



Employability Skills of Students from Management Studies in Rural Colleges Telangana

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ABSTRACT

Reports claim that India is one of the highest rating 'brain drain' countries. As it is known that developing country is characterized by low income, unemployment, over population, inequality, poor health and inadequate education, India too holds the same characteristic. However several initiatives have been taken time and again to improve the economic condition of India. One such initiative was the liberalisation policy taken in 1991 which was gradually increased the growth of companies (particularly during late 2000s). There was time when salary/monetary benefits used to be the prime source of motivation for the potential employees to join an organization. However with time, besides monetary benefits, companies started offering several non monetary benefits which record to equal motivating for the potential employees. The globalization has drastically changed the standards. There fore instead of simply/merely producing graduates, the education system have to initiate these skills through training, workshops, seminars, (on employability skills) through incorporating. Employability education refers to non-technical knowledge, skills and attitude requirements which are essential for winning and retaining jobs- aptitude and problem solving, English language and communication skills. This study aims to explore the acquisition of employability skills from higher education institutions in rural Telangana with the meditating role of basic, life and soft skills.

KEYWORDS: Employability skill, soft skills, life skills, rural, management students in

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I. INTRODUCTION

Enhancing employability skills help in economic development of a nation. India's aspiration to emerge as highly proficient nation with potentially skill workforce by 2020 can be realized by acquiring practical skills among aspiring young students. Students pursuing graduation from universities lack hands-on experience which helps to exhibit their job readiness skills, to exterminate the real time quandary, research has been conducted on engineering graduates as focal point. Recruitment process of corporate industries focuses on the two aspects; extensively they are technical skills, and non-technical skills. Workforce is said to be qualitative when they maintain a unity between hard and soft skills. Nevertheless, a 'skill Enhancing employability skills help in economic development of a nation. India's aspiration to emerge as highly proficient nation with potentially skill workforce by 2020 can be realized by acquiring practical skills among aspiring young students. Students pursuing graduation from universities lack hands-on experience which helps to exhibit their job readiness skills, to exterminate the real time quandary, research has been conducted on engineering graduates as focal point. Recruitment process of corporate industries focuses on the two aspects; extensively they are technical skills, and non-technical skills. Workforce is said to be qualitative when they maintain a unity between hard and soft skills. Nevertheless, a 'skill

Employability:

A widely accepted definition of employability is a set of achievements-skills, understandings and personal attributes-that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy (Higher Education Academy(HEA) 2012

Employability Skills

Employability skills are the non-technical skills and knowledge necessary for effective participation in the workforce. They can include skills such as communication, self-management, problem solving and

teamwork. They are also sometimes referred to as generic skills, capabilities, enabling skills or key competencies.

Employability development has three aspects i.e.

- The development of employability attributes
- The development of self-promotional and career management skills

A willingness to learn and reflect on learning. Employability is a set of attributes, skills and knowledge that all labour market participants should possess to ensure they have the capability of being effective in the workplace to the benefit of themselves, their employer and the wider economy.

II. REVIEW OF LITERATURE

Harvey (2001) mentioned in his report titled *Employability and Diversity*; Employability has many definitions but they break down into two broad groups. The first relate to the ability of the student to get (and retain and develop in) a job after graduation. The other set are concerned with enhancing the students attributes (skills, knowledge, attitudes and abilities) and ultimately with empowering the student as a critical life-long learner (Hillage & Pollard, 1998; Harvey, 2001)

* According to Forrier, A. and Sels, L. (2003) In this paper, we bring some clarification to the debate about employability. We develop a conceptual model of the ‘employability process’. This conceptual model offers a framework for future empirical research on employability. It can help to identify the main factors that may influence labour market transitions for individuals. In addition, it may clarify the role government and employers can play in shaping these career moves. [2] *Signals*: ‘Signalling theories’ assume that an individual’s abilities are not directly known but can only be assessed using ‘signals’. These signals are individual characteristics or activities that provide information about the capabilities of an individual [3]. The career history, the training history, and some other biographical characteristics are the main ‘signals’ of ability used in employability research. [2]

* Miles, Cairns and Huston (2002) surveyed students and their data revealed seven habits of successful students: passion (alignment of personal interests with study requirements, resulting in energy and motivation); building supportive networks and relationships; asking questions; being organised and managing time well; being strategic and resourceful, and using available resources effectively; maintaining work-life balance; and committing to a goal. [5][6]

* According to “Alarming Employability Skills Deficiency among Budding Engineering Graduates – A Study on Engineering graduates in Chittoor District” on MRCC14, the process STEP helps an individual to acquire and sustain employability skills “STEP: Student Training and Empowerment Program has been special features which helps to attain employability skills.” [7]

