

Exploring Impact of Engineering Background on Employability of Management Candidates

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Abstract

It has always been debated whether management is a science or an art. In Indian context, there is a perception that engineers are better suited to the role of managers. Engineers are more inclined towards the science aspect of management and are expected to be more systematic in approach. The authors explored the employability parameters for undergraduates, that are preferred by recruiters and their perception of engineers as better managers. The study was subject to 101 recruiters who were administered a structured questionnaire, wherein they rated each of the skills on the Likert scale. The skills for the survey were based on the literature review. A descriptive analysis was done in order to figure out which skills were the most desirable ones among the recruiters. Then from the survey, the skills found in most of the engineers were mapped to the ones required by management students. The study discusses whether there are any skills that provide engineers an edge above the graduates of other disciplines or is that just a myth.

Keywords: *Employability, Managers, Engineers, Behavioural Skills, Recruitment*

I. INTRODUCTION

According to Bianca Kubler & Peter Forbes [1], “Engineering is a career geared towards the qualified application of a particular body of knowledge supported mathematics, science, and technology, combined with business and management, obtained in an exceedingly particular engineering discipline through training and technical preparation. Engineering is intended to make, supply and maintain infrastructure, goods and services for industry and society.” Thus, the engineering graduates obviously require these skills in order to successfully apply and exercise on-the-job experience. Skills are standard skills and have recently been called employability skills. According to a study from NASSCOM 2005 [2], over 3 million graduates and post-graduates are added to the Indian workforce each year. Of these, the industry deems employable just 25 per cent of technical graduates and 10-15 per cent of daily graduates. The India Employment Report 2017 [3] suggested that employers are now looking for

individuals that are versatile, imaginative, inventive, flexible and proactive problem solvers.

The Student Recruitment environment has changed significantly in the last few decades. The age in which applicants were hired based solely on hard technological expertise expressed in academic qualifications or work experience has given way to an appeal for graduates with a vast array of softer, people-oriented, job-related skills. According to India Skills Report 2019 [4], employability in India has reached a new high of 47 percent. Of all the graduates, engineers still turn out to be the most employable. The availability of employable talent has increased to 47.38% in 2019 as compared to 33.95% in 2014. Even though the domain with the most employable talent is engineering with 57.09%, a lot of students have been moving towards MBA after their B.E/B.Tech [5]. The exact reason for this shift is still unknown but some of the reasons can be – transition to a leadership role, better compensation, holistic personality development, pursue entrepreneurial aspirations, etc. Structured scientific evaluations will get us very close to evaluating employability and this shift

objectively. The problem, however, is real and a scalable solution lies in providing all students in the country with a standardized forum to assess their employability.

Recruiters are searching for the best prospects for their companies, as it will be crucial to achieving their respective organizations' goals. Meldrum [6] was of the opinion that recruiting mistakes in the company could lead to bad performance, increased training costs and bad retention issues. Although knowledge of the domain is necessary, and assuming candidates have completed formal education for the same reason, behavioural skills are essential for the suitable candidate profile.

II. LITERATURE REVIEW

An increasing consensus on the importance of employability in undergraduate education has helped to focus on the need for skills development in pedagogy around the world, according to Shefrin [7]. While current managers' rising position is evolving, new approaches to information management, planning and risk management are emerging as a result of India's ongoing economic crisis. Employability after graduation is a primary concern for most students of engineering. According to Mohammad [8], recent and fresh engineering graduates now face more "challenges and pressures" in jobs relative to previous graduates. He points out that excellent technical qualifications alone are insufficient, as businesses obviously need future engineers to have "competences and capacities" in the standardized skills market, as globalization needs companies to be more competitive in their management systems. Engineering graduates are required to have the employability skills to help them bring their technological expertise and professional skills into action effectively. These skills are not only useful in the engineering domain, but also in the management domain.

