3.1 Research paradigm

Williams (2007) stated that the paradigm is generally known as the common proclamations, practices, principles, and ideas. It is necessary to examine the investigation perspective in order to maintain the research. Research paradigm is categorized into 2 namely positivism and interpretive. Positivism of the research is referred as the arithmetical system that adopts mathematical tools and devices. Further interpretive does not involve mathematical devices and will be fully concentrated towards the study of objectives.

Positivism was adopted as a paradigm of the particular research. This research develops a model to examine about the determinants of quality of management education that links industry and academia. Positivism is adopted to identify impact of the opinions of faculty and HRs on business management education in terms of statistical data.

3.2 Research approach

Approaches to research are 3 types namely quantitative approach, qualitative approach and mixed approach which involves both quantitative and qualitative. Quantitative type of approach is adopted for carrying out the research. This study collects the first hand source of data through closed-ended questionnaire and approach of quantitative type is utilized for this specific research.

Reasons for utilizing the quantitative type of approach are as follows: It indicates the intensity of the attitudes held by the respondents; adopts estimation of population at large; measures action levels, trends, occurrence and more often, statistical information can be compared with various type of
groups and has precision which is definitive and consistent as pointed out by Williams (2007).

3.3 Research design

It was explained by Adams and Lawrence (2014) that the design of the research is the reason or master plan of the examination which sheds light on how the investigation should be executed. It indicates how all of the major basics of examinations like treatments or programs, measures, samples and so on, jointly work in an attempt to address the research questions. In this study Descriptive Research Design is adopted. It is also referred as Ex post facto studies and includes surveys and fact-finding enquiries of different kinds.

The purpose to use this design is to describe the state of Business Management Education as it exists at present from the responses of faculty and HRs. Although the researcher has no control over the changing variables, attempts have been made to report what has happened and to discover causes thereof.

3.4 Variables of the research study

There are two different types of variables in the research study; dependent variables and independent variables. The dependent variables are those that depend upon other variables. Whereas the variables that influence the other variables are termed as independent variables.

There are two variables in the study; namely, the determinants of quality and employability skills in business management education. The determinants of quality is inclusive of all the sub variables like students entry pattern, pedagogy design, independent governing body, quality of faculty, curriculum design, research culture, infrastructural facilities and industry exposure. Here the determinants of quality are the independent variables which check the influence on the employability skills of the students in business management.
education. Hence the employability skills like Teamwork skills, Knowledge of varied subjects, Organizational Abilities, Grooming Skills, Practical Knowledge, Analytical skills, Soft skills & Creativity and Leadership skills in business management education are the dependent variables.

- **Categorical variable**
  Categorical variables contain a finite number of categories or distinct groups. Categorical data might not have a logical order. Independent variables are categorical in nature. For example, categorical predictors include gender, seasons, week days, etc.

- **Continuous variable**
  Continuous variables are numeric variables that have an infinite number of values between any two values. Dependent variables may also be categorical in nature. A continuous variable can be numeric or date/time. For example, promotion, sales, profit, etc.

In the study conducted here, we have used Regression analysis to find out the cause and effect relationship between the dependent and independent variables which are both continuous in nature.

### 3.5 Sampling frame

The geographical area for the study is taken as Gujarat. The management institutions approved by AICTE and affiliated to Gujarat Technological University that offer two year full time degree management course is taken into consideration. The syllabus offered by the GTU is taken as a frame of reference for the study of business management education.

### 3.6 Sampling technique

As stated by Flick (2015) arranging the samples is known as the technique which is adopted for selecting the type of inhabitants from common and
general people. Sampling technique procedures categorized into two classes namely probability and non-probability sampling.

For sampling technique stratified sampling is used to select the management faculty from academic institutions and the HRs from the industry that recruit the management trainees with specific reference to Gujarat. The data for the survey was collected through Google docs and direct interaction with faculty members and HRs.

3.7 Respondents of the study

Survey was conducted with the two kinds of respondents of the study; the management faculty members and HRs from the corporate. The faculty members are those that impart management education for varied subjects in B-schools. The recruiters are those Human Resources (HRs) in the corporate that conduct the recruitments for business management graduates.

3.8 Sample Size

I. 258 Faculty members that impart management education for varied subjects in B-schools.
II. 240 HRs in the corporate that conduct the recruitments for business management graduates.

