



Research Article

**“A STUDY ON THE IMPACT OF PLACEMENT TRAINING AMONG POST GRADUATE STUDENTS”
WITH SPECIFIC REFERENCE TO ERNAKULAM CITY**

Shamsi Sukumaran Kunnathully and George Sleeba

Amity Global Business School Kochi K Chittilappilly Foundation

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ABSTRACT

E-Training has grown in popularity over the last decade. Since the COVID-19 pandemic, its implementation has only increased. There is a newfound realization of the true potential of e-training to develop and improve employees' skills and knowledge. This new transformation can be seen in the use of e-training for placements in this day and age. Employees are currently working in a highly competitive work environment, and training is required to ensure job effectiveness and satisfaction. Placement e-training is proving to be an excellent method of employee training, which can be extremely beneficial in the current work-from-home trend. Several e-training courses related to various fields are available on the internet. Each platform promises various benefits from undergoing e-training. Many factors influence the effectiveness of job placement e-training. The goal of this study is to identify the key factors that contribute to the effectiveness of placement e-training, and to emphasize why businesses must carry out placement training through the use of electronic/digital platforms. A web-based questionnaire was used to collect the data. Along with identifying the various factors that contributed to the effectiveness of placement e-training, the survey data analysis assisted the researchers in reaching the conclusion that placement e-training is an economical and sustainable method of training. As a result, for overall effectiveness and efficiency, businesses must use placement e-training to fully unlock employee skills and knowledge.

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INTRODUCTION

In today's money-oriented world, placement has become the foremost necessity. Institutions chosen by parents and students expect good placement opportunities. By conducting training programs for each student, the colleges ensure job opportunities for almost every student. Such programs are meant to help the students in many ways. It's a dream of every final year student to get placed in a reputed Organisation visiting their institutes for campus placements.

The placement and training institutions/ cell conducts pre-placement training sessions to bind the gap between the institute and the companies and also to equip the eligible students with the required skill to help them in achieving greater results in their respective fields. The placement and training cell are committed to providing necessary training for getting employed in high-end companies. They give a platform for students to showcase their interests, skills, and achievements to succeed in the path the students chose.

During school days, students are brought up in such a way that they are focused only on examinations successfully. Once the students go out and face the real world, they will be asked to work with that world and will be facing it for the first time.

Through internships and training, only the students are taught how to face the external world without fear. The students must have certain skills to attend and clear the interview, group discussion, and so on. The placement training programs conducted by the placement cell focus to develop essential job and interview skills for the students thereby enhancing their chances of getting selected for the interview.

To face an interview, the most essential element is to nurture confidence till the end. Due to a lack of confidence, many students lose opportunities to get placed. To eliminate fear and insecurity amongst the students and to boost their morale, the training programs are depicted. With proper training and practice, fear factors in students are eliminated which helps the students to face the interviewer with utmost confidence.

Various training programs are conducted so that students can choose the field in which they are passionate and information about various fields is also highlighted. Placement programs never fail to present even the minute details on what's happening in the world and which domain has a good future and more career options since lack of information is a serious issue.

For locating job opportunities for Under Graduates and Post Graduates passing out from different colleges, they remain in

*Corresponding author: **Shamsi Sukumaran Kunnathully**
Amity Global Business School Kochi K Chittilappilly Foundation

touch with reputed firms and industrial establishments. The Placement Cell operates all over the year to facilitate contact between companies and graduates. The number of students placed through the campus interviews is continuously increasing year by year.

The training and placement cell are necessary for a student while getting enrolled in any college. High-quality placements can offer a range of benefits, positive impacts, and lots of opportunities from a student's perspective. Nowadays, during the recruitment process students with high spontaneous skills are being hired by the start-ups and organizations. The placement cell identifies skills by interacting with a human resource manager of a specific industry and prepares every student to make them industry-ready.

It is the dream of every aspirant to get placed in a top organization visiting their campus for recruitment. While considering this, it has been found that undergraduate student can develop their employability skills and achieve good placement in several industries and MNCs across the globe.

Today, employment in industries is increasing day by day and hence, placement has become a challenging mission. Training students and arming them with life and communication skills are important. Overall personality development is also crucial along with technical proficiency.

An opportunity is offered by the training and placement cell which involves team-based work which will increase group discussion skills and will enhance decision-making skills. This kind of experience is beneficial for students as it is built on self-management and problem-solving skills.

Finishing a placement can often land directly a suitable and promising job opportunity with the same employer after graduation from college since it can turn into a golden chance for students immediately after they finish college. Apart from these, while on placement, interacting with other professionals will provide major benefits in terms of networking. It helps to establish a strong connection in that area of specialization which will further help to build a strong network and a golden chance to dig for opportunities in the coming future. The placement cell includes a whole board that helps substitutes amid graduation. Students can go to them and they will enable him/her to get out of situations after college. A student's ability to cope with a stimulating and disconcerting environment and to find out solution increases the student's ability.

The focus of placement and training are as follows:

- To guarantee promising and suitable employment opportunities for graduates.
- To recognize the capabilities and hidden talents of students.
- To guide the students via some career development programs to meet the expectations of the industry.
- To develop the right attitude and build self-reliance in students.
- To improve their communication skills.

The various training activities provided by Training Institutions:

1. To create awareness about "career planning" and "career mapping" among the students so that they can get easily placed.
2. To equip the students with life skills so that they won't give up easily.
3. To train the students on "Personality development" so that they can enhance their personality which will create a good and lasting impression on others.
4. To train the students in the areas of Quantitative Aptitude, Logical Reasoning, Verbal reasoning, etc by organizing various training programs through the reputed external training organizations and in-house trainers.
5. To conduct Mock Interviews and train the students to perform well as per the expectations in the corporate world.
6. To train the students on group discussion techniques and conduct online tests and written aptitude tests.

Objective of the study

- Impact of placement training on students.
- Impact of placement training on career choices.
- Sectors identified where students seek placement.
- Impact of placement training on number of offers received.
- To analyse the factors influencing student satisfaction for placement training.
- Major Learning through placement training.

