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Quality of education and employability skills among management graduates in Bangalore rural district

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Abstract

In light of the widening gap between the expectations of employers and the skill sets possessed by employees, it is very necessary to investigate ways in which the educational standard at management schools may be improved. Faculty members from select Management Institutions in Rural Bangalore were selected for the study with convenience sampling. The population for the study were obtained from the official website of the relevant government agency, and the sample size will determine by applying the Cochran formula to the Known Population. The data was collected from 114 respondents with the use of an appropriately constructed questionnaire and previous research on the topic of the quality of education and employability abilities. SPSS and AMOS (tools) are utilized for the study; EFA and structural modelling will also be worked (Techniques). As a result, recommendations will be given to the management at both the micro level and the macro level to place an emphasis on the necessity of quality education in management institutions.

Keywords: Quality of education, employability skills, management graduates

1. Introduction

Education is a signal that shows the humankind the correct way and course to flood ahead. It is the foundation of any general public as it assumes an essential job in the advancement of the country. The Indian Higher Education division is considered as one of the biggest working frameworks in the nation and is the second biggest training framework on the planet. The Management education has multiplied everywhere throughout the nation in advanced education for preparing future business pioneers. In the advanced financial situation "The Management" is treated as a surge of education and preparing that can immediately affect the activities of any business. The field of Management is dynamic in nature and requires imaginative critical thinking instruments and methods to comprehend different useful exercises in the association to improve its proficiency, viability and benefit of any association. Today, the business condition is experiencing a transformation. Constant changes in the economy and data innovation, alongside the speed of progress, expect administrators to be constantly occupied with a learning procedure. Innovativeness and modernization in the inexorably serious economic condition are viewed as the motor of fast economic development.

2. Review of Literature

- Jagadeesh (2000) ^[11] The quality issue in management education with the recent conflicts is examined, the researcher discusses the Organization structure of Higher education in Management in India as per the guidelines of the regulatory bodies who are governing management education in India. The researcher further suggests feasible ways to enhance the quality of education.
- Marimuthu & Mukherjee (2014) ^[15] Projects and internships are one of the imperative tools which lead to employability skills of the students. In the contemporary era, Placement department is the significant part of the management institutions. This department works towards enhancing the employability skills of the students. The out-bound training practices help students to acquire skills required by the current Industry.
- Balaji (2013) ^[3] Business and management institutions produce qualified students who are the future of the nation either through entrepreneurship or by serving the IT and

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administration sectors. Therefore, there is a need to match the quality and the cost of education to develop the individual skill sets. The researcher suggests that creative and innovative pedagogy should be included in the curriculum design and improve the quality through other methods.

- Manjule and Pandhe (2014) ^[18] the researcher acknowledged that the total quality management, benchmarking and re-engineering tools have improved the businesses and various industries across the globe. Therefore, the author suggests the management institution to take the benefits of the TQM techniques to improve the quality of education and filling the gap between the expectations of the employer and skills of the students.

3. Statement of the Problem

There are numerous Management institutions in India, but unfortunately, the state of management education in the country is not very satisfactory (Datta, 2016) ^[2]. There is a mushrooming growth of management institutes but the quality of education and management graduates is decreasing day by day (Rao, 2009) ^[17]. With increasing discrepancies between employer expectations and employee skill sets, it is imperative to find out how quality of education can be enhanced in Management institutions. There are various responsible factors which influence the quality of education and employability skills, if such factors are identified the management Institutions can strive to fill this gap.

4. Research Objectives

- To study the need for Quality of education and employability skills among management students
- To identify various factors contributing to Quality of education of the management students
- To assess factors that influences the employability skills of the management students

5. Research Hypothesis

H01: External factors and internal factors do contribute to factors influencing Quality of Education

H02: Projects Internships, Extra Curricular, Effective Mentoring, Publishing Journals and Digital library do not enhance employability skills

6. Sampling

The study uses convenience sampling technique to select the respondents under study across Management Institutions of Bangalore.

The population of the study is referred from the Government website and sample size is calculated using the Cochran's formula of Known Population. As per the AICTE website, as on 2018-2019 there are 219 management Institutions in Karnataka with 3019 faculty members. There is no data available based on the districts so the population base is taken as 3019. Cochran Formula to find out the sample size: Cochran introduced a formula to calculate the sample size when Population is known

$$n = \frac{\frac{z^2 * p(1-p)}{e^2}}{1 + \left(\frac{z^2 * p(1-p)}{e^2 N}\right)} = \frac{\frac{1.959964^2 * 0.5(1-0.5)}{0.09^2}}{1 + \left(\frac{1.959964^2 * 0.5(1-0.5)}{0.09^2 * 3019}\right)} \text{ Equation.....1}$$

The above equation shows the formula of determination of sample size for the study. The confidence level is taken at 95%, $p = 0.1$ and the expected error is 0.09 or 9% and the population size is 3019, The result sample size derived from the eq.1 is 114.871. Therefore samples of 114 faculties from different institutions across Bangalore rural are taken as respondents for the study.

