A study on Management Institution Contribution towards Corporate Readiness Skills among Management Students

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Abstract—The shift from learning in academia to corporate positions is a pivotal stage for management students. This study investigates the contribution of management institutions to the development of corporate readiness skills among students. Using an online questionnaire, data were collected from 156 respondents including students, faculty, and employers. The findings indicate significant gaps between curriculum and industry expectations, especially in practical exposure and analytical skill development. Chi-square and Pearson correlation tests affirm the positive role of industry collaboration and curriculum alignment. The study recommends curriculum reform, integration of digital skills, and stronger industry-academic partnerships to enhance employability. The research also investigates whether the existing curriculum is aligned with corporate requirements and proposes measures to bridge the gap between employability and education. This study is important to educators, policymakers, and businesspeople because it offers an insight into how management schools can prepare students better for the corporate sector. The study concludes with suggestions for curriculum development, skill-based training, and more effective industry-academic collaboration to improve employability.

Keywords—Management Education, Corporate Readiness, Employability, Skill Gap, Industry Collaboration, Internship, Curriculum Improvement

I. INTRODUCTION

The shift from campus life to the corporate world marks a turning point for management students, usually marking their success in the corporate sector. As corporate life demands undergo changes, the educational systems should also change and adapt to instil in the students the needed skills to carry out their career roles effectively. This research paper explores the roles of management institutions in developing corporate readiness competencies among students in terms of important skills like leadership, communication, problem-solving, and flexibility. Based on an extensive analysis employing primary data from surveys of employers, faculty members, and students, this research seeks to analyse the effectiveness of management education in making graduates ready for the practicalities of corporate life. The study further aims to highlight the differences between the competencies taught in academia and the expectations of the corporate world, notably evaluating the roles of internships, industry links, and practicum learning toward preparing students for the workforce. It also checks employers' opinion on management graduates' job-readiness and checks the compatibility between current curricula and business requirements. The results of this study are set to provide valuable suggestions for educators, policymakers, and business leaders alike, ultimately leading to curriculum development, skill training, and industry-academic collaboration improvements. By focusing on the urgent requirement of better employability among management graduates, this research hopes to add to the conversation around better optimization of management education in the backdrop of a fast-paced corporate world.

II. RESEARCH PROBLEM

Are management institutions effectively preparing students with the necessary corporate readiness skills, or is there a gap between academic learning and industry requirements?

▪ Research objectives

1. Can you evaluate how effectively management institutions equip students with analytical and attitudinal skills.
2. To analyse the role of industry collaborations in skill development of students.
3. To assess the perception of employers regarding the job readiness of management graduates and identify skill gaps they commonly observe.

4. To suggest improvements in the curriculum and training methodologies that can bridge the gap between management education and corporate expectations.

▪ Research hypotheses (null/alternative, testing/research)

Hypothesis: Effectiveness of Management Institutions in Developing Corporate Readiness Skills

- H_0 (Null Hypothesis): Management institutions do not significantly contribute to the development of corporate readiness skills among management students.
- H_1 (Alternative Hypothesis): Management institutions significantly contribute to the development of corporate readiness skills among management students.

III. LITERATURE REVIEW

1. Introduction
Management education in India has witnessed remarkable growth over the years, becoming one of the most sought-after academic disciplines. However, its effectiveness in preparing students for corporate readiness remains a subject of debate. While business schools aim to produce skilled professionals, employers frequently report gaps in job readiness among management graduates (Dhar, 2012). This review explores the relationship between management education, employability, skill gaps, industry collaborations, and employer perceptions to understand the contribution of management institutions towards corporate readiness skills.

2. Employability of Management Graduates in India
The employability of management graduates has been a major concern in India. Dhar (2012) pointed out that the rising preference for professional courses like MBA is driven by the perception that these programs guarantee better job opportunities. However, the reality is different, with only 21% of Indian management graduates deemed employable by corporate employers
The primary reason for this low employability rate is the lack of practical exposure and industry-relevant skills.

