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Assessment on recruiters judgements in the resumes of engineering students in campus recruitment

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ABSTRACT

Recruitment of applicant is based on the personality perceptions. In this analysis we have examined the personality perceptions in resumes of engineering students within the completion of engineering course. This study focussed on the relation of impression management theory's principle of self-presentations strategy with resumes. Specific personality perceptions of resumes were assessed to judge the hire-ability level of engineering students. In the process of assessment, this study focuses on three significant areas of resume such as educational qualifications, personal information and resume format. These three areas were strongly associated with the recruiter's perceptions for fresh engineering position. This study was conducted at the entry level of engineering positions in the campus recruitments. We have selected and scrutinised 145 numbers of resumes in the current research work.

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1. Introduction

The engineering education has been flourishing from decades in India. In the same way, the employability is also a grave concerns for engineering graduates. The search of a job begins with the completion of engineering course and end with recruitment order. In the process of a job search, the graduates of engineering prepare their resumes with all relevance details to impress the recruiters. In general, the resume preparation practice begins from college; here the students are advised how to write and structure a resume with perceived educational qualifications to grab the attention of a recruiter.¹⁻⁵ Writing a resume is absolutely varied from general writing and technical writing. Essentially, engineering students are good at writing reports, lab manuals, lab reports, evaluation reports, project writing and reports of analysis. However, to

draft a resume engineering students are required extensive cognitive writing abilities to present their personality traits. Generally, engineering students prepare their resumes with educational and technical facets. The resumes of engineering students consist of specialized educational qualifications such as core certificate programs (technical language), additional qualifications and interpersonal/soft skills training results which are most considerable credentials in campus recruitment. However, unfortunately most of the students may not explore and articulate these qualifications effectively to impress the recruiters.⁶⁻¹⁵ Presenting the personality perceptions in innovative way in resume is a complex condition for fresh engineering students to impress the recruiters.

Resumes are widely used to help organizations in identifying the qualified applicants for a given position. Research and books are point out that, only resume is the way for applicant to get an interview (Corwen 1988;

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Wilson and Lewis 1996). In the most of the resumes the fresh engineering graduates are unable to represents their attributions clearly to impress the recruiters (Berdanier. C. G. P et al. 2016). Katharine Brooks, PhD, Executive Director at Wake Forest University posits that writing a resume is not an easy task for graduate students, because resume applications consist of personal and professional motives of the applicant. Asher (1972) has defined that resume presents the biographical evidences of an individual with 'historical and verifiable pieces of information'. Mael (1991) has noted that the behaviour is subject matter for biographical data; the present behaviour may represent the future events. According to the literary review very few empirical studies have been conducted on resume perceptions of fresh engineering positions. However, the resumes which are considered in this research have relevant biographical information for recruiters. The recruiters consider the different perceptions while recruiting the fresh engineering graduates for entry level of engineering positions.¹⁶⁻¹⁹

In engineering section, there is wide range of job opportunities for applicants to apply both white-collar and other manual oriented jobs (Jim E.H. Bright and Sonia Hutton 2017). In the process of recruitment, generally, MNCs and industries receives a large number of resumes at the time of hiring. In this process, it is difficult for recruiters to perceive the appropriate applicant for applied position (Burns et al. 2014). In the screening process the resumes provide applicants' educational qualifications, work experience, personal information, description of job and skills they were learned. The early researches are indicating that, the recruiter's evaluations are highly predictive in the case of an organizational job (Cable & Judge, 1997; Dipboye, 1992). In the desire of better outcomes of the organization the recruiters unconditionally measure the applicant perceptions for job performance and satisfaction (Caldwell, D. F., & O'Reilly, C. A. 1990; Lauver, K. J., & Kristof-Brown, A. 2001). However, in selection settings the applicant perceptions have been evaluated with different parameters to predict the perceptions of the applicant for given position based on resume information. However, the same parameters may use in the case of fresh engineering position in campus recruitment. And this is a laborious task for recruiters in selecting suitable student for a fresh position based on resume information, because, in campus recruitment all resumes have equal educational information without work experience.²⁰⁻²⁹

