

2018

Business Education vs. Millennials: The Reality of Now.

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Gandhi, Ruhi, "Business Education vs. Millennials: The Reality of Now." (2018). *Undergraduate Honors College Theses 2016-*. 36.
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Business Education vs. Millennials: The Reality of Now.

An Honors Program Thesis

by

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Spring, 2018

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May 3rd, 2018

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ABSTRACT

Education is fundamental in today's world and is in constant evolution just like everything else around us. What worked in the business world before cannot dictate what will work in the business world today and this could mean that it is time to re-build the basic blocks at a faster and more frequent pace.

The business curriculum ought to be updated and improved to keep up with the revolution that the field is soon to face. This is because it affects various aspects of a student's life while in the transition from academia to practice. Unifying themes in this thesis include but are not restricted to the current educational structure for business students at college, the age at which a business professional can expect to earn a good position, age, gender, and generation gaps in business, the introduction of Millennials to the workforce and their expectations.

The purpose of this research paper is to examine the value of a business degree, evaluate the business curriculum's current sufficiency, and the returns it yields in the practical world to students and organizations in practice. This is done through a research study at LIU- POST: College of Management.

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CHAPTER I

Introduction

You put in four of your best years into college to get a piece of paper that assesses how you apparently spent those four years. It's your golden ticket to the capitalistic world. Business Corporations, Medicine, Engineering, or even the Arts. Take your pick. You ought to consider yourself lucky, because there are millions out there who barely even get this chance. So from those that do, we compete further, and the competition continues till we are left with something like "the elite ten".

Somehow, through it all, some of us get carried away from this capitalistic pathway of perfection and get involved with other aspects of life. That's what makes change so beautiful... as goals, people, lifestyle, mentality, languages, fashion, and even science change, we are required to adapt. Not only do we develop intellectually in those fields but then we create systems for everyone to adapt so that we can all progress together. This is education. Advancement for each generation is only through education and experiments that people have learned from in the past or predictions they have made about the future.

With technology advancing, mindsets changing, and increasing interconnectivity among individuals of each generation, we have neither time nor leisure to be stagnant. This is a matter of the survival of the fittest and the way we progress is through education: our own creation. This raises the question of whether the educational system of business (higher education) has adapted to the challenges we face in the age of technology and rising generations. Has it kept up or is it falling short in preparing individuals?

Though fairly new in terms of academia, the business educational field had faced controversies on its validity and usefulness, and today it is one of the most sought after fields. This automatically makes it relevant. With its increasing relevance comes the need for advancement and change at a pace similar to which individuals are growing, starting from the building blocks itself: education. If it is insufficient, it can affect various aspects of a working professional's life.

Take into consideration that students graduating from the business field today are finding themselves stuck in an endless loop. No one wants to hire the inexperienced and the inexperienced are therefore not being able to gain experience. There is a push back on hiring because older generations haven't quite retired yet and the Millennials are entering the workforce. Businesses cannot afford to just hire people because the people need jobs.

More importantly, Millennials are changing the game in terms of their expectations in and out of work places, their ethics, motivational factors, and communication methods. So, while management struggles to find a common ground between the large groups of generations in one work place, Millennials are simply trying any and every way to start working, creating a lifestyle, and pay off their debts.

When it comes to creating a future, there has been a large number of women who have taken a keener interest in the business world. They are facing a whole different level of set backs. As the generation gets progressive, young women are battling aspects of sexism and society. If the average age to get to a top position is forty or fifty, how is a young woman supposed to pursue a corporate job, care for a family, settle down, and take care of the kids? Just because society made women the symbol of household care doesn't mean they need to abide by that solely. They shouldn't be made to give up in a race that they cannot participate fairly in from the start by virtue

of gender. Our minds are constantly learning and, with such a quick progressive atmosphere, the business curriculum and educational methods need to adapt to the challenge and accommodate the individuals stepping foot into the workforce today. There is no room for mediocrity.

1.1 Statement of Objective

The purpose of this research paper is to examine the value of a business degree, evaluate the business curriculum's current sufficiency, and the returns it yields in the practical world to students themselves and organizations in practice today. The study is designed to aid the argument related to improving and changing the business education curricula, at the undergraduate level, in the United States. The business curriculum ought to be updated and significantly improved to keep up with the revolution that the field is soon to face. This is because it affects various aspects of a student's life while in the transition from academia to practice. Unifying themes in this thesis will include, but not be restricted to, the current educational structure for business students at college, the age at which a business professional can expect to earn a good position, age, gender, and generation gaps in business, the introduction of Millennials to the workforce and their expectations.

1.2 Significance of the Study:

Education is fundamental in every individual's life, but education is in constant evolution just like everything else around us. What worked in the business world before cannot dictate what will work in the business world today and this is simply because of the progressive nature of humankind. This could mean that it is time to re-build the basic blocks at a faster and more frequent pace.

Think about it this way, when producing tomatoes on a farm twelve years ago it may have taken a year to get the yield. Then demand increased, specialization occurred, farming technology advanced and the yield became almost a hundred percent larger and faster. The problem is that some people knew how to adapt and adjust to the new changes while others simply fell behind by sticking to old methods. No one wants to fall behind. In fact, everyone wants a competitive edge and without the change in the foundation of higher education, many students are not even getting a chance to enter this ongoing race to the top of the business world.

With the changing nature of business, the undergraduate curriculum needs to reflect the state of the current business world and its demands to be able to create unique, efficient, and knowledgeable individuals. The reality of today is that experience and academic knowledge are equal in the business world. Therefore, business training needs to take both aspects into consideration when developing a curriculum.

1.3 Limitations of the Study:

I am an undergraduate student with limited work experience to be able to truly say how far the academic material has aided the practical tasks at work. Hence, the questions are mostly based from my experiences, opinions, and conversations with colleagues, teachers, and friends. The study has data that is also collected from a small sample of Business students of varying concentrations, work experience, and age at the Long Island University- Post Campus.

CHAPTER II

Review of Related Literature

2.1 Related Books

The book, *The Future of Management Education: Challenges facing Business Schools around the World* by Stephanie Dameron and Thomas Durand (2017) begins with an explanation of the origin of Management education that boomed after World War II. “Executive education is more sensitive to economic downturns but flourishes again with upturns.” The book states that despite the fluctuating nature of this education, the demand is growing. The book explains that money and ideology are the two factors on which the field of business runs which influences our vision of what ought to be taught and learned within it. Universities are often regulated by the government, an example of a third party (in the sense that the business schools are being audited and accredited by people who are academics in other fields that may be international accrediting bodies or even private bodies like journalists that create rankings and are outside academia). By shining a light on highly influential third parties and the government regulations on Universities the book brings out the funding problems faced by Universities and also taps into the way in which accreditations became marketing tools to attract students. The source further analyzes other trends and challenges faced by management education related to the two central points of reputation and funding.

