Project Dissertation Report

on

EMPLOYABILITY AMONG MBA STUDENTS- A STUDY AT AN INDIAN B-SCHOOL

Submitted By

Aatif Sohail Ashraf

2K20/DMBA/05

Under the Guidance of

Mr. Yashdeep Singh

Assistant Professor

Delhi School of Management

Delhi Technological University

Bawana Road Delhi 110042

CERTIFICATE

This is to certify that **Aatif Sohail Ashraf**, a student of Delhi School of Management, Delhi Technological University has successfully completed his major research project on **"Employability among MBA students-A study at an Indian B-School"** under my guidance and supervision.

I certify that this is an original work and has not been copied from any source to the best of my knowledge.

Mr. Yashdeep Singh

DECLARATION

I hereby declare that the project work entitled **"Employability among MBA students- A study at an Indian B-School"** to Delhi School of Management, Delhi Technological University, Delhi, is a record of original work done by me under the guidance of Mr. Yashdeep Singh, and this project work is submitted in partial fulfillment of Master of Business Administration Examination.

I also declare that this project report has not been previously submitted to any other University.

Aatif Sohail Ashraf
(Roll No. 2K20/DMBA/05)

ACKNOWLEDGEMENT

Aatif Sohail Ashraf
2K20/DMBA/05
MBA (Marketing and IT)

EXECUTIVE SUMMARY

Purpose- The purpose of this study is to determine the need for employability skills among MBA students and to propose recommendations for enhancing their abilities in order to become more "Employable."

This particular study focuses on the relationship between the educational background, qualifying examination (CAT) percentile, graduation degree, etc., on placement obtained by the management students and the placement package offered to them.

Design/Methodology- Inferential research design was used to complete this study to assess the relationships between and among two or more variables using statistical tools.

Findings - Educational background as well as graduation degree have negligible impact on the placement of the student. While, work experience and qualifying examination (CAT) percentile also have negligible impact on the placement package offered to the student.

Research Limitations/Future Scope - Study is limited to a small portion of Delhi (DTU), Data could be taken from various other B-Schools within India. Cross Sectional study can be conducted to make the study more exhaustive.

Implications - The study's findings will help to improve research quality in the future in the field of employability of students particularly among mid-tier B-schools in India. The study can also help educational planners, firms, faculty, mentors, parents, students, and the general public as they can gain knowledge about the employability scenario of MBA students within India and what all factors affect the placement.

Originality- The study is of its first kind as it focuses on the relationship between the educational background, qualifying examination (CAT) percentile, graduation degree, etc., on placement obtained by the management students and the placement package offered to them.

Keywords- Employability, Employability skills, B-School, MBA, Management Graduate, Placement.

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1. INTRODUCTION

1.1 Background

Employability- Employability refers to an individual's ability to find and maintain employment, as well as find new work if necessary. (Hillage, J., & Pollard, E., 1998). Employability is defined as a set of abilities, knowledge, understanding, and personal characteristics that enable a person to select and secure professions in which they will be successful and satisfied. (Pool, L. D., & Sewell, P., 2007).

Employability Skills: Employability skills, according to the Ministry of Education of New Zealand, are skills or abilities that are required to undertake a job or work. These are a mix of soft kills and technical skills that may be used in a range of vocations and life situations. Some of the labels used to identify them are key skills, core skills, life skills, essential skills, critical competencies, necessary talents, and transferrable skills and abilities.

Technical skills nowadays are referred to as "discipline specific skills" or "hard skills." Employability skills refer to a variety of soft skills. In this context, management graduates are expected to develop a variety of personal and intellectual characteristics during their time in higher education (Bhattacharyya, N. 2011). It is the full set of skills required for entering, remaining in, and proving development in the corporate world, whether individually or as part of a team. Essential abilities include communicating, managing information, using numbers, thinking and solving issues, demonstrating positive attitudes and behaviours, being accountable, adapting, learning continuously, and working securely.

1.2 Employability scenario in India

Organizations all over the world are actively seeking out the best candidates. However, the gap between academic knowledge and professional abilities is widening due to a shortage of necessary talents to satisfy rising needs. Experts believe that this gap exists because only a small percentage of them are able to pursue their passion as a job even if many students believe in their possessed skills.

When it comes to management students in India, there is a paradox: unlike in the West, where the majority of students pursuing a management degree have prior work experience, a management degree in India is considered a passport to a fulfilling

career. An MBA is now considered a requirement for most jobs. The glitz and opportunities that a B-school education offers attract bright young people.

Over the last decade, the demand for postgraduate business and management education has risen dramatically among fresh graduates and working executives in India. A large part of this is due to the necessity for organizations in the knowledge-based service economy to hire junior personnel who can comprehend and handle organizational needs (Rizvi & Aggarwal, 2005). Employers frequently regard business schools as recruitment centres for identifying and hiring the best entry-level talent, particularly in India. Unfortunately, many Indian management graduates appear to be weak in the required skills and abilities.

Problem solving and decision-making, critical thinking, communication skills, teamwork, inter-personal skills, research skills, information literacy, and ethical awareness are among the employability skills identified by Blades, R., Fauth, B., and Gibb, J. (2012) in their study on graduate attributes. In contrast to job-specific technical abilities or qualifications, these skills are applicable to occupations across many industries. As a result, developing employability skills ensures a satisfying long-term job.

According to the Global Skills Gap Report 2019-20, a survey done by Udemy, the largest online marketplace for teaching and learning (Udemy, 2019-20), industry demand for Indian graduates equals 60% technical skills, 30% employability skills, and 10% academic skills (Udemy, 2019-20).

The challenge for management b-schools in the country today is to produce marketable management graduates in line with industry requirements. Despite the fact that much has been done in this respect, the gap between management students produced by b-schools and industry expectations continues to increase.

1.3 Problem Statement

Majority of the mid-tier institutes who are offering MBA course lacks the quality of number of placements being offered to their students. Even if companies do visit the campus but there is no surety that they will hire students from that particular college, sometimes they even hire no one because of the lack of skills or background being possessed by the candidates. Skills can be both technical skills and soft skills. By

background it is meant educational background, past academic records, relevant work experience, etc. So, placement for these mid-tier institutes is a big concern not just for the institute itself but also the students who are spending lot of money in their higher education and the faculties who are spending lot of time to train those students for the corporate world. Hence, it is necessary to assess the candidate capabilities not just related to their skills but also the background from where candidate is coming from.

1.4 Objectives

This study was designed with the following objectives in mind, taking into account the aspects of employability of MBA students:

1. To study the impact of educational background on placement of MBA students.

2. To study the impact of graduation degree on placement of MBA students.

3. To study the impact of qualifying examination (CAT) percentile on placement package offered to MBA students.

4. To study the impact of work experience (in months) on placement package offered to MBA students.

5. To assess and recommend measures to increase placement of MBA students of mid-tier institutes of India.

1.5 Scope of Study

Whilst the employability of the students pursuing higher degrees and students who are pursuing technical degrees have been well documented, the impact of students' background on the placements have not been yet studied to that extent. This study aims to understand the relationship between the past record of the students (educational background, work experience, qualifying examination score, etc.) and the placement obtained by them.

This research is restricted to the batch profile and placement data of the students for the batch 2020-22 who are pursuing MBA & MBA- Business Analytics from DSM (Delhi School of Management) and USME (University School of Management and Entrepreneurship), DTU (Delhi Technological University) of Delhi. Therefore, the

scope of study is limited to two colleges belonging to the same university of Delhi, India and more specifically to those pursuing management degree in the year 2020-22.

1.6 Hypotheses

The research put forth to test the following hypotheses –

$H_o1:$ There is no significant impact of educational background on placement of MBA students.

$H_a1:$ There is significant impact of educational background on placement of MBA students.

$H_o2:$ There is no significant impact of graduation degree on the placement of MBA students.

$H_a2:$ There is significant impact of graduation degree on the placement of MBA students.

$H_o3:$ There is no significant impact of having work experience on the placement package offered to MBA students.

