



A Critical Analysis Of Mba Graduates' Employability, Particularly In Relation To Institutions In Bengaluru City

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ABSTRACT:

Nowadays, having an MBA is a requirement in order to get a job. The glamour and prospects provided by management institutes seduce gifted young people. Indian MBA programmers have greatly increased in recent years. Politicians with personal agendas and a few educators tout the current educational system as perfect. The MBA seats that are unfilled cause confusion among the pupils and their parents. The value of MBA education has decreased primarily due to mushroomed Management institutes, oversupply, poor reliability, under skilled faculty, low salaries, an absence of work experience, a lack of experience in the industry, a lack of institutional relationships with businesses, a lack of fundamental abilities among students, etc. As a result, MBA grads are not looking for jobs as much as they would want. In light of this, the researcher believes it is important to explore the thoughts of MBA seekers, their management skill development, the costs they suffer, and the actual advantages they receive. Both secondary and primary data were used in the current study to evaluate the students' current situation. The current study focuses on students' educational accomplishments, diverse skill development, work options, and obstacles in their placements, if any.

Keywords: MBA requirement, MBA programmers, MBA seekers, management skill development, accomplishments, work options

1.INTRODUCTION:

The quality of a country's human resources determines its economic progress. The country's

socioeconomic progress benefits from the education of its business students. It is essential that the Management Academy offer an extensive curriculum of multi-skill growth to MBA students in order to conserve, preserve, and improve our nation's standing in the world. In terms of higher education, India's educational landscape has undergone a significant transition during the past ten years. The global economy has grown significantly and continues to present opportunities and difficulties. Effective executives are needed in the current business environment who blend theoretical knowledge with real-world problem-solving abilities. Talented individuals with sufficient corporate experience, outstanding cross-cultural communication skills, and understanding of the developing global business environment are required. Therefore, the need to further improve the entire quality of management education that contributes to all sectors is without a doubt the top priority owing to globalisation and the changing environment. All management institutes must diversify not just their programmes to meet the demands of the time, but also make efforts to increase the quality of their programmes by teaching students modern management, strategic, and entrepreneurial abilities. It is clear that top universities face difficult challenges and have some issues to resolve, particularly in regards to their role in society. Nowadays, having an MBA is a requirement in order to get a job. The glamour and prospects offered by management institutes seduce gifted young people. Indian MBA programmes have greatly increased in recent years. Politicians with personal agendas and a few educators tout the current educational system as perfect.

2.LITERATURE SURVEY

[1] Establishing a foundation of intellectual capital is the goal of the neo-liberalization of UK higher education (HE). The economic contribution of graduates and the rise in HE participation are major topics of discussion. The macro-level Government mentality's perception of political, economic, and national aspirations and considerations is widely known. It is unclear how the micro-level target audience will respond, which is in accordance with the dearth of research in this field.

[2] describe how the provision of work-life benefits (WLBs) boosts job searchers' attractiveness to businesses during the early recruiting stage because of a perceived value match between job seekers and the organisation by drawing on the person-organization (P-O) fit hypothesis. Our findings from an experimental study conducted on 189 MBA candidates who represented two generations and were looking for work during a time of economic distress support our hypotheses.

[3] describe how the provision of work-life benefits (WLBs) boosts job searchers' attractiveness to businesses during the early recruiting stage because of a perceived value match between job seekers and the organisation by drawing on the person-organization (P-O) fit hypothesis. Our findings from an empirical study conducted on 189 MBA candidates who represented two generations and were looking for work during a time of economic distress support our hypotheses.

[4] Open Universities Australia (OUA), the leading internet tertiary education provider in Australia, reported that the most common reason for students leaving its open access courses was their inability to complete examinations because of unforeseen and unavoidable job commitments.

[5] This essay's goal is to investigate students' views and perceptions of self-directed learning in the framework of entrepreneurship education (EE) and how it might improve employability. A group of 25 present students from a UK higher education institution were employed in this mixed-methods study.

[6] This article uses a "within-subject" approach to examine job trends for university graduates in China between the years of 2008 and 2014. Four main stake holders, including institutions, government organisations, labor-market intermediaries, and recent graduates, were interviewed in semi-structured interviews and through secondary information analysis for this study.

[7] The goal of this essay is to analyse the implementation of credit-bearing student postings and initiatives (interventions) in organisations as a required component of the curriculum for all undergraduate students in a private higher education institution in Mexico. Since it began ten years ago, the university-wide initiative known as PAPs has two basic objectives: to help students gain work-based knowledge and skills and to provide services to groups and regions.

[8] This study uses qualitative data from interviews from 74 respondents to examine how men's and women's professions diverge after receiving an MBA from a prestigious university. Following graduation, we find that men and women take one of three professional paths: lockstep (steady employment), transitory (three or more jobs), or departure (left workforce).