It also discusses the traditional academic categories that are being challenged, and the teaching methods that are changing within the management educational field. With existing business schools receiving reduced funding from their parent organizations, they are choosing to become private and avoid constraint. Private entrants are running for profit and not to simply produce

managers and managers to be. With the financial pressure, the existing business models are suffering. Furthermore, talking about the curriculum itself, the book outlines the “tug of war between stakeholders who see it as serving the purpose of the practical needs of the industry/practice and the theoretical understanding expected in academia.”

A well humored excerpt from the authors’ original book *Connecting Generations: The Sourcebook* by Claire Raines (2002), defines Millennials (born between 1980-2000) as social, optimistic, talented, well-educated, collaborative, open-minded, confident, influential, inclusive, and achievement oriented. It explains how Millennials find themselves “at the mercy” of Generation X’s skeptic nature. Generation X claims that Millennials are “self absorbed and Pollyanna-ish” while Millennials claim the latter are cynical and aloof. Millennials like any other generation are shaped by their environment and times. The excerpt highlights eight factors of the 90’s and 00’s that have an effect:

- Focus on Family and Children
- Scheduled and Structured Lives
- Multiculturalism
- Terrorism
- Heroism
- Patriotism
- Parent Advocacy
- Globalism

Furthermore, the excerpt goes on to talk about compelling messages that Millennials are brought up around and imbedded into the culture to mold their perspective:

- Be Smart – You are special
- Leave no one behind
- Connect 24/7
- Achieve Now!
- Serve Your Community

The article outlines the expectations that Millennials have from work environments with explanations as to why they require these expectations to be met. Millennials often request things around these concepts:

- You be the leader and Role model
- Challenge me
- Let me work with friends
- Let's have fun
- Respect me
- Be flexible

With this competitive business environment and clash of prior generations with the Millennials, struggles are inevitable. The article's key spotlight is on the technological age, and how it has affected Millennials into thinking the way they do, and expecting certain things from the beginning. The article highlights the key trends of the Millennial generation, their characteristics like confidence and hopefulness, and the mindset of the Millennial that motivates intrinsically.

The excerpt shows the few key requests Millennials often have in work environments, and provides a prediction of the "Workplace of Tomorrow" that suggests that the Millennials will not only rise but be high in demand given the Baby Boomers that are soon to be retiring. With that said, understanding and tailoring the education system according to these personality and characteristic changes may seem just and advisable.

2.2 Related Periodicals and Research

A recent article in the Bloomberg BusinessWeek titled *A Case Against Education*, by Peter Coy (January, 2018) who is a professor, suggest that what we learn in college and even high school is “useless”. The article talks about whether or not the College for All Act that makes community college, four year colleges and universities tuition-free for groups of people above a certain income. It quotes Bernie Sanders talking about tuition-free education: “if we are to succeed in a highly competitive global economy and have the best-educated workforce in the world.” The article further talks about the fact that with technology modernizing at such incredible speed, humans will need to get further educated to master that type of technology and work with it. It then questions how much of the content we learn is retained and how much of it we actually need in the future. The article refers to an upcoming book by Bryan Caplan, an economist and a “big deal in libertarian circles”, who allegedly amplifies the “waste of time and money” the educational system is, though many people disagree with him, keeping in mind that “the U.S spends one trillion dollars or so a year on education at all levels, more than the budget for defense.” Interestingly, the article suggests that the educational system may give employers important information that they don’t necessarily have the time to find out about potential employees, like the fact that the diploma might show that “the prospect, in addition to being reasonably intelligent, is willing to slog through four years of arduous and often boring classes and knows how to fit in.” The article continues to comment on the idea of tuition-free education and its pros and cons.

Based on a piece by Lauri Koskela in Construction Management and Economics, this article *The prospects for a production management body of knowledge in business schools: response to Koskela (2017) “Why is management research irrelevant”* responds to the questions

relevant to why management research may be irrelevant, reflecting on the relationship between academic research and management practice in business schools. The view is based on the U.S. and U.K. business schools.

Lauri Koskela, in 2004, wrote a piece that reflected a concern regarding the development of a consistent body of management knowledge, which he perceived (much like many others) was more inclined to theory rather than practice. Though he was talking in reference to “management” and “management research”, there are key contributions made for the purpose of this paper. In an article, in response to Koskela’s work by Chris Ivory (2017), two reports by Gordon Howell (1959) and Pierson (1959) are brought to attention suggesting that back in the day, the main focus was the ranking and prestige a business school had. “They regarded business schools at the time as unfocused and second rate-- they attracted poor students, non-academic staff and did not advance theory.” The result of this mentality was that business schools were not respected by other theory-driven fields. “A curriculum overhaul was needed” (Ivory, 2017).

The article identifies that any system of education would need a consistent body of knowledge, or rather a “knowledge paradigm” which is introduced through Pfeffer’s work in 1993. However, there is a risk with creating paradigms. Knowledge paradigms, while productive, efficient and convincing (to policy-makers, VCs and research funders) are also stiflingly conservative (Kuhn 1970, Masterman 1970). Ivory states that paradigms are directly tied to consensus, which demands compliance to certain norms, accepted truths and ontologies. Schumpeter points this out when talking about creative winds of destruction; firms whose thinking is trapped inside the outgoing technology paradigm, fail to see the threat posed by the next technology paradigm (Leonard-Barton 1992).

The article looks into whether a consistent body of knowledge is desirable with references to Pfeffer (1993), talking about how the knowledge paradigm bring with them a sense of conservatism. It assesses the possibility of having a consistent body of knowledge in the Management field, concluding that it is less preferable and least likely to have a consistent body of knowledge in the said field because management exists “only as an observable phenomenon” as mentioned by Suchman,1987, whose theory is further discussed.

The focus of the response article was to focus on the best promotion method of the links between academia and practitioners in management. The article realizes that academics were kept away from practice to be able to observe as objectively as possible.

