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Placements and its impact on Marketing of Management Institutes in Maharashtra

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Abstract

The management institutes should always be concerned with the placement of the students in the corporate world. The placement plays an important role in shaping the brand image of the management institutes. Therefore, the management institute should take utmost care about the placement activity of the institute. Here, in this research paper, researcher made an attempt to study the placement and its impact of marketing of management institutes in Maharashtra. At the end, it is found that the placements makes an impact on the marketing of management institutes in Maharashtra.

Keywords: Placements, Marketing of Institutes, management institutes.

I. INTRODUCTION

Campus placement or campus interview is the program conducted within educational institutes or in a common place to provide jobs to students pursuing or in the stage of completing the programme. In this programme, industries visit the colleges to select students depending on their ability to work, capability, focus and Aim.

Types of campus placement:

There are two types of campus placement. They are on-campus and off-campus

1) Pool Campus

This job placement program is conducted within a group of colleges and in this job is given as an off campus placement.

This job placement program is for students from other institutions. This program will be conducted in a common place (it may be in a college or in some public place) where students from different colleges will take part.

2) Project Placement

Companies recruit students to do their academic project in the interiors industrial environment.

3) Student Internship Placement

Companies recruit the students as interns. Internship will be during their student period.

Objectives of placements

The major objective of campus placement is to identify the talented and qualified professionals before they complete their education. This process reduces the time for an industry to pick the candidates according to their need. It is a cumbersome activity and hence majority of the companies find it difficult to trace the right talent. Since, many of the students do not understand the importance of training that is being imparted, whether it is an aptitude training or soft skills. When they show least interest due to various factors viz., projects, assignments or more of activities loaded by the colleges as part of their curriculum it actually demotivates the students and make them hatred towards placement training.

Procedure

1) Pre-Placement Talk

A presentation about the company will be made during the pre-placement talk. Basically the presentation includes the information like selection procedure, company's milestones, organizational achievements, candidate scope of improvement within the organization if selected, salary, employment benefits. Usually this presentation will end up with question

and answer session, students given chance to ask questions about company.

2) Educational qualification

Companies who are interested in campus visit for recruitment purpose will have specific qualification criteria. Qualification criteria include marks or grade range, specific program.

3) Written Test

Qualified students will undergo a test. This is usually a simple aptitude test but depending on company and the position looking for, the difficulty level of the test may be at the higher side.

4) Group discussion

Most of the companies will have this round as a filtering round. This round may or may not be conducted.

A common topic is placed before the group and a formal discussion or knowledge sharing is expected by the judge. Purpose of this round is to check communication skills, etiquette of person, listening ability, convincing power, group leadership, leader or follower and many more things are evaluated on the basis of requirement or the particular intention of organisation or company.

5) Technical Interview

Based on outcome of above said process, students will further undergo a round called technical round. This round evaluates the technical ability of the student. In most of the cases this will be an individual round but it may be grouped with the formal interview.

6) Formal interview

Final round of the selection process, where the student's stability and his confidence level towards the particular work will be evaluated. The interview focusses on overall personality of the candidate.

7) Post-Placement Talk

Once the student is selected, he will be given an offer letter. Company's executive may provide guidelines about joining procedure and other prerequisites if needed.

Objectives of the Study

To study the placement activities and its role in marketing of management institutes in Maharashtra.

- 1) To analyze the relative importance of placements in the marketing of management institutes in Maharashtra.

Hypothesis of the Study:

Null Hypothesis: Placements given by Management Institutes had not played the important role in marketing.

Alternative Hypothesis: Placements given by Management Institutes had played the important role in marketing.

Research Methodology

The research methodology is explained with the help of Research Design

Table No. 1.1 Research Design

| Sr. No. | Parameter | Description |
|----------------|-----------------------------------|--|
| 1 | Universe | Indian Management Institutes |
| 2 | Population | Maharashtra State Management Institutes |
| 3 | Sampling Frame | students, faculty and Directors |
| 4 | Sample Size | Total 386 students, 386 faculty and 94 Directors and 94 Management Members. |
| 5 | Sampling Method | Multilevel Non Probability Convenient Sampling |
| 6 | Type of Research | Ex post Facto descriptive research |
| 7 | Research Instrument | Structured questionnaire, observation and interview |
| 8 | Sources of Data Collection | Primary and Secondary sources |
| 9 | Primary Sources | Structured questionnaire, observation, interview and field survey |
| 10 | Secondary sources | Journals, Articles, Magazines, Digital library, e resource database ebSCO, pro-quest, open j gate, emerald, science-direct, Harvard Business Review case study, articles and many other published data |
| 11 | Measurement Scales used | Nominal, ordinal and interval scale |
| 12 | Questions Types | Likert scale, Dichotomous, open ended, multiple responses, ranking and differential scales |
| 13 | Data Interpretation | Through graphs, descriptive statistics and inferential statistics |

| | | |
|----|-------------------|--|
| 14 | Statistical Tools | Z test, chi square, ANOVA, factor analysis and multiple regression and descriptive statistical tools and parametric and non parametric statistical tests |
|----|-------------------|--|