[9] This study looks at how students perceive their university experiences in terms of the soft skills they gain for the job market, how equipped they feel for it, and finally whether there are any distinctions between Malaysian and Chinese students' conceptions given the distinctions in their educational backgrounds.

[10] This study looks at the perspectives of recent business college students, how technology has changed the ways in which their professions are organised, and how non-technical abilities play a part in helping them negotiate the shifting nature of the labour market. The data analysis revealed three overlapping themes: (3) The importance of non-technical skills in the workplace. (1) The impact of improved technological skills on job structures and careers. (2) The involvement in job-related learning and formal education as a method of adjusting to the new work environment.

[11] This study looks into how higher education institutions are currently operating and how to bridge the gap between the academic and industrial worlds. This study, which is grounded in literature review, identifies shortcomings in higher education institutions' present procedures. This smaller difference will bring graduate demand and supply into balance for the business, which has historically complained about not getting enough graduates who meet their standards.

[12] The need to prepare graduates who are future-ready and knowledgeable has received new momentum inside the Higher Education (HE) industry amid macro-level events such as globalisation, current technological improvements, and population changes. High graduate

unemployment rates emphasise the need for this, indicating that more work needs to be done to guarantee graduates have the skills and qualities necessary to compete in a highly competitive job market on a global scale.

3. RESEARCH METHODOLOGY

3.1 SAMPLE SELECTION:

There are a total of 5 MBA schools in Sangli City, however only three of them are at full enrollment, which is 60 students. Only graduates who successfully completed their education are chosen as respondents for the current study. 80 MBA grads, or more than 30% of all MBA students who graduated from the chosen management colleges in 2015, make up the population sample.

3.2. DATA COLLECTION:

Both secondary and primary data are used to support the current investigation. The core data is gathered using a pre-planned questionnaire approach. The survey was designed with both open-ended and closed-ended questions. With the help of a Likert scale, the replies were collected and evaluated. Research papers and journals of organizational studies are used to gather secondary information.

4. DATA ANALYSIS AND INTERPRETATION

Table1: Gender wise Classification of Respondents

Gender	AGIMS	IMR	VP	BHOKARE	BHARATI	Total
Male	---	21	21	8	10	47
Female	21	21	21	9	7	55
Total	21	31	31	26	26	91

Women are drawn to this programme as much as male MBA hopefuls. They believe that after earning their MBA, they will be eligible for lucrative career prospects with MNCs. The cost of an MBA programme varies depending on the institution. Depending on the amenities offered by the university, Shikshan Shulk Samiti determines the tuition structure for the MBA programme. 75% of responders are current or former pupils at established schools in Sangli. These colleges charge more than Rs. 70000 in annual tuition for the MBA programme. It indicates that an average of 1.5 lakh in course fees was paid by 75% of participants.

Table2: Age wise Classification of Respondents

Age Group	21-25 Years	25-30 Years	30-35 Years	Total
No of Respondents	87	5	3	104
% to total Respondents	106%	4.86%	2.36%	200%

95% of MBA grads are between the ages of 21 and 25, thus young HR must have finished their

MBA with the hope of finding a decent work chance at a reputable company.

Table3:Percentage at graduate level

Mark sin %	40-50 %	50-60 %	60-70 %	Above70%	Total
Respondents	----	25	59	29	90
% to total	----	28.60%	70.00%	33.60%	200

According to the table above, 60% of respondents are proficient in degree-related subjects. 22% of graduate students received a Dist. No typical student has ever wanted to take an MBA course. They also performed well in the MBA CET to apply for MBA admission.

Table4: Amount of Fees of MBA course peryearin Rs

Amount of Fees	50000-60000	60000-70000	70000-80000	80000<	Total
Respondents	20	20	40	40	90
%tototal	23.60%	23.60%	48.60%	48.60%	200

must spend a significant amount each day for a hostel, a room, food, travel, zerox, and notes. Private tuition costs are not included in this expense. 45% of respondents said they spend \$12,000 extra each year. Among respondents, 27% spend \$20,000 annually. I don't believe that these costs are within the means of the middle class.

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

Marketing&HR	Finance&Mark	Finance&HR	Finance &System	System&HR	Other Combination	Total
23	43	35	5	5	3	90

The course at Shivaji University is intended for two MBA concentrations. Institutions today provide students with a variety of specialised subject combinations. Only two schools have set restrictions on the specific subject pairings. According to the preceding table, 30% of students and 40% of respondents selected finance and advertising. This demonstrates that these individuals are interested in careers in accounting, the capital markets, or banking. However, in nationalised banks, there are distinct banking tests that applicants must pass. Many MBA graduates enrol in these seminars even after paying for their MBAs.According to their individual interests, students choose a variety of specialisations. Throughout this two-year MBA programme, students are expected to improve their various skills. The stakeholders in the educational system and the entire growth of the student include universities, institutions, administration, teachers, and parents. A rating scale approach is used to assess respondents' opinions on their learning and teaching experiences.

