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A Critical Study on Employability of MBA Graduates: With Special Reference to Management Institutes in Sangli City

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Abstract : Today, an MBA has become a basic prerequisite for employment. Bright young students are lured by the glamour and opportunities offered by a management institutes. Indian MBA courses have been expanding and growing significantly in recent years. Everything under the present education is made to appear rosy by the vested interest politicians and a few educationists. The students and their parents get confused as it is reflected from the MBA vacant seats. The Mushroomed MBA colleges, excess supply, poor quality, under qualified faculty, small amount of salary, lesser work experience, lack of industry experience, lack of institutions rapport with industries, lack of basic skills among students, etc are main reasons for reducing quality of MBA education. As a result, the MBA graduates are not seeking the jobs as per their expectations.

On this background, researcher feels that, it is necessary to study about the feelings of MBA aspirants, their managerial skill enhancement, the cost incurred by them and actual benefits derived. In this present study both primary and secondary data has been used to assess student's present status. Student's educational achievements, various skill development and job opportunities and difficulties in their placements if any etc. is focused in the present study.

I. INTRODUCTION:

Every country's economic development is depending upon its qualitative Human Resource. Well educated management students are the asset for the country in its socio-economic development. In order to preserve, maintain and advance the position of our country in the world, it is imperative that the

management Institute should provide comprehensive programme of multi-skill development among the MBA students.

As far as higher education is concerned, the educational scenario has changed dramatically in India in the last decade. The global economy has expanded manifold and is constantly throwing up both challenges and opportunities. The present business environment requires effective executive who combine theoretical knowledge with practical problem-solving skills. The need is for talented people with adequate corporate experience, excellent cross-cultural skills and an awareness of the emerging global business scenario. Hence due to globalization and the changing scenario, the need to further strengthen the overall quality of management education contributing for all sectors is undoubtedly the highest priority.¹ The need of the hour is that all Management Institutes need to diversify not only their programmes to match the current needs, but also have to take efforts for qualitative improvements by enhancing new managerial skills, strategic skills, entrepreneurial skills among the students.

It is true that business schools face major tasks and have some questions to answer, particularly regarding their contribution to the society. Today, an MBA has become a basic prerequisite for employment. Bright young students are lured by the glamour and opportunities offered by a management institutes. Indian MBA courses have been expanding and growing significantly in recent years. Everything under the present education is made to appear rosy by the vested interest politicians and a few educationists. The students and their parents get confused as it is reflected from the MBA vacant seats. The Mushroomed MBA colleges,

less number of teachers, lecturers on small amount of salary, lack of experienced teachers, lack of institutions rapport with industries etc are main reasons for reducing quality of MBA course. As a result of this sub standard MBA course is that, the MBA graduates are not seeking the jobs. The educational societies are thinking that providing management education is ‘The shop’ of giving huge returns in less capital investment.

Multinationals are looking for brighter individuals who are crisis managers as well as trend setters. The responsibility of Management schools has increased manifold as they are responsible for churning competent future managers. As we know that mere admission in good institution is not going to roll the red carpet for jobs but it’s equally important for students to keep themselves upgraded. MBA is a professional course; it’s not confined to mere education. Management education needs a lot of innovation and experimentation and it needs appropriate changes in current curriculum.

On this background, researcher feels that, it is necessary to study about the feelings of MBA aspirants, their managerial skill enhancement, the cost incurred by them and actual benefits derived. Now a days, in our area the management institutes are mushroomed. It is necessary to assess student’s expectations and their educational achievements, various skill development and job opportunities and difficulties in their placements if any etc. will be focused in the present study.

II. STATEMENT OF THE PROBLEM :

From review of literature and discussion with the parents and MBA graduates , it is observed that all those who seek MBA degree from management institutes in Sangli district are not employed fully, those who employed, are not receiving the expected salary, some of unemployed candidates are frustrated and worrying about their career. Despite of the importance of MBA, there is relatively little research done on the role of business schools in career building of students. This is the reason which calls for research in this field.

III. OBJECTIVES OF THE STUDY

- To study whether institutions are playing expected role in enhancing managerial skills and employability of students?.