Gray, Ottesen, Bell, Chapman and Whiten [9] addressed different areas of knowledge and behavioural skills that are essential for professionals in the management field. Shipp, Lamb and Mokwa [10] & Hayes, Rose-Quirie, and Allison [11] have described skills or competencies as one's internal capabilities or underlying qualities, which can be improved through practice. A desired

outcome conceived, designed and committed by a person or program to achieve a personal or organizational desired objective in some form of presumed progress involves very strong goal-setting skills. Woodruffe [12] describes the skill for achieving success goals at work, while Armstrong [13] introduces the concept of transfer of knowledge. Noel-Levitz (a higher education consulting firm) along with the Utah State University built a robust and well-structured framework for employee satisfaction surveys. According to Kleinke [14] the survey aimed to assess employers' satisfaction with benchmarking purposes. The 2004 research involved seventeen universities. 297 graduate employers were sent a survey questionnaire, 112 of whom replied (response rate 38 per cent). The questionnaire focused on graduate experience and understanding within: major graduates' field, general competencies, and advanced competencies.

Croteau and Raymond [15] stressed on IT competency of a managers as a tool to achieve competitive edge in the market. Shipp, Lamb and Mokwa [10] focused on communication, intuition, creativity and computer usage as important management skills and suggested that they should be part of the academic curriculum. According to them, communication skills also include listening, straight talking, non-verbal communication, stress management and emotion control. Phapruke [16] found a positive relation between the IT competency and competitiveness of a company. Nicholson, Barnett and Dascher [17]; Davis, Misra and Van Auken [18] & McLarty [19] discussed the importance of technological upadation of managers in an organisation. It is very difficult or impossible to do every day work without the use of computers, the internet in online and offline industry, educational services in many fields or careers. Hutt and Speh [20] discussed that effective managers are willing to be leaders and manage to be interconnected with all the functions of the company i.e. multidisciplinary skills are seen which include personal presentation skills, visioning skills and problem-solving skills. Brophy and Kiely [21]; Nicholson, Barnett and Dascher [17]; Catterall, Maclaran and Stevens [22]; Davis, Misra and Van Auken [18]; Dacko [23] & Taylor [24] shared the concerns of organizations that communication is

very important whether oral or written for all management executives. Hosta and Zabkar [25] & Gray, Ottesen, Bell, Chapman and Whiten [9] along with these skills, also took into consideration problem solving skills, visioning skills, business awareness and integrity. A critical element of logical thinking is the ability to understand the linkages between cause and effect quickly. This experience incorporates various skills, such as attention to detail, critical thinking skills, analysis skills, and decision-making skills, in order to analyse a problem or issue and find a solution.

A competent manager usually has a goal or several sub-goals in their mind which can act as important milestones for their progress. According to Knight and Yorke [26] setting reasonable targets and then gaining satisfaction on achieving them is a cycle. It will continue for a long time and thus lead to an increment in company competitiveness. This division of a complex task into attainable objectives is particularly relevant to the work of an autonomous project. Anderson, Krajewski, Goffin and Jackson [27] & Shipman and Mumford [28] consider leadership skills as a manager's planning, organisation, delegating and follow-up skills. According to them, these might not be that developed at the time of placements, but it can be developed over time and is a necessity to grow in an organisation. According to Ramanan, Kumar and Ramanakumar [29], putting expertise into action with concepts or values, solving different problems, creative ideas, root cause analysis and technology selection, analytical approach and decision-making are key factors in increasing the employability of graduates. Drejer [30] & Guthrie and Schwoerer [31] discussed that self-assessment is just the beginning of a framework for postgraduate growth and will facilitate student relationships with their supervisor. The supervisor position requires the students to be corroborated, input and directed in planning their development needs. This is not only applicable for students but also for the management trainees. According to Sarfaraz, Rajendran and Hewege [32], self-assessment skills help develop broad meta-cognitive skills leading to a variety of key graduate competencies. It enhances self-awareness through reflective practice, clearing the criteria for self-

evaluation, and making performance enhancing techniques intrinsic to continuous learning.

