ORIGINAL RESEARCH PAPER

Management

EMPLOYABILITY EVALUATION OF MBA STUDENTS WITH INTEGRATION OF DIGITAL EDUCATION- A CASE STUDY IN KARNATAKA

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ABSTRACT

Integration and greater prominence of digital skills within the MBA course has been a need of the hour to improve and enhance the employability skills. The digital knowledge can only strengthen the relevance of management education as a discipline. It might make to the wider interests of corporate requirement. There are hurdles to achieve this state of success. There are perceived limitations .Even success may be partial. Therefore, it is essential to approach the problem systematically and address to overcome the lacunae in employabity of MBA graduates to seek placement in corporate sector.

INTRODUCTION:

In order to make the traditional MBA education appeal to prospective, there had an emphasis on the marketing-mix approach all these years. But now business schools across the country have been making use of electronic gadgets increasingly now a days with a single objective of honing the leadership skills. Most of the academicians as well as industry personnel are the votary for the philosophy that acquaintance and integration will strengthen the leadership competency framework. In fact, with the onset of computers in education, it has become easier for teachers to impart knowledge and for students to acquire it. The use of technology has made the process of teaching and learning all the more enjoyable (Rajaetal,2018).Competency areas of self conduct, knowledge skills and accomplishment can be effective due to the exposure to the higher technology, has been the current line of thinking. This is also due to greater need of managerial qualities among MBA students, there has been a paradigm shift. In other words, the demands from students have pushed the MBA colleges towards leadership development academic focus. Increasing tendency towards the perspective of "value for money", which demands larger responsibility upon institutions of this sector, in terms of quality and efficiency (CQAEHE & CNE, 1998)

Management Education (MBA) marketing has picked up different expressions due to the value for money demand. The synergy among these organizational and contextual factors like mushrooming "skilling institutions" explains the high index of technological and digital knowledge integration. There are examples of various factors that influenced the MBA education pattern like university guidance, the industry expectations, newer specializations, integration of digital knowledge, changing international pattern of commerce, governmental policies etc. Twitter is just one of the many 'networked publics'2 in which people are beginning to participate in conversations about their futures. These new public spaces are beginning to play a role in the election of presidents and the support of opposition regimes, in the development of local civic society and the spreading of gossip (Obama, 2010)

Studies have shown that digital integration have helped management students in following areas.
1. To promote innovation
2. Improving and integrating the new processes
3. Uniform distribution of best practices in the team
4. Faster reach to the team members

At the same time, success envisaged is not all round due to reasons like:
1. Motivational level among the students remain different
2. Changing technology from time to time
3. Lack of uniform yardstick to measure the grasp and learning by the student
4. Financial constraints of the institutions
5. Lack of expert coach

The Conceptual Framework
The aim of this paper is to explore the achievement among the MBA students using the technology. The research explores the perceived importance of stakeholder of the MBA colleges and the factors affecting these perceptions of better results in terms of results/ placements. There are hurdles to achieve the success. Further, keeping the shared information up to date and accurate is also a no less challenge. As Lupton (2015) reasons, this involves a commitment to on-going and extensive dialogue with learners, educators, developers and civil society groups in order to identify and to experiment with how things might be 'otherwise'.

Objectives-
1. To relate the impact of technology in developing leadership qualities among MBA students
2. To find out the impact of technology in increasing the placements opportunity
3. To discover the appreciation and responses of employers after the digital integration
4. To learn the perception of faculty members, digital integration as success

Research methodology
The research work involved two stages, the first stage of identifying key opinion colleges within Karnataka state, and the second involved interviews with stake holders like faculty and key opinion leaders.

Data collection
Data collection process involved questionnaire surveys, interviews, and observation. The study was based on primary data.. The objectivity of the evaluation of responses was achieved by using Likert-type scale and the grading scale.

Method of Data Collection
Data collection was a major part of the study and study entirely dependent on the data. Seven districts from South Karnataka and five from North Karnataka were selected for

the study. Questionnaire method was chosen as this method has a standard list of questions related to the investigation..

Sample
In the present study Sample represented 38 Management colleges (MBA) in Karnataka. The colleges were situated across 12 districts of Karnataka. The MBA colleges under the study were both Private and Government colleges. Questionnaires were sent to 300 teachers among the 38 selected colleges of which 216 teachers' responses were received. Convenient sampling method was used for the study (No inclusion criterion was employed prior to selection of samples.)

Review of Literature
John Hannon's (2013) study of the integration of 'learning content management systems' into university contexts shows how technology use in higher education is compromised and reconfigured by numerous pre-existing social, material and discursive 'accommodations' between technology work and academic work.