Roberts and Dombkowski (1999) stated that, the resume screening in pre-employment position will not make complete recourse of understanding the job perceptions of an applicant. In hiring process, the resume perceptions may evaluate to understand the fairness, desirability and intentions of an applicant towards the organisational job

(Hausknecht et al. 2004, Chapman et al.2005). However, the recent research results revealed that, the screening the resumes in pre-employment position can emphasize the individual characteristics of job seekers. Bolles (1990) stated that the knowledge of person-job-fit emphasizes the person-organization fit and, it can help the job seekers and organization. Hakel, et al. (1970) evidently specified that the hiring decisions are based on resumes factors such as education, work experience and personal information. More recent researches have expanded to consider the resume areas such as extracurricular activities and personal information with impression management practices to trace out the perceptions of an applicant (Nemanick and Clark 2002, Knouse 1994). Generally, in recruitment the work experience is considered as valued point, however, the modest academic achievements and significant roles in extracurricular activities may compensate and support the fresher's for a job (Cole, M. S., et al., 2007). There is no gender variation among job seekers, however, gender may also play a key role for few technical jobs, and these jobs assess the characteristics and fitness of job requirements from the applicant (Heilman, 1983; Olian et al., 1988). Haefner (1977) found that applicant race interacted with both sex and age, but the effects were small.

According to recent research, most of the giant companies (MNCs) are using software to screen the resumes based on certain considerations and limitations. This software can help the hiring departments and recruiters to select the suitable employee. However, this system can increase the job searches and ultimately improve that unemployment number.³⁰

In this assessment, we contribute to the literature the campus recruitment judgements based on self-presentations at entry level position. The recruiters process the judgements by evaluating the educational qualifications, personal information and resume format which may increase their hire-ability level. These self-presentations build good impressions on recruiters for future work. However, the positive impressions at this point might lead to a job success; negative impressions will results with no further considerations. Resume consist the realistic perceptions of an applicant, which can't steal from others. Thus, in the current study, we assess the realistic perceptions of an applicant which may show the impact on recruiter's judgment. However, there is sufficient research was done on resumes perceptions; still the research is required to assess perceptions in resumes of fresh engineering graduates.

2. Resume Personality Perceptions

As many as researchers and academicians defined resume in different ways, however, we defined resume as an effective formal document which consist the job seeker's personal, academic and strategic work objectives with skills information which are relevant for applied position. The

resume helps the recruiters to identify and understand the candidate eligibility for the applied position. The resume presents perceptions such as ethical values, professional settings, cognitive abilities and accomplishments of the applicant.

The resume considered as a fundamental element for an applicant in the search of a job. This may become a primary tool in employment section to estimate the perspectives of the candidate. Resume provides a means for employers to short-list the candidates and trace out their skills and abilities, and make impression among the interviews. Resumes often represent the initial point of contact between an applicant and an organization. Consequently, the impression formed on the basis of a resume may determine whether a candidate is short-listed and progresses to the next stage of the selection process (Knouse 1994; Welch 1991). In hiring process the hiring members pursue resume as a pre-employment screening tool and linked to job-relevant attributes such as abilities and personality traits (Levine and McDaniel 1989). One important theory called as Attribution Theory, this theory posits that people always draw few informational indications to determine the cause of certain behaviors of others (Fiske & Taylor, 1991. Heider, 1958). This theory chiefly relevant to hiring section, where the applicant's attributes and abilities may evaluate.

In the construction of a resume the candidate need to consider the Impression Management Theory (IMT) to create a particular self-image through self-presentation among the recruiters. From this theory students present their perceived impression from their experience, competence and appropriateness for a particular job (Gilmore and Ferris 1989; Knouse 1994). The IMT has its own impact on resumes in the form of self-descriptive statements to enhance the recruiter's perception on of applicant's abilities such as interpersonal skills, self-image and self-confidence (Knouse 1994). However, age, gender, educational environment, classroom condition and geographical conditions are the factors that may influence the personality perceptions of the students.

