



A Study of Factors Affecting Employability of B-School/ Management Institutes Graduates in Pune City

Dr. Smita Wagh
Assistant Professor,
IBMR, Wakad

Dr. Roopali Kudare
Director
IBMR, Wakad

Abstract:

The basic objective of any professional programme is to enhance the employment opportunity and make the youth employable. India is a fastest growing economy in the world and emerging as world 5th most preferred destination for investment. In such scenario various multinationals, Indian corporates and new start-ups are coming up to provide employment to youth. As per the industry sources, majority of technical graduates as well as management graduates are not employable. As per the statistics available at aicte website only 28.76% students out of 3,74,504 were placed. In the present context, researchers take up this topic to identify the key factors for enhancing the employability skill of B-School Graduates. In the present study 135 B-School graduates studying in MBA Programme in Pune at various colleges are considered as sample for present study. Likert scale based questionnaire was distributed among students and data was analyzed. Results indicate that teaching quality, conceptual clarity, communication skill and analytical skills are important factors which are considered by corporates during the selection process.

Keywords: B-Schools, teaching quality, employability skill, attitude

Introduction

Employability Skills related to expertise which make people job ready for specific job as per job requirement. To enhance the skill set as per different job domain various technical and non-technical courses are developed and approved by All India Council of Technical Education, to promote the employability among youth. Skills can be classified in various groups such as basic skills, soft skills and hard skills, competency skill etc. Apart from skills set, other factors such as government policies are also accountable for unemployment. According to report of ASSOCHAM (2017-18) 2017-18 will be difficult year in terms of placement and blame to govt. policies specially demonetization.

The reduction in placement directly affected the admissions of various institute in last couple of years. Study reveals that due to liberalization, privatization and globalization since 1991 trend of management education is increasing due to growing demand of trained manpower especially with strong managerial skills at executive levels. This also guarantee to students for glamour's and rewarding career. The selection of B-school is most crucial task for up-coming students and during the last 3-4 years its showing decline trend in most of the colleges in Pune District. Pune is a hub for all kind of professional education and students are reporting for admissions from all India basis. The elementary purpose of this research proposal is to discover the views of students towards management education across the select areas of Pune city to examine their outlooks and insights towards the factors which contributes for their placement.

Employability and higher education:

The basic purpose of any students while choosing higher education is to enhance the chances for career growth and development. The another objective behind higher and professional courses is to renovate overall personality and learning experience for betterment and to prepare to themselves for throat cut competition. The ultimate aim or intention of any professional program is to enhance the employability of students and secure his placement in good corporate house. Past study also reveals that majority of MBA students are not employable and their basic learning and knowledge is not even equal to normal graduate. There are multiple reasons, but basic cause behind this situation is non-availability of knowledgeable teaching staff in majority of colleges. This is the common practice to fulfill the basic criteria rather than to check the quality of availability of required content in particular teaching staff. There is a need to reform the selection process of teaching staff that is directly responsible for student's employability. This has been also observed that running syllabus does not fulfill the industry requirement and especially in few Universities there is a system of internal paper that is damaging the total learning interest of students as well as teacher because neither teacher nor students consider internal papers seriously. This simply helps in enhancing the total score; such marks oriented professional programs will not lead to any quality or innovation except to generate higher class Babu.(Williams, T., Long et.al 1993).

Research further discover the facts that students look for a lucrative job, with a ample tougher emphasis on an such career choices that may provide good financial package to get good career start. Study reveals that for career development only academic knowledge is not enough but also student should focus on additional inputs and skill development contents to enrich their job options.

1.1.2 Teaching Quality and Staff knowledge

According to (Ramsden 1992) findings reveal that teaching quality and staff knowledge should get match with student's expectation. The primary expectation of any student is that his/her teacher should be well-informed, passionate, responsive and pleasant. In present time expectation of students and parents are increasing. Both expect that school should train their ward for basic learning as well as for competitive exam also, hence there is a rise of multiple programs such as foreign language, aptitude test, confidence building classes, personality development program etc.

