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### Education And Its Contribution In Enhancing Employability Skills: Study On The Efficacy Of Management Education

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#### ABSTRACT

This study of employability skills among management students identifies various abilities of students including communication skills, problem solving skills, planning and organizing skills, interpersonal skills, motivation skills, attitude skills, leadership skill, team work skills, decision making skills, computer skills, learning skills and functional skills. This study identifies the mean score of each skill and overall employability skills possessed by management students of institutes in National Capital Region affiliated to Dr. A P J Abdul Kalam Technical University, Lucknow, India. Employability skills should be well developed among the management students, so that they can enter into the world of job easily. The research design used for this study is inferential statistics. Study sample includes the opinions of Final year MBA students and academicians. Data for the study was collected through separate questionnaires designed for management students and academicians. The sources for secondary data were journals, thesis and research papers. The tools used to analyze and interpret the employability skills among management students included frequency distribution, Friedman Test, t-test and ANOVA in SPSS. The result shows that there was statistically significant difference between the perception of academicians and students with respect to the extent of teaching methodologies that helps in improving the employability skills of Management students. The results also showed that there was statistically significant difference between the perception of academicians and students with respect to the level of improvement on different skills in the management program.

## 1. Introduction

Today the economy tends to move forward in the direction of globalization, technical diversification and strong competition between businesses and countries. Today companies are worrying that they will not only have outstanding technically qualified personnel but also extremely competitive employees who will be able to respond to rapid market shifts. Employers appreciate the skills of a graduate, which vary depending on the sort of job to comply with the scenario of the employment market (Bindhu and Unninarayanan, 2018). Jobs skills apply to readiness of a professional that has qualities, abilities and expertise to secure a job; even to ensure that they have the potential to work effectively; may enable them to respond to different shifts that are relevant to work atmosphere requirements and will eventually develop their careers by development (Shahare, 2019; Mehrolia and Alagarsamy, 2019).

The market for graduates who are willing to play a leadership role in foreign business is high both in India and throughout the world. In the future, the market for MBA education will likely change drastically if initiatives are taken to reduce the gap between MBA graduates and their skills in jobs (Bindhu and Unninarayanan, 2018). The critical thinking and problem solving skills can be built in the reinvention of MBA pedagogy as identification for management students, which in turn can act as a road to New India. In the near future, if India joins forces with the higher education sector to provide students with high-quality education, India certainly would excellence in terms of talent management and information management. Therefore, qualified MBAs from graduates to the industry can only be a win-win option for colleges, students and companies (Santhi, 2018).

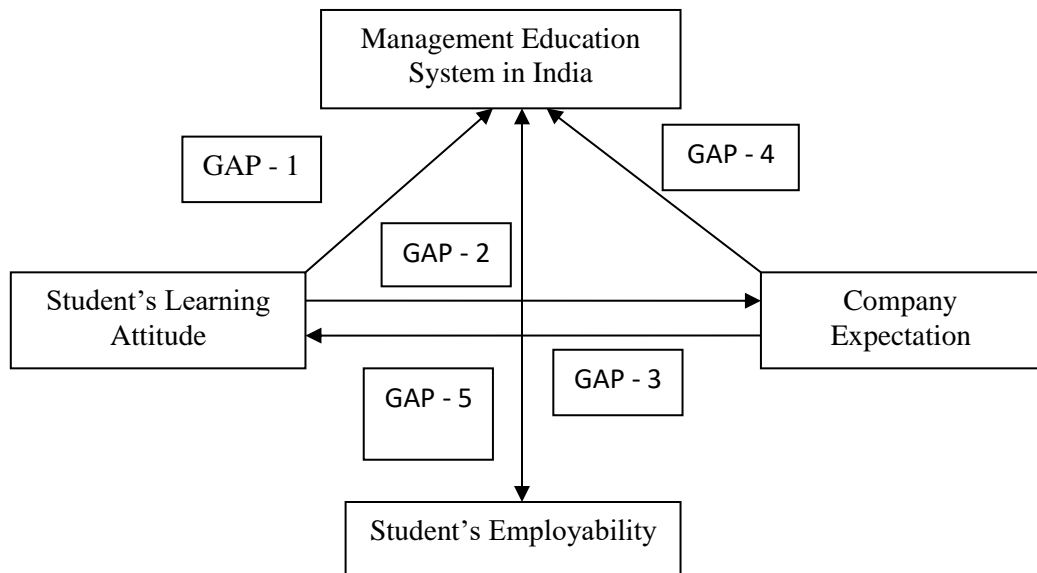
The structure of Indian education is rooted in the structure that was separately owned by the British in 1947. India is one of the biggest in the world of higher education. The standard of higher education was a serious concern of all stakeholders amid a number of integrated regulations, such as the rules of the University Grants Commission and the affiliating roles of the university (Sinha, & Subramanian, 2013).