- To study whether student are succeeded in achieving their objectives.
- To study their difficulties if any, arising during and after completion of MBA course.
- To study whether they are employed for the expected salary package?.
- To make suitable suggestions for institutions, providing MBA course in this area.

IV. LIMITATIONS OF THE STUDY

Limited time and money are the major constraints. The present study considered only respondents belongs to Management colleges in Sangli City only. Many respondents have a little interest about the objective of study.

V. RESEARCH METHODOLOGY

5.1 Sample selection: There are total 5 MBA colleges in Sangli City, out of which only three colleges are filled with full intake capacity of 60 students. For present study, only successfully passed out graduates are selected as respondents. The sample population is 80 MBA graduates which comprise more than 30 % of the total MBA passed out students from the selected management institutes in the year 2015.

Sample Size

Names of Management Institutions	Total Admissions	Respondents	% of sample
1. Abasaheb Garware Institute of Mgt, Sangli	35	10	28.57
2. IMR, Sangli	60	20	33.33
3. VP Institute of Mgt studies & Research, Sangli	60	20	33.33
4. Sanjay Bhokare Institute of Management, Sangli	42	15	35.71
5. IMRDA, Bharati Vidyapeeth,	60	15	25.00
Total	257	80	31.13

5.2 Data Collection: The present study is based on both primary and secondary data. The primary data is collected through scheduled questionnaire method. The questionnaire was structured containing both closed ended and open ended

questions. The responses were recorded and measured by using Likert Scale. Secondary data is obtained from Research paper and Journal of management Research.

VI. DATA ANALYSIS AND INTERPRETATION

Table 1: Gender wise Classification of Respondents

Gender	AGIMS	IMR	VP	BHOKA RE	BHAR ATI	Total
Male	----	10	10	07	09	36
Female	10	10	10	08	06	44
Total	10	20	20	15	15	80

Along with male MBA aspirants, females are also attracting to this course. They feel after completion of MBA they will get job opportunities in MNCs with heavy package.

Table 2: Age wise Classification of Respondents

Age Group	21-25 Years	25-30 Years	30-35 Years	Total
No of Respondents	76	03	01	80
% to total Respondents	95%	3.75%	1.25%	100 %

95 % MBA graduates fall in the age group of 21-25, which is young HR must have completed their MBA with a dream of acquiring good job opportunity in reputed companies.

Table 3: Percentage at graduate level

Marks in %	40-50 %	50-60 %	60-70 %	Above 70 %	Total
Respondents	----	14	48	18	80
% to total Respondents	----	17.5 %	60.0%	22.5 %	100

Above table shows that 60 % respondents are good at degree education. 22 % have acquired Dist. at their graduate level. No one average student has aspired for MBA course. They also got good score in MBA CET to seek admission for MBA.

Table 4 : Amount of Fees of MBA course per year in Rs

Amt of Fees	50000-60000	60000-70000	70000-80000	80000 <	Total
Respondents	10	10	30	30	80
% to total	12.5 %	12.5 %	37.5 %	37.5 %	100

The fees of MBA course differs from institution to institution. Shikshan Shulk Samiti decides the fee structure of MBA course, depending upon the facilities provided by the institution. 75 % respondents are the students of old and reputed institutions in Sangli. These institutions charge fees of the MBA course more than Rs. 70000/- per year. It means 75 % respondents have incurred averagely 1.5 lakh as a fee of the course.

Table 5: Monthly Expenditure other than the MBA fees (Amt in Rs)

>1000	1000-2000	2000-3000	3000-4000	4000-5000	5000<	Total
04	36	22	10	06	02	80
5 %	45 %	27.5 %	1.25 %	7.5 %	2.5 %	100%

Along with heavy fees of MBA course, students have to incur huge amount on daily expenditure on account of hostel, room, meals, travelling, zerox, notes. This expenditure doesn't include private tuition fees. 45 % respondents spend 24000/ per year as extra expenses. 27 % respondents spend 36000 per year. Considering these expenses, I don't think this is affordable fees for middle class people.

