
REVIEW OF MEASUREMENT ITEM OF MANAGEMENT STUDENTS' LEARNING ENVIRONMENT FACTORS: FRAMING EFA & CFA

Dr.S.Lara priyadharshini¹ and Ms. Divya Lakshmi J²

¹Assistant Professor, Department of Management Studies, GRD Academy of Management, Coimbatore, Tamilnadu, India
larapriyadharshini.s@grd.edu.in

²Research Scholar, Department of Management Studies, GRD Academy of Management, Coimbatore, Tamilnadu, India
divyaj.phd@gmail.com

ABSTRACT: *This research is carried out to review the measurement items of the present MBA students satisfying the expectation of the corporate world. A total of 294 respondents' data is collected for the research. The variables used for the study are Quality education, Industry Institute Collaboration, Skill-based education and Student behavior. The data is used for the analysis descriptively for reliability, Confirmatory Factor Analysis (CFA) and Exploratory Factor Analysis (EFA) using AMOS software. It is found from the results that Cronbach alpha is very high, and CFA confirmed with four-factor analysis that the data fit with the model. The study proposed a model for students to satisfy corporate expectations.*

Keywords: Quality education, Industry Institute Collaboration, Skill-based education, Student behavior, CFA.

1. INTRODUCTION

Skill indicates the ability to do a particular work with excellence. Learning new skills gives a fulfilment in work life. Job skills allow a person to work realistically. This makes the employee more self-assured and unique (Campbell, 2021). New skills provide chances for positive sustainability. It is easy to shift from one job to another job with new skills. It provides a sense of accomplishment. Some common skill sets to learn are- Communication, Time management, Decision making, Leadership, Adaptability, etc (McMurray, Dutton, McQuaid, & Richard, 2016). But these skill sets are not considered the foremost skill which is essential to enter the corporate world. The world is changing occasionally and developing (Shukla, 2013). Henceforth there are new findings almost every day in the corporate world and the way people are living. Most of the research articles stated that soft skills like Interpersonal and Personal attributes enhance an individual's interactions, job performance and career prospects (Vasanthakumari, 2019). (Schaupp & Vitullo, 2019) states that MBA students require previously acquired skills to solve actual problems from a real-world client rather than theoretical knowledge. (Stanton & Stanton, 2020) stated that with respect to the appraisal of the skills sought by employers when considering a candidate for an entry-level position. By considering all the above stated it is clear that corporate expectations, especially on MBA students, are changing day by day, at the same time the research done by GMAC recruiters clearly states that today's MBA students not having the required skill set and also do they are not upgrading themselves both technically and practically to inspire the corporate world. Before analyzing the new

skill dimensions needed by the corporate world from MBA students it is mandatory to understand the problems from the student's side. Analyzing the problems faced by the students in the right way will automatically direct the educational institutions and professors to fix the issue and guide the students in a positive way. The four major dimensions studied in this research article were Low-quality education, Institute industry collaboration, and lack of skill-based education.

2. STATEMENT OF THE PROBLEM

The field of the classroom provides the learning environment which is developed and shown in the many researchers, reviews of literature and journals (Michael D. Toth, 2021). The need to analyze the actual problem faced by the present generation in not enhancing themselves is becoming a vital part of educational institutions and professors (Vijaya Mani & Vaishnavi A, 2013). So many questions arise especially,

1. What is the actual problem faced by the students related to corporate expectations?
2. Why are they not upgrading themselves as expected by the corporate world?
3. Is properly validated questionnaires there to analyze the problem faced by MBA students?

The research in the field of education has been dependent on measures of management students, and corporate expectations. Over the past few years, significant progress in terms of research with new learning dimensions satisfying the expectations of the corporate world (Seeber et al., 2019). Previous researchers have stated that educators ought to develop an in-depth understanding of how the curriculum for the students is framed to mould the students to fulfil corporate expectations (Sowmya & Gunasekara, 2017). Henceforth, persuasive evidence has been provided by previous researchers that the quality of education needs to be concentrated to enhance and consummate the expectations of the corporate world (Khurana & Spender, 2013).

