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## Contents

|  |           |
|--|-----------|
| <b>Focus</b>   | <b>5</b>  |
| <b>A Study on the Influence of Academic Self-Efficacy and Self-Regulated Learning on Career Goal Clarity Among Postgraduate Women Students in Bengaluru</b><br><i>Bharati Rao, S Anil Kumar and Mihir Dash</i> | <b>7</b>  |
| <b>Employability Skills Required for Functional Areas of Management</b><br><i>Rishikesh Krishnaji Nalawade, Dinkar Khashaba More and Sarang Shankar Bhola</i>  | <b>20</b> |
| <b>Is Your Boss' Behavior Bizarre? Voice of Subordinates</b><br><i>Manisha Seth and Athar Mahmood</i>  | <b>45</b> |
| <b>Developing Communication Competence in Students Through Face-to-Face Conversation</b><br><i>Sushila Shekhawat and Virendra Singh Nirban</i>   | <b>56</b> |
| <b>Effective Communication in Organizations</b><br><i>Revathi Turaga</i>   | <b>63</b> |

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# Employability Skills Required for Functional Areas of Management

*Rishikesh Krishnaji Nalawade\**, *Dinkar Khashaba More\*\**  
and *Sarang Shankar Bhola\*\*\**

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*Colleges and universities have many stakeholders, including students, parents, employers, public officials and community leaders, as well as the general public that has come to see higher education as both a commodity and a public good. Each stakeholder has their own views on management education, and its implication towards employability and other offerings of it. This study has attempted to understand the perceptions of students, the faculty and employers towards requirement of employability skills with respect to each functional area of management. The study revealed that there is definitely dissimilar priorities of skills and personal qualities requirement with respect to functional areas of management. The perceptions of students, the faculty and employers towards employability skills for entry-level employment are similar in nature in the functional area of Financial Management (FM), whereas they are not uniform in the case of Marketing Management (MM), Human Resource Management (HRM), Production Management (PM), Information Technology (IT) and Systems Management.*

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## Introduction

Employment is based on the competitiveness in the labor market that either demands individuals to decrease the possibility of losing their jobs or to increase the possibility of getting ones, and to constantly acquire competitive competencies and skills and update previous ones (Dordevic and Milanovic, 2015). Today, 90 million youth across the world are unemployed, forming 47% of the total number of unemployed, and an

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additional 300 million belong to the “working poor” category—they are in unskilled, insecure jobs and live in poor conditions (Oyebanji Oyelaran-Oyeyinka, 2012).

According to the World Bank and International Monetary Fund projections, India is the world’s fastest growing economy. Employability has become a big hurdle for a developing country like India. India in order to become a superpower need its demographic dividend to be highly skilled and equipped. But various governmental and non-governmental agencies and organizations (Aspiring Minds, 2012; MeritTrac, 2012; and ASSOCHAM, 2016) have studied employability of professional courses and found low employability of students.

Only 7% of the MBA graduates are employable. Most of 5,500 B-schools in the country are producing sub-par graduates who are unemployable, and if at all they find placement, then they earn less than ₹10,000 a month (ASSOCHAM, 2016).

The National Employability Report (2012) published by Aspiring Minds reveals that employability of management students is below 10% for any functional role in HR, Marketing or Finance. When non-employability is considered because of lack of skills, then 32% management graduates lose out because of lack of English language proficiency and cognitive skills, at least 50% students are not employable in functional domains for lack of knowledge and conceptual understanding of the domain. For students in tier II and tier III cities, a large gap is observed in English language skills and finance (Aspiring Minds, 2012).

Dacko (2006) suggested that there is a need to identify current and future employers’ full set of relative priorities for key business skill among students of MBA program. It is also needed to identify the extent to which firms want MBA program graduates to acquire skills. By conducting surveys among employers and managements, educators can prepare educational experiences that are highly relevant, tailored and competitive in meeting the market needs worldwide.

## **Background of the Study**

Colleges and universities have many stakeholders, including students, parents, employers, public officials and community leaders, as well as the general public that has come to see higher education as both a commodity and a public good. What these stakeholders have in common is a need to know if the faculty teaching at colleges is preparing today’s students for tomorrow’s jobs (Gumport, 2002). Each stakeholder has their own views on management education, its implication towards employability and other offerings of it.

The causes behind non-employability should be identified by including employers’ dimension into the analysis of importance of employability skills (Chung-Khain Wye,

2009). So to tackle the problem of employability of management students, forward integration should be done by the institutes with the industry to understand what industry needs and what skills should be on the priority list. For employers, some skills and traits will be more important than the others. Accordingly, it is very much needed to find employers' expectations from the candidates in terms of skills and personal qualities for entry level employment in different functional areas of management.

The perceptions of students and the faculty about employability skills also should be determined. With this, the alignment between the perceptions of the faculty and employers towards employability can be judged. If there is no alignment, then the faculty have to update themselves with the new corporate world needs, so that they can dispense these required skills among the students on a priority basis. The research problem put forth research questions such as: What are the expectations of the employers from the management students regarding the employability skills for the functional area of management? What skills should be on the priority list to acquire by the students if they would like to work in a particular functional area of management? Which are the employability skills most preferred or least preferred for the functional area of management by the employers? Do the perceptions of the faculty and employers towards employability match?

## **Objective**

The objectives of the study are to investigate the skills required for the functional areas of management; and to study the perceptions of students, the faculty, employer/industry regarding the employability skills.

The hypothesis put to test for this study is: "The perceptions of students, the faculty and the employers towards employability skills are uniform".

## **Data and Methodology**

The study is diagnostic-inferential in nature. The respondents selected for research are students and the faculty belonging to management institutes from Satara, Sangli, and Kolhapur districts affiliated to Shivaji University, Kolhapur, India. Also, employers/industry are selected as respondents from Kolhapur, Sangli, Satara, Baramati, and Pune as these are basically the pockets where students from Shivaji University, Kolhapur prefer jobs. For data collection, three distinct questionnaires (see Appendix) were prepared which consist of 65 parameters (47 skillsets and 18 personal qualities). These questionnaires were distributed to 489 students, 134 faculty members and 76 employer respondents.

For selection of respondents, convenient sampling method was used. Sample size calculation of students and the faculty from finite population of (1,860 students and 107 approved faculty) was done by using Yamane's (1967) formula. Sample size calculation of employers from infinite population was done by using Cochran's (1977) formula. During the personal visit of the authors to respective institutes for data

collection from students and the faculty, it has been seen that many faculty members appointed on ad hoc basis are having reasonably good experience and research qualification like M. Phil and Ph.D. These faculty members have also been considered as sample. And hence the actual sample size of faculty touches 134.

The demographic profile of the respondents is given in Table 1.

| S. No. | Respondent   | Institute/ Industry | MM         | FM         | HRM        | PM        | IT        | GM        | AM        | Total         |
|--------|--------------|---------------------|------------|------------|------------|-----------|-----------|-----------|-----------|---------------|
| 1.     | Students     | 23                  | 277        | 303        | 317        | 23        | 53        |           | 05        | 978*<br>(489) |
| 2.     | Faculty      | 23                  | 31         | 23         | 25         | 10        | 23        | 22        |           | 134           |
| 3.     | Employers    | 69                  | 16         | 15         | 15         | 15        | 15        |           |           | 76            |
|        | <b>Total</b> |                     | <b>324</b> | <b>341</b> | <b>357</b> | <b>48</b> | <b>91</b> | <b>22</b> | <b>05</b> | <b>699</b>    |

**Note:** MM - Marketing Management, FM - Financial Management, HRM - Human Resource Management, PM - Production Management, IT - Information Technology and System Management, GM - General Management, AM - Agriculture and Business Management; and \* As Shivaji University, Kolhapur offers dual specialization, functional area-wise student count is double than actual student count.

Table 1 shows that 277 students are from Marketing Management (MM) functional area, 303 from Financial Management (FM) functional area, 317 from Human Resource Management (HRM) functional area and 53 from Information Technology (IT) and Systems Management and system functional area. Out of the 134 faculty members, 22 are from General Management (GM). The least number of students and faculty are from Production Management (PM) functional area. The functional area of Agriculture and Business Management (AM) is not considered for the study. AM functional area has been excluded from scope of the study as very rarely students are opting for this specialization. Only a few candidates who are graduate in B.Sc. Agriculture opt for AM functional area as their second specialization (as at Shivaji University offers dual specialization).

From Table 1, it is inferred that the respondents of MM, HRM and FM functional areas have dominated the sample size. Hence, responses from faculties of GM, and students of AM are not taken.

