



ISSN: 2249-7307

Vol. 11, Issue 10, October 2021

SJIF – Impact Factor = 8.075 (2021)

DOI: 10.5958/2249-7307.2021.00035.9

---

## MANAGEMENT EDUCATORS' EMPLOYABILITY AND BARRIERS IN NATIONAL HIGHER EDUCATION

**Dr. Manjula Jain\***

\*Teerthanker Mahaveer Institute of Management and Technology,  
Teerthanker Mahaveer University, Moradabad, Uttar Pradesh, INDIA  
Email id: jainmanjula76@gmail.com

---

### ABSTRACT

*Education will aid in the acquisition of information, the development of soft skills, the improvement of work ethics, the development of trust, and the expansion of one's social media network. When you get a degree, you feel like you've made a huge stride forward. Education provides you with knowledge. Meanwhile, once you begin working, your job will assist you in gaining experience and abilities that will benefit you in both your career and your whole life. This chapter will discuss several important problems in Indian higher education as well as management graduates' employability. This research also discusses published studies on career transition in the perspective of gender. Critical problems in Indian higher education include gradation of the taught curriculum, talent exodus, educational quality provided, quota and polarization, faculty mobility, and communication gaps, among others. Most of the time, industry expects management graduates to have fundamental understandings of management skills applied orientation to get the job done, and orientation to execute tasks intelligently. There is widespread discontent among companies when it comes to hiring management graduates or freshers. When it comes to concentrating on newer work, attitude, job preparedness, job behaviours, taking initiative and being successful, embracing rules and protocols, and being adaptable, there are many things that are incorrect. Using the bibliometric approach, it was shown that only 24 nations had conducted research on gender and career-related topics. There have been 24 research articles published in the United States, however no Indian author has written a research paper on the subject in the Scopus database.*

**KEYWORDS:** *Indian Higher education, Career, Gender, Employability, Bibliometric.*

---

### 1. INTRODUCTION

Academicians have correctly said that your degree of education is frequently crucial to future success. Education will aid in the acquisition of information, the development of soft skills, the improvement of work ethics, the development of trust, and the expansion of one's social network. When you get a degree, you feel like you've made a huge stride forward. Education provides you with knowledge. Meanwhile, once you begin working, your job will assist you in gaining experience and abilities that will benefit you in both your career and your whole

life. Walburg is a town in Germany (2018) Education will always be valued for gaining information, improving soft skills, demonstrating work ethics, boosting professional confidence, and expanding social networks, among other things. Education may assist in the acquisition of theoretical information that can be applied to one's present profession. Education may also help people develop strong abilities in areas like communication, collaboration, critical thinking, and problem-solving, all of which can help them enhance their soft skills. Individual professional growth and life in general are aided by knowledge, experience, and skills. Educational criteria are always used to screen prospective job applicants, thus they serve as a barrier for most individuals since they won't receive a call for the interview process unless they satisfy these standards[1].

**The Importance of Education in Obtaining Employment** With rare exceptions, a candidate's ability to find employment is determined by the quality of their education and their level of preparedness for future work. He said that if people know what they want to do in the future, they should attempt to pursue organized education that will help them advance in their chosen field, since this would improve their employment prospect. Many difficulties and concerns in the Indian Education System discusses critical topics such as basic infrastructure, educational quality, affordability, and educational ethics. There were also difficulties in terms of growth, quality, and equity[2]. The Indian Higher Education System, according to the author, should realign itself to be more dynamic, competitive, meaningful, and purposeful. Despite this, it is widely acknowledged that Indian professionals are among the finest in the world, demonstrating the underlying strength of our educational system[3].

### *1.1 Crucial issues in India's higher education :*

- Higher education must be updated on a regular basis to keep up with the education provided by world-class institutions.
- We have a brain drain problem in our nation, which may be extremely serious since most students choose to travel to other countries for further education and to live there. Which makes attracting the finest and brightest talent here more difficult?
- Indian education does not fulfil the goal of education since it lacks essential qualities.

### *1.2 Education and Career Perception:*

Education is essential in obtaining the first job; nevertheless, it is very individual oriented for certain professionals, and education has played a significant part in their career growth. For some, it is knowledge, while for the majority, it is both. Education undoubtedly aids in the study of theory or the acquisition of information that individuals may use in their present workplace. Lack of a degree may also stymie your professional advancement, but this is entirely dependent on your chosen career area; if your industry is saturated with rivals with degrees, businesses can pick and choose.

### *1.3 Research on gender and career studies (bibliometric study) is required:*

“Bibliometric is the study of bibliographic data using statistical methods.” How many published scientists are familiar with citation networks?

The gender and career papers published in Scopus were analysed using a bibliometric statistical approach. Bibliometric is used to do the analysis. The bibliometric study included 54 research articles from the fields of psychology, business management, and accounting. The nation was utilized as the unit of analysis and the coauthorship type of analysis was applied. The bare minimum of documents and citations was purposefully chosen as one, in order to determine how many nations had conducted study on the subject[4].

