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IMPACT OF INDUSTRIAL VISIT TOWARDS MANAGEMENT STUDENTS

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IMPACT OF INDUSTRIAL VISIT TOWARDS MANAGEMENT STUDENTS

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ABSTRACT

The management is a very large industry that grows day by day. It is interrelated with business, employee, customers and services. Management Business schools play a vital role in the growth of managements by providing qualified and skilled professionals. Industrial Visit brings clarity to the important management concepts, as students can practically experience how these concepts are put into action. It bridges the gap between classroom theoretical training and practical learning in a real-life environment. It provides an opportunity for students to ask questions related to their area of attention. With regular industrial visits, the students can identify their prospective areas of expertise like marketing, finance, logistics, etc. In this research paper we tried to bring out the impacts of an industrial visit to southern electronics.

Keywords: - Impact, Industrial visit, Business management, Practical learning, Students.

I. INTRODUCTION

Industries started increasing rapidly in these modern times. There is a wide variety of industries today, such as aerospace, transportation, telecommunication, agriculture, etc. The growth of the industry has created a demand for management students. The secret to the success of a business is its ability to innovate. The key to the success of an industry lies in its hard-working and skilled employees who make it successful. In today's world, the industries provide us with all the things and services we need. The secret beyond the success of the industry is its hard-working and skilled employee who acts as a pillar of the industry.

In previous times most employees were uneducated due to lack of business schools and other reasons. But in today's world, the scenario of industry changed due to the awareness and importance of business school. In this time mostly all industries demand for skilled and well- educated employees.

During the management courses, institutes provide knowledge of various departments in the industries, which includes both practical and theoretical knowledge. In theoretical knowledge the management institutes provide all past, present and future aspects of the industries and help students to analyze the industries working environment. Additionally many various workshops are conducted which is very helpful from the viewpoint of skills and knowledge enhancement. During the management courses, institution arranges for special industrial visits or industrial tours for the students. Industrial visit has its own experience in a career of a student who is pursuing a professional degree.

In this visit's student would be free to ask queries regarding the department to its employees. And also would get a great opportunity to learn many things by interacting with the HR of the departments.

II. REVIEW OF LITERATURE

Edmund Goh and Brent Ritchie (2011) This study's results strongly reemphasize the need for institutions to include field trips as part of their course curriculum given the known benefits and students' perception of enhancement of understanding of course materials.

Wong & Wong, (2008) Teachers, and students who have employed experiential learning methods and techniques in hospitality and tourism courses have consistently reported positive student responses and beliefs that their learning has benefited from the field trips.

Sanders and Armstrong, (2008) have reported field trips to have enhanced students' learning and increased their practical knowledge in the absence of actual work experience.

Do, K. (2006) the field trip in Tourism and Hospitality education is a useful educational tool for transforming learning experience beyond the traditional classroom.

Xie, P. (2004) the benefits of field trips can be seen in that students are exposed to new environments that increase the amount they learn.

Morrison and O'Mahony (2003) have also urged educational institutions to modify their higher education curriculum to incorporate more reflective thinking and critical analysis components.

Porth, (1997) besides the enhancement of student learning, field trips also benefit faculty members with valuable professional development experience.

Jenkins, (1997) Field Trips are very useful for theoretical courses to engage in experiential activities for a chance to reflect upon the field trip experience and relate it to their wider reading and theoretical aspects of the course.

Joplin, (1981) Students are viewed as learners during field trips, with the learning by doing approach, and taking some ownership of their learning experience.

III. OBJECTIVES

- To find out the impact of the industrial visit on students'
- To ascertain the Student's level of interest to work in the industry after an industrial visit.

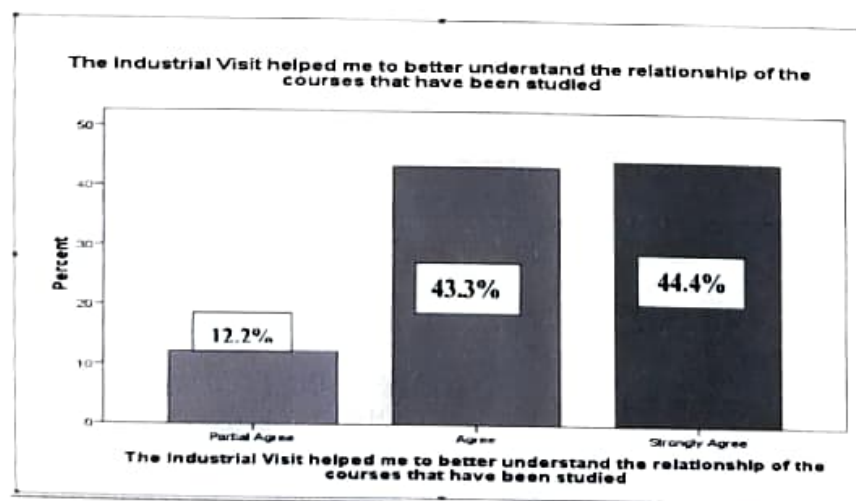
IV. RESEARCH METHODOLOGY

In this research, Primary data collection was done with the help of Google survey form which was distributed among 60 respondents with the help of convenience sampling technique, but only 60 respondents replied back (100% response rate) for survey form. In this study, the study population was students of management from St. Francis Business School in Bangalore.