RESEARCH METHODOLOGY

Research methodology lays out the specific procedure used by the researcher to collect, analyse and interpret the information about a topic. This chapter also helps a reader to critically analyse and understand, evaluate the reliability and validity of the study.

Research Design

This study made use of a **descriptive research** design. The main purpose of descriptive research design is to describe the current state. Statistical tests are utilized to evaluate the impact of placement training on students and their career-building.

Population-The population of this research consisted of college students of various demographic attributes.

Sample-Since population for this study are post-graduates, and the research is based on students' experience of placement training, the respondents were selected through purposive and convenience sampling.

Sample Size-The questionnaire was answered by more than 60 students. Hence, the final sample size selected for this research is 64.

Data Collection-Data collection is one of the most important aspect of a research. In this study both primary and secondary data are used.

Primary data

Primary data is the data that is collected by an individual for a research from first-hand sources, using methods like surveys, interview etc. For this study, primary data was collected from a self-administered questionnaire. The questionnaire consists of all relevant questions to understand how placement training received by post-graduate students impacted their careers.

Secondary data

Secondary data are those data which are already published and can be used for any references. For this study, the secondary data is obtained from various, books, websites, articles, etc.

Techniques and Tools for Analysis

Various techniques used for this analysis are:

- Percentage Analysis
- Chi-square Tests
- Correlation
- Regression Analysis
- Cramer’s V Test
- Factor Analysis

Google Form was used for data collection via an online questionnaire. SPSS is used as a statistical tool for the analysis of the data. Google Sheets and Microsoft Excel, were also used for this research.

LITERATURE REVIEW

This chapter reviews pertinent literature and emphasises the points that numerous authors and researchers have investigated in their studies about the significance of placement training for students.

Pymm and Juznic (2010) observed in their research that learning experiences in placements are extremely relevant, valued by students, and often meet their expectations. Additionally, it gives those who are new to the business the chance to acquire priceless knowledge and abilities that can later be included into their e-portfolios, i.e., e-learning diaries maintained by students to keep an account of their placements learnings, which are increasingly being considered as a key to unlocking the job market. The authors corroborate that creating and expanding the e-portfolio gives students more self-assurance while looking for work and gives companies more understanding about the variety of applicants' skills and experience-it benefits both sides.

Shenoy (2014) in his research found that innovative placement training methods such as product-based learning, event-based learning, IT-based learning, etc., can be utilised in an optimum manner to enable students to achieve their respective career goals, by ensuring that their responsible placement cells cover the necessary topics via teaching through innovative techniques. However, the author also states that that even while these cutting-edge training techniques are put to good use in actual practise, they can only be successful if the overall industrial environment is supportive of the institute's efforts to recruit students.

Caspersen and Smeby (2021) observed that the influence of placement quality depends on placement training and coherence, therefore both programme coherence and placement quality are crucial. They further observed that coherence also affects student learning outcomes, including how students are prepared for placement and how placement experiences are related to what is being learned in the classroom. After the placement periods, classroom lessons combine workplace lessons that were learnt in the workplace. From the viewpoint of coherence, the significance of growing meaningful connections between the diverse facets of information, as well as learning in various arenas are emphasised.

Data Analysis

Demographic Profile of Respondents

Table 1

Demographics	Categories	Frequency	Percentage (%)
Gender	Female	38	59.4
	Male	26	40.6
Marital Status	Yes	13	20.3
	No	51	79.7
Student	Yes	17	26.6
	No	47	73.4
Employment Status	Employed Full-Time	39	60.9
	Employed Part-Time	3	4.7
	Self Employed	2	3.1
	Seeking opportunities	18	28.1
Work Experience	Prefer not to answer	2	3.1
	Yes, 1 year	1	1.6
	Yes, 2 years	7	10.9
	Yes, 3 years+	9	14.1
	Yes, less than 1 year	13	20.3
	No, fresher	34	53.1

Interpretation

- The majority of the respondents- 73.4%, have completed their studies, and are employed full-time (60.9%).
- More than half of the respondents are females- 59.4%.
- Majority of the respondents are unmarried- 79.7%.
- While most respondents are employed, the rest of the respondents' employment status varies widely, for example, from self-employed (3.1%) to those seeking job opportunities (28.1%).
- Work experience among the respondents also varies greatly with most being freshers (53.1%) to only 20.3% respondents having 3+ years of work experience.

Descriptive Statistics and Interpretations

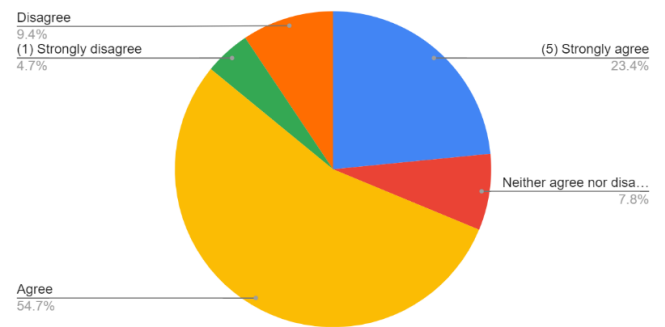


Figure 1 Your college have a dedicated training and placement cell.

Interpretation

- While 54.7% of the respondents agree that their college has a dedicated training cell, only 9.4% disagrees with this statement.
- 23.4% strongly agrees, only 4.7% of the respondents strongly disagree that their college has a dedicated training and placement cell.
- 7.8% of the respondents chose to neither agree nor disagree with this statement.

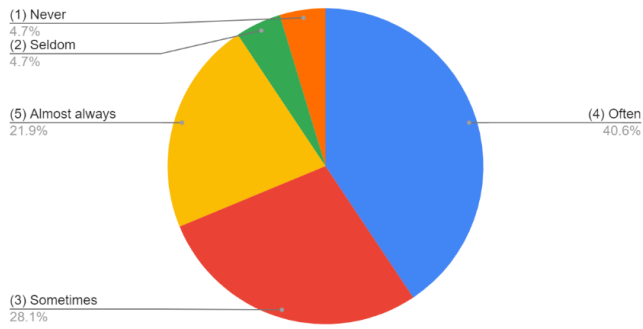


Figure 2 You access support from the Placement Team

Interpretation

- The majority of the respondents-40.6%, access placement team’s support often, while 4.7% respondents never and seldom approach the placement team.
- 28.1% sometimes access support from the placement team, while 21.9% requires the team’s support almost always.

