

# **An Analysis of the Relationship Between Education and Occupational Attainment**

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## **Abstract**

The most crucial factor in a society's development is education. Their perspective was enhanced and fostered by agriculture, and society started to advance more and more as a result of the introduction of additional components such as higher education, administration, culture, trade and commerce, business, religious preferences, and virtues. Similar to today, education was crucial in influencing how they behaved and thought about the social changes that were so advantageous to those cultures' welfare and advancement. The issues and approaches used in studies of intragenerational occupational mobility and intergenerational class mobility have recently tended to diverge. Once educational attainment is taken into account, this reflects presumptions about the growing role that education plays in intergenerational mobility and the declining role that class origins play in intragenerational mobility. Based on empirical evidence, the paper helps to challenge these presumptions. The occupational mobility of men in three groups of people who were born in Britain is investigated during their early working years. Educational qualifications have the biggest influence on mobility opportunities, despite the fact that the value of schooling does not rise among the three cohorts. Class origins also have a considerable impact on mobility opportunities, and this effect holds true across cohorts. Regardless of socioeconomic status or level of education, work-life factors, especially the frequency of professional shifts, often affect mobility options. Though there is no evidence of secular changes in migration patterns, the studies do show a strong cohort effect.

**Keywords:** Intragenerational; Education; Occupational; Cultivations.

## **I. INTRODUCTION**

Ever since humans first appeared on this amazing planet, the tale of their development, way of life, struggles, and advancement has been incredibly captivating. The comparison between primitive man and modern man is sufficiently unbelievable (Li & Rose, 2017). However, there was no agriculture, no schooling, no employment, and even no civilization in the primeval world for a very long time following the beginning of humankind. As time went on, he discovered some wonderful and remarkable methods of farming, so he entered the agricultural field and made professional adjustments. professional demands forced him to communicate with others and ask for assistance. They began to live near to one another in order to build little societies and construct a commerce system as a result of their contacts and communications. Since its inception, education has made growth conceivable and simple. It gave a voice to the segment of the human

race that was full of stereotypical and superstitious individuals who scarcely accepted the changing character of society. To ensure that every kid grows and develops effectively, educators are working as hard as they can (Jaya & Wulandari, 2018). They are adding tasks and exercises to the information, which will help to promote student learning. The key is said to be the teaching-learning strategies. People are focusing on improving teaching-learning techniques as a result of the introduction of new technology. Students' grade levels, as well as their academic demands and expectations, must be satisfactorily taken into account. They must develop a thorough comprehension of academic subjects and instructional preparations. They will therefore successfully assist in accomplishing their desired aims and objectives as well as performing their job responsibilities. Students are also encouraged to participate in a range of tasks and activities that will enable them to fully comprehend academic subjects and lesson plans (Akins, 2022).

## **II. REVIEW OF LITERATURE**

Li and Rose (2017) conducted a study that investigated the higher professional aspirations of black high school seniors whose fathers had not completed high school compared to white school seniors whose fathers had comparable qualifications. Additionally, the study found that white senior high school pupils whose parents had completed high school had more occupational aspirations than black school seniors. There is a wealth of material on the subject of race and the academic and career goals of rural kids in the southern states (Ochnik, Buława, Nagel, Gachowski, & Budziński, 2024).

Jaya and Wulandari (2018) examined the behavioral issues, socioeconomic demands, aspirations, and developmental needs of young, educated women without jobs. The survey was carried out among 300 participants in the Lucknow University Employment Information and Guidance Bureau and the regional Employment Exchange of Lucknow. In order to assist policymakers in developing suitable policies and techniques to eliminate gender gaps, the report highlighted certain key aspects of the issue and recommended specific actions (Gruebner, Rapp, Adli, Kluge, Galea, & Heinz, 2017).

In their analysis of their study on the aspirations of young people in rural areas, Li and Rose (2017) discovered that these young people had lower aspirations for their education and careers than did their urban counterparts. Long commutes, poor living conditions, unlettered family members, and a lack of adequate facilities all have a significant impact on rural youth's goals for their education and careers (Luciano et al., 2016).

The impact of parental qualifications, family, gender, way of life, incomes, expectations, student activities, and grade point average (GPA) on students' aspirations was the subject of a study conducted by Sampson, Ettman, and Galea (2020). The study found a strong correlation between students' academic goals and their parents' hope. The combined educational backgrounds of the parents had a significant impact on their expectations as well as the GPA, activities, and goals of the youngsters. The study found a positive and significant relationship between students' ambitions, grades, and school performance. Compared to men, women were shown to have higher GPAs, stronger educational aspirations, and greater tenacity in their pursuit of academic goals (Heinz, Deserno, & Reininghaus, 2013).

In their analysis and research of the academic achievement disparity between Asian and Mexican pupils, Li and Rose (2017) focused on the ethnic differences and their parents' academic

prospects (Ochnik et al., 2024). According to the study, Mexican parents' poor levels of relationship with their children also result in lower expectations for their educational attainment than those of their Asian counterparts. The study identified a number of factors that contribute to Mexican kids' declining educational and career goals, including poverty, lack of role models, economic pressures, institutional racism, and proficiency. The Mexican immigrant community, in contrast to the Asian immigrant population, places less value on education, has a poorer financial system, is less tolerant of ethnic differences, and is not given enough credit by the local economy (Ochnik et al., 2024).