$H_a3:$ There is significant impact of having work experience on placement package offered to MBA students.

$H_o4:$ There is no significant impact of qualifying examination (CAT) percentile on the placement package offered to MBA students.

$H_a4:$ There is significant impact of qualifying examination (CAT) percentile on the placement package offered to MBA students.

2. LITERATURE REVIEW

- Gandhi, M. (2013) in his research found out that companies believe that management students lack the requisite employability skills, and management institutions should make the necessary improvements to their teaching methodology.

- As per a study conducted by Dhar, S. (2012), It makes no difference if a business school has received approval from government regulatory authorities like the UGC (University Grant Commission) or the AICTE (All India Council for Technical Education). It also makes little difference if the organizations offer a management degree, diploma, or certificate programme. In the end, it matters whether the Business school can improve the learning dimension through its current course content, creative teaching style, and pedagogical approach. If students are actually benefiting from the institutions, they will be able to join a branded firm through the off-campus placement procedure even if they are not put on-campus after completing the MBA programme.

- According to Rubin, R. S., & Dierdorff, E. C. (2009) - The MBA curriculum typically falls short of teaching the managerial abilities that an MBA graduate is expected to use in real-world problem-solving scenarios. Management Institutions may face a legitimacy or relevance challenge in some extreme cases. As a result, the institutions' professional credibility began to erode, as seen by the fall in the number of new entrants.

- El Mansour, B., & Dean, J. C. (2016) in their study found out that there happens to be a gap between industry expectations and current student skill levels.

- Nawaz, N., & Reddy, K. (2013) are of the opinion that all universities and colleges regard improving employability skills in management education to be a critical responsibility. Language competency, cognitive skills, functional and people skills, and other employability skills are essential for management graduates.

- Gowsalya, G., & Kumar, A. (2016) had concluded in their research paper that Institutes must incorporate employability skills into courses and work more

closely with organizations to support academic learning, while enterprises and policymakers must ensure that they have the right data to make decisions, stimulate the economy, and foster job creation, as well as ensure that young people have the skills that employers require, and link education and business. The curriculum continues to place an emphasis on academic learning over experiential learning.

- Bansal, A. (2018) concluded in his research that there is a skill gap between industry and students, as well as between industry and institutes. The institute must respond to industry needs and change as necessary. There is a suggestion that students receive pre-employment training before starting work. Another option is to include industry in the development of curriculum and to form partnerships between universities and industry. As a result, the focus is on determining the influence of the curriculum on skill development, the impact of the overall course on skill development, and if the skills taught by the institution are industry-acceptable.

- Shah, R. (2014) & Srivastava, N. (2014) - The employability of management graduates is largely determined by the institute's level. The top tier institutes that provide MBA degrees do not have to think about their placements. As a result, mid-tier and low-tier institutions should keep an eye on the pattern of top-tier institutions in order to boost the employability of business graduates.

- Shah, R. (2014) & Srivastava, N. (2014) also identified some of the skills and abilities like - Analytical skills and self-awareness, general management and work culture, leadership and problem-solving capacity, and communication skills all had a significant impact on management graduates' employment. Management institutions should start a continuous training and workshop programme to familiarize students with current market demands and expectations from various employers in various industries, according to the findings.

- Dhar, S. (2012) in his research stated that many Indian business schools are concerned that a high proportion of its graduates will be unemployed, so they've started collaborating on curricula with industry, holding guest lectures

from industry leaders, and sending students on internships to address the problems.

- Clarke, M. (2018) in his research paper describe employability skills are a social aspect that should be addressed as a group rather than an individual. According to Clarke, having employability skills is not only the duty of the graduate; universities, b-schools, firms, and faculty mentors should all work together to help graduates learn and develop employability skills so that they become 'job getters' rather than 'job seekers.' Clarke, M. (2018) also suggested that organizations coach newly hired graduates to help them acquire and enhance employability skills once they are hired.

- Saunders, V., & Zuzel, K. (2010) in their study found that the most desired employability skills are interpersonal skills. It was also discovered that while recruiting a fresher candidate, businesses priorities fundamental skills above technical skills. It was also discovered that there should be a link between industry-required employability skills and classroom syllabus teaching in order to match graduate students' employability skills to their educational career.

- Chadha, R., & Mishra, A. (2014) in their study recommends that management students need to gain some hands-on training with some essential software as well as some workplace experience and learnings in order to compete for jobs in the market. In addition, institutes should take steps to attract professionals from other industries to connect with students, which will help students acquire confidence. Experts should discuss their workplace experiences and expectations from freshmen, which will aid in the development of students' personalities.

- Asirvatham, I. A. S., & Priya, M. L. (2017) in their research study found that employers are primarily looking for basic skills such as computer knowledge and communication talents. However, many multinational organizations prefer to hire graduates who are fluent in foreign languages such as German, French, and Chinese, as they can connect with clients all over the world.

- Pool, L. D., & Sewell, P. (2007) conducted a study and concluded that knowledge, skill, understanding, experience, personal attributes, and personality are all linked through personality traits including self-efficacy, self-esteem, and self-confidence.

- Natarajan, S., & Kumar, K. B. (2014) in their study stated that the most prominent problems for low employability among students aspiring to a career in Human Resources Management include a lack of communication skills, improper selection of students, a lack of competent faculty, a lack of organization-institute engagement and syllabus being outdated.

- Selvam, T., & Rozario, J. H. (2016) in their study proved that gender and first-generation learners have little effect on employability skills in the research population. Concerning authorities, such as higher educational institutions, policymakers, skill development organizations, and departments, may find it valuable to establish an activity or programme to strengthen the employability skills of rural MBA students.

- Succi, C., and Canovi, M. (2020) surveyed and compared students' and employers' perceptions of the relevance of soft skills in several European countries. According to the poll, 86 percent of participants emphasised the importance and applicability of soft skills and specified 20 skills that students should learn during the programme.

- Fraser, C. J., Duignan, G., Stewart, D., and Rodrigues, A. (2019) developed a model that identified ten core attributes as essential traits or skills that make a graduate employable, including communication, collaboration, self-management, learning readiness, critical thinking skills, resilience, innovation, entrepreneurship, and cultural competency.

- Choudary, D. V., & Ponnuru, M. (2015) found in their research study that MBA students and managers were more productive after participating in a soft-skills training programme. It was able to improve leadership, personal and professional life, problem-solving abilities, and interpersonal and conflict-resolution abilities. The main issue with engineering universities that offer

MBA programme is that they lack teaching faculty with teaching abilities, classroom management skills, and simply engage in ineffective teaching without adequate communication skills. They also discovered that soft-skills training had a very poor influence on students when teaching faculty teach the majority of subjects in regional languages in MBA and Engineering programme.

Research Gap

There are numerous research publications in the field of Employment Opportunity for students pursuing professional courses such as MBA. There have been very few studies on the employability of students pursuing Masters of Business Administration (MBA) in terms of their educational background and work experience. This is a one-of-a-kind focus of this research paper.

3. RESEARCH METHODOLOGY

3.1 Research Design

To complete this study, inferential research design was used to assess the relationships between and among different variables using statistical tools.

3.2 Sources of Data

The required data was obtained through secondary source – DSM (Delhi School of Management) and USME (University School of Management and Entrepreneurship), DTU (Delhi Technological University) of Delhi.

