for Project Work
F2	Financial support	Null	Corporate organisations cannot give financial support for Project Work
F2	Financial support	Alternate	Corporate organisations can give financial support for Project Work
F3	Financial support	Null	Government cannot give financial support for Project Work
F3	Financial support	Alternate	Government can give financial support for Project Work
G	Overall	Null	Project work has no utility value
G	Overall	Alternate	Project work has utility value

Table 3

Profile of Participants				
Group code	Group	November 2022	December 2022	Total Number
1	M.Phil.	1	0	1
2	M.B.A.	2	2	4
3	M.Com.	1	0	1
4	M.C.A.	1	2	3
5	M.Sc. Computer Science	0	2	2
6	M.Sc. Bio Chemistry	1	0	1
7	M.Sc. Bio Technology	0	1	1
8	M.Sc. Mathematics	2	0	2
9	M.A. English	0	1	1
10	M.A.	1	0	1
11	B.Tech. PGDPM	0	1	1
12	B.Tech. Mechanical	1	0	1
13	B.Tech.	1	1	2
14	B.E. Mechanical	3	0	3
15	B.E. EEE	2	0	2
16	B.E.	5	1	6
17	B.Sc. 3D Animation	1	0	1
18	B.Sc. Bioinformatics	0	2	2
19	B.Sc. Multimedia	1	0	1
20	B.Sc. Computer Science	2	0	2
21	B.Sc. Nutrition	1	0	1
22	B.Sc. Optometrist	0	1	1
23	B.Sc. Physician Assistant	0	1	1
24	B.C.A Japanese language N3	0	1	1
25	B.C.A.	0	1	1
26	B.Sc. Physics	1	1	2
27	B.Sc. Mathematics	0	1	1
28	B.Com. Bank Management	1	0	1
29	B.Com.	2	1	3
30	B.A.	3	1	4
31	B.A. Economics	0	1	1
32	B.A. English	1	1	2
33	Diploma Mechanical	1	2	3
34	I T	1	0	1
35	Diploma Electrical	1	0	1
	Total	37	25	62

Table 2

Analysis and Findings												
Hypothesis Code	Parameter Group	Percentage "YES"	Percentage "NO"	Total	Actual Total "YES"	Actual Total "NO"	Total	Expected "YES"	Expected "NO"	Chi Square p Value	Accepted Hypothesis	Accepted Statement
A	Expectations	73.12	26.88	100.00	136	50	186	93.0	93.00	2.867E-10	Alternate	Project work meets the expectations

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												of University, Trainer, and prospective Employer
A1	Expectations	79.03	20.97	100.00	49	13	62	31.0	31.00	0.0000048	Alternate	Project Work meets the expectations of university
A2	Expectations	74.19	25.81	100.00	46	16	62	31.0	31.00	0.0001390	Alternate	Project Work does meet the expectations of Trainer
A3	Expectations	66.13	33.87	100.00	41	21	62	31.0	31.00	0.0110852	Alternate	Project Work does meet the expectations of prospective employer
B	Cost Effectiveness	66.67	33.33	100.00	124	62	186	93.0	93.00	0.0000055	Alternate	Project work is cost effective to the student, trainer and the prospective employer
B1	Cost Effectiveness	59.68	40.32	100.00	37	25	62	31.0	31.00	0.1275083	Null	Project Work is not cost effective to Students
B2	Cost Effectiveness	70.97	29.03	100.00	44	18	62	31.0	31.00	0.0009600	Alternate	Project Work is cost effective to Trainers
B3	Cost Effectiveness	69.35	30.65	100.00	43	19	62	31.0	31.00	0.0023037	Alternate	Project Work is cost effective to potential Employer
C	Benefits	81.18	18.82	100.00	151	35	186	93.0	93.00	1.808E-17	Alternate	Project work is beneficial to student, trainer and the prospective employer
C1	Benefits	91.94	8.06	100.00	57	5	62	31.0	31.00	0.0000000	Alternate	Project Work benefits the student
C2	Benefits	70.97	29.03	100.00	44	18	62	31.0	31.00	0.0009600	Alternate	Project Work benefits the Trainer

