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The Role of Effective Communication Skills in Enhancing Employability during Postgraduate Courses

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Abstract

The present study describes the efficiency of the English language classes existing in Master of Business Administration (MBA) course of various PG colleges in Marathwada region, Maharashtra. There are many MBA graduates being unemployed because of their low self-confidence level and poor employability skills. Despite the fact that several research studies have been conducted on the importance and improvement of employability skills for postgraduate students, the challenge of those skills remains with them. This research aimed to determine the efficacy of good communication skills in MBA courses and to expose the ambiguity surrounding the low professionalism of rural students in several PG institutions. It was observed that several graduates, also in their final semester, have limited professionalism to meet campus selections with effective communication skills, which are needed to get a job at the end of their degree. Many students want to learn effective communication skills exercises in terms of developing their interpersonal skills, so innovative education systems and techniques are needed for English language faculty. As a result of the findings, the issue between English language teachers' practices, interventions, and the learners' ability requirements has been identified, as well as the need for suitable ELT (English Language Techniques) and training programs to improve speaking skills for students in rural areas.

Keywords; Employability Skills for PG, Rural background, Speaking Skills, Lack of confidence levels.

INTRODUCTION

Since India's independence from British rule, English has become an integral part of the curriculum, and it is now not only a requirement in any region, but it also plays a crucial role in obtaining employment in prestigious organizations. As a result of British colonialism, English has become an important part of India's educational culture and is taught as a foreign language in many academic institutions. Furthermore, since Indians speak a number of cultures, the English language has been used as a connecting language.

Even though the British rule in India ended in 1947, English continues to be used as a linguistic term in many departments, and several students strive to improve their Language learning skills and ability to further their career goals.

The increase in the number of students has created a lot of uncertainty in the job market, and graduate employability has become a major issue in industry and educational institutions.

When recent relieved graduates are confronted with campus interviews and expect to acquire needed employability skills, it is a demanding and tough process.

In today's business world, effective communication are one of the most important employability qualifications for students to be able to share ideas and opinions in Language without fear or ambiguity.

However, it is a tricky time for a large number of MBA graduates, especially those from rural backgrounds, to effectively communicate their knowledge and opinions in the studied languages.

The students' goal at the completion of the term is to be proficient in an effective communication skill. The language teachers who are going to handle the syllabus have certified with higher degree knowledgeable persons in literature course background by having vast experience.

In India, especially in business professional schools, there is a development toward focusing on students' soft skills and effective communication skills in order to meet the needs of corporate sectors. They must be trained the faculty development programs along with workshops, tutorials, and symposium on various teaching approaches in their set of courses.

Challenges in improving cognitive development and effective communication

In the real world of education, there are a variety of issues and causes to improve good listening and speech skills, as follows:

1. In the class, there are students of varying levels of language proficiency.
2. The syllabus and assessment process will take less time to complete.
3. Management impacts directly on subject teachers to achieve a good score.
4. Students will be given insufficient time to practice language skills.
5. There aren't enough language laboratories to help students develop their language skills.

LITERATURE REVIEW

Communication skills have been identified as one of the main elements for any graduate students in seeking a representative job in India, according to the majority of surveys.

According to the findings of an assessment by 'Aspiring Minds' programs, training measurement, and an instruction business, 25% of students lack in communication skill. According to a 2011 survey, 55000 engineering and management graduates were analyzed, and the findings revealed that more than 25% of the graduates lacked the necessary competitive skills to understand the higher education curriculum According to the findings, only 57 percent of MBA and engineering graduates can write and

speak English fluently. Finally, 42 percent to 45 percent of graduates demonstrate their proficiency in English language, which is required for industry experience, and about 27 percent demonstrate skills in business English (Seetha, S. 2014).

According to Pandey, P. (2017), English language skills are necessary for handling foreign business dealings in today's global environment and are well-known worldwide.

According to P'Rayan (2010), if students are not chosen with effective English language proficiency and academic performance, there would be many misinterpretations in the international market because company knowledge and details are only accessible in English.