The data for the current batch (2020-22) pursuing two years full-time MBA degree, along with the curriculum taught, and the data relating to the employment scenario of MBA & MBA- Business Analytics from DSM (Delhi School of Management) and USME (University School of Management and Entrepreneurship), DTU (Delhi Technological University) of Delhi were obtained from the Training and Placement cell of DSM, DTU.
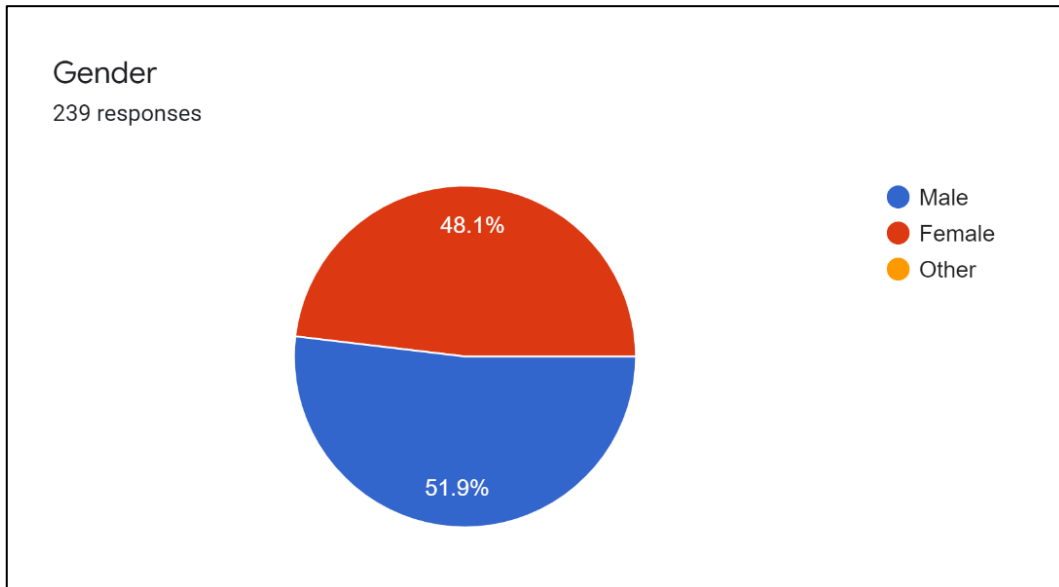
3.3 Statistical Analysis

R programming language and Microsoft Excel was used for the analyzing the Data and Interpretation. The data obtained was analyzed in appropriate form.

4. DATA ANALYSIS AND INTERPRETATION
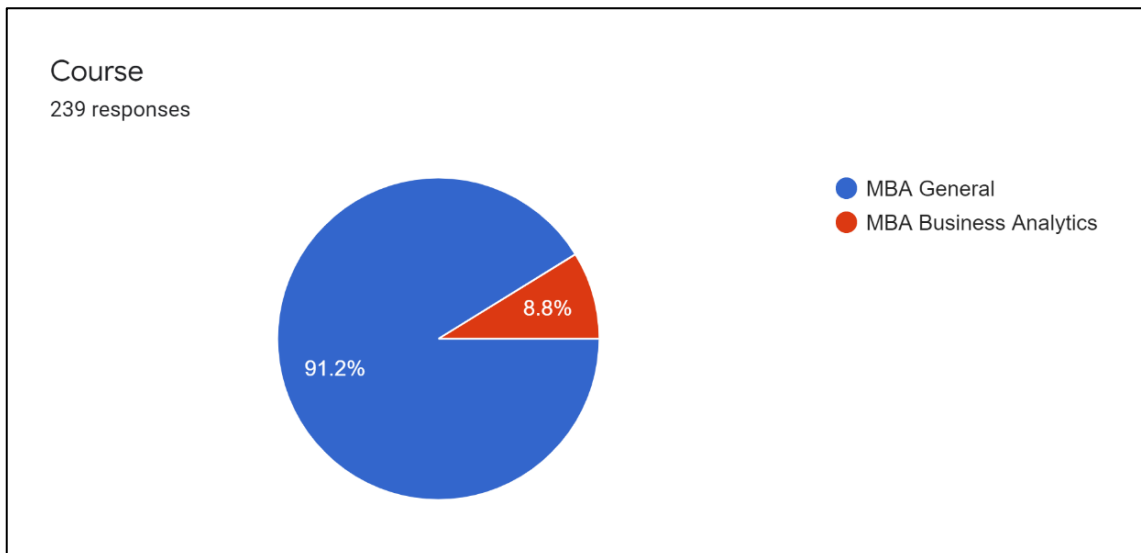
4.1 Descriptive Analysis

Figure 4.1.1: Gender pie chart

 Source: Own creation

There were 51.9% male and 48.1% female. It is vital information as we are able to assess the views and opinions of the people that contribute to the research and analyze their views.
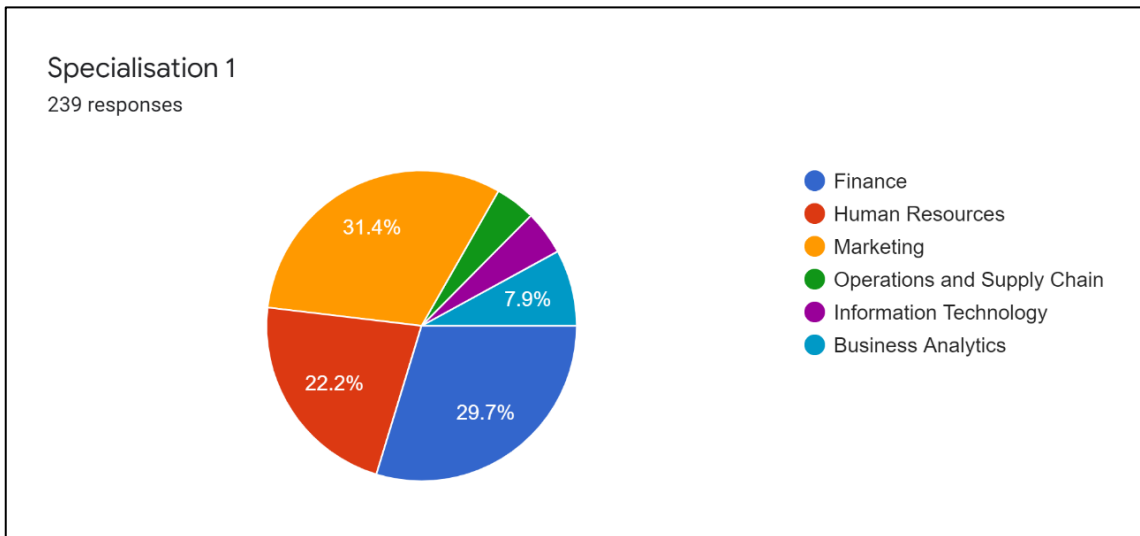
Figure 4.1.2: Course pie chart

 Source: Own creation

Most of the students (91.2%) were pursuing MBA General while some of them (8.80%) were pursuing MBA Business Analytics.
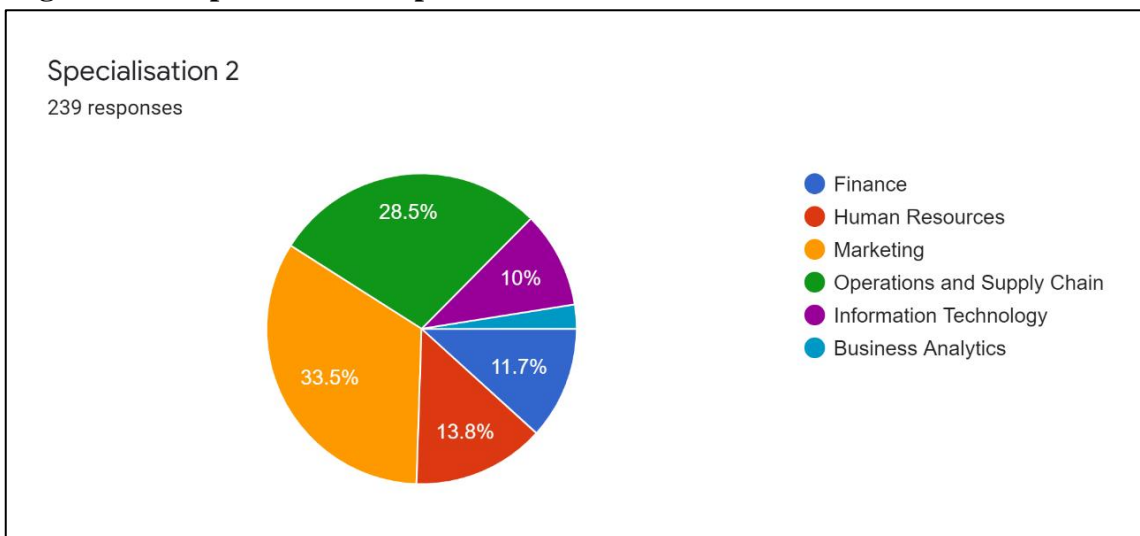
Figure 4.1.3: Specialization 1 pie chart