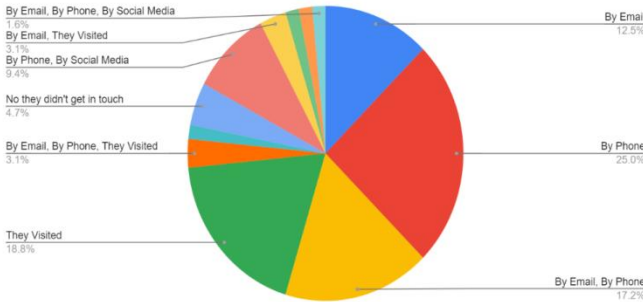


Figure 3 How did the Placement Team get in touch?

Interpretation

- The above figure indicates that the placement team primarily contacted via phone calls and emails.
- Using social media and visits made by the placement team were the least common ways the respondents were contacted.
- 4.7% of respondents report that they were not contacted by the placement team.

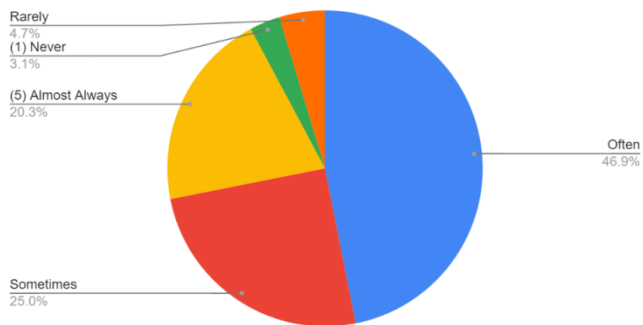


Figure 4 Do the Placement Team conduct regular training sessions?

Interpretation

- 46.9% of respondents confirm that training sessions are often conducted regularly by the placement team, with only 4.7% stating that these sessions are rarely regular.
- 20.3% agree that training sessions are almost always regular, with 25% opting ‘sometimes’.

- Only 4.7% of respondents report that the placement team’s training sessions are never regular.

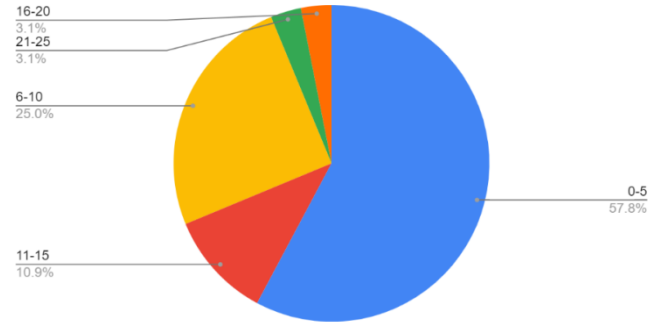


Figure 5 Over the past year, roughly how many training sessions have you attended?

Interpretation

- The majority of respondents- 57.8%, have attended none to 5 training sessions over the past year, with only 3.1% of respondents attended 16 to 20 sessions, and another 3.1% attended 21 to 25 training sessions.
- The next highest number of sessions attended is 6 to 10 sessions, with 25% in attendance.
- Only 3.1% of respondents attended the highest number of sessions- 21 to 25 placement training sessions.

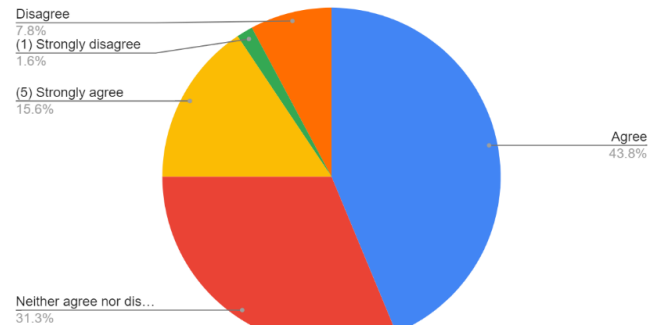


Figure 6 CGPA matters in the placement process.

Interpretation

- 43.8% of the respondents agree that CGPA matters in the placement process, with 7.8% disagreeing.
- While 15.6% of respondents strongly agree with the statement, 1.6% strongly disagrees.
- 31.3% of the respondents chose to neither agree nor disagree that CGPA matters in the placement process.

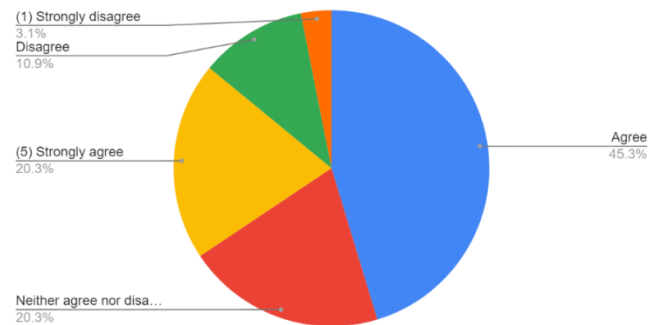


Figure 7 “Number of internships play a significant role in placements.” Do you agree?

Interpretations

- 45.3% of respondents agree that internships play an important role in placements, with just 10.9% disagreeing.
- While 20.3% of respondents strongly agree with the statement, only 3.1% strongly disagree.
- 20.3% neither agree nor disagree that internships play an important role in placements.

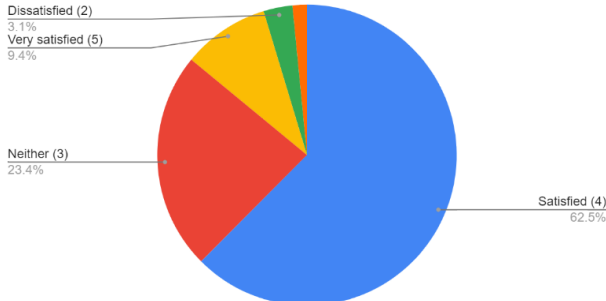


Figure 8 How satisfied are you with your career growth based on various training programs you had attended?

