

# A Study on Employability Skills of MBA Students In Tiruchirappalli District

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**Abstract-** *Improving the employability of management students is a priority for management education institutions. The main objectives of the study identify the important skills of employability for MBA student. Management education fails to guide how and how to develop employability, even when it comes to choosing appropriate approaches that provide more employability options for management students. The sample size taken for the study is 150, Descriptive research design is used in the study and the data was collected through questionnaire using Google forms. Sampling help a lot in research, Non-probability sampling techniques include convenience sampling. This paper focuses on employability at the entry level of the labor market and her ability to own ownership of her skills. This is an attempt to learn about the perceptions of MBA students. This study focuses on analyze the gap between a management student's perceived skills and industry expectations for her MBA student at the entry stage.*

**Keywords-** Education, Management, Employability skills, Employment

## I. INTRODUCTION

Employability the transferable skills that a person needs to be “employable”. Employers often outline a range of skills they expect from their employees in addition to a sufficient level of technical understanding and expertise. Employability is a core skill and trait required in nearly every job. These are common skills that make you a desirable person for your organization. Recruiters are most often looking for people with these skills. Employability skills include soft skills that enable you to work well with others, put in your knowledge give solution to problem, and fit into any work environment. It also includes professional skills for success in the workplace. These are considered transferable skills as they can be applied to jobs in any industry.

## SKILLS CAN MBA LEARN

Pursuing an MBA program should provide you with the right skills to succeed in the world of business. There is an opportunity to enhance. These practical, soft skills will help

you become an effective leader, whether you're working for an established company or starting your own business. Below are some of the key skills you can acquire in an MBA program.

### Communication

Strong communication skills are essential for business people, especially if they want to demonstrate leadership. If you work in a business, you need to be able to communicate clearly with your team members, colleagues, and customers. Please note that this includes both written communications, such as email, and oral communications. Also, you must be a good listener. This is something you can work on in your MBA program when doing group projects, giving presentations, and networking

### Critical Thinking.

Critical thinking skills involve evaluating situations and information to identify and understand problems and concepts. Good critical thinking skills can help you find ways to solve problems or create new policies and strategies to achieve your organization's goals. As an MBA student, you will develop your critical thinking skills as you learn new information and work on projects and assignments.

### Leadership

Leadership skills are one of the most important skills required for a successful business career. Being a leader is more than the ability to persuade others to use your ideas or complete assigned tasks. Effective leaders should also be good at connecting with others, willing to receive feedback from others and consider their ideas. Remember, leadership skills are valued regardless of your position in the company. For example, if you demonstrate strong leadership qualities in a non-leadership position, you may be more likely to pursue managerial or leadership positions later. You can improve your leadership skills through MBA courses. B. When working on a group project

### Strategic Thinking

Strategic thinking is another skill you learn as an MBA student. These skills, such as problem-solving, planning, and management skills, help you solve difficult or complex problems at work. As a business professional, you may need to use these skills to solve short-term problems or achieve long-term goals. An MBA program should give you the opportunity to work on developing your strategic thinking skills. For example, you may need to use it for individual assignments, exam questions, or group projects.

### Business, Operational, and Analytical Skills.

For MBA students, a large part of the experience is learning and develop and improve business, operational, and analytical skills. These skills, such as risk analysis, budget control, decision making, and people management, are regularly used by executives and other business stakeholders. Through homework, projects, and tests, you can work on these skills during your MBA program.

### 1.2 Objectives of the Study

1. To understand the important skills of employability for MBA students.
2. To find out the status of employability skills of MBA students in Trichy.
3. To determine the factors that contribute to the development of employability skills among MBA students.

### 1.3 Scope of the study

The study aims to guide the students to develop their employability skills to their career. The study of employability skills of MBA students can be quite broad, encompassing a range of factors that contribute to Students ability to secure employment and succeed in their chosen career path.