 Source: Own creation

Majority of the students had taken Finance, Human Resources or Marketing (total=83.3%) as their first specialization in their MBA course.
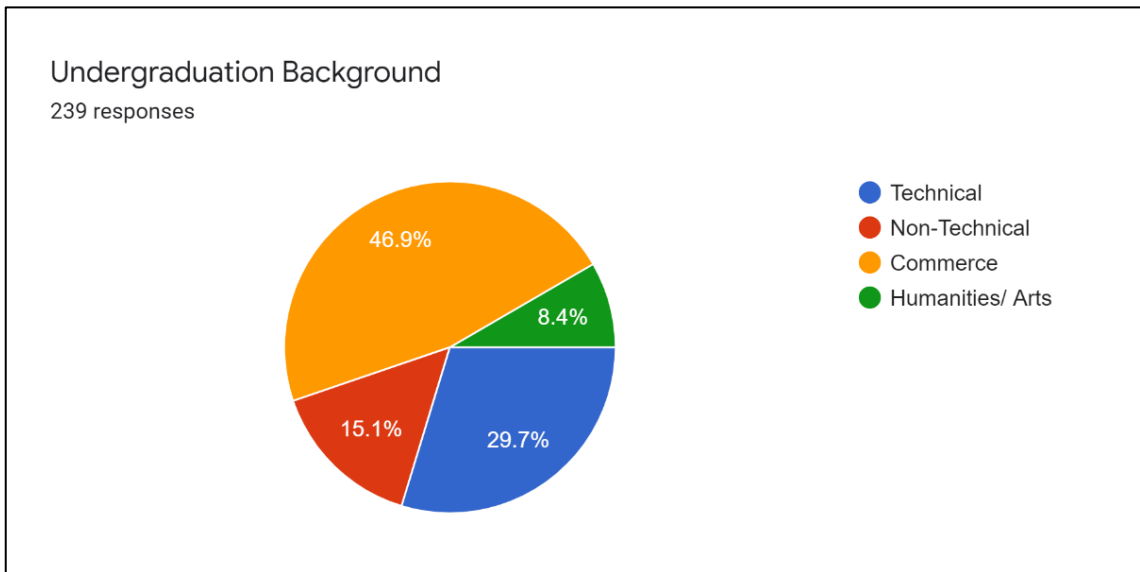
Figure 4.1.4: Specialization 2 pie chart

 Source: Own creation

Majority of the students had taken Human Resources, Marketing or Operations and Supply Chain (total=75.8%) as their second specialization in their MBA course.
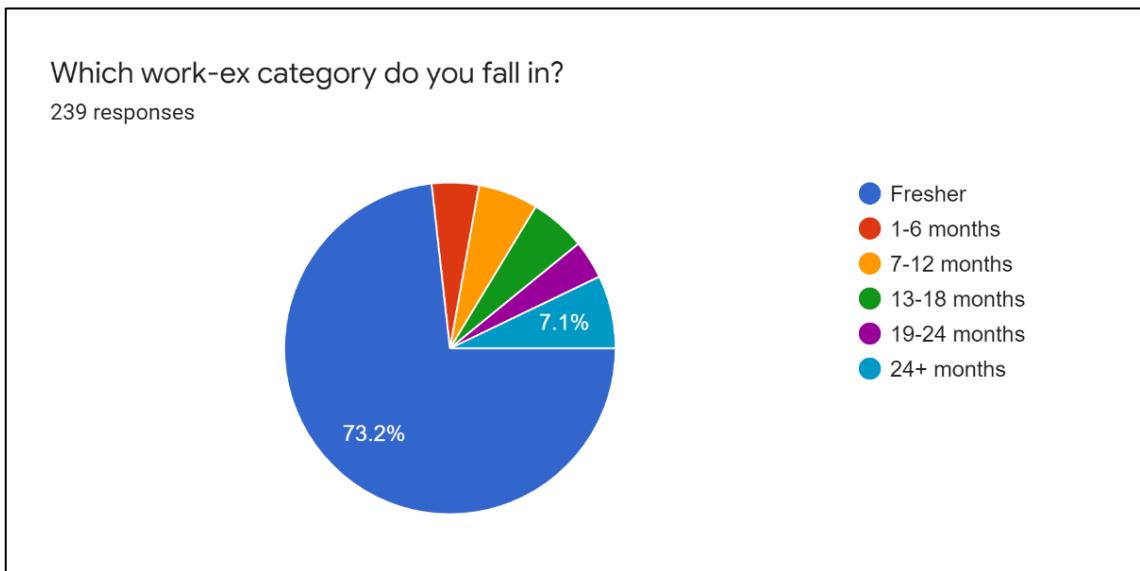
Figure 4.1.5: Undergraduate background pie chart

Undergraduation Background
239 responses

46.9%
8.4%
15.1%
29.7%

- Technical
- Non-Technical
- Commerce
- Humanities/ Arts

Source: Own creation

Majority of the students (46.9%) considered in the study were from commerce background while 29.7% belonged to technical background, i.e., engineering, medicine, etc.

Figure 4.1.6: Work-experience pie chart

Which work-ex category do you fall in?
239 responses

7.1%
73.2%

- Fresher
- 1-6 months
- 7-12 months
- 13-18 months
- 19-24 months
- 24+ months

Source: Own creation

Majority of the students (73.2%) considered for study were freshers having no work-experience.

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Figure 4.1.7: Work-experience (in months) histogram

Histogram of my_data$Work_Ex_Months
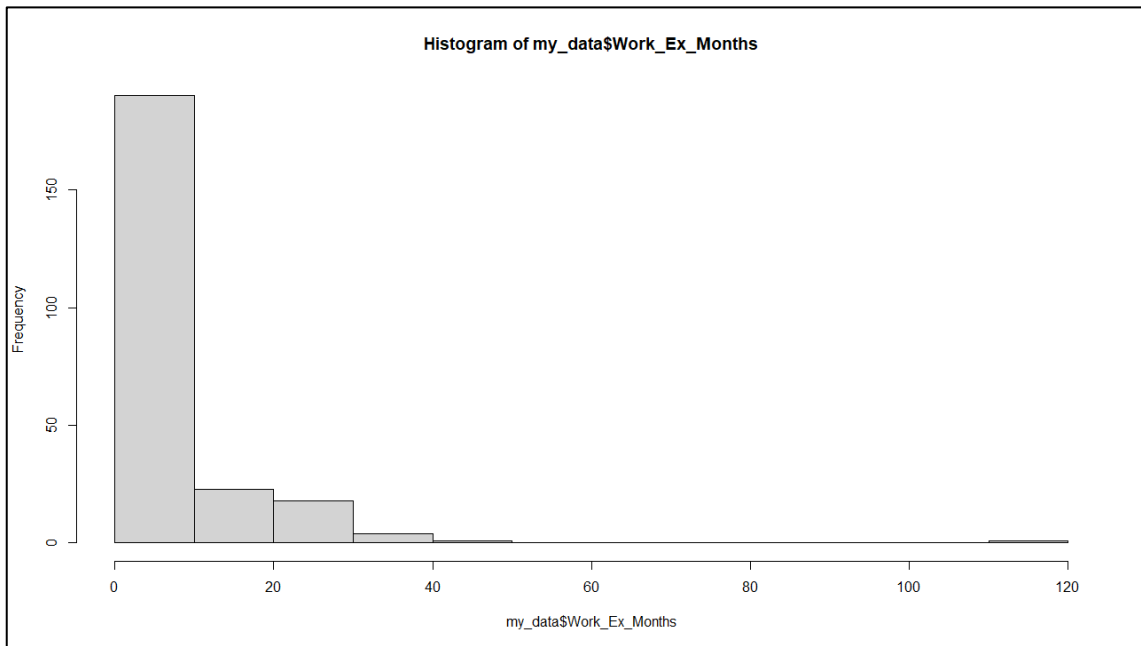
Source: Own creation

