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A Study on The Knowledge and Expectations of Mba University Students Regarding Industrial Training In Tamil Nadu

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Abstract

Industrial schooling bridges the gap between academic information and sensible commercial enterprise practices,which is vital for developing MBA students' enterprise readiness and realistic capabilities. With regard to business education applications brought as part of their instructional curriculum, the reason for this observation, "A Study at the Knowledge and Expectations of MBA University Students Regarding Industrial Training in Tamil Nadu," is to evaluate the awareness stages and expectations of MBA students. In addition to studying students' comprehension of the desires, format, and importance of business education, the check additionally examines their expectations concerning talent improvement, exposure to real-world enterprise settings, and career possibilities. Using a descriptive study approach, an established questionnaire was given to MBA College students at different Tamil Nadu universities in order to build up primary facts. The findings show that despite the fact that college students are well aware of the cost of business education in improving their employability and managerial competencies, a lot of them say they want extra hands-on experience, interactive classes, industry mentorship, and hands-on venture management.

Keywords: MBA Students, Industrial, Training, Expectations, Knowledge.

I. Introduction

In today's competitive and dynamic commercial world, leadership education should go beyond the classroom to get in touch with students through hands-on experience and industry, requiring employers. Reducing the difference between educational perceptions and practical business operations is an important function of industrial training. Especially for MBA students, industrial training provides an opportunity to find out how business organizations operate, understand organizational culture, and important management skills, including management, teamwork, problem coordination, and decision-making.

Tamil Nadu, one of India's most industrially developed states, offers a wide range of industries such as production, IT services, cars, textiles, and more, where MBA students can achieve meaningful risks. However, the area of knowledge that the students have about the scope, the importance, and structure of industrial training programs, as well as the expectations of these programs, varies greatly in institutions. Some students can see training only as a professional requirement, while others can expect rich learning experiences to form their professional competencies.

This study aims to explore the knowledge and expectations of MBA university students in Tamil Nadu regarding industrial training. Understanding these aspects can help educational institutions and industries design more relevant, practical, and outcome-oriented training programs that can enhance students' employability and career readiness.

II. Review of Literature

According to an article in September 3, 2013, the Economic Times marks the title "Flipped Classroom Teaching Clicks with B-Schools in India, Business Schools in India Faster flip in the classroom in India, inverting traditional models to allow students to use classes at home and use.

MasuraRahmat and colleagues (2012)8 conducted a study titled "The Association between Employability and Graduate Skills." Employability of FIST (Faculty of Information Science and Technology) graduates is to be measured by this study. Graduating students' abilities during their time at the faculty are measured using their foundational understanding of programming system development, soft skills, and entrepreneurial abilities. To analyse the data, both descriptive and inferential statistical methods were employed. The results showed that graduates' perceptions of their abilities and employability were related. The report

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recommends determining if graduates' educational backgrounds and skill sets are sufficient to support their performance in the labour market today.

In their study "Employability Skills of MBA Students In DelhiNCR," Vani Bhagwath et al. (2013)14 The study's primary goals were to evaluate the employability abilities of MBA students, namely those in the Delhi National Capital Region, and to provide light on the employability skills needed by management graduates. This study set out to evaluate the employability skills of MBA students at the chosen management schools in the National Capital Region. A descriptive-correlational research design was employed for this investigation. According to the study's findings, educational institutions can improve their intellectual capital, update their curricula or course material, and implement the best HR practices.

Chris c. According to Chukwurah (2013), leadership colleges tried to teach information, values, perspectives, skills, and other things to a group of people or a person of people, who are considered relatively incompetent and inexperienced in an often accepted way. According to Linda Pyroport, efforts to change teaching and learning can be helped or disturbed by the physical environment. Learning-by-daing has replaced learning by listing in the classroom, where students are now actively participating.

According to Todd Sandwick (2012) and Malbert Smith III, the current trend provides real opportunities to increase education and better meet the requirements for teachers, parents and students. They estimate personal learning, digital materials, career preparedness and longitudinal perspective.

VasudhaVenugopal (2013) in the article Hindu Education Plus, "carries my job," discussed how the weak economy, the transfer of business models of IT businesses and lack of industry-taiyar seekers affected Tamil Nadu College placement. According to him, most businesses have limited them

Statement of the Problem

Industrial training of the MBA program is an essential component aimed at preparing students for management positions in the corporate world by providing students with contact with industry, practical knowledge, and hand experience. But there is a clear link between what the students expect from industrial training and what they know about it. Many MBA students in Tamil Nadu are not clear on the goals, benefits, and procedures for training programs, although there is a wide range of businesses with many training alternatives in the state. Inspirations for training opportunities and reduced costs can lead to this ignorance. In addition, students' ambitions for skill development, industry interaction, and career development are often not met. This study aims to detect and interrupt these intervals to improve training results.