During the past few years, enormous researchers have conducted in knowing developing and validating the instruments to access the new dimensions satisfying the expectations of the corporate world. It is also stated that very few studies have undergone testing of the CFA & EFA. The usage of CFA & EFA with SEM is to validate the new learning dimensions. Henceforth, this research focuses on determining the new dimensions using CFA & EFA which is not been methodically investigated as stated by (Mohd Yusof Husain, Ramlee Mustapha, & Syed A. Malik, 2014) with the use of valid instruments.

3. RESEARCH GAP

No research has validated these factors quality of education, industry-institute collaboration, skill-based behavior, and student behavior. Therefore the present study will bridge the gap of identifying the right questions that need to be taken towards the MBA students community and to fix the same.

4. REVIEW OF LITERATURE

The corporate world's expectations are predominantly increasing and changing from time to time. Corporate expects three components: knowledge, practice and being a human component (Narula, 2018). Management students are considered vital in the knowledge component, but the other two are unimportant. Due to this, the students are unable to fulfil corporate expectations. (Campbell, 2021) states that the primary purpose of going to college is not to obtain a degree but to get settled in the career. The corporate world needs to be approached well to have success in the process (Monica Mellinger, 2019). (Pattnaik & Shukla, 2022) created E-Career Canvas for Individuals model through which there was an incremental difference among graduates who participated in the program.

(‘The Importance of Skills: Why, Which Ones and How to Gain One’, 2022) stated a few skills like soft vs hard skills, meta-skills and Mad-Tech skills in the article. Almost half the number of students are prepared in their own field. Learning hard skills by carrying out with future is the best way for students to identify their career path and get ready to succeed in their future job hunt. Skill development is considered the most crucial part of job creation (Niraalee Shah, 2021). In India, the young age group is predominantly high so employability is also increasing. Amongst them, only 10% of the students get employed and the remaining 90% lack the skillset which is considered more crucial for recruitment. Training for skill development has to be given to improvise the all-around expertise. The students during the 21st Century reinterpret pedagogical concepts for the colleges and explore new methods for deeper engagement. Around thousands and thousands of MBA graduates annually graduate and seek employment in the market (Devkota, Rana, Parajuli, Bhandari, & Paudel, 2022).

Strong competition is created in the job market for new MBAs. In the early days, the only qualification is required for the job whereas now skillset is considered mandatory, and today's process of hiring is also completely different with technological skills as the requirement. (Salamzadeh, Tajpour, & Hosseini, 2022) argues that teaching based on Simulation is an emerging trend in entrepreneurship education. Teaching ensures that students have learned specific skill sets which is mandatory for employability. Entrepreneurial skills are amongst the most critical skills to learn as they are essential to make a business successful. Experiential Learning provides a way for pedagogical practices, from specific tools to broader approaches (Giambatista, Cummings, & Mckeage, 2022). More importance ought to be given to pedagogy and andragogy, which effortlessly drives a graduate class in organizational behaviour.

The whole experiential learning theory, whole-person learning, and Bloom's taxonomy are the theories that need to be considered for reflecting the benefits for the graduates to develop. Research focuses on technologies used in the online mode and blended learning methods to intensify educational practices (Velinov, Ashmarina, & Zotova, 2021). The approach is flexible to team design and helps students understand the ways of their procedures and organize their activities with other participants of their team. Outing Team-Building Training on developing skill sets amongst MBA students (Ginting, Mahiranissa, Bektı, & Febriansyah, 2020). The skillset gradually changed through training in communication and leadership. Students agree that skillset is

critical to success, developing thought and assessment skills in the context of education (Beenen, Pichler, & Davoudpour, 2018). These practices have implications for skillset curriculum and training in MBA programs across the globe.

(Bansal, 2018) examines the gap between skills that are perceived by management students and the expectations of industry from MBA post-graduate at entry level into the organization. To enhance the employability skills of management students is to challenge the institutes of management education and to identify as well as develop skill sets. (Kim, Choi, Sung, & Park, 2018) explains that entrepreneurship education is considered a basic means to engage and increase social value creation, through students' new opportunities recognition in Universities. Problem-solving ability is found to be positively influenced by innovation behaviour and opportunity perception. (Clarke, 2018) states that graduate employability is the most predominant factor in Australia and the UK. Governments and employer groups are putting pressure on the university's generic skill-based learning outcomes are expected to increase graduate employability.