The above histogram shows that 173 students have zero months of work experience meaning that they are freshers while the remaining students work-experience ranges from 2 months to 120 months.
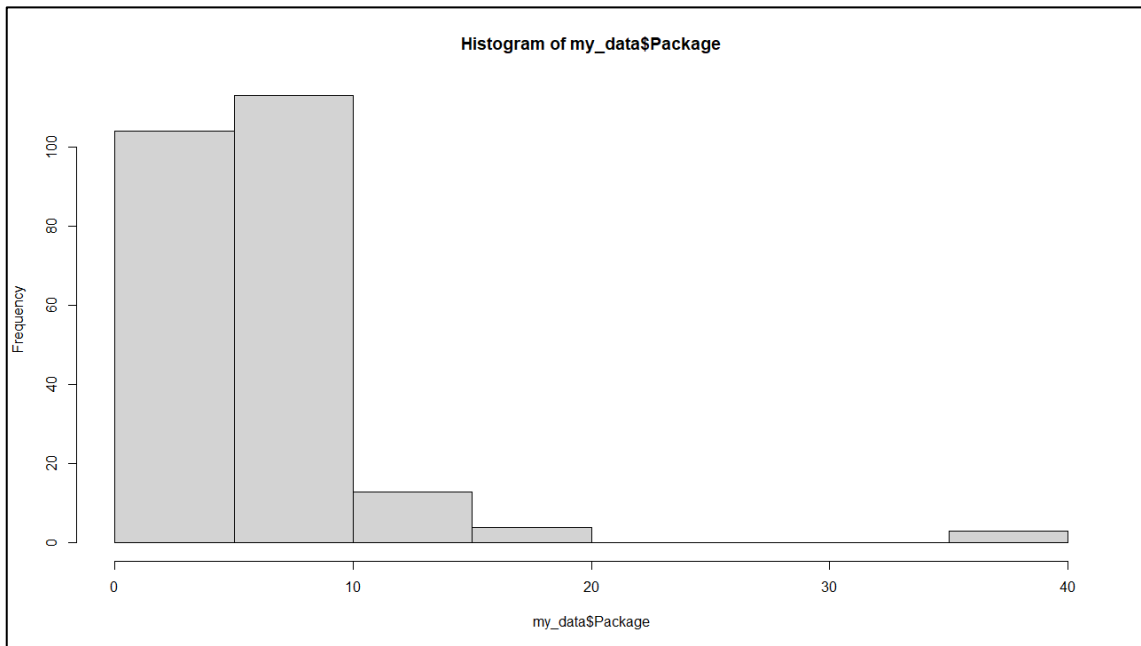
Figure 4.1.8: CAT Percentile histogram

Histogram of my_data$CAT_Percentile
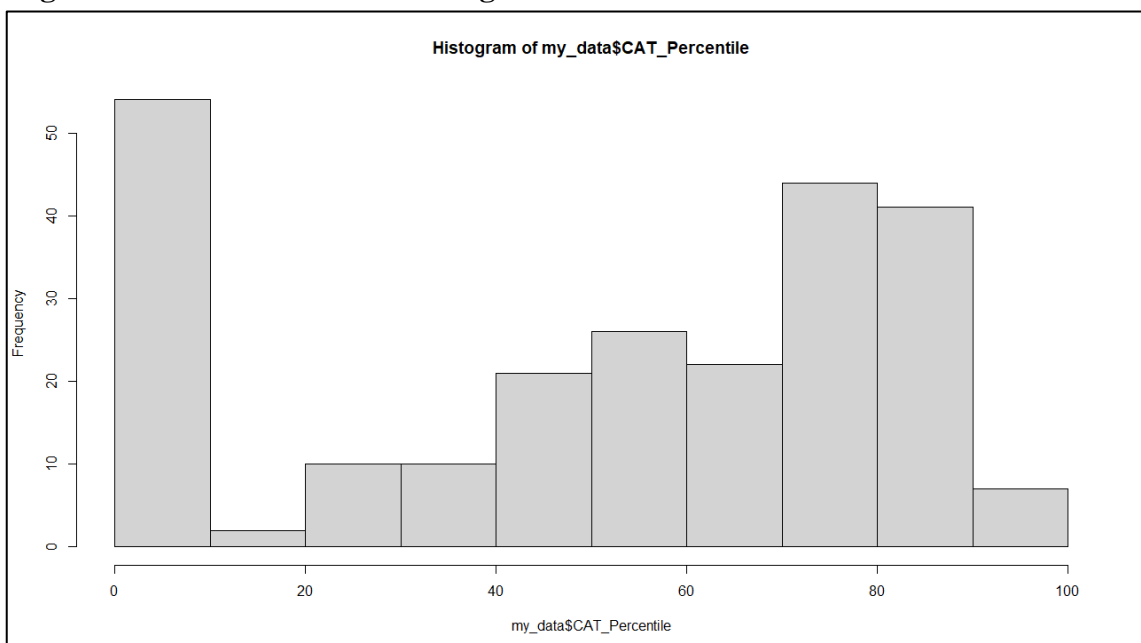
Source: Own Creation

The above histogram shows the number of students with CAT Percentile range.

Figure 4.1.9: Package offered in lakhs per annum (LPA) histogram

Histogram of my_data$Package

Source: Own Creation

The above histogram shows the number of students with the placement package amount offered to them in lakhs per annum. Majority of the students have received package between 5 lakhs per annum and 10 lakhs per annum.

Figure 4.1.10: Educational background vs. Placement barplot
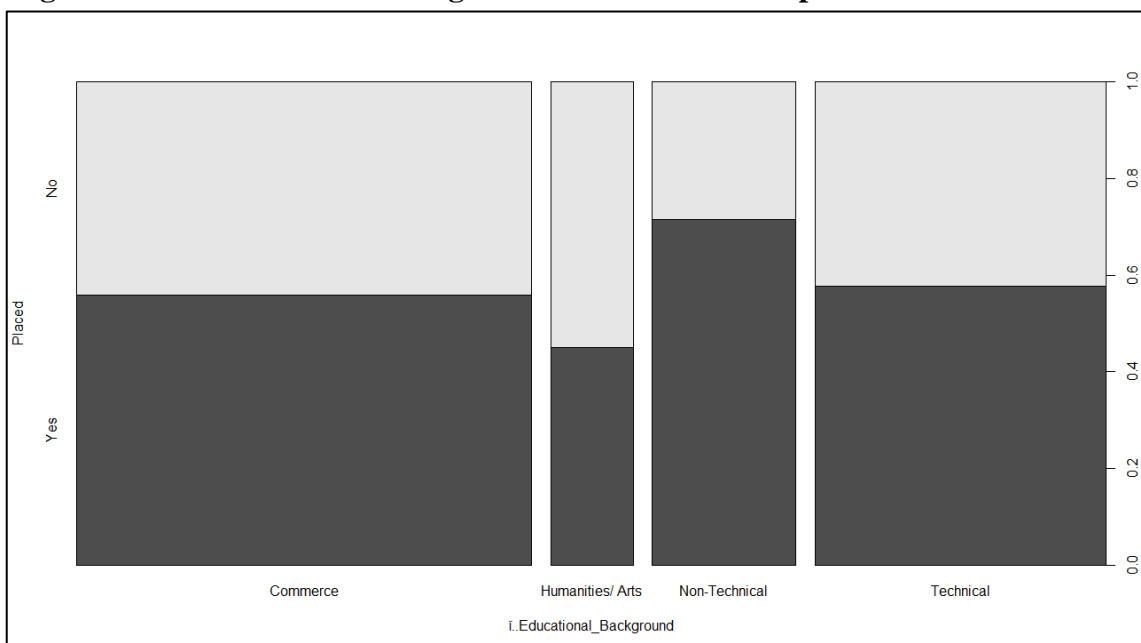
Source: Own Creation

The above barplot shows the percentage of students placed within the group having a particular educational background.