Interpretation

- 62.5% of the respondents are satisfied with their career growth as a result of the training programs they attended, while only 3.1% are dissatisfied.
- While 9.4% of respondents are very satisfied with their career growth, only 1.6% answered they are very dissatisfied.
- 23.4% answered that they are neither satisfied nor dissatisfied.

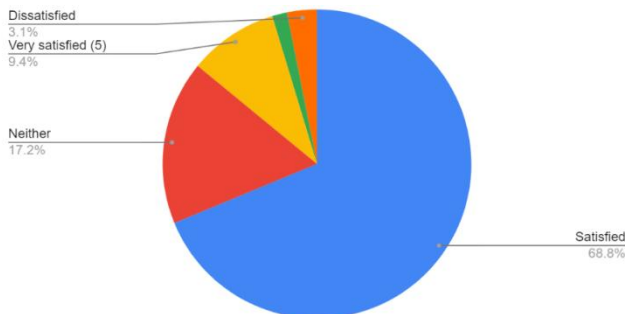


Figure 9 How satisfied are you with the placement training experience which will be instrumental in fetching you a job in future?

Interpretation

- The majority- 68.8% of respondents, are satisfied with the placement training experience, with only 3.1% stating dissatisfaction.
- 9.4% of respondents are very satisfied with the placement training experience, while only 1.5% is very dissatisfied with the experience.
- 17.2% answered that they are neither satisfied nor dissatisfied with the placement training experience.

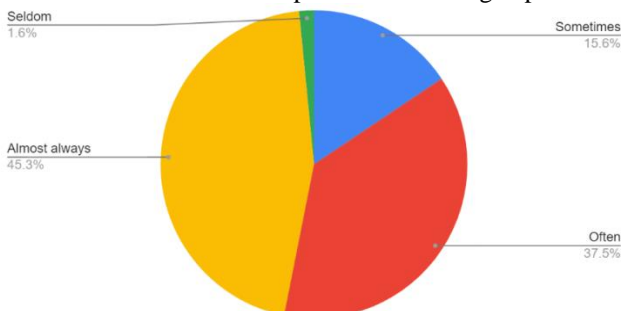


Figure 10 Please rate the method of training which you feel would be most effective to achieve your learning goals: Classroom.

Interpretation

- 45.3% of respondents believe that placement training in classrooms would be almost always effective, with just 1.6% answering that classroom training would seldom be effective.
- 37.5% agrees that classroom training is often effective, while 15.6% states that classroom training is only effective sometimes.

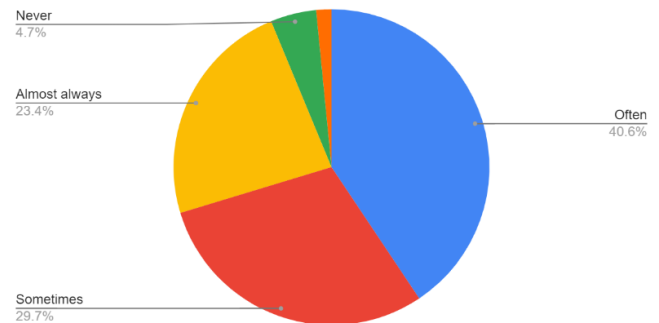


Figure 11 Please rate the method of training which you feel would be most effective to achieve your learning goals: Video.

Interpretation

- 40.6% of respondents agree that placement training via videos is often effective, while 1.6% stated that training using videos is seldom effective.
- 29.7% answered that video mode of training is sometimes effective, while 23.4% agrees that videos are almost always effective.
- Only 4.7% stated that video method of training is never effective.

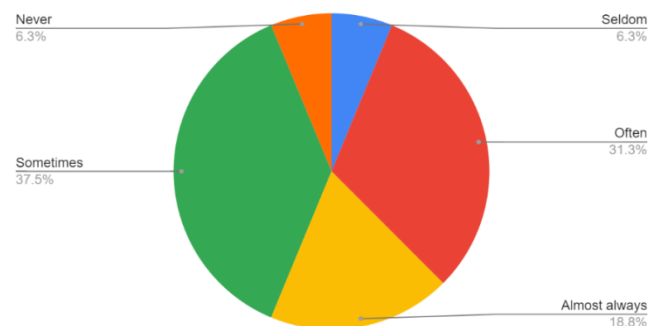


Figure 12 Please rate the method of training which you feel would be most effective to achieve your learning goals: Online.

Interpretation

- While 31.3% of respondents agree that online mode of training is often effective, 37.5% believes that online training is effective only sometimes.
- 18.8% answered that online training is almost always effective, with just 6.3% of respondents each answering that online training is either never or seldom effective.

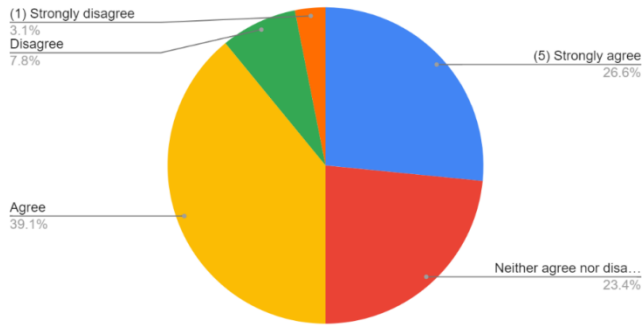


Figure 4.23 "Support offered by the faculty during placement training was very helpful for securing placements". Do you agree?

Interpretation

- The majority of respondents- 39.1% agree that faculty support during placement training was very helpful for securing placements, with only 7.8% disagreeing.
- 26.6% of respondents strongly agrees with this statement, while just 3.1% strongly disagree.
- 23.4% of respondents neither agreed or disagreed with this statement.