5. METHODOLOGY

The total number of students who are undergoing an MBA degree in tier 2 colleges in the Coimbatore district was found to be around 1000. The needed sample was calculated using a (Soper, 2016) sample size calculator and found to be 294 as the minimum data needed. The current research focuses on trying to understand why present MBA students not satisfying the expectations of the corporate world. The participants are students from B-Schools in the country. The sample is randomly selected to complete the data collection and the measures are administrated during regular classes with the help of professors. The questionnaire is designed using the four construct questionnaires Quality education, Industry Institute Collaboration, Skill based education and Student behaviour. With these four constructs, researchers followed a combination of questionnaires to measure the skill sets of MBA students. The adapted designed questionnaires are referred by the HR recruiters', Hiring managers, Blogs, Professors, etc.

The researchers underwent a Reliability test (Cronbach Alpha), Exploratory Factor Analysis (EFA) and Confirmatory factor analysis (CFA) to determine the validity and confirmatory of constructs. Cronbach Alpha test is done to analyse the internal consistency. (Joseph F Hair, Black, Babin, & Anderson, 2010) Confirmatory Factor Analysis is used to measure the model based on hypotheses factors. The position of hypothesis constructs is strengthened by construct validity. Convergent validity and Discriminant validity are the two things involved in construct validity. Convergent validity evaluation takes place through the coefficient of each item which is loaded and composite validity with more than 0.70 as the reliability score. Discriminant validity is evaluated with the average variance from 10 constructs which is less than 0.9. The Exploratory Factor Analysis is used to determine the relationship between the observed variables and factors. The Likert scale is used in the questionnaire with five-point scaling namely 1: Strongly Disagree 2: Disagree 3: Partially Disagree 4: Agree 5: Strongly Agree.

6. FINDINGS

The quality of the instrument for evaluation is discussed under reliability and validity with the help of statistical tools.

6.1 Reliability of Instrument

According to (Babbie, 2007), Cronbach Alpha values are classified which the reliability index of 0.90-1.00 is marked as very high, 0.70-0.89 is marked as high, 0.30-0.69 is marked as moderate, and 0.00-0.30 is marked as low (Bollen, 2011). The reliability of the items in Cronbach Alpha value that measures the internal consistency of the variables is shown in Table 1 which is considered as very high consistency (Browne & Cudeck, 1992).

Table 1. Value of Cronbach Alpha

Variable	Number of items	Number of items excluded	Cronbach Alpha Value
Quality education	7	-	0.914
Industry Institute Collaboration	5	-	0.931
Skill-based education	7	-	0.944
Student behaviour	7	-	0.939

6.2 Exploratory Factor Analysis (EFA)

The statistical method known as exploratory factor analysis is used to investigate the underlying theoretical framework of a phenomenon while simultaneously reducing the number of variables required to summarise the data into a more manageable number. It is utilised in the process of determining the nature of the connection that exists between the variable and the respondent (Larsen & Warne, 2010). In order to confirm the study constructs the researchers used maximum likelihood with ProMax rotation. In KMO, when the value is 0.9 it is considered to be great, if it's 0.8 it is good and when the value is 0.7 it is considered to be fine (Vaidyanathan & Vogt, 1994). In our analysis, the KMO test value is 0.924 and is considered to be adequate for further processing. In the communalities table all the values exceed the cut-off value of 0.3 if it is less than 0.3 means, there may be some issues in correlating with other variables. The total variance explained is 68.67. In correlation, the value ought to be 33% if it is below 50% that is 0.5 it is good. Table 2,3,4 indicates that Kaiser-Meyer-Olkin Measure of Sampling Adequacy 0.924 > 0.6 is adequate for inter-correlation while Bartlett's Test of Sphericity is significant (Chi-Square = 6569.144, $p < 0.05$), communalities values and loadings values.

Table 2. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.924
Bartlett's Test of Sphericity	Approx. Chi-Square	6569.144
	df	325
	Sig.	.000

Table 3. Communalities

Communalities		
	Initial	Extraction
QualEducation_1	.542	.443
QualEducation_2	.708	.709
QualEducation_3	.604	.554
QualEducation_4	.637	.638
QualEducation_5	.730	.718
QualEducation_6	.752	.753
QualEducation_7	.520	.472
IIC_1	.619	.630
IIC_2	.742	.760
IIC_3	.782	.823
IIC_4	.743	.761
IIC_5	.718	.736
SkillEduca_1	.707	.667
SkillEduca_2	.771	.772
SkillEduca_3	.838	.838
SkillEduca_4	.859	.872
SkillEduca_5	.724	.690
SkillEduca_6	.654	.588
SkillEduca_7	.582	.520
StudBeha_1	.600	.566
StudBeha_2	.756	.720
StudBeha_3	.681	.640
StudBeha_4	.748	.737
StudBeha_5	.721	.729
StudBeha_6	.755	.744
StudBeha_7	.778	.777
Extraction Method: Maximum Likelihood.		

