

A STUDY ON CAREER AWARENESS & PROFESSIONAL RESUME DEVELOPMENT AMONG FIRST YEAR UNDERGRADUATE STUDENTS

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Abstract:

The career awareness and resume development abilities of incoming undergraduate students are the main subjects of the study "A Study on Career Guidance and Resume Building among First Year Undergraduate Students." It draws attention to the fact that many students' academic and professional decisions are impacted by their lack of understanding regarding job options and the importance of professional resumes. 88 first-year students participated in career counseling and resume-building sessions as part of the community-engaged project. A structured questionnaire was used to gather primary data on institutional support and career awareness, and descriptive statistics were used for analysis. The study assesses how well students comprehend career planning, how often they use career counseling services, and how educational institutions support career development initiatives. The majority of pupils have a mediocre awareness of careers, which emphasizes the necessity of planned supervision. 41–54% think workshops are helpful, and 50–55% acknowledge institutional support. 38–50% of respondents recognize the significance of resume skills, and 47–58% believe that workshops are beneficial for enhancing preparation and expertise. The findings of the ANOVA revealed no significant differences in views of institutional support ($p = 0.715$) or career awareness ($p = 0.901$). Participation in guidance programs was positively correlated with enhanced resume skills, according to correlation analysis (0.26–0.74). The results indicate that in order to ensure that students are better equipped for internships, placements, and long-term professional success, universities should implement regular career advising programs and resume workshops.

Keywords: Career Awareness, Resume Development.

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Introduction:

In today's competitive global environment, career awareness is essential for first-year undergraduate students who are beginning their professional journey. Many students lack clarity about career options, required skills, qualifications, and long-term growth opportunities. Early career awareness helps students understand their interests, make informed academic decisions, and set realistic professional goals. It also encourages participation in internships, workshops, and skill development programs, thereby enhancing confidence and decision-making ability.

Professional resume development is equally important for improving employability. A well- structured resume presents a student’s education, skills, and achievements effectively, creating a strong first impression on employers. However, many first-year students lack knowledge about resume format and presentation. Early training in resume writing enhances communication skills, self-presentation, and preparedness for internships and future employment.

Therefore, this study examines the level of career awareness and professional resume development among first-year undergraduate students and highlights the need for structured career guidance programs at the university level.

Significance of the study:

- This study is significant for first-year undergraduate students as it enhances career awareness, develops essential professional skills, and improves their employability from the early stage of higher education.
- The study is valuable for teachers as it enables them to provide structured and industry-relevant career guidance to students.
- It is beneficial for educational institutions in designing and implementing effective career development programs, workshops, and training initiatives.
- The findings of the study are useful for parents as they promote a better understanding of systematic career planning and professional development among students.
- The study is advantageous for employers as it contributes to the availability of career- aware, skilled, and professionally prepared candidates.

Objectives of the Study:

1. To examine the level of Career Awareness and Professional resume development skills among first year undergraduate students
2. To assess student knowledge about the structure, components, & importance of a professional resume.
3. To study the role of educational institution in promoting Career Awareness among first year students
4. To assess students’ participation in Career guidance programs, sessions

Hypothesis:

H₁: There is a significant difference in students’ responses across the dimensions of career awareness

H₀: There is no significant difference in students’ responses across the dimensions of career awareness.

H₁: There is a significant relationship between participation in career guidance programs and resume knowledge/development skills.

H₀: There is no significant relationship between participation in career guidance programs and resume knowledge/development skills.

H₀: There is no significant difference in students’ perception regarding the role of the educational institution in providing career awareness and guidance.

H₁: There is a significant difference in students’ perception regarding the role of the educational institution in providing career awareness and guidance.

Limitations of the Study:

1. The study is limited only to first year undergraduate students and does not include other academic years.
2. The research is restricted to a particular college or university, so the findings cannot be generalized to all institutions.
3. Responses are based on students’ self-reported information, which may not always be completely accurate.
4. Time constraints may limit in-depth analysis of career awareness and resume development practices.
5. The study may not cover all career fields, industries, or professional resume formats.

