

Evaluating Innovative Skills In The Campus Recruitment Program Using Mathematical Placement Techniques: A Case Study

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INTRODUCTION

In this paper, a descriptive research study based on a placement training scenario is demonstrated. The authors tried to identify the factors that would determine the successful utilization, satisfaction and implementation of mathematical innovative placement techniques by students. Through this study, educational institutions and placement policy makers in Indian and foreign companies would be more efficient in their attempt to explain, predict and account for factors that impede or facilitate the implementation of mathematical innovative placement techniques throughout the country's placement environment.

All the students have to develop, sharpen and deepen their understanding of innovative mathematical placement techniques, placement processes and to enhance their problem solving, reasoning and communication abilities while using innovative placement techniques in order to solve compelling problems in the placement procedure. For this to occur, rigorous training in mathematical placement techniques must be recognized, taught, and assessed in a problem-solving environment. Their knowledge must be connected to a variety of ideas and skills across various mathematical domains to successfully take up placement opportunities. *“Generally, the success of students in any placement program by different companies depends on how easily the mathematical placement techniques can be used and how accurately it works”.*

MATHEMATICAL PLACEMENT TECHNIQUES

The authors discovered a new method called *Innovative Mathematical Placement Techniques* in order to empower the student community with successful placement skills. Innovative mathematical placement techniques are the techniques of creating a symbolic or verbal representation of some phenomenon in order to gain a better understanding of that mathematical phenomenon. Once the interrelationship has been developed and is used to answer questions, it should be critically and mathematically examined and often modified to obtain a more accurate reflection of the observed reality of that phenomenon.

REVIEW OF LITERATURE

Any placement program by educational institutions as well as companies is viewed as the prime motivator in the development of any educational institute in our country (Srinivas R. Kandula, 2007). Consequently, the educational institutes have to embrace the challenge of producing a competent student community and a workforce that is equipped with the placement knowledge and skills to utilize and implement them in the contemporary placement program (Elizabeth M. Chrisopher, 2010). The increasing placement standard of their citizens is a major concern currently faced by most developing countries. Management research experts have noted that training sophistication has become a necessity, and is no longer a mere novelty (Dr. B. Janakiram, 2009). It is, therefore, incumbent on educational institutions to provide opportunities for placement training in innovative placement techniques so as to avoid students from becoming inefficient (Diane Arthur, 2008). In spite of the challenges posed by the placement program, its integration into the curricula of the third-world countries holds a vast potential for their job market (Jim Barrett, 2010). Placement oriented education in an educational institute, complete with the activities of a placement

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technology incubator in the educational campus transforms a classical educational institute into a promising institute with a futuristic outlook (Udai Pareek, T. V. Rao, 2005). Forward looking educational institutions focus on placement for their students with a mission to provide relevant placement skills, are able to track the direction of innovative placement progress, and can update their placement programs in order to meet emerging industrial and business needs (Seema Sanghi, 2007). Innovative placement techniques may have an impact on major job marketing problems in performance efficiency (Paul J. Taylor, 2005).

NEED FOR PLACEMENT TRAINING

Till date, educational institutions in India have ignored the importance of placement training for their students in innovative placement techniques and have not paid enough attention to it in almost all curricular activities. Furthermore, they have also ignored the critical input of placement skills, which are ultimately the key change agents regarding conceptualization and planning for further massive placement development. While ideally, this radical departure from linear approach should have had a negative impact on their placement practices it, nevertheless, enjoyed significant success. Thus, quality placement training to the incumbents in any educational institution has become a major challenge in today's educational world. The main issues, which emerged, have been presented here in the form of the following questions.

- ✿ Is the students' attitude towards placement training in innovative placement techniques directly related to satisfaction with any placement program?
- ✿ Is the students' attitude towards placement training in innovative placement techniques directly related to utilization in any placement program?
- ✿ Is the students' relative advantage of placement training directly related to satisfaction with any placement program?
- ✿ Is the students' relative advantage of placement training directly related to utilization in any placement program?
- ✿ Is the students' compatibility of placement training directly related to satisfaction in any placement program?
- ✿ Is the students' compatibility of placement training directly related to utilization in any placement program?
- ✿ Is the students' complexity advantage of placement training directly related to utilization in any placement program?
- ✿ Is the students' complexity of placement training directly related to utilization in any placement program?