This study looks at an effective communication language curriculum and the teaching methods used by Lecturers in several PG colleges during the MBA/PGDM/MMM/PGP course period. The main objective of this course is to improve the employability, leadership competencies of rural PG students who will be participating in campus recruiting processes such as Group Discussions and personal interviews. Students of business management in India should improve their soft skill, communication skills in order to portray themselves effectively in group presentations, Videoconferencing meetings, and job interviews.

This research paper proposed several research questions are intended if MBA postgraduates have applied for their appropriate job working places and if teachers in their language classrooms are using appropriate communication lab pedagogy.

Research questions

1. Has the effective communication skill / tools and knowledge better prepared the students to face job increasing competition?
2. Is the chosen curriculum relevant to their language abilities?
3. Have the students found their Campus Recruitment Training (CRT) courses to be helpful throughout their hiring process?
4. Are PG students from rural backgrounds more confident in facing group discussions and questions during job interviews?

METHODOLOGY

This report's methodology includes a survey questionnaire, classroom observations, and written feedback from students

through Google docs, emails, and telephone conversations. To find the best communication laboratory course and methodology for first-year PG graduates, especially MBA graduates, here the researcher conducted semi-structured interviews and survey questionnaires for 120 participants. These participants were belonging to various PG colleges of both private and Govt. recognized institutes in Marathwada (Maharashtra State), India. Around 120 students are eligible to participate in filling out survey questionnaires here. The questionnaires were designed to assess the participants' effective communication and listening skills, as well as the

teaching pedagogy being used by faculty. The survey forms were designed to identify how confident the Management students experienced about enhancement of English/effective Communication skills necessary during interviews. The students were from various MBA autonomous institutes with different cultural backgrounds. On an average they spent 5 to 10 minutes to write their opinions in own words about the English language course (data collected through G forms) which would be more helpful for this study. Here, the following Table1 shows the basic information of the 120 students of first- and second-year MBA students.

Table1: The basic information about the participants.

S. No	Gender	No. of Students	Name of the course	Name of the Institute
1	Girls	48	I & II year MBA	Shreeyash Institute of Management, Foster Development School of Management, Aditya College of Management, Ambarwadikar's college of management.
2	Boys	72	I & II year MBA	Shreeyash Institute of Management, Foster Development School of Management, Aditya College of Management, Ambarwadikar's college of management.
Total		120		

During and after the survey, the researcher conducted semi-structured interviews with 30 first- and second-year MBA students to learn about their ability to learn effective communication skills and the methodologies they have used. The researcher used a direct test to evaluate the effectiveness of the sample questionnaires and semi-structured interview questions, as well as to determine the accuracy of the relevant opinions for the research work. It also incorporates topic experts' views and recommendations in order to adapt the relevant syllabus and methodologies for first-year MBA students.

FINDINGS AND ANALYZING THE DATA

In this study the researcher to gathered information from 48 girls and 72 boys out of 120 students from various MBA courses of autonomous management colleges from Marathwada, Maharashtra. The data was extract from the various questionnaires productively filled with the both qualitative and quantitative survey questionnaires for MBA graduates were examined. Finally, the data was presented successfully in requisites of percentage. Here the researcher shows the results of the semi structured interviews, written opinion of the students and findings from the survey questionnaires. As the first part of the survey questionnaire

the researcher focused on gathering the educational and social background of the participants. The majority of the students who came from rural background are studying MBA course in various institutions. Basically they are from Bsc, BA, Bcom, BBA academic background in their under graduate.

Analysis the Questionnaires data

The first 1-5 questions on the questionnaire survey for the respondents based on their listening skills in language labs in their first year MBA course. The primary goal of the questionnaire study is to verify the participants' levels of competence in successful communication skills after completing the two-year MBA course. The first five questions were designed to assess students' confidence levels in overcoming various job interviews and GDs. Finally, it was discovered that students from rural backgrounds had poor confidence levels and weaker listening skills as compared to students from urban backgrounds. As a result, more innovative and effective language teaching approaches were needed to improve effective communication skills. The perception of first-year MBA graduates on their communication Lab learning experience is seen in Table 2.