Review of Literature: Tabular form of literature review

Author(S)	Focus of Study	Major Findings	Purpose Of Study
Tatsuya T, Yoko N, Takashi T	To examine stable career awareness themes and differences among student types using Structural Topic Model (STM).	Three stable themes were identified: self- strengths and weaknesses, encounters with different values, and toward life fulfillment.	To analyze how first-year career education courses influence students’ career awareness.
Chithra K G, Saranya P, Rithika V, Yuvasri S	To compare performance metrics and self- reported burnout levels between hybrid and fully remote staff using quantitative surveys.	Hybrid models showed the highest job satisfaction, while fully remote work correlated with increased task focus but higher social isolation.	To investigate the long-term impact of remote work policies on employee productivity and mental well-being.
Michael A, Duca Perara, Prekerthi P, Trinette F	To evaluate the usefulness of an Employability Skills Development module in enhancing fresh graduates’ abilities in self-assessment, job search techniques, and self-marketing tools.	The results showed strong effectiveness of the module, with 89.55% of graduates expressing confidence in facing career challenges and 81% reporting increased career readiness through employability skills training.	To determine how effective learning employability skills at the university level is in developing fresh graduates’ knowledge, self- marketing skills, and career readiness.

C Eseadi - Konselor	To analyze students' free- writing reports using Structural Topic Model (STM) to compare themes across different student types.	Three stable themes emerged: self- assessment of strengths/weaknesses, exposure to diverse values, and pursuit of life fulfillment.	To identify consistent career awareness themes developed by students during first-year career education courses.
Nik Rafidah Nik Yusoff, Mastura Mahfar, Muhammad Saud, Aslam Senin	To evaluate changes in career self-efficacy (including self-appraisal, occupational information, goal selection, planning, and problem-solving) before and after intervention using the Career Readiness Module.	The study found significant improvements in overall career self- efficacy and all its subscales in the experimental group following the Career Readiness Module intervention	To determine the effect of a Career Readiness Module on university students' career self- efficacy and its key subcomponents.
Joshua LeBlanc	To measure and compare specific dimensions of vocational maturity—including career planning, exploration, and knowledge—between students who participated in career courses and those who did not.	Students completing career education showed significantly higher vocational maturity scores, specifically in self-knowledge and the ability to integrate personal interests with career information.	To investigate the influence of career education on the vocational maturity and career decision-making of college students.
Yibin Wang	To analyze how career planning education is implemented in universities and how it helps students' career development.	The study found that while career planning education positively supports students' career awareness and decision-making, its effectiveness is limited by insufficient guidance, lack of systematic curriculum, and inadequate integration with students' actual needs.	To explore the current situation and problems of career planning education for college students and propose improvement strategies.

Hend Alnajjar, Ebtsam Aly Abou Hashish	To analyze qualitative changes in students' perceptions and reflections using the Structural Topic Model (STM) to identify shifts in thematic interests.	Students shifted from passive concerns about academic life to active professional goals, specifically emphasizing self- understanding and the importance of connecting with diverse perspectives.	To investigate the changes in career awareness among first-year university students before and after completing a career education course.
Sofia Elias, Dayang Rusimah, Mohd Sofi Ali, Mohd AL Mahdi Hussain	To assess the level of career guidance awareness among students and its influence on educational and career choices.	The study found that enhanced career guidance significantly improves students' understanding of career options, supports informed course selection, and strengthens career planning confidence.	To examine students' awareness of career guidance and how it affects their decisions in course selection and career planning.
Wael Yousef	To analyze the relationship between students' preparedness for college and their career decision-making and future planning.	The study found that stronger college readiness skills significantly enhance students' career awareness, confidence, and preparedness for post-secondary and career pathways.	To investigate how college readiness programs influence career development among high school students.
Askar A, Ainash K, Nataliia F, Gulmira T.	To conduct a 15- week intervention comparing an experimental group taking the online career course with a control group using the Career Decision-making Difficulties Questionnaire (CDMDQ).	The career course significantly reduced students' difficulties across three key areas: lack of readiness, lack of information, and inconsistent information.	To evaluate the impact of a "Career Development" course on the career decision-making readiness and difficulties of undergraduate students.