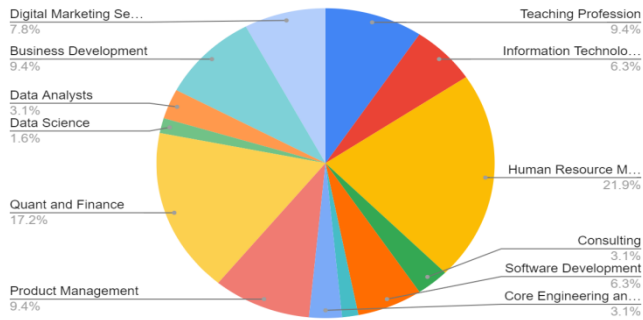


Figure 24 In which sector are you looking for placements in?

Interpretation

- Figure 3.23 depicts several sectors that respondents seek placements in. The sector that is opted by most is Human Resource Management (21.9%), while Data Science and FMCG are the least chosen option (1.6%).
- Other highly preferred sectors include Quant and Finance (17.2%), Product Management (9.4%), Teaching (9.4%), Business Development (9.4%), and Digital Marketing Sector (7.8%).
- Least chosen sectors include Information Technology and Software Development Sector (with 6.3% each), Data Analytics (3.1%), Consulting (3.1%), and Core Engineering and Technology (3.1%).

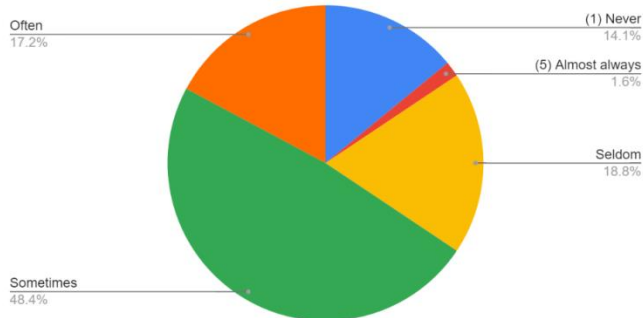


Figure 25 Did you face any difficulties in attending interviews or taking placement tests due to the online placement scenario?

Interpretation

- 48.4% of respondents answered that they sometimes faced difficulties while attending online placement sessions, while 1.6% stated that they faced issues almost always.
- While 17.2% reported that they faced difficulties during online sessions often, 18.8% stated that they seldom faced any difficulties.
- Only 14.1% of respondents answered that they never faced any difficulty during online placement scenario.

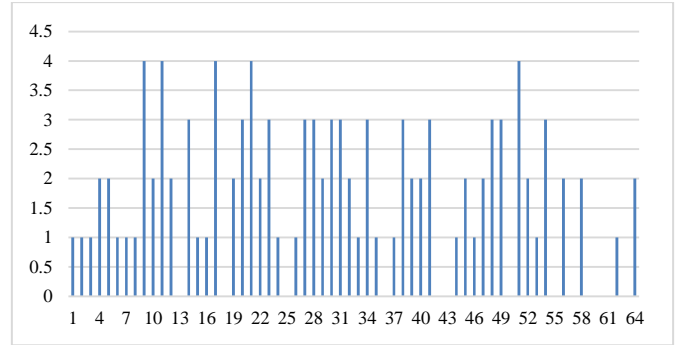


Figure 26 How many offers did you receive?

Interpretation

- Figure 3.25 indicates that the majority of respondents (17 out of 64) received just 1 offer each after placement training.
- 16 and 13 respondents received 2 and 3 job offers, respectively.
- While only 5 respondents received 4 offers each, 13 respondents did not receive any offer.

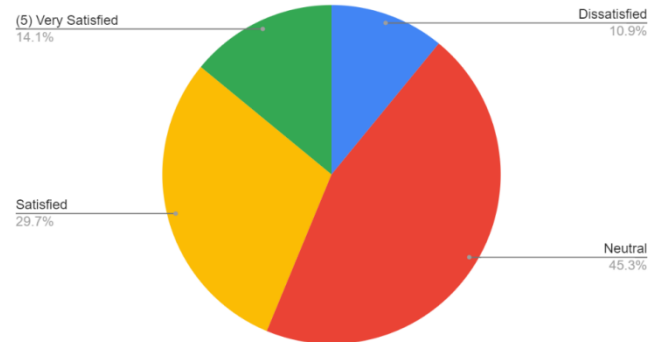


Figure 27 Are you satisfied with your placement offer?

Interpretation

- 29.7% of respondents answered that they are satisfied with their placement offer, while 10.9% stated that they are dissatisfied.
- 14.1% of respondents reported that they are very satisfied with their placement offers.
- The majority of respondents (45.3%) shows a neutral attitude towards their offers.

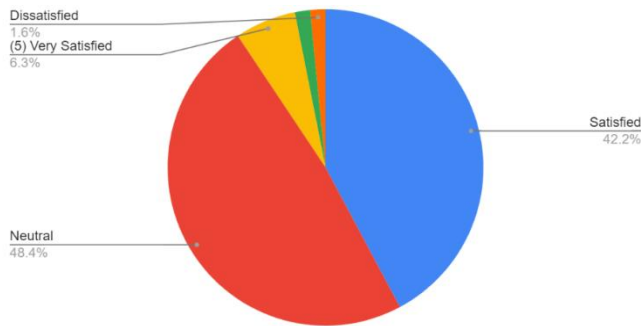


Figure 28 Are you satisfied with the present method of content delivery during training?

Interpretation

- While the majority (48.4%) opted to remain, 42.2% of respondents answered that they are satisfied with the current content delivery method, with just 1 respondent (1.6%) stating dissatisfaction.
- 6.3% of the respondents answered that they are very satisfied with the current placement training method, while just 1 respondent (1.6%) is very dissatisfied.