It is especially true that the preparation of an effective resume for entry-level positions is doubtlessly difficult for a student. To face the existing job competition, college students are being educated to write resume skills sets with personality traits, but that the way of evaluation depends on the recruiter's job requirements (Job Choices: 1996). Unfortunately, there is a little empirical evidences are available on engineering resumes at entry-level position. However, sufficient advices have been given about how to write and structure the resume to impress the requirements (Hutchinson, K. L. 1984). Knouse (1994) discussed that, the irrelevant educational qualifications can affect recruitment process, but relevant educational qualifications and abilities may enhance self-confident and help the applicant in job

promotions. Though, the research results from Cable and Gilovich (1998) it is clear that, the applicant subjective qualifications are not evaluate and consider properly in pre-screening level. Later these qualifications are evaluated by the recruiters in different interviews, and they may be considered. In the results the researchers explore that, which resume perceptions may show the impact on recruiters in campus recruitment.

The recruiter's judgement in pre-screening was related to post interview evaluations of applicants' subjective attributions. Thus, when recruiters use applicants' resumes as a initial screening tool, there is an implied assumption that information reported on the resume is linked to job relevant attributions, including personality characteristics (Ash et al. 1989; Cole et al. 2003a; Rubin et al. 2002) which are important for job success.

In the case of fresh engineering position the skills such as interpersonal skills, language skills, technical skill and mathematical knowledge are considerable perceptions for engineering jobs. At the same time, the recruiters mainly focus on attitude and conduct of the students. However, most of the recruiters from MNCs given rates for educational GPAs, additional technical components, projects, training results, internships, professional license, patents and memberships for entry-level positions. The previous research results of Cole et al. (2003a) on resume indicating that, academic accomplishments were linked to both cerebral capability and conscientiousness. Though, the previous research studies indicating that, the industrial and MNCs recruiters are attentive on applicant interview performance, rather than the academic qualifications they perceive the technical skills and cognitive abilities at the period of interview process. Rynes et.al (1997) stated that, recruiters were expecting more additional qualifications and new types of experience from applicants at entry-level positions. The changing marketing environment demands the recruiters to select skilled and knowledge applicant even for entry-level positions.

The recent studies suggest that a majority of jobs are filled through methods or intermediaries other than the college placement office (Chang, 1996; Rosenfeld, 1975). Though, the outgoing graduates of college basically focus on placements of the college, because, the college recruitment is clearly a major source of hiring for professional, managerial, and technical jobs (Lindquist & Endicott, 1986).

Accordingly, this assessment reflects its impact on fresh engineering students to perceive and structure their resume perceptions to articulate effectively to impress the recruiters in attaining their dream job.

2.1. Purpose of the study

The engineering employment reports from India are exploring that, the employability is a major portion for

students after completion of engineering course. Every engineering graduate in India concerns with employability problem. However, MNCs are producing new employability platforms for upcoming engineering students. In this scenario, the primary steps for engineer's students are needed to enhance all relevant skills to face workplace challenges. At the same time they required abilities to impress the recruiters with their skill sets through an effective resume.

In the process of recruitment these students submit their resumes to the placement office in the college. The recruiters from various companies shot out the resumes and call the students for campus interviews before that the recruiters screen the resumes based on their educational qualifications and other relevant information. However, this was a first experience for authors to assess the perceptions and hire-ability level of the students in the campus recruitments. This study also has a scope to judge the hire-ability level of the students in the recruitment process. We believed that it is important to assess the relations among resume perceptions, recruiter's perceptions and hire-ability level for the entry level position. After the profound study of past research on resumes, the variables which we are identified for this study are significant to analyse the perceptions of the students in hiring process. Though, there are more considerable variables in resume, the present study selected a few significant variables for this study which are closely associated with recruiter's perceptions. The recruiters belongs to this study have aware of how Big Five personality perceptions and self-presentation are playing a key role in hiring process. This study employed a methodical evaluation to judge the hire-ability level of the students.