Data Analysis

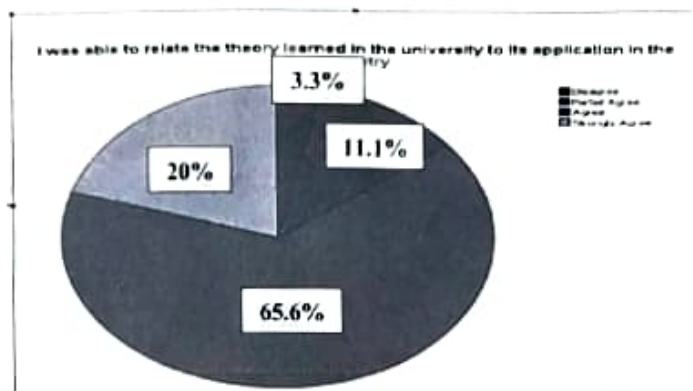
In this study, basically all responses which were collected from various questions were analyzed with the help of a SPSS tools, simple percentage method pie and column charts.

Graph 1



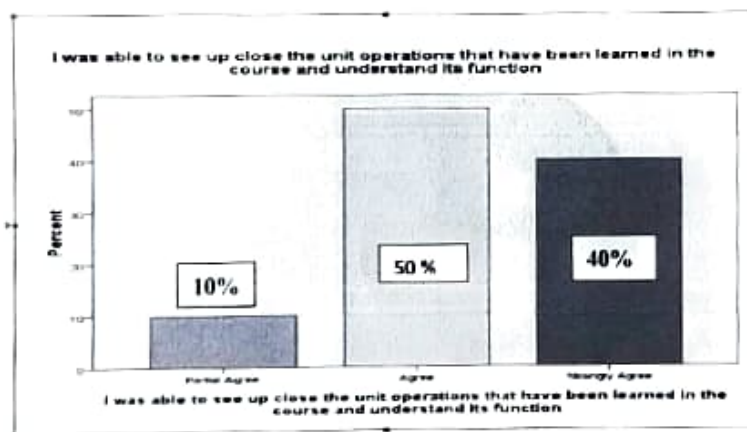
The above table shows that 12.2% of students are partial agree, 43.3% of students are agree and 44.4% of students are strongly agree with that the Industrial Visit helped them to better understand the relationship of the courses that have been studied.

Graph 2



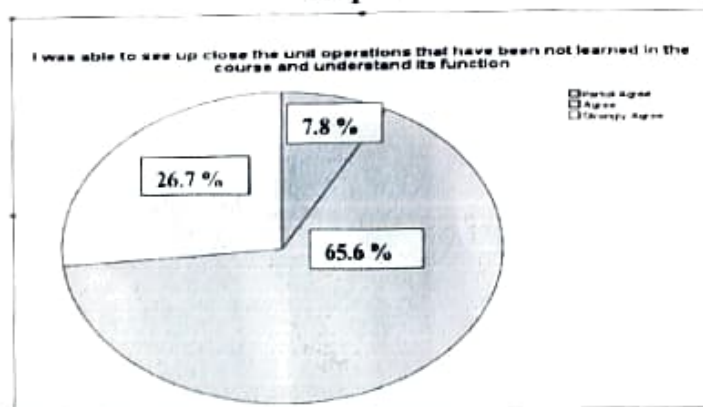
The above table shows that 3.3% of students are disagree, 11.1% of students are partial agree, 65.6% of students are agree and 20% of students are strongly agree with that the Industrial Visit helped them to relate the theory learned in the university to its application in the industry

Graph 3



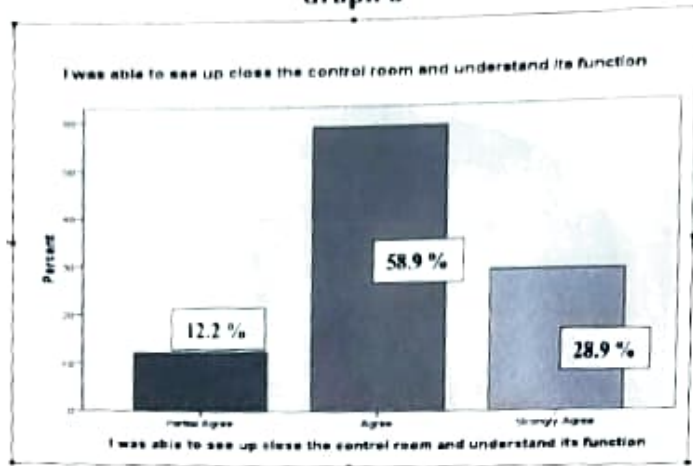
The above table shows that 10% of students are partial agree, 50% of students are agree, and 40% of students are strongly agree with that the Industrial Visit helped them to see up close the unit operations that have been learned in the course and understand its function

