



Talent from B-Schools to Corporates : Stakeholders Perspective

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ABSTRACT

The present study is conducted to assess the impact of skill development training programs focused at placements in B-Schools in Bangalore city to further the status of placements in Bangalore. A sample of 970 students studying in B-Schools is taken for the purpose of the study. Responses were sought in five point scale ranging from strongly agree to strongly disagree. It is found that extra curricular activities and Practical Orientation in Management Education are having significant effect on placements from B-Schools.

KEYWORDS

Practical Orientation in Management Education, Extra Curricular activities, B-School.

INTRODUCTION

B-Schools have to look at the concept of building quality students, transferring them to the corporate world, as well as support managers in their future endeavors. These B-Schools transferring these professionals to the corporate world. They ascending the success ladder is a reflection of their ability to adapt to the ever-changing business environment.

Learning is an on going process by providing students with facilities and the opportunity to upgrade their skills at the various stages of their lives, hence, Pursuit is a second act of victory, in many cases more important than the first

Every company wants to attain sustainable growth, which can only come by placing the right people at the right time and at right job. This right person is a company's talent who possess special skills and capabilities to serve their organization. This talent if recruited from the best colleges or B-schools, then it gives expected performance.

B-Schools train the students in such a manner that they work flawlessly and support the organization with their knowledge, skills and abilities. Although in today's era of competition every college or university claims to be best. But in actual terms best is the one who performs best and proves themselves as masters. In India, there is a mushrooming of B-Schools who claim themselves to be best creators of talent. Some have even proved the same, but in reality best is the one who gives furnished and ready to inject products to the industry.

REVIEW OF LITERATURE

1. DHURVA (1989) Examined that over the years and found that a gap has developed between learning in management schools and what is required to face actual situations in industry.
2. HANUMANTHAPPA (1989) In his research study opined 'defective admission policy' as one of the prominent factor affecting quality of management education. He also accepted that the 'sub-standard curriculum' is one of the problems of management education in India. He too identified the 'teaching methodology' as one of the important problems of management education.
3. ENZ, CATHY A; RENAGHAN, LEO M; GELLER, A NEAL (1993) Explored the agreements and differences among the views of the different stakeholders (i.e., alumni, industry representatives, faculty, and students). They compared the views of people who hire graduates (those who "buy" the graduates' skills and knowledge, as it were) with the views of the faculty responsible for preparing the students, and

compared the views of faculty with those of the students.

4. SMITH, SANDRA J; DEMICHELLE, ROBERT L (1996) Examined how stakeholders (students, faculty, alumni, and the business community) perceived the importance of proposed program changes by a school of business. Greater involvement of the business community in the classroom was the highest rated initiative across all groups surveyed. Overall, very few differences occurred among stakeholder groups in their perceptions.
5. RAO (2005) Found the importance of extra curricular activities as one of the determinants of Quality of Management Education.
6. HANDY C (2006) Examined the factors of quality of management education and pointed at 'focus on classroom teaching' as one of the prominent obstacle in imparting the quality management education.

RESEARCH METHODOLOGY

Objective: To study the impact of skill development training programs focused at placements in B-Schools in Bangalore city to further the status of placements.

Sources of data collection: Primary and Secondary data was used for the study

Primary source: Survey research with questionnaire mainly focusing on personal interviews of respondents.

Secondary source: Websites, magazines, Reports and books.

Sample Size : 970 respondents which includes 936 MBA students, 27 faculty members and 7 hiring managers from Bangalore.

Sampling Area : Geographical area of Bangalore City.

Method of Sample Selection: Non probability convenience sampling method was used for the study.

The respondents were asked to express their level of agreement/disagreement on a five-point scale ranging from 'strongly agree' to 'agree', 'undecided', 'disagree' and 'strongly disagree' respectively for the purposes of analysis.

Hypothesis:

Hypothesis 1 : There is no significant relationship between the Practical Orientation in Management Education and Placements.

