CHAPTER V
FINDINGS AND RECOMMENDATIONS

5.1 SUMMARY OF THE STUDY

The major objectives of the present study is to assess the importance of certain personal variables of selected M.B.A. students namely: gender, age, medium of study, religion, community, nativity, father’s qualification, mother’s qualification, father’s occupation, mother’s occupation, number of training programs attended by the students. The present study also envisages in explaining the impact of personal variables of M.B.A. students on the factors of Employability Skills.

The sample of 500 M.B.A. students (Male =234 and Female =266) were randomly selected from 5 different colleges in and around the city of Chennai. Their age ranges from 18-25 years with the mean age of 21.5 years. The researcher has selected the “Descriptive type of Research Design” which is highly suitable for the present study.

During the pilot study, 50-items of Employability Skills questionnaire was developed by Factor Analysis method and it emerged with 6-independent factors namely:

1) Stress Coping (10-items)
2) Communication Skills (8-items)
3) Leadership Skills (8-items)
4) Team work and problem solving (10-items)
5) Time Management (5-items)
6) Self-efficacy (9-items)

The investigator has also collected other relevant information regarding Employability Skills and results were obtained through the statistical method of Mean, S.D., and Rank Order. The pilot study was conducted among 20% (N=100) of total sample (N=500) in the present study. Using the Factor Analysis method, the
Employability Skills Questionnaire was emerged with 6-independent factors. Both face and content validities were established in the present tool. During the main study, the sample of 500 management students (M.B.A.) was given:

1) Personal data sheet
2) 50-items of Employability Skill Questionnaire

The data collected from the respondents were statistically analysed by using methods of Percentage Analysis, Factor Analysis, Rank Order, ‘t’-test, One-way ANOVA, Correlation co-efficient, MANOVA, Multiple Regression Analysis and Stepwise Multiple Regression Analysis.

5.2 MAJOR FINDINGS OF THE STUDY

The percentage analysis was carried out for the present study and findings were:

1. Majority of M.B.A. students in the study were female (53%).
2. Most of the M.B.A. students were in the Age group of 21 years (39%).
3. Most of the M.B.A. students’ earlier qualifications were in the group of Bachelor of Arts (47%).
4. Majority of M.B.A. students’ Medium of instruction in school was English (77%).
5. Majority of M.B.A. students’ Religion seems to be Hindu (87%).
6. Most of the M.B.A. students’ Community falls under MBC-BC category (70%).
7. Majority of M.B.A. students’ Nativity belong to Urban (48%).
8. Regarding the Fathers’ qualification of students, most of them fall under the category of up to Higher Secondary School (54%).
9. Regarding the Mothers’ qualification of students, most of them fall under the category of up to Higher Secondary School (59%).
10. The Fathers’ occupations of students’ fall under the category of self-employed (54%).
11. The majority of Mothers’ occupations of students’ fall under the category of homemaker (82%).

12. The No. of training program earlier attended by the students indicates that 74 per cent of students have never attended any training during their academic sessions.

In the present study, a total of 500 samples of students’ responses were collected and subjected to suitable statistical analysis and the following findings were drawn:

1. The statistical analysis of the factor analysis revealed 6-independent factors with total variance of 79.8 per cent. In the present study, if fulfils the objectives framed in the study. (No.:1 Table 1.14-1.20)

2. The measure of correlation co-efficient for the Employability Skills Questionnaire was found to be statistically high. It fulfils the objectives framed in the study. (No.:4.01)

3. All the six factors of Employability Skills indicated that the mean values significantly both high and low (Table No. 4.02)

4. The percentage analysis of the students’ responses in all the items in the Employability Skills Questionnaire indicate that majority of the students of M.B.A. fall under the response category of “Strongly Agree” and “Agree” (No.:2)

5. The results of the following fulfil the objectives framed in the study (No.:3)
   a) Significant mean difference was noticed between the male and female M.B.A. students on the factors of: a) Stress Coping b) Time Management and c) Self-efficacy. Females have scored higher mean values than male students. No significant difference was noticed on the factors of a) Communication Skills b) Leadership Skills c) Team work and problem solving skills. (Table No. 4.04, 4.05, 4.06, 4.07, 4.08 & 4.09).
b) Significant mean difference was existed among the different age groups of M.B.A. students on the factors of a) Stress Coping and b) Self-efficacy. The higher score obtained by the students in the age group of 24 years. No significant difference was noticed on the factors namely: a) Communication Skills b) Leadership Skills c) Team work and problem solving skills and d) Time Management. (Table No. 4.10, 4.11, 4.12, 4.13, 4.14 & 4.15).