Source: Researchers' Compilation

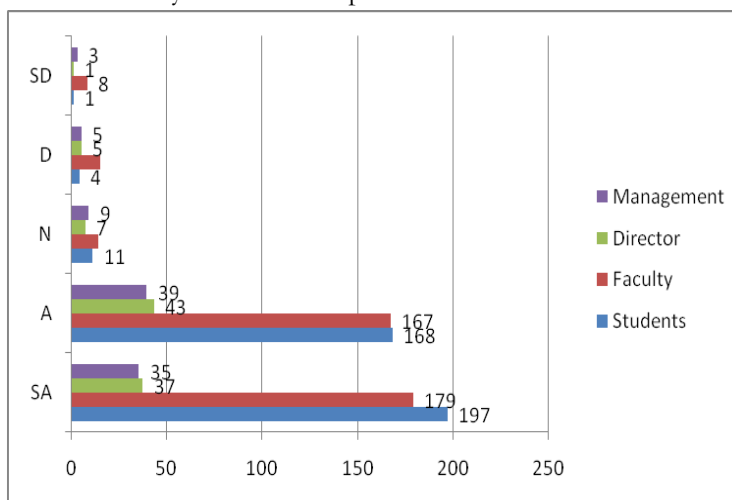
Data Analysis and Interpretation:

The placement activities and its role in marketing of management institutes in Maharashtra and the relative importance of placements in the marketing of management institutes in Maharashtra are studied and analyzed through the data analysis and interpretation as

Table No. 1.2

| Respondents | SA | A | N | D | SD | Total |
|-------------|-------------|-------------|-----------|-----------|-----------|---------------|
| Students | 197 | 168 | 11 | 4 | 1 | 381 (100%) |
| Faculty | 179 | 167 | 14 | 15 | 8 | 383 (100%) |
| Director | 37 | 43 | 7 | 5 | 1 | 93 (100%) |
| Management | 35 | 39 | 9 | 5 | 3 | 91 (100%) |
| Total | 448 (47.25) | 417 (43.98) | 41 (4.32) | 29 (3.05) | 13 (1.37) | 948 (100%) |

Source: Field Survey and Excel output



Graph 1: Hypothesis H₀

It is interpreted from the above table and graph that the 91% Management Institutes in Maharashtra state agreed that Placements given by Management Institutes had played the important role in marketing whereas remaining 9% Management Institutes in Maharashtra state either neutralized or disagreed that Placements given by Management Institutes had played the important role in marketing, The SPSS output for the cross tabulation of Placements of management institutes in Maharashtra state are shown as below

Table No. 1.3 Cross Tabulation

| Placements * Type of Respondents Crosstabulation | | | | | | | |
|--|-------|------------------------------|---------------------|-----------|-----------|------------|--------|
| | | | Type of Respondents | | | | Total |
| | | | Students | Faculties | Directors | Management | |
| Placements | SA | Count | 197 | 179 | 37 | 35 | 448 |
| | | % within Type of Respondents | 51.7% | 46.7% | 39.8% | 38.5% | 47.3% |
| | A | Count | 168 | 167 | 43 | 39 | 417 |
| | | % within Type of Respondents | 44.1% | 43.6% | 46.2% | 42.9% | 44.0% |
| | N | Count | 11 | 14 | 7 | 9 | 41 |
| | | % within Type of Respondents | 2.9% | 3.7% | 7.5% | 9.9% | 4.3% |
| | D | Count | 4 | 15 | 5 | 5 | 29 |
| | | % within Type of Respondents | 1.0% | 3.9% | 5.4% | 5.5% | 3.1% |
| | SD | Count | 1 | 8 | 1 | 3 | 13 |
| | | % within Type of Respondents | 0.3% | 2.1% | 1.1% | 3.3% | 1.4% |
| | Total | Count | 381 | 383 | 93 | 91 | 948 |
| | | % within Type of Respondents | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

Source: Field Survey and SPSS output

From the above table, it is observed that the nearly 91.3% of all respondents (Students, Faculties, Directors and Managements) agree and strongly agree that Placements given by Management Institutes had played the important role in marketing where as remaining 8.7% either neutralize, disagree or strongly disagree that Placements given by Management Institutes had played the important role in marketing. It is supported with the Pearson Chi Square test as follows

Table No. 1.4 Chi Square Test

| Chi-Square Tests | | | |
|---|---------------------|----|-----------------------|
| | Value | df | Asymp. Sig. (2-sided) |
| Pearson Chi-Square | 32.011 ^a | 12 | .001 |
| Likelihood Ratio | 32.070 | 12 | .001 |
| Linear-by-Linear Association | 22.080 | 1 | .000 |
| N of Valid Cases | 948 | | |
| a. 6 cells (30.0%) have expected count less than 5. The minimum expected count is 1.25. | | | |

From the above Pearson Chi square test, it is clear that the calculated symptotic significance value is less than the standard significance value. Hence the null hypothesis is rejected, accepting the alternative hypothesis 'Placements given by Management Institutes had played the important role in marketing' .

II. CONCLUSIONS

It is concluded that the 91% Management Institutes in Maharashtra state agreed that Placements given by Management Institutes had played the important role in marketing whereas remaining 9% Management Institutes in Maharashtra state either neutralized or disagreed that Placements given by Management Institutes had played the important role in marketing. From the above Pearson Chi square test, it is clear that the calculated symptotic significance value is less than the standard significance value. Hence the null hypothesis is rejected, accepting the alternative hypothesis 'Placements given by Management Institutes had played the important role in marketing'.

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