Hypotheses 2 : There is no significant relationship between

the Placements and Extracurricular Activities.**RESULT AND DISCUSSION****Practical Orientation In Management Education**

Practical Orientation In Management Education (N = 970)				
S.No	Item	Mean	Std.Dev	Variance
	Overall	3.47	1.10	1.22
E1	Faculty is involved in consultancy work	3.34	1.17	1.36
E2	Participation of the corporate sector in teaching is very high	3.51	1.09	1.18
E3	Case study method of teaching is on place	3.57	1.04	1.08

5 point scale : Strongly disagree (=1) and Strongly agree (=5).

Practical orientation in management education is recorded in the table 4.9. The values of the mean ranges from 3.34 to 3.57 indicating the agreement with statements.

Three variables included in this factor and it explained 6.96 per cent of the total variance. The loading pattern shows that Faculty is involved in consultancy work, Participation of the corporate sector in teaching is very high and Case study method of teaching is on place.

Extra Curricular Activities

Extra Curricular Activities (N = 970)				
S.No	Item	Mean	Std.Dev	Variance
	Overall	3.53	1.02	1.05
G1	Management institute emphasizes on sports and other related activities	3.60	1.06	1.12
G2	Management institute ensures the participation of students in social work-related activities	3.74	0.93	0.87
G3	Management institute encourages in organizing various programs at the campus	3.52	0.96	0.92
G4	Regular industrial visits.	3.24	1.07	1.15

5 point scale : Strongly disagree (=1) and Strongly agree (=5).

Extra Curricular Activities are recorded in the Table 4.11. The values of the mean ranges from 3.24 to 3.74 indicating the agreement with statements.

Four variable included in this factor and it explained 6.10 percent of the total variance. The loading pattern shows that Management institute emphasizes on sports and other related activities, Management institute ensures the participation of students in social work-related activities, Management institute encourages in organizing various programs at the campus and management institutes are providing the regular industrial visits.

Placements

Placements (N = 970)				
S.No	Item	Mean	Std.Dev	Variance
	Overall	3.52	1.04	1.07
F1	Students performance in GD/PI is upto the mark for placements	3.41	0.99	0.99
F2	Students participate actively in the placement activities	3.38	1.04	1.08
F3	Number of on-college placements are high	3.77	1.03	1.06

5 point scale : Strongly disagree (=1) and Strongly agree (=5).

Placements values are recorded in the table 4.10. The values of the mean ranges from 3.38 to 3.77 indicating the agreement with

statements.

Three variables included in this factor and it explained 6.38 per cent of the total variance. The loading pattern shows that Students performance in GD/PI is upto the mark for placements, Students participate actively in the placement activities and Number of on-college placements are high.

This in turn explain the Quality of Management Education in Bangalore.

Hypothesis 1 : There is no significant relationship between the Practical Orientation in Management Education and Placements.

From the below table 4.21 it has been noticed that the Nagelkarke R-Square value of 0.367 explains that the relationship between Practical Orientation in Management Education and placements provided by the management institutes is significant and $p < 0.05$ Rejecting the null hypotheses. So the Adequate training is a factor which could affect the placements provided by the management institutes.

Table 4.21 : Relationship between Practical Orientation in Management Education and placements.				
Chi Square value	Pseudo R-Square			Significance Level
	Cox and Snell	Nagelkarke	McFadden	
331.618	0.367	0.367	0.148	$P < 0.05$ (significant)

Hypotheses 2 : There is no significant relationship between the Placements and Extracurricular Activities.

From the below table 4.22 it has been noticed that the Nagelkarke R-Square value of 0.555 explains that the relationship between placements provided by the management institutes and extra curricular activities is significant and $p < 0.05$ Rejecting the null hypotheses. So the extra curricular activities is a factor which could affect the placements provided by the management institutes.

Table 4.22 : Relationship between placements and extracurricular activities.				
Chi Square value	Pseudo R-Square			Significance Level
	Cox and Snell	Nagelkarke	McFadden	
586.618	0.555	0.555	0.112	$P < 0.05$ (significant)

CONCLUSION

B-Schools plays important role in building the future managers to meet the requirement of the corporate sector and persistent change in business scenario.

Practical Orientation in management education and Extra curricular activities are having significant impact on the Placement offered from B-Schools.

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