c) A significant mean difference was found between the students of Tamil and English medium studied in school of M.B.A. students on the factors namely: a) Communication Skills and b) Leadership Skills. No significant difference was noticed on the factors namely: a) Stress Coping b) Teamwork and problem solving c) Time management and d) Self-efficacy. (Table No.: 4.16, 4.17, 4.18, 4.19, 4.20 & 4.21).

d) It is found a significant mean difference among the different UG group, pursued by M.B.A. students on the factors of: a) Stress Coping and b) Leadership Skills. The students of Science group in degree have scored higher mean values than Arts, Management and Technical. No significant difference was found among the factors of: a) Communication Skills, b) Team work and problem solving c) Time management and d) Self-efficacy. (Table No.: 4.22, 4.23, 4.24, 4.25, 4.26 & 4.27).

e) Significant mean difference was noticed among the different religious group of students on the factor of Stress Coping. The Hindu group of students have scored higher mean value than Christian and Muslim group of students. The other factors, no difference were noticed. (Table No.: 4.28, 4.29, 4.30, 4.31, 4.32 & 4.33).

f) Significant mean difference was noticed among the different community group of students on the factors of Communication skills. The OCC group of students have scored higher mean value than MBC-BC and SC- ST
groups. The other factors, no difference were noticed. (Table No.: 4.34, 4.35, 4.36, 4.37, 4.38 & 4.39).

g) It is noticed a significant mean difference among the different nativity group of M.B.A. students on the factors of: a) Communication skills and b) Team work and Problem solving. The rural group of students have scored higher mean value than other three groups: no significant differences were noticed on the factors of: a) Stress Coping b) Leadership skills c) Time Management and d) Self-efficacy. (Table No.: 4.40, 4.41, 4.42, 4.43, 4.44 & 4.45).

h) It is noticed a significant mean difference among the different fathers’ qualifications of M.B.A. students on the factors of Time Management. The Fathers’ of students who qualified up to Higher Secondary have scored higher mean value than other three groups. In other factors, no significant difference was noticed. (Table No.: 4.46, 4.47, 4.48, 4.49, 4.50 & 4.51).

i) No significant mean difference was noticed among the different mothers’ qualifications of M.B.A. students on all the 6-factors of Employability Skills (Table No.: 4.52, 4.53, 4.54, 4.55, 4.56 & 4.57).

j) No significant difference was noticed among the fathers’ occupation of M.B.A. students namely self-employed, government, and private, on all the factors of Employability Skills (Table No.: 4.58, 4.59, 4.60, 4.61, 4.62 & 4.63).

k) No significant difference was noticed among the mothers’ occupation of M.B.A. students namely housewife, self-employed, government, and private, on all the 6-factors of Employability Skills.

l) No significant mean difference among the M.B.A. students who have attended number of training programs, on all the 6-factors of Employability Skills (Table No.: 4.70, 4.71, 4.72, 4.73, 4.74 & 4.75)

6. The results of Multivariate Analysis (MANOVA) shows the following and fulfils the objectives framed in the study (No: 4)
a) The factors of Stress coping significantly affect on students personal variables namely: gender, age, religion, community, and fathers’ occupation.

b) The factor of Communication skills significantly effect on the students personal variables namely: medium of study in schools, community and nativity.

c) The factor of Leadership skills significantly effect on the students’ personal variables namely: age and medium of study in schools.

d) The factor of Teamwork and problem solving significantly effect on the students’ personal variables namely: age, community and nativity.

e) The factor of Time Management significantly effect on students’ personal variables of Fathers’ qualifications and Mothers’ qualification.

f) The factor of Self-efficacy significantly effect on students’ personal variables of gender alone.

(Table No.: 4.76, 4.77, 4.78, 4.79, 4.80 & 4.81)

7. The results of Multiple Regression Analysis indicated the following and fulfills with the objectives framed in the study. (No.:5)

a) The personal variables of students’ age and fathers’ occupation are significantly related to the factor of Stress coping.

b) The personal variables of students’ community, nativity and fathers’ occupation are significantly related to the factor of Communication skills.

c) The personal variables of students’ medium of study in schools are significantly related to the factor of Leadership skills.

d) The personal variables of students’ age, community and nativity are significantly related to the factor of Team building and problem solving.

e) The personal variables of students’ gender and fathers’ qualification are significantly related to the factor of Time management.
f) The personal variables of students’ gender and education in UG degree are significantly related to the factor of Self-efficacy (Table No.:4.82, 4.83, 4.84, 4.85, 4.86 & 4.87).