Figure 4.1.11: Graduation Degree vs. Placement barplot
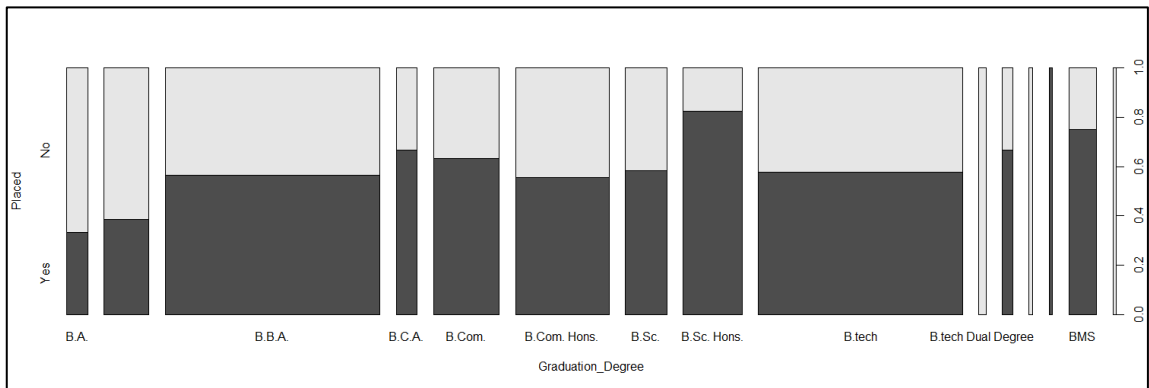
Source: Own Creation

The above barplot shows the percentage of students placed within the group having a particular graduation degree.

Figure 4.1.12: CAT Percentile vs. Package Offered scatterplot
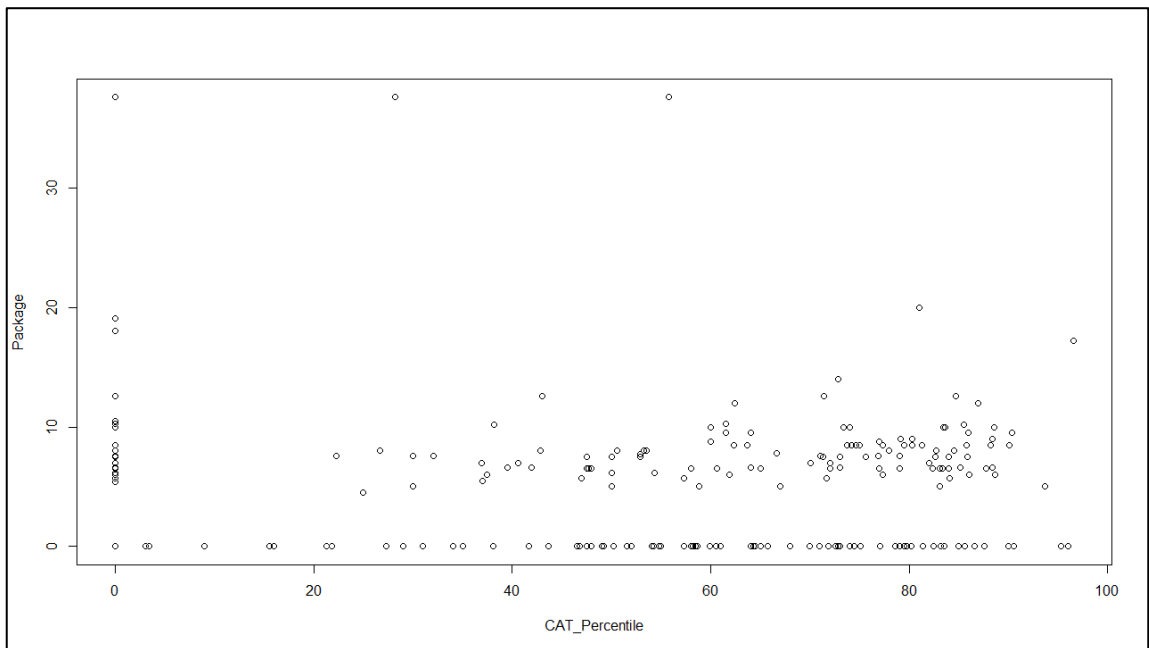
Source: Own Creation

The above scatterplot represents the relationship between the CAT percentile and package offered to a particular student. A single dot represents a single student.

Figure 4.1.13: Work Experience (in months) vs. Package offered scatterplot
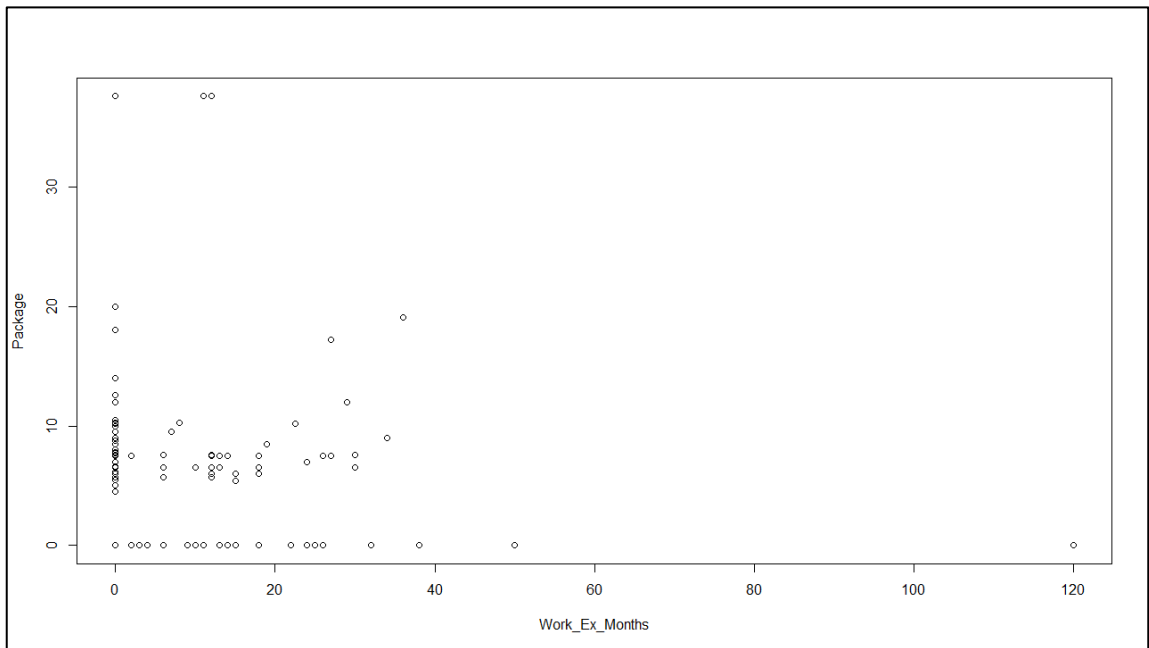
Source: Own Creation

The above scatterplot represents the relationship between work experience (in months) and package offered to a particular student. A single dot represents a single student.

4.2 Correlation Analysis

Table 4.2.1: Correlation matrix

```
> rcorr(as.matrix(my_data[, unlist(lapply(my_data, is.numeric))])))
              CAT_Percentile Work_Ex_Months Package
CAT_Percentile          1.00          -0.10    0.03
Work_Ex_Months         -0.10           1.00   -0.02
Package                 0.03          -0.02    1.00

n= 237


P
             CAT_Percentile Work_Ex_Months Package
CAT_Percentile                     0.1194         0.6278
Work_Ex_Months 0.1194                             0.7747
Package        0.6278             0.7747
```

Source: Own analysis

The correlation analysis is critical for understanding the relationship between the qualifying examination (CAT) percentile, work experience of the students, and package offered to them. From the table, it is found that –

- The correlation between qualifying examination (CAT) percentile and placement package offered to MBA students is 0.03. Although the correlation is positive, this shows that there is not much or negligible correlation between qualifying examination (CAT) percentile and placement package offered to MBA students.