Table 4. Pattern matrix

Pattern Matrix ^a				
	Factor			
	1	2	3	4
SkillEduca_4	.948			
SkillEduca_3	.920			
SkillEduca_5	.855			
SkillEduca_2	.854			
SkillEduca_1	.845			
SkillEduca_6	.750			
SkillEduca_7	.653			
StudBeha_7		.951		
StudBeha_6		.881		
StudBeha_5		.865		
StudBeha_2		.834		
StudBeha_4		.824		
StudBeha_3		.744		
StudBeha_1		.616		
QualEducation_6			.897	
QualEducation_5			.887	
QualEducation_2			.850	
QualEducation_4			.769	
QualEducation_3			.734	
QualEducation_1			.630	
QualEducation_7			.605	
IIC_3				.915
IIC_4				.876
IIC_2				.872
IIC_5				.865

IIC_1				.750
Extraction Method: Maximum Likelihood.				
Rotation Method: Promax with Kaiser Normalization.				
a. Rotation converged in 6 iterations.				

6.3 Confirmatory Factor Analysis (CFA)

Confirmatory factor analysis (CFA) is performed to examine the relationship among the set of four indicators (Awang, 2014). The analysis supports the four factors Quality education, Industry Institute Collaboration, Skill based education and Student behaviour (Asparouhov & Muthén, 2009). The maximum likelihood method opts for a robust estimation method capable of handling a large number of samples as well as a distribution which departs normality. Indicators for each construct is used for the measurement model (Joe F. Hair, Howard, & Nitzl, 2020). Model fit is evaluated using the fit indices and Individual parameter estimates are tested using critical ratios.

Assessment of model fit is based on multiple criteria including absolute misfit and relative fit indices (Awang, 2014). The absolute misfit indices included the root mean square error of approximation and the relative goodness-of-fit indices used in the study are the comparative fit index, index and incremental-fit-index. (ARBUCKLE, 2007) explains the model is fit when the index shows that (i) the value of CMIN/df is between 1 and 5, considered to be acceptable between model and data, (ii) the RMSEA index of 0.08 or less, and (iii) indices of CFI and TLI approach 1.00 indicates a reasonable error and is accepted.

The assessment of fit for the model in table 5 shows that it fits and can be accepted based on the indicators suggested by (Joseph F Hair et al., 2010). The value of degrees of freedom index, CMIN/df = 1.790, CFI = 0.965, TLI = 0.960, and RMSEA = 0.052, indicating that data from the sample fit the model (Joseph F Hair et al., 2010).

Table 5. Fit Indices for the Measurement Model

Fit Index	Hypothesized model n=294	Recommended values
χ^2/df	1.790	≤ 5.00
GFI	0.886	≥ 0.90
RMR	0.029	≥ 0.90
AGFI	0.861	≥ 0.90
NFI	0.924	≥ 0.90
CFI	0.965	≥ 0.90
TLI	0.960	≥ 0.90
RMSEA	0.052	≤ 0.08
PGFI	0.727	≥ 0.90