The hire-ability level is strongly mingled with the Big Five personality perceptions such as extraversion, agreeableness, conscientiousness, emotional stability and openness. And these perceptions are underlying by the students while they preparing their resume. The students presented information in resume such as group activities, skills learning method, educational qualifications and social activities are might be related with Big Five perceptions (Caldwell & Burger 1998).

3. Materials and Methods

3.1. Educational information of sample population

This assessment was conducted in engineering college. During the period of the study a total of 2950 undergraduate engineering students are educating in different branches of this college. However, in India, most of the students give priority for CSE, ECE and IT branches. The present study focused on CSE (Computer Science Engineering) branch students and collected 202 resumes initially from placement office. In final, this assessment was considered

145 resumes. The author's examined 145 resumes of CSE branch students which were selected by recruiters for interview. Among them 87 resumes are belongs to female students and remaining 60 resumes for male students. These students are having SSC (secondary school certificate) and Board of Intermediate (with mathematical background) certificates to joining in B. Tech (Bachelor of Technology). Students are need to clear their B. Tech qualifying entrance examination called as EAMCET (Engineering Agricultural and Medical Common Entrance Test) to get an opportunity to study engineering. Even though, there were no significant differences among these students in selecting a branch in engineering course. All the participants have same age group and presented the resumes in English language. The English language is second language of all participants. This assessment assesses the resumes not based on importance of branch; however, CSE is the most admirable branch for students who are having good computer fundamentals, mathematical and cognitive abilities. Due to the pandemic situation we authors decided that not to communicate with students for their resumes. In this process, the resumes were collected randomly from the placement office which was under the process of recruitment.

3.2. Recruiters review

In the assessment process the authors have opportunity to associate with recruiters to evaluate the resume perceptions of the engineering students in the campus recruitments. More than 80 recruiters (HRs) from different MNCs of India visit our organization to recruit the students. However, to assess the perceptions of CSE students we have opportunity to associate with 40 randomly selected recruiters, among them 03 female recruiters are also related to this assessment. These recruiters belong to metropolitan cities such as Delhi, Bangalore, Chennai, Mumbai, Hyderabad and Kolkata. The recruiters have adequate experience to hire the applicants for fresh engineering positions. Most of the recruiters have foreign experience in evaluating the perceptions of the students. There is geographical and organizational diversity among recruiters in hiring process. To associate with these recruiters we authors have official approval from recruiters, placement office and organization. It is a challenging task for authors to evaluate each resume based on recruiter's evaluation reports. The questionnaire which we designed in this study is to evaluate the hiring judgements of the recruiters. However, this assessment was forwarded for 9 months of duration to communicate with recruiters and publish results in the Covid-19 situation. In this pandemic situation the HR professionals virtually interviewed the candidates. We authors received reports through mails from HRs. Based on the received reports form HR professionals 145 resumes were assessed in this study. The HRs reviewed the resumes with the average of 42% of male and 53% with female students based on 3 main sections of the

resume. These students were selected for wide variety of fresh engineering positions with satisfactory salary packages which we ignored in this assessment. According to the reports from placement office, each student has been selected for more than one MNC. Finally, we authors made attention on which variables are chiefly focused by recruiters in campus recruitment.

4. Selection and Division of Variables

This assessment was initially identified 82 variables which are related to different parts of resume such as name, address, opening statements, objectives, strength and weakness, education qualifications, additional qualifications, personal information, job title, hobbies, language description, grammar and resume format etc. These 82 variables can provide more specific information of the students. However, after the keen examine of variables, we authors minimize the variables list and we focus on significant variables which were play an important role in screening process and this assessment followed Burns, G. N. et al. (2014) method to select variables see Appendix 1.