- Correlation between work experience and placement package offered to MBA students is -0.02. There is a negative correlation between the two and shows that there is not much or negligible correlation between work experience and placement package offered to MBA students.

Below figures show the correlogram or graph of the correlation matrix where correlation coefficients are colored based on the correlation values.

Figure 4.2.1: Correlogram (Graph of the correlation matrix)
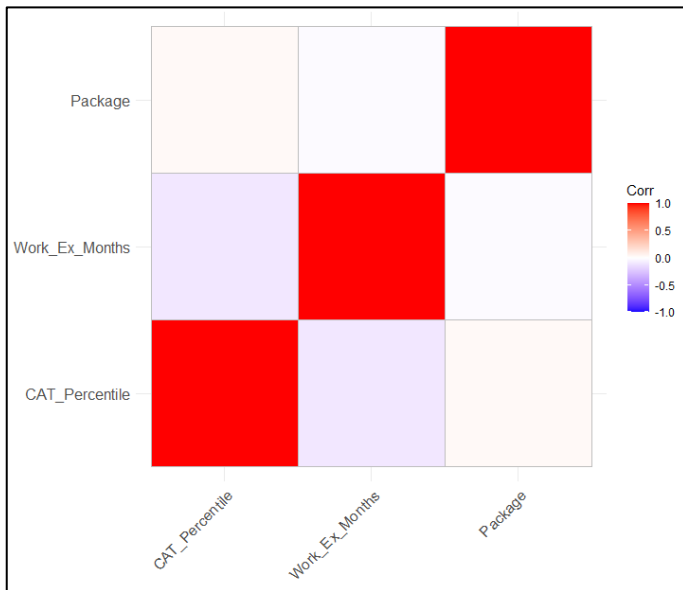
Source: Own creation

Figure 4.2.2: Correlogram (Graph of the correlation matrix)

Source: Own creation

4.3 Regression Analysis

Placement, Educational Background

Figure 4.3.1: Regression model summary

```
> mymodel1 <- glm(Placed~ ï..Educational_Background, data = train, family = 'binomial')
> summary(mymodel1)

Call:
glm(formula = Placed ~ ï..Educational_Background, family = "binomial",
    data = train)

Deviance Residuals:
    Min      1Q   Median      3Q      Max
-1.6120  -1.2322   0.7981   1.0008   1.2557

Coefficients:
                                        Estimate Std. Error z value Pr(>|z|)
(Intercept)                               0.4308     0.2519   1.710   0.0873 .
ï..Educational_BackgroundHumanities/ Arts -0.6131     0.6558  -0.935   0.3499
ï..Educational_BackgroundNon-Technical     0.5500     0.5410   1.017   0.3092
ï..Educational_BackgroundTechnical        -0.3029     0.3859  -0.785   0.4324
---
Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

(Dispersion parameter for binomial family taken to be 1)

    Null deviance: 197.74  on 145  degrees of freedom
Residual deviance: 194.41  on 142  degrees of freedom
AIC: 202.41

Number of Fisher Scoring iterations: 4
```
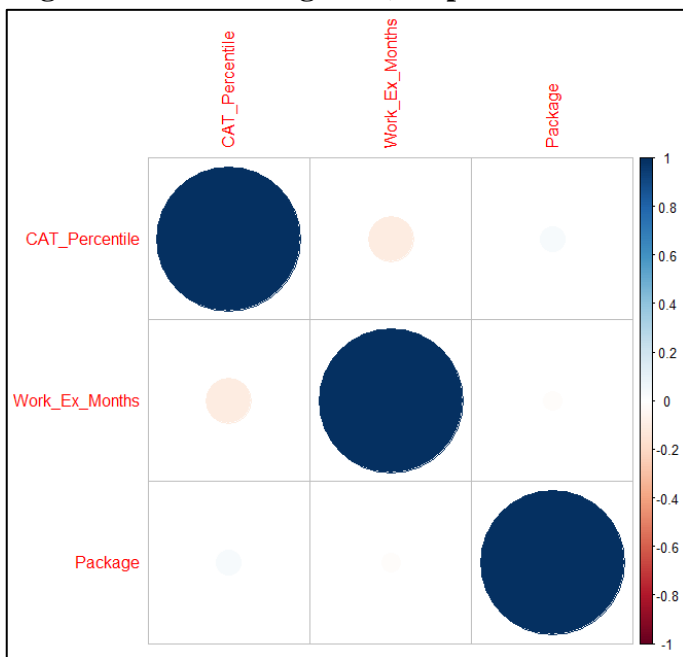
Source: Own creation

The glm() function in R can be used to fit generalized linear models to obtain regression model with categorical variables. The coefficient estimates in the output indicate the average change in the log odds of the response variable associated with a one unit increase in each predictor variable. A one unit increase in the predictor variable Educational_BackgroundHumanities/Arts is associated with an average change of -0.6131 in the log odds of the response variable placement taking on a value of 1. This means that higher values of Educational_BackgroundHumanities/Arts are associated with a lower likelihood of the placement variable taking on a value of 1.

The p-value associated with the z value for the Educational_BackgroundHumanities/Arts variable is 0.3499. Since this value is more than 0.05, Educational_Background Humanities/Arts is not statistically significant predictor variable in the model.

Figure 4.3.2: Confusion matrix

```
> # Prediction
> p1 <- predict(mymodel1, train, type = 'response')
>
> # confusion Matrix
> # $Misclassification error -Training data
> pre1 <- ifelse(p1 > 0.5, 1, 0)
> table1 <- table(Prediction = pre1, Actual = train$Placed)
> table1
          Actual
Prediction No Yes
         0  6   5
         1 54  81
>
> 1 - sum(diag(table1)) / sum(table1)
[1] 0.4041096
```

 Source: Own creation

The model generated 6 true negatives (0's), 81 true positives (1's), while there are 54 false negatives and 5 false positives. The misclassification error comes out to be 40.41%.

Thus, from the above two tables it can concluded that **null hypothesis is accepted and alternate hypothesis is rejected.**

Placement, Graduation Degree
Figure 4.3.3: Regression model summary

```
> mymodel2 <- glm(Placed~ Graduation_Degree, data = train, family = 'binomial')
> summary(mymodel2)

Call:
glm(formula = Placed ~ Graduation_Degree, family = "binomial",
    data = train)

Deviance Residuals:
    Min      1Q   Median      3Q      Max
-1.7941  -1.2435   0.8203   1.0579   1.4823

Coefficients:
                                                         Estimate Std. Error z value Pr(>|z|)
(Intercept)                                               -0.6931     1.2247  -0.566    0.571
Graduation_DegreeB.A. Hons.                                0.2877     1.5275   0.188    0.851
Graduation_DegreeB.B.A.                                    1.2730     1.2694   1.003    0.316
Graduation_DegreeB.C.A.                                    1.7918     1.6833   1.064    0.287
Graduation_DegreeB.Com.                                    0.9808     1.3385   0.733    0.464
Graduation_DegreeB.Com. Hons.                              0.8473     1.3452   0.630    0.529
Graduation_DegreeB.Sc.                                     1.6094     1.4832   1.085    0.278
Graduation_DegreeB.Sc. Hons.                               2.0794     1.4577   1.426    0.154
Graduation_DegreeB.tech                                    0.8473     1.2662   0.669    0.503
Graduation_DegreeB.tech Dual Degree                      -15.8729  2399.5450  -0.007    0.995
Graduation_DegreeB.Voc                                     0.6931     1.8708   0.371    0.711
Graduation_DegreeBachelor of Engineering (Honours) - B.E. (Hons.) -15.8729 2399.5450 -0.007 0.995
Graduation_DegreeBachelor of Mass Media                   17.2592  2399.5450   0.007    0.994
Graduation_DegreeBMS                                        1.3863     1.5000   0.924    0.355
Graduation_DegreeMCA                                      -15.8729  2399.5450  -0.007    0.995

(Dispersion parameter for binomial family taken to be 1)

    Null deviance: 197.74  on 145  degrees of freedom
Residual deviance: 185.66  on 131  degrees of freedom
AIC: 215.66

Number of Fisher Scoring iterations: 15
```

 Source: Own creation

The p-values associated with the z value for the Graduation Degree variable are greater than 0.05. Therefore, Graduation Degree is not statistically significant predictor variable in the model.