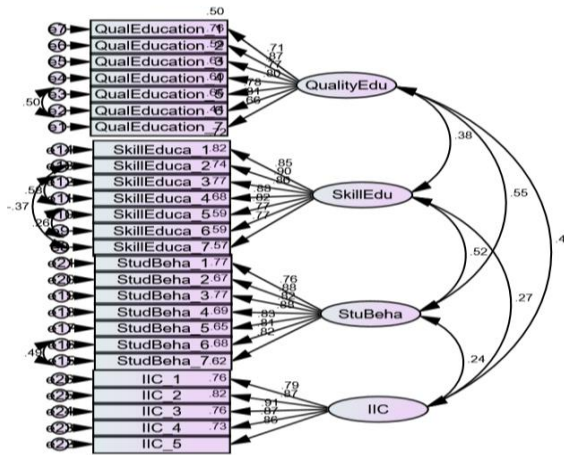


Figure 1. CFA

Convergent validity Table 6 is evaluated based on the coefficients of each item, the reliability of the constructs and the average variance extracted for a latent variable (Henseler, Ringle, & Sarstedt, 2015). The analysis found that the lowest construct's reliability value was greater than 0.70 and that the average variance extracted ranged between 0.45 to 0.54 (ARBUCKLE, 2007). Discriminant validity is evaluated by comparing the squared correlations between the two constructs and the average variance extracted. If the average variance extracted less than 0.9, discriminant validity is achieved (Joseph F Hair et al., 2010). It is found that discriminant validity is less than 0.9 (Bagozzi & Yi, 1988). Hence, the results of this analysis show that convergent validity and discriminant validity are achieved.

Table 6. CFA results (standardized loading, composite reliability and average variance extracted)

Convergent validity					
Construct	Item	Factor loading	Composite reliability ^a	Average variants extracted ^b	Maximum Shared Variance
Quality education	QualEducation_7	.664	0.938	0.686	0.301
	QualEducation_6	.806			
	QualEducation_5	.778			
	QualEducation_4	.801			
	QualEducation_3	.767			
	QualEducation_2	.873			
	QualEducation_1	.709			
Skill education	SkillEduca_7	.766	0.912	0.599	0.301
	SkillEduca_6	.769			
	SkillEduca_5	.823			
	SkillEduca_4	.878			
	SkillEduca_3	.860			
	SkillEduca_2	.905			
	SkillEduca_1	.846			
Students behaviour	StudBeha_7	.822	0.942	0.700	0.269
	StudBeha_6	.808			
	StudBeha_5	.833			
	StudBeha_4	.879			
	StudBeha_3	.816			
	StudBeha_2	.875			
	StudBeha_1	.757			

IIC	IIC_5	.857	0.934	0.739	0.169
	IIC_4	.872			
	IIC_3	.907			
	IIC_2	.869			
	IIC_1	.788			

Table 7. Discriminant validity of constructs

Construct	StuBeha	QualityEdu	SkillEdu	IIC
Student behaviour	0.828			
Quality education	0.549	0.774		
Skill-based education	0.519	0.380	0.837	
Industry Institute Collaboration	0.242	0.411	0.273	0.859

7. CONCLUSION

From the research it is found that Cronbach Alpha value classification is very high (Widowati, Istiono, & Husodo, 2021). According to (Babbie, 2007) this instrument possess high reliability under the classification. More the factor analysis indicated four factors Student behaviour, Quality education, Skill education and Institute Industry collaboration. These four factors item show a satisfactory loading of more than 0.5 (Awang, 2014). From the research, CFA (Al-Bahussin & Elgaraihy, 2013) shows that the assessment of the model fits with the multiple criteria including both absolute misfit and relative fit indices. The assessment of overall fit depicts that it fits and can be accepted based on the indicators suggested by (Joe F. Hair et al., 2020). From the results, convergent validity and discriminant validity is fulfilling the requirement of multivariate analysis. Based on the validity experiment the questionnaires were developed and they will be used in educational institutions to understand the problems faced by MBA students in enhancing themselves towards corporate expectations. The institutions will fine-tune themselves with more advanced technologies and learning factors that will automatically make the students ready for the corporate world. The future recommendations for the study could be with a different set of students, with a larger population to validate the instrument. Thus, this proves the validity of the instrument.

8. REFERENCES

- Al-Bahussin, S. A., & Elgaraihy, W. H. (2013). The Impact of Human Resource Management Practices, Organisational Culture, Organisational Innovation and Knowledge Management on Organisational Performance in Large Saudi Organisations: Structural Equation Modeling With Conceptual Framework. *International Journal of Business and Management*. <https://doi.org/10.5539/ijbm.v8n22p1>
- ARBUCKLE, J. L. (2007). IBM SPSS Amos 22. *Journal of Molecular Spectroscopy*, 243(2).