Table7: Opinion about the teaching and learning Experience

Particulars	A	UD	D
a. Assessment Criteria was	79	----	23
b. The teachers are competent on topic	70	5	27
c. Supportive feedback was given	56	20	35
d. Subjects like A/C, O.R.T, Maths are taught well	60	--	40
e. Group work sessions help ed in	85	---	22
f. Class assignments are useful in enhancing writing Skill	72	---	30
g. Teachers assess students equally /indiscriminately	75	3	25
h. Different backgrounds of students were considered	57	7	39
i. Students can give feedback without any fear	49	5	35
j. Students get remedial teaching facility	63	5	35
k. Students get opportunity to acquaint with organizational Problem	67	5	30

This table demonstrates that 80% of respondents agreed that teachers should explain the evaluation criteria. 68% of respondents concur that the lecturers were knowledgeable in their fields. 56% concur that management accounting and math are taught properly. 79% concur that teachers grade all of their students equally. Additionally, it has been found that just 48% of students think that they can provide feedback on the instruction without feeling afraid and that they can file a complaint if a teacher's instruction is unclear. The fact that the MBA programme is helping students develop a variety of talents is a wonderful thing. According to 79% of respondents, their ability to think analytically has improved. 80% of them stated that they are developing their leadership skills. 50% of respondents said that their ability to talk has improved. 76% of people could write better. 56% of respondents said they could improve their ability to manage their time. 70% of respondents, however, disagree that their capacity for strategic thought has increased. 60% of respondents believe they lack the skills necessary to function in an international setting.

Table8: Skill Enhancement among respondents through MBA

Particulars	A	UD	D
a. Thinking Analytically	75	5	23
b. Leadership	69	7	27
c. Speaking Effectively	50	3	49
d. Writing Effectively	75	----	27
e. Analyzing quantitative problems	74	5	26
f. Strategic thinking skill	27	9	67
g. Solve Complex Problems	59	27	27
h. Capacity to work in International Environment	30	23	59
i. Time management Skill	87	-----	5
j. Emotionalmaturity	73	20	9

Some MBA grads struggle to communicate in English effectively, which can be problematic when going through interviews. The placement officer has a difficult time connecting the campus to the institution, training these pupils for aptitude tests and interviews, helping them build soft skills, etc.

Table9:Promotional Efforts taken by the Institution

Particulars	Yes	No	% of positive responses
a. Guest lecturers were organized	69	33	83.6
b. Extra lectures were conducted	55	47	66
c. Good interface with industries	50	50	60
d. Success fulent repreneurs were invited	67	35	80
e. Rapport with localent repreneurs	65	37	78.6
f. Mock interview.	59	43	70
g. Organized skill development programme	65	37	78.6
h. Thereisspecial TP Cellfor CDC	75	27	90
i. Institute arranges Campus,Job Fairs.	63	39	76

Institutions charge astronomical tuition for MBA programmes. For hosting guest lectures, holding seminars, hosting interactions with prosperous businesspeople, etc., they must spend some money. Only 45% of respondents said their institute has a good relationship with industries, while 32% said their institution has not organised effective guest talks. 39% of respondents said there was no MOC interview process. 14% of respondents said that the institution has no TP Cells. 25% of people disputed that the institution hosts job fairs and campus interviews.

Table10.ProjectWorkExperience

Particulars	Yes	No	% of positive responses
a) Teacher teaching RM is Ph.D.holder	43	59	50
b) Know the technique of	50	50	60
c) Received sufficient guidance from guide	87	5	106
d) Achieved objectives set for learning period	83	9	100
e) Get job opportunity in same organization (Project)	1	90	1%

It is startling to learn that 60% of respondents indicated that their teacher does not have a Ph.D. 50% of people are aware of the sampling technique. Only 10% of students failed to meet their learning objectives because the organisation where they worked on their projects did not cooperate with them. No student gains anything from looking for work at the same company where they finished their summer project.

Table 11: Monthly salary offered by Organizations(AmtinRs.)