## Results and Discussion

The data has been collected from three respondent units, viz., students, faculty and employers with regard to their perceptions about the parameters (skills and traits). The reliability of instruments of the students, the faculty and the employers is 0.952, 0.983 and 0.936, respectively. The collected data has been analyzed with the help of mean, standard deviation and hypothesis testing using one-way ANOVA test.

The ratings of the parameters were requested on the following Likert type 5-point scale for entry-level employment in each functional area of management.

- 1 Very Unimportant
- 2 Unimportant
- 3 Neither Important nor Unimportant
- 4 Important
- 5 Very Important

Functional area-wise perception of students, faculty and employers based on importance ratings of parameters for entry-level employment into functional areas of management is presented as follows:

### Students' Perceptions

The average importance ratings of parameters by functional area-wise students are presented and analyzed as follows. Table 2 depicts the average importance rating of functional area-wise students along with standard deviation.

**Table 2: Average Importance Rating of Parameters Given by Functional Area-Wise Sample Students**

| S. No. | Parameter              | MM        |      | FM        |      | HRM       |      | PM       |      | IT       |      |
|--------|------------------------|-----------|------|-----------|------|-----------|------|----------|------|----------|------|
|        |                        | Mean      | SD   | Mean      | SD   | Mean      | SD   | Mean     | SD   | Mean     | SD   |
|        |                        | (n = 277) |      | (n = 303) |      | (n = 317) |      | (n = 23) |      | (n = 53) |      |
| 1.     | Learning               | 4.57      | 0.64 | 4.50      | 0.64 | 4.61      | 0.61 | 4.52     | 0.67 | 4.58     | 0.63 |
| 2.     | Reading                | 4.32      | 0.76 | 4.28      | 0.72 | 4.44      | 0.71 | 4.30     | 0.70 | 4.26     | 0.96 |
| 3.     | Writing                | 3.96      | 0.92 | 4.34      | 0.80 | 4.27      | 0.77 | 4.09     | 0.73 | 3.94     | 0.77 |
| 4.     | Listening              | 4.59      | 0.63 | 4.17      | 0.87 | 4.58      | 0.63 | 4.30     | 0.70 | 3.94     | 0.91 |
| 5.     | Speaking               | 4.84      | 0.40 | 3.89      | 0.86 | 4.72      | 0.54 | 4.17     | 0.83 | 3.87     | 0.97 |
| 6.     | Understanding          | 4.47      | 0.69 | 4.54      | 0.73 | 4.50      | 0.72 | 4.52     | 0.59 | 4.53     | 0.67 |
| 7.     | Numeracy               | 3.76      | 0.98 | 4.66      | 0.66 | 3.75      | 0.90 | 4.43     | 0.51 | 3.83     | 0.98 |
| 8.     | Information literacy   | 4.43      | 0.72 | 4.22      | 0.74 | 4.24      | 0.89 | 4.00     | 0.80 | 4.19     | 0.88 |
| 9.     | Thinking               | 4.59      | 0.61 | 4.33      | 0.82 | 4.45      | 0.76 | 4.52     | 0.59 | 4.30     | 0.87 |
| 10.    | Business communication | 4.69      | 0.57 | 4.09      | 0.91 | 4.60      | 0.69 | 4.30     | 0.63 | 4.06     | 1.06 |
| 11.    | IT skill               | 3.69      | 1.01 | 3.95      | 0.85 | 3.89      | 0.89 | 4.04     | 0.71 | 4.77     | 0.61 |
| 12.    | Analytical skill       | 4.27      | 0.84 | 4.31      | 0.74 | 4.19      | 0.86 | 4.17     | 0.65 | 4.21     | 0.82 |
| 13.    | Decision making        | 4.56      | 0.70 | 4.39      | 0.81 | 4.59      | 0.74 | 4.52     | 0.67 | 4.19     | 0.71 |

Table 2 (Cont.)

| S. No. | Parameter                 | MM        |      | FM        |      | HRM       |      | PM       |      | IT       |      |
|--------|---------------------------|-----------|------|-----------|------|-----------|------|----------|------|----------|------|
|        |                           | Mean      | SD   | Mean      | SD   | Mean      | SD   | Mean     | SD   | Mean     | SD   |
|        |                           | (n = 277) |      | (n = 303) |      | (n = 317) |      | (n = 23) |      | (n = 53) |      |
| 14.    | Conceptual skill          | 4.32      | 0.76 | 4.09      | 0.88 | 4.19      | 0.87 | 4.30     | 0.63 | 4.13     | 0.90 |
| 15.    | Technical skill           | 3.98      | 0.93 | 4.13      | 0.93 | 4.03      | 0.86 | 4.78     | 0.42 | 4.72     | 0.53 |
| 16.    | Planning skill            | 4.66      | 0.58 | 4.37      | 0.79 | 4.64      | 0.62 | 4.65     | 0.57 | 4.23     | 0.89 |
| 17.    | Organizing skill          | 4.52      | 0.66 | 4.11      | 0.84 | 4.64      | 0.60 | 4.52     | 0.59 | 4.02     | 0.95 |
| 18.    | Research skill            | 4.49      | 0.71 | 4.13      | 0.86 | 4.42      | 0.78 | 4.43     | 0.59 | 4.43     | 0.75 |
| 19.    | Data analysis skill       | 4.30      | 0.82 | 4.46      | 0.75 | 4.15      | 0.83 | 4.30     | 0.70 | 4.53     | 0.70 |
| 20.    | Priority setting skill    | 4.31      | 0.75 | 4.07      | 0.86 | 4.23      | 0.79 | 4.39     | 0.50 | 3.96     | 0.98 |
| 21.    | Mathematical skill        | 3.80      | 1.00 | 4.64      | 0.67 | 3.79      | 0.90 | 4.22     | 0.74 | 3.87     | 1.04 |
| 22.    | Reasoning skill           | 4.16      | 0.79 | 4.19      | 0.85 | 4.07      | 0.88 | 3.91     | 1.04 | 3.98     | 0.87 |
| 23.    | Business intelligence     | 4.27      | 0.84 | 4.17      | 0.84 | 4.26      | 0.82 | 4.13     | 0.81 | 4.28     | 0.93 |
| 24.    | Influencing skill         | 4.47      | 0.73 | 3.90      | 0.85 | 4.33      | 0.77 | 3.87     | 0.81 | 3.53     | 1.07 |
| 25.    | Interpersonal skill       | 4.61      | 0.67 | 4.02      | 0.92 | 4.64      | 0.64 | 4.04     | 0.93 | 4.00     | 1.02 |
| 26.    | Teamwork skill            | 4.67      | 0.54 | 4.09      | 0.93 | 4.63      | 0.69 | 4.43     | 0.79 | 4.15     | 1.03 |
| 27.    | Leadership skill          | 4.47      | 0.74 | 3.97      | 0.93 | 4.63      | 0.63 | 4.39     | 0.58 | 3.92     | 1.05 |
| 28.    | Delegation                | 4.30      | 0.85 | 4.13      | 0.85 | 4.43      | 0.77 | 4.26     | 0.69 | 3.92     | 0.92 |
| 29.    | Motivational skill        | 4.56      | 0.71 | 4.08      | 0.93 | 4.58      | 0.64 | 4.26     | 0.86 | 3.74     | 1.08 |
| 30.    | Persuading skill          | 4.43      | 0.70 | 3.80      | 0.94 | 4.39      | 0.77 | 4.13     | 0.81 | 3.60     | 1.12 |
| 31.    | Conflict management skill | 4.40      | 0.80 | 3.88      | 0.98 | 4.54      | 0.71 | 4.13     | 0.87 | 3.66     | 0.96 |
| 32.    | Social skill              | 4.48      | 0.70 | 3.80      | 1.01 | 4.44      | 0.79 | 3.83     | 1.03 | 3.75     | 0.96 |
| 33.    | Empathizing skill         | 4.39      | 0.81 | 3.70      | 0.96 | 4.37      | 0.83 | 3.74     | 1.01 | 3.64     | 0.98 |
| 34.    | Coordination skill        | 4.47      | 0.78 | 4.00      | 0.99 | 4.51      | 0.78 | 4.30     | 0.63 | 4.06     | 0.86 |
| 35.    | Cooperation skill         | 4.54      | 0.68 | 4.07      | 0.81 | 4.55      | 0.67 | 4.30     | 0.56 | 3.92     | 1.05 |
| 36.    | Supervisory skill         | 4.31      | 0.77 | 4.06      | 0.90 | 4.54      | 0.65 | 4.52     | 0.73 | 3.98     | 0.97 |
| 37.    | Networking skill          | 4.63      | 0.59 | 3.93      | 0.87 | 4.47      | 0.77 | 4.22     | 0.80 | 4.21     | 1.01 |
| 38.    | Negotiation skill         | 4.50      | 0.66 | 3.85      | 0.92 | 4.32      | 0.72 | 4.09     | 0.90 | 3.60     | 1.10 |
| 39.    | Adaptability skill        | 4.58      | 0.62 | 4.04      | 0.86 | 4.33      | 0.76 | 4.39     | 0.66 | 3.94     | 1.06 |