- Asparouhov, T., & Muthén, B. (2009). Exploratory structural equation modeling. *Structural Equation Modeling*, 16(3). <https://doi.org/10.1080/10705510903008204>
- Awang, Z. (2014). Validating the Measurement Model: Cfa. *Structural Equation Modelling Using Amos Grafic*.
- Babbie, E. (2007). The Ethics and Politics of Social Research. In *The Practice of Social Research*.
- Bagozzi, R. P., & Yi, Y. (1988). On the evaluation of structural equation models. *Journal of the Academy of Marketing Science*, 16(1). <https://doi.org/10.1007/BF02723327>
- Bansal, A. (2018). a Study on Employability Skills of Mba Students: Employers and Students Perspective. *Gurukul Business Review-Gbr*, 14(December 2018), 47–51.
- Beenen, G., Pichler, S., & Davoudpour, S. (2018). Interpersonal Skills in MBA Admissions: How Are They Conceptualized and Assessed? *Journal of Management Education*, 42(1), 34–54. <https://doi.org/10.1177/1052562917703743>
- Bollen, K. A. (2011). Evaluating effect, composite, and causal indicators in structural equation models. *MIS Quarterly: Management Information Systems*, Vol. 35. <https://doi.org/10.2307/23044047>
- Browne, M. W., & Cudeck, R. (1992). Alternative Ways of Assessing Model Fit. *Sociological Methods & Research*, 21(2). <https://doi.org/10.1177/0049124192021002005>
- Campbell, M. (2021). Top 5 Skills Employers Look For. Newman University. Retrieved from <https://newmanu.edu/top-5-skills-employers-look-for>
- Clarke, M. (2018). Rethinking graduate employability: the role of capital, individual attributes and context. *Studies in Higher Education*, 43(11), 1923–1937. <https://doi.org/10.1080/03075079.2017.1294152>
- Devkota, N., Rana, M., Parajuli, S., Bhandari, U., & Paudel, U. R. (2022). Employers' Perception towards Need of Profession Skills in MBA Graduates: Evidence from Ordered Logistic Regression. *Journal of Business and Management*, 6(01), 1–17. <https://doi.org/10.3126/jbm.v6i01.46628>
- Giambatista, R. C., Cummings, A. E. N., & Mckeage, R. L. (2022). An Innovative MBA Class in Organizational Behavior and its Relationship to Experiential Learning. 49, 12–19.
- Ginting, H., Mahiranissa, A., Bekti, R., & Febriansyah, H. (2020). The effect of outing Team Building training on soft skills among MBA students. *The International Journal of Management Education*, 18(3), 100423. <https://doi.org/10.1016/j.ijme.2020.100423>

- Hair, Joe F., Howard, M. C., & Nitzl, C. (2020). Assessing measurement model quality in PLS-SEM using confirmatory composite analysis. *Journal of Business Research*, 109. <https://doi.org/10.1016/j.jbusres.2019.11.069>
- Hair, Joseph F, Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate Data Analysis. Vectors*. <https://doi.org/10.1016/j.ijpharm.2011.02.019>
- Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science*, 43(1). <https://doi.org/10.1007/s11747-014-0403-8>
- Khurana, R., & Spender, J.-C. (2013). What skills do MBA students really need? *Financial Times*, (January 2013). Retrieved from <https://www.researchgate.net/publication/236624315>
- Kim, J. Y., Choi, D. S., Sung, C.-S., & Park, J. Y. (2018). The role of problem solving ability on innovative behavior and opportunity recognition in university students. *Journal of Open Innovation: Technology, Market, and Complexity*, 4(1), 4. <https://doi.org/10.1186/s40852-018-0085-4>
- Larsen, R., & Warne, R. T. (2010). Estimating confidence intervals for eigenvalues in exploratory factor analysis. *Behavior Research Methods*, 42(3). <https://doi.org/10.3758/BRM.42.3.871>
- McMurray, S., Dutton, M., McQuaid, R., & Richard, A. (2016). Employer demands from business graduates. *Education and Training*, 58(1), 112–132. <https://doi.org/10.1108/ET-02-2014-0017>
- Michael D. Toth. (2021). Why Student Engagement is Important in a Post-COVID World – and 5 Strategies to Improve It. Retrieved from <https://www.learningsciences.com/blog/why-is-student-engagement-important/>
- Mohd Yusof Husain, Ramlee Mustapha, & Syed A. Malik. (2014). Review of Measurement Item of Engineering Students' Learning Environment: Confirmatory Factor Analysis. *Journal of Technical Education and Training*, 6(1), 42–56.
- Monica Mellinger. (2019). From College to Corporate Life: A perspective on success in the transition from college to industry. Young Professionals Community. Retrieved from <https://www.aidche.org/community/sites/committees/young-professionals/blog/college-corporate-life-perspective-on-success-transition-college-industry>
- Narula, A. (2018). What do companies expect from MBA graduates? *THE STATESMAN*. Retrieved from <https://www.jkbschool.org/companies-expect-from-mba-graduates/>
- Niraalee Shah. (2021). IMPORTANCE OF SKILL DEVELOPMENT IN INDIA.
- Pattnaik, P. N., & Shukla, M. K. (2022). E-career canvas for individuals' initiative and MBA graduate employability: an exploratory study. *Quality Assurance in Education*, 30(2), 221–235. <https://doi.org/10.1108/QAE-06-2021-0098>