It is known that managers provide person and behavioral characteristics of an applicant requirement, whereas students provide technical skills or skills more necessary. The findings of the study are projected to help business schools and recruiters / industries to recognize young management students ' existing employable skills. Today, more than employability education is required for the generation. And any talent or experience becomes redundant more and more easily and for a shorter period of time. Education in management requires the opportunity to adapt to new conditions and changing realities without being distracted by effective strategies (Saroja, 2014). As the world shifts, methods become outdated. Management students must be prepared to adapt to the ever-changing world. They require a wide experience and multi-skills and the opportunity to fulfill different tasks. In addition to technical and management instruction, this includes specific feedback. Education must also allow students

to distinguish the various institutions and their essential assumptions and functions (Buenviaje et.al, 2016; Banerjee and Patter, 2016).

When more young Indians aspire to live a better life, a few questions emerge in these challenging periods. Is the structure of education ready? Will they have good education? Do young trained teachers, and facilities like libraries, and equipment exist? Educational institutions are ranked based on the criteria such as institutional physical infrastructures, the centers of knowhow and educational supports, the educational mechanism and the faculty, science, advising, publications and management development programs (MDPs).

Most institutes have good physical and academic infrastructure but have problems in other areas. Moreover, the quality of an institution is not based on the infrastructure quality alone, but on many other equally important factors. The worst area of performance among the majority of B-schools has been the poor faculty and lack of research orientation (Sinha, 2007).



**Figure 1: Areas of gaps in the Indian management education system**

*Source: Sehrawat, & Pillai (2018)*

Many institutions have decent resources, both physical and technical, but some regions have challenges. In addition, an institution's quality does not only depend on the quality of the facilities, but on several other variables which are just as important. The bad faculty and lack of study specialization is the weakest area of results in the majority of B-schools. This shows the existence of several gaps in the management education systems as shown in figure 1.

The table 1 indicates the employability of various disciplines in the past seven years. It is observed that 54% of the MBA graduates secured employment during the year 2020 as compared to 39.4% and 36.44% in the year 2018 and 2019 respectively.

**Table 1: Percentage Employability of Talent Domain wise**

COURSE/YEAR	2014	2015	2016	2017	2018	2019	2020
<b>B.E/B.TECH</b>	51.74%	54%	52.58%	50.69%	51.52%	57.09%	49%
<b>MBA</b>	41.02%	43.99%	44.56%	42.28%	39.4%	36.44%	54%
<b>B.A.</b>	19.10%	29.82%	27.11%	35.66%	37.39%	29.30%	48%
<b>B.COM</b>	26.99%	26.45%	20.58%	37.98%	33.93%	30.06%	47%
<b>B.SC</b>	41.92%	38.41%	35.24%	31.76%	33.62%	47.37%	34%
<b>MCA</b>	43.62%	45.00%	39.81%	31.36%	43.85%	43.19%	25%
<b>ITI</b>	46.92%	44.00%	40.90%	42.22%	29.46%	NA	NA
<b>POLYTECHNIC</b>	11.53%	10.14%	15.89%	25.77%	32.67%	18.05%	32%
<b>B.PHARMA</b>	54.65%	56.00%	40.62%	42.30%	47.78%	36.29%	45%

Source: India Skills Report 2020

When asking about the skills, employers need during their work, both employers specifically pointed to the necessity of a good mindset within the applicant in the **sense** that it is possible to do well in their professions than their peers that an applicant who has a positive viewpoint on work and learning (India Skills Report, 2020).