Table 2: Participants' English language learning experience

S.No	Questionnaires	No. of Student its Agree	%	No. of Students Disagree	%
1	Acquired effective communication skills in I year	39	32.5%	81	67.5%
2	Got confidence to face job interviews in final year	26	21.66%	94	78.33%
3	Enhanced group/individual presentation skills	43	35.88%	77	64.16%
4	Acquired enough time/opportunities to practice English language skills	27	22.5%	93	77.5%
5	Sharpened my abilities across student-centered activities.	31	25.83%	89	74.16%

The bar graph presents a concerning assessment of first-semester MBA students' perceived language lab learning experiences across multiple institutes. Analysis of the data reveals widespread dissatisfaction, with a majority of students reporting negative outcomes across all measured parameters. Most notably, 78.33% of respondents indicated inadequate growth in confidence levels, while 77.5% reported insufficient opportunities to practice soft skills. The findings further show that 67.5% of students felt they

developed ineffective communication skills, and 64.16% rated their presentation skills improvement as poor. Perhaps most critically, 74.16% of participants characterized the teaching methodologies as inappropriate for their learning needs. These results, drawn from Table-1's survey questions, demonstrate a consistent pattern of discontent with the current language lab curriculum and implementation, suggesting urgent need for pedagogical review and program enhancement.

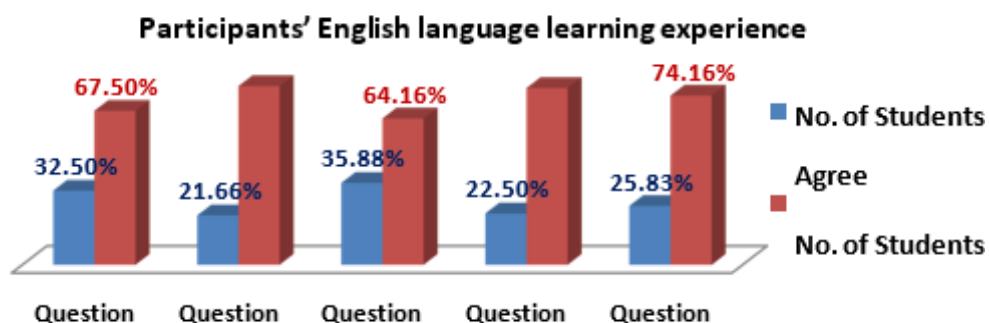


Figure 1: Participants' Language Lab Learning Experience

The study reveals that a significant number of MBA students from rural backgrounds, particularly those educated in Marathi-medium schools and semi-English undergraduate programs, face considerable challenges in developing language and communication skills when transitioning to higher education. These students struggle to adapt to existing teaching methodologies, as evidenced by their survey responses, and consequently find themselves at a

competitive disadvantage during job interviews compared to their urban counterparts. To better understand these challenges, the researcher examined various language-learning approaches through questions. Table 3 details the specific instructional methods employed in classrooms, highlighting potential areas for pedagogical improvement to bridge this critical skills gap.

Table 3: Participants' experience about teaching methodologies and approaches

S.No.	Questionnaires	No. of Students Agree	%	No. of Students Disagree	%
1	Required language skills were taught	73	60.83%	47	39.16%

2	Approaches and methodologies facilitated to face job interviews	46	38.33%	73	60.83%
3	Innovative teaching methodologies were introduced	38	31.66%	82	68.33%
4	Apply reliable teaching approaches for presentation skills and GD	59	49.16%	61	50.83%
5	Provide enough time to learn workplace experience	36	30	84	70

The findings strongly suggest the need to implement more effective teaching methodologies in the first-year MBA curriculum to enhance students' English language skills, which are crucial for securing employment in the global market and achieving course objectives. When surveyed about their progress in meeting the prescribed communication course goals, only 26% of students agreed

they had achieved the intended outcomes, while 57.5% disagreed and 17% remained uncertain. These results highlight a significant gap between the program's objectives and student outcomes. The final survey question directly addressed this issue by evaluating whether students believed they had attained the course objectives, with the detailed responses illustrated in Figure 2.