- Salamzadeh, A., Tajpour, M., & Hosseini, E. (2022). Measuring the Impact of Simulation-Based Teaching on Entrepreneurial Skills of the MBA/DBA Students. In *Technology and Entrepreneurship Education* (pp. 77–104). Cham: Springer International Publishing. https://doi.org/10.1007/978-3-030-84292-5_4
- Schaupp, L. C., & Vitullo, E. A. (2019). Implementing experiential action learning in the MBA: use of an international consulting experience. *International Journal of Educational Management*, 34(3), 505–517. <https://doi.org/10.1108/IJEM-04-2019-0154>
- Seeber, S., Michaelis, C., Repp, A., Hartig, J., Aichele, C., Schumann, M., ... Siepelmeyer, D. (2019). Assessment of competences in sustainability management: Analyses to the construct dimensionality. *Zeitschrift Fur Pädagogische Psychologie*, 33(2). <https://doi.org/10.1024/1010-0652/a000240>
- Shukla, S. (2013). Management Education in India Issues and Concerns. *International Journal of Education and Learning*, 2(2). <https://doi.org/10.14257/ijel.2013.2.2.02>
- Soper, D. S. (2016). A-priori Sample Size Calculator for Multiple Regression [Software]. Available from <Http://Www.Danielsoper.Com/Statcalc>.
- Sowmya, K. R., & Gunasekara, V. M. (2017). Campus Recruitment - Post assessment of skill sets depicted by fresh graduates. *International Journal on Global Business Management & Research*, 6(2).
- Stanton, W. W., & Stanton, A. D. (2020). Helping Business Students Acquire the Skills Needed for a Career in Analytics: A Comprehensive Industry Assessment of Entry-Level Requirements. *Decision Sciences Journal of Innovative Education*, 18(1), 138–165. <https://doi.org/10.1111/dsji.12199>
- The importance of skills: why, which ones and how to gain one. (2022, June). Retrieved from [gamsplatform.com](https://gamsplatform.com/the-importance-of-skills-why-which-ones-and-how-to-gain-one/) website: <https://gamsplatform.com/the-importance-of-skills-why-which-ones-and-how-to-gain-one/>
- Vaidyanathan, R., & Vogt, W. P. (1994). Dictionary of Statistics and Methodology: A Nontechnical Guide for the Social Sciences. *Journal of Marketing Research*, 31(3). <https://doi.org/10.2307/3152235>
- Vasanthakumari, S. (2019). Soft skills and its application in work place. *World Journal of Advanced Research and Reviews*, 3(2), 066–072. <https://doi.org/10.30574/wjarr.2019.3.2.0057>
- Velinov, E., Ashmarina, S. I., & Zotova, A. S. (2021). Importance of International Entrepreneurship Skills Among MBA Students: Global Comparative Study. https://doi.org/10.1007/978-3-030-53277-2_9
- Vijaya Mani, & Vaishnavi A. (2013). Potential Hire's Expectations from Life & Corporate. *Indian Journal of Industrial Relations*, 49(1), 148–156. Retrieved from https://www.jstor.org/stable/23509806?read-now=1&oauth_data=eyJlbWFpbCI6ImRpdnlhamowMDZAZ21haWwuY29tliwiaW5zdGI0dXRpb25JZHMiOltfdQ&seq=1

Widowati, E., Istiono, W., & Husodo, A. H. (2021). The development of Disaster Preparedness and Safety School model: A Confirmatory Factor Analysis. *International Journal of Disaster Risk Reduction*, 53. <https://doi.org/10.1016/j.ijdr.2020.102004>