Research gap:

- Prior research has mostly concentrated on career educational courses and the growth of students' career awareness.
- Through organized programs, numerous researchers investigated career self-efficacy, vocational maturity,

and career decision-making abilities.

- In order to improve career preparedness, certain research stressed the significance of employability skills and career coaching courses.
- Additionally, research showed that while career planning education is available, it frequently lacks appropriate structure and real-world application.
- Nonetheless, few studies concentrate on first-year undergraduate students' career knowledge and resume development skills in tandem.
- Additionally, there is a dearth of research on career awareness workshops that students participate in as community-engaged activities.
- Thus, the current study looks at first-year students' career awareness and resume development skills and assesses the effectiveness of these awareness sessions.

Research Methodology:

The study uses a descriptive research design to assess career awareness and resume development among first-year students of FYBBI, FYB.Com, FYBMS, FYBSCIT, and FYBBA at PRAGATI College. A quantitative approach was employed, with simple random sampling of participants in career guidance and resume-building sessions. Primary data were collected via a structured Likert scale questionnaire with a sample size of 88 students from Pragati college, while secondary data were sourced from journals, books, and credible online resources.

Data Analysis :

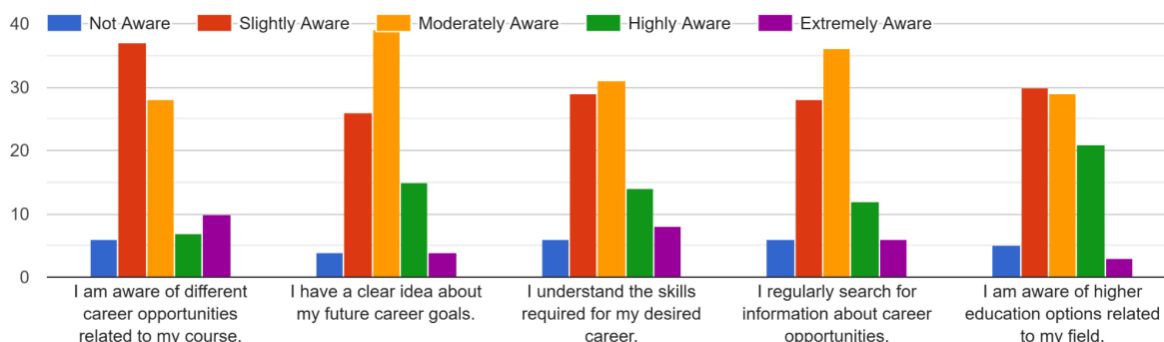
1. Demographic analysis:

Demographic table	Category	Frequency	Percentage
Age	17-18	53	60.2%
	19-20	33	37.5%
	21+	2	2.3
Gender	Male	29	33%
	Female	59	67
Course /stream	BMS	49	55.7%
	BBA	1	1.1%
	BBI	2	2.3%
	B.com	7	8%
	BSc IT	29	33%

Interpretation:

The majority of participants were female (67%) and between the ages of 17 and 18 (60%). The BMS stream accounted for the majority of students (56%), followed by the BSc IT stream (33%), with lower representation from the B.Com., BBI, and BBA programs.

2. Career Awareness among Students

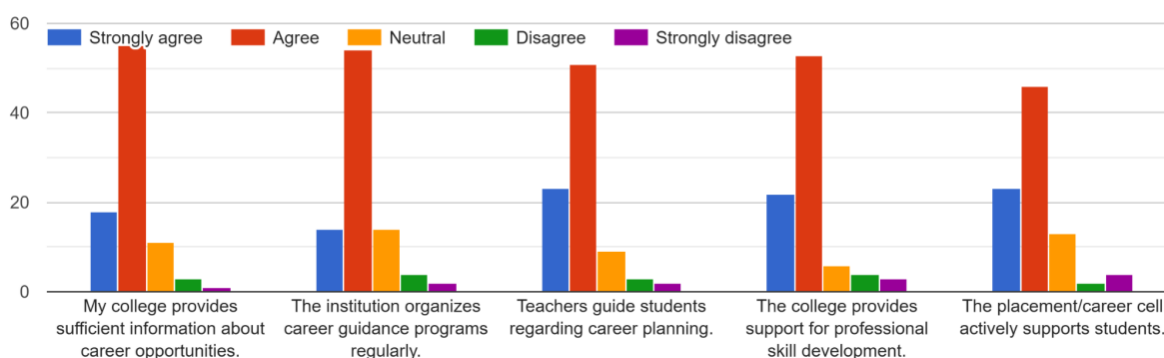


Interpretation:

According to the research, the majority of students have a moderate awareness about career prospects, aspirations, and necessary skills (29–40%), while 26–37% have a slight awareness and 12–21% have a strong awareness. 4–6% are unaware, and only 3–10% show severe awareness. The results point to the need for improved career counseling programs to help students better grasp career options.

3. Role of Educational Institution

Section B: Role of Educational Institution

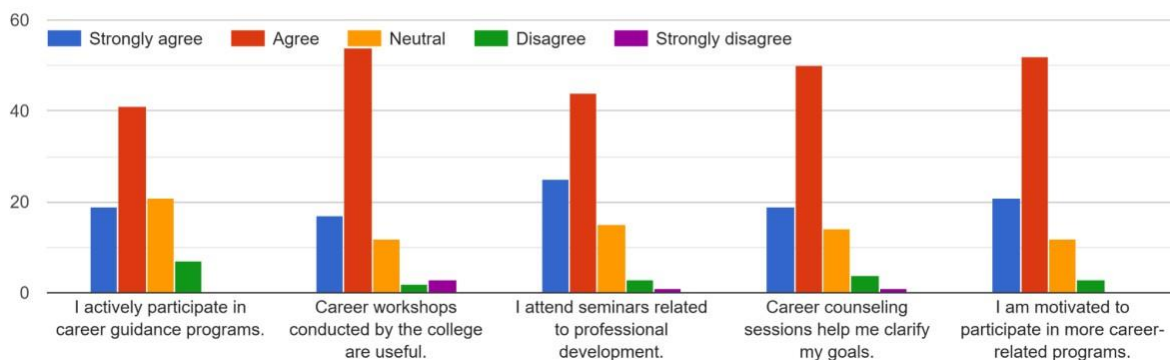


Interpretation:

According to the findings, 50–55% of students think that career information and guidance programs should be provided, and a sizable majority of students acknowledge the critical role that educational institutions play in professional development. Furthermore, 22–24% strongly believe that teachers help with skill development and career planning, whereas only 9–14% are neutral or disagree (2–4%). Overall, the results indicate that educational institutions are providing students with career guidance, skill development, and placement services in an effective manner.

4. Participation in Career Guidance Programs

Section C: Participation in Career Guidance Programs

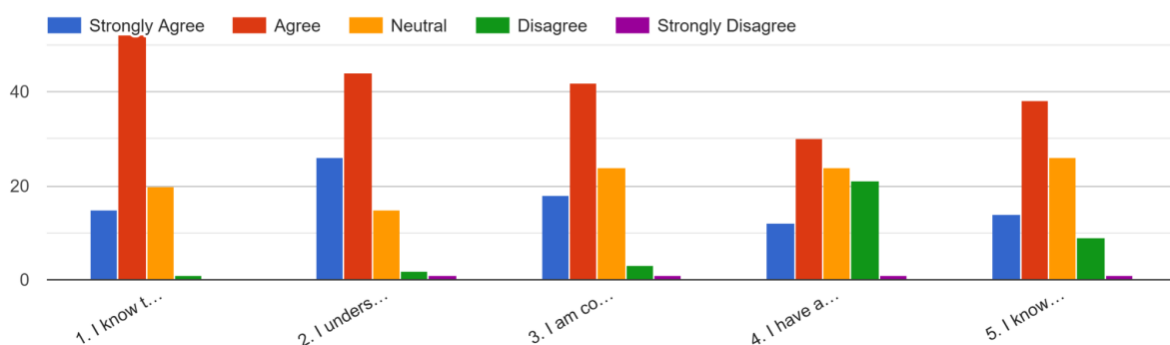


Interpretation:

According to the study, most students (41–54%) see career guidance programs favorable, find workshops helpful, and attend seminars for professional growth. Furthermore, 18–25% strongly concur that these programs inspire continued involvement and make career goals clear. Just 1–7% disagree, and 12–21% are neutral, indicating that students actively gain from the college's career counseling programs.