C3	Benefits	80.65	19.35	100.00	50	12	62	31.0	31.00	0.0000014	Alternate	Project Work benefits the potential Employer
D	Necessity of Project Work	69.89	30.11	100.00	130	56	186	93.0	93.00	0.0000001	Alternate	Project Work is needed
D1	Necessity of Project Work	90.32	9.68	100.00	56	6	62	31.0	31.00	2.153E-10	Alternate	Project Work in last semester of course is needed
D2	Necessity of Project Work	51.61	48.39	100.00	32	30	62	31.0	31.00	0.7994954	Null	Project Work in every Semester is not needed
D3	Necessity of Project Work	67.74	32.26	100.00	42	20	62	31.0	31.00	0.0052060	Alternate	Project Work every year is needed
E	Alternatives to Project Work	41.40	58.60	100.00	77	109	186	93.0	93.00	0.0189581	Alternate	Project work can be removed from curriculum or replaced with two theory papers or internships
E1	Alternatives to Project Work	19.35	80.65	100.00	12	50	62	31.0	31.00	0.0000014	Alternate	Project Work can be removed from curriculum
E2	Alternatives to Project Work	30.65	69.35	100.00	19	43	62	31.0	31.00	0.0023037	Alternate	Project Work can be replaced with two additional theory papers.
E3	Alternatives to Project Work	74.19	25.81	100.00	46	16	62	31.0	31.00	0.0001390	Alternate	Project Work can be replaced with internship
F	Financial support	95.70	4.30	100.00	178	8	186	93.0	93.00	1.159E-35	Alternate	Financial Support for project work is needed from university, from corporates or from government
F1	Financial support	98.39	1.61	100.00	61	1	62	31.0	31.00	2.537E-14	Alternate	University can give

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												financial support for Project Work
F2	Financial support	95.16	4.84	100.00	59	3	62	31.0	31.00	1.144E-12	Alternate	Corporate organisations can give financial support for Project Work
F3	Financial support	93.55	6.45	100.00	58	4	62	31.0	31.00	6.983E-12	Alternate	Government can give financial support for Project Work
G	Overall	71.33	28.67	100.00	796	320	1116	558.0	558.00	4.568E-46	Alternate	Project work has utility value