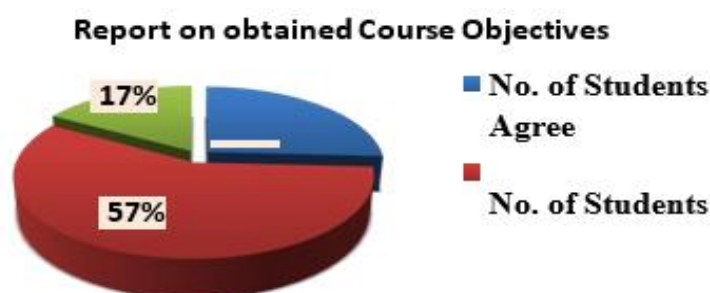


Figure 2: Participants' feedback about on obtained course objectives Analysis the semi-structured interviews data:

The researcher conducted semi-structured interviews with 30 participants which included ten questions. Students in the first year MBA program shared their thoughts about whether they are confident in answering questions during interviews, their Proficiency in English, and whether they are willing to give a presentation in front of their classmates. When students appear in campus interview selections and GD processes, the key goal of the interview questions is for them to consider the trust levels of problems. The first three questions in the questionnaires are related to this data.

Due to this lack of training courses and teaching methodology in Communication language schools, the majority of students lack self-confidence and awareness about presenting skills and interview FAQs, as shown by questions 1–3.

The following points are the recommendations from the first year MBA graduates to enhance communication skills through realistic practice the following areas in their communication class.

- Having the right to articulate yourself in a self-introduction
- Simple words and phrases to use in a variety of situations
- Interpersonal communication skills
- Individual & group presentation skills
- Practice Telephone conversation skills
- Storytelling skill
- Fear can sometimes be overcome by group activities.

Classroom observations and discussions

As a key component of this mixed-methods research, systematic classroom observations were conducted across multiple institutions to triangulate and validate the survey data. The researcher employed structured observation protocols to document and analyze the prevailing pedagogical approaches in first-year MBA language classrooms. To ensure research ethics and maintain confidentiality, all institutional and faculty identifiers were anonymized throughout the data collection process.

The observational data revealed a predominant instructional pattern where language faculty prioritized comprehensive syllabus coverage within the constrained academic timeline, often resulting in teacher-centered delivery methods with limited student engagement opportunities.

CONCLUSION

This study investigated the essential employability skills for first-year MBA students across various postgraduate colleges, with particular emphasis on the relationship between students' English language deficiencies and existing teaching pedagogies. The findings reveal a critical gap between students' confidence levels and current instructional approaches in English language classrooms. Specifically, the results demonstrate that English faculty must engage more directly with students to identify individual language skill gaps and implement targeted teaching methodologies that address real-world employability challenges. The research strongly advocates for adopting activity-based language instruction that extends beyond traditional syllabus constraints to overcome the limitations of conventional lecture methods. Such pedagogical improvements would significantly enhance students' communication competencies and overall employability prospects. The study concludes by emphasizing the urgent need for curriculum reforms that prioritize practical, student-centered learning approaches to better prepare management students for professional communication demands in the global job market.

FURTHER SCOPE OF THE STUDY AND LIMITATIONS

This study was conducted to assess and improve the English language curriculum in autonomous management colleges across Maharashtra's Marathwada region, with particular focus on identifying necessary modifications to enhance learning outcomes. The research comprehensively analyzed existing classroom teaching approaches, collected and examined student feedback, and documented both the challenges in language acquisition and potential solutions that could be implemented. The findings highlight a critical need for specialized investigation focusing on rural-background students, who often face unique difficulties in English language acquisition. Such focused research would enable the development of tailored teaching methodologies and targeted solutions to address their specific challenges, ultimately helping bridge the gap between current curriculum design and the actual needs of these students. This study establishes an important foundation for future research aimed at optimizing English language pedagogy to

better serve management students from diverse educational backgrounds, particularly those transitioning from regional language mediums to English-based professional education.

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