Table 6: Classification of Respondents based on specialization in MBA:

Marketing & HR	Finance & Mark	Finance & HR	Finance & System	System & HR	Other Combination	Total
12	32	24	04	04	02	80

In Shivaji University, the course is designed for two specializations for MBA. Now a day's institutions have offering multi combinations of the specialization subjects for the students. Only two institutions have restricted to the particular subject combinations. The above table shows that, 40 % respondents have chosen Finance and marketing and 30 % students have chosen Finance and HR. This shows that these respondents have interest in working as an accountant, or in capital market or in banking sector. But in nationalized banks, they conduct separate banking exams which have to be cracked by the candidates. Many MBA graduates join classes for this even after spending money on MBA.

Students are opting for different specialization as per their own interest. Students are expected to enhance their different skills during this two years course of MBA. University, Institution, management, teachers, parents etc is the stakeholders in education system and

overall development of the pupil. To study the opinion of respondents regarding their teaching and learning experience rating scale model is used.

Note: A=Agree UD= Undecided D= Disagree

Table 7: Opinion about the teaching and learning Experience

Particulars	A	UD	D
a. Assessment Criteria was	68	----	12
b. The teachers are competent on topic	60	04	16
c. Supportive feedback was given	46	10	24
d. Subjects like A/C, O.R.T, Maths are taught well	50	--	30
e. Group work sessions helped in	74	---	11
f. Class assignments are useful in enhancing writing Skill	61	---	20
g. Teachers assess students equally/ indiscriminately	64	02	14
h. Different backgrounds of students were considered	46	06	28
i. Students can give feedback without any fear	38	04	38
j. Students get remedial teaching facility	52	04	24
k. Students get opportunity to acquaint with organizational Problem	56	04	20

This table shows that, 85 % respondents are agreeing that teacher explain the assessment criteria.75 % are agreeing that the teachers were competent on their subjects. 63 % agrees that the subjects like Maths, managerial accounts are taught well. 80 % agrees teacher assess the students indiscriminately. It is also observed that only 48 % students are agreeing that they can give feedback about the teaching without any fear and they can put complain in Box if they don't understand the teaching of any teacher.

Table 8: Skill Enhancement among respondents through MBA

Particulars	A	UD	D
a. Thinking Analytically	64	04	12
b. Leadership	58	06	16
c. Speaking Effectively	40	02	38
d. Writing Effectively	64	----	16
e. Analyzing quantitative problems	63	04	13
f. Strategic thinking skill	16	08	56
g. Solve Complex Problems	48	16	16
h. Capacity to work in International Environment	20	12	48
i. Time management Skill	76	-----	04
j. Emotional maturity	62	10	08

It is a good thing that MBA course is enhancing various skills among the students. 80 % respondents are agreed that skill of thinking analytically has enhanced. 72 % agreed that leadership skill is developed among them.50 % responded that their speaking skill has improved. 80 % could improve their writing skill. 95 % responded that they could improve their time management skill.

On the other hand 70 % are disagreed that their strategic thinking skill is improved. 60 % are of the opinion that they could not get the capacity to work in International environment. Some MBA graduates can't speak English effectively, this will create problem during facing interview. It's a challenge for placement officer to pool the campus to the institute, preparing these students for aptitude test and interview, develop soft skills among them etc.

Table 9 : Promotional Efforts taken by the Institution

Particulars	Yes	No	% of positive responses
a. Guest lecturers were organized	58	22	72.50
b. Extra lectures were conducted	44	36	55.00
c. Good interface with industries	40	40	50.00
d. Successful entrepreneurs were invited	56	24	70.00
e. Rapport with local entrepreneurs	54	26	67.50
f. Mock interview.	48	32	60.00
g. Organized skill development programme	54	26	67.50
h. There is special TP Cell or CDC	64	16	80.00
i. Institute arranges Campus, Job Fairs.	52	28	65.00

Institutions are taking huge fees for MBA course. They need to incur some part of for arranging guest lectures, organizing workshops, interaction with successful entrepreneurs etc. 27 % replied that their institution has failed to organize effective guest lectures, only 50 % replied that their institute has good interface with industries. 40 % replied that MOC interview programme was not conducted. 20 % responded that

there is no any TP Cell in institution. 35 % denied that institution arranges for Campus interview and Job fairs.