Create Map

Verify selected countries

Selected	Country	Documents	Citations	Total link strength
<input checked="" type="checkbox"/>	united states	24	934	4
<input checked="" type="checkbox"/>	united kingdom	8	492	3
<input checked="" type="checkbox"/>	germany	4	173	3
<input checked="" type="checkbox"/>	china	3	14	4
<input checked="" type="checkbox"/>	finland	3	47	3
<input checked="" type="checkbox"/>	belgium	2	167	3
<input checked="" type="checkbox"/>	canada	2	3	2
<input checked="" type="checkbox"/>	netherlands	2	60	1
<input checked="" type="checkbox"/>	denmark	1	14	3
<input checked="" type="checkbox"/>	france	1	3	2
<input checked="" type="checkbox"/>	université laval	1	3	2
<input checked="" type="checkbox"/>	australia	1	42	1
<input checked="" type="checkbox"/>	pakistan	1	0	1
<input checked="" type="checkbox"/>	austria	1	20	0
<input checked="" type="checkbox"/>	brazil	1	0	0
<input checked="" type="checkbox"/>	greece	1	4	0
<input checked="" type="checkbox"/>	ireland	1	51	0
<input checked="" type="checkbox"/>	israel	1	7	0

**Fig. 1 Scopusanalysis using a bibliometric statistical approach**

1.3.1 Details of the top-ranking countries with co-authorship are shown in the above table.



**Fig. 2 Visualization of a country's network with co-authorship**

On this subject, the United States has the most publications (24 research articles), followed by the United Kingdom (8 research papers), and Germany (4 research papers). In the Scopus database, there was not a single research article published from India[5].

*1.4 Management students' employment prospects:*

1.4.1 Recent employment trends among management students:

Industry has recently expressed worry about employability to B schools in India. All management students are expected to have adequate soft skills, technical abilities, and practical orientation. The majority of the time, they do not discover the talent pool that they are searching for during the campus drive. The majority of industry experts voice their dissatisfaction with the talent pool that is showing up for the interview. Recent history Experts believe that if the cash supply in the economy remains insufficient, the effect of demonetisation on the labour market would be much more severe. The severity of the effect is determined by how quickly the economy recovers, how quickly money is re-injected into the system, and when the cash withdrawal restrictions are removed. Having said that, the job

situation, no matter how dire it seems today, will undoubtedly improve in the future[6]. Every management graduate hopes to find a position that pays well, but the current employment trend does not seem to support this.

#### 1.4.2 Industry's difficulties and concerns about the hiring of management students:

Management is expected by the industry. Graduates should have a fundamental knowledge of how to use managerial skills to get the job done, as well as how to execute tasks efficiently. However, these expectations are often not met. When it comes to hiring management graduates or freshers, there is widespread discontent among companies. When it comes to freshers' concentration on their work, mind-set, preparedness to do job, job behaviours, taking initiative and efficiency, embracing procedures and protocols, and being adaptable, there are many issues. The majority of businesses nowadays are searching for someone that can do it all, are multi-skilled, and can solve business issues. The need for techno savvy individuals has risen dramatically in this globalized, liberalized, and technologically sophisticated world, yet pupils are relying on technology rather than utilizing it as a skill. Industry has a number of challenges, one of which is the retention of skilled personnel. As part of their work, all management professionals are required to make presentations[7]. While some people are afraid of speaking in public, others lack the necessary skills. Inadvertently, their work suffers as a result of this. Eventually, a person will suffer[8].

#### 1.4.3 The following are the main causes behind management students' present job situation:

When we were attempting to figure out why this scenario occurs, we discovered the following.

- Tier-1 B-schools have fewer seats; smaller B-schools have lower-quality education; there is a lack of skill-based education; there is less industry-academic interaction; and lower-tier B-schools have a significant lack of hands-on training for their students.
- Differences in teaching styles in Indian and international MBA programs
- Differences in methodology utilized to educate Indian and international students

#### 1.4.4 Expectations of business school students from the corporate sector

According to a study conducted by HEF, there is a significant disparity between corporate expectations and those of business school students. The 'Skill Gap Survey' was undertaken to see whether there are any gaps in the expectations and perceived performance of newly recruited MBAs in the Indian banking, financial services, and insurance industries. The five most essential talents were not traditional MBA topics like finance and marketing, but more loosely defined characteristics, or so-called soft skills, including the ability to work with a diverse group of people (reported by 76% of employers) and the capacity to prioritize (cited by 76% of employers) (cited by 72 per cent). Employers stated the capacity to properly manage one's time was the most difficult to discover among MBA grads.

The following list summarizes the industry's expectations of business school students.

Interpersonal communication is one of the most important human qualities.

- Managing a group
- Highly driven, devoted, and dedicated.
- Business savvy
- Goal-oriented
- Complete understanding of the discipline

Graduates of business schools must gain information and develop abilities in a variety of areas that make up the science and art of management. One of the most fundamental industry

expectations of Business School graduates is that they would be able to instil professionalism in the workplace by showing good management techniques and a pleasant attitude. These are some of the industry's expectations for graduates of business schools. Before applying for a Master's program, it's crucial to understand what the market expects from students. Before you enter the corporate world, you need to know how competent you are of reaching industry standards[9].