Table 2 (Cont.)

| S. No. | Parameter              | MM        |      | FM        |      | HRM       |      | PM       |      | IT       |      |
|--------|------------------------|-----------|------|-----------|------|-----------|------|----------|------|----------|------|
|        |                        | Mean      | SD   | Mean      | SD   | Mean      | SD   | Mean     | SD   | Mean     | SD   |
|        |                        | (n = 277) |      | (n = 303) |      | (n = 317) |      | (n = 23) |      | (n = 53) |      |
| 40.    | Time management        | 4.69      | 0.59 | 4.49      | 0.74 | 4.61      | 0.61 | 4.74     | 0.54 | 4.36     | 0.94 |
| 41.    | Stress tolerance       | 4.44      | 0.76 | 4.13      | 0.85 | 4.38      | 0.76 | 4.48     | 0.67 | 3.75     | 1.02 |
| 42.    | Career planning        | 4.49      | 0.69 | 4.35      | 0.85 | 4.48      | 0.77 | 4.09     | 0.73 | 4.08     | 1.00 |
| 43.    | Multi-tasking          | 4.41      | 0.88 | 4.10      | 0.96 | 4.32      | 0.84 | 4.48     | 0.85 | 4.09     | 0.84 |
| 44.    | Risk taking skill      | 4.40      | 0.76 | 4.19      | 0.85 | 4.29      | 0.80 | 4.39     | 0.66 | 3.92     | 1.03 |
| 45.    | Goal setting           | 4.57      | 0.64 | 4.35      | 0.78 | 4.51      | 0.64 | 4.43     | 0.59 | 4.40     | 0.74 |
| 46.    | Problem solving        | 4.49      | 0.75 | 4.40      | 0.78 | 4.49      | 0.77 | 4.43     | 0.66 | 3.98     | 0.93 |
| 47.    | Work ethic skill       | 4.35      | 0.75 | 4.29      | 0.83 | 4.40      | 0.75 | 4.35     | 0.57 | 3.96     | 1.02 |
| 48.    | Loyalty                | 4.57      | 0.69 | 4.51      | 0.65 | 4.56      | 0.66 | 4.52     | 0.79 | 4.32     | 0.94 |
| 49.    | Right attitude         | 4.61      | 0.57 | 4.33      | 0.79 | 4.57      | 0.70 | 4.61     | 0.58 | 4.02     | 1.07 |
| 50.    | Honesty                | 4.44      | 0.75 | 4.56      | 0.69 | 4.56      | 0.68 | 4.83     | 0.49 | 4.17     | 1.22 |
| 51.    | Integrity              | 4.36      | 0.77 | 4.36      | 0.77 | 4.38      | 0.73 | 4.52     | 0.79 | 3.94     | 1.15 |
| 52.    | Enthusiastic           | 4.47      | 0.69 | 4.15      | 0.80 | 4.29      | 0.77 | 4.35     | 0.65 | 4.08     | 0.85 |
| 53.    | Persistence            | 4.31      | 0.80 | 4.08      | 0.88 | 4.21      | 0.78 | 4.22     | 0.80 | 3.94     | 1.01 |
| 54.    | Meticulous             | 4.38      | 0.72 | 4.23      | 0.79 | 4.31      | 0.78 | 4.43     | 0.73 | 4.02     | 0.89 |
| 55.    | Punctual               | 4.52      | 0.67 | 4.40      | 0.76 | 4.52      | 0.70 | 4.52     | 0.51 | 4.28     | 0.84 |
| 56.    | Confident              | 4.60      | 0.71 | 4.38      | 0.75 | 4.65      | 0.61 | 4.39     | 0.72 | 4.38     | 0.81 |
| 57.    | Common sense           | 4.57      | 0.65 | 4.42      | 0.75 | 4.54      | 0.71 | 4.17     | 0.78 | 4.15     | 0.89 |
| 58.    | Sense of humor         | 4.52      | 0.62 | 4.12      | 0.95 | 4.48      | 0.68 | 4.26     | 0.96 | 4.00     | 1.02 |
| 59.    | Independent            | 4.31      | 0.72 | 4.21      | 0.85 | 4.34      | 0.76 | 4.17     | 0.78 | 4.00     | 0.94 |
| 60.    | Self-esteem            | 4.41      | 0.70 | 4.25      | 0.78 | 4.38      | 0.72 | 4.26     | 0.69 | 4.11     | 0.93 |
| 61.    | Commitment             | 4.45      | 0.71 | 4.34      | 0.78 | 4.42      | 0.78 | 4.35     | 0.93 | 4.04     | 0.85 |
| 62.    | Creativity             | 4.49      | 0.75 | 4.12      | 0.92 | 4.48      | 0.78 | 4.39     | 0.66 | 4.17     | 0.80 |
| 63.    | Emotional intelligence | 4.18      | 0.86 | 3.80      | 0.97 | 4.21      | 0.82 | 3.83     | 0.94 | 3.74     | 1.08 |
| 64.    | Initiative             | 4.49      | 0.67 | 4.17      | 0.87 | 4.42      | 0.76 | 4.22     | 0.95 | 4.17     | 0.87 |
| 65.    | Self-management        | 4.56      | 0.63 | 4.47      | 0.72 | 4.60      | 0.67 | 4.35     | 1.11 | 4.26     | 0.71 |

The top parameters for entry-level employment perceived by MM students are speaking, business communication, time management, teamwork skill, planning skill, networking skill, interpersonal skill, right attitude, confident, thinking skill, etc. whereas low importance parameters are IT skill, numeracy, mathematical skill, writing, technical skill, reasoning skill, emotional intelligence, analytical, business intelligence, delegation, data analysis, etc.

The top important parameters perceived by students for the FM functional area are numeracy, mathematical, honesty, understanding, loyalty, learning, time management, self-management, data analysis, etc. Whereas low importance parameters are empathizing skill, persuading skill, social skill, emotional intelligence, negotiation skill, conflict management, speaking, influencing, networking, IT skill, etc.

According to HRM students, most important parameters are speaking, confidence, interpersonal skill, planning skill, organizing skill, leadership skill, teamwork, time management, learning and business communication. The low importance parameters are numeracy, mathematical skill, IT skill, technical, reasoning, data analysis, conceptual, analytical, emotional intelligence, persistence.

For the PM students, the most important parameters are honesty, technical skill, time management, planning skill, right attitude, integrity, thinking, understanding, punctual, supervisory skill, loyalty, decision making, learning and organizing skill. The low importance parameters are empathizing skill, emotional intelligence, social, influencing, reasoning, information literacy, IT skill, interpersonal skill, writing, negotiation, and career planning.

According to IT students, the most important parameters are IT skill, technical skill, learning, data analysis, understanding, research skill, goal setting, confident, time management, and loyalty. The low importance parameters are influencing skill, negotiation, persuading, empathizing, conflict management, emotional intelligence, motivational skill, social, stress tolerance, and numeracy skill.

So there seems to be no uniform preference for skills and personal qualities requirement as per functional area of the students.

## **Faculty Perceptions**

The average ratings of parameters on the basis of importance by functional area-wise of the faculty are presented and analyzed below. Table 3 depicts the average importance rating of the functional area-wise sample of the faculty along with standard deviation.

According to the MM functional area sample of the faculty, the high importance parameters are speaking skill, time management, business communication, interpersonal skill, negotiation skill, listening, punctuality and learning skill parameters, etc. Whereas low importance parameters are mathematical skill, technical skill, numeracy, organizing, IT skill, business intelligence, writing skill, etc.