5. Resume Knowledge and Development Skills

Section D: Resume Knowledge and Development Skills

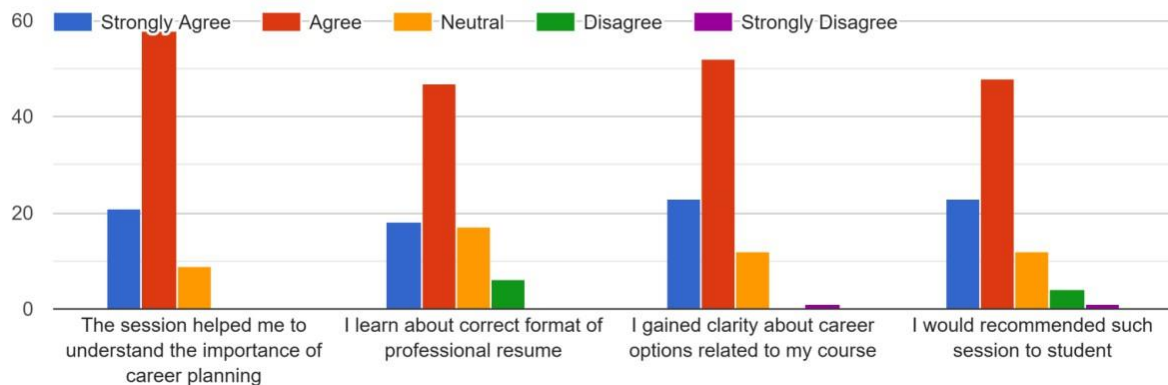


Interpretation:

According to the research, the majority of students have a fundamental knowledge of resume preparation, and between 38 and 50 percent of them recognize its significance. Nonetheless, 15–26% are neutral, indicating partial awareness, and a noteworthy 12–26% strongly agree. A few percent (2–21%) disagree, suggesting a lack of confidence in their resume-writing competence. Students' overall understanding is mediocre, indicating that more training and seminars might improve their skills.

6. Feedback on Career Awareness & Resume Development

Section E : Feedback on Career Awareness & Resume Development



Interpretation:

According to the results, 47–58% of students said that the career awareness and resume preparation workshop helped them grasp resume formatting and career planning, with 18–23% strongly agreeing. 1–6% disagreed, and a minority (9–17%) felt neutral. In general, the session was perceived to be helpful to enhance résumé skills and career awareness.

7. Anova: Single Factor level of awareness across all career-related aspects

Anova: Single Factor					
SUMMARY					
Groups	Count	Sum	Average	Variance	
I am aware of different career opportunities related to my course.	88	242	2.75	1.178161	
I have a clear idea about my future career goals	88	254	2.886364	0.791536	
I understand the skills required for my desired career.	88	253	2.875	1.122126	
I regularly search for information about career opportunities	88	248	2.818182	0.978056	
I am aware of higher education options related to my field.	88	251	2.852273	0.931949	

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	1.059091	4	0.264773	0.264676	0.90059	2.392445
Within Groups	435.1591	435	1.000366			
Total	436.2182	439				

A one-way ANOVA was conducted to determine whether there is a statistically significant difference in students’ responses across five statements measuring **career awareness**. the one- way ANOVA results indicate that there is no significant difference among the five dimensions of career awareness The calculated **F value (0.265)** is **less than** the critical value (2.392). The **p-value (0.901)** is **greater than 0.05**.

Therefore, the **null hypothesis (H₀)** is accepted. This suggests that students possess a relatively consistent level of awareness across all career-related aspects measured. However, the mean values indicate only moderate awareness levels, highlighting the need for enhanced career guidance initiatives to strengthen students’ understanding of career opportunities, required skills, and higher education pathways.

- The correlation analysis to study participation in career guidance programs and resume knowledge/development skills.