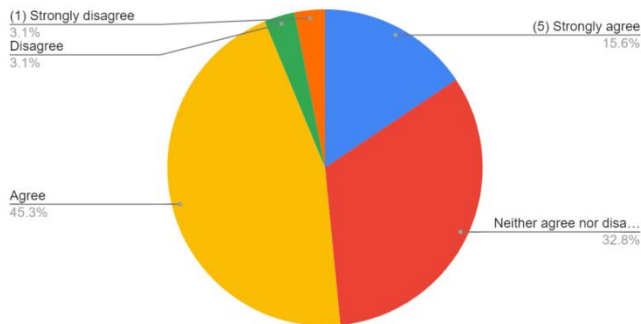


Figure 29 The placement trainer was knowledgeable about the training topics.

Interpretation

- The majority of respondents (45.3%) agree that their placement trainer was knowledgeable, while only 3.1% disagrees.
- 15.6% of respondents strongly agree with this statement, with just 3.1% strongly disagreeing.
- 32.8% of respondents chose to neither agree nor disagree with this statement.

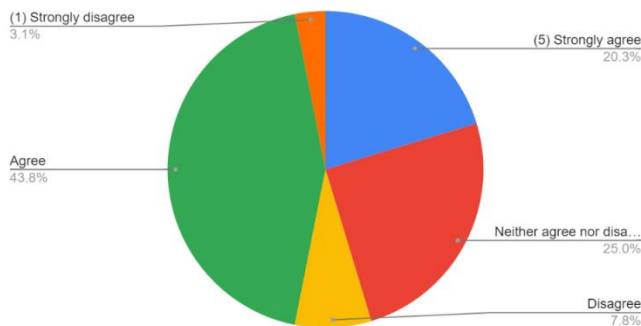


Figure 30 "An industry expert would always be better to train the students for their placements". Do you agree?

Interpretation

- While the majority (43.8%) agrees with this statement, 7.8% disagree that an industry expert would always be a better placement trainer.
- 20.3% of respondents strongly agree that an industry expert would be better to train the students for during placement training, with just 3.1% strongly disagreeing.

- 25% of respondents chose to neither agree nor disagree with this statement.

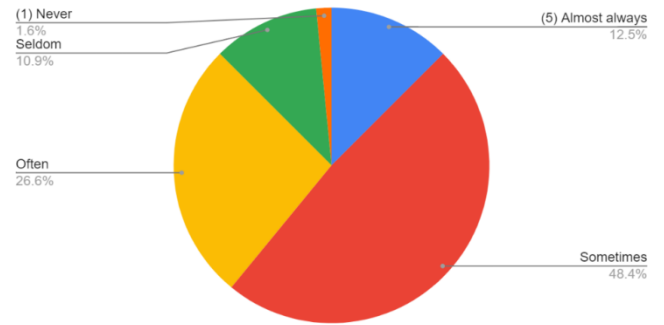


Figure 31 Was the time allotted for training sufficient?

Interpretation

- The majority of respondents (48.4%) answered that time allotted for placement training was sufficient sometimes, with just 1.6% stating that the time was never sufficient.
- 26.6% of respondents answered that time allotted for placement training was often sufficient, while 10.9% stated that the allotted time was seldom sufficient.
- Only 12.5% answered that the allotted time was almost always sufficient for training.

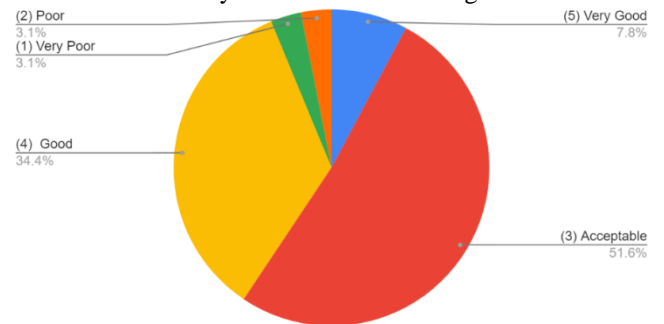


Figure 32 Was the training room and amenities of the location comfortable and adequate for the training session?

Interpretation

- The majority of respondents (51.6%) answered that the placement training room and amenities were acceptable in terms of comfort and adequacy and comfort, with just 3.1% stating that the amenities were poor.
- Another 3.1% answered that the amenities were very poor in adequacy, while 7.8% stated that the training room and amenities were very good.
- 34.4% of respondents rated the training room and amenities as "good".

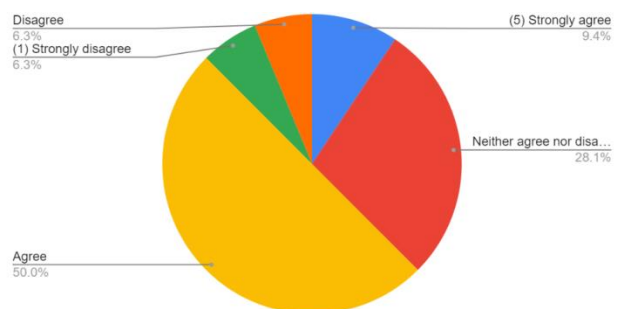


Figure 33 "Placement team conducted this year's placement season effectively and efficiently". Do you agree?

Interpretation

- 50% of respondents agree that this year’s placement training was conducted effectively and efficiently, with just 6.3% disagreeing with this statement.
- Another 6.3% strongly disagrees with this statement, while 9.4% strongly agree that placement training was effectively conducted.
- 28.1% of respondents chose to neither agree nor disagree with this statement.

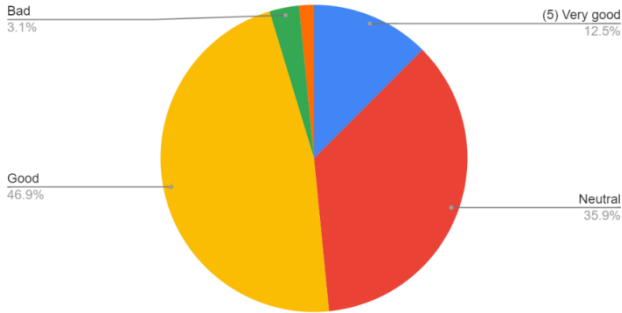


Figure 34 How do you rate your overall placement experience?