For the faculty of FM functional area, the high importance parameters are understanding skill, learning skill, numeracy skill, reading skill, honesty, work-ethic

**Table 3: Average Importance Rating of Parameters Given by Functional Area-Wise Sample by the Faculty**

| S. No. | Parameter              | MM       |      | FM       |      | HRM      |      | PM       |      | IT       |      |
|--------|------------------------|----------|------|----------|------|----------|------|----------|------|----------|------|
|        |                        | Mean     | SD   | Mean     | SD   | Mean     | SD   | Mean     | SD   | Mean     | SD   |
|        |                        | (n = 31) |      | (n = 23) |      | (n = 25) |      | (n = 10) |      | (n = 23) |      |
| 1.     | Learning               | 4.58     | 0.50 | 4.70     | 0.56 | 4.64     | 0.57 | 4.60     | 0.52 | 4.61     | 0.50 |
| 2.     | Reading                | 4.10     | 0.87 | 4.61     | 0.50 | 4.56     | 0.65 | 4.50     | 0.53 | 4.17     | 0.72 |
| 3.     | Writing                | 3.84     | 0.90 | 4.13     | 1.06 | 4.28     | 0.98 | 4.30     | 0.67 | 3.74     | 0.86 |
| 4.     | Listening              | 4.58     | 0.62 | 4.30     | 0.97 | 4.68     | 0.48 | 4.70     | 0.48 | 4.30     | 0.63 |
| 5.     | Speaking               | 4.87     | 0.34 | 4.09     | 0.73 | 4.84     | 0.37 | 4.10     | 0.99 | 4.04     | 0.71 |
| 6.     | Understanding          | 4.35     | 0.61 | 4.78     | 0.42 | 4.72     | 0.46 | 4.30     | 0.82 | 4.65     | 0.49 |
| 7.     | Numeracy               | 3.61     | 0.84 | 4.65     | 0.65 | 3.76     | 0.66 | 4.20     | 1.03 | 4.26     | 0.69 |
| 8.     | Information literacy   | 4.13     | 0.92 | 4.35     | 0.71 | 4.00     | 0.82 | 4.00     | 1.05 | 4.74     | 0.45 |
| 9.     | Thinking               | 4.35     | 0.66 | 4.13     | 0.92 | 4.48     | 0.65 | 3.90     | 0.57 | 4.48     | 0.51 |
| 10.    | Business communication | 4.68     | 0.54 | 3.87     | 1.06 | 4.76     | 0.44 | 3.40     | 0.97 | 4.09     | 0.73 |
| 11.    | IT skill               | 3.74     | 0.89 | 4.13     | 0.63 | 3.96     | 0.68 | 3.90     | 0.57 | 5.00     | 0.00 |
| 12.    | Analytical skill       | 4.33     | 0.66 | 4.48     | 0.59 | 4.12     | 0.67 | 4.10     | 1.20 | 4.57     | 0.66 |
| 13.    | Decision making        | 4.30     | 0.75 | 4.22     | 1.09 | 4.72     | 0.46 | 4.10     | 0.99 | 4.48     | 0.51 |
| 14.    | Conceptual skill       | 4.00     | 0.87 | 3.91     | 1.08 | 4.36     | 0.64 | 4.20     | 0.63 | 4.39     | 0.72 |
| 15.    | Technical skill        | 3.57     | 1.04 | 4.17     | 1.19 | 3.96     | 0.79 | 4.60     | 0.70 | 4.78     | 0.42 |
| 16.    | Planning skill         | 4.40     | 0.62 | 4.17     | 0.98 | 4.64     | 0.49 | 4.30     | 0.67 | 4.39     | 0.58 |
| 17.    | Organizing skill       | 3.73     | 1.05 | 4.04     | 0.71 | 4.48     | 0.65 | 4.20     | 0.79 | 4.00     | 0.67 |
| 18.    | Research skill         | 4.23     | 0.73 | 3.78     | 1.09 | 3.84     | 0.90 | 3.50     | 1.08 | 4.00     | 0.85 |
| 19.    | Data analysis skill    | 3.87     | 0.82 | 4.35     | 0.78 | 3.72     | 0.94 | 3.80     | 0.92 | 4.52     | 0.59 |
| 20.    | Priority setting skill | 4.27     | 0.69 | 3.83     | 0.98 | 4.16     | 0.99 | 4.20     | 1.03 | 4.48     | 0.59 |
| 21.    | Mathematical skill     | 3.37     | 0.89 | 4.26     | 0.92 | 3.40     | 0.82 | 3.70     | 0.82 | 4.22     | 0.52 |
| 22.    | Reasoning skill        | 3.90     | 0.80 | 3.87     | 0.81 | 4.20     | 0.76 | 3.70     | 1.16 | 4.26     | 0.54 |
| 23.    | Business Intelligence  | 3.81     | 0.95 | 3.91     | 0.79 | 3.52     | 0.96 | 3.60     | 0.84 | 4.43     | 0.84 |
| 24.    | Influencing skill      | 4.55     | 0.72 | 3.43     | 0.99 | 4.12     | 0.73 | 3.80     | 0.92 | 3.74     | 0.62 |
| 25.    | Interpersonal skill    | 4.61     | 0.80 | 3.83     | 1.03 | 4.80     | 0.41 | 4.10     | 0.99 | 4.35     | 0.65 |
| 26.    | Teamwork skill         | 4.52     | 0.63 | 4.26     | 0.69 | 4.68     | 0.56 | 4.00     | 0.82 | 4.74     | 0.45 |
| 27.    | Leadership skill       | 4.26     | 0.73 | 3.70     | 0.88 | 4.52     | 0.77 | 4.10     | 0.88 | 4.17     | 0.58 |

Table 3 (Cont.)

| S. No. | Parameter                 | MM       |      | FM       |      | HRM      |      | PM       |      | IT       |      |
|--------|---------------------------|----------|------|----------|------|----------|------|----------|------|----------|------|
|        |                           | Mean     | SD   | Mean     | SD   | Mean     | SD   | Mean     | SD   | Mean     | SD   |
|        |                           | (n = 31) |      | (n = 23) |      | (n = 25) |      | (n = 10) |      | (n = 23) |      |
| 28.    | Delegation                | 4.00     | 0.77 | 3.78     | 0.95 | 4.40     | 0.65 | 3.70     | 1.06 | 4.13     | 0.76 |
| 29.    | Motivational skill        | 4.52     | 0.68 | 3.45     | 1.06 | 4.44     | 0.58 | 4.00     | 0.67 | 4.04     | 0.64 |
| 30.    | Persuading skill          | 4.52     | 0.72 | 3.52     | 0.90 | 4.52     | 0.59 | 3.90     | 1.20 | 3.78     | 0.67 |
| 31.    | Conflict management skill | 4.13     | 0.56 | 3.57     | 1.04 | 4.40     | 0.65 | 3.70     | 0.95 | 3.78     | 0.80 |
| 32.    | Social skill              | 4.19     | 0.83 | 3.39     | 0.78 | 4.24     | 0.93 | 3.70     | 0.82 | 3.83     | 0.94 |
| 33.    | Empathizing skill         | 4.06     | 0.89 | 3.48     | 0.95 | 4.44     | 0.65 | 3.70     | 1.16 | 3.52     | 0.79 |
| 34.    | Coordination skill        | 4.29     | 0.59 | 3.96     | 1.02 | 4.44     | 0.58 | 4.10     | 0.57 | 4.13     | 0.55 |
| 35.    | Cooperation skill         | 4.42     | 0.56 | 4.22     | 0.60 | 4.36     | 0.70 | 4.10     | 0.57 | 4.17     | 0.65 |
| 36.    | Supervisory skill         | 3.90     | 0.83 | 3.52     | 0.95 | 4.24     | 0.88 | 4.70     | 0.48 | 3.83     | 0.89 |
| 37.    | Networking skill          | 4.52     | 0.68 | 3.57     | 0.84 | 4.24     | 1.09 | 4.20     | 0.79 | 4.17     | 0.89 |
| 38.    | Negotiation skill         | 4.58     | 0.56 | 3.96     | 0.82 | 4.40     | 0.82 | 4.30     | 0.82 | 3.57     | 0.84 |
| 39.    | Adaptability skill        | 4.52     | 0.63 | 3.74     | 0.92 | 4.12     | 0.83 | 4.10     | 0.57 | 4.04     | 0.82 |
| 40.    | Time management           | 4.71     | 0.53 | 4.43     | 0.66 | 4.60     | 0.71 | 4.80     | 0.42 | 4.87     | 0.34 |
| 41.    | Stress tolerance          | 4.29     | 0.64 | 4.22     | 0.80 | 4.28     | 0.68 | 4.50     | 0.53 | 4.39     | 0.66 |
| 42.    | Career planning           | 4.00     | 0.82 | 4.30     | 0.70 | 4.32     | 0.75 | 4.40     | 0.97 | 4.30     | 0.70 |
| 43.    | Multi-tasking             | 3.84     | 0.78 | 3.61     | 0.89 | 4.28     | 0.68 | 4.20     | 0.92 | 4.22     | 0.95 |
| 44.    | Risk taking skill         | 4.10     | 0.83 | 4.00     | 0.80 | 3.92     | 0.57 | 4.20     | 0.79 | 3.87     | 1.01 |
| 45.    | Goal setting              | 4.32     | 0.65 | 4.39     | 0.72 | 4.28     | 0.68 | 4.10     | 0.74 | 4.22     | 0.67 |
| 46.    | Problem solving           | 4.39     | 0.67 | 4.48     | 0.59 | 4.48     | 0.59 | 4.80     | 0.42 | 4.65     | 0.49 |
| 47.    | Work ethic skill          | 4.39     | 0.67 | 4.57     | 0.51 | 4.52     | 0.71 | 4.80     | 0.42 | 4.39     | 0.58 |
| 48.    | Loyalty                   | 4.48     | 0.68 | 4.52     | 0.90 | 4.48     | 0.71 | 4.70     | 0.48 | 4.78     | 0.52 |
| 49.    | Right attitude            | 4.55     | 0.57 | 4.09     | 1.08 | 4.56     | 0.82 | 4.40     | 0.97 | 4.48     | 0.67 |
| 50.    | Honesty                   | 4.26     | 0.86 | 4.57     | 0.51 | 4.44     | 0.96 | 4.80     | 0.42 | 4.78     | 0.42 |
| 51.    | Integrity                 | 4.39     | 0.72 | 4.30     | 0.47 | 4.44     | 0.65 | 4.70     | 0.48 | 4.57     | 0.66 |
| 52.    | Enthusiastic              | 4.55     | 0.62 | 3.96     | 0.88 | 4.16     | 0.80 | 4.40     | 0.52 | 4.17     | 0.65 |
| 53.    | Persistence               | 4.35     | 0.66 | 4.22     | 0.90 | 3.96     | 1.02 | 4.60     | 0.70 | 4.30     | 0.56 |

