"KSA – Research" of Gap Analysis Towards Management Graduate's Deliverables and Industry Expectations – A Contemporary Perspective of Human Resource Professionals

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Abstract— The object of this study is to understand the gap between the performance of management graduates and employer's expectations from them. It is measured through KSA (Knowledge, Skills and Attitudes) approach for the services industry. The questionnaire was distributed to 210 Human Resource Professionals from different spectrum identified through convenience sampling method. Data analysed using Chi-square test, U-test and Weighted average rank. The findings indicated that to reduce a gap institute should increase an institute Industry interactions through Industrial visits, Lectures, etc., The Industry expectations are quite high so, the universities and institutes design curriculum based on the Industry expectations and review the knowledge imparting strategies.

Keywords: Attitude, HR Professionals, Industry, Knowledge, Management Institute, Skills

I. INTRODUCTION

In the last decade, the world has dramatically changed. The outlook of corporate has changed drastically with new disruptive technologies. The education industry is not fortunate enough to be updated with recent trends and demands and, the institutions have not met the requirement of the hour. Especially Indian educational institutions are blindly following an outdated educational system. Very few educational institutions which can be stated for its credibility and reliability. Majority of the educational institutions have not adopted the change. Out of millions of postgraduates or professionals, only 21% of them are fit for employability. Statistics further drops deeply to 8% in the case of engineers. This is evidence for a gap between what the industry expects and what is supplied to them.

II. NEED FOR THE STUDY

For the prospect of the country Industry and Academia should go hand in hand, but in reality, they both have a diverse obligation. Industry focus on cost and institute focus on prestige, so always there is a gap between their expectations. The bitter truth is that statistically, only 14% of postgraduate management students have an ability to meet expectations of the industry (according to survey 2009 NSF) there is a need to tackle the problem of the gap between what industry expects and what the graduates possess. So this study is undertaken to find out the expectation of industry from management graduates.

III. OBJECTIVES OF THE STUDY

➢ To evaluate the level of satisfaction of recruiters.

➢ To assess the impact of demographic factors of HR professionals on expectation from management graduates.

IV. REVIEW OF LITERATURE

Farhad Analoui and Mirza Hassan Hosseini (2001), from the study, it is inferred that the appropriate mixture of KSA facilitates the fresh graduates to contribute more. In reality, there is an interlude between actuals and expected. They concluded that there should be more emphasis on self-development parameters.

Giannantonio and Hurley (2002), they found that the first and foremost challenge for HR professionals is "management of change." The graduates must focus on covering the interlude, on being ready to face prospective, turbulent and dynamic opportunities.

Suchismita Bhattacharjee and Somik Ghosh (2012), the paper aims at comparing compare industry expectations from fresh graduates with student perceptions towards requisites for their professional success. The study conducted by collecting data from potential employers and graduates who are about to complete the course. The result depicts a weak correlation between expectation and requisites in the dimension of interpersonal skills.

Ana Azevedoa (2012), the study focuses on the required competencies of management students. This research found eight critical competencies for management graduates; the skills are in line with previous studies.

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V. RESEARCH METHODOLOGY

Research Design: Descriptive Study.

Sources of Data: Primary Data: Structured Questionnaire and Secondary Data: From Websites.

Sampling Design: Non-probability Convenience Sampling.

Number of respondents: 210.

Statistical Tools Applied: Chi-square, Weighted Average.

VI. RESULTS AND INTERPRETATION

Table 1: Showing Employer's expectation management graduate's knowledge

S. no	Knowledge	Not at all important	Not important	Neither important nor unimportant	Important	Very Important	Total
1	Industry practices	1.0	3.8	15.2	58.1	21.9	100.0
2	Organization and operations	2.9	2.9	26.7	55.2	12.4	100.0
3	Product Knowledge	1.9	4.8	24.8	55.2	13.3	100.0
4	Functional knowledge	1.9	9.5	3.5	47.6	10.5	100.0

Table 2: Showing Employer's expectation based on attitude

S. No	Attitude	Not at all important	Not Important	Neither important nor unimportant	important	Very important	Total
1	Aptitude and willingness to learn.	1.0	1.0	7.0	53.0	38.0	100.0
2	Ethical Thinking	1.0	1.0	11.1	55.1	32.8	100.0
3	Self -discipline	1.1	1.2	5.7	48.5	43.8	100.0
4	Self-motivation	2.1	2.1	6.7	42.6	44.8	100.0
5	Commitment and Dedication	2.0	2.0	2.8	37.1	58.1	100.0

Interpretation:

From the above tables, it is inferred that 80% of the human resource professional expects various dimensions of knowledge, skills and attitude to be qualify as successful candidates.