7. Data Collection

The data is collected with a well-structured questionnaire which design with 3 parts. Part –A is on the demographic profile, Part-B and Part-C had likert scale questions based on quality of education and employability skills. The confidentiality of the responses is highly maintained.

8. Analysis and Interpretation

8.1 Demographic Features of the faculty members

The demographic Profile of the respondents reveals that a majority of 57.9 percent of the faculty is male and remaining are the female faculty members, 71.9 percent faculty members had completed Post graduation and 28.1 percent Academicians are Doctorates. 71.9 Percent faculty members are Assistant Professors, 19.3 percent respondents are Associate professors and a very small proportion of respondents are teaching associates and Head of the departments.

8.2 Awareness of the respondents about quality of education and Employability skills

When enquired about the familiarity with the terms 'Quality of education' and 'Employability skills' a mean score of 4.63 indicating strong agreement with a standard deviation of 0.553 which shows that there is no much variation in the responses of the Faculty members in relation to awareness. Hair and et al, 2007 ^[22] agreed that -1 and +1 is the acceptable limit for Skewness and -1.5 and +1.5 for Kurtosis. The skewness is negative which indicates that responses are aligned towards the right indicating agreement to strong agreement range of responses.

Also when enquired about Quality education can lead to Employability skills, a mean score of 4.53 is obtained indicating agreement to strong agreement range of responses with least standard deviation 0.568. The skewness and kurtosis are under the acceptable limits.

8.3 Factors influencing Quality of Education

With the extensive study of previous studies on the topic the researcher identified 8 factors that influence the quality of education. Exploratory factor analysis is run to identify the constructs in which each of these factors can be loaded.

The mean score of all factors influencing Quality of Education are above 4.00 indicating agreement to strong agreement opinions on the statements; the standard deviation is also below 1.00 showing that there is no much deviation in the opinions of the faculty members. The skewness is negative which signify that the responses are left tailed which are towards strong agreement. The Kurtosis is within the acceptable ranges.

Table 1: Descriptive statistics of the Quality of Education

Descriptive Statistics					
	N	Mean	Std. Deviation	Measures of Normal Distribution	
	Statistic	Statistic	Statistic	Skewness	Kurtosis
Curriculum design can enhance the quality of education	114	4.23	.729	-.940	1.273
Do you agree that Industry inputs to be considered while designing the curriculum?	114	4.39	.723	-.737	-.741
Good infrastructure is essential in boosting our quality of education	114	4.18	.732	-.562	-.024
Do you agree that UGC and AICTE guidelines will help the institute to deliver quality inputs to students	114	4.09	.735	-.411	-.225
Institutional strategy and design can form a basic parameter of the quality of education	114	4.25	.686	-.694	.666
Seminars and management-related activities are essential to increase the quality of education	114	4.28	.588	-.150	-.526
Workshops and symposiums lead to better result in the quality of education	114	4.28	.588	-.150	-.526
Industrial visits and interactions between the students and industry experts have a good impact on the quality of education	114	4.49	.682	-1.333	1.825

8.3.1 KMO and Bartlett's Test

KMO measure of sampling adequacy 0.745 and Bartlett's Test of Sphericity are statistically significant at the 5% significance level.

The Chi-square value of the Bartlett test is 312.678, with a significance level of less than 0.05 and 28 degrees of freedom, indicating that the correlation matrix is not an identity matrix and appears to be factorable.

8.3.2 Total Variance explained

From the Total Variance analysis, it can be concluded that the total variance of the set of interrelated items is extracted using Principal Component analysis of Extraction with

Varimax and Kaiser Normalization for factor rotation to determine the underlying dimension in the data set. 56.89% is the cumulative proportion of extracted sums of squared loadings. Using the outlined method of Factor Analysis, two factors are identified.