Figure 4.3.4: Confusion matrix

```
> # Prediction
> p2 <- predict(mymodel2, train, type = 'response')
>
> # confusion Matrix
> # $Misclassification error -Training data
> pre2 <- ifelse(p2 > 0.5, 1, 0)
> table2 <- table(Prediction = pre2, Actual = train$Placed)
> table2
          Actual
Prediction No Yes
         0  9   4
         1 51  82
>
> 1 - sum(diag(table2)) / sum(table2)
[1] 0.3767123
```

 Source: Own creation

The model generated 9 true negatives (0's), 82 true positives (1's), while there are 51 false negatives and 4 false positives. The misclassification error comes out to be 37.67%.

Thus, from the above two tables it can concluded that **null hypothesis is accepted and alternate hypothesis is rejected.**

Package Offered, Work Experience

 Figure 4.3.5: Regression model, ANOVA, coefficients summary

```
> lm2 <- lm(Package ~ Work_Ex_Months, data = my_data)
> summary(lm2)

Call:
lm(formula = Package ~ Work_Ex_Months, data = my_data)

Residuals:
   Min     1Q Median     3Q    Max
-5.165 -5.165  0.944  2.835 32.514

Coefficients:
               Estimate Std. Error t value Pr(>|t|)
(Intercept)     5.164625   0.406141  12.716   <2e-16 ***
Work_Ex_Months -0.009043   0.031559  -0.287    0.775
---
Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Residual standard error: 5.748 on 235 degrees of freedom
Multiple R-squared:  0.0003493, Adjusted R-squared:  -0.003905
F-statistic: 0.0821 on 1 and 235 DF,  p-value: 0.7747

> aov2 <- aov(Package ~ Work_Ex_Months, data = my_data)
> summary(aov2)
                Df Sum Sq Mean Sq F value Pr(>F)
Work_Ex_Months   1      3    2.71   0.082  0.775
Residuals      235   7764   33.04
```

 Source: Own creation

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The regression analysis aids in the interpretation of the relationship between work experience in months and the placement package offered to the student. In this case the R shows that the variables are 1.86% predicting the mental health of an individual. The value of R^2 is 0.00035. This means work experience in months is able to explain 0.035% variation in the dependent variable package offered to the student.

The ANOVA table is explaining the variance that work experience in months has with placement package offered to the student. 3 out of 7767 is explained by this variable. Other variables not included in the study account for the majority of the variance. The significance value is greater than 5%, indicating that the model is insufficient for explaining the relationship between the variables.

The significance for work experience in months of the student is above 0.05 and when the p is more than 0.05 that **means we reject the alternative hypothesis and accept the null hypothesis.** The information in the summary shows that work experience in months has negligible impact on the placement package offered to the student.

Package Offered, Qualifying Examination (CAT) Percentile

Figure 4.3.6: Regression model, ANOVA, coefficients summary

```
> lm1 <- lm(Package ~ CAT_Percentile, data = my_data)
> summary(lm1)

Call:
lm(formula = Package ~ CAT_Percentile, data = my_data)

Residuals:
   Min     1Q Median     3Q    Max
-5.379 -5.099  0.877  2.767 32.737

Coefficients:
                Estimate Std. Error t value Pr(>|t|)
(Intercept)     4.832533   0.697885   6.925 4.15e-11 ***
CAT_Percentile  0.005694   0.011729   0.485    0.628
---
Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Residual standard error: 5.746 on 235 degrees of freedom
Multiple R-squared:  0.001002,  Adjusted R-squared:  -0.003249
F-statistic: 0.2357 on 1 and 235 DF,  p-value: 0.6278

> aov1 <- aov(Package ~ CAT_Percentile, data = my_data)
> summary(aov1)
                Df Sum Sq Mean Sq F value Pr(>F)
CAT_Percentile   1      8    7.78   0.236  0.628
Residuals      235   7759   33.02
```

Source: Own creation

The regression analysis aids in the interpretation of the relationship between qualifying examination (CAT) percentile and placement package offered to the student. In this

case the R shows that the variables are 3.16% predicting the placement of the student. The value of R^2 is 0.001002. This means qualifying examination (CAT) percentile is able to explain 0.1% variation in the dependent variable placement.

The ANOVA summary is explaining the variance that qualifying examination (CAT) percentile has with placement package offered to the student. 8 out of 7767 is explained by this variable. Other variables not included in the study account for the majority of the variance. The significance value is greater than 5%, indicating that the model is insufficient for explaining the relationship between the variables.

The significance for qualifying examination (CAT) percentile is above 0.05 and when the p is more than 0.05 that means **we reject the alternative hypothesis and accept the null hypothesis.** The information in the summary shows that qualifying examination (CAT) percentile has negligible impact on the placement package offered to the student.

5. FINDINGS AND RECOMMENDATIONS

- Educational background as well as graduation degree have negligible impact on the placement of the student.

- While, work experience and qualifying examination (CAT) percentile also have negligible impact on the package offered to the student.

- Only 54.69% of the students having work experience are placed in various companies, one of the possible reasons can be companies emphasizing on the relevant work experience rather than student having work experience in any domain.

- Therefore, it can be said that more focus should be given on developing skills of the students to make them employable and corporate ready.

- Skills can be divided basically into two types, technical skills and soft skills out of which both can be attained with proper training. Soft skills are required to be more focused on as these skills determines whether the student is employable or not. These skills are communication skills, information management skills, use of numbers, problems thinking and solving skills, demonstrating positive attitudes and behaviours, responsibility, adaptability, continuous learning and time management skills.

- From the perspective of industries, students usually lack the requisite employability skills, thus management colleges should take the necessary efforts to develop their pedagogy toward a more practical approach and industry connect.

- Mid-tier B-schools such as that taken in this research study should keep a watch on the pattern of the top-tier institutes so as to understand the market trend and employability scenario within the country.

6. LIMITATIONS/FUTURE SCOPE

- Data Size - Data Size of Study can be increased in order to include more institutes, especially mid-tier B-schools in order to increase the reliability of the study.

- Restricted zone of area – This study was limited to a specific area of Delhi; it could have had a greater impact if samples had been taken from diverse states, which is why this study lacks geographical diversity.

- Limited variables within the dataset - More variables can be included while performing the analysis to understand the relationship between them.

- Limited access to data - While extending the scope of research, some universities/institutes might not participate as the data would be confidential to them.

7. CONCLUSION

The initially stated objective of this study was to identify the impact of educational background, qualifying examination (CAT) percentile, work experience and graduation degree on placement of the students and placement package offered to them. Hypotheses were developed & tested and results of the findings were stated and proved explicitly. Unfortunately, the analysis showed that there exists no relationship between the above stated factors with the placement of the students and placement package offered to them. The outcomes of the study in future will lead to improve the quality of research in the field of employability of students particularly among mid-tier B-schools in India. This study can also help educational planners, firms, faculty, mentors, parents, students, and the general public as they can gain knowledge about the employability scenario of MBA students within India and what all factors affect the placement. Further to this, it has also been evident that employability is an important field of research as more and more students are opting for technical courses and higher degrees which often doesn't guarantee them jobs. This sheds light on the students to possess the right skillsets (employability skillsets) to be able to make themselves corporate ready.

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