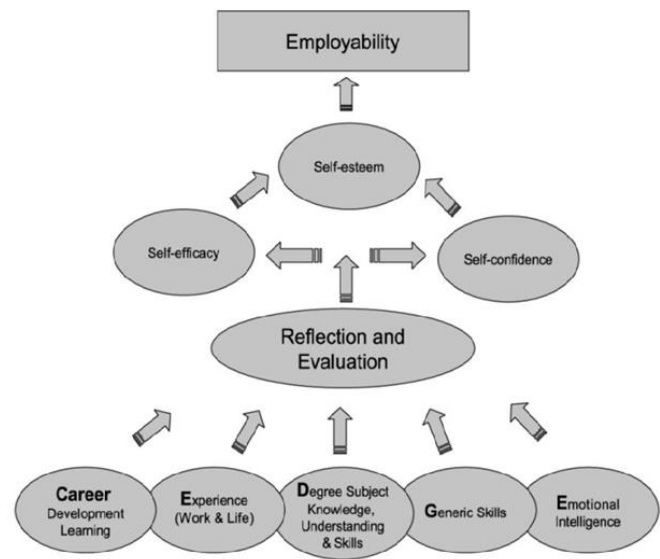
Evaluating the effectiveness of the MBA curriculum in developing the necessary employability skills, including technical competencies, leadership, communication, problem-solving, and strategic thinking.

### 1.4 Importance of the study

1. Graduate employability and skills development are also significant determinants for future career success.
2. The employability skills are those skills that are required to get initial employment by candidate for first time. These skills are mostly demanded by many recruiters/employers when they come to Management

institutes for campus placement. Skills, domain knowledge expertise, decision making skills, learning skills.

### 1.5 Framework Concepts:



## II. REVIEW OF LITERATURE

1. **V. Lakshmana Narayana and Ramesh Pandi (2022)**, This research paper uses a quantitative approach to examine the prevalent skills gap among MBA graduates in the Tier 4 region of Tamil Nadu. The study examines 14 different variables associated with employability traits to address researchers' concerns. By equipping students with new skills, educators enable career advancement and increased employability. However, students must work harder to graduate with satisfactory grades. Researchers conduct quantitative assessments to test hypotheses, identify skill gaps, and recommend specific skills to teach to students in Tier 4 regions.
2. **Neha Bhatnagar (2021)** - The purpose of this study is to review scholarly research on employability and skill gap in the context of the Master of Business Administration (MBA) education in India. This paper provides an overview of the critical themes and identifies research gaps for future investigations.
3. **Dr. Ajit bansal (2018)**, Institutes that teach management face a challenge to improve the employability skills of their students. They don't know how to develop these skills or which approach is best. Management education needs to solve many problems, such as competition, meeting the needs of everyone involved, producing graduates who can find work in the industry, and developing a strong reputation. This paper focuses on one

problem: the difference between what MBA students think they can do and what companies expect from new MBA graduates.

4. **T. Selvan, J. Henry rozario (2018)**, The research discovered that half of the MBA students surveyed possessed excellent employability skills. Furthermore, there was no notable disparity in abilities based on gender or whether the student was the first in their family to attend college. The study's outcome might be beneficial to educational institutions, governmental bodies, and skill development agencies who wish to devise initiatives to enhance the employability skills of rural MBA students.
5. **Bindhu Ann Thomas & Dr. K. V. Unninarayanan (2018)**, This research conducted on management students' employability skills has identified a range of abilities, such as communication, problem-solving, planning and organizing, interpersonal, motivation, attitude, leadership, teamwork, decision-making, computer, learning, and functional skills. The development of employability skills is crucial for management students to secure job opportunities with ease.

### III. RESEARCH METHODOLOGY

A research design is one that minimize bias and maximize the reliability of the data. It also yields maximum information, gives minimum experimental error, and provides different aspects of single problem. A research design depends on the purpose and nature of the research problem. Thus, one single design cannot be used to solve all types of research problem i.e. a particular design is suitable for a particular problem.

#### 3.1 Descriptive Study

The descriptive analysis is used for this research design. The descriptive study is one in which information is collected without changing the environment.