The article *Undergraduate marketing education in the 21st century: Views from three institutions* by Anil Menon, Eli Jones, Chuck Tomkovick, and Denise T. Smart in the *Marketing Education Review* (1999) focuses mainly on the undergraduate marketing education of the 21st century. However, it holds various aspects that remain true to the industry or sector as a whole. The article identifies the need for global perspectives in terms of what is being taught in Universities. The article explains that functional business education programs do not provide students with the skills needed by businesses today. However, keeping in mind that the curriculum is going through rigorous changes, it goes on to explain the burden on young college students today who work many hours a week to keep up with immediate necessities while studying. Naturally this alters a student’s focus.

The article explains various perspectives from some of the Universities known today, some of which focused on the fact that Universities are fixated on filling dorm spaces and not concerned about student’s majors, and that, over the last couple years, there has been a large rise in marketing

and entrepreneurial management graduates.

The article then moves into suggestions of what to expect from the upcoming generations emphasizing on the potential increase in entrepreneurs and entrepreneurial focus, urging schools to change curriculums to meet and satisfy these aspirational demands. With a brief mention of the influence of multimedia on the future generations, the article predicts the influential changes that technology will bring along into the classroom, into student expectations, and in the interactive world between professionals and students themselves, assessing that educators are more likely to become coaches and mentors for guidance.

The article *Spotlight on Leadership: The Next Generation - Mentoring Millennials* by Jeanne C. Meister and Karie Willyard in the *Harvard Business Review* (2010) is all about the Millennial generation and how managers ought to expect to train them and help them grow. “The Millennials did want a constant stream of feedback and were in a hurry for success, but their expectations were not as outsized as many assume.” It begins by providing a short introduction as to who the Millennials are: “born between 1977-1997” and why their expectations differ from what people expect currently, “Millennials have high expectations of their employers but they also set high standards for themselves”. The article further says that this is because Millennials have been working on their résumés since they were very young because of the amount of competition to get into prestigious schools, institutions and companies. To get into these places, Millennials had to get accustomed to overachieving. Looking further into the differences of expectation, the article proposes methods through which Millennials can be most effectively trained with reasons as to why the methods work. These are: Reverse Mentoring – which is an approach that causes the “responsibility to shift for the organizing mentor to line employees who learn from senior executives by mentoring *them*”, Group Mentoring – “a less-resource-intensive but still effective

way of giving Millennials the feedback they crave”, Anonymous Mentoring – in this method trained mentors and mentees are matched through psychological test and background reviews outside the organization, and Mentoring with Micro-Feedback – which is a method to provide detailed feedback to Millennials. The article identifies what the typical Millennial wants from a job: straight and detailed feedback, guidance, sponsorships, and flexible work schedules are among the top ones.

It is important to understand who the Millennials are and how they are going to bring change to the business world in both practice and academia because the future generations are going to follow in the revolutionary footsteps this generation paves the path for. Educational systems need to understand the shift in mentality and expectations before attempting to improve or re-design any aspect of its curriculum.

The article *Undergraduate Business Internships and Career Success: Are They Related?* by Jack Gault, John Redington, and Tammy Schlager in the *Journal of Marketing Education* (2000) presents the results between early career success and the past participation in an undergraduate field internship, with a particular focus on marketing education. “Cooperative education and internship are the two university labels most often used to describe field experience opportunities for business students.”

The article finds that internships do have various advantages for students looking for jobs after undergraduate levels of study and these advantages include less time to secure a job, increased monetary compensations, and higher job satisfaction. In fact, internships also have significant benefits for universities and educators as well. The article mentioned that “In an early issue of the *Journal of Marketing Education*, English and Lewison (1979) stated the “the benefits that accrue

to students, professors, and the business community from an internship are substantial, and have been identified in studies by several authors” (p.46).” However, the same authors also comment that internships are nonetheless undervalued and under-supported because they did not fit the “academic ballgame”. (English and Lewison 1979, p.46). The authors were able to conclude, after a survey of 441 undergraduate students and 24 expectations statements, that having been in contact with professionals allowed interns to have a clearer idea of their job abilities and interests.

The article also talks about career skill preparations and career success where Kelley and Gaedeke’s (1990) investigation found that skills such as oral communication, written communication, problem solving, analytical, computer applications, and leadership/teamwork are significant. Career success, as the article states, can be viewed in terms of intrinsic and extrinsic reward factors where extrinsic success is often seen as a reward of a job well done and given by the organization to the individual. Intrinsic success is a reward the individual finds from within for a job well done, for example: satisfaction.

Internships help bridge the gap between academics and practice in the real world, allowing students to enter better prepared to take on new tasks and challenges. Businesses themselves often hire right out of intern pools, saving themselves time and money in recruitment costs. Furthermore, as stated in the article, Universities benefit from student internship because the university gets the opportunity to build ties with organizations which, in certain cases, may help in certain funding and other university activities. The article proves useful to this thesis and derives its information from various published journals and tested statistics.

A research report: *Achieving effective academic/practitioner knowledge in marketing* by Tim Hughes, Alan Tapp, and Rebecca Hughes in the *Journal of Marketing Management* (2008),

looks into the divorce between academia and practitioners, with a particular focus on marketing management research and teaching. It looks at the nature of knowledge exchange between what it claims are two different communities: Academics and Practitioners. The research report identifies and discusses these routes of exchange and their effectiveness through real life interviews: face to face or via telephone.

The research report primarily identifies the main question as to how effective the routes are in exchanging knowledge between practitioners and academics. Under marketing theory and practice, the report identified that chief executives in the USA and Europe were unhappy with the performance of their marketing executives. However, academia does not address these concerns. Academics are not meeting the standards of major organizations and practitioners and are therefore unsuccessful at keeping up with the rapidly changing marketing (business) environment.

Jeffrey Pfeffer and Christina T. Fong (2004) published their works *The Business School 'Business': Some Lessons from the US Experience* in the *Journal of Management Studies* regarding the problems facing US business schools. The paper talks about the US business school landscape that dominates the business education development world-wide, particularly for the MBA degree. Schools in other countries imitate the US model of business education, but the model itself holds flaws that need to be overcome because they often offer a more value-proposition that seemingly emphasizes on the career and salary aspects of business education rather than organizational management as a profession to be pursued outside of personal or intrinsic interests and even service. The paper draws comparisons on rankings of business schools against US business schools to support the claim of the US being a dominant influencer in the business education game.

Furthermore, they face growing competition from other universities, researchers, teachers and other providers. Most importantly the paper highlights major questions around the value of a business education and its effectiveness in universities taking into account predictions that suggests a new rise of competitors such as consulting firms, technology firms, private educators, and even other major corporations. Finally, it highlights that each department needs to become even more specific to its core, more than it is today, to survive in the era where education is going to become highly competitive in nature, supply, and demand.