- Positive Attitude
- Adaptability
- Learning Agility
- Domain Expertise
- Interpersonal Skill

In addition to an optimistic outlook, an applicant was strongly sought-after in subject awareness and adaptability.

The employability skills are defined in various ways, but most of them concentrate on subjects like personal appearance, behaviours, patterns and actions, communication strategies, problem solving and decision making, and management and organizational processes. A categorization of such skills includes the following.

- Individual competence: organizational abilities, knowledge, programming and community
- Human efficiency: personal control, integrity and technical knowledge
- Economic adaptability: troubleshooting, learning, employability and job growth.
- Organizational effectiveness: communications skills, management skills, interpersonal skills, creativity and leadership skills.

Experts have observed that there is a gap in the employability skills of MBA graduates which affect their career and need to be addressed with pedagogical adjustments.

## 2. Literature Review

Different dimensions have over the years addressed employability. While Hillage and Pollard (1998) have defined employability as de facto equal to the acquiring and keeping of jobs, Fugate et al., (2004) have provided

employability a modern approach to "strong adaptability" that encompasses the dimensions of job identification, adaptability and skills of social networking (social and human capital).

### **2.1. Employability Skills**

Alshare and Sewailem (2018) explored the existing disparity between the expertise of business students and the actual demands of the work force. They assessed the 20 critical skills needed by employers and business students for the 21st century and the international economy. The findings suggest that there is a difference between the skills of business students and the skills expected in the employment. In addition, the relative value of these skills varies among employers and business educators. While workers stress the importance of soft skills, educators stress the importance of hard skills. For entrepreneurs and employers, the findings of this study are essential to resolve the ability gap.

Dandu, et.al (2019) studied that many MBA graduates are unemployed due to low levels of self-confidence and limited skills in jobs. The research primarily showed the success of the English language classroom during the MBA and the uncertainty around rural high schools' bad skills. Many graduates have been found to be inadequately prepared even in the last half to face the collection of campuses with appropriate communication skills which are necessary for their final positioning. The English language faculty wants creative learning methods and methodologies as many of the students wish to develop good speech skills and enhance their communication skills. Thus the study findings showed that the issue between the processes, approaches and circumstances of students' ability to speak the English language as well as the required English Language Teaching strategies and training programs to improve rural students.

Bist, Mehta, Mehta and Meghrajani (2020) explored the understanding of management students' employability abilities in summer internships. The study revealed that intern students lack the conversation, problem solving, interpretation and market comprehension skills and failed in other dimensions like self-management, public relations and team spirit.

Kumar, Subbarayudu, and Nagaraju (2019) compared the employability skills of SC / ST students at different colleges in Andhra Pradesh. The study found that SC / ST management graduates were behind other students in almost all components of employability, including personal qualities, organizational skills, team coordination, technological capabilities, higher-order reasoning, time management and research skills. It was suggested that the departments and the ministry should operate vigorously exclusively for the SC / ST students. In order to resolve the problem, governments should routinely track the actions, expenditure and success of SC / ST students.

Priyadarshini, Singh, David, and Sayeed (2019) aimed at measuring the impact of the dimension of student leadership on the academic success and perceived employability of students in view of the recent swift reform of the curriculum and pedagogical creativity in the Indian higher education system and the recurring question posed by Indian youth about low levels of unemployment study. The study indicates that the aspects of student leadership are related to

academic achievement and the employability of students in higher education. It seems that this research is one of the first in Asia to analyse the aspects of student leadership and to assess its effect on the objective and subjective performance of students, i.e. GPA ratings and employability considered alike.