**3.2 Questionnaire design:** The structured questionnaire and closed ended questions are used to collect the data

**Survey design:** The data collected by using Google forms.

**Sample Size:** sample size taken for the main study is 150.

**Sampling technique:** Convenience sampling and sample size formula is used in this study.

**Methods of Data Collection:** The data was collected from primary data.

### 3.3 Statistical Tools used

The statistical tool was applied upon the data collected. Appropriate tools were used to analyze and make meaningful decisions. The hypothesis is framed and tested with the help of the suitable tool such as simple percentage, chi-square analysis.

### 3.4 Limitations of the study:

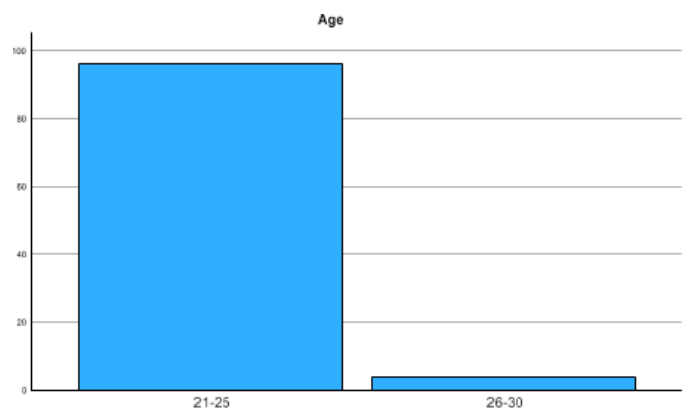
1. Respondents are reluctant for their feedbacks and opinions and authenticity of their statements can't be verified too.
2. All suggestions will be made on the data obtained from the survey.

## IV. DATA ANALYSIS AND INTERPRETATION

### 4.1 Percentage analysis

**Table Name:** Age of the Respondents

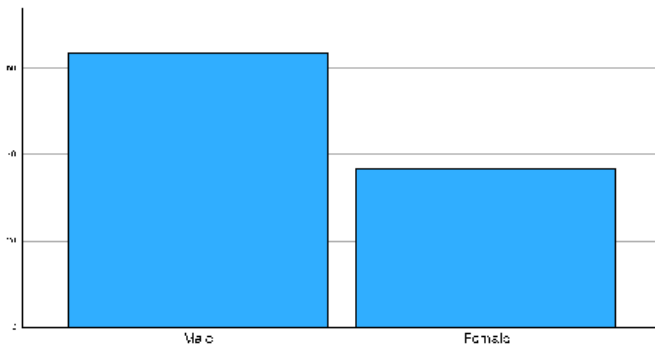
S.No	Factors	No. of Respondents	Percentage
1.	21-25	144	96.0
2.	26-30	6	4.0
	<b>Total</b>	<b>150</b>	<b>100</b>



**Interpretation:** from the above table informed that 96% of the respondents are 21-25 age group and 4% respondents are 26-30 age group

**Table Name:** Gender of the Respondents

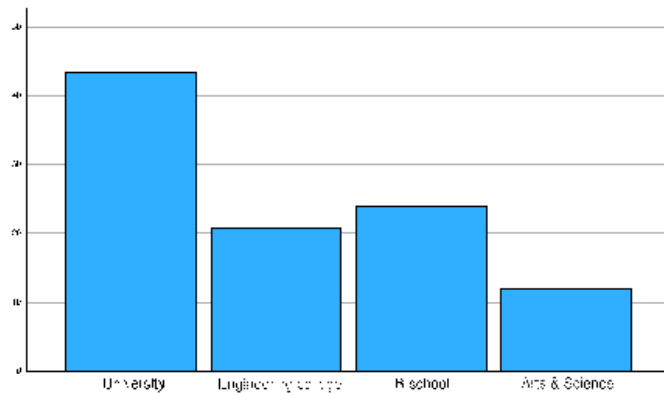
S.No	Factors	No. of Respondents	Percentage
1.	Male	95	63.3
2.	Female	55	36.7
	<b>Total</b>	<b>150</b>	<b>100</b>



**Interpretation:** from the above table informed that 63.3% of the respondents are male and 36.7% respondents are female.