Moreover, Florin (2014) highlighted that management education often focuses on theoretical knowledge rather than practical applications, which leads to a significant gap between academic training and corporate expectations
This lack of hands-on experience prevents students from developing essential decision-making, leadership, and communication skills.

3. The Skill Gap and Corporate Readiness
The gap between what management institutions teach and what industries expect has been widely discussed in research. According to Oraison et al. (2019), universities worldwide face similar challenges in aligning their graduate attributes with employer expectations

The study found that employers prioritize practical competencies like problem-solving, leadership, and teamwork over academic achievements, which many institutions fail to deliver.

In the Indian context, Soans (2014) argued that theoretical-heavy curricula and lack of experiential learning are primary factors contributing to the skill gap. The study emphasized the need to shift towards skill-based education models that integrate industry collaborations and internships to enhance corporate readiness.

Additionally, Gangaiah and Viswanath (2014) observed that while management education helps students build entrepreneurial aspirations, it often falls short in developing job-specific skills that are immediately applicable in the workplace.

4. Role of Industry Collaboration in Management Education
Industry collaboration is a critical factor in improving the employability of management students. According to Soans (2014), partnerships between educational institutions and industries can significantly enhance students' practical knowledge and exposure to real-world business scenarios. These collaborations often take the form of internships, guest lectures, live projects, and case studies, which help bridge the gap between classroom learning and corporate demands.

However, Dhar (2012) noted that only a few institutions in India have successfully implemented structured industry-academia partnerships, with most collaborations remaining limited to placement tie-ups rather than skill development initiatives. The study recommended a more active role for industries in co-

designing curricula and mentoring students to improve job readiness.

5. Employer Perceptions of Management Graduates

Employer perceptions play a crucial role in evaluating the effectiveness of management education. Oraison et al. (2019) found that employers across various sectors expect graduates to possess not only technical knowledge but also soft skills like communication, teamwork, and leadership. However, many management graduates fall short in these areas, leading to dissatisfaction among recruiters.

A study by Bradley and Nguyen (2003) highlighted that employers increasingly prefer candidates with internship experience and industry exposure, which traditional business schools often overlook. These findings underscore the importance of incorporating experiential learning programs into management education to improve corporate readiness.

6. Conclusion

The literature consistently highlights the gap between management education and corporate requirements. While Indian management institutions aim to provide high-quality education, the lack of practical exposure, industry collaborations, and skill-based training continues to hinder graduates' employability. Industry partnerships, curriculum reforms, and hands-on learning opportunities could significantly improve corporate readiness among management students.

Future research should explore the long-term impact of experiential learning programs on employability and assess how industry collaborations can be scaled across management institutions.

IV. RESEARCH METHODOLOGY

This study follows an observational quantitative research design, focusing on analysing measurable data collected through structured responses. The research methodology adopted for this study involves the use of an online questionnaire, which served as the primary tool for data collection. The questionnaire was designed to gather insights from respondents on various aspects related to the effectiveness of management institutions in developing corporate readiness skills.

The study relies on primary data, as responses were collected directly from students, faculty members, and industry professionals. The sampling methodology employed is convenience sampling, wherein participants were selected based on their accessibility and willingness to respond. The sample primarily consisted of students and faculty members from the researcher's university and professional networks, ensuring ease of data collection while capturing relevant perspectives on the subject matter.

V. DATA COLLECTION

The data collected in this study is nominal, as the responses are categorized based on predefined options without any inherent ranking or numerical value. The primary data collection instrument used is an online questionnaire, which was designed to gather structured responses from students and faculty members regarding the role of management institutions in developing corporate readiness skills.

In this research, the dependent variable is Corporate Readiness Skills, which refers to the preparedness of students for the corporate world. The independent variable is the Effectiveness of Management Institutions, which influences the development of these skills among students.