Graph 4



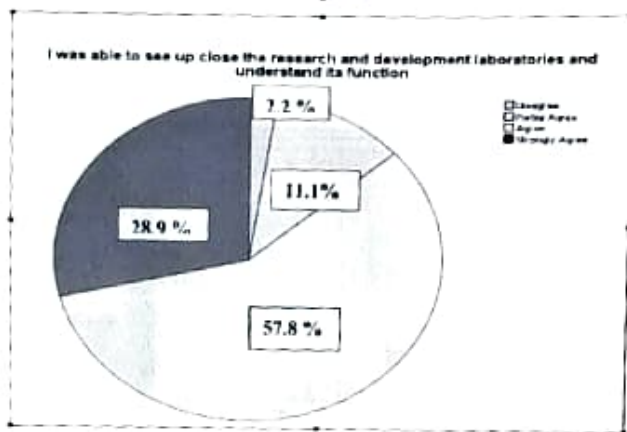
The above table shows that 26.7% of students are agree, 7.8% of students are partial agree, and 65.6% of students are strongly agree with that the Industrial Visit helped them to see up close the unit operations that have been not learned in the course and understand its function.

Graph 5



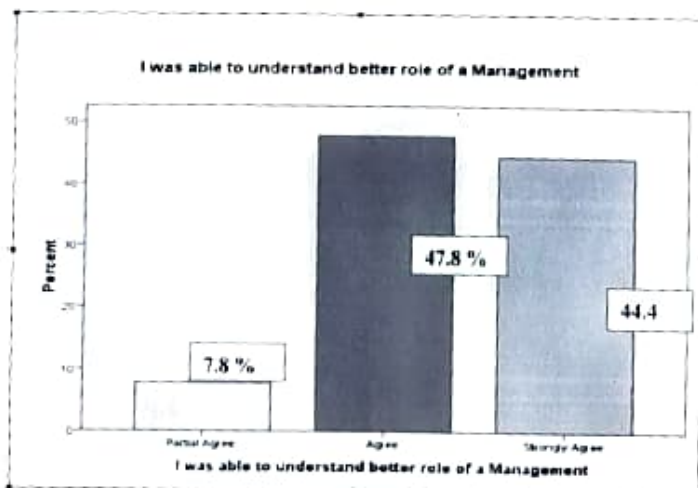
The above table shows that 12.2 % of students are partial agree, 58.9 % of students are agree, and 28.9 % of students are strongly agree with that the Industrial Visit helped them to see up close the control room and understand its function.

Graph 6



The above table shows that 2.2 % of students are disagree, 11.1% of students are partial agree, 57.8% of students are agree, and 28.9 % of students are strongly agree with that the Industrial Visit helped them to see up close the research and development laboratories and understand its function.

Graph 7



The above table shows that 7.8% of students are partial agree, 47.8 % of students are agree and 44.4 %of students are strongly agree with that the Industrial Visit helped them to understand better role of a Management.

RELIABILITY TEST

Reliability Analysis was done on the sample using the SPSS v16 and found to be having the Chronbach's Alpha 0.850 (Table 1) which shows the model is a good fit and reliable one. ANOVA with Friedman's test also proved that there are significant differences between the variables (Table 2) on the satisfaction rate towards the field trip and the differences among the respondents can also proved by Kendall's coefficient of concordance W which is less than 0.5 i.e. there is no strong agreement between the respondents.

Table 1

Case Processing Summary			
		N	%
Cases	Valid	90	100.0
	Excluded ^a	0	0
	Total	90	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.852	.850	7

Item Statistics

	Mean	Std. Deviation	N
The Industrial Visit helped me to better understand the relationship of the courses that have been studied	4.32	.684	90
I was able to relate the theory learned in the university to its application in the industry	4.02	.670	90
I was able to see up close the unit operations that have been learned in the course and understand its function	4.30	.644	90
I was able to see up close the unit operations that have been not learned in the course and understand its function	4.18	.559	90
I was able to see up close the control room and understand its function	4.17	.623	90
I was able to see up close the research and development laboratories and understand its function	4.13	.690	90
I was able to understand better role of a Management	4.37	.626	90

Table 2

ANOVA with Friedman's Test

	Sum of Squares	df	Mean Square	Friedman's Chi-Square	Sig.
Between People	136.643	89	1.535		
Within People	70.014	6	1.179	33.258	.000
Between	121.457	334	.447		
Total	129.479	540	.740		
Total	266.071	629	.423		

V. CONCLUSION

There is a wide sea of student perspectives, which include both positive and negative student perspectives. There are a lot of differences among students when it comes to industrial tours. However, because they are aware of the benefits of industrial visits in terms of student career advancement, the majority of students believe that industrial tours should be mandatory in management courses. Management colleges, on the other hand, have a responsibility to give special lecturers about industrial trips. This action will almost certainly minimise the negative views of a few students who are unaware of the advantages of industrial visits. This research shows that the industry, too, needs to evolve in terms of changing people's perceptions.

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