**Table Name:** Name of the institution of the Respondents

S.No	Factors	No. of Respondents	Percentage
1	University	65	43.3
2	Engineering college	31	20.7
3	B-school	36	24.0
4	Arts & Science	18	12.0
	<b>Total</b>	<b>150</b>	<b>100</b>

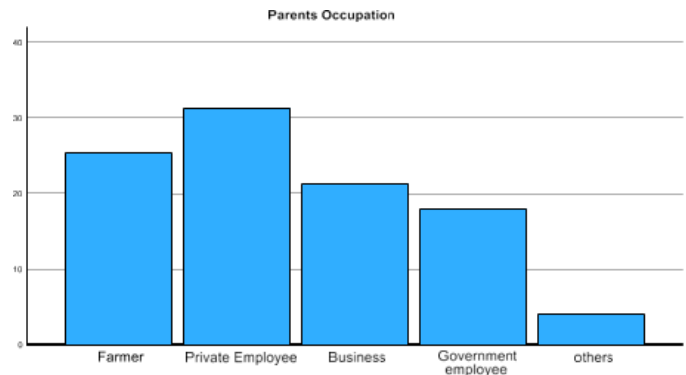


**Interpretation:** from the above table, informed that 43.3% of the respondents are University, 20.7 of the respondents are Engineering college, 24% of the respondents are B-school and 12% of the respondents are arts & Science

**Table Name:** parent’s occupation of the Respondents

S.No	Factors	No. of Respondents	Percentage
1	Farmer	38	25.3
2	Private Employee	47	31.3
3	Business	32	21.3
4	Government	27	18.0

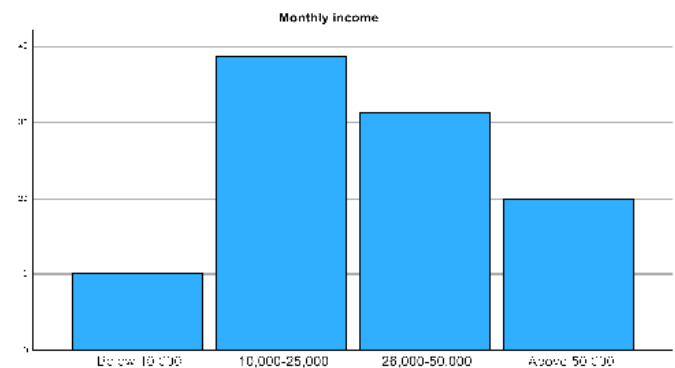
	employee		
5	Others	6	4.0
	<b>Total</b>	<b>150</b>	<b>100</b>



**Interpretation:** from the above table, informed that 31.3% of the respondents are private employee and 25.3% of the respondents are Farmer and 21.3% respondents are doing business and 18% respondents are Government employee and 4 % respondents are others

**Table Name:** Monthly income of the Respondents

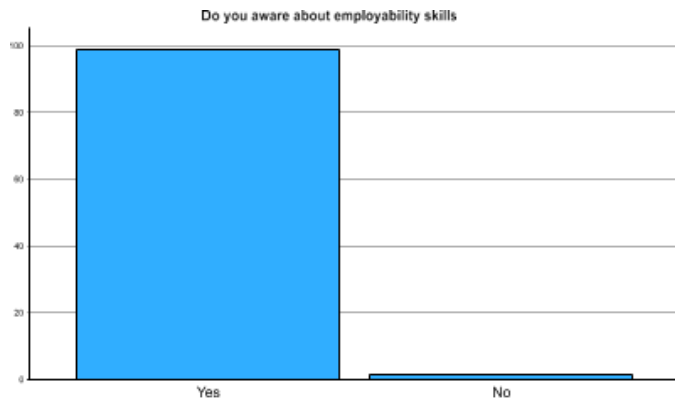
S.No	Factors	No. of Respondents	Percentage
1.	Below 10,000	15	10.0
2.	10,000-25,000	58	38.7
3.	26,000-50,000	47	31.3
4.	Above 50,000	30	20.0
	<b>Total</b>	<b>150</b>	<b>100</b>



**Interpretation:** from the above table, informed that 38.7% of the respondents are get salary 10,000-25,000 and 31.3% of the respondents are 26,000-50,000 and 20 % respondents are Above 50,000 and 10% of the respondents are Below 10,000