Table 3 (Cont.)

| S. No. | Parameter              | MM       |      | FM       |      | HRM      |      | PM       |      | IT       |      |
|--------|------------------------|----------|------|----------|------|----------|------|----------|------|----------|------|
|        |                        | Mean     | SD   | Mean     | SD   | Mean     | SD   | Mean     | SD   | Mean     | SD   |
|        |                        | (n = 31) |      | (n = 23) |      | (n = 25) |      | (n = 10) |      | (n = 23) |      |
| 54.    | Meticulous             | 4.23     | 0.72 | 4.22     | 0.95 | 3.96     | 0.84 | 4.60     | 0.52 | 4.22     | 0.74 |
| 55.    | Punctual               | 4.58     | 0.50 | 4.26     | 0.86 | 4.52     | 0.82 | 4.90     | 0.32 | 4.52     | 0.59 |
| 56.    | Confident              | 4.48     | 0.63 | 4.09     | 0.60 | 4.60     | 0.50 | 4.60     | 0.52 | 4.43     | 0.59 |
| 57.    | Common sense           | 4.55     | 0.57 | 4.22     | 0.60 | 4.52     | 0.71 | 4.50     | 0.53 | 4.30     | 0.70 |
| 58.    | Sense of humor         | 3.97     | 0.87 | 3.78     | 0.67 | 3.80     | 1.04 | 3.90     | 0.57 | 3.83     | 0.78 |
| 59.    | Independent            | 3.90     | 0.83 | 3.70     | 0.97 | 3.92     | 0.81 | 4.50     | 0.71 | 4.00     | 0.90 |
| 60.    | Self-esteem            | 3.87     | 1.06 | 3.96     | 0.98 | 3.96     | 0.73 | 3.80     | 0.92 | 3.96     | 0.71 |
| 61.    | Commitment             | 4.52     | 0.63 | 4.39     | 0.72 | 4.20     | 0.87 | 4.60     | 0.70 | 4.35     | 0.65 |
| 62.    | Creativity             | 4.52     | 0.68 | 3.74     | 0.92 | 3.96     | 1.02 | 4.30     | 0.95 | 4.57     | 0.51 |
| 63.    | Emotional intelligence | 4.06     | 0.85 | 3.43     | 0.99 | 4.00     | 1.00 | 4.00     | 1.05 | 3.83     | 0.72 |
| 64.    | Initiative             | 4.48     | 0.57 | 4.00     | 0.90 | 4.24     | 0.66 | 4.20     | 1.03 | 4.04     | 0.56 |
| 65.    | Self-management        | 4.35     | 0.55 | 4.52     | 0.59 | 4.40     | 0.65 | 4.60     | 0.52 | 4.39     | 0.66 |

skill, etc. The low importance parameters are social skill, emotional intelligence, influencing skill, motivational skill, empathizing skill parameters, etc.

The most important parameters as per the faculty are speaking, interpersonal, business communication, understanding, decision making, listening, teamwork, learning, planning and time management. Whereas low importance parameters are mathematical skill, business intelligence, data analysis, numeracy, sense of humor, research, risk taking skill.

As per the faculty of PM functional area, high importance parameters are punctuality, honesty, problem solving skill, work ethic skill, time management, and supervisory skill. Whereas low importance parameters are business communication, research skill, business intelligence, mathematical skill, and reasoning skill parameters.

According to the perception of the IT functional area, for the faculty, the most important parameters are IT skill, time management, technical skill, loyalty, honesty, information literacy, and teamwork skill whereas low importance parameters are empathizing skill, negotiation writing, influencing, persuading, and conflict management skill parameters.

So there seems to be no uniform preference for skills and personal qualities requirement as per functional area sample of the faculty.

## Employer Perceptions

The average importance ratings of parameters by functional area-wise sample of the employers are presented and analyzed below. Table 4 depicts the average importance rating of functional area-wise sample of the employers along with standard deviation.

**Table 4: Average Importance Rating of Parameters Given by Functional Area-Wise Sample Employers**

| S. No. | Parameter              | MM       |      | FM       |      | HRM      |      | PM       |      | IT       |      |
|--------|------------------------|----------|------|----------|------|----------|------|----------|------|----------|------|
|        |                        | Mean     | SD   | Mean     | SD   | Mean     | SD   | Mean     | SD   | Mean     | SD   |
|        |                        | (n = 16) |      | (n = 15) |      | (n = 15) |      | (n = 15) |      | (n = 15) |      |
| 1.     | Learning               | 4.44     | 0.63 | 5.00     | 0.00 | 4.80     | 0.41 | 4.87     | 0.35 | 4.80     | 0.41 |
| 2.     | Reading                | 3.94     | 0.85 | 4.80     | 0.41 | 4.60     | 0.63 | 3.93     | 0.70 | 4.40     | 0.51 |
| 3.     | Writing                | 3.69     | 0.87 | 4.27     | 0.46 | 4.27     | 0.59 | 3.93     | 0.46 | 4.20     | 0.41 |
| 4.     | Listening              | 4.31     | 0.70 | 4.47     | 0.52 | 4.73     | 0.59 | 4.33     | 0.49 | 4.20     | 0.41 |
| 5.     | Speaking               | 4.63     | 0.62 | 3.67     | 0.49 | 4.60     | 0.51 | 4.27     | 1.03 | 4.33     | 0.49 |
| 6.     | Understanding          | 3.94     | 0.77 | 4.80     | 0.41 | 4.40     | 0.51 | 4.40     | 1.06 | 4.87     | 0.35 |
| 7.     | Numeracy               | 3.56     | 0.63 | 4.40     | 0.51 | 4.00     | 0.85 | 3.93     | 1.28 | 4.20     | 0.41 |
| 8.     | Information literacy   | 4.19     | 0.83 | 4.53     | 0.52 | 4.40     | 0.63 | 3.93     | 0.46 | 4.33     | 0.49 |
| 9.     | Thinking               | 4.25     | 0.58 | 4.53     | 0.52 | 4.00     | 0.76 | 4.33     | 0.49 | 4.60     | 0.51 |
| 10.    | Business communication | 4.25     | 0.68 | 4.47     | 0.52 | 4.33     | 0.90 | 4.53     | 0.74 | 4.60     | 0.51 |
| 11.    | IT skill               | 4.06     | 0.57 | 4.33     | 0.98 | 4.13     | 0.74 | 3.67     | 1.29 | 4.80     | 0.41 |
| 12.    | Analytical skill       | 3.94     | 0.44 | 5.00     | 0.00 | 4.07     | 0.59 | 4.73     | 0.46 | 4.40     | 0.51 |
| 13.    | Decision making        | 4.00     | 0.82 | 4.20     | 0.41 | 3.93     | 0.96 | 3.73     | 0.96 | 4.00     | 0.65 |
| 14.    | Conceptual skill       | 3.50     | 0.73 | 4.20     | 0.41 | 3.93     | 0.80 | 4.13     | 0.83 | 4.27     | 0.46 |
| 15.    | Technical skill        | 3.81     | 0.75 | 4.53     | 0.52 | 4.13     | 0.74 | 4.87     | 0.35 | 4.71     | 0.47 |
| 16.    | Planning skill         | 3.56     | 1.15 | 4.20     | 0.41 | 4.27     | 0.96 | 4.27     | 0.70 | 3.87     | 0.74 |
| 17.    | Organizing skill       | 3.81     | 0.91 | 4.00     | 0.00 | 4.20     | 0.56 | 4.47     | 0.52 | 3.67     | 0.49 |
| 18.    | Research skill         | 3.56     | 0.89 | 3.73     | 0.80 | 3.40     | 0.63 | 3.33     | 0.62 | 3.67     | 0.62 |
| 19.    | Data analysis skill    | 3.00     | 0.82 | 4.53     | 0.52 | 4.27     | 0.59 | 4.20     | 0.56 | 3.87     | 1.06 |
| 20.    | Priority setting skill | 4.19     | 0.75 | 3.73     | 0.46 | 4.13     | 0.74 | 4.07     | 0.59 | 4.20     | 0.41 |
| 21.    | Mathematical skill     | 3.13     | 0.81 | 3.40     | 0.83 | 3.67     | 0.72 | 4.07     | 1.10 | 3.93     | 0.59 |
| 22.    | Reasoning skill        | 3.69     | 0.87 | 4.53     | 0.52 | 4.07     | 0.70 | 4.07     | 0.26 | 3.87     | 0.64 |
| 23.    | Business intelligence  | 3.75     | 0.93 | 3.53     | 0.52 | 3.27     | 0.96 | 2.93     | 0.96 | 4.07     | 1.22 |