The variables which were listed finally these are related to 3 main divisions (education, personal information and resume format. The first division consists of 4 variables which are related to education such as B. Tech course specialization, additional qualification, intermediate and SSC. The second division consists with 5 variables which are connected to student's personal information such as organizing, volunteering, memberships and social services. The third division comprise with 5 variables which are associated with resume format such as language description, chronological order, information presentation, syntax or spelling errors and attractive appearance. These 14 potential variables were strongly connected with personality perceptions of the students. These 14 variables determine the hire-ability level. However, the initially listed 82 variables are ignored.

This study receives sufficient perceptions to assess the resumes of the students. Cole, M. S. et al. (2008) stated that, recruiters for same job search for different perceptions from the applicants (Saks, A. M., & Ashforth, B. E., 2002). Blau (1993) suggested that additional items might be needed to fully represent the job search dimensions. Moreover, there are very few studies that focus on fresh engineering students resumes perceptions. In this regard, before selecting the variables for assessment we authors examined previous resume contents to identify the present student's personality perceptions and we framed items. In this assessment we framed open ended questions to evaluate personality perceptions of resumes. This study framed questions separately to evaluate collected resumes. The resumes average the questions such as Bachelor of Technology (B. Tech) (SD=0.91), Additional Qualifications (SD=0.86), Intermediate (SD=0.81), Secondary School

Certificate (SSC) (SD=0.88), Organizing (SD=0.71), Volunteering (SD=0.88), Memberships (SD=0.94), Social services (SD=0.79), Social Media Profile (SD=0.86), Language description (SD= 0.93) Chronological Order (SD=0.91), Information Presentation (SD=0.92), Syntax or Spelling errors (SD=0.88) and Attractive appearance (SD=0.95).

4.1. Procedure

This assessment aim's its investigation on personality perceptions of students and recruiters judgements on resumes in campus recruitment. This assessment accepted the mixed methods such as descriptive quantitative and qualitative designs to measure the results. These methods are previously utilized by Elliot, N., Kilduff, M., & Lynch, R. (1994) and Burns, G. N., et al., as a way to combine qualitative and quantitative results.

The resume questions were obtained from Cole, M. S., et al. (2003a), Marie Waung (2016), Burns, G. N. et al. (2014) Cole, (2007) and from Elliot, N. et al. (1994). These authors traced out personality traits, writing strategies and impression management settings through their research work on resumes. Their research work is inspired our current research work.

In this assessment process we randomly selected resumes which were examined by the recruiters. These resumes were submitted by the students to placement office of at the end of the B.Tech course. Students of this study are not participated in this assessment procedure directly. The questionnaire was not given to students to evaluate their resumes individually. We authors assessed the 14 variables which are related to three divisions of resume. This procedure was followed for all n=145 students' resumes to trace out the results. The authors developed questions based on selected variables to assess the resumes of male and female students.

4.2. Measures

We listed a total of 14 variables which are related to self-presentations personality perceptions for evaluation of resumes. We strongly believed that these presented variables evaluate the submitted resumes. The questions were developed on 5-point Likert Scale format with Big Five Personality Domains (extraversion, agreeableness, conscientiousness, emotional stability and openness) to assess the student's personality perceptions. The personality domains were obtained from Transparent Bipolar Inventory to examine the personality of individuals in theoretical and experimental way. This assessment considers the previous studies validities which are observed by Goldberg's (1992); McCrae and Costa (1992). In this assessment five personality adjectives were selected for each Big Five Domains to get reliable assessment. For example, the Conscientiousness consists of; achievement-oriented,

cautious, dutiful, orderly and self-disciplined personality adjectives. We authors examined the 'related and unrelated' personality adjectives. Finally, we selected the 'related' adjectives (Appendix1). The variables calculated with Mean (M) and Stand Deviation (SD). Personality perceptions ratings could range from 0 to 3 and is based on the average number of domains recognized across participants.