OBJECTIVES

- ✿ To find out the relationship between attitude, compatibility, complexity level of students towards placement training.
- ✿ To determine the degree of satisfaction by the students, the practice of utilizing and implementing innovative techniques in their own placement process.
- ✿ To identify the factors that will determine successful implementation of innovative techniques in the placement training program.
- ✿ To offer suggestions for placement policy makers for improving innovative placement techniques.

MATERIALS AND METHODS

In this study, the aim was to investigate whether students have a positive or negative attitude towards placement training they have recently undergone, and their satisfaction with, and utilization of innovative placement techniques. The authors were also interested in testing whether such students have a relative advantage over students with no placement training.

- ✿ **Attitude:** The positive or negative predisposition of students towards innovative placement techniques.
- ✿ **Relative Advantage:** Students' perception of innovative placement techniques in terms of general and specific advantage.
- ✿ **Compatibility:** Students' perception level in terms of how well placement training is accommodated and strategies are implemented.

- ✿ **Complexity:** The extent to which the students perceived placement training as difficult to apply in the placement program.
- ✿ **Satisfaction:** Students' accessibility to innovative placement techniques and meeting their expectations.
- ✿ **Utilization:** Students' acceptance, frequency and diversity of innovative placement techniques used by them.
- ✿ **Implementation:** Students' perceptions toward satisfaction and utilization of innovative placement techniques. Implementation means commitment to the innovation.

HYPOTHESES

- ✿ **Students' attitude towards placement training is directly related to satisfaction with innovative placement techniques in any placement program.**
- ✿ **Students' attitude towards placement training is directly related to utilization of innovative placement techniques in any placement program.**
- ✿ **Students' relative advantage of placement training is directly related to satisfaction with innovative placement techniques in any placement program.**
- ✿ **Students' relative advantage of placement training is directly related to utilization of innovative placement techniques in any placement program.**
- ✿ **Students' compatibility of placement training is directly related to satisfaction of innovative placement techniques in any placement program.**
- ✿ **Students' compatibility of placement training is directly related to utilization of innovative placement techniques in any placement program.**
- ✿ **Students' complexity of placement training is directly related to satisfaction of innovative placement techniques in any placement program.**
- ✿ **Students' complexity of placement training is directly related to utilization of innovative placement techniques in any placement program.**

TOOLS USED

For this study, the research tool was adopted from an instrument developed by Rao (1993). It is specially designed to measure attitude and innovative characteristics towards utilization and adoption/implementation of an innovative process.

SAMPLE

For the present study, 125 MBA students currently studying in five different business schools in Coimbatore district of Tamil Nadu state formed the sample. The authors employed random sampling technique for the selection process. Simple and multiple regression analysis (SPSS) were used to test whether any significant relationship exists between the innovative (attitude, relative advantage) and implementation variables (satisfaction, utilization).

The following criteria were taken into consideration for the selection of the sample:

- ✿ The students must be pursuing the MBA course.
- ✿ He or she must be a full - time student.
- ✿ He or she should belong to the Coimbatore District of Tamil Nadu.

STATISTICAL ANALYSIS

Simple and Multiple Regression analysis (SPSS) were used to test whether any significant relationship exists between the innovative (attitude, relative advantage) and implementation variables (satisfaction, utilization).

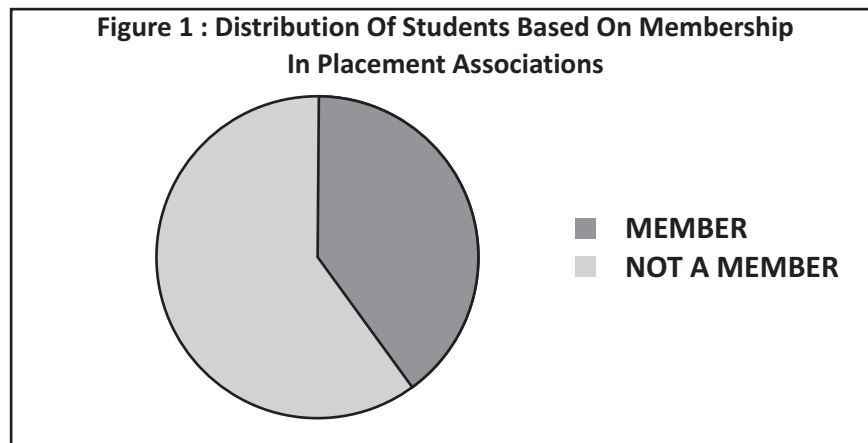
RESULTS

Majority of the students were unaware of many innovative mathematical placement techniques. Among them, 76