Interpretation

- Majority of the respondents (46.9%) rated their overall placement experience as “good”, with only 1.6% rating their experience as “very bad”.
- While 12.5% rated it as “very good”, 3.1% of respondents rated their placement experience as “bad”.
- 35.9% of respondents chose to rate their overall placement experience with “neutral”.

Hypotheses testing and Additional Analyses

Chi-squared test

This test was applied as a test of significance to analyze if the number of times the respondents’ accessed the placement team’s support could impact their career choice, and the number of jobs offers they received.

H₀₁: How often placement team’s support is accessed does not impact respondents’ career choices.

Table 2 Chi-squared test applied to how often respondents access placement team’s support and change in their career choice.

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	16.938 ^a	16	.390
Likelihood Ratio	19.187	16	.259
Linear-by-Linear Association	2.918	1	.088
N of Valid Cases	64		

Interpretation

The first test examined whether the number of times the respondents accessed a placement team’s support influenced them to change their career choice. Table 4.2 shows that the significance value (p-value) of this test is 0.390. Since the p-value is greater than $\alpha = 0.05$, it shows that there is strong evidence for the null hypothesis. Hence, the respondents’ career choice is not impacted by how often they access placement team’s support.

H₀₂: How often placement team’s support is accessed does not impact the number of jobs offers received.

Table 3 Chi-squared test applied to how often respondents access placement team’s support and job offers received

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	17.755 ^a	16	.338
Likelihood Ratio	18.407	16	.301
Linear-by-Linear Association	.634	1	.426
N of Valid Cases	64		

Interpretation

The second test examined whether offers received by the respondents were influenced by the number of times they accessed a placement team’s support. Table 4.3 shows that the significance value (p-value) of this test is 0.338.

Since the p-value is greater than $\alpha = 0.05$, it shows that there is strong evidence for the null hypothesis.

Hence, job offers received is not influenced by how often placement team’s support is accessed.

Correlation

H₀₃: There is no relationship between being a student and how often they access placement training.

Table 4 Correlations: Are you still pursuing your studies? X You access support from the Placement Team

		Are you still pursuing your studies?	You access support from the Placement Team
Are you still pursuing your studies?	Pearson Correlation	1	.037
	Sig. (2-tailed)		.774
	N	64	64
You access support from the Placement Team	Pearson Correlation	.037	1
	Sig. (2-tailed)	.774	
	N	64	64

Interpretation

The value of Pearson Correlation is 0.037, this indicates a weak positive correlation between the two variables.

Since the significance value is 0.774, i.e., p-value is greater than $\alpha = 0.05$, it indicates that there is strong evidence for the null hypothesis.

Hence, there is **no significant** relationship between being a student and how often they access placement team’s support.

Regression

To analyse if offers received is affected by support offered by the faculty during placement training.

Table 5 Regression Analysis: You access support from the Placement Team X How many offers did you receive?

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.167 ^a	.028	.012	1.225

Interpretation

The R-value represents the simple correlation and is 0.167, which indicates a low degree of correlation. The R Square value indicates how much of the total variation in the dependent variable, offers received, can be explained by the

independent variable, support from the placement training faculty. In this case, 2.8% can be explained, which is small.

Cramer's V

To analyse the association between placement training and employment status

Table 6 Symmetric Measures: Employment status X Placement team conducted this year placement training effectively and efficiently

	Value	Approx. Sig.
Nominal by Nominal	Phi .569	.190
	Cramer's V .284	.190
N of Valid Cases	64	

Interpretation

Since the Cramer's V value is 0.284, it can be deduced that there is a weak association between effective placement training and employment status.

Factor Analysis

Table 7 KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.764
	Approx. Chi-Square	208.167
Bartlett's Test of Sphericity	Df	28
	Sig.	.000

Interpretation

KMO and Bartlett's Test measures how appropriate this data is for factor analysis. Since the KMO measure shown in Table 7 is 0.764, and Bartlett's Test of Sphericity is .000, this data is permissible for conducting factor analysis.

Table 8 Communalities

	Initial	Extraction
Placement Team Conducts Regular Training Sessions	1.000	.501
Time Allotted for Training Was Sufficient	1.000	.850
Adequate Training Room and Amenities	1.000	.843
Placement Training Conducted Effectively and Efficiently	1.000	.734
Knowledgeable Placement Trainer	1.000	.634
Satisfying Content Delivery	1.000	.607
Placement Training Faculty's Support	1.000	.468
Dedicated Training and Placement Cell	1.000	.429

Table 9 Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.905	48.813	48.813	3.905	48.813	48.813	3.233	40.411	40.411
2	1.161	14.512	63.325	1.161	14.512	63.325	1.833	22.914	63.325
3	.875	10.934	74.259						
4	.714	8.928	83.187						
5	.444	5.548	88.735						
6	.406	5.077	93.813						
7	.293	3.657	97.470						
8	.202	2.530	100.000						

Interpretation

Communality indicates the amount of variance in each variable that is accounted for.

The variable with the highest value- "Time Allotted for Training Was Sufficient" accounts for 85% of the variance.

Interpretation

Table 9 shows that SPSS extracted two components. The first component accounts for "48.81%" of the variance, and the second component accounts for "14.51%" of the variance. The cumulative percentage is 63.325. Hence, these two factors

explain 63.32% of the variance. All the remaining factors are not significant.

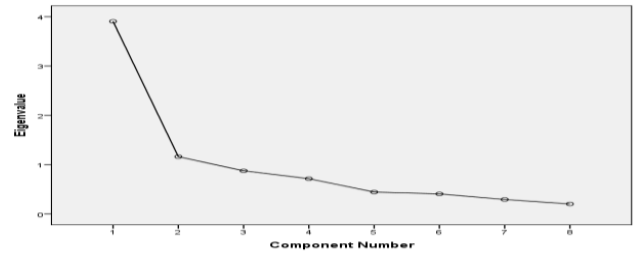


Figure 35 Scree Plot

Interpretation

- The scree plot shows that two factors are above an eigenvalue of 1.
- Since all the other potential factors or components from factor 3 are below eigenvalue 1, these factors were not extracted, with just the first 2 components being retained.