4.3. Hire-ability level

The rating reports from recruiters measured on a 5-point scale from Very Important to Not Important. Items included - "How effectively student presents the educational qualifications?" "How much the personal information is relevant for applied position?" "Is student prepared the resume in an attractive manner?" Items were gathered to form a composite rating of effectiveness; the internal consistency of the 3-item scale was 0.96. In the final internal assessment of hire-ability rate was moderate with 0.69. These results indicate that the rates were clearly distinguished between the resumes.

5. Result

E =Extraversion A=Agreeableness C= Conscientiousness ES=Emotional Stability O= Opennes N=145

Mean and standard deviation of the different assessment variables entered in this research are shown in Table1. In this assessment process authors have evaluated 14 types of resume variables for hiring level. It is significant that all 14 variables are explicitly referred by authors and recruiters. The assessment values follows the decision judgments of James, Demaree and Wolf (1993), we calculated individual perception resume of n=145 within-group agreement given ratings which are included B.Tech importance (r^{wg} mean=0.95), Additional Qualifications importance (r^{wg} mean=0.89), Intermediate importance (r^{wg} mean=0.83), SSC importance (r^{wg} mean=0.79), organizing importance (r^{wg} mean=0.78), Volunteering importance (r^{wg} mean=0.76), Membership importance (r^{wg} mean=0.69), Social service (r^{wg} mean=0.70), Social Media Profile importance (r^{wg} mean=0.71), Language description importance (r^{wg} mean=0.79), Chronological order importance (r^{wg} mean=0.71), Syntax or Spelling errors importance (r^{wg} mean=0.84) and Attractive appearance importance (r^{wg} mean=0.85). This hypothesis was tested by using hierarchical moderated regression to predict variables significance at criterion. Here, authors multiplied mean scores for education, personal information and resume format. Within the group agreement educational qualifications received highest average of 3.46. Focusing on personality relevance, we believed that there are number of connections between resume variables and personality data. Within the authors, the average number of variable reports identified as an extraversion average 1.01 (SD=0.07),

agreeableness average 2.04 (SD= 0.14), conscientiousness average 0.87 (SD=0.09), emotional stability average 0.83 (SD=0.15) and finally openness average 0.86 (SD=0.17), were identified. Based on the received results we have established least personality perception for emotional stability within resumes.

Recruiters explore the hire-ability level with each perception of the resume through Table 2, which are included education, personal information and resume format. The study followed the Julian (2001) reports which are analysis of multilevel data impact of 0.01 to 0.05. Table 2 provides the correlation among judgments of personality perceptions and ratings of hire-ability. It also reveals summaries value of variables with individual judgments of regression ratings in Personal Information with extraversion=.19, agreeableness=.14, conscientiousness=.19, emotional Stability=.12, and finally openness=.20. These perceptions would be positively associated with author's hire-ability level. In the recruiter judgment educational variables stand with highest regression of 0.89, the recruiters' hire-ability level $p < .01$ suggests that, education qualifications have been given much propriety rather than other perceptions of resume. However, there is difference between authors and recruiters hire-ability judgments among resumes perceptions. From Table 2 it is suggested that the educational qualifications from resumes have a strong effect on recruiter rather than other perceptions. There is a three-way interaction among education \times personal information \times resume format show the variance in recruiter's hire-ability level. Based on received values from Table 2, no immense variations are detected among education, personal information and resume format. 4% variation between education and personal information is noticed in this analysis. Finally, the educational qualifications present the high amount in hire-ability level. As per our expectations are concerned, our resumes judgment was being high in all three resume content areas received the highest hire-ability level. On the other hand, the judgment from recruiter for three resume contents, personal information given second priority and resume format variables received third priority. In the comparison of authors and recruiters perceptions, the recruiter's resumes perceptions of all three areas of resume received high hire-ability rating.