Table 10. Project Work Experience

Particulars	Yes	No	% of positive responses
a) Teacher teaching RM is Ph.D. holder	32	48	40
b) Know the technique of	40	40	50
c) Received sufficient guidance from guide	76	04	95
d) Achieved objectives set for learning period	72	08	90
e) Get job opportunity in same organization (Project)	00	80	0 %

It is surprising to know that, 60 % responded that their teacher is not a Ph.D. holder. Only 50 % know about the sample technique. Only 10 % students have not achieved objectives set for learning period due to non co-op of organization where they conducted the project work. No any student is benefited to seek job in the same organization where he/she completed his/her summer project.

Table 11: Monthly salary offered by Organizations (Amt in Rs.)

Salary package	No job	5000-10,000	10,000-15000	15,000-20000	20000 <
Respondents	30	24	22	18	04
% to total	37.5 %	30.0 %	27.5 %	2.5 %	5%

Before doing MBA, aspirants were having a rosy picture about the MBA institute and they thought they will definitely get a good job opportunity in any MNC which will provide attractive package. But they realized the truth. Those who are offered the job but either their placement was far away from their native place or the salary offered was not as per expectation. The present study shows that 37.5 % MBA graduates have not get any job opportunity. 47 % respondents got the job opportunity in local organization but their salary package was very small. Only 5 % got the job and getting the salary above 20000/- .

Table 12: Present Status of MBA graduates

Current status	Studying further	Doing job	Un-employed	Started own business	Total
Respondents	30	26	22	02	80
% to total	37.50%	32.50 %	27.50%	2.50%	100%

Even after completion of MBA, spending more than 2.5 lakhs Rs., preparing for 31 different subjects in the duration of four semesters, by spending two valuable years of life. Unfortunately, MBA graduates are not getting expected position at workplace and expected salary package. Many MBA graduates, working as ordinary sales men/or at the counter of mobile shops or at the super markets.

In my opinion, MBA course should inculcate entrepreneurial values among the students but unfortunately it is observed that only 2.5 % of total graduates have started their own business. Only 32 % MBA graduates are doing jobs in local shops as a sales person on the counter or as an accountant. Near about 65 % (37.5 perusing for further studies + 27.5 unemployed) MBA graduates are jobless. Some of them are spending both time and money for further education without earning any money.

Table 13: Current Feeling of MBA students after doing MBA

Particulars	A	UD	D
Instead of MBA , better to do vocational course	36	06	38
Instead of MBA, better to become specialist master	40	08	32
MBA course gives only theoretical knowledge	50	04	26
Better to start small business with small amount	40	10	30
Better to join EDP to develop entrepreneurial traits	30	12	38
Better to prepare for competitive Exams	42	10	28

Mushrooming management institutes should aware about the student's satisfaction, their skill development to enhance their employability, placement and carrier development.

Unfortunately selected institutions have not succeeded in increasing their employability among all students. The above reaction of MBA graduates creates challenging position for institutions to fill their intakes in future. 45 % respondents think that they have made mistake in doing MBA. They are thinking instead of MBA, they would prefer for vocational courses, specialist master courses. 63 % replied that MBA course fails to give practical knowledge. 53 % responded that they it would be better to try for competitive exam.

Table 14: Expectations of MBA students

Particulars	A	UD	D
a) Need to change in curriculum	68	---	12
b) Need of Competent teachers	72	02	06
c) Need to change teaching pattern	70	04	06
d) "No fear Environment" should be there	66	---	14
e) Need of tie up with local organization.	70	02	08
f) Compulsory appointment of TPO	70	----	10
g) MOC interview should be organized	72	02	06

Universities, Institutions should give attention on the expectations of MBA students about teaching, interview skill development programme, placements of candidates. etc. 85 % graduates expect that at least for future aspirants, there is need of bringing change in curriculum., 90 % responded that competent subject teachers should be appointed so that they are not forced to join any classes for some subjects like Maths, Accountancy etc. 86 % demand that institution should have a tie up with local organizations. 90% are of the opinion that institution should organize MOC interview programme.