S. No.	Skill	Reference
1	Communication Skills	Shipp, Lamb and Mokwa [10]; Brophy and Kiely [21]; Nicholson, Barnett and Dascher [17]; Catterall, Maclaran and Stevens [22]; Davis, Misra and Van Auken [18]; Dacko [23]; Taylor [24]
2	Personal Presentation Skills	Hutt and Speh [20]; Davis, Misra and Van Auken [18]; Dacko [23]; Taylor [24]
3	Analytical Skills	Ramanan, Kumar and Ramanakumar [29]
4	IT and Computer Skills	Croteau and Raymond [15]; Phapruek [16]; Nicholson, Barnett and Dascher [17]; Davis, Misra and Van Auken [18]; McLarty [19]
5	Goal-Setting Skills	Woodruffe [12]; Armstrong [13]; Knight and Yorke [26]
6	Leadership Skills	Anderson, Krajewski, Goffin and Jackson [27]; Shipman and Mumford [28]
7	Visioning Skills	Hutt and Speh [20]; Hosta and Zabkar [25]; Gray, Ottesen, Bell, Chapman and Whiten [9]
8	Self-Assessment Skills	Drejer [30]; Guthrie and Schwoerer [31]; Sarfaraz, Rajendran and Hewege [32]
9	Problem Solving Skills	Hutt and Speh [20]; Hosta and Zabkar [25]; Gray, Ottesen, Bell, Chapman and Whiten [9]
10	Business Awareness	Hosta and Zabkar [25]; Gray, Ottesen, Bell, Chapman and Whiten [9]

III. RESEARCH PROBLEM

With the increment in percentage of engineering graduates in B schools even with the diversity factor, there must be some skill sets that make them a highly competitive candidate. In order to find out what those skills are, a study was conducted. 101 recruiters were administered a structured

questionnaire, wherein they rated each of the skills on the Likert scale of 1-10 where 10 was the most important and 1 was the least important. The following ten skills were shortlisted on the basis of the literature review:

- 1 Communication Skills - The candidate should be able to present his / her ideas confidently and effectively with the general community. You have to address things, ask for information, communicate with others and have strong public relations skills to do your job effectively—these are all part of having good communication skills. They aid in being well educated and in knowing the needs of those around you. It helps to resolve differences, develop trust and respect, and create conditions for exchanging new ideas and problem solving.
- 2 Personal Presentation Skills - Personal presentation is the manner in which a candidate presents him / herself in daily situations, and more intense ones like work interviews. How well a person presents him / herself to the world can have a major impact on his / her ability to get a job. Initial impressions are critical when meeting employers. Employers' conclusions about you are likely to be focused on how you look and act. It is said that after meeting an individual, the employer would judge him / her within the first 30 seconds which is difficult to alter during the interview
- 3 Analytical Skills - The analytical thinking skills of a candidate help him / her analyse complicated problems, make choices and come up with solutions. A crucial aspect of analytical thinking is the ability to easily recognize the connections between cause and effect. This expertise combines multiple skills such as attention to detail, critical thinking and research skills, to evaluate a question or problem and arrive at a solution.
- 4 IT and Computer Skills - It is very difficult or impossible to do every day work without the use of computers, the internet in online and offline industry, educational services and many other fields or careers. Computer literacy is considered to be a very necessary competency to have. Employers want their staff to have basic computer skills as their business is becoming ever more computer based. Most companies are trying to use Information Technology to help them operate their company faster and cheaper.
- 5 Problem Solving Skills - Candidates should have good problem-solving skills, because they are the root of all modern technologies, social and cultural development, and the basis of market-based economy. It is the cornerstone of continuous development, communication and learning. Often solving problems can be an unconscious task, because we solve problems every day without actually thinking about them. It just happens.
- 6 Leadership Skills - Leadership skills are taking businesses to new heights. Leaders are building a vision and working on things differently. Their attitude should be positive. They find ways to keep the entire business on the right track. They should be able to take the team forward together. A leader indicates he / she has an opportunity role to play in the work of the concern. Through economic and non-economic incentives, he / she motivates the workers and thus gets the job from the subordinates.
- 7 Visioning Skills - A vision is a visual picture of the outcome you want to achieve. A candidate should have such a clear and compelling picture that it will allow them to realise the outcome. A vision is not a wish, dream or hope that is abstract. It is a picture of the actual effects of real efforts. It comes from the future, and the present is informed and energised. If a candidate does not have a vision for his / her company or future, then the growth of that person becomes stagnant.
- 8 Goal-Setting Skills - A desired outcome conceived, designed and committed by a person or program to achieve a personal or organizational desired objective in some form of presumed progress involves very strong goal-setting skills. Once instilled, it will continue for a long time and thus lead to an increment in company competitiveness. This division of a complex task into attainable