## **2.2. Teaching Efficacy**

Sehrawat and Pillai (2018) assessed the business schools in Tier 2 and Tier 3 cities of India to determine the difference between management education and the employability ratio. They found that educators should be working according to industry needs and the B-School has the core responsibility of qualifying students, ready for business and employable and also working on their holistic growth. B-school should not overburden the faculty with other management jobs, but provide them with a suitable forum for qualitative study that leads to education for management. B-schools should use technologies to allow teachers to be effectively competent. In this report, the two-year systematic growth strategy for producing management graduates is also addressed.

Prasad et al., (2018) explained that management practitioners are becoming winners of today's dynamic business climate. For B-schools as such, the main obstacle has been to create effective managers who can withstand the innovations and transition in business. The preparation of management students in business institutions must also be based on educating and training students in order to employ and operate efficiently. Different factors have been established that may impact the employability of students. After analysis by factor analysis, the correlation of the inter-items, while not very high, for all items was found to be positive. Efficient behavior ensures that graduates in management must have appropriate practical knowledge, are subjected in their education to field surveys, internships and twinning initiatives in order to obtain a qualified candidate with the requisite expertise in management.

Yeravdekar, Behl (2016) explored the reasons that contribute to management educational institutions branding in India. Two models are suggested for public and private sector management colleges by using Total Interpretive Systemic Model (TISM). To this end, variables are derived by means of the structural analysis of literature that plays a significant role in modifying the nature of colleges. The thesis explores specifically the essence of the connection between public and private higher education colleges. The research also discusses methods to boost the rankings through the examination of the hierarchy and the engagement with facilitators. In order to establish relationships between variables, the analysis uses the Interpretive Structural Model (ISM), and uses TISM to verify explanations for association. The model was built by the consultation of experts from diverse fields, including private entities and decision-makers from chosen universities, closely connected with branding and higher education. Faculty efficiency and research were the main fields of interest of private sector schools, while public sector education was the priority. The placement and function of the variables were also apparent. Without considering other significant disciplines for generalizing the system,

this research is restricted to branding management educational institutions in India. It is focused on literature review following the ISM and substitutes may also have been necessary with other approaches, such as methods of ethnographic study and appreciative inquiry.

From the literature review, it is observed that there is a significant gap in the employability skills of MBA graduates which affect their employment. Researchers have found that there is a need for change in the management pedagogy to incorporate the employability skills. This research study is designed to determine the different employability skills required by students and how to improve it through the improvements in course content by special focus on the management specialization.

### **3. Methodology**

Methodology of research is more significant and acts as a footstep for any research. The present study discusses about the opinions of MBA students and academicians. Considering the requirements of employers and business curriculum followed in Business School, the survey instrument is customized as per the local settings. This study is focused on analyzing the measures that would improve employability skills among students based on the inputs of students and academicians. Therefore, two different questionnaires are prepared to achieve above-stated objectives.

#### *3.1. Survey Instrument*

Survey method employed in the study allowed data collection through a questionnaire which was distributed among the respondents. The survey has been conducted with two different sets of respondents namely, students and management academicians. The student questionnaire focuses on the employability skills and measures to enrich it. The academician questionnaire focuses on the teaching methodology which would improve student's employability skills. The different sections of the question include the demographic component, employability skills required and personal qualities.

#### *3.2. Respondents*

The survey was conducted with 500 students, 206 academicians. This survey was conducted among Final year management students and academicians enrolled with management institutes affiliated to the Dr. APJ Abdul Kalam Technical University, Lucknow in the NCR region of India.

#### *3.3. Data collection procedure*

In this study, the primary data was collected from students and management academicians by involving them with a structured questionnaire model. A survey-based investigation was administered to the final year management students and academicians enrolled with management institutes. Data collection has been done extensively for all two categories using offline and online method. The Questionnaire has been framed, and the responses were

collected. The collected responses were analyzed as per the study objectives using frequency distribution, Friedman Test, t-test and ANOVA.