6. Discussion

The resumes have significant value in the hiring process because; they provide chief characteristics of an applicant, which may provide sufficient information for recruiter. This assessment explored all three selected areas of resume for hire-ability level in campus recruitment. Moreover, they become a major source for recruiters in selecting a suitable employee for organization. The current research provides the impact of selected three main areas, such as, educational

Table 1: Hire-ability level linking with student personality domains

Personality Relevance Personality Domains Variables O M (SD)	E M (SD)	A M (SD)	C M (SD)	ES M (SD)	
Education					
B. Tech	1.07 (0.92)	1.23 (0.91)	1.98 (0.97)	1.02 (0.88)	1.12 (0.89)
Additional Qualifications	1.01 (0.89)	1.35 (0.83)	1.56 (0.79)	2.00 (0.96)	1.07 (0.85)
Intermediate SSC	1.59 (0.86)	1.08 (0.78)	1.02 (0.79)	2.01 (0.93)	1.06 (0.74)
	1.89 (0.89)	2.04 (0.95)	1.89 (0.89)	1.09 (0.86)	1.00 (0.79)
Personal Information					
Organizing	1.76 (0.95)	1.00 (0.90)	1.05 (0.91)	1.08 (0.82)	1.02 (0.84)
Volunteering	1.56 (1.00)	1.05 (0.92)	1.00 (0.80)	1.28 (0.98)	1.18 (0.89)
Membership	1.02 (1.09)	1.08 (1.01)	1.09 (0.93)	1.00 (0.90)	1.10 (0.84)
Social service	1.07 (0.90)	1.24 (0.98)	1.54 (0.83)	0.96 (0.73)	1.03 (0.89)
Social Media Profile	1.23 (0.88)	1.04 (0.92)	1.00 (0.80)	1.13 (0.95)	0.98 (0.75)
Resume Format					
Language description	1.10 (0.94)	1.54 (0.98)	1.08 (0.93)	1.20 (0.97)	1.01 (0.85)
Chronological order Information Presentation	1.08 (0.89)	1.07 (0.92)	1.12 (0.97)	1.07 (0.91)	1.00 (0.91)
	1.09 (0.94)	1.10 (0.99)	1.56 (0.88)	1.05 (0.89)	1.08 (0.91)
Syntax or spelling errors	1.23 (1.09)	1.01 (0.79)	1.09 (0.90)	1.03 (0.89)	1.00 (0.75)
Attractive Appearance	1.04 (0.98)	1.09 (0.96)	1.06 (0.98)	1.00 (0.88)	1.01 (0.98)

Table 2: Recruiters predicting hire-ability level on students resume qualifications

Variables	r	Hire-ability level
Education	.89	0.02*
Extraversion		
Agreeableness		
Conscientiousness		
Emotional Stability		
Personal Information	.84	0.07**
Extraversion		
Agreeableness		
Conscientiousness		
Emotional Stability		
Openness		
Resume Format	.81	0.09***
Extraversion		
Agreeableness		
Conscientiousness		
Emotional Stability		
Openness		