**Table Name:** Do you aware about employability skills of the Respondents

S.No	Factors	No. of Respondents	Percentage
1.	Yes	148	98.7
2.	No	2	1.3
	<b>Total</b>	<b>150</b>	<b>100</b>

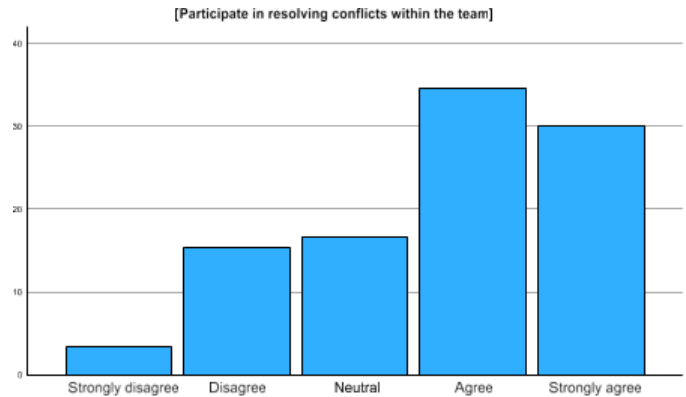


**Interpretation:** from the above table, informed that 98.7% of the respondents are yes to aware about employability skills and 1.3% of the respondents are not aware about the employability skills.

**Table Name:** Participate in resolving conflicts within the team of the Respondents

S.No	Factors	No. of Respondents	Percentage
1.	Strongly disagree	5	3.3
2.	Disagree	23	15.3
3.	Neutral	25	16.7
4.	Agree	52	34.7
5.	Strongly agree	45	30.0
	<b>Total</b>	<b>150</b>	<b>100</b>

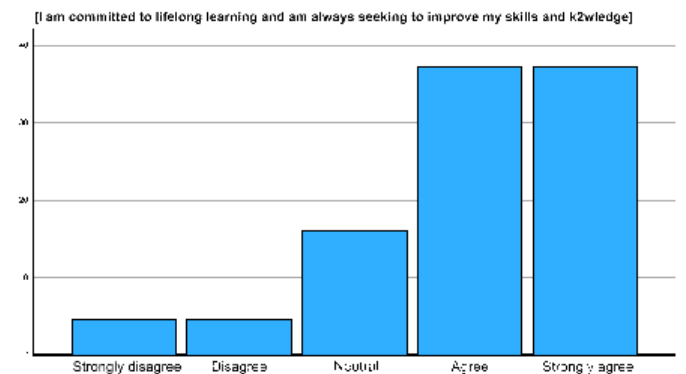
**Source:** Primary data



**Interpretation:** the above shows that 34.7% of the students are agreed, 30% of the students are strongly agreed, 16.7% of the students are undecided (Neutral), 15.3% of the students are disagreed and 3.3 % students are strongly disagreed.

**Table Name:** I am committed to lifelong learning and am always seeking to improve my skills and knowledge of the Respondents

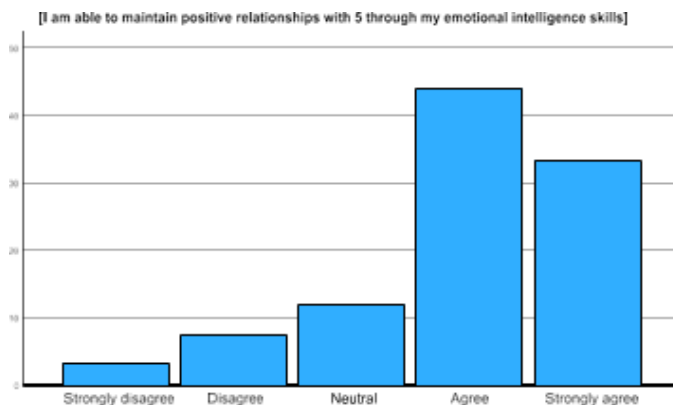
S.No	Factors	No. of Respondents	Percentage
1.	Strongly disagree	7	4.7
2.	Disagree	7	4.7
3.	Neutral	24	16.0
4.	Agree	56	37.3
5.	Strongly agree	56	37.3
	<b>Total</b>	<b>150</b>	<b>100</b>