Students fear to give negative feedback to their teaching faculties as they fear for their internal marks which are in the hands of faculties. Everyone knows the problems but nobody is ready to address the same. Hence 83 % responded that institution should create no fear environment.

VII.SUGGESTIONS

1. When the student take admission for MBA, the institute should adopt the programme in which various tests can be conducted. In these tests,

students writing skill, listening skill, reading skill, grasping capacity can be identified. Whether the student has set his/ her goal? Whether the student is clear in his goal setting etc should be tested. After recognizing the level, students can be allotted to the experienced teachers. Teachers will work as a mentor and after several meets of mentor and mentee, the teacher will suggest some measures to improve his/ her skills. The behavioral changes among the students can be analyzed and record. This will definitely help the students to enhance his/ her skills.

- Mentor –Mentee scheme will also help the students to choose the specialization subject at MBA II year.
- Management institutes need to look beyond the syllabus and identify finer areas of development like building better leaders and better humans for tomorrow.
- There is a prompt need to change MBA curriculum. The current curriculum does not teach students in facing the challenges in business environment. How to manage uncertainty and complexity are not taught in management institutes. It merely teaches the concepts with case studies. It does not focus on the challenges arising out of rapid growing technology.
- To make a successful manager, there is need of the industry interface which builds confidence among the students. Whatever the doubts the students possess can be clarified and verified with their exposure to local organizations.
- The project work should be contextual, relevant and should focus on the current scenarios. MBA is a professional degree and it should train the students to be true professionals to take on the challenges being faced in the business environment not doing the project by copy paste.
- Success of institute depends on its faculty members. Institutions should provide decent salaries and professional ambience to its faculties. It should send the faculties regularly for training programs to update their skills and abilities. It should try to develop right mindset and attitude.

8. Focus should be given on quality of education not quantity. There has to be interactive sessions for the students rather than mere preaching from the books.
9. The students have to be exposed to the local industry through interface so that they understand the practical problems faced by the organization. This will boost more confidence among the students.
10. It is essential to have more visiting faculties with diversified industry experience. Institute should look for the professors who are passionate in teaching rather than who pass their time in classrooms. There are very few devoted professors, who would love to share their knowledge, experience, expertise with students to take on the real corporate issues.
11. To make the faculty outstanding, take the professors with research, consultancy, and industry interaction and also with teaching experience as it enriches the teaching process. Blending all these ingredients would make a faculty as outstanding.
12. Institute should give attention on developing a strong culture in the institution. Once the culture is contaminated, it will toll the institution in many ways. It will create problems in future admissions. In strong culture, students will fearlessly discuss their problems with faculties.
13. Inviting reputed companies for campus interview and selection is the need of today. Now a day, success of any institute is depending upon, enhancing employability of students and placements of the competent candidates on expected positions.
14. Institution should invite successful entrepreneurs to inculcate the entrepreneurial values among the interested candidates. On behalf of searching for job opportunities, they should be induced to start with small self income generating activity.

VIII. CONCLUSION

Management institutions have mushroomed and as a result there is mismatch between demand and supply of MBA graduates. Most of the so called institutions are commercialized and fetching money through heavy donations or fees, higher tuition fees. These institutions do not provide job guarantee. Parents

and Students are really victims because even after investment of Rs. 300000/- to 400000/- for MBA course, there is no guarantee of any final outcome. The specializations, syllabus, project work, skills developed and overall system is not in tune with the changing times. MBA graduates lacks in practical knowledge. As a result most of the degrees holders are remain unemployed, I feel, MBA has become a status symbol today to put the qualification on visiting cards or to increase the bio-data to get a good life partner.

If same scenario remains, the management institutes will face difficulties in getting students. The institutions should understand that the four pillars for effective management education such as industry experience, consultancy experience, research experience and teaching experience. When faculties possess these four areas of experience and expertise, then it ensures qualitative management education. Hence universal principle "fittest will survive" in the management education sector will prove. .

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