Chart 1

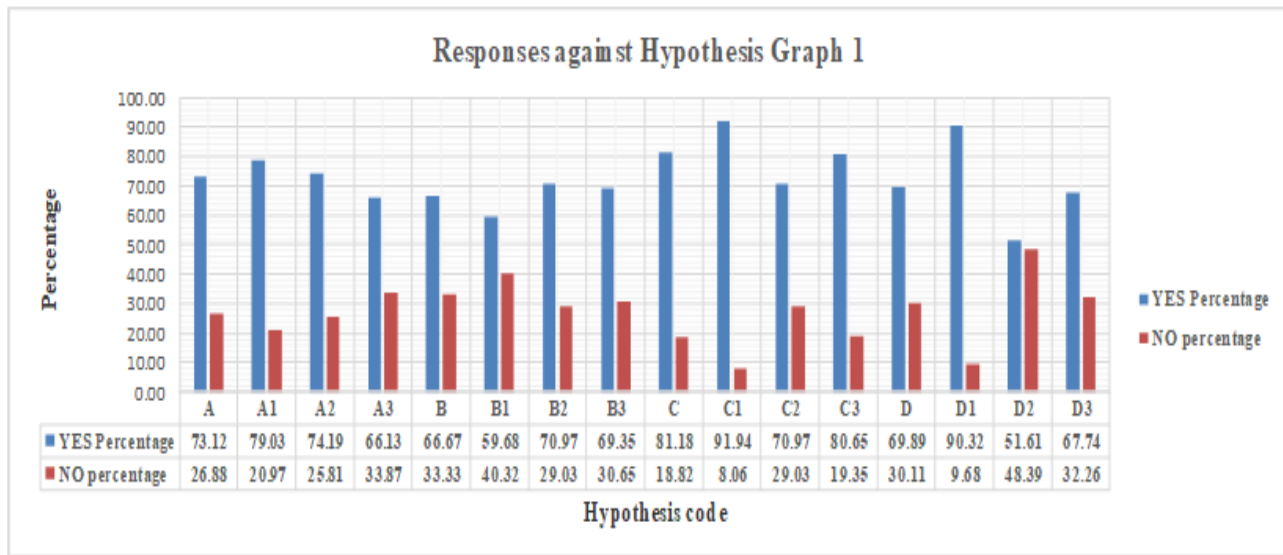
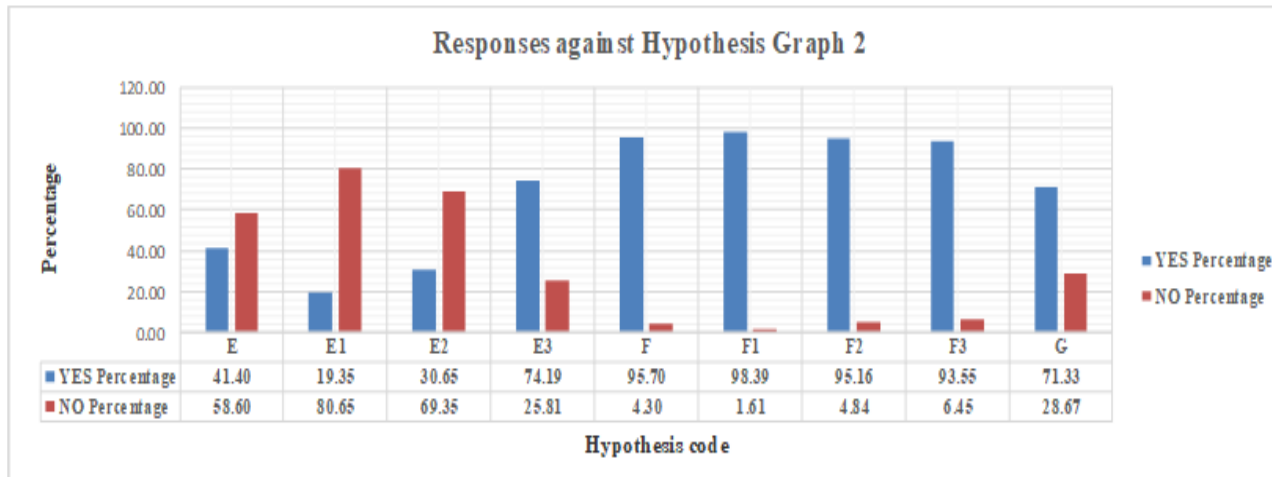


Chart 2



Conclusion

Recommendations

Project work may be limited to class room full time students only and not for students from other stream like part time, distance learning etc. they may be given two additional papers to clear instead of project work.

It is also possible to consider the off-campus training in between the two academic years of study for say three months after examination at the end of first year and before opening of second academic year. Holiday for postgraduate students is a luxury.

The desirability of practical training for post graduate programme can be met with corporate social responsibility funds offsetting the practicability issues and thereby improve the adequacy of the programme enabling the students to meet the corporate expectations on employment. Government may facilitate the same by suitable enactments and notifications.

Recommendation for further research

As the present study is exploratory in scope, more and more detailed study is possible by introduction of more parameters and groups.

Students would get motivated to excel in their pursuits on knowing the utility value of their components of study.

Overall Conclusion

Findings of the research brings out the perspective of students on the utility value of project work in their curriculum and points out about the scope for review, remodeling and restructuring of their practical training and scope for additional support from the university, corporate employers and the government, so that such initiatives would be more beneficial to them in meeting the expectations of corporate employers. Accordingly, the utility value of components of study and associated possibilities of improving the same become evident. Students would get motivated to excel in their pursuits on knowing the utility value of their components of study.

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