objectives is particularly relevant to the work of an autonomous project.

- 9 Self-Assessment Skills - Self-assessment skills help develop major meta-cognitive skills that lead to a range of essential graduate skills. This increases self-awareness through reflective practice, making the self-evaluation requirements clear, and making strategies for performance enhancement intrinsic to ongoing learning. Self-assessment helps in knowing a person's positives negatives, interests and what things motivate them.
- 10 Business Awareness - Business awareness, or business acumen, can make a significant difference in a person's career whether they are just starting or an accomplished professional. This helps make smart, rational choices. Without it, the decisions will be naïve, and the person's trust will easily be lost. All the decisions should be made on the basis of the facts in the business world. Being a manager, business awareness becomes the equivalent of general knowledge.

IV. HYPOTHESIS

Two hypotheses can be formed on the basis of the problem in hand.

H1o – There is no significant difference in the employability skills of engineering and non-engineering graduates as managers.

H2o – There is a significant difference in the employability skills of engineering and non-engineering graduates as managers.

If H1o stands true, that would mean that engineering graduates have significant employability skills and are at par with other non-engineering graduates when it comes to the field of management. In Indian context, there is a perception that engineers are better suited to the role of managers. Engineers are more inclined towards the science aspect of management and are expected to be more systematic in approach. The study will also check whether the above stated is true.

V. SURVEY ANALYSIS

All the skills were rated on the Likert scale of 1-10 where 10 is the most important and 1 is the least important. After receiving the answers for the survey, a reliability test was performed, through which we calculated the value of Cronbach's Alpha which came out to be 0.846 which is greater than 0.6. Therefore, we can say that the data is consistent and reliable.

After analysing the survey, the average ratings of various skills are as follows:

Table- I: Ratings of Various Skills on the Basis of Survey

S. No.	Skills	Rating
1	Communication Skills	8.43
2	Personal Presentation Skills	8.25
3	Analytical Skills	8.18
4	IT and Computer Skills	7.55
5	Goal-Setting Skills	8.20
6	Leadership Skills	8.41
7	Visioning Skills	8.31
8	Self-Assessment Skills	8.42
9	Problem Solving Skills	8.51
10	Business Awareness	7.77

According to the survey, most of the recruiters rate Problem Solving Skills as the most important one with a rating of 8.43 whereas IT and Computer Skills as least important with a rating of 7.77, in a management student.

Problem-solving is important for both individuals and organizations, because it helps us to exert control over our world. Among the many factors shaping perception of opportunity, the problems emerging in the fourth industry, the twenty-first-century knowledge-based industry, are complex and unstructured; they cannot be solved with existing solutions and require innovative problem-solving skills. To decide how to solve problem situations that vary from the current situation and have uncertain outcomes, problems are solved through the adjustment phase of previous experience, expertise and intuition. Although there are a range of studies on problem-solving capacity, innovation activity and new opportunities, much of the opportunistic work has been performed in corporate units and is considered.

IT and Computer Skills are rated as the least important because these skills can be developed after recruitment too. In management roles, the computer plays a major role for analyses, data storage and database management. But if the employee does not understand the basics of the analysis that is to be done or how the data is to be stored, in what format it should be stored, etc. the IT and Computer Skills will be of very less use. But as the businesses are becoming ever more computer based. Most companies are trying to use Information Technology to help them operate their company faster and cheaper. So, we can see a possible shift in the trends in the near future. Being the least important skill in this survey does not mean that the skill is not important. This is only a comparative study and the ratings given are on the basis of the feedback from the survey.