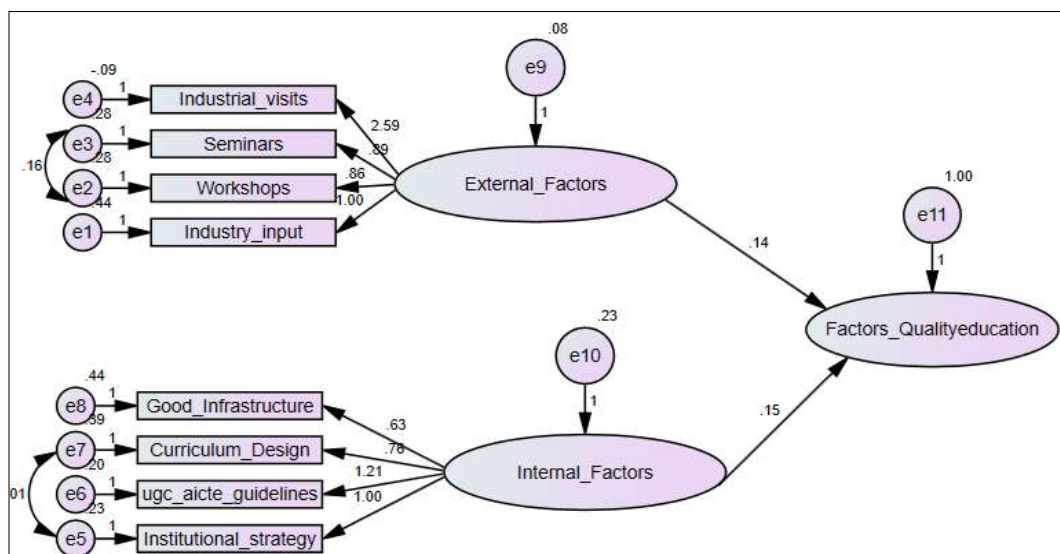
8.3.3 Rotated Component Matrix

All 8 items under the study have factor loadings above 0.30, therefore all 8 items are loaded on 2 dimensions. The first dimension – External Factors influencing Quality of Education has four items and second dimension – Internal Factors influencing Quality of Education has loaded four factors.

Table 2: Rotated Component Matrix

Rotated Component Matrix ^a			Component	
			1	2
Industrial visits and interactions between the students and industry experts have a good impact on the quality of education			0.866	
Seminars and management-related activities are essential to increase the quality of education			0.724	
Workshops and symposiums lead to better result in the quality of education			0.652	
Do you agree that Industry inputs to be considered while designing the curriculum?			0.551	
Good infrastructure is essential in boosting our quality of education				0.856
Curriculum design can enhance the quality of education?				0.834
Do you agree that UGC and AICTE guidelines will help the institute to deliver quality inputs to students				0.777
Institutional strategy and design can form a basic parameter of the quality of education				0.623

8.3.4 Confirmatory Factor Analysis

**Fig 1:** CFA –Factors influencing quality of Education

The structural relationship of the External and Internal factors with factors influencing quality of education is shown in the above picture. As the Internal Factors go up by 1 the factors influencing quality of education goes up by 0.146 and as the external factors go up by 1 the factors influencing quality of education goes up by 0.139. There is a statistically significant contribution of External and internal factors to factors influencing quality education. Industrial visits contribute to external factors by ($r=2.591$, S.E 0.160, C.R=2.233 and $p=0.000$) and UGC and AICTE guidelines contribute to internal factors by ($r=1.207$, S.E .322, C.R=3.749 and $p=0.000$)

As there exist a positive impact of external Factors and internal factors on quality of education, Null hypothesis of H01: External factors and internal factors do contribute to factors influencing Quality of Education is rejected

8.4 Factors influencing employability skills

From the review of literature five items are identified from the review of the literature, all the five items have factor loadings above 0.30 and hence the confirmatory factor analysis is run on the five items to see how much each contributes to the employability skills.

Table 3: Descriptive statistics – Employability skills

Descriptive Statistics		
	Mean	Std. Deviation
Digital library can be a crucial parameter for developing employability skills	3.96	.902
Publishing journals regularly has a positive impact on fostering better employability skills	4.05	.714
Effective mentoring scheme plays a key role in the development of the quality of education	4.44	.565
Extra-curricular activities can improve the employability of management student	4.42	.593
Projects and Internship programs provide practical exposure and foster employability skills	4.63	.642

The mean score of all factors influencing Employability skills are above 4.00 indicating agreement to strong agreement opinions on the statements; the highest mean score is for effective mentoring and Digital libraries are not much agreed upon. The standard deviation is also below

1.00 showing that there is no much deviation in the opinions of the faculty members. The skewness is negative which signify that the responses are left tailed which are towards strong agreement. The Kurtosis is within the acceptable ranges