The HRs were contacted through campus placements taking place in B-schools. The survey was conducted through sending out a 1000 questionnaires through email and personal interaction. A total of 498 complete responses were received. These complete responses were considered for the analysis of the study.

3.9 Data collection methods

The data is gathered through 2 type’s namely primary and secondary data. The primary data comprises either of or a combination of observation, survey
and interviews and discussions. In other words the primary data generates the first-hand information from the respondents of the study. Whereas the secondary sources are those that are already existing in the books, newsletters or on the internet.

The secondary source of data is gathered through existing works such as electronic books, electronic research databases like EBSCO, Sage and Shodhganga, magazines, government publications, newspapers, journals and the internet.

Primary data source is collected through survey and discussion. The survey was held with the help of closed-ended questionnaire that includes the instrument for collecting the data. In addition to this Likert scale was utilized in order to perceive the actual experience of the respondents.

3.10 Validation parameters

To check the research approach namely quantitative one, outcomes of the research are supported by reliability and validity parameters. Lamont (2015) referred that reliability can be expressed as the extent of the results which are higher than accidental circumstances at the time of examination. In carrying out the research, reliability plays a vital role and it is checked in parallel to identify the incorrect information and remove them. Validity can be expressed as the quality of being logically or factually sound which is applicable for the research findings. It has been made sure by the researcher that the researching in the study is relative to investigation’s point and target. The questionnaire was administered to 50 HRs from corporate and 50 faculty members of B-schools. The instrument was tested for validity through Cronbach Alpha with a result of 0.897. The value reveals that the questionnaire can be applied in the study.
3.11 Hypothesis of the study

1. Student entry pattern has a significant influence on employability skills in business management education.
2. Pedagogy design has a significant influence on employability skills in business management education.
3. Independent governing body has a significant influence on employability skills in business management education.
4. Quality of faculty has a significant influence on employability skills in business management education.
5. Curriculum design has a significant influence on employability skills in business management education.
6. Research culture has a significant influence on employability skills in business management education.
7. Infrastructural facilities have a significant influence on employability skills in business management education.
8. Industry exposure has a significant influence on employability skills in business management education.

Figure 3.1 Graphical Representation of the hypothesis of the study
3.12 Statistical Tools used

SPSS package was used for quantitative analysis. The following statistical tests were used for hypotheses testing:

1. Cronbach Factor analysis: To check the reliability of a set of variables in the group.
2. Correlation Analysis: To check the correlation of each independent variable over the other.
3. Multiple Regression Analysis: To check the influence of each independent variable on the dependent variables.

3.13 Ethical considerations

Ethics are not written norms and principles to be attempted by the researcher during the investigation period. Data collected by the researcher without any partiality and used only for the academic purposes. Research is confidentially managed in a strict manner. No human sentiments were harmed during the study.

3.14 Limitations of the Research

Limitations of the research are as follows

Analysis, interpretation and findings of both the groups of respondents are considered as a single point of view towards BME.

The study is limited to the area of Gujarat. The reason is to maintain the focus of the research on Gujarat alone. The management education scheme prescribed by the Gujarat Technological University is taken as the frame of reference.

Not all the determinants considered by different rating agencies is taken into account. Only those that are considered by NAAC are taken as a frame of reference.
The research is conducted in view of the B-schools offering 2 year full time MBA programme. Whereby the similar courses through which management education is imparted is not taken into consideration.

The study highlights the opinions of faculty members and HRs over the determinants of quality in Business management education. Thereby the study does not consider the opinions of all the stakeholders but is limited to only two. The other stakeholders like the policy makers of MBA education, the students, parents, the Institutional heads, etc are not considered here.

Due to time concerns, only restricted numbers of respondents were involved in executing the primary research of data collection.

3.15 Scope of the study

This research validates lack of employability of the business school graduates all over India. The study will facilitate growth and development of all the stakeholders of management education. The model of study will assist in providing outcome based education through a separate professional body for management education; that is AICME.

Given the importance of outcomes of research, relevant resources should be supported and encouraged which would help in the generation of important statistical data that can guide institutes in research building. Clarity about the distribution of outcomes research resources can facilitate future resource and funding allocation decisions for policy makers as well as help them measure research performance over time.