### 3.4. Study Objectives

1. To study the efficacy of course content and teaching methodology of Management Program on the Employability of a candidate.
2. To examine the overall level of employability skills possessed by students entering into job market
3. To assess and compare the Employability of Management Graduates based on their Specialization
4. To suggest the measures for enrichment of employability skill among MBA Students.

### 3.5. The hypothesis to be studied

H<sub>10</sub>: Academicians and Students show similar attitude on how effectively various teaching methodologies used in academic pedagogy helps in increasing the employability skills of students.

H<sub>20</sub>: There is significant difference between the perception of academicians and students with respect to the level of improvement on employability skills in the management program.

H<sub>30</sub>: There is insignificant difference in the employability of Management Graduates based on their Specialization.

H<sub>40</sub>: There is insignificant difference in teaching methodologies against respective skills enhancing employability.

### 3.6. Data Analysis

Data analysis uses approaches such as frequency, Friedman Test, t-test and ANOVA tests using SPSS 20 version respectively.

## 4. Results

### Hypothesis 1:

H<sub>10</sub>: Academicians and Students show similar attitude on how effectively various teaching methodologies used in academic pedagogy helps in increasing the employability skills of students.

H<sub>11</sub>: Academicians and Students show dissimilar attitude on how effectively various teaching methodologies used in academic pedagogy help in increasing the employability skills of students.

**Table 2: t test results for different teaching methodologies comparing attitude of students and academicians**

S. No.	Teaching methodologies	Academicians		Students		t	Sig
		Mean	Variance	Mean	Variance		
1	Lectures	4.349514563	0.384561	3.74	0.553507014	10.36695285	0.00
2	Market Surveys & Research	4.529126214	0.357684	4.04	0.519438878	8.596293208	0.00



	Projects						
3	Role Plays	4.08737864 1	0.22647 4	3.58139 5	0.38380224 4	10.3489965 7	0.00
4	Industry Internships	4.65533980 6	0.22697 1	4.3	0.45090180 4	6.9109578	0.00
5	Lecture by Industry Experts	4.00970873 8	0.48771	3.61702 1	0.36474164 1	7.41081453 1	0.00
6	Simulation Games	3.96116504 9	0.41799 7	3.875	0.42319749 2	1.48635260 7	0.06889364 5
7	Group Discussions	3.75242718 4	0.21645 7	3.38636 4	0.60209153	6.26297161	0.00
8	Massive Open Online Courses	3.04368932	0.37369 2	2.84848 5	0.85843234 8	2.68103558 7	0.00378320 4
9	Case Analysis	4.17961165	0.29441 2	3.48888 9	0.78495421 9	10.3350211 4	0.00

The table 2 shows the extent of teaching methodologies that helps in improving the employability skills of Management students. Results show significant difference in the attitude of academicians and students on the effective delivery of all teaching methodologies except the teaching methodologies - Simulation games ( $p > 0.05$ ).

Mean values of the attitude of students is less compared to faculty members with respect to all teaching methodologies. This clearly shows that how so far faculty members are happy with their attitude that they are delivering different teaching methodologies effectively but students are thinking otherwise. There is certainly a big gap in what faculty members are delivering and students are able to grasp.

### Hypothesis 2:

H<sub>20</sub>: There is significant difference between the perception of academicians and students with respect to the level of improvement on employability skills in the management program.

H<sub>21</sub>: There is no significant difference between the perception of academicians and students with respect to the level of improvement on employability skills in the management program.