The questionnaire was administered online, ensuring a wider reach and ease of participation. The administration of the instrument was self-administered, allowing respondents to fill out the form independently without direct intervention from the researcher. This approach ensured unbiased responses while maintaining efficiency in data collection.

VI. DATA ANALYSIS

The data was acquired via a survey conducted through Google Forms, which included a total of 156 participants comprising students, faculty members, and employers.

1) 76% of respondents rated analytical skill training as "Good" or higher, while 24% rated it "Poor" or lower.

2.1 How effectively does your institution provide training in analytical skills?
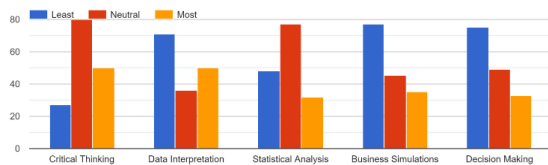157 responses
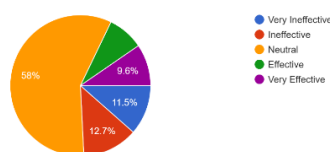
2) 54% of students felt confident applying analytical skills, whereas 46% were either unsure or lacked confidence.

2.4 Do you feel confident applying analytical skills in real-world corporate situations?
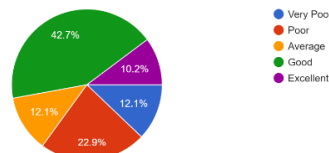157 responses
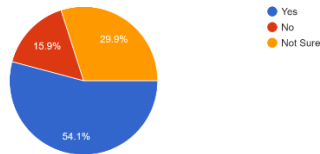
3) Data Interpretation (38%) and Critical Thinking (31%) were the most emphasized skills, while Business Simulations (48%) and Decision Making (47%) were reported as least emphasized by most respondents, indicating a gap in applied learning experiences

2.2 Which analytical skills have been most emphasized during your course?

4) Attitudinal skills development (including leadership, teamwork, and adaptability) received mixed ratings, with 35% rating it "Poor" or lower.

2.3 How well does your institution help in developing attitudinal skills?
157 responses

5) 74% of respondents participated in industry collaboration programs, including internships and live projects.

3.1 Have you participated in any industry collaboration programs during your course?
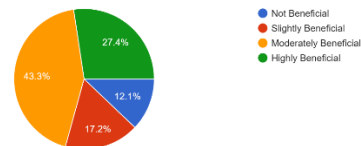157 responses
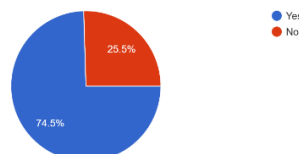
6) Over half the respondents (56%) had weekly guest lectures, but only 44% received one internship annually and 45% had one industrial visit per semester, highlighting limited exposure to industry practices.

3.2 How often does your institution arrange the following industry collaborations? (Guest lectures , internships , industrial visits)
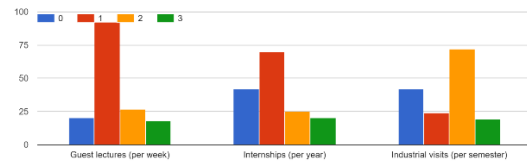

7) However, only 27% found these collaborations "Highly Beneficial", while 12% found them "Not Beneficial", indicating inconsistencies in the effectiveness of such programs.

3.3 How beneficial were these collaborations in improving your corporate readiness skills?
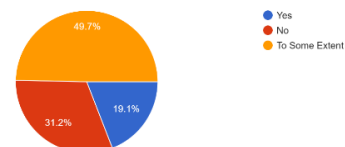157 responses

8) Lack of Practical Knowledge – 44% and Low Analytical Ability – 28% are two biggest skill gaps among management graduates which respondent identified.

4.2 What skill gaps you think management graduates have?
157 responses
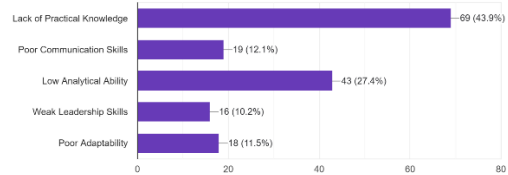
9) 81% of respondents believed management graduates are not fully corporate-ready.

