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A Study On Factors Influencing Effectiveness Of Campus Recruitment Training

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ABSTRACT

Campus Recruitment Training (CRT) plays in enhancing students' employability and readiness for industry demands has become increasingly significant. This study looks at the various factors that influence how effective CRT programs are in universities. The objective is to identify the external and internal elements that either enhance or detract from these training programs' efficacy. The study used a mixed-method research approach, collecting information from corporate recruiters, training providers, and faculty coordinators through formal questionnaires presented to final-year students and semi-structured interviews. The quality of training materials, the trainer's expertise, student motivation and engagement, program duration and schedule, use of technology and tools, and institutional support are among the key elements that are the focus of this study. A well-designed and industry-aligned CRT curriculum significantly improves students' success in campus placements, the findings show. The most effective methods included resume-building workshops, interactive sessions, aptitude testing, group discussions, and mock interviews. Infrastructure, feedback collection, and follow-up training are examples of institutional support that contributes to long-term improvements in student preparedness. This study contributes to our understanding of CRT's effectiveness and offers practical data to legislators, educational institutions, and training firms who wish to increase student employability and bridge the knowledge gap between education and the workforce.

Keywords: Campus Recruitment Training, Employability, Training Programs, Program Duration and Schedule, Aptitude Testing, Resume-building workshops.

1.INTRODUCTION

The purpose of a campus recruitment training program is to get students ready for all stages of campus recruiting at various universities, including engineering and MBA/MCA programs. The program includes different modules for group discussions, written or aptitude examinations, and face-to-face interviews. Campus placements, also referred to as campus interviews, are efforts to offer jobs to students who are enrolled in or nearing the finish of their programs at educational institutions or public locations. Campus recruitment is now a crucial connection between academic institutions and the business world, giving students a way to transition from classroom instruction to professional careers. A lot of schools use Campus Recruitment Training (CRT) programs to make students more employable and in line with industry norms. These programs should equip graduates with the technical expertise, aptitude, soft skills, and interviewing strategies necessary to get employment in respectable organizations. The study aims to identify different factors affecting campus recruitment training effectiveness among students of management in Chennai.

2.OBJECTIVES OF THE STUDY

- To examine whether the effectiveness of campus recruitment training is significantly influenced by the training environment.
- To examine whether the effectiveness of campus recruitment training is significantly influenced by the training schedule.
- To examine whether the effectiveness of campus recruitment training is significantly influenced by the training content.

3.SCOPE OF THE STUDY

The study will look at the technical capabilities, soft skills, interview strategies, and resume writing as well as the training's organization, quality, and relevance. The project will evaluate how colleges, career services, and recruiting businesses arrange and support recruitment training. The study will look into the involvement, motivation, and perceptions of the training program's worth among the students. University efforts to increase the employability of their graduates increasingly include campus recruiting training, or CRT. This gap undermines the effectiveness of current training approaches and highlights the need for a comprehensive study of the factors affecting CRT results. Consequently, this study is necessary to develop evidence-based, tactical adjustments to campus recruiting training that will boost student preparedness, placement rates, and recruitment process satisfaction right away.

4.REVIEW OF LITERATURE

Ueno and Dominguez-Sandru, R. (2024) "Impact of Recruitment Training Skills on Employability of Management Graduates in Rayalaseema Region": Throughout their stay in college, groups of students might receive focused assistance from campus support programs. Additionally, because of their poorer retention and graduation rates compared to their classmates who were not in foster care, a number of schools have put in place support programs for adolescents who had previously been in foster care. These initiatives must function within the limitations and institutional support provided in order to preserve program efficacy. The impact of institutional restrictions on campus support services for teenagers who were formerly in foster care is examined in this study.

Kandati, Sai Chandu, and Manoj Govindaraj (2023). "A study on the variables affecting how effective campus recruitment training is": Students must receive campus recruitment training in order to be completely prepared for the competitive employment market. This study examines the different elements that affect these training programs' effectiveness. We surveyed and interviewed trainers, employers, and students from a range of businesses and educational institutions using a mixed-methods study approach. Based on our findings, a complex network of interrelated elements affect how effective campus recruitment training is. The study discovered that the effectiveness of a training session is significantly influenced by the training environment, schedule, and content. Technical tools and resources were also found to have a substantial impact on the training process.