F Test Two-Sample for Variances was conducted on all the skills with a confidence interval of 95%. Below are the results:

Table- II: F Test for Communication Skills

COMMUNICATION SKILLS		
	Non-Eng.	Engineer
Mean	8.416667	8.430769
Variance	1.792857	1.155288
Observations	36	65
df	35	64
Actual F	1.551869	
Critical F	1.606219	
P(F<=f) one tail	0.063519	

Interpretation of Table-II: As we can see, the actual F value < critical F, we accept the null hypothesis H₁₀. The value of P should be less than 0.5. But in our case, it is greater than 0.5, so we observe that it is not that significant. We can see that there is no significant difference between the communication skills of engineering graduates and non-engineering graduates because we do not learn the skill, we grow up with it, so graduation discipline does not make any difference.

Table- III: F Test for Personal Presentation Skills

PERSONAL PRESENTATION SKILLS		
	Non-Eng.	Engineer
Mean	8.5	8.107692

Variance	1.057142	1.597596
Observations	36	65
df	35	64
Actual F	0.661708	
Critical F	0.597349	
P(F<=f) one tail	0.093226	

Interpretation of Table-III: As we can see, the actual F value > critical F, we reject the null hypothesis H₁₀. The value of P should be less than 0.5. But in our case, it is greater than 0.5, so we observe that it is not that significant. We can see that there is some difference between the personal presentation skills of engineering graduates and non-engineering graduates because engineering graduates are not prepared for presenting in a corporate environment. So, there is a possibility that they might lack this skill.

Table- IV: F Test for Analytical Skills

ANALYTICAL SKILLS		
	Non-Eng.	Engineer
Mean	8.027778	8.153846
Variance	1.742063	1.258654
Observations	36	65
df	35	64
Actual F	1.384069	
Critical F	1.606219	
P(F<=f) one tail	0.128856	

Interpretation of Table-IV: As we can see, the actual F value < critical F, we accept the null hypothesis H₁₀. The value of P should be less than 0.5. But in our case, it is greater than 0.5, so we can say that it is not that significant. We can see that there is no significant difference between the analytical skills of engineering graduates and non-engineering graduates because we do not learn this skill in every discipline of graduation. The type of skills may vary from one graduate to another. Engineering graduates are good at analysing technical difficulties related to their domain; economics graduates are good at analysing economic data and so on.

Table- V: F Test for IT and Computer Skills

IT & COMPUTER SKILLS		
	Non-Eng.	Engineer
Mean	7.527778	7.569231

Variance	3.284921	2.686538
Observations	36	65
df	35	64
Actual F	1.222734	
Critical F	1.606219	
P(F<=f) one tail	0.239454	

Interpretation of Table-V: As we can see, the actual F value < critical F, we accept the null hypothesis H₁₀. The value of P should be less than 0.5. But in our case, it is greater than 0.5, so we can say that it is not that significant. We may assume that the gap between the IT and Computer Skills of engineering graduates and non-engineering graduates is much less substantial because the computer skills required for a management candidate are not taught in engineering. Although engineers do have an edge in the technical skills.

Table- VI: F Test for Problem Solving Skills

PROBLEM SOLVING SKILLS		
	Non-Eng.	Engineer
Mean	8.514851	8.6
Variance	1.312277	1.0875
Observations	36	65
df	35	64
Actual F	1.206692	
Critical F	1.467638	
P(F<=f) one tail	0.210540	

Interpretation of Table-VI: As we can see, the actual F value < critical F, we accept the null hypothesis H₁₀. The value of P should be less than 0.5. But in our case, it is greater than 0.5, so we can say that it is not that significant. We may assume that the gap between the Problem-Solving Skills of engineering graduates and non-engineering graduates is much less substantial because just like communication skill, we do not learn this skill, we grow up with it and develop it over time. Although the approaches would be different for everyone.