Objectives of the Study

1. To assess the level of knowledge MBA students have regarding Industrial training.
2. To identify the exceptions of the MBA students from industrial training programs.
3. To determine the skills students expect to develop during industrial training.
4. To explore the expectations of the industrial training and the actual industrial training provided.
5. To evaluate the opinion level of students with existing industrial training opportunities.

III. Research Methodology

The present study on the knowledge and expectations of MBA university students regarding industrial training in Tamil Nadu adopts a descriptive research design to gather relevant data and insights. Both primary and secondary data sources were used in the study. Primary data were collected through a structured questionnaire administered to MBA students from various universities in Tamil Nadu. A simple random sampling technique was employed to select a representative sample of 200 MBA students from different specializations such as Marketing, Finance, Human Resources, and Operations. Secondary data were gathered from journals, books, websites, and reports related to industrial training and management education to support the research framework.

The Researcher Particularly selected the five universities in Tamil Nadu. The collected data are analyzed using Statistical tools such as the one-sample t-test, one-way ANOVA, and Chi-Square.

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Table 1
Distribution of Sample Size

S. No	Universities	Sample Size
1	Madurai Kamaraj University	40
2	Bharathidasan University	40
3	Bharathiar University	40
4	University of Madras	40
5	Alagappa University	40
Total		**200**

IV. Data Analysis and Discussion

S. No	Particulars	Variable	No. Of. Respondents	Percentage
1	Age	**Below 22**	**148**	**74**
		22-24 Years	52	26
		25-27 Years	0	0
		Above 27 Years	0	0
2	Gender	**Male**	**120**	**60**
		Female	80	40
3	University	Madurai Kamaraj University	40	20
		Bharathidasan University	40	20
		Bharathiar University	40	20
		University of Madras	40	20
		Alagappa University	40	20
4	Specialization	Financial Management	30	15
		Human Resources Management	**60**	**30**
		System Management	18	9
		Marketing Management	22	11
		International Business Management	14	7
		Logistics and Supply Chain Management	18	9
		Tourism and Hotel Management	10	5
		Hospital Management	0	0
		Corporate Secretaryship Management	25	12.5
5	Year of Study	First Year	100	50
		Second Year	100	50

(Sources: Primary)

- ✓ The Majority of the 148 Respondents (74%) are below 22 age.
- ✓ The Sample comprises 120 Respondents (60%) Male compared to female.
- ✓ Equally distributed across five universities 40 Respondents (20%).
- ✓ Human Resource Management is the most popular specialization among 60 Respondents (30%).
- ✓ The distribution is even, with 100 Respondents (50%) in their first year and second year of the study.

Table 2
What do you expect to learn from industrial training?

S. No	Particulars	No. of. Respondents	Percentage
1	Exposure to industrial operations	17	8.50

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2	Managerial Decision Making	58	29
3	Networking opportunities	12	6
4	**Soft Skill Development**	**90**	**45**
5	Real-Time Problem-Solving Skills	23	11.50
Total		**200**	**100**

(Source: Primary)

✓ The Majority of the 90 Respondents (45%) expect Soft Skill Development at most important outcome from the industrial training.

Table 3
What type of companies do you prefer for industrial training?

S. No	Particulars	No. of. Respondents	Percentage
1	Start-ups	35	17.50
2	**Medium Enterprises**	**114**	**57**
3	Large Corporates	29	14.50
4	MNCs	22	11
Total		**200**	**100**

(Source: Primary)

✓ A Most of the 114 Respondents (57%) highly prefer to have their industrial training in medium enterprises as providing better learning, opportunities, exposure, and involvement in various business function compared to other types of organizations.

Table 3
Durations of the Industrial Training Program

S. No	Particulars	No. of. Respondents	Percentage
1	15 Days	40	20
2	**1 Month**	**80**	**40**
3	**2 Months**	**80**	**40**
4	More than 2 Months	0	0
Total		**200**	**100**

(Source: Primary)

✓ An Equal proportion of the 80 Respondents (40%) prefer one Month & Two Months durations for their industrial training. This suggests that most students believe a training period of at least one month and two months is ideal to gain sufficient exposure, learn practical skills, and understand the operations of an organisation effectively.

Table 4
What are the skills developed during the Industrial Training?