Table 4 (Cont.)

| S. No. | Parameter                 | MM       |      | FM       |      | HRM      |      | PM       |      | IT       |      |
|--------|---------------------------|----------|------|----------|------|----------|------|----------|------|----------|------|
|        |                           | Mean     | SD   | Mean     | SD   | Mean     | SD   | Mean     | SD   | Mean     | SD   |
|        |                           | (n = 16) |      | (n = 15) |      | (n = 15) |      | (n = 15) |      | (n = 15) |      |
| 24.    | Influencing skill         | 3.75     | 0.68 | 3.00     | 0.00 | 3.60     | 0.83 | 3.40     | 1.24 | 3.87     | 0.74 |
| 25.    | Interpersonal skill       | 4.38     | 0.89 | 3.67     | 0.49 | 4.27     | 0.88 | 4.40     | 0.51 | 4.40     | 0.51 |
| 26.    | Teamwork skill            | 3.75     | 0.77 | 4.33     | 0.49 | 4.47     | 0.74 | 4.73     | 0.46 | 4.33     | 0.82 |
| 27.    | Leadership skill          | 3.94     | 0.77 | 3.33     | 0.49 | 4.20     | 0.86 | 4.20     | 0.86 | 3.60     | 1.06 |
| 28.    | Delegation                | 3.63     | 0.96 | 3.00     | 0.00 | 3.53     | 0.83 | 3.87     | 0.74 | 3.87     | 0.64 |
| 29.    | Motivational skill        | 3.75     | 1.00 | 3.67     | 0.49 | 4.00     | 1.20 | 4.33     | 0.72 | 3.93     | 0.70 |
| 30.    | Persuading skill          | 4.00     | 0.76 | 2.47     | 0.52 | 4.20     | 1.37 | 4.07     | 0.59 | 3.80     | 0.68 |
| 31.    | Conflict management skill | 3.38     | 0.81 | 2.87     | 0.74 | 4.00     | 1.20 | 3.60     | 0.83 | 3.27     | 0.59 |
| 32.    | Social skill              | 3.50     | 0.97 | 3.47     | 0.52 | 4.47     | 0.64 | 3.67     | 0.82 | 3.87     | 0.64 |
| 33.    | Empathizing skill         | 3.63     | 1.15 | 3.53     | 0.52 | 4.07     | 1.16 | 3.33     | 0.82 | 3.67     | 0.49 |
| 34.    | Coordination skill        | 4.06     | 0.85 | 4.53     | 0.52 | 4.20     | 0.56 | 4.60     | 0.51 | 4.47     | 0.52 |
| 35.    | Cooperation skill         | 3.75     | 0.86 | 4.53     | 0.52 | 4.40     | 0.83 | 4.60     | 0.51 | 4.47     | 0.52 |
| 36.    | Supervisory skill         | 3.25     | 0.86 | 2.67     | 0.49 | 3.87     | 0.74 | 4.87     | 0.35 | 3.93     | 0.26 |
| 37.    | Networking skill          | 3.88     | 0.81 | 2.47     | 0.52 | 4.33     | 0.72 | 3.93     | 0.59 | 4.27     | 0.46 |
| 38.    | Negotiation skill         | 4.06     | 0.85 | 3.40     | 0.51 | 4.13     | 0.99 | 3.67     | 0.49 | 3.67     | 0.72 |
| 39.    | Adaptability skill        | 3.56     | 0.73 | 3.67     | 0.49 | 3.80     | 1.08 | 4.33     | 0.49 | 4.20     | 0.41 |
| 40.    | Time management           | 4.06     | 0.68 | 5.00     | 0.00 | 4.67     | 0.62 | 4.87     | 0.35 | 4.93     | 0.26 |
| 41.    | Stress tolerance          | 3.88     | 0.89 | 4.00     | 0.00 | 4.00     | 0.93 | 3.60     | 0.51 | 4.07     | 0.70 |
| 42.    | Career planning           | 3.75     | 0.68 | 3.87     | 0.92 | 3.47     | 0.83 | 3.47     | 0.74 | 4.20     | 0.56 |
| 43.    | Multi-tasking             | 4.00     | 0.89 | 4.20     | 0.41 | 4.20     | 1.01 | 4.00     | 0.76 | 4.33     | 0.49 |
| 44.    | Risk taking skill         | 3.75     | 0.86 | 2.87     | 0.74 | 3.87     | 0.83 | 3.53     | 0.83 | 3.87     | 0.74 |
| 45.    | Goal setting              | 3.94     | 0.68 | 4.00     | 0.00 | 4.07     | 1.03 | 4.07     | 0.80 | 4.07     | 0.46 |
| 46.    | Problem solving           | 3.94     | 0.57 | 3.93     | 0.70 | 4.13     | 0.83 | 4.20     | 0.68 | 4.40     | 0.51 |
| 47.    | Work ethic skill          | 3.88     | 0.72 | 5.00     | 0.00 | 4.20     | 0.56 | 4.40     | 0.74 | 4.67     | 0.49 |
| 48.    | Loyalty                   | 4.50     | 0.52 | 5.00     | 0.00 | 4.67     | 0.72 | 4.87     | 0.35 | 4.93     | 0.26 |
| 49.    | Right attitude            | 4.13     | 0.50 | 5.00     | 0.00 | 4.67     | 0.62 | 4.87     | 0.35 | 4.80     | 0.41 |
| 50.    | Honesty                   | 4.19     | 0.54 | 5.00     | 0.00 | 4.73     | 0.59 | 4.80     | 0.41 | 4.93     | 0.26 |

Table 4 (Cont.)