Determinants of Undergraduate Student Drop-out rates in a University Business Studies Department by Roger Bennett (2003) was published in the *Journal of Further and Higher Education* and the paper talks mainly of the reasons related to students dropping out of higher education. Though the research and certain statistics are related to the UK, the paper does contain more general, and in certain cases, US related research which is relevant to this thesis paper. It is important to understand the student burdens and the mindset they have when choosing to drop out of college. The paper finds that one of the most prominent reasons for drop-outs is financial hardships. Furthermore, other relevant reasons include, but aren't restricted to, lack of interest, poor teaching by professors, academic performance, commitment to program, illnesses, too many units in a degree, self-esteem and even stress. This is key in tying the relationship between the need for internships but the fact that students hardly have time for one.

Another highly relevant fact is how drop-out rates affect educational institutions in terms of cost and publicity. Essentially research is done as an empirical study of the reasons behind student drop-outs at a larger Business Studies Department in a new university in Greater London with a sample of 377 undergraduate students.

CHAPTER. III Collection of Data

3.1 - The Subjects

The participants of the questionnaire were part-time and full-time undergraduate students at LIU Post that may or may not have had a job before or at the time of the survey and may have also been actively searching for a job or joining their family business. The pool of participants included people of different genders, age, cultural backgrounds, marital status, college classifications (status), living locations, and majors.

Gender:

Male: 37

Female: 16

Other: 0

Age Distribution (Years):

17 to 19: 0

20 to 22: 34

23 to 25: 13

26 to 28: 4

29 to 31: 1

32 to 34: 0

College Classifications:

Freshmen/ First Years: 1

Sophomore: 1

Junior: 11

Senior: 39

Graduate Student: 1

Ph.D.: 0

Majors:

Marketing: 5

Finance: 11

Management: 32

Accounting: 1

Undecided: 1

International Business: 3

Living Location:

Dorm/ Campus Housing: 21

Fraternity/ Sorority Housing: 0

Personal Residence (Walking Distance): 0

Personal Residence (Driving Distance): 32

Marital Status:

Single: 52

Married: 1

Divorced: 0

Separated: 0

Widowed: 0

3.2 - The Materials

The questionnaire was designed to get student opinions on the current state of education, their expectations from education, whether they are satisfied or they wish to see change. The individuals that took the questionnaire were current students of different years and majors who either had or were looking for jobs. The questionnaire consisted of 30 questions plus 6 demographic related questions that were to be answered via the Likert scale where the individual simply had to circle the most apt answer.

The three key areas focused on were on education:

- 1) The Current Competence: Expectations and Confidence
- 2) The Current Deficiencies and Weaknesses
- 3) How to Improve: Techniques

The main reason for this is to determine what the majority of individuals feel towards education at higher level. A general dissatisfaction could suggest need for improvement, but a general appreciation and consensus may warrant no need for any significant changes, which is what this paper essentially aims to assess. The reason for having a more diverse range of individuals is to make the answers less biased towards any particular end or discipline and also to be able to draw connections and comparisons among different factor combinations. The participants were told they did not have to take the questionnaire against their will, and that the consent form would be stored apart from their questionnaire that was filled out.

Each question had the following response options:

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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3.3 - The Procedure

The responses from the questionnaire ultimately supported or refuted my original claim for the need for change and improvements.

The Questionnaire:

INSTRUCTIONS:

Please select the answer, which most closely resembles your personal experiences, observations and opinions.

Questions:

- 1. I have confidence in the fact that I will know what to do at my first job with none to minimal instructions.**

Strongly Agree Agree Neutral Disagree Strongly Disagree

- 2. I am prepared to dive into the workforce right after my bachelors' degree.**

Strongly Agree Agree Neutral Disagree Strongly Disagree

- 3. What we study in college is at par with what is changing around us in terms of technology, people, advancement, and culture.**

Strongly Agree Agree Neutral Disagree Strongly Disagree

- 4. To thrive in the business world, people must know multiple languages.**

Strongly Agree Agree Neutral Disagree Strongly Disagree

- 5. I am fully confident in the process of applying for jobs.**

Strongly Agree Agree Neutral Disagree Strongly Disagree

6. I am happy with the amount of networking I have been able to do with people at college.

Strongly Agree Agree Neutral Disagree Strongly Disagree

7. College provided me with extensive knowledge of MS Office, Word, Access, PowerPoint, Outlook, and other tools.

Strongly Agree Agree Neutral Disagree Strongly Disagree

8. There should be a better emphasis on what the businesses in my field expect from someone like me.

Strongly Agree Agree Neutral Disagree Strongly Disagree

9. My course could have had more, and thorough teaching of languages.

Strongly Agree Agree Neutral Disagree Strongly Disagree

10. Chances are high that I will get a job within 3 months after graduation.

Strongly Agree Agree Neutral Disagree Strongly Disagree

11. Having more time to do an Internship would help me a lot.

Strongly Agree Agree Neutral Disagree Strongly Disagree

12. Learning technological skills like Microsoft Office, Outlook, Word, PowerPoint, and other relevant software should be compulsory.

Strongly Agree Agree Neutral Disagree Strongly Disagree

13. I should not need to get an MBA to be able to apply for a good job.

Strongly Agree Agree Neutral Disagree Strongly Disagree

14. College placements should be compulsory for experience, just like doctors have to get experience in the hospital.

Strongly Agree Agree Neutral Disagree Strongly Disagree

15. My college should provide one year of compulsory internships with a good company.

Strongly Agree Agree Neutral Disagree Strongly Disagree

16. When I read requirements on job applications, I feel like I'm lacking certain skills or qualifications.

Strongly Agree Agree Neutral Disagree Strongly Disagree

17. One of the main reasons I am not getting or am afraid I won't get hired is lack of experience.

Strongly Agree Agree Neutral Disagree Strongly Disagree

18. My bachelor's degree is sufficient enough for my career goals.

Strongly Agree Agree Neutral Disagree Strongly Disagree

19. I have done at least one internship in my area of study and concentration in the duration of my bachelors' degree.

Strongly Agree Agree Neutral Disagree Strongly Disagree

20. My internship experience was more useful than my college education when it came to working.

Strongly Agree Agree Neutral Disagree Strongly Disagree

21. I will need to be trained at my first official job.

Strongly Agree Agree Neutral Disagree Strongly Disagree

22. I feel like the majority of the information I have gained in college is going to be useful ahead in my job practice.

Strongly Agree Agree Neutral Disagree Strongly Disagree

23. I feel like my uniqueness in skills has been distinctly brought out through undergraduate education.

Strongly Agree Agree Neutral Disagree Strongly Disagree

24. The steps to get to a good job, grow in the field, and good position should be told or taught to us.

Strongly Agree Agree Neutral Disagree Strongly Disagree

25. College helped me with all of the following: a good resume, knowledge of how to write cover letters, and confidence for an interview process.