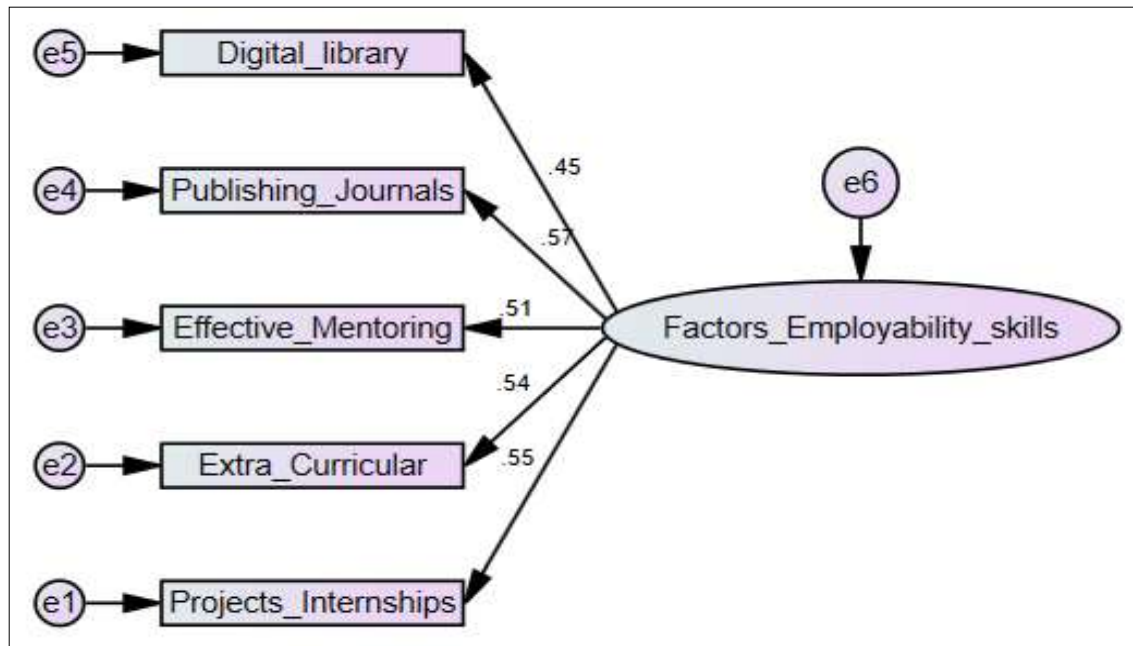


Fig 2: CFA –Factors influencing employability skills

Project internships contribute to employability skills by 55% which is statistically significant at ($r=0.551$, S.E =319, C.R=3.600 and $p=0.00$). Similarly, Extra Curricular contributes by 54% ($r=0.539$, S.E =257, C.R=3.552 and $p=0.00$). Effective mentoring contributes by 51%, Publishing journals and articles contribute by 57% and digital library contributes the least by 45%. all 5 items are statistically significant at $p=0.00$.

As there exist a positive impact of the above factors on Employability skills, Null hypothesis H02: Projects Internships, Extra Curricular, Effective Mentoring, Publishing Journals and Digital library do not enhance employability skills rejected.

9. Findings and suggestions

- A majority of the faculty members are aware of the importance and need for quality education and also believed that quality of education may positively affect the employability skills of the students, therefore it is important for the Management at both micro level and Macro level to emphasize on the need for quality education in management institutions.
- The factors influencing quality education may be classified as External factors- Facilities or activities outside the college campus but supported by the management and Internal Factors are facilities or initiatives taken within the institution to improve and

develop the student's education quality and employability skills. Both the factors contribute approximately equally. Therefore, there is a need for the management to focus on both internal and external factors in the institutions.

- The faculty members feel that Industrial visits which is an external factor and Following UGC guidelines which is an internal factor are most imperative for quality education in the institution. Therefore, Institutions are advised to lay more emphasis on the above activities to enhance their capacity of providing quality education to the students.
- The faculty members also expressed that Effective mentoring highly contributes to employability skills and Digital libraries are not much agreed upon, therefore, the institutions should focus on mentoring the students in learning employability requirements of the current Industry.

10. Limitations of the study

The study is limited to the District of Bangalore and especially to the Management Institutions. Since the geographical spread of India is quite vast, and the number of management institutions are so many, resources in terms of instance and funds is limited, it is difficult for any one researcher to do justice to the research topic.

Further, for the same reasons stated above, the researcher has limited the study to only Faculty of the Management Institutions as the real problems of Quality of education and employability skills are reflective.

11. Scope for Further Research

Since the current study is limited to faculty of Management Institutions in Bangalore district, there is scope to study the opinions of the students as they are the actual population who experience the impact of quality education and employability skills. The study could be extended to various geographical locations and other higher education institutions.

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