#### *1.5 Suggestions/recommendations for the present state of management studies employment:*

- Management students get a skills-based education.

Traditional Indian education ignores the importance of skills and knowledge application for students. Industry expects B school students to have certain skill sets most of the time, therefore Indian business schools should attempt to concentrate on skill-based education so that they can meet industry expectations.

- Pupils get on-the-job training and education

Students benefit from on-the-job training techniques because they get a deeper grasp of the topic. Students should be encouraged to participate in on-the-job training.

- Learning via the use of technology

Human beings are greatly influenced by technology.

Students may be better prepared by using technology, gaining new skills, and obtaining new information.

- During the course, encouraging students to participate in apprenticeships or internships.

The government should also encourage students to participate in apprenticeship and internship programs with businesses, which would provide them with practical knowledge of the topic. Government and private universities should create a curriculum and course plan that includes internships and apprenticeships. This will assist pupils in honing their application abilities[10].

## **2. DISCUSSION**

There are some recommendations for enhancing the quality of Indian higher education so that it can contribute to long-term career development. Professionals who are determined to gain in-demand knowledge and abilities may earn professional credentials that will help them advance in their careers. Organizations should authorize, accept, and recognize flexible online programs that may be utilized to get higher qualifications. Degrees and higher education bring significant value to one's life. However, not all advanced degrees are equal. The education provided should be of the same high quality. Collaboration between industry and academia may assist to develop curriculum and skills to meet industrial needs, which can then be met via education. Education may benefit from public-private partnerships to enhance the quality of higher education. Universities should work to create more courses that are demand-driven, skill-based, and job-oriented. International cooperation should be encouraged in Indian universities for research, innovation, teaching, HR development, and continuing education. The Indian educational system has to create a new vision that focuses on high-quality education that is more skill-oriented than theoretical. Universities should establish an internal quality assurance cell and adhere to a minimal level while awarding degrees. They should be able to determine whether or not a certain organization provides value, and then things may be managed to some degree. Academic and administrative audits should be performed on a regular basis. Education standardization should be a top priority for the Indian government. In terms of education, India should strive towards world standards. Researchers and students may benefit greatly from high-tech libraries while looking for knowledge on a variety of subjects.

### 3. CONCLUSION

As a result, it is clear that the Indian Education System faces significant problems such as curriculum reform, talent exodus, quality of education provided, quota system and polarization, teacher mobility, and communication gaps. It is critical that all parties involved pay attention to this and take necessary steps to enhance the quality of Indian higher education. Gender and career studies have been conducted in a number of nations. There were 24 research articles published in the United States, eight in the United Kingdom, and four in Germany. It was discovered that in the Scopus database, there was not a single research article published from India on gender and career studies.

In terms of employability, it was discovered that the sector confronts many difficulties and concerns about management students' employability. Low-quality education, a lack of skill-based education, a lack of industry-academic interaction, differences in teaching patterns in Indian and foreign MBA programs, and differences in methodology used to educate Indian and foreign students are all contributing factors to the present job scenario. Students do not have application skills, and they lack numerous abilities that are needed by business, according to the difficulties and concerns expressed by industry. Finally, we suggested a solution to the industry's problem by emphasizing new job opportunities for management students.

### REFERENCES

1. S. Roodhouse, "Employability and workforce development - a policy and practice dilemma for higher education," *Int. J. Train. Res.*, 2004, doi: 10.5172/ijtr.2.1.11.
2. M. Clarke, "Rethinking graduate employability: the role of capital, individual attributes and context," *Stud. High. Educ.*, 2018, doi: 10.1080/03075079.2017.1294152.
3. M. M. Pheko and K. Molefhe, "Addressing employability challenges: a framework for improving the employability of graduates in Botswana," *Int. J. Adolesc. Youth*, 2017, doi: 10.1080/02673843.2016.1234401.
4. S. W. Chan, M. F. Ahmad, I. Zaman, and W. S. Ko, "Employers' perception on important employability skills in the manufacturing industry," *Int. J. Eng. Technol.*, 2018, doi: 10.14419/ijet.v7i2.29.13311.
5. J. Nelissen, A. Forrier, and M. Verbruggen, "Employee development and voluntary turnover: testing the employability paradox," *Hum. Resour. Manag. J.*, 2017, doi: 10.1111/1748-8583.12136.
6. N. Chhinzer and A. M. Russo, "An exploration of employer perceptions of graduate student employability," *Educ. Train.*, 2018, doi: 10.1108/ET-06-2016-0111.
7. "Perceived Employability Of University Students In South Africa. Is It Related To Employability Skills?," *Int. J. Soc. Sci. Humanit. Stud.*, 2017.
8. A. Forrier, M. Verbruggen, and N. De Cuyper, "Integrating different notions of employability in a dynamic chain: The relationship between job transitions, movement capital and perceived employability," *J. Vocat. Behav.*, 2015, doi: 10.1016/j.jvb.2015.04.007.
9. G. Kaur, G. Singh, S. Kaur, and G. Singh, "Malaysian Graduates' Employability Skills," *Unitar E-Journal*, 2008.
10. B. Pike, "Employability is king.," *Train. J.*, 2013.