percent combined their attitude to '*aid placement instruction*', '*to access placement information*', or '*to aid placement administration*'. The majority were in need of placement training in innovative mathematical placement techniques. Majority of the students read only two magazines on placement skills. The percentage of the students involved in any innovative placement practicing association or user groups was not found to be satisfactory.

ATTITUDE & RELATIVE ADVANTAGE

The study established that the students' attitude is positively related to satisfaction with placement training in innovative placement techniques.



Students perceived innovative skills as a potential placement tool. They believed that innovative techniques taught during placement training can bridge the education gap and bring about a better way of life for the average MBA students. The data shows that students need to be assured about the fact that the placement techniques do not pose a threat in their journey to get a job. Students had a positive perception of the relative advantage of innovative placement techniques, compared to the traditional methods of placement practices. They perceived that innovative techniques can enable them to land a job and overcome any administrative delays. They believed that innovative placement practices will be worth investing in when all educational institutions, universities and companies in our country begin to use placement training in innovative placement techniques.

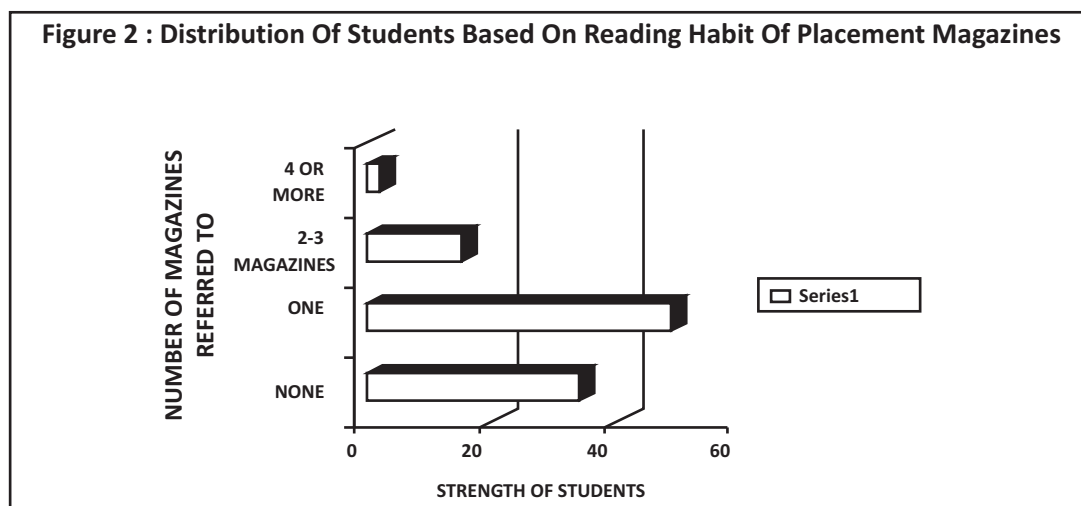
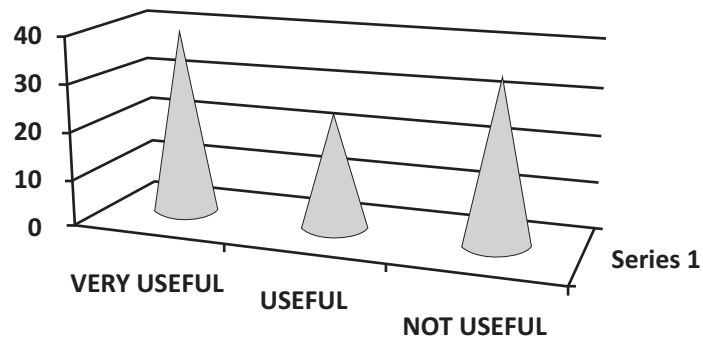