**Table 3: t test for Perception of Academicians and students with respect to the level of improvement on employability skills in the management program**

S. No.	Employability Skills	Academicians		Students		T	Sig
		Mean	Variance	Mean	Variance		
1	Maintain discipline and work orderly	3.9174	0.1053	3.034	0.4737	23.1295	0.00
2	Flexibility with plans	3.601	0.2505	2.864	0.83918	13.7161	0.00
3	Taking initiatives and	3.79611650 5	0.17286 3	2.98	0.71703406 8	17.1171925 2	0.00 0

	bearing responsibilities						
4	Communicating effectively and in captivating manner	3.995145631	0.131684	2.99	0.430761523	25.94614179	0.00
5	Leading a group of people working in a team	3.917475728	0.222425	3.012	0.86959519	17.05435289	0.00
6	Working with multidisciplinary teams	3.59223301	0.301208	2.766	0.596436874	16.03490688	0.00
7	Resolving conflicts within team	3.582524272	0.244376	2.852	0.89187976	13.40456422	0.00
8	Identifying and solving the managerial problems	3.660194175	0.225432	2.85	0.556613226	17.24380577	0.00
9	Doing things in innovative way	3.655339806	0.285508	2.836	0.558220441	16.37893048	0.00
10	Developing plans strategically	3.718446602	0.252048	3.074	0.613751503	13.01702904	0.00
11	Understanding social, cultural and global environment and accepting challenges prevailing in it	3.475728155	0.250628	3.058	0.659955912	8.294152438	0.00
12	Risk Taking Ability	3.77184466	0.196472	2.958	0.801839679	16.09311163	0.00
13	Managing administrative activities	4.398058252	0.250533	3.542	0.344925852	19.60823102	0.00
14	Basic Computer Literacy	4.398058252	0.250533	3.626	0.330785571	17.81686179	0.00
15	Cultural Diversity Management	3.747572816	0.189628	3.146	0.601887776	13.05209373	0.00
16	Emotional Intelligence/Self Awareness	3.762135922	0.211437	3.084	0.413771543	15.74958589	0.00
17	Customer Handling Skills	4.334951456	0.243358	3.244	0.277018036	26.18831483	0.00
18	Adaptability to new situation	3.815533981	0.278001	3.01	0.202304609	19.23325959	0.00
19	Networking Skills	3.640776699	0.231305	2.686	0.652709419	19.37556807	0.00
20	Numerical Interpretation	4	0.17561	3.522	0.250016032	12.9974513	0.00

The table 3 shows the level of improvement found in students on different skill sets while attending the management program at institute.

Hypothesis test results show a very dire straight situation. Null hypothesis is rejected for all factors considered important to fetch employment which students and academicians expect to be improved during the duration of course. It means that on the one hand, academicians believe that delivery of their teaching is bringing improvements in the employment skills of the students on the other hand students feel otherwise. Hence, there is gap in the process which needs to be filled up by appropriate teaching deliveries.

### Comparison the Employability of Management Graduates based on their Specialization

**H3<sub>0</sub>**: There is insignificant difference in the employability of Management Graduates based on their Specialization.

**H3<sub>1</sub>**: There is significant difference in the employability of Management Graduates based on their Specialization.

**Table 4: Management graduates by specialization**

Specialization/Rank	Frequency					
Marketing	170	15	12	3	2	2
Finance	9	64	110	9	5	10
Human Resource	10	103	50	19	3	12
International Business	3	5	10	65	93	22
Information Technology	5	9	7	93	62	22
Production/Operations	7	7	12	10	33	127
<b>Total</b>	206	206	206	206	206	206

**Table 5: Mean Ranks of management graduates by specialization**

Ranks	
Specialization	Mean Rank
Marketing	4.00
Human Resource	3.92
Finance	3.75
Information Technology	3.25
International Business	2.46
Production/Operations	2.13

**Table 6: Friedman Test of management graduates by specialization**

Test Statistics <sup>a</sup>	
Chi-Square	3.430
df	5
Asymp. Sig.	.034
a. Friedman Test	

The tables 4, 5 and 6 show the mean ranks of the specialization on the basis of the placement secured by the Management students. The highest mean rank of specialization was obtained in “Marketing” showing a mean rank of 4.00, followed by “Human Resource” showing a mean rank of 3.92. While, the least mean rank amongst different specializations as per the placement secured by the Management students were obtained in “Production/Operations” showing a mean rank of 2.13. Further, the Friedman test indicated that there was a statistically significant difference in the employability of different specializations of MBA program by the companies whilst running,  $\chi^2 (5) = 3.430, p = 0.034$ .