Strongly Agree Agree Neutral Disagree Strongly Disagree

26. I have a difficulty working a job and studying at the same time.

Strongly Agree Agree Neutral Disagree Strongly Disagree

27. I believe that with my current level of knowledge in the industry I am focusing on, obtained via my educational institution is sufficient to help secure a good paying job.

Strongly Agree Agree Neutral Disagree Strongly Disagree

28. College has made me more culturally understanding.

Strongly Agree Agree Neutral Disagree Strongly Disagree

29. I need more internships to feel confident in the workplace.

Strongly Agree Agree Neutral Disagree Strongly Disagree

30. I would like to better know my job prospects and the areas I can go into with my major.

Strongly Agree Agree Neutral Disagree Strongly Disagree

General Questions:

1. My age is (years):

17 -19 20 -22 23-25 26-28 29-31 32-34

2. Gender:

Male Female Other

3. My marital status is:

Single Married Divorced Separated Widowed

4. My college classification is:

First Year Sophomore Junior Senior
Graduate Student Ph.D.

5. During the school year I stay:

Dorm/Campus Housing

Frat/Sorority House

Personal Residence: Driving
distance

Personal Residence: walking distance.

6. My Major is: (Example: If it is Business Administration, please select your concentration).

Marketing Management Finance Accounting Undecided

Thank You!

CHAPTER. IV

4.1- Findings from Data

Question 1: I have confidence in the fact that I will know what to do at my first job with none to minimal instructions.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Responses	0	21	22	9	1
Percentage of Total Responses	0%	39.62%	41.51%	16.98%	1.89%

Analysis: Over 41% of the participants in the study were neutral about the confidence they had while the 39.62% agreed that they would manage tasks at their job with bare to minimal instructions, suggesting they are fairly confident around the work atmosphere.

Question 2: I am prepared to dive into the workforce right after my bachelor's degree.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Responses	11	30	8	4	0
Percentage of Total Responses	20.7%	56.6%	15.1%	7.6%	0%

Analysis: Over 76% agreed with the statement. The participant's responses suggest the majority of them are ready to begin working immediately after a bachelors' degree. This may further suggest that they are not necessarily looking to apply for Masters or further education.

Question 3: What we study in college is at par with what is changing around us in terms of technology, people, advancement, and culture.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Responses	0	23	18	11	1
Percentage of Total Responses	0%	43.4%	33.96%	20.75%	1.89%

Analysis: While the majority did agree that what we study is at par with the changing world around us, it is important to notice that a significant amount of the percentage responses was neutral. This may suggest that education has kept up in some aspects with the progressive pace of the world around it.

Question 4: To thrive in the business world, people must know multiple languages.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Responses	7	21	15	10	0
Percentage of Total Responses	13.2%	39.62%	28.3%	18.87%	0%

Analysis: Most of the respondents agreed that people ought to know multiple languages, which suggests a need for languages in the development of a business major's curriculum and career. This may suggest increased cultural exposure in the business world and hence the need to adapt with it.

Question 5: I am fully confident in the process of applying for jobs.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Responses	5	25	18	3	2
Percentage of Total Responses	9.43%	47.17%	33.96%	5.66%	3.77%

Analysis: Majority of the respondents agreed that they were confident in the process of applying for jobs. Meanwhile, a significant amount of people felt neutral about it but very few people felt that they had no confidence in job applications.

Question 6: I am happy with the amount of networking I have been able to do with people at college.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Responses	5	17	16	12	3
Percentage of Total Responses	9.4%	32.1%	30.19%	22.64%	5.66%

Analysis: The respondents mostly felt like they had been able to do a decent amount of networking, though the question was not made specific to business individuals and related networks. A significant portion of people felt neutral or disagreed in terms of the networks they were able to make at their time during undergraduate education which may suggest a need for increased intercommunication and connections.

Question 7: College provided me with extensive knowledge of MS Office, Word, Access, PowerPoint, Outlook, and other tools.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Responses	7	19	19	8	0
Percentage of Total Responses	13.2%	35.85%	35.85%	15.09%	0%

Analysis: Around 35.85% people agreed and another 35.85% people were neutral in terms of the knowledge college provided to them when it came to the above mentioned software's. This may suggest a slight discomfort or lack of confidence in these skills which are imperative in the business world.

Question 8: There should be a better emphasis on what the businesses in my field expect from someone like me.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Responses	7	31	14	1	0
Percentage of Total Responses	13.2%	58.5%	26.41%	1.89%	0%

Analysis: A high majority agreed on the need for increased awareness in terms of expectations from students who graduate with a bachelors' degree. This may suggest that people are entering the workforce with lack of complete awareness of what to expect from people outside the world of academia.

Question 9: My course could have had more, and thorough teaching of languages.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Responses	3	18	24	7	1
Percentage of Total Responses	5.66%	33.96%	45.28%	13.2%	1.9%

Analysis: Most of the respondents were neutral about the amount of languages required for their degree and how thoroughly it was taught. The second highest majority agreed that the curriculum needed a more and through teaching of languages in the business curriculum.

Question 10: Chances are high that I will get a job within 3 months after graduation.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Responses	6	21	20	4	2
Percentage of Total Responses	11.32%	39.62%	37.73%	7.55%	3.77%

Analysis: Most of the participants agreed that they would be able to land a job close after graduation, but a significant amount felt neutral. Once again, this may suggest a lack of confidence in skill or potential of jobs within the participant's concentration or interest.

Very few students felt they disagreed or strongly disagreed to this statement.

Question 11: Having more time to do an Internship would help me a lot.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Responses	5	29	15	4	0
Percentage of Total Responses	9.43%	54.72%	28.3%	7.55%	0%

Analysis: A high majority of participants agreed that if they had more time for an internship, it would help them in their career or future. A fair amount by comparison also felt neutral about the amount of time they had for internships. This could be caused by schedule differences from student to student, or even the university's and internship's ability to coordinate and accommodate a student.