**Interpretation:** the above shows that 37.3% of the students are agreed, 37.3% of the students strongly agreed, 16% of the students are undecided (Neutral), 4.7% of the students are disagreed and 4.7% students are strongly disagreed

**Table Name:** I am able to maintain positive relationships with other through my emotional intelligence skills of the Respondents

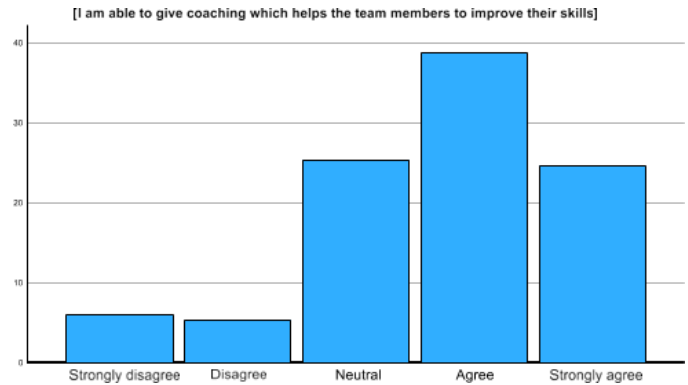
S.No	Factors	No. of Respondents	Percentage
1.	Strongly disagree	5	3.3
2.	Disagree	11	7.3
3.	Neutral	18	12.0
4.	Agree	66	44.0
5.	Strongly agree	50	33.3
	<b>Total</b>	<b>150</b>	<b>100</b>



**Interpretation:** the above shows that 44% of the students are agreed, 33.3% of the students strongly agreed, 22% of the students are undecided (Neutral), 7.3% of the students are disagreed and 3.3% students are strongly disagreed.

**Table Name:** I am able to give coaching which helps the team members to improve their skills of the Respondents

S.No	Factors	No. of Respondents	Percentage
1.	Strongly disagree	9	6.0
2.	Disagree	8	5.3
3.	Neutral	38	25.3
4.	Agree	58	38.7
5.	Strongly agree	37	24.7
	<b>Total</b>	<b>150</b>	<b>100</b>



**Interpretation:** the above shows that 38.7% of the students are agreed, 25.3% of the students are undecided (Neutral), 24.7% of the students are strongly agreed, 5.3% of the students are disagreed and 6 % students are strongly disagreed.

#### 4.2 CHI-SQUARE TEST

##### Hypothesis Test 1

**Null hypothesis (H0):** There is no association between Gender and participate in resolving conflicts within the team

**Table Name:** Gender – participate in resolving conflicts within the team

	Value	Df	Asymptotic Significance (2- sided)
Pearson Chi-Square	3.477 <sup>a</sup>	4	.481
Likelihood Ratio	3.441	4	.487
Linear-by-Linear Association	3.129	1	.077
N of Valid Cases	150		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 1.83.

#### INFERENCE

The P value (0.481) is Greater than alpha value (0.05). Therefore, null hypothesis is accepted. This shows that there is no significant difference between Gender and participate in resolving conflicts within the team. There is no association between occupation and online purchase decision making

##### Hypothesis Test 2

**Null hypothesis (H0):** There is no association between Parents occupation and committed to lifelong learning and am always seeking to improve my skills and knowledge

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is .73.

Table Name: Parents occupation - I am committed to lifelong learning and am always seeking to improve my skills and knowledge

	Value	df	Asymptotic Significance (2- sided)
Pearson Chi-Square	106.864 <sup>a</sup>	48	<.001
Likelihood Ratio	41.460	48	.736
N of Valid Cases	122		

a. 73 cells (93.6%) have expected count less than 5. The minimum expected count is .41.

**INFERENCE**

The P value (<.001) is Less than alpha value (0.05). Therefore, null hypothesis is rejected (H0) and Alternative hypothesis is accepted (H1). This shows that there is significant difference between Parents occupation and committed to lifelong learning and am always seeking to improve our skills and knowledge. There is an association between Parents occupation and committed to lifelong learning and am always seeking to improve our skills and knowledge.