	I know the correct format of a professional resume	I understand the important sections of a resume (education, skills, experience, etc.).	I am confident in preparing my own resume	I have already prepared a professional resume	I know how to tailor my resume according to job requirements
I actively participate in career guidance programs.	1				
Career workshops conducted by the college are useful.	0.367307344	1			

I attend seminars related to professional development	0.590127689	0.263866209	1		
Career counselling sessions help me clarify my goals.	0.488501697	0.636856541	0.40610829	1	
I am motivated to participate in more career-related programs.	0.69452042	0.424630483	0.744643105	0.534998209	1

The correlation analysis shows a positive relationship between students' participation in career guidance programs and their resume knowledge and development skills. The correlation values range from **0.26 to 0.74**, indicating moderate to strong associations. This suggests that students who actively participate in workshops, seminars, and counselling sessions tend to have better resume knowledge, greater confidence, and higher motivation. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted, confirming a significant relationship between participation in career guidance programs and resume development skills.

9. Anova: Single Factor: students' perceptions of the role of the educational institution in promoting career awareness

Anova: Single Factor					
SUMMARY					
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>	
My college provides sufficient information about career opportunities	21	43	2.047619	0.647619	
The institution organizes career guidance programs regularly.	21	44	2.095238	1.090476	
Teachers guide students regarding career planning	21	39	1.857143	0.528571	
The college provides support for professional skill development	21	40	1.904762	0.790476	
The placement/career cell actively supports students	21	37	1.761905	0.690476	

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	1.580952	4	0.395238	0.527319	0.71589	2.462615
Within Groups	74.95238	100	0.749524			
Total	76.53333	104				

The ANOVA test was conducted to examine students’ perceptions of the role of the educational institution in promoting career awareness. Since the p-value (0.715) is greater than 0.05 and the F-value (0.527) is less than the F-critical value (2.463), the null hypothesis is accepted. This indicates that there is no statistically significant difference in students’ perceptions regarding the institutional role in career awareness and guidance. Overall, the findings suggest that while institutions provide some level of support, further improvement in structured career guidance and skill development initiatives is required.

Findings :

- Approximately 79.5% of students report being satisfied with the career awareness session, which was deemed beneficial. Although just a small proportion of students remained neutral or slightly dissatisfied, indicating that there is ample opportunity for growth, this shows that the session proved beneficial and successful.
- The majority have moderate awareness of career opportunities (29–40%), with slight awareness seen in 26–37%, and only 12–21% show strong awareness.
- Roughly 50–55% believe colleges should offer career guidance, while around 22–24% acknowledge teachers' assistance in career planning.
- Most students (41–54%) view career guidance programs favorably, and 18–25% feel they clarify career goals.
- Understanding of resume preparation is moderate (38–50%), highlighting a need for more training (15–26% neutral; 2–21% disagree).
- The career awareness session was effective, with 47–58% agreeing it enhanced understanding.
- Students have a steady but moderate level of career awareness, according to the ANOVA test, which reveals no significant differences across various components of career awareness
- The correlation analysis (0.26–0.74) indicates a moderately to strongly favorable association between resume development skills and involvement in career assistance programs.
- Students' opinions about the role of educational institutions in career advising do not significantly differ, according to the second ANOVA result.

Suggestion:

Category	Key Suggestions & Recommendations
Career & Professional Development	Strengthen placement support and internship opportunities. Enhance career counseling to help students identify and secure ideal job opportunities.
Practical & Industrial Exposure	Increase the frequency of workshops & industrial visit. Shift teaching methods include more practical work
Technological Advancement	Incorporate specialist training and curriculum focus on Artificial Intelligence (AI) and Machine Learning (ML) to meet modern industry demands
Academic Support & Pedagogy	Conduct regular doubt solving sessions and provide leaner more detailed instructions focus and Holistic skills developed and career specialist guidance
Engagement & Outreach	Continue organizing physical activities related to course and encourage awareness about different career filled and professional Pathways

Conclusion:

According to the study, many first-year undergraduate students still lack clarity and confidence in these areas, even though some of them exhibit awareness of career planning and resume preparation. The knowledge of learners of professional expectations and readiness for future employment were improved through career coaching sessions and resume-building workshops. In order to provide students with the knowledge and skills necessary for successful career

planning and professional development, the study emphasizes the necessity of organized, continuous career support and skill development programs.

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