Table 10 Rotated Component Matrix

	Component	
	1	2
Placement Training Conducted Effectively and Efficiently	.844	.150
Knowledgeable Placement Trainer	.767	.213
Satisfying Content Delivery	.715	.308
Placement Team Conducts Regular Training Sessions	.690	.156
Placement Training Faculty's Support	.661	.175
Dedicated Training and Placement Cell	.646	.106
Time Allotted for Training Was Sufficient	.200	.900
Adequate Training Room and Amenities	.221	.891

Interpretation

- The variables that have high positive loadings into the first component (identified as Placement Team's Service Quality Factors) are- "Placement Training Conducted Effectively and Efficiently", "Knowledgeable Placement Trainer", "Satisfying Content Delivery", "Placement Team Conducts Regular Training Sessions", "Placement Training Faculty's Support", and "Dedicated Training and Placement Cell".

- The second component (identified as Respondents' Perception of Placement Training and Cell Factors) includes the following variables- "Time Allotted for Training Was Sufficient", and "Adequate Training Room and Amenities".

Findings and Suggestions

Findings

The purpose of this study was to conduct an evaluation of placement training effectiveness and benefits among post-

graduate students. Based on this research's data analysis, the findings can be summarized as follows:

- A high number of the respondents are post-graduate students who are now employed full time, who accessed placement support from their colleges' dedicated placement cells.
- Analyses indicated that effective placement training positively impacted respondents' career growth.
- While placement training and cell has a proven positive impact on students, primarily in terms of satisfaction with career growth, hypotheses testing deduced that accessing placement team's support does not impact students' career choices, nor does it strongly influence the number of jobs offers received.
- Correlation analysis indicated that there is a positive but weak correlation between being a student and how often they access placement team's support. However, this does not translate to a significant relation between these two variables, i.e., being or not being a student did not significantly affect how often the respondents accessed placement team's support.
- One of the major findings of this research include the different sectors students seek placements in. The most sought out placements are in Human Resource Management while Data Science, It and Software Development sectors are among the least sought out placement choices. Other primary choices include Quant and Finance Product Management, Teaching sector, Business Development, and Digital Marketing Sector.
- The majority of the respondents answered that they believe their CGPA and the number of internships they have done play significant roles in the placement process.
- Placement training via classrooms and workshops are perceived to be most effective method of training by the respondents.
- Confidence building, preparing for interviews, making résumés, learning about different industries, problem solving, group discussions, and aptitude test training are the primary skills and knowledge gained by the respondents through placement training.
- Regression analysis deduced that placement faculty's support plays only a small role in respondents receiving different placement offers.
- However, percentage analysis showed that placement faculty's support highly helped in securing placements.
- Majority of the respondents are satisfied with the placement team's (trainer and other faculty) in terms of trainer's knowledge and method of content delivery, which, according to the respondents, were delivered effectively in training sessions that were conducted regularly.
- Placement training rooms and amenities are mostly rated positively in terms of adequacy and comfort.
- Factor analysis was conducted to identify the factors of placement training that influence student satisfaction. Two primary factors were identified.

Service quality of the placement team, which included factors such as: -

- A dedicated placement and training cell,
- placement trainer being knowledgeable,
- training content delivered effectively,
- conducting regular training sessions,
- supportive placement training faculty, and
- placement team ensuring that training is conducted effectively and efficiently.

Students' perception of placement cell, which included factors such as: -

- Adequate and comfortable training room and amenities.
- Sufficient time allotted for placement training.

Suggestions

This research adds to studies on the impact of placement training on students and their careers. As a result, findings from studies like this one can be critical in providing recommendations for improving the development and implementation of effective placement training cells and strategies.

Some suggestions that the researcher has made after the thorough examination of the data, respondents' comments, and analysis are as follows

- Survey data suggests that respondents believe industry experts can be better placement trainers. Since workshops are rated as being satisfying method of placement training, inviting industry experts for workshops may be highly educational and effective.
- While most respondents rated placement training facilities positively, few rated these as "poor" and "very poor". Therefore, better and improved training room and amenities must be provided to ensure that students are being trained without them facing any inadequacies or discomfort.
- A suggestion based on few respondents' comments is to have the placement team find specific offers for students who require placements in particular locations.
- Placement cells should include companies that are considered to be big or high-standing organisations so that students can start their career in a company that can act as a strong foundation for their career growth.
- Placements must be offered in various sectors and departments. According to a respondent, some placement cells primarily focus on Sales and Marketing positions. They suggest that more offers should be available for placements in Finance, HR, etc.
- Placement training classes being limited may be a hindrance. Hence, increasing the number of placement training sessions could help students cover more topics and gain work skills that could lead them to acquire better placements and future career options.
- Including more sessions that covers practical knowledge and exercises, over just theory, will be highly beneficial as practical know-how can help students understand and familiarise themselves with the actual working environment.

CONCLUSION

India's youth, especially the post-graduates, graduate from educational institutes with competitive knowledge and skills.

When universities and colleges have dedicated placement cells, these students are further developed to become an essential part of any workforce in various sectors and industries.

This study was done with an objective to understand the significance of placement training among post-graduates, with reference to Ernakulam City. A vibrant city with renowned universities and educational institutions, where a major part of the population are students who are in the process of graduating or have already graduated. One main thing that these institutes have in common is the importance given to placement training. Hence, this research also evaluates the effectiveness of placement training to further analyse its impact on students.

Analyses confirmed that placement training has a positive impact on students, especially in regards of their career growth, but number of training sessions attended did not indicate any changes. For instance, while placement team's support has been proven to be highly helpful in securing right placements, findings indicated that how often the team's support is accessed did not influence students' career choices or the number of offers they received.

Since placement training proves to be significant for post-graduates to secure jobs, encouraging students to access these cells' support, increasing number of training sessions, and utilising the other specified suggestions might lead to further improvement in the chances of students acquiring placements in their field of choice, thereby enhancing their career growth, and strengthening their future.

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