Question 12: Learning technological skills like Microsoft Office, Outlook, Word, PowerPoint, and other relevant software should be compulsory.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Responses	21	19	12	1	0
Percentage of Total Responses	39.62%	35.85%	22.64%	1.89%	0%

Analysis: The majority of respondents strongly agreed with the need for there to be a compulsory learning of the above mentioned software(s). More importantly, even the second highest majority of respondents agreed with the need for these learning to be compulsory.

Question 13: I should not need to get an MBA to be able to apply for a good job.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Responses	7	24	12	9	1
Percentage of Total Responses	13.2%	45.28%	22.64%	16.98%	1.9%

Analysis: The majority of participants agreed that the bachelor's degree ought to be enough to land a decent job. This could reflect the future demand for MBA degrees and the mentality of students soon to be in the major working force.

Question 14: College placements should be compulsory for experience, just like doctors have to get experience in the hospital.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Responses	4	32	12	5	0
Percentage of Total Responses	7.55%	60.38%	22.64%	9.43%	0%

Analysis: A high majority of participants agreed that college placements should be compulsory. This may suggest that getting jobs on one's own account is becoming harder and colleges can contribute a lot by helping out students with the initial experience.

Question 15: My college should provide one year of compulsory internships with a good company.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Responses	10	26	13	4	0
Percentage of Total Responses	18.87%	49.06%	24.53%	7.55%	0%

Analysis: The majority of individuals felt that college should provide one year of compulsory internships. This may suggest that there is a high demand for additional experience before entering the workforce.

Question 16: When I read requirements on job applications, I feel like I'm lacking certain skills or qualifications.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Responses	4	23	19	6	1
Percentage of Total Responses	7.55%	43.4%	35.85%	11.32%	1.88%

Analysis: The majority of the participants agreed that they felt like they lacked certain skills or requirements when they compared their skill set to the requirements of job applications. The second highest majority felt neutral towards this statement.

Question 17: One of the main reasons I am not getting or am afraid I won't get hired is lack of experience.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Responses	6	24	11	10	2
Percentage of Total Responses	11.32%	45.28%	20.75%	18.87%	3.77%

Analysis: The majority of participants said that they agreed that their lack of experience was one of the primary reasons because of which they would/will not be able to secure a job in the future.

Question 18: My bachelor's degree is sufficient enough for my career goals.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Responses	3	17	25	6	2
Percentage of Total Responses	5.66%	32.1%	47.17%	11.32%	3.77%

Analysis: The majority of respondents were neutral in terms of whether or not a bachelors' degree alone is sufficient enough for each respondent's individual career goals. The second highest majority agreed that a bachelor's degree would be enough to achieve their goals. This, as before, may also suggest the future demand for higher education and the fact that maybe people may not have career goals that necessarily demand a higher degree.

Question 19: I have done at least one internship in my area of study and concentration in the duration of my bachelors' degree.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Responses	8	15	9	15	6
Percentage of Total Responses	15.1%	28.3%	16.98%	28.3%	11.32%

Analysis: Interestingly, an equivalent amount of people agreed and disagreed to the fact that they were able to do at least one internship in their field of study. This may suggest that maybe people are not being able to/ or do not know what internships to do within their majors.

Question 20: My internship experience was more useful than my college education when it came to working.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Responses	10	15	22	5	1
Percentage of Total Responses	18.87%	28.3%	41.51%	9.43%	1.89%

Analysis: The majority participants were neutral about how much more useful their internship experience was in comparison to their education when it came to real application in the work environment. This could be because many people had not yet been able to test the usefulness due to the lack of job experience.

Question 21: I will need to be trained at my first official job.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Responses	10	33	8	1	1
Percentage of Total Responses	18.87%	62.26%	15.09%	1.89%	1.89%

Analysis: A high majority of participants agreed that they would need to be trained at their first job. This aligns with previously asked questions and suggests a lack of confidence among students that are soon to enter the working force.

Question 22: I feel like the majority of the information I have gained in college is going to be useful ahead in my job practice.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Responses	4	19	16	14	0
Percentage of Total Responses	7.55%	35.85%	30.19%	26.41%	0%

Analysis: Most participants agreed that the information they obtained in college would be useful towards their work experience in the real world. However, a significant amount of individuals felt either neutral or disagreed towards the usefulness of the information gained to the information they will apply.

Question 23: I feel like my uniqueness in skills has been distinctly brought out through undergraduate education.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Responses	3	16	22	12	0
Percentage of Total Responses	5.66%	30.19%	41.51%	22.64%	0%

Analysis: Most of the participants felt neutral to whether or not their college experience brought out their uniqueness in skill, but the second highest majority agreed to the fact that their college education brought out unique skills.

Question 24: The steps to get to a good job, grow in the field, and good position should be told or taught to us.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Responses	12	26	13	2	0
Percentage of Total Responses	22.64%	49.06%	24.53%	3.77%	0%

Analysis: Most respondents agreed that the steps to career growth and gaining a good position should be taught. This suggests a potential lack of awareness among students that are graduating with their bachelors' degree.

Question 25: College helped me with all of the following: a good resume, knowledge of how to write cover letters, and confidence for an interview process.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Responses	10	20	15	7	1
Percentage of Total Responses	18.87%	37.73%	28.3%	13.2%	1.89%

Analysis: The highest majority of participants agreed that college helped them with the know-about of how to apply and obtain a job. However, many respondents felt neutral towards the statement, which may suggest a lack of complete confidence.

Question 26: I have a difficulty working a job and studying at the same time.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Responses	2	9	20	17	5
Percentage of Total Responses	3.77%	16.98%	37.73%	32.1%	9.43%

Analysis: The majority of participants felt neutral about having enough time to both work and study. However, the second highest majority felt that they disagreed that there is not enough time to work and study and that suggests that they don't have much difficulty with balancing both.

Question 27: I believe that with my current level of knowledge in the industry I am focusing on, obtained via my educational institution, is sufficient to help secure a good paying job.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Responses	2	28	16	6	1
Percentage of Total Responses	3.77%	52.83%	30.19%	11.32%	1.89%

Analysis: Most people agreed that their current degree and knowledge of the industry would earn them a good pay at their workplace. A significant amount of people however, felt neutral towards the statement.

Question 28: College has made me more culturally understanding.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Responses	8	31	7	6	1
Percentage of Total Responses	15.09%	58.5%	13.2%	11.32%	1.89%

Analysis: A high amount of respondents felt that college has made them more culturally aware than before. This may suggest that the student's college experience involved many people of different origins and backgrounds.