**Hypothesis Test 3**

**Null hypothesis (H0):** There is no association between Gender and feel comfortable with a diverse group of individuals

**INFERENCE**

The P value (0.814) is Greater than alpha value (0.05). Therefore, null hypothesis is accepted. This shows that there is no association between Gender and feel comfortable with a diverse group of individuals. There is no association between Gender and feel comfortable with a diverse group of individuals.

**Hypothesis Test 4**

**Null hypothesis (H0):** There is no association between Gender and able to give coaching which helps the team members to improve their skills

Table Name: Gender – I am able to give coaching which helps the team members to improve their skill

	Value	Df	Asymptotic Significance (2- sided)
Pearson Chi-Square	64.165 <sup>a</sup>	38	.004
Likelihood Ratio	83.024	38	<.001
N of Valid Cases	122		

a. 73 cells (93.6%) have expected count less than 5. The minimum expected count is .41.

**INFERENCE**

The P value (<.001) is Less than alpha value (0.05). Therefore, null hypothesis is rejected (H0) and Alternative hypothesis is accepted (H1). This shows that there is association between Gender and able to give coaching which helps the team members to improve their skills. There is a significant difference between Gender and able to give coaching which helps the team members to improve their skills.

**V. FINDINGS & SUGGESTIONS**

**Findings from Percentage analysis:**

1. The majority 96% of the respondents are 21-25age
2. The majority 63% of the respondents are male.
3. The majority 43% of the respondents are university students.

Table Name: Gender - I feel comfortable with a diverse group of individuals

	Value	Df	Asymptotic Significance (2- sided)
Pearson Chi-Square	1.570 <sup>a</sup>	4	.814
Likelihood Ratio	2.233	4	.693
Linear-by-Linear Association	.005	1	.946
N of Valid Cases	150		

4. The majority 31% of the respondents are private employee
5. The majority 39% of the respondents are get salary 10,000- 25,000
6. The majority 99% of the respondents are yes to aware about the employability skills
7. The majority 34% are strongly agree to participate in resolving conflicts within the team
8. The majority 37% are agreed and both strongly agreed to Committed to lifelong learning and am always seeking to improve skills and knowledge.
9. The majority 45.3% are strongly agree to feel comfortable working with a diverse group of individuals.
10. The majority 39% are agreed to able to give coaching which helps the team members to improve their skills.

#### Results of chi-square test

1. There is no association between Gender and participate in resolving conflicts within the team.
2. There is an association between Parents occupation and committed to lifelong learning and am always seeking to improve our skills and knowledge.
3. There is no association between Gender and feel comfortable with a diverse group of individuals.
4. There is association between Gender and able to give coaching which helps the team members to improve their skills.

#### VI. SUGGESTION

1. Encouraging MBA students to participate in internships, part-time jobs, or volunteer programs helps them gain hands-on experience that employers highly value. This helps develop communication, teamwork, leadership and problem-solving skills.
2. Effective conversation is an crucial ability with inside the enterprise world. MBA college students need to be recommended to take part in institution discussions, shows and debates. Business conversation publications assist you broaden powerful conversation abilities and discover ways to tailor your messages to special audiences.
3. MBA students should be trained to be effective leaders who can motivate and inspire their team members. Leadership courses help them lead by example, communicate effectively, and delegate responsibilities.
4. Networking is necessity in the business world. Encourage MBA students to attend business conferences, networking events, and career fairs. You must also learn how to

develop and maintain professional relationships with colleagues, mentors, and industry experts.

#### VII. CONCLUSION

The study of employability skills in an MBA program provides valuable insight into the skills needed to succeed in today's job market. MBA students possess a variety of skills that are in high demand by employers, including communication, leadership, problem-solving, and analytical skills. The research also highlights the importance of developing emotional intelligence and cross-cultural skills to improve employability. Research findings suggest that MBA programs play an important role in providing students with the skills and knowledge they need to succeed in their chosen career. The research highlights the need for MBA programs to continually adapt their curricula to ensure students are well prepared for the changing demands of the job market. Overall, this research provides valuable information for both MBA programs and students looking to improve their employability and succeed in the workforce.

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