8. The results of Stepwise Multiple Regression Analysis show the following and it fulfils the objective framed in the study (No.:6).

a) The students’ age, community and fathers’ occupation significantly contribute to the factors of Stress Coping but its contribution is negative.

b) The students’ community and nativity are significant and positively contribute to the factor of Communication skill.

c) The students’ medium of study in schools has significantly and positively contributed to the factor of Leadership skills.

d) The students’ nativity, age and community significantly contribute to the factor of Teamwork and problem solving but its contribution is negative.

e) The students’ fathers’ qualifications, gender and no. of training attended by the students significantly contribute to the factor of Time management and its contribution is negative.

f) The students’ gender significantly contributes to the factor of self-efficacy, but its contribution is negative.

(Table No.: 4.88, 4.89, 4.90, 4.91, 4.92 & 4.93)

Overall, the implication of the study indicates that the students of M.B.A. need more training on the Employability Skills and in turn, it is reflected on the overall development of the personality and career development in future.

5.3 CONCLUSIONS OF THE STUDY

Earlier studies of Atkirs (1999) revealed that the need for employability skills in undergraduate curriculum.

The results obtained from the study revealed that the identification of various factors related to M.B.A. students towards Employability Skills may help the students in developing appropriate strategies to their personality. The identified 6-factors such
as: Stress Coping, Communication Skills, Leadership Skills, Teamwork and Problem Solving, Time Management, and Self-Efficacy, which are relevant to the Employability Skills.

The results of the few studies show that there is a strong relationship among study variables. In this study, the development of questionnaire by factorial method would be appropriate to identify the students’ employability skills.

Further, the results of the present study show that irrespective of various personal variables of students, most of the students indicated that they need more of training in future in order to develop their employability skills. Also, the significant relationship was found among the 6-factors of employability skills of M.B.A. students.

5.4 RECOMMENDATIONS OF THE STUDY

The methodology adopted in the study and results indicated that the personal variables of M.B.A. students and factors of Employability Skills have a positive effect as revealed in the present study. It is also found in the present study that the Medium of instruction in the earlier degree of the students have an impact on the factors of Employability Skills. The results also revealed that the parental qualifications and their occupation also play a vital role in developing the Employability Skills during the academic session of the students.

Overall, it is recommended based on the results of the present study that a periodical training program on either Employability Skills or soft skills to be conducted during the first and second years of the M.B.A. students, during the weekend. Such a program in turn contributes to the skills development of the M.B.A. students and it helps them to face the employment opportunities both in India and abroad. It is also suggested that a training group of students to be organized in every colleges to monitor the Employability Skills training program as well as evaluation of the program.
It is also recommended to the Placement Officer of all colleges to undergo the periodical training program on the soft skills and need and its importance to be inculcated in the minds of M.B.A. students for their personality development.

It is further recommended that the M.B.A. students should acquire the following traits to become successful either as a manager or entrepreneur:

1. Strive to attain proficiency in speaking and writing in English
2. Develop skills to deliver good presentation before an audience
3. Read newspapers and magazine and follow-up development in business
4. Practice appropriate body language
5. Read job advertisements on a regular basis and attain competencies that are deficient
6. Practise to work in a team, demonstrate leadership qualities and make contribution to achieve the team goals
7. Should adapt to changing situations quickly
8. Must be mobile and eager to travel
9. Develop a habit to get along with people
10. Ensure that the given job is completed within the timeline
11. Learn concepts through case study methods and take appropriate decisions at the actual work place.
12. Must take responsibility for the actions taken
13. To think creatively
14. Must acquire knowledge on a continuous basis so as to stay the rest above
15. Should overcome setbacks and maintain positive attitude
16. Set priorities and be organized
17. Engage in activities that can bring value to the employer or stakeholder
18. Work in a part-time job during M.B.A. program to understand business/employment well
19. Improve skills to prepare appropriate CVs relevant to the job applied for
20. Participate in group discussions, rehearse interview skills and endeavour in personality development to become industry ready.

5.5 SUGGESTIONS FOR THE FURTHER RESEARCH

In the light of the present study, the investigator offers the following suggestions for further research in this area:

1. The comparative study to be undertaken on the concept of Employability Skills of students of Private and Government colleges.
2. The comparative study also to be undertaken on the concept of Employability Skills of students belongs to Arts Colleges, University and Engineering Colleges.
3. The study can be extended to the students of rural and urban colleges.
4. A model to be established with large number of sample in relating the factors of employability skills and students’ academic performance.
5. The periodical short-term training programmes to be conducted at respective colleges and the effect of the programme to be monitored with these placement students in the organization at a later stage.
6. Finally, further research in this field to be conducted as per the recommendations cited in the present study.