S. No	Particulars	No. of. Respondents	Percentage
1	Technical Knowledge	37	18.50
2	Leadership Skills	12	6
3	Teamwork	67	33.50
4	**Problem-Solving ability**	**72**	**36**
5	Time Management	12	6

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Total	**200**	**100**

(Source: Primary)

✓ A significant portion of 72 Respondents (36%) considers **Problem-Solving Ability** as the most important skill to gain from industrial training. This shows that students are highly focused on improving their ability to handle real-life business challenges and make effective decisions in complex situations.

Table 5
Opinion Level of the Industrial Training Program

S. No	Particulars	S.A	A	N	D.A	S.D.A	Total
1	My University provides sufficient information and guidance regarding the industrial training program	56 (28%)	102 (51%)	14 (7%)	13 (6.50%)	15 (7.50%)	**200 (100%)**
2	I expect industrial training to help me improve my problem-solving and decision-making skills.	31 (15.50%)	113 (56.50%)	22 (11%)	20 (10%)	14 (7%s)	**200 (100%)**
3	I believe industrial training will enhance my employment prospects after completing my MBA.	27 (13.50%)	43 (21.50%)	97 (48.50%)	23 (11.50%)	10 (5%)	**200 (100%)**
4	My expectations from industrial training include improving my communication and interpersonal skills.	10 (5%)	88 (44%)	62 (31%)	20 (10%)	20 (10%)	**200 (100%)**
5	I feel that my institution's collaborations with industries are strong enough to offer quality industrial training placements.	20 (10%)	44 (22%)	112 (56%)	10 (5%)	14 (7%)	**200 (100%)**
6	The current duration of the industrial training program is adequate to learn and gain practical exposure.	20 (10%)	46 (23%)	87 (43.50%)	20 (10%)	27 (13.50%)	**200 (100%)**
7	I prefer industrial training in reputed and large corporate organizations to small or medium enterprises.	14 (7%)	53 (26.50%)	94 (47%)	19 (9.50%)	20 (10%)	**200 (100%)**

(Source: Primary)
(Note: S.A Strongly Agree, A Agree, N Neutral, D.A Disagree, S.D.A Strongly Disagree)

The majority of MBA students agree that their university provides sufficient guidance on industrial training. Most respondents expect industrial training to improve problem-solving and decision-making skills. However, opinions are mixed on its impact on employment prospects and communication skill development, with a high proportion remaining neutral. Students are largely uncertain about the effectiveness of their institution's industry collaborations and the adequacy of the training duration. Preference for training in reputed corporates over SMEs also shows neutrality, indicating no strong inclination. Overall, while expectations from industrial training are high, clarity regarding outcomes and institutional support remain moderate among the students.

Interrelationship between skills developed during the Industrial Training and Expect learn from industrial training

Hypothesis

H0: There is no significant association between expect to learn from industrial training and skills developed during the industrial training.

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H1: There is a significant association between expect to learn from industrial training and skills developed during the industrial training.

Table 6
Cross tabulation Interrelationship between skills developed during the Industrial Training and Expect learn from industrial training

Skills developed during the industrial training * Expect to learn from industrial training cross tabulation							
		Expect to learn from industrial training					Total
		Exposure to industrial operations	Managerial Decision Making	Networking opportunities	Soft Skill Development	Real-Time Problem-Solving Skills	
skills developed during the Industrial Training	Technical Knowledge	30	8	2	23	17	80
	Leadership Skills	9	14	6	4	8	41
	Teamwork	5	12	10	0	9	36
	Problem-Solving ability	10	24	2	0	4	40
	Time Management	2	1	0	0	0	3
Total		56	59	20	27	38	200

(Source: Primary)

ANOVA					
Expect to learn from industrial training					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	4.31	4	1.08	4.962	.001
Within Groups	42.31	195	0.22		
	46.62	199			

(Source: Primary)

Since, P Value (0.001) is (<) less than 0.05, Null hypothesis is rejected at 5% level of significance. Therefore, there is a significance association between expect to learn from industrial training and skills developed during the industrial training.

Interpretation:

The above table shows that there is strong relationship between expect to learn from industrial training and skills developed during the industrial training.

V. Conclusion

The study on the expectations and understanding of MBA students in Tamil NADU about industrial training gives students' awareness, preferences, and ideas of industrial training initiatives. Most students understand the value of industrial training and guess that this will improve their capacity for problem solving, decision-making, and general governance. However, the report also shows that many students are still unsure or indifferent about how long training should last, how well industry-university partnerships work, and how training affects job opportunities. The development of soft skills and exposure to actual business operations are seen as essential training outcomes. In addition, medium-sized companies receive preference for training opportunities for start -ups and larger companies. All things were considered, in order to improve students' career preparation, colleges should strengthen their relationship with the business and offer more organized, useful, and intensive training programs that carefully match the expectations of students and the needs of the modern workforce.

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