A study on Mathematical Innovative Skills by Business students in the Campus Recruitment Process with Reference to Tamil Nadu State

***Prof. J.Jebaraj - **Ms.P.Sumathi**

ABSTRACT

Recently, business schools in India have ignored the importance of placement training in mathematical innovative skills for their students and have not included it in their curricular activities. The successful placement program (campus recruitment program) in any educational field is based on implementation of effective mathematical innovative skills to their incumbents. In the present study, the authors applied random sampling on management students and used regression analyses to examine the relationship between innovative(compatibility, complexity) and implementation variables(utilization). The result demonstrates that the two variables are significantly related. This implies that the implementation of mathematical innovative skills were not successful. It is critically important that innovative, trained and technically competent mathematically innovative experts should be utilized as resources in the placement decision making process. Strong commitment from students to embrace mathematical innovative techniques is essential in attaining the country's goals for top level placement practice.

* Department of Mathematics, Vivekanandha College of Management Studies for Women, Trichengodu. Nammakal (Dt),Tamil Nadu,INDIA. E Mail – je06ba@yahoo.co.in. Ph No: 9443505110

** Research Scholar, Department of Commerce, Hindustan college of Arts and Sciences, Coimbatore

Introduction

"Generally the success of students in any placement program by different companies depends on how easily the latest mathematical placement techniques can be used and how accurate it works". Their knowledge must be connected to a variety of ideas and skills across topic areas in any placement situations. All the students have to develop, sharpen and deepen their understanding of innovative placement techniques, placement process 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 placement techniques must be recognized, taught, and assessed in a problem-solving environment.

In this paper, a descriptive research study based on application of mathematical innovative skills is demonstrated. The author conducted a mathematical innovative skills for selected business school students and tried to identify the factors that would determine the successful and implementation of mathematical innovative skills by management students. Through this study, business schools 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.

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 institutes in our country (Srinivas R.Kandula, 2007). Consequently, the educational institutes said to embrace the challenges to produce student community and a work force that are 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 employees is a major concern currently faced by most developing countries. Management research experts note that the training sophistication have become necessities, not mere novelties, or for enjoyment but for the immediate necessities (Dr.B. Janakiram, 2009).

It is, therefore, incumbent on educational institutions is 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 placement program its integration into curricula of third world countries holds vast potential for their job market (Jim Barrett, 2010). Placement oriented education in the educational institutes completed with activities of placement technology incubator in the educational campus would transform the classical educational institute in to a institute of future (Udai.Pareek,T.V Rao 2005).

Forward looking, educational institutions focused 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 need (Seema Sanghi, 2007).Innovative placement techniques may have an impact on major job marketing problem in performance efficiency (Paul J.Taylor, 2005).

Need for mathematical innovative skills

Recently, business schools in India have ignored the importance of placement training for their students in mathematical innovative skills and have not paid enough attention to it in almost all curricular activities. Also, they 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 liner approach should have had a negative impact on their placement practices it nevertheless enjoyed significant success. Thus placement training in mathematical innovative skills to the incumbent in any educational institutions becomes a major problem in today's educational world.

Objectives of the Study

- To find out relationships between relative advantage, compatibility, complexity and the level implementation.
- To identify the factors that will determine successful implementation of mathematical innovative skills in the contemporary placement training program.
- To offer suggestion for placement policy makers for improving mathematical innovative placement techniques.

Hypotheses of the Study

- Business student's compatibility of mathematical innovative skills is directly related to utilization of mathematical innovative skills in any placement program
- Business student's complexity of mathematical innovative skills is directly related to utilization of mathematical innovative skills in any placement program.

Materials and method

In this study, the aim was to investigate whether business students have a positive or negative attitude towards placement training they have attended recently and their satisfaction with and utilization of mathematical innovative placement techniques.

For the present study 105 business students currently studying in five leading business schools

across Tamil Nadu State formed the sample. The authors employed random sampling technique for the selection process. For this Study the research tool was adopted from an instrument developed by Rao (1993). It is specially designed to measure innovative characteristics (compatibility, complexity) towards utilization of innovative process. Simple and Multiple Regression analysis (SPSS) were used to test whether there are any significance relationship exists between the innovative (compatibility, complexity) and implementation variable (utilization).

Result & Discussion

Students had a positive perception of the relative advantage of innovative placement techniques compared to traditional method of placement practice. They perceived that mathematical innovative techniques can enable quicker access to get the job and overcome any administrative delays. They believed that innovative placement practices will be worth investing when all business schools, universities and companies in our country begin to use placement training in mathematical innovative placement techniques.

The respondents perceived that placement training in innovative skill is reliable and accurate and needs their placement information need. They also perceived that placement training in innovative practice is made up for limited time, and will eventually become an essential employment tool.

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 unable to ascertain whether they need to refer to hand books to understand technical operation or to determine whether innovative techniques have enhanced their work as job seeker..

Test of Hypotheses

Scattered diagram and regression line for the significance relation between complexity & utilization is displayed in Fig1.