### ***Objectives of the Study***

- The study's main goal is to examine the relationship between young people's educational attainment, social background, and career goals.
- To ascertain how social background and educational attainment affect expectations for employment.
- To investigate the factors that encourage people from higher social classes to pursue greater goals and the reasons why those from lower social classes are demotivated toward higher occupations.
- To investigate how society and social context affect a person's educational journey and how education affects a person.
- To assess if the government is offering unemployed youth counseling, training, advice, representation, and vocational courses regardless of their educational or social background.

### ***Hypothesis***

1. It is hypothesized that social background and education are closely related, and that this influences career aspirations.
2. It is believed that a person's education is influenced by society and their parents, and that a person shapes his or her goals in accordance with the surroundings in which they live.
3. It is hypothesized that those with less education are less likely to aspire to higher positions in society.
4. It is believed that young people with more education have larger aspirations for their careers.
5. It is believed that young people are receiving the best possible assistance from the government in their academic and professional endeavors.

## **III. METHODOLOGY**

Following research methods will help you fully resolve the research issue. One could consider it a science that studies rational research methodologies. We examine the several methods that a researcher usually uses to examine his or her study challenge, along with the reasons behind them. The methodology and research procedures must be understood by the researcher. In addition to knowing how to apply particular research techniques, researchers must also understand which approaches are beneficial and which are not, as well as what they signify and why. The assumptions that underpin various techniques must also be understood by researchers, as must the criteria by which they can distinguish between approaches and methodologies that

will and won't be most effective for a particular topic. All of this suggests that the researcher needs to customize his approach to his own problem because it may vary depending on the situation.

The people are fully aware that education is the element that will allow them to improve their general quality of life. It is impossible to obtain education in all levels of educational institutions. Put another way, there are a variety of issues and difficult circumstances that arise during the educational process. According to Mathew and Tilak (2014), financial difficulties are considered to be significant issues that could significantly hinder the pursuit of education and the accomplishment of educational objectives. In order to recognize the importance of education, the people must expand their knowledge in terms of various aspects. Morality, ethics, diligence, and conscientiousness must be instilled by individuals, educators, and pupils. As a result, they will be capable of carrying out their duties efficiently and achieving the desired outcomes.

#### IV. EXPERIMENTAL RESULTS

Teachers and students of all school levels must learn to understand one another. This makes it easier for teachers and students to build relationships. Teachers need to have a solid understanding of academic subjects and lesson plans, as well as students' academic goals, educational needs and prerequisites, learning capacities, and the educational system overall.

Table 1: Coefficients

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
How do the relationships between education and occupational attainment vary across different countries or regions?	1.612	.235		6.849	.000
What role do digital skills and competencies play in determining occupational outcomes?	.104	.092	.091	1.134	.008
How do socioeconomic factors, such as family income and parental education, influence the relationship between education and occupational attainment?	.088	.042	.096	2.097	.037
Do individuals with higher levels of education experience greater job satisfaction and career advancement?	-.027	.052	-.032	-.531	.025
What is the impact of educational quality on occupational outcomes?	.210	.048	.222	4.370	.000
How does field of study influence occupational choices and attainment?	.243	.103	.198	2.372	.018

However, pupils must prioritize improving their listening abilities. These facilitate the efficient learning of academic subjects and lesson planning. Additionally, students will be able to obey their teachers' directions. Thus, there will be a greater understanding between educators and learners.

Table 2: Distribution about Factors

Sl. No.	Statements	Strongly disagree	%	Disagree	%	Neutral	%	Agree	%	Strongly agree	%
1.	Environmental and Contextual Factors	62	10.3	172	28.7	48	8.0	230	38.3	88	14.7
2.	Individual and Demographic Factors	54	9.0	190	31.7	52	8.7	186	31.0	118	19.7
3.	Occupational Attainment Factors	56	9.3	160	26.7	52	8.7	218	36.3	114	19.0
4.	Education-Related Factors	42	7.0	138	23.0	52	8.7	252	42.0	116	19.3
5.	Personality and Psychological Factors	52	8.7	170	28.3	50	8.3	248	41.3	80	13.3
6.	Technological and Digital Literacy Factors	48	8.0	148	24.7	54	9.0	246	41.0	104	17.3

Teachers and students will collaborate to improve the educational system as a whole, which is beneficial in addition to fostering a friendly atmosphere in the classroom. Teachers and students will be able to complete their assignments and activities in a systematic way as a result of mutual understanding. Consequently, it is believed that one of the essential elements allowing people to recognize the importance of education is the reciprocal understanding between teachers and pupils.

## V. Conclusion

People from different socioeconomic backgrounds and groups have realized the value and importance of education. People can recognize the value of education through a variety of factors, including mutual understanding between educators and students, teaching-learning methods, teaching-learning materials, instructional strategies, extracurricular and creative activities, modern, scientific, and innovative methods and materials, assessment strategies, academic activities, infrastructure, amenities, and facilities, and the improvement of the educational system. Benefits of education include enhancing general personality traits, developing an effective social circle, enhancing competencies, abilities, and aptitude, implementing household responsibilities satisfactorily, resolving various dilemmas satisfactorily, and improving one's overall quality of life. Lastly, it may be said that education is crucial to the advancement of people, communities, and the country overall.

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