4.3 Do you believe management graduates from your institution are corporate-ready?
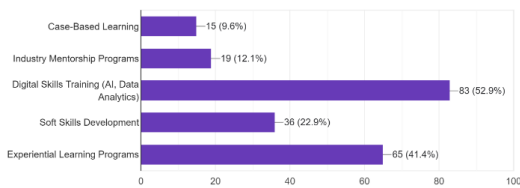157 responses

10) 53% of respondents felt the current curriculum is NOT aligned with corporate needs.

5.1 Do you think the current management curriculum is aligned with corporate needs?
157 responses
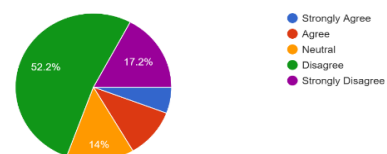
11) More than 52% of respondents believe that new skill set such as Digital skills training (AI, Data analytics) and Experiential Learning Programs should be included in the curriculum.

5.2 What additional training methods should be included in the curriculum?
157 responses

12) Almost 44% of respondents believe that real-world exposure is critical for employability such as Industry-Led Training Programs and Regular Industry Interactions.

5.3 What would help students become more job-ready?
157 responses
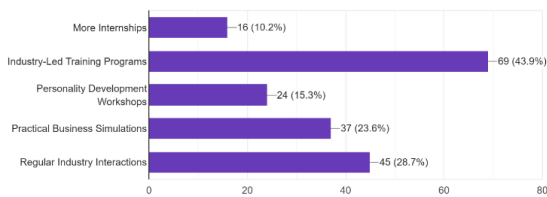
VII. HYPOTHESIS TESTING

1) Hypothesis: Role of Industry Collaborations in Skill Development (Chi-Square Test)
Chi-Square Statistic: 25.32
p-value: 0.0000132 (1.32e-05) (Statistically Significant)
Interpretation: Since p-value < 0.05, we reject the null hypothesis (H_0) and conclude that industry collaborations significantly impact skill development.
Conclusion: Students who participated in internships & live projects were better prepared for corporate roles than those who did not.

2) Hypothesis: Impact of Curriculum Alignment on Corporate Readiness (Pearson Correlation)
Correlation Coefficient: -0.3256
p-value: 0.0092 (Statistically Significant)
Interpretation:

• The negative correlation (-0.32) means that as students perceive the curriculum to be less aligned with industry needs, their corporate readiness scores also decrease.

• Since p-value < 0.05, the relationship is statistically significant.
Conclusion: A well-aligned curriculum positively impacts corporate readiness.

VIII. LIMITATIONS

• Limited Sample Size – The study relies on responses from a specific group of students and faculty members, primarily from the researcher's university and network. This may not fully represent the perspectives of management students across different institutions.

• Convenience Sampling Bias – Since the research adopts a convenience sampling method, the findings may be influenced by the specific demographic and academic backgrounds of the participants, limiting generalizability.

• Self-Reported Data – The data is based on self-reported responses, which may be subject to bias, misinterpretation, or social desirability effects, affecting the accuracy of the results.

• Exclusion of Employer Perspectives – While the study assesses corporate readiness skills from a student and faculty viewpoint, it does not comprehensively include direct feedback from employers or recruiters who assess job readiness in real-world scenarios.

• Lack of Longitudinal Analysis – The study captures data at a single point in time and does not track the progression of corporate readiness skills over time, which may provide deeper insights into the long-term effectiveness of management institutions.

• Time Constraints – Due to academic deadlines and a limited research period, the study had to be completed within a short timeframe. This restricted the depth of exploration, particularly in terms of follow-up interviews or multi-phase surveys.

• Budget Limitations – The research was conducted with a minimal or zero financial budget, relying entirely on free tools like Google Forms for data collection and basic software for analysis. This restricted the use of advanced statistical tools or the ability to incentivize wider participation.