Figure 3: Distribution Of Students Based On Usefulness Of Innovative Placement Techniques



SATISFACTION AND UTILIZATION

The respondents perceived that placement training in innovative skills is reliable and accurate and fulfills their need for equipping them with the desirable placement information. They also perceived that placement training in innovative practices made up for the limited time they had for preparing themselves for placement tests. They were unable to respond satisfactorily to complexity constructs that dealt with difficulty in understanding the technical function of innovative techniques and whether placement training made simple administrative functions at their placement work more complicated. They were unable to ascertain whether they need to refer to hand books to understand technical operations or to determine whether innovative techniques have enhanced their work as a job seeker.

Table 1 : Multiple Regression For Innovative And Implementation Variables

Dimensions	Mean Error	R ²	F - Value
Attitude Vs Satisfaction	1.2111	0.2301	0.2021*
Attitude Vs Utilization	0.4702	0.0967	0.9435*
*Significance at p < 0.05 level			

Table 2: Simple Regression For Innovative And Implementation Variable

Dimensions	Mean Error	R ²	F - Value
Relative Advantage Vs Satisfaction	1.1011	0.0373	1.3718*
Relative Advantage Vs Utilization	0.0142	0.2215	0.2632*
*Significance at p < 0.05 level			

Table 3 : Multiple Regression For Innovative And Implementation Variables

Dimensions	Mean Error	R ²	F - Value
Compatibility Vs Satisfaction	1.1832	0.1511	1.3215*
Compatibility Vs Utilization	0.0143	0.1756	0.2212*
*Significance at p < 0.05 level			

Table 4 : Simple Regression For Innovative And Implementation Variables

Dimensions	Mean Error	R ²	F - Value
Complexity Vs Satisfaction	1.0821	0.2034	1.1032*
Complexity Vs Utilization	0.0321	0.1212	0.1742*
*Significance at p < 0.05 level			

TEST OF HYPOTHESES

Multiple Regressions analysis (SPSS) showed that students' attitude towards placement training in innovative placement techniques is significantly related to satisfaction with and utilization of innovative placement techniques in any placement program (Table 1).

Simple Regression analysis showed that the relative advantage of placement training in innovative placement techniques was significantly related to satisfaction with and utilization of innovative placement techniques in any placement program (Table 2).

Multiple Regressions analysis (SPSS) showed that students' compatibility towards placement training in innovative placement techniques is significantly related to satisfaction with and utilization of innovative placement techniques in any placement program (Table 3).

Simple Regression analysis showed that the complexity of placement training in innovative placement techniques was significantly related to satisfaction with and utilization of innovative placement techniques in any placement program (Table 4).

DISCUSSION

Educational institutions and universities could organize workshops/ Seminars on innovative placement skills for their incumbents. The program of placement education should address issues related to rapid changes in placement practices, new demands of the workforce and the need for selected persons to be technically competent in innovative technology. Innovative placement practices should be configured to accomplish specific tasks such as drawing conclusions, creative, innovative and logical thinking.

Students also must be provided with adequate opportunities to apply the innovative practices learned during their placement training program. Companies with innovative placement resources should act in a collaborative way towards those which lack similar technological advantages in order to ensure that all students have the opportunity to learn from successful placement related situations. The companies should make guidelines for the effective use of innovative placement techniques. The placement educators and students must understand the direction of innovative placement progress and can update their innovative placement techniques to meet emerging industrial needs in industries and companies.

It is critically important that innovative, trained and technically competent placement experts should be utilized as resources in the placement decision-making process. Strong commitment from students to embrace innovative placement techniques is essential in attaining the country's goals for top level placement practices.

CONCLUSION

Active involvement of students who are users and non users of innovative placement techniques is a practical means of moving the successful placement practice forward. A cadre of students motivated by potential of placement training in innovative placement techniques can ignite the interest of their peers to become users. The shared involvement and leadership of students, as well as placement policymakers, facilitate a 'buy-in' element that will guarantee the successful implementation of innovative placement practices throughout the educational environment.

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