### Measures for enrichment of employability skill among MBA Students

Employability skills are accorded high importance and priority equally by employers as well as the management schools. Employability skills refer to such cognitive abilities as learning to learn, analytic and problem solving, innovative, and communication skill (Bindhu and Unninarayanan, 2018).

**H4<sub>0</sub>:** There is insignificant difference in teaching methodologies against respective skills enhancing employability.

**H4<sub>1</sub>:** There is significant difference in teaching methodologies against respective skills enhancing employability.

**Table 7: Relationship between teaching methodology and its influence on employability skills**

Skills enhancing employability	Frequency of teaching methodology								
	Case Analysis	Role plays	Industry Internships	lectures by industry experts	Simulation games	Group discussions	MOO C's	Market Surveys and Research Projects	Lectures
Decision Making	150	95	20	15	95	10	14	80	26
Communication	66	143	44	20	10	80	10	131	44
Practical Application	36	83	179	61	75	29	9	160	49
Strategic Planning	146	105	116	31	90	46	15	139	37
Team Building	31	158	94	32	54	83	15	134	46
Leadership	53	122	71	39	49	121	12	104	37
Analytical	122	73	111	48	85	66	10	104	66
Problem Solving	107	88	107	46	82	29	15	87	87
Innovation	70	71	66	54	71	27	9	71	63

Emotional Intelligence	54	100	112	61	26	48	10	83	139
Information seeking	71	60	90	71	44	43	66	87	117
Skill Upgradation and continuous education	53	32	70	75	70	36	80	66	97
Customer handling skills	32	90	117	32	20	22	15	138	60
<b>Total</b>	991	122	1197	587	772	639	281	1384	869

**Table 8: Mean Ranks for the relationship between teaching methodologies and employability skills**

<b>Ranks</b>	
<b>Teaching methodologies</b>	<b>Mean Rank</b>
Market Surveys and Research Projects	7.04
Role plays	6.81
Industry Internships	6.58
Case Analysis	5.73
Lectures	5.27
Simulation games	4.50
lectures by industry experts	3.77
Group discussions	3.42
MOOC's	1.88

**Table 9: Friedman test for the relationship between teaching methodologies and employability skills**

<b>Test Statistics<sup>a</sup></b>	
Chi-Square	42.777
df	8
Asymp. Sig.	.000
a. Friedman Test	

The tables 7, 8 and 9, indicate the mean ranks of the “teaching methodologies” against respective skills enhancing employability. The highest mean rank amongst different teaching methodologies were obtained in “Market Surveys and Research Projects” showing a mean rank of 7.04. While, the least mean rank amongst different teaching methodologies were obtained in “MOOC's” showing a mean rank of 1.88. Further, the Friedman test indicated that there was a statistically significant difference in teaching methodologies against respective skills enhancing employability whilst running,  $\chi^2(8) = 42.777$ ,  $p = 0.000$ .

## 5. Findings

The results show that students and business educators have different views on many of the skills that business students need to acquire as well as the teaching methodologies employed. For instance, the efficacy of teaching methodologies to impart employability shows variations in opinions between academicians and students. Lectures, role plays and case analysis are found to be the mainly used approaches in management education. Simulation games and massing open online courses are found to play the least significant role. Other methodologies such as project works, internships, lectures of industry experts, and group discussion are found to have a slightly significant influence on employability skills.

After attending management courses, students are able to improve their employability skills. Enhancements are observed in customer handling skills, effective communication and optimized performance. Both academicians and students are of the opinion that computer knowledge and knowledge of management administration have improved. However, difference of opinion stills exists as academicians' perception about the efficacy of teaching methodologies to impart employability skills differs from student's evaluation of their improvement in employability skills.