| S. No. | Parameter              | MM       |      | FM       |      | HRM      |      | PM       |      | IT       |      |
|--------|------------------------|----------|------|----------|------|----------|------|----------|------|----------|------|
|        |                        | Mean     | SD   | Mean     | SD   | Mean     | SD   | Mean     | SD   | Mean     | SD   |
|        |                        | (n = 16) |      | (n = 15) |      | (n = 15) |      | (n = 15) |      | (n = 15) |      |
| 51.    | Integrity              | 4.06     | 0.57 | 4.73     | 0.46 | 4.67     | 0.62 | 3.93     | 0.96 | 4.47     | 0.52 |
| 52.    | Enthusiastic           | 3.94     | 0.57 | 4.80     | 0.41 | 4.33     | 0.49 | 4.20     | 0.86 | 4.40     | 0.51 |
| 53.    | Persistence            | 4.06     | 0.68 | 4.53     | 0.52 | 4.47     | 0.52 | 4.33     | 0.72 | 4.53     | 0.52 |
| 54.    | Meticulous             | 3.69     | 0.60 | 4.53     | 0.52 | 4.53     | 0.52 | 4.40     | 0.74 | 4.47     | 0.52 |
| 55.    | Punctual               | 4.19     | 0.54 | 5.00     | 0.00 | 4.80     | 0.41 | 4.73     | 0.46 | 4.93     | 0.26 |
| 56.    | Confident              | 4.06     | 0.57 | 4.20     | 0.41 | 4.67     | 0.62 | 4.07     | 0.59 | 4.40     | 0.51 |
| 57.    | Common sense           | 4.06     | 0.68 | 4.80     | 0.41 | 4.60     | 0.63 | 3.73     | 0.70 | 4.00     | 0.38 |
| 58.    | Sense of humor         | 3.81     | 0.91 | 3.80     | 0.41 | 4.13     | 1.06 | 3.40     | 0.74 | 3.87     | 0.35 |
| 59.    | Independent            | 3.50     | 0.89 | 3.80     | 0.41 | 3.93     | 1.03 | 3.40     | 0.74 | 4.07     | 0.26 |
| 60.    | Self-esteem            | 3.63     | 0.50 | 4.33     | 0.82 | 4.07     | 0.59 | 3.53     | 0.83 | 3.60     | 0.63 |
| 61.    | Commitment             | 4.19     | 0.54 | 4.80     | 0.41 | 4.60     | 0.51 | 4.07     | 0.59 | 4.87     | 0.35 |
| 62.    | Creativity             | 3.75     | 0.68 | 3.33     | 0.49 | 4.27     | 0.59 | 3.80     | 0.77 | 4.33     | 0.49 |
| 63.    | Emotional intelligence | 3.63     | 0.62 | 3.47     | 0.52 | 3.87     | 0.99 | 3.53     | 0.52 | 3.80     | 0.41 |
| 64.    | Initiative             | 3.94     | 0.57 | 4.00     | 0.00 | 4.13     | 0.64 | 3.67     | 0.82 | 4.20     | 0.41 |
| 65.    | Self-management        | 4.25     | 0.58 | 4.67     | 0.49 | 4.60     | 0.51 | 4.60     | 0.74 | 4.40     | 0.83 |

According to MM functional area sample, for the employers, the high importance parameters are speaking, loyalty, learning, interpersonal, listening, thinking, business communication, self-management, information literacy, etc. The low importance parameters are data analysis, mathematical, supervisory skill, conflict management, social, independent, etc.

As per the sample of the employers of FM functional area, the very important parameters are learning, analytical skill, time management, work ethic skill, loyalty, right attitude, honesty, and punctuality. Whereas low importance parameters are networking skill, persuading skill, supervisory skill, conflict management, risk taking, delegation, and influencing skill.

According to HRM functional area sample, the employers give high importance to parameters like learning, punctuality, listening, honesty, time management, loyalty, right attitude, integrity, and confidence. Whereas low important parameters are business intelligence, research skill, career planning, delegation, influencing, and mathematical skill.

As per the employers of the PM functional area, high importance parameters are learning, time management, right attitude, loyalty, technical skill, supervisory skill,

honesty. The low importance parameters are business intelligence, empathizing, research skill, sense of humor, independent, influencing skill.

According to the perception of the IT functional area, the employers give high importance to parameters like punctuality, honesty, time management, loyalty, commitment, understanding, IT skill, learning, and right attitude. Whereas low importance parameters are conflict management, self-esteem, leadership skill, empathizing skill, research skill, negotiation, and organizing skill.

So there seems to be no uniform preference for skills and personal qualities requirement as per functional area sample of the employers.

## Hypothesis Testing

The hypothesis of the study is:

$H_1$ : *The perceptions of students, the faculty and the employers towards employability skills are not uniform.*

Since the study seeks to assess employability skills preferred across different functional areas of management, the said hypothesis has been tested individually for functional areas of management undertaken for this study. This hypothesis is tested using the parametric one-way ANOVA test.

### *Hypothesis Testing for Marketing Management Functional Area*

The perceptions of the students, the faculty and employers of MM functional area towards employability skills and traits are tested. For this parametric, one-way ANOVA test has been carried out (Table 5).

| Table 5: ANOVA Table for Marketing Management Functional Area Sample Students, the Faculty and Employers |                |            |             |          |       |
|--|----------------|------------|-------------|----------|-------|
| ANOVA  |                |            |             |          |       |
|  | Sum of Squares | df         | Mean Square | <i>f</i> | Sig.  |
| Between Groups   | 9.957          | 2          | 4.978       | 61.310   | 0.000 |
| Within Groups  | 15.591         | 192        | 0.081       |          |       |
| <b>Total</b>   | <b>25.548</b>  | <b>194</b> |             |          |       |

The '*f*' value for the MM functional area is 61.310 and '*p*' value is 0.000, which is significant. So there is variation in importance ratings given by the students, the faculty and employers.

So the null hypothesis is rejected in the case of MM. The alternate hypothesis 'The perceptions of students, the faculty and the employers towards employability skills are not uniform' is accepted.

### *Hypothesis Testing for Financial Management Functional Area:*

The parametric one-way ANOVA test is executed for FM functional area.

Table 6 shows the  $f$  value for the FM functional area, which is 1.416 and the  $p$  value is 0.245 which is non-significant.

| ANOVA          |                |            |             |       |       |
|----------------|----------------|------------|-------------|-------|-------|
|                | Sum of Squares | df         | Mean Square | $f$   | Sig.  |
| Between Groups | 0.601          | 2          | 0.301       | 1.416 | 0.245 |
| Within Groups  | 40.776         | 192        | 0.212       |       |       |
| <b>Total</b>   | <b>41.377</b>  | <b>194</b> |             |       |       |

So there seems to be not much variation in the perception of the students, the faculty and the employers towards employability skills required by entry-level employment into FM functional area. So the null hypothesis is accepted in the case of FM. The alternate hypothesis 'The perceptions of students, the faculty and employers towards employability skills are not uniform' is rejected.

#### ***Hypothesis Testing for Human Resource Management Functional Area***

The perceptions of the students, the faculty and the employers of HRM functional area towards employability skills are tested by using one-way ANOVA test.

Table 7 shows  $f$  value for the HRM functional area which is 7.328 and the  $p$  value is 0.001 which is significant. This reveals that the students, the faculty and the employers' perceived importance differs.

| ANOVA          |                |            |             |       |       |
|----------------|----------------|------------|-------------|-------|-------|
|                | Sum of Squares | df         | Mean Square | $f$   | Sig.  |
| Between Groups | 1.282          | 2          | 0.641       | 7.328 | 0.001 |
| Within Groups  | 16.790         | 192        | 0.087       |       |       |
| <b>Total</b>   | <b>18.071</b>  | <b>194</b> |             |       |       |

So the null hypothesis is rejected in the case of HRM. The alternate hypothesis 'The perceptions of students, the faculty and the employers towards employability skills are not uniform' is accepted.

#### ***Hypothesis Testing for Production Management Functional Area***

The perceptions of the students, the faculty and the employers of PM functional area towards employability skills are tested by using one-way ANOVA test.

Table 8 shows ' $f$ ' value for the PM functional area is 5.185 and the ' $p$ ' value is 0.006 which is significant. This reveals that the students, the faculty and the employers' perceived importance does differ. So the null hypothesis is rejected in the case of PM. The alternate hypothesis 'The perceptions of the students, the faculty and the employers towards employability skills are not uniform' is accepted.

| <b>Table 8: ANOVA Table for Production Management Functional Area Sample Students, the Faculty and the Employers</b> |                |            |             |       |       |
|--|----------------|------------|-------------|-------|-------|
| ANOVA  |                |            |             |       |       |
|  | Sum of Squares | df         | Mean Square | $f$   | Sig.  |
| Between Groups   | 1.412          | 2          | 0.706       | 5.185 | 0.006 |
| Within Groups  | 26.132         | 192        | 0.136       |       |       |
| <b>Total</b>   | <b>27.544</b>  | <b>194</b> |             |       |       |

### ***Hypothesis Testing for the Information Technology and System Management Functional Area***

The perceptions of the students, the faculty and the employers of IT functional area towards employability skills are tested using one-way ANOVA test.