Salarypackage	Nojob	5000-10000	10,000-15000	15,000-20000	20000<
Respondents	40	35	33	40	5
% to total	48.60%	40.00%	38.60%	3.60%	6%

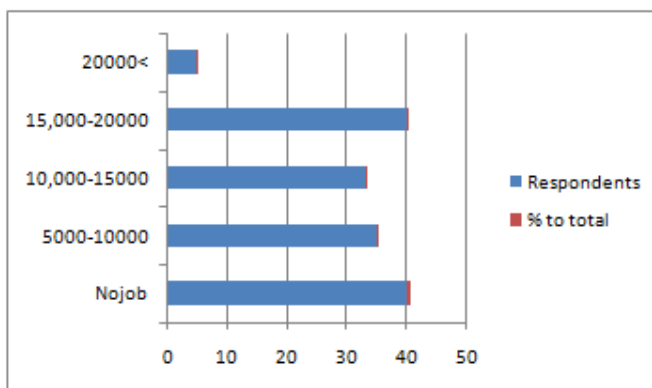


Figure.1

Monthly salary offered by Organizations

Before enrolling in an MBA programme, prospective students had a positive impression of the MBA programme and believed they would undoubtedly find a good job in an MNC that offered an alluring compensation package. But they understood the reality. Those who are given a position but whose placement is either far from their place of origin or whose compensation is below expectations. According to the current report, 37.5% of MBA graduates have not found

employment. 47% of respondents received a job offer from a local organisation, although their pay was lower. Even after earning an MBA and paying more than 2.5 lakh rupees, 31 different subjects were prepared for over the course of four semesters, taking up two priceless years of life. Unfortunately, MBA graduates are not receiving the promised job at their place of employment or the expected compensation.

Table12: Present Status of MBA graduates

Current status	Studying further	Doing job	Un-employed	Starte down business	Total
Respondents	60	37	33	3	90
% tototal	37.50%	32.50%	27.50%	3.60%	200%

Numerous MBA graduates are employed as regular salespeople, at the counter of mobile businesses, or in super markets.I believe that the MBA programme should foster an entrepreneurial spirit in its students, but sadly, just 2.5% of all graduates have opened their own businesses. Only 32% of MBA grads work as accountants or counter salespeople in small local businesses. Nearly 65% of MBA grads are unemployed (37,5 are looking into graduate school plus 27,5 are not working). Some of them are devoting time and resources to their continued education while receiving no compensation.

Table13:CurrentFeelingofMBAstudentsafterdoingMBA

Particulars	A	UD	D
Better to join EDP to develop entrepreneurial traits	40	23	49
Better to starts mall business with small amount	50	20	40
Instead of MBA, better todo vocational course	47	7	49
Instead of MBA,better to become specialistmaster	50	9	43
MBA course gives only theoretical knowledge	60	5	37

Institutes for mushroom management should be aware that the package was quite modest. Only 5% of students found employment and received pay above \$20,000; this raises questions regarding student satisfaction, skill development to improve employability, placement, and career development.

Sadly, certain universities have not been able to increase the employability of all pupils. The aforementioned reaction of MBA graduates puts universities in a difficult position when trying to fill their intakes in the future. According to 45% of respondents, getting an MBA was a mistake.

Instead of getting an MBA, they are considering doing vocational or specialised master's degrees. 63% of respondents said that the MBA programme does not impart useful knowledge. 53% of respondents said it would be preferable to attempt a competitive exam.

Universities and other institutions should focus on meeting the expectations of MBA students in regards to instruction, programmes for developing interview skills, candidate placements, etc. 85% of graduates believe that curricular changes are necessary, at least for prospective students. 90% of respondents agreed that qualified topic teachers should be hired so they are not required to enrol in any classes for certain subjects like math or accounting, for example. 79% want that the institution collaborate with regional businesses. 89% of respondents believe that the university should host a MOC interview programme. Students are afraid to criticise their instructors out of concern for the instructors' control over their internal grades.

Table 14: Expectations of MBA students

Particulars	A	UD	D
a) Need to change in curriculum	79	---	23
b) Need of Competent teachers	83	3	7
c) Need to change teaching pattern	80	5	7
d) "No fear Environment" should be there	77	---	25
e) Need of tie up with local organization.	80	3	9
f) Compulsory appointment of TPO	80	---	20
g) MOC interview should be organized	83	3	7

Everyone is aware of the issues, but nobody wants to fix them. Thus, 83% of respondents said that institutions should foster a climate free from fear.

5. CONCLUSION

Due to the proliferation of management colleges, there is an imbalance in the demand and supply for MBA graduates. The majority of so-called universities are commercialised and make money from large contributions, fees, and/or higher tuition costs. These organisations don't promise employment. Parents and students are the true offenders because there is no assurance of any consequence even after spending between Rs. 200000 to Rs. 500000 on an MBA programme. The complete system, including the specialities, curriculum, projects, skills learned, and project work, is out of step with modern society. MBA grads are lacking in real-world experience. As a result, the majority of degree holders are still without employment. In my opinion, an MBA is now a symbol

of status to list as a degree on business card or to boost one's bio to attract a suitable life mate. The management institutions will have trouble recruiting students if the current situation holds. The four pillars of good management education—industry experience, consulting knowledge, research expertise, and teaching experience—should be understood by the institutions. It ensures high-quality management courses when professors have expertise and experience in these four areas. Thus, the "fittest will survive" axiom will be proven in the field of management education.

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