Question 29: I need more internships to feel confident in the workplace.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Responses	7	20	12	13	1
Percentage of Total Responses	13.2%	37.73%	22.64%	24.53%	1.89%

Analysis: The majority of respondents agreed that they need more internships to increase the amount of confidence they have in the work atmosphere. This may suggest that there is a high need for confidence before entering the work environment and most students want to develop that type of confidence during their educational phase than during the period they actually begin working. Students may want to be better prepared.

Question 30: I would like to better know my job prospects and the areas I can go into with my major.

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Responses	13	29	10	1	0
Percentage of Total Responses	24.53%	54.72%	18.87%	1.89%	0%

Analysis: The majority of participants agreed and the second highest amount of participants strongly agreed towards the need to better know their job prospects and areas they could work in with their major. This may suggest a lack of awareness behind the major itself and what fields in the real world require the same skill sets as the student has.

4.2 Breaking Down Observations

When initially when designing this questionnaire, it was divided into three broad topics that needed to be answered in order to determine the validity of the claim made in the paper; whether or not higher education needs improvement and change. The table below highlights which question in the original questionnaire corresponds to which broad topic and what the majority respondents indicated for each question.

Further, I will analyze by sections what conclusions can be derived from these results obtained. Thereafter, a section will be provided to highlight important correlations that were found in the process between different variables.

4.3 Current Competence: Expectations and Confidence - Evaluation

Under this section we were able to conclude the following:

- Students felt Neutral whether or not they would know what to do at their first job, but they also felt like they were ready to jump into the workforce after their bachelors' degree.
- Students agreed to being confident in the job application progress, and also agreed that they felt they would get a job within three months of graduation.
- While students agreed that they felt as though they lacked certain skills and qualifications when they compared themselves to job application requirements, they also agreed that a bachelors' degree would be enough for their career goals. This begs the question as to why they feel under qualified.

- Students were neutral to whether or not their internship experience was more useful than their college education. This was backed up by an alternate question where students equally agreed and disagreed that they had done at least one internship in their area of study or concentration. This was an area that could not be accurately determined because these students had barely any experience to compare against.
- Most students agreed and believe that the knowledge they have gained in their undergraduate experience will be useful in their future career, however most students also agreed that they needed more internships to feel more confident in the workplace.

SUMMARY

It is suggested, based on these results, that students are willing and ready to work soon after graduation, whether it be for money, experience, or personal and career growth. Students, however, are not as confident as they would like to be. Furthermore, these students have not been able to properly evaluate how effective their education has been and how far it will help them in their career, yet they are hopeful and fairly confident their education will be of use. Students also seem to feel underqualified and that may contribute to the lack of confidence and increased optimism towards their career.

4.4 Current Deficiencies and Weaknesses - Evaluation

Under this section we were able to conclude the following:

- Students agreed that what they are studying is at par and up-to-date with the world around them. They also agreed that the knowledge of multiple languages is necessary in the business world.
- Students were in agreement that they were able to make a decent amount of connections during their time in college. Students were also both in agreement and neutral towards how extensively they were taught to use applications like MS Word, Office, Excel, and so forth.
- Student agreed that they felt as though the one main set back in acquiring jobs was their lack of experience, and they also agreed that they would need to be trained at their first job. This is an indication of low confidence. Students need to feel confident and be aware of certain know-hows in the work environment instead of going into their jobs blindly.
- While students were neutral about whether or not their uniqueness in skill and personality was brought about during their undergraduate experience, most students agreed that college had helped them in respect to building a good resume, cover letter, and going through an interview process.
- Students were neutral as to whether or not they had enough time to both study and work, however they agreed that college had made them more culturally understanding and also that their current level of obtained knowledge would be sufficient enough to secure a good job.

SUMMARY

It is suggested through these results that students are fairly happy with the current state of what their education yields in return to them as far as the system is concerned. There is some evidence of clear dissatisfaction in terms of building confidence before entering the workplace which students feel should be focused on more than it is because of the possibility that today firms and businesses want people who are somewhat aware of what to do, and how to do it.

4.5 Improvement and Techniques - Evaluation

Under this section we were able to conclude the following:

- Students felt neutrally towards the need for more and thorough teaching of languages, however they agreed that it should be made evident what businesses in their field expected of them.
- Students strongly agreed that softwares like Microsoft Word, Excel, PowerPoint, Outlook and so on ought to be compulsorily taught. Students also agreed that if they had more time for internships, it would help them significantly.
- Students agreed to the fact that they should not be required to have an M.B.A to apply for a good job, and also agreed that college placements should be compulsory to gain experience as they do in other fields like medicine and hospitals that not only acquaint the student with the professionals but also with the atmosphere they are expected to work within.

- Students agreed that their college should provide them with a one-year internship in a good/decent company. Furthermore, students also agreed that they ought to be taught the process, steps and skills it takes to grow in their chosen field and gain higher positions.

This is further supported by students who agreed that they would like to better know their job prospects and areas in which they could make a career based on their major.

SUMMARY

Overall it is suggested that, though the current business education system works, it does not work at par with student expectations. Students cannot afford to learn and experience as people did in the past because they are already expected to know certain things before graduating. Students clearly want to see certain additions and improvements to the system in terms of experience, confidence and awareness about their chosen field. Students are in favor of college placements, more time for internships, being taught industry expectations and potential specializations. This may suggest that students today are choosing majors without complete understanding and this could be because of the amount of options available today and the increased pressure to just acquire a college degree irrespective of what students get the degree in.

CHAPTER. V

Overall Conclusions and Recommendations

The purpose of this study was to examine the value of a business degree, evaluate the business curriculum's current sufficiency, and the returns it yields in the practical world to students themselves and organizations in practice today. The business curriculum ought to be updated and significantly improved to keep up with the revolution that the field is soon to face. So while we struggle to keep the body of knowledge consistent, we also need to keep updating it because business knowledge mainly develops through experiences and interactions rather than, for example, clear cut steps and procedures in medicine or engineering. In fields such as medicine, experience is more likely to simply add on to the speed, identification and perfection of the tasks at hand. It will not, however, change the concept as a whole. So if a surgeon is performing surgery and has experience he may do it faster, with a higher success rate and swiftness but his experience won't change the steps he took to perform it (unless maybe he developed his own method which could be incredibly risky). Meanwhile, business relies on people, and with people come deviant activities or different approaches. So what works profitably for a business one day may not work the next day simply because something happened in the news or economy and it repelled or attracted people. So it shapes itself according to changes. The questionnaire's purpose was to simply support whether or not there is even a need for change in the current business education curriculum, and if so, then in what aspects of it.