Table 9 shows ' $f$ ' value for the IT and Systems functional area is 6.038 and the ' $p$ ' value is 0.003 which is significant. This output reveals that the IT students, the faculty and the employers' perceived importance of parameters does differ.

| <b>Table 9: ANOVA Table for Information Technology and System Management Functional Area Sample Students, the Faculty and the Employers</b> |                |            |             |       |       |
|---|----------------|------------|-------------|-------|-------|
| ANOVA   |                |            |             |       |       |
|   | Sum of Squares | df         | Mean Square | $f$   | Sig.  |
| Between Groups  | 1.329          | 2          | 0.664       | 6.038 | 0.003 |
| Within Groups   | 21.126         | 192        | 0.110       |       |       |
| <b>Total</b>  | <b>22.455</b>  | <b>194</b> |             |       |       |

So the null hypothesis is rejected in the case of Information Technology and Systems Management. The alternate hypothesis 'The perceptions of students, the faculty and the employers towards employability skills are not uniform' is accepted.

### **Conclusion**

This study has attempted to understand the perceptions of students, the faculty and the employers towards requirement of employability skills with respect to each

functional area of management. The perceptions of students, the faculty and the employers towards employability skills for entry-level employment are not uniform with respect to MM, HRM, PM and IT functional areas of management. Whereas, the perceptions of students, the faculty and the employers towards employability skills for entry-level employment in FM functional area are uniform.

The common important parameters between MM students, the faculty and the employers are speaking, business communication, interpersonal skill and listening parameters. The most common important parameters between FM students, the faculty and the employers are numeracy, honesty, understanding, loyalty, learning, time management, self-management, common sense, punctual parameters. The most common and important parameters as per perceptions of the HRM students, the faculty and the employers are confidence, time management, learning skill. The common important parameters according to the perceptions of PM students, the faculty and the employers are honesty, technical skill, time management, punctuality, supervisory skill, loyalty and learning parameters. The most common and important parameters according to perceptions of IT functional area students, the faculty and employers are IT skill, technical skill, learning, understanding, time management, loyalty.

The study has revealed that there is definitely different priorities of skills and personal qualities requirement with respect to functional areas of management. Each functional area does have unique preferences of skills and personal qualities requirement. Candidates who want to make career in any particular functional area of management should consider acquiring and exhibiting the functional area-wise relatively prioritized skills and personal qualities to work at the entry level of employment.⊙

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## Appendix

### Questionnaire

Rate each of the skills mentioned below based on its importance in a particular functional area of Business Management (which you have experience and expertise in) at entry level employment on a 5-point Likert scale (5 – Very Important, 4 – Important, 3 – Neutral, 2 – Unimportant, 1 – Very Unimportant).

The functional areas are MM – Marketing Management, FM – Financial Management, HRM – Human Resource Management, PM – Production Management, IT – Information Technology and system Management.

#### Perceived Importance of Skill in Functional Areas of Business Management at Entry Level Employment

| S. No. | Parameter              | MM | FM | HRM | PM | IT |
|--------|------------------------|----|----|-----|----|----|
| 1.     | Learning               |    |    |     |    |    |
| 2.     | Reading                |    |    |     |    |    |
| 3.     | Writing                |    |    |     |    |    |
| 4.     | Listening              |    |    |     |    |    |
| 5.     | Speaking               |    |    |     |    |    |
| 6.     | Understanding          |    |    |     |    |    |
| 7.     | Numeracy               |    |    |     |    |    |
| 8.     | Information literacy   |    |    |     |    |    |
| 9.     | Thinking               |    |    |     |    |    |
| 10.    | Business communication |    |    |     |    |    |
| 11.    | IT skill               |    |    |     |    |    |
| 12.    | Analytical skill       |    |    |     |    |    |
| 13.    | Decision making skills |    |    |     |    |    |
| 14.    | Conceptual skill       |    |    |     |    |    |
| 15.    | Technical skill        |    |    |     |    |    |
| 16.    | Planning skills        |    |    |     |    |    |
| 17.    | Organizing skills      |    |    |     |    |    |
| 18.    | Research skill         |    |    |     |    |    |

## Appendix (Cont.)

| S. No. | Parameter                 | MM | FM | HRM | PM | IT |
|--------|---------------------------|----|----|-----|----|----|
| 19.    | Data analysis skill       |    |    |     |    |    |
| 20.    | Priority setting skill    |    |    |     |    |    |
| 21.    | Mathematical skills       |    |    |     |    |    |
| 22.    | Reasoning skill           |    |    |     |    |    |
| 23.    | Business intelligence     |    |    |     |    |    |
| 24.    | Influencing skill         |    |    |     |    |    |
| 25.    | Interpersonal skills      |    |    |     |    |    |
| 26.    | Teamwork skill            |    |    |     |    |    |
| 27.    | Leadership skills         |    |    |     |    |    |
| 28.    | Delegation                |    |    |     |    |    |
| 29.    | Motivational skill        |    |    |     |    |    |
| 30.    | Persuading skill          |    |    |     |    |    |
| 31.    | Conflict management skill |    |    |     |    |    |
| 32.    | Social skill              |    |    |     |    |    |
| 33.    | Empathizing skill         |    |    |     |    |    |
| 34.    | Coordination skill        |    |    |     |    |    |
| 35.    | Cooperation skill         |    |    |     |    |    |
| 36.    | Supervisory skill         |    |    |     |    |    |
| 37.    | Networking skill          |    |    |     |    |    |
| 38.    | Negotiation skill         |    |    |     |    |    |
| 39.    | Adaptability skill        |    |    |     |    |    |
| 40.    | Time management           |    |    |     |    |    |
| 41.    | Stress tolerance          |    |    |     |    |    |
| 42.    | Career planning           |    |    |     |    |    |
| 43.    | Multi-tasking             |    |    |     |    |    |
| 44.    | Risk taking skill         |    |    |     |    |    |

## Appendix (Cont.)

| S. No. | Parameter              | MM | FM | HRM | PM | IT |
|--------|------------------------|----|----|-----|----|----|
| 45.    | Goal setting           |    |    |     |    |    |
| 46.    | Problem solving skill  |    |    |     |    |    |
| 47.    | Work ethic skill       |    |    |     |    |    |
| 48.    | Loyalty                |    |    |     |    |    |
| 49.    | Right attitude         |    |    |     |    |    |
| 50.    | Honesty                |    |    |     |    |    |
| 51.    | Integrity              |    |    |     |    |    |
| 52.    | Enthusiastic           |    |    |     |    |    |
| 53.    | Persistence            |    |    |     |    |    |
| 54.    | Meticulous             |    |    |     |    |    |
| 55.    | Punctual               |    |    |     |    |    |
| 56.    | Confident              |    |    |     |    |    |
| 57.    | Common sense           |    |    |     |    |    |
| 58.    | Sense of humor         |    |    |     |    |    |
| 59.    | Independent            |    |    |     |    |    |
| 60.    | Self-esteem            |    |    |     |    |    |
| 61.    | Commitment             |    |    |     |    |    |
| 62.    | Creativity             |    |    |     |    |    |
| 63.    | Emotional intelligence |    |    |     |    |    |
| 64.    | Initiative             |    |    |     |    |    |
| 65.    | Self-management        |    |    |     |    |    |

**Schedule for Employer**

1. Name: \_\_\_\_\_
2. Organization Name: \_\_\_\_\_
3. Designation: \_\_\_\_\_
4. Age: \_\_\_\_\_
5. Gender:     Male                       Female
6. Education:  
                   Graduation             Postgraduation  
                   Other certificate courses: \_\_\_\_\_
7. Experience details: \_\_\_\_\_
8. What are the different entry level job positions offered by your organization to MBA students? (Please mention designation and specializations)
9. E-mail: \_\_\_\_\_
10. Contact Number: \_\_\_\_\_

## Appendix (Cont.)

### Schedule for Faculties

1. Name: \_\_\_\_\_

2. Designation: \_\_\_\_\_

3. Age: \_\_\_\_\_

4. Gender:  Male  Female

5. Education:  MBA  M.Phil.  Post Doctorate

If other please mention: \_\_\_\_\_

6. Experience details: \_\_\_\_\_

Teaching

Industry

7. Institute Name: \_\_\_\_\_

8. E-mail: \_\_\_\_\_

9. Contact Number: \_\_\_\_\_

## Appendix (Cont.)

### Schedule for Students

1. Name: \_\_\_\_\_
2. Age: \_\_\_\_\_
3. Gender:     Male                       Female
4. Institute Name: \_\_\_\_\_
5. Education:  
                   Graduation             Postgraduation  
  
                   If any other: \_\_\_\_\_
6. MBA Specialization:  
  
 Marketing                       Human Resources             Finance  
 Production                       IT and System  
  
 Agriculture and Business Management
7. Current Address: \_\_\_\_\_  
  
\_\_\_\_\_
8. E-mail: \_\_\_\_\_
9. Contact Number: \_\_\_\_\_

*Reference # 50J-2019-03-02-01*