In present scenario few colleges have taken corrective measures to improve such scenario through feedback system. At present students are treated as customers hence, they behave and respond in similar manner. In reputed institute there is a very transparent feedback system of teaching staff and in case of non-favorable feedback such teaching staff is removed with immediate effect. Students like to such teachers who are well-informed about their subject, good communication skill and doubt clearing ability in decent manner. Past study further reveals that simply classroom teaching could not deliver good result there is a need to reform the teaching methodology and there should be interactive learning with practical application. Expectation does not match with faculty knowledge; such faculty members read the presentation slides in front of students rather than to explain the concepts. This is very important to understand the basic concept of technology based teaching and suitable pedagogy. According to study conducted by Bradshaw(2009) All professional institutes should focus on employer expectations and training should be imparted as per need of industry. Holdsworth Tom, Gearhart, Ericresearch also indicates that there is a gap between industry expectation and existing skill set of students.

Gowsalya G, Dr. Ashok Kumar M(2016) Beside the functional skills, the employers are giving a lot of importance to soft skills, especially communication, tenacity, teamwork, collaboration, self and social awareness, networking and many more. To excel in the job, the students need to be articulating their views effectively, having the clarity in thought. Hari Prasad N.(2014) study reveals that rather than theoretical training in classroom practical learning at real life situation is more helpful to make student employable and to develop analytical skills and managerial skills.

According to Jonck P.(2014) the basic expectation of industry is multitasking ability of students apart from basic core skills to reduce the cost . Employers also look for team player and result oriented people rather than education and other aspects.

Mutairi, G et al., (2014), study reveals that employer expectation and quality which is expected in terms of basic skills set among employees are closely associated with future employee to contribute positively in terms of ability to analyze, thinking out of the box, willingness to accept responsibility with accountability for higher responsibilities, leadership quality with managerial attitude to handle human resources effectively are key criteria which make students employable.

McCabe (2010) reported in his work that without using personal capacity and ability as per job requirement which may be soft skill or hard skill this is almost difficult to retain obtain job. Institutes and University should improve industry interface to minimize the gap between expectation and available skill set to enhance the chances of selection of business graduate.

Past studies, highlighted following factors as described in the study of Mutairi(2014)

Table No. 1 Analysis of Factors on the basis of literature Review

Sr.No.	Factors	Mean	S.D
1	Adoptability	3.69	0.86
2	Leadership	3.42	0.72
3	Teamwork	3.65	0.84
4	Working with diversity	3.58	0.68
5	Work ethics	3.65	0.85

Objectives:

1. To analyze the factors which contribute for employability of students
2. To understand the expectations of Industry

Research Methodology

2 Research Methodology

Sample Size: 135

Sample Frame: MBA & Engineering Institutes

Location: Select areas of Pune City

Sampling Method: Convenience Sampling Method

The measurement scales of the constructs used in this article were adopted from previous research papers. All items were measured on a five point Likert scale ranging from 1= strongly disagree to 5= strongly agree. The items had acceptable reliability with Cronbach's alpha 0.771. The collected data were analyzed using SPSS 19 and Factor analysis. Mean and Standard deviation has also calculated for each construct to rank the construct accordingly.

Results and Discussion

The results shown that out of the 200 questionnaire being distributed on the respondents, only 135 were returned springy a response rate of 67.5%. The demographic profile indicated that 75(56%) of the total participants were males, while female accounted for 60(44%). In terms of age, it shows that 85% respondents were 21-23 years old while remaining 15% were between 24-26 year. In order to ensure the reliability of constructs, Cronbach's alpha was calculated. The results indicated that all constructs had high reliability Cronbach's alpha ranging from 0. 69 to 0.771.