Table 3: Showing Performance of Management Graduates

S. no	Performance	Strongly Agree	Agree	Can't say	Disagree	Strongly Disagree	Total
1	Leadership qualities	20.0	51.4	13.3	9.5	5.7	100.0
2	Fulfilling requirements	10.5	54.3	19.0	12.4	3.8	100.0
3	High professional standards	8.6	61.0	17.1	11.4	1.9	100.0
4	Management graduates adaptable to the changing	16.2	45.7	25.7	9.5	2.9	100.0

Interpretation:

From the above tables, it is evident that nearly 70% of the human resource professionals are satisfied or delighted with the performance of fresh management graduates in all the parameters considered for the study.

To test the association between the experience and team management of fresh recruit.

H0:

There is no association between the experience and team management of fresh recruit.

H1:

There is an association between the experience and team management of fresh recruit.

Table 4: Chi-Square test between the experience and team management of fresh recruit

	Value	dof	Asymp. Sig. (2-sided)
Pearson Chi-Square	25.598	9	.002
N of Valid Cases	210		

Interpretation:

Since sig. (2-tailed) value is lesser than 0.05. H0 is rejected and H1 is accepted. Therefore, there is an association between the experience and team management of fresh recruit.

To test the association between the experience and leadership qualities of a fresh recruit.

H0:

There is no association between the experience and leadership qualities of a fresh recruit.

H1:

There is an association between the experience and leadership qualities of a fresh recruit.

Table 5: Chi-Square test between the experience and leadership qualities of a fresh recruit

	Value	dof	Asymp. Sig. (2-sided)
Pearson Chi-Square	26.045	12	.011
N of Valid Cases	210		

Interpretation:

Since sig. (2-tailed) value is lesser than 0.05. H0 is rejected and H1 is accepted. Therefore, there is an association between the experience and leadership qualities of a fresh recruit.

Weighted average rank for Performance Indicators

Table 6: Showing frequencies for performance indicators

S.no	Indicators	Poor	Fair	Satisfactory	Good	Excellent
1	Knowledge	2	30	84	82	12
2	Skills	2	32	82	78	16
3	Attitude	6	28	70	90	16

Interpretation:

From the calculation, it is inferred that Attitude ranks first with a weighted average score of 3.39 in performance level and followed by skills and knowledge with a score of 3.35 and 3.34 respectively.

VII. SUGGESTIONS

➢ Industries expect management students to have adequate and appropriate knowledge, attitude and skills. So the universities and institutions design curriculum based on Industry expectations.

➢ To reduce a gap, the institute should increase institute Industry interaction through Industrial visits, lectures.

➢ Management Institutes can work on case studies to enhance critical thinking.

➢ Fresh management graduates have to be sent to training in probation period.

➢ Institute can also incorporate subject knowledge from the perspective of practical application.

VIII. CONCLUSION

The study started to understand the reason for the gap between expectations and performance regarding knowledge, skills and attitude. It reflects in thoughts of small rewards. The aim should be to bridge the skills gap by making up and upgrading the skills of management professional students and enable them to enter the industry. The teaching methodology can incorporate case study discussions and virtual market training. Case studies will develop analytical thinking and judgement. This technique not only prepares students for technical proficiency but also to know corporate world issues. Students should be made to interact with top and middle management representatives of corporate. The curriculum should focus on technical skills and personality development. To conclude it can be stated that there is an

influence of gender on the adaptability of candidates on changing the environment and among the considered factors Attitude of fresh management graduates matters more for human resource professionals then followed Skills and Knowledge.

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