IX. CONCLUSION

This research underscores the gap between management education and corporate expectations. Although many institutions offer theoretical knowledge, they often lack structured experiential learning. Data from 156 participants revealed that while most students rate their analytical training as adequate, many still lack confidence in applying these skills practically. Key findings suggest that curriculum alignment and meaningful industry

collaboration play a vital role in building job-ready graduates. The study recommends reforming curricula to include digital competencies and project-based learning, along with sustained partnerships with industry leaders.

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X. ANNEXURES

Title: Is Indian education system aligned with corporate readiness?

Section 1: General Information

1.1 Age Group:
☐ Below 20
☐ 20-25
☐ 26-30
☐ Above 30
1.2 Educational Qualification:
☐ Bachelor's Degree
☐ Master's Degree
☐ Diploma
☐ Other (Specify): _____

Section 2: Analytical and Attitudinal Skills
Objective 1: To evaluate how effectively management institutions equip students with analytical and attitudinal skills
2.1 How effectively does your institution provide training in analytical skills (Problem-solving, Decision-making, Data Interpretation)?
☐ Very Ineffective
☐ Ineffective
☐ Neutral
☐ Effective
☐ Very Effective
2.2 Which analytical skills have been most emphasized during your course?

Type	Least	Neutral	Most
Critical Thinking	☐	☐	☐

Data Interpretation	☐	☐	☐
Statistical Analysis	☐	☐	☐
Business Simulations	☐	☐	☐
Decision Making	☐	☐	☐

2.3 How well does your institution help in developing attitudinal skills (Leadership, Communication, Teamwork, and Adaptability)?
☐ Very Poor
☐ Poor
☐ Average
☐ Good
☐ Excellent

2.4 Do you feel confident applying analytical skills in real-world corporate situations?
☐ Yes
☐ No
☐ Not Sure

Section 3: Industry Collaborations
Objective 2: To analyse the role of industry collaborations in skill development of students
3.1 Have you participated in any industry collaboration programs like internships or live projects during your course?
☐ Yes
☐ No

3.2 How often does your institution arrange the following industry collaborations?

Type	0	1	2	3
Guest Lectures (per week)	☐	☐	☐	☐
Internships (per year)	☐	☐	☐	☐
Industrial Visits (per semester)	☐	☐	☐	☐

3.3 How beneficial were these collaborations in improving your corporate readiness skills?
☐ Not Beneficial
☐ Slightly Beneficial
☐ Moderately Beneficial
☐ Highly Beneficial

Section 4: Employer Perception and Skill Gaps
Objective 3: To assess the perception of employers regarding the job readiness of management graduates and identify skill gaps
4.1 What skill gaps have you observed in management graduates during recruitment?
☐ Lack of Practical Knowledge
☐ Poor Communication Skills
☐ Low Analytical Ability
☐ Weak Leadership Skills
☐ Poor Adaptability

4.2 Do you believe management graduates from your institution are corporate-ready?
☐ Yes
☐ No
☐ To Some Extent

Section 5: Curriculum and Training Methodology Improvements
Objective 4: To suggest improvements in the curriculum and training methodologies that can bridge the gap between management education and corporate expectations
5.1 Do you think the current management curriculum is aligned with corporate needs?
☐ Strongly Agree
☐ Agree
☐ Neutral
☐ Disagree
☐ Strongly Disagree

5.2 What additional training methods should be included in the curriculum?
☐ Case-Based Learning
☐ Industry Mentorship Programs
☐ Digital Skills Training (AI, Data Analytics)
☐ Soft Skills Development
☐ Experiential Learning Programs

5.3 What would help students become more job-ready?
☐ More Internships
☐ Industry-Led Training Programs
☐ Personality Development Workshops
☐ Practical Business Simulations
☐ Regular Industry Interactions

Declaration
I hereby confirm that the information provided is accurate and will only be used for academic research purposes.