N=145 All tests are two-tailed, r= regression value *p<0.05, **p<.01, ***p<.001

qualifications, personal information and resume format in hiring process. The authors assessed three main areas of resume which are highly influenced recruiters perceptions. This assessment was a first attempt for authors to integrate the hire-ability levels of students in campus recruitment with recruiter's perceptions. This assessment is more complex for both authors and recruiters to evaluate the right point of applicant for employability. Ultimately, the three evaluated areas of resume provide the significant information for recruiters in selecting the appropriate candidate for fresh engineering position. This assessment initially contributes the deep relation among resume perceptions and hire-ability level. In this assessment, the three-way interaction provides the significant hiring rates. However, from the three-way interaction of this assessment suggest that, the recruiter's impressions of applicant are clearly depended on the influence of all three main areas of resume. The high rated areas of resumes compensated the low rated information at the hiring process. In this research, it is observed that the applicants received high rates for educational qualifications; the personal information and resume format received low rates. There is .08 variation is obtained among educational qualifications and resume format. Based on the counterpart of recruiters' perceptions and integration of authors resume insights are counterbalanced by the information of selected areas of resume. Evidently it is clear that, the one area information of resume exceeds the other areas of the resume, however, all the areas of resume presents the considerable information for recruiter. In this assessment the educational information is more acceptable observation in campus recruitment for fresh engineering position. Because, the educational information is accompanying with GPA points, certification courses, technical skills and subject back ground, which gives strong evidential support for recruiters rather than other parts of the resumes. From the Table 1 it is observed that the highest $r^{w/g}$.95 received for B.Tech qualification. However, the early research by M. S. Cole et al. (2007) has revealed that the extracurricular activities are also more significant to impress the recruiters for the entry level position. A systematic rating of a resume is a difficult task for recruiters from the presented information of each resume for a target job. However, this assessment attempted to capture the more significant rates of resume and importance of recruiter's perceptions to distinguish the varied areas of a resume. In this assessment it is also observed that, all areas of resume have equal choice to increase the hire-ability rating. The explored findings suggest that, the educational area is not only significant but other areas are also having significant value to impress the recruiters. From this research it is also clear that, recruiters have their organisational limitations in recruiting an applicant for a position based on presented resume information, this situation raises the additional liability on recruiter to rate the resumes. The results of the assessment

advocate that, the presented resume perceptions can't give a chance to the recruiters to select an employee, because, many traits of resume can't equally influence the hire-ability level. The presented 14 variables of the assessment are not completely correlated with heritability level. The 4 variables of educational area received 5.61 significant rates; however, the remaining two resume areas received the 11.23 average significant rates for 10 variables. This assessment argued that the low rates of personal information and resume format might be effect the applicant chances to be an employee. The regression ratings showed that recruiter ranked the educational perceptions as most important followed by personal information and resume format. In terms of hiring, the recruiters screen the applicants' resumes and passed the judgements on Big Five personality dimensions. From the Big Five dimensions the recruiters' specified the most valid rating for Conscientiousness with 1.29 averages in education qualifications. Whereas other dimensions such as extraversion, emotional stability and openness have received low ratings in comparison. Even though, the hire-ability rates which are statistically proved which can't support completely to estimate the relations among student perceptions and recruiters perceptions. Through these inferences, it is underlined that the recruiters have assumed the different weightages to rate the perceptions of the resumes. Because, different recruiter have different perceptions regarding to an individual resume. Therefore, it is significant to consider few errors which can't damage the hiring judgments (Bretz et al. 1993). Hogan (1991) has argued that, the self-presentations of individuals are having truthful information, which may convey a particular image of an individual. The contradictory perceptions are not faced by recruiters in this assessment. Therefore, hiring judgements and regression values of this assessment are not exactly perceive the hiring levels of the students. The results which are obtained in this assessment suggest that the recruiters have their own perceptions which can limit the hiring judgements. Successive perceptions of the resume may enhance the hire-ability level of the student. The future studies on resume perceptions may provide a better understanding among recruiter's judgements and student resume perceptions.

7. Conclusion

Resume is a gateway for an applicant to become an employee. The biographical information of resume speaks about applicant's eligibilities for applied position. In the hiring process the interviewers judge the students qualities based on presented information. A little research is only available to understand the perceptions of the recruiters towards resumes. Results from our assessment suggest that the recruiter's given first priority to educational perceptions, which may highly influence the hire-ability judgements. The remaining perceptions of the resume

also play a key role in receiving positive judgements in hiring process. The variables which are selected for this assessment have played a significant role to perceive students personality perceptions and hire-ability judgements in campus recruitment. In this assessment the self-presentations and impressions are focused to find out hiring judgements relations among students and recruiters. In our assessment we revealed that the resume variables are associated with student perceptions and hire-ability judgements. From this assessment recruiters and students have gain more awareness, how resume perceptions show impact on hire-ability judgements. Further, the results also suggest that students are required exposure of writing resumes within the perceived qualifications (without work experience) to impress the recruiters in campus recruitment. Future studies would attempt to perceive the better relations of students and recruiters based on the resume perceptions.

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9. Conflict of Interest

None.


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