When the employability of managements graduates are assessed based on their specialization, marketing students are found to have higher employability followed by HR. Finance and IT specialized students have moderate level of employment. Students in international business and production operations are found to have lesser employability based on the survey. The study indicated that there is an increased likelihood for companies to reject students for several reasons related to employability skills improvements.

The interconnectivity between the adoption of teaching methodologies shows that market surveys and project work, role plays and internship contribute significantly to employability skills. Case analysis, course lectures and simulation games have a moderate effect followed by lectures of industry experts and group discussions. The massive open online courses are found to have lesser influence on employability skills. Surveys and project work, role plays and internships are widely accepted by students and teachers to promote employability skills. Case analysis and classroom lectures are the next best approaches to improve employability. The difference in opinions of academicians and students indicate that they are not communicating well enough to establish common ground with respect to a set of skills that students need to have. Moreover, there is room for improvement of employability skills among management graduates.

Employers view certain skills as important for graduates to possess, but they are not taught well enough in business curricula. The academic courses cover certain skills which are properly conveyed to the students, but the employers often overlook or dismiss these skills as irrelevant to their businesses. The main objective for each group is different; for example, while business educators focus on preparing future business leaders, employers focus on skills/competencies needed for their businesses to excel. Therefore, business

educator value hard skills (e.g. critical thinking) and employers value soft skills which enable employees to work effectively to improve performance.

Academicians and policy-makers at educational institutions may be involved in the findings of this report. Such studies are also of concern to individuals who wish to understand the development and advancement of the conditions of education and the job market in addressing the demands of today's global economy. Furthermore, for readers with a common interest in intellectual resources and economic policies, the findings would be helpful.

In addition, the outcomes of this report would make teachers aware of the new skills and competencies that businesses need the most to incorporate them into the business curriculum. The study found that in the context of what is being learned at the college of business and what is expected by the industry; there might be a disconnection between student perceptions and business educators. From the present results, some guidelines can be developed that could further bridge the gap in skills.

## **6. Recommendations**

As outlined in the following paragraphs, recommendations include the cooperation and involvement of employers, business educators and policy makers. Next, business educators need to teach the abilities needed by employers to students. This is achievable by creating a partnership of business educators with employers and by including the latter in the curriculum design.

More importantly, by promoting "skills development" programs and introducing remedial improvements in educational institutes, government partners have to engage in reducing the skills gap. This can be achieved in cooperation with foreign research institutions and by introducing experience (academics or international experts) to facilitate the process of academic learning and to increase the standards and skills of students.

Management academicians and students are of the general opinion that students need to understand how to store, interpret and use knowledge to increase the efficiency of the curriculum and to better satisfy the requirements of employers for the 21st century marketplace in a competitive economy. It is no longer adequate to teach those concepts and facts, without showing them how to use them in real-life situations. In addition, instead of spending much of their time to identify and present data, students need to be taught how to develop analyses and use knowledge. In order to build more engaging classrooms, teachers must now adapt and establish new methods of teaching and restrict the use of conventional lectures; for example, relying on the extensive use of simulations and games to involve students more intensely. In addition, teachers need to encourage the awareness of students by encouraging conversations focused on real-life scenarios and real case studies to solve problems.

## **7. Conclusion**

The current generation of students requires changes in management education methods to impact employability. This is due to the obsolescence of knowledge

at a faster pace in lieu of technological advancements and globalization. The study tosses lights to the view towards the current level management graduate's employability skills from the perception of students as well as academicians. The outcomes of this study indicate the current level of employability skills among students and the difference in perception among academicians and students about the same. The results of this study can benefit management academicians and institutions to determine teaching methodologies which are able to improve employability skills among students. Hence, both business institutions and recruiters are projected to benefit from the results of the study as they are able to determine the current standard of employability skills of young management students.

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