Analysis of Factors of Employability skill

Table No. 2

Factors	Mean
1 Good communication in English	4.24
2 Conceptual background of specific subject as per domain	4.09
3 Quality of resource person (Faculty)	4.08
4 Practical training to solve aptitude test with quantitative methods	4.08
5 Leadership quality	4.05
6 Skill in computers with excel and advance excel	3.96
7 Ability to work in team	3.84
8 Output oriented	3.83
9 positive attitude	3.74
10 Thinking out of the box	3.72
11 Knowledge of current scenario	3.66
12 Presence of mind	3.45
13 Administrative skill development	3.27
14 Environment	2.45

Table 1 indicates that good communication in English language(mean= 4.24, S.D= 0.774) in skill enhancement as well as securing good job during campus placement as wells off campus drive while environment was rated 14thfactor which contributes for their employability. (Mean=2.45, S.D= 1.37).

Findings:

1. Good communication skill in English language is reported as one of the important factor which contributes in selection of students while interview process.
2. Quality of resource person especially faculty members play important role to make students employable.
3. Filed base assignments apart from classroom training are necessary to improve the skill of students.
4. Employers give preference to ability to work in team, efficiency in terms of result, good communication, analytical skills and positive attitude of the employees.

Scope for Future Study

Present study is limited to select colleges with special reference to MBA discipline in Pune City only therefore to generalize and validate the result to improve the accuracy same study with higher sample size by considering all professional courses such as architecture,Laе, engineering etc can be done in other part of state.

Suggestions and Conclusions

Beside the job specific skills employers are giving preference to communication skills with special reference to English language. Researcher observed during the conversation with students that students were failed to qualify their interview rounds as well as Group discussion session only due to non-capability to speak in English in comparison to their counterpart. Students comes from different background specially Marathi medium in colleges and overnight change in their learning medium affect their learning module as well as probability of selection during interview process. Data also indicates that in majority of college's faculty members themselves needs the training as quality of resource person (faculty) is rated as 3rd important factors in the enhancement of employable skills among the students.

Data also indicates that practical learning is an important aspect apart from classroom training to improve employability among students. Colleges and administrative body should focus to recruit industry experienced faculty over the basic qualification of the faculty. As students were missing analytical skills as ranked 4th important factors therefore institute should arrange special resource person to train to students for the enhancement of analytical skills because while written test students fail to qualify first round due inefficiency to solve such questions. In last but not the least training after identification of industry needs should only be imparted to students apart from basic curriculum to upgrade and make student job ready from day one after completion of course. The study will provide the basis to conduct similar kind of research with greater sample size to generalize the results by enlarging the scope and considering more professional institutes apart from management discipline.

References

- Gowsalya G, Dr. Ashok Kumar M(2016)A study on the factors affecting employability skills among college students in Namakkal District of Tamil Nadu,International Journal of Commerce and Management Research,Volume 2; Issue 11; November 2016; Page No. 09-14
- Hari Prasad N.(2014) Alarming Employability Skills Deficiency among Budding Engineering Graduates – A Study on Engineering Graduates in Chittoor District. SAMZODHANA journal of Management. 2014; 3(1):76- 83.
- Holdsworth Tom, Gearhart, Eric.(2002) Teaching and Assessing Employability Skills. Gardner Business Media Inc. 2002; 74(12):158-160
- Jonck P. Validating an Employer Graduate-Employability Skills Questionnaire in the Faculty of Management Sciences. 2015; 6(2):230-237
- McCabe, G. (2010). Graduate attributes and employability: helping university and students prepare for the changing landscape. Interchange, Spring 2010, University of Edinburgh
- Mutairi, A. A.-, Naser, K., &Saeid, M. (2014). Factors Impact Business Graduates Employability: Evidence from Academicians and Employers in Kuwait. International Journal of Academic Research in Economics and Management Sciences, 3(4).<https://doi.org/10.6007/IJAREMS/v3-i4/1113>
- P. Ramsden(1992)Learning to teach in higher education, Studies in higher education, Vol.18, No.1 1993.
- Sander, P. Stevenson, K., King, M., & Coates, D. (2000).University students' expectations of teaching *Studies in Higher Education*, 25(3), 309-323.
- Williams, T., Long, M., Carpenter, P. and Hayden, M. 1993, Entering Higher Education in the 1980s, AGPS, Canberra.