Table- VII: F Test for Leadership Skills

LEADERSHIP SKILLS		
	Non-Eng.	Engineer
Mean	8.25	8.492308
Variance	2.078571	1.035096
Observations	36	65
df	35	64

Actual F	2.008095	
Critical F	1.606219	
P(F<=f) one tail	0.007761	

Interpretation of Table-VII: As we can see, the actual F value > critical F, we reject the null hypothesis H₁₀. The value of P should be less than 0.5 and, in our case, it is very less than 0.5, so we can say that it is highly significant. We can see that there is a huge difference between the leadership skills of engineering graduates and non-engineering graduates because engineering graduates are usually told what to do by their superiors and are moulded that way. Other graduates like BBA are taught about leadership skills unlike engineers.

Table- VIII: F Test for Visioning Skills

VISIONING SKILLS		
	Non-Eng.	Engineer
Mean	8.277778	8.323077
Variance	2.720635	1.440865
Observations	36	65
df	35	64
Actual F	1.888195	
Critical F	1.606219	
P(F<=f) one tail	0.013698	

Interpretation of Table-VIII: As we can see, the actual F value > critical F, we reject the null hypothesis H₁₀. The value of P should be less than 0.5 and, in our case, it is less than 0.5, so we can say that it is highly significant. We can see that there is a huge difference between the visioning skills of engineering graduates and non-engineering graduates because engineering graduates usually go on according to the rules set for them. Other graduates like to explore out of the box approaches too.

Table- IX: F Test for Goal Setting Skills

GOAL SETTING SKILLS		
	Non-Eng.	Engineer
Mean	8.277778	8.153846
Variance	2.424920	1.663462
Observations	36	65
df	35	64
Actual F	1.463767	
Critical F	1.606219	
P(F<=f) one tail	0.092699	

Interpretation of Table-IX: As we can see, the actual F value < critical F, we accept the null hypothesis H1o. The value of P should be less than 0.5. But in our case, it is greater than 0.5, so we can say that it is not that significant. We may assume that the gap between the Goal Setting Skills of engineering graduates and non-engineering graduates is much less substantial because it comes naturally to people. The approach would definitely be different.

Table- X: F Test for Self-Assessment Skills

SELF ASSESSMENT SKILLS		
	Non-Eng.	Engineer
Mean	8.472222	8.384615
Variance	1.513492	1.427885
Observations	36	65
df	35	64
Actual F	1.059954	
Critical F	1.606219	
P(F<=f) one tail	0.411193	

Interpretation of Table-X: As we can see, the actual F value < critical F, we accept the null hypothesis H1o. The value of P should be less than 0.5. But in our case, it is greater than 0.5, so we can say that it is not that significant. We may assume that the gap between the Self-Assessment Skills of engineering graduates and non-engineering graduates is much less substantial because similar to goal setting skills, it comes naturally to people.

Which of the above skills, according to you are predominant in the engineers and give them a competitive edge over the graduates of other disciplines?

101 responses

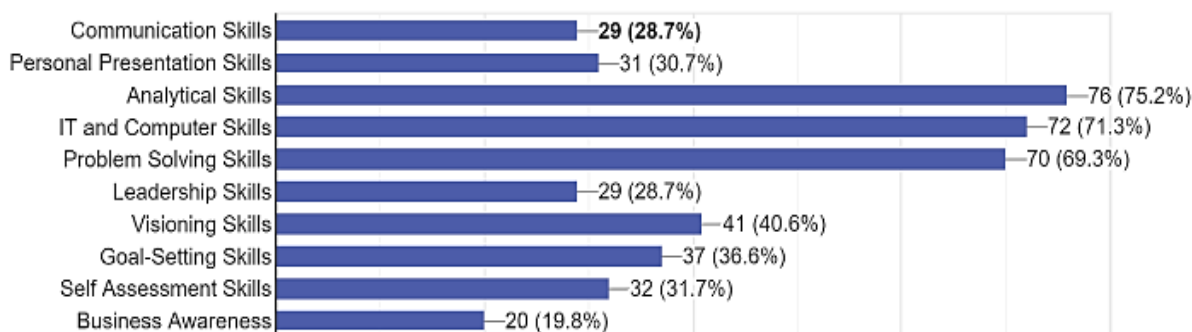


Fig.1 Graph depicting which skills are predominant in the engineers and give them a competitive edge over non-engineering graduates

According to 75.2% respondents, analytical skills are predominant in engineers which provides them an edge over the non-engineering graduates in the

The approach would definitely be different for different people.