According to Adams and Groves (2007) IBM's innovation jam is a now famous example of what's become known as 'crowd sourcing', a model of ideas generation and decision-making facilitated by digital technologies to draw large numbers of people into the processes of solving problems, identifying new opportunities or deciding strategies.

Data Interpretation:

Table No 1. Relevance of the digital skills integration for the corporate jobs

Relevance of syllabus for corporate jobs	Percentage of students obtaining jobs in campus interview in last three years				Total
	>10	>20	>40	>50	
Very Relevant	4	0	4	20	28
Relevant	16	4	28	60	108
Not So Relevant	0	20	40	16	76
Irrelevant	0	0	0	4	4
Total	20	24	72	100	216

According to the table regarding the relevance of digital skills integration to enhance the employability, survey results reveal that syllabus was relevant to the corporate needs. 128% of the respondents revealed that all though the syllabus was relevant and students could get placement. But proficiency was inadequate. 80% of the respondents said students got low salary jobs because the syllabus was not relevant. Therefore, it may be inferred that the curriculum is strongly associated with the final outcome like employability and the decent initial salary.

Table No 2. Distribution of Sample Teachers by Rating Skill Building Exercise (digital training) of Students in College

Rating	Frequency	Percent	Valid Percent	Cumulative Percent
Excellent	4	1.9	1.9	1.9
Very Good	28	13.0	13.0	14.8
Good	156	72.2	72.2	87.0
Average	28	13.0	13.0	100.0
Total	216	100.0	100.0	

As discussed above, digital training is an important component of management course. In the above table, the level of satisfaction of the teachers is stated. It is only 15% of the teachers said that the skill imparted was either excellent or very good. Majority of them accounting for 72 % evaluated the inputs provided was good and required adequate training. The remaining 13% opined that it was just satisfactory that it was inadequate to get a job.

Table No 3. Distribution of Sample Teachers by Duration of Digital Training Imparted

Number of Days	Frequency	Percent	Valid Percent	Cumulative Percent
Nil	20.0	9.3	13.0	13.0
< 10	64	29.6	20.1	33.12
10 - 15	56	25.9	17.5	50.65
30	48	22.2	31.2	81.82
40	4	1.9	2.6	84.42
60	12	5.6	7.8	92.21
90	12	5.6	7.8	100.00
Total	216.0	100.0	100.0	

The duration of the training imparted to the students varying from less than 10 days to 90 days of the total sample 13% of them did not provide any digital training program to the students. 20% provided less than 10 days of training. 18% provided upto 15 days of training. only 3% have provided upto 40 days.8% provided 60 days and 90 days of training.

Table No 5. Distribution of Sample Teachers by Opinion on Sufficiency of Training

Opinion	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	104	48.1	48.1	48.1
No	112	51.9	51.9	100.0
Total	216	100.0	100.0	

Though there is an acknowledgment of importance of digital training in management course training, 52% of them felt that the training given was not sufficient and is not good enough to compete in the placements market for the corporate jobs. The same study revealed that the 48% of them agreed that the digital training is adequate but the training duration should be extended. The study showed that although the digital education integrated with the syllabus was excellent but it accounted for only 4%. Only 72% were good enough to cross the first step in the campus interview. Over one fourth of the respondents (28) had an opinion that training need to be further invigorated.

Suggestion
1. Digital training need to be integrated to improve the placement ability.
2. Digital education interventions need to be appreciated by all stake holders
3. The teachers need to develop a flair for Digital education
4. Utilize the learning tools and resources effectively to achieve greater learning outcomes
5. Identify the ways to make Digital education interesting
6. Adapt the approach swiftly to help MBA students get corporate placements

CONCLUSION:
The formal introduction to digital world have definite and useful impact in the management course. It is important that teachers take an active role. David Johnson's (2013) investigated that university professors attach to the use of digital technologies for their teaching contrasts the compulsion from university authorities for the increased use of digital teaching tools against staff perceptions of academic freedom, professional autonomy, pedagogic beliefs and the primacy of research, writing and personal scholarship over other aspects of work. There is a strong perception based on the experience that digital literacy has edge over conventional way of interpretation irrespective of the course discipline in the management studies. This is essentially due to the different ways and access to source of information in the given field and provision to verify them. For many, it's a tool to get the quick feedback. But, although there was a substantial increase in both Internet access and non-educational use of the Internet during this period, there was comparatively little growth in educational Internet use. (Keri Facer 2014).

Therefore, it is imperative that the management colleges take up the scheme ambitiously to integrate the digital knowledge without compromise.

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