Chen, J. (2022). "Evaluating Campus Hiring Procedures for Comparative Effectiveness": Using recruitment and communication theory, the study's author evaluates the relative effectiveness of several campus recruitment tactics in terms of their ability to increase potential student applicants' level of familiarity with employers. Based on data from 180 recruiting businesses and 81 Master's students, the author's multiple regression analysis results show that employers are more familiar with actively engaging campus recruitment strategies than with passively waiting ones. Furthermore, an increased level of employer familiarity is associated with information-scarce and implicit practices, respectively, rather than information-rich and explicit actions.

5.RESEARCH METHODOLOGY

In this Study, Descriptive research design is the kind of research design employed in this work which centres on examining the factors that influence the efficiency of training in order to elucidate the underlying patterns of interactions between variables. This study employed a convenience sampling technique to acquire a representative sample of 243 students from Chennai city, hence optimising efficiency in terms of time financial resources, and labour. Normality tests help to show that data are not normally distributed;

thus, non-parametric methods are used. This study employed a questionnaire that was adapted from existing literature and previous studies pertaining to the subject matter, specifically focusing on training and its effectiveness.

5.1.1 DATA COLLECTION

Data collection is a systematic process of gathering observations or measurements. In this study responses are collected through two different sources. The sources of data collection are:

- Primary data collection
- Secondary data collection

5.1.2 SAMPLE SIZE:

The sample size for the study is 243 and the population is 640, is determined using Morgan's table, was deemed appropriate for this study.

5.1.3 SAMPLING METHOD

Non-Probability sampling:

It involves non-random selection that makes data collection simple and can be done according to convenience or other criteria.

6. DATA ANALYSIS AND INTERPRETATION

6.1 DEMOGRAPHIC PROFILE:

TABLE 1: Table showing the demographic profile about the respondents

FACTORS	CATEGORIES	PERCENTAGE
Gender	Male	50.2
	Female	49.8
Age	18 – 24	31.7
	25 – 34	44
	35 – 44	20.6
	44 & above	3.7
Education	12 th	17.3
	Diploma	17.7
	Undergraduate	33.3
	Postgraduate	31.7

SOURCE: Primary data (March 2025)

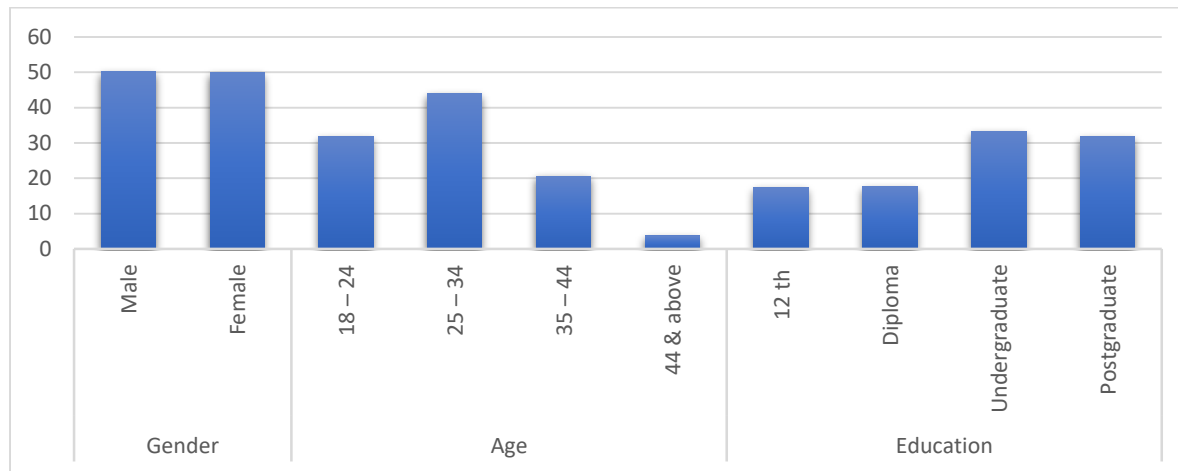
6.1.1 FINDINGS:

From the gender category it is found that 50.2% of the respondents are male and 49.8% of respondents are female. From the age category it is found that 31.7% of respondents are comes under the age of 18 – 24; 44% of the respondents are comes under the age of 25 – 34; 20.6% of respondents are comes under the age of 35 – 44; 3.7% of respondents are comes under the age of 44 & above and from the educational qualification it is found that the 17.3% of the respondents has completed 12 th, 17.7% of respondents has completed diploma, 33.3% of respondents has completed UG, 31.7% of respondents has completed PG.

6.1.2 INFERENCE:

- The majority of the respondents are Male 60%
- The majority of the respondents are the age of 25 – 34 (44%)
- The majority of the respondents has completed UG

CHART 2: Chart showing the demographic profile of Age, Gender & Education



6.2 MANN WHITNEY (U TEST)

Null Hypothesis H_0 : There is no significant difference between the mean rank of Male and Female with respect to the Variables.

Alternative Hypothesis H_1 : There is significant difference between the mean rank of Male and Female with respect to the Variables.

TABLE 2: Table showing U test significance with Gender as grouping variable:

Ranks			
Gender	N	Mean Rank	Sum of Ranks
Test Statistics ^a			
	TRAINING ENVIRONMENT	TRAINING SCHEDULE	
Mann-Whitney U	6829.000	6913.000	
Wilcoxon W	14210.000	14294.000	
Z	-.906	-.752	
Asymp. Sig. (2-tailed)	.365	.452	

a. Grouping Variable: Gender

INFERENCE:

From the results of the test, since the p value is greater than 0.05 the Null Hypothesis (H_0) is accepted. This shows that there is no significant difference between the mean rank of Male and Female with respect to the variables.

7. SUMMARY OF FINDINGS

It was found that,

- 51% of respondents are Male.
- 44% of the respondents are belong to the age group of 25-34 years.
- 33% of employees are under graduates.
- Mann-Whitney as demonstrated by p-values of 0.365 and 0.452, respectively, which are both higher than the 0.05 significance level, the U test shows that there is no discernible difference in the mean ranks between males and females with respect to the Training Environment and Training Schedule variables.
- In both variables, males' mean rankings were somewhat higher than females', but these differences were not statistically significant. Consequently, we are unable to reject the null hypothesis, indicating that gender has no discernible effect on how people view the training schedule or surroundings. These results suggest that participants' perceptions of these training components may be influenced by variables other than gender.

8. SUGGESTIONS

- Ensure training programs are inclusive and address the needs of both genders equally.
- Customize training content to meet career growth expectations and skill development for this age group.
- Develop foundational training and mentorship programs to bridge the gap between academic knowledge and practical skills.
- Improve the physical and virtual learning environment to foster active learning and engagement.
- Offer flexible training schedules and incorporate both live and self-paced sessions to enhance participant engagement.
- Focus on experiential learning, trainer expertise, and real-world applications, as content alone may not drive effectiveness.

9. CONCLUSION

The study emphasizes how crucial it is to attend to the various demands of staff members in order to maximize the efficacy of training initiatives. According to the results, improving the training environment is essential for improving the training's content and overall efficacy in campus recruitment training. Consequently, improving results requires spending money on a stimulating and comfortable learning environment, both online and off. Additionally, the study shows that training programs are more effective when they have a flexible timetable, emphasizing the value of providing both live and self-paced sessions to keep participants interested. As a result, experiential learning ought to be prioritized, making sure that training incorporates real-world applications. In order to improve the training framework and guarantee its applicability and efficacy, ongoing feedback and evaluation systems will also be essential. In conclusion, a comprehensive strategy that emphasizes hands-on learning opportunities, flexible scheduling, and customized material will result in better training results and career advancement for staff members.

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