Prior to designing a questionnaire, I spent a fair amount of time collecting relevant literature that would provide some perspective. Based on my understanding of these readings, I developed a questionnaire that I believed would best answer the questions I was attempting to get

answers to. What I needed to find out was whether or not the majority of students agreed with my point of view or disagreed with it. The respondents that took part in the questionnaire were primarily seniors and juniors, but also included a fair mix of people in different concentrations, age groups, living locations, marital status and genders.

Conclusion

The research suggested that students are willing and ready to work soon after graduation, whether it be for money, experience, or personal and career growth. This might reflect on the student's enthusiasm and readiness in terms of attitude towards the work environment. Students, however, are not as confident as they would like to be in actually entering the workforce. It is one thing to be ready and another to actually start. This could be reflective of a student's anxiety towards the work environment. This shows a certain willingness to be prepared and have a hands on attitude towards the workforce. It is possible that this nervousness is good because it pushes individuals to give their best efforts initially when they are building a reputation. However, being unprepared does not sit well with students today because they cannot afford to slack off. Furthermore, a limitation that was later realized in this study was that the students have not yet been able to properly evaluate how effective their education has been and how far it will help them in their career. It is suggested through evidence that they are hopeful and fairly confident that their education will be of use in the future. The study further suggests that students also seem to feel underqualified and that may be a contributing factor to the lack of confidence and increased optimism toward their career. Students are fairly happy with the current state of what their education yields in return to them as far as the system is concerned. It has worked in the past and continues to work currently just as it did before. However, there is some evidence of clear

dissatisfaction in terms of building confidence before entering the workplace which students feel should be focused on much more than it is because of the possibility that today's firms and businesses want people who are somewhat aware of what to do, how to do it, and then be able to learn more things.

Overall, it is suggested that though the current business education system works, it does not work at par with student expectations. Students cannot afford to learn and experience as people did in the past because they are already expected to know certain things before starting their career. Students clearly want to see certain additions and improvements to the system in terms of experience, confidence and awareness about their chosen field to enhance their advantages and build on their uniqueness and skill to compete with the world out there. Increased cultural awareness, as shown in the study, brings with it certain new knowledge and a thirst to explore beyond what is already known. Students are in favor of college placements, having more time for internships, being taught industry expectations and potential specializations that can help them enter the workforce and grow. It is possible that students today are choosing majors without completely understanding and this could be because of the amount of options available today and the increased pressure to just acquire a college degree irrespective of what students get the degree in. As far as where this study stood before and after the data collection, students are more satisfied than what was initially thought. While as students we complain all the time, we do seem to have certain faith in the system that exists. Having said that, there is very clearly a need for improvement and not for revolution. The academic world has not failed in providing certain amounts of confidence. However, the scope for improvement is vast. Students are asking for a little more than what is already there. So all in all, the system is not weak or unreliable but does need improvement when it comes to higher business education.

RECOMMENDATIONS

- An increased importance towards internships is in demand and seems to be able to create a certain level of confidence in students. It's like leaving the nest, except the nest is college and the workforce is the sky.
- A slightly more rigorous learning in languages seems to be beneficial as well.
- A thorough importance on what subjects will genuinely help a student in the field they have chosen is advisable. Many students come as undecided majors and this is entirely alright. However, nowadays many students come with a particularly fixed and focused mindset in terms of what they want to do and it is possible that the subjects they take that are unrelated to their major may cause their GPA's to fall, which in turn reflects nothing on their intellect, nor anything on how they perform in their chosen field, but still causes a problem when it comes to applying for further education or with employers when applying for jobs.
- Students today are complaining about not knowing how to file taxes, or maintain personal finance, or just learning about the benefits of savings. So, maybe there should be a universal compulsion to make these core classes for individual's personal benefit.
- The way in which students are taught to write resumes, cover letters, and conduct themselves in interviews seems to be at par and hence maybe there should be a learning in the way that this information is passed to make students confident of and in the process. Maybe they should be taught in a similar manner what to expect from and be expected of in a workplace.

- Students are in favor of Co-Op programs and college placement programs; this naturally supplements the idea that students need that extra help until they develop confidence. Furthermore, it helps build further contacts.
- Lastly, students need to be made aware of and told or at least guided more carefully and thoroughly towards what potential their major has and what various fields they can branch into. With the amount of options provided to students today, they need to be made aware of what pathways are possible to a successful career. This is often conveyed via success stories online today or having a mentor in the field. However, not all individuals are able to find or even identify their mentors or follow success stories.

All in all, the system works, but there is always room for improvement, development and change.

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Appendix

The Consent Form

LONG ISLAND UNIVERSITY (POST)

Informed Consent Form for Human Research Subjects

You are being asked to volunteer in a research study called *Business Education and The Need for Improvements and Change*, conducted by *Ruhi Gandhi – College of Management*. This project will be supervised by *Dr. James Freeley – Professor at the College of Management*. The purpose of this research is to examine the quality, value, and applicability of the current business education curriculum in the “real world” and help assess whether it is worth improving or fine in its current state.

As a participant, you will be asked to spend five minutes filling out this questionnaire. You will be asked to sign a consent form, given a questionnaire and your identity will be anonymous. You will be asked to circle and fill your responses according to the questionnaire which has instructions provided. This will be a simple procedure and should cause no risk or harm besides maybe the slight possibility of anxiety, stress or uncertainty. While there is no direct benefit for your participation in the study, it is reasonable to expect that the results may provide information of value for the field of *Business at Undergraduate Level in the U.S.A.*

Your identity as a participant will remain confidential. Your name will not be included in any forms, questionnaires, etc. This consent form is the only document identifying you as a participant in this study; it will be stored securely and available only to the investigator. Data collected will be stored and kept for further research. Results will be reported only in the aggregate.

If you have questions about the research you may contact the investigator, *Ruhi Gandhi (ruhi.gandhi@my.liu.edu)*, or the department chair, *Baichun Xiao*. If you have questions concerning your rights as a subject, you may contact the Institutional Review Board Administrator *Dr. Lacey Sischo* at (516) 299-3591.

Your participation in this research is voluntary. Refusal to participate (or discontinue participation) will involve no penalty or loss of benefits to which you are otherwise entitled.

You have fully read the above text and have had the opportunity to ask questions about the purposes and procedures of this study. Your signature acknowledges receipt of a copy of the consent form as well as your willingness to participate.

Typed/Printed Name of Participant

Signature of Participant

Date

Typed/Printed Name of Investigator

Signature of Investigator

Date