Table- XI: F Test for Business Awareness

BUSINESS AWARENESS		
	Non-Eng.	Engineer
Mean	7.722222	7.8
Variance	4.377778	2.56875
Observations	36	65
df	35	64
Actual F	1.704244	
Critical F	1.606219	
P(F<=f) one tail	0.032157	

Interpretation of Table-XI: As we can see, the actual F value > critical F, we reject the null hypothesis H1o. The value of P should be less than 0.5 and, in our case, it is less than 0.5, so we can say that it is highly significant. We can see that there is some difference between business awareness of engineering graduates and non-engineering graduates because during engineering, more focus is put on the technical knowledge and they rarely require this knowledge in the duration of their graduation.

Then the survey asked about the skills predominant in engineers that also gave them a competitive edge over the non-engineering graduates Below is the graph that depicts the trends:

handle almost any question or issue that comes their way when they have a good analytical capacity. It includes research and monitoring to ensure the project falls within the budget.

At the second place is IT and Computer skills with 71.3% which may be a debatable because not all engineers are that good with computers. There is a misconception that engineers are good with computers. We can definitely say that engineers do have a great deal of technical knowledge but generalising that to just one branch would be unjustified.

Business Awareness is at the last place with only 19.8%. This helps make smart, rational choices. Without it, the decisions will be naïve, and the person's trust will easily be lost. All the decisions should be made on the basis of the facts in the business world. Being a manager, business awareness becomes the equivalent of general knowledge. According to the study, Business

Awareness is not considered as a strong set for engineering graduates.

The last question in the questionnaire focussed on the skills which were found in most of the engineers and was not included in the earlier questions. The answers include finding a shortcut to solve problems, last minute preparation and excellent pressure handling skills, ability to complete work in the least time possible, adaptability, innovation skills, efficient multitasking, excellent stress handling abilities, a good hold on mathematics which helps them to quantify stuff better, abstraction, technical skills, etc. The most occurring answers were last minute preparation, ability to complete work in least time possible and a good hold on mathematics. Although this cannot be quantified, but we can surely conclude that there are some skills that provide the engineering graduates an edge over the non-engineering graduates when it comes to recruitment.

Table- XII: Single Factor ANOVA Test

Source of Variation	SS	df	MS	F	P-Value	F Critical
Between Groups	86.14257	9	9.571397	5.251353	5.20675E-07	1.889226
Within Groups	1822.6534	1000	1.822653			
Total	1908.7960	1009				

Interpretation of Table-XII: As we can see, the actual F value > critical F, we reject the null hypothesis H1o. The value of P should be less than 0.5 and, in our case, it is very less than 0.5, so we can say that it is highly significant. By this, we can definitely say that there is a huge difference between the employability skills of engineering graduates and non-engineering graduates

VI. CONCLUSION

Looking at the analysis, we can say that the second hypothesis, H2o - there is a significant difference in the employability skills of engineering and non-engineering graduates as managers; stands true. This does not mean that one is superior to other. This just shows that they have different skill sets and each one of them bring a different thing on the table.

VII. LIMITATIONS OF THE STUDY

The skill set taken in consideration was small as compared to the skills that play a role in actual recruitment. All the skills have been considered under one umbrella instead of categorising them. This might have led to some overlapping of the basic idea of the skills. Besides this, the reluctance of the respondents to give the answers may also have added to the bias as per the primary data. The sample size was low (101) which may not paint the true image.

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