Multiple Regressions analysis (SPSS) showed that business student's compatibility of mathematical innovative skills is significantly related to utilization with mathematical innovative skills in any placement program (Table 1).

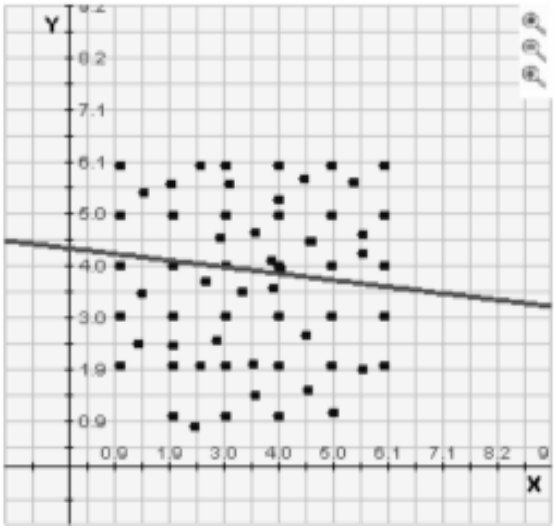
Simple Regression analysis showed that business student's complexity of mathematical innovative skills is significantly related to utilization with mathematical innovative skills in any placement program (Table1).

Table 1 - Regression analyses

Dimensions	Mean error	Beta value	R-Square value	F-value
Compatibility & Utilization	0.0112	0.0231	0.2315	0.2347
Complexity & Utilization	0.2132	0.0023	0.3424	0.1245

*Significance at $p < 0.05$ level

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 work force and the need for selected persons to be technically competent in innovative technology. Innovative placement practice should be configured to accomplish specific tasks such as drawing conclusion, creative, innovative and logical thinking.



r = -0.13
y = -0.127x + 4.349

Figure 1 - Scattered diagram and regression line showing significance Relation between complexity & utilization

Students also must be provided with adequate opportunities to practice with innovative practices following their placement training program. Companies with innovative placement resources should act in collaborative way towards those which lack of similar technological advantages in order to ensure that all students has 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 need 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 practice

Conclusion

A cadre of students motivated by potential of placement training in innovative placement techniques can ignite the interest of other become users. 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. The shared involvement and leadership of students as well as placement policy makers facilitate a 'buy-in' element that will guarantee the successful implementation of innovative placement practices throughout the educational environment.

Acknowledgement

The authors wish to thank the editor and the anonymous reviewers for their constructive critique that helped for the improvement of this paper.

References

- Dr.B.Janakiram (2007). "Training & Development", Dreamtech Press,New Delhi, pp 11-13.
- Elizabeth M Christopher Larry E Smith (2010)." Managing recruitment training and development", Viva Books,Delhi.pp 49-51.
- Cathy Fyock(2008)."The truth about hiring the best",Pearson Power Books,Delhi, pp 14.
- Diane Arthur (2008),"Recruiting, Interviewing, Selecting & Orienting new employees", PHI Learning Limited, New Delhi, pp 122.
- Seema Sanghi(2007),"Towards personal excellence" Response books, new Delhi. pp 211.

- Lilly M Berry,Wadsword(2008)." Employee selection",Cengage Learning limited,New Delhi. pp 421,422.
- S.K. Tarafder(2010). "How to face interview", UBS Publishers, New Delhi.
- Irvin I Goldstein,J Kevin Ford (2007). " Training in organisation,Thomson publishers,,Delhi.
- Margaret Dale Paul Ites(2002)."Assessing management skills",Jaico Publishing house, Delhi. pp 185-223.
- Jim Barrett(2010). "Aptitude, personality and motivation tests", 3rd Edition, Kongan publication, New Delhi.
- Patric Forsyth(2009)."Developing your staff", Kongan Publishers, New Delhi, pp 59-63.
- Sandy Pokras(2004)." Team problem solving" Viva books Pvt Ltd, New Delhi pp 45, 46.
- Udai Pareek .T. V Rao(2005)."Training of Educating Managers", Mac Million Publishers, New Delhi. pp 3-9.
- Amabili.T.M (1988), "A Model of creativity and innovation in Organization", Research in Organization behavior,Vol. 10,123-187.
- G.C.Beri(2008),"Marketting Research", New Delhi: Tata McGraw-Hill publishing Company Limited. pp 236-214.
- M.P. Gupta & R.B. Khanna (2009). "Quantitative Tequinique for decision making", New Delhi: PHI Learning Pvt, Lt pp 569-595.
- Hair.Bush.Ortinace(2003), "Marketing Research', New Delhi: Tata McGraw-Hill publishing Company Limited.
- A Nagour Gan(2004), "Fuzzy Techniques and Business Decision Making" ACCT Research Journal,Vol 2(1)
- E Green,Donald S Tull, Gerald Albaum (2002),"Research for Marketing Decisions", New Delhi: Prentice-Hall of India private Limited.pp 387.
- Raymond Kent (2005),"Marketing Research", London: International Thomson