* Transforming Business, Transforming India - a vision for 2020 is a research which exhibits the following content. Developing Talent pool in India has been identified and reviewed by NASSCOM and Government of India. Industry Institute partnership to develop potential talent pool by conducting FDP – faculty development programs, e-learning and internship programs. Knowledge Partner McKinsey & company [8]

* In the year 2011 Government of India, has identified the needs and requirements of employability skills. Ministry of labour and employment has introduced employability skills in academic education for developing the skill set of craftsman students in all trades. [9]

Importance of the Study

employability skills are important because the labour market is intensely competitive, and employers are looking for people who are flexible, take the initiative and have the ability to undertake a variety of tasks in different environments 8 essential employability skills

- **Communication.** listen & understand. ...
- **Teamwork.** contribute to productive working relationships and outcomes. ...
- **Problem solving.** apply problem-solving strategies across a range of areas. ...
- **Self-management.** have a personal vision and goals. ...
- **Planning and organising.** ...
- **Technology.** ...
- **Learning.** ...
- **Initiative and enterprise**

Soft Skills and Their Importance

soft skills are broadly classified as a combination of personality traits, behaviors, and social attitudes that allow people to communicate effectively, collaborate, and successfully manage conflict. People with good soft skills tend to have strong situational awareness and emotional intelligence to navigate difficult working environments while still producing positive results. This is especially important for leadership positions

because good leadership is more about managing people and directing their efforts toward the desired outcome rather than bringing any specific technical skills to bear.

Another benefit of soft skills in the workplace is that they help people to adapt to changing circumstances. Being able to communicate effectively during a time of uncertainty or collaborate with others when solutions aren't immediately obvious is hugely important whether someone is in a leadership position or not. Given their many applications, it's hardly surprising that organizations are doing more to assess a candidate's soft skills during the interview process.

Statement of the Problem

What successful characteristics and skill sets will transform a student into an employee or ensure success in self employment generation.

Objectives

Analysing faculties' and graduates skill set. This Empirical study helps to identify the employability quotient among management students graduates. In addition, nurture attentiveness among graduates on current and future human capital requirements, review on special skill sets expected from job applicants by employers.

Hypothesis: Based on the problem of this study, the following hypotheses were raised:

Ho1: There is no significant relationship between Faculties and Students employability skills. *Ho2:* Academicians teaching skills, Faculties liaison, faculties' execution, and opinion poll do not significantly contribute in to academician's effectiveness in developing employability skills.

III. RESEARCH METHODOLOGY

The researchers employed ex-post-facto and descriptive research designs of survey type. It is an ex-post-facto because there was no manipulation of variables but a study of independent factors as they influenced or affected employability skills among engineering graduates in India with special reference to Chittoor District of Swarna Andhra Pradesh state. The population for the study consisted of all the aspiring engineering graduates' and faculties of respective students. The District has 37 engineering colleges [1]. Using stratified random sampling technique, one college was randomly selected from each stratum (local mandal area) to give a total of 10 institutions, and the total of 100+ faculties were drawn from the 10 institutions. This number was made up of 10 faculties from each institution in which various departments were covered. Also, engineering students were randomly selected from each school from institutions to give a total of 220+ students.

Hence, the study involved 100+ faculties, and 220+ aspiring engineering students drawn from 10 engineering institutions. *Two types of instrument were constructed.* These are

1. Faculties Self Report on Employability Skills (FSREs)
2. Students Self Report Questionnaire on Employability Skills (Students Version) (SSREs)

The instrument being used in this research is questionnaire on employability skills which was adapted from ASTD, the American Society for Training and Development (Carnevale, Gainer, and Meltzer 1990) and NASSCOM skill. In addition, above two instruments were subjected to validity with the help of experts in the areas of educational psychology and educational evaluation. The instruments were subjected to face contents and construct validity on research outputs.

Responses from faculties (FSREs) and students (SSREs) from sampled engineering colleges were collected and scores were assigned to each point on the *five point Likert- scale* as follows: Training Required=5, Poor=4, Average=3, Good=2, Excellent=1. Data were analyzed using inferential statistics such as Pearson product moment correlation coefficient, student-t test, correlation matrix, regression and ANOVAs were used.

IV. RESULTS & DISCUSSION

Table - 1				
Demographic Characteristics				
S. No	Measure	Item	Frequency	Percentage
1	Sex	Male	100	45.45
		Female	120	54.55
		Total	220	100
2	Age	Below 20 Years	117	53.18
		Above 20 Years	103	46.82

		Total	220	100
		Technical	126	57.27
3	Department	Non - Technical	94	42.73
		Total	220	100
		Rural	106	48.18
4	Living Place	Urban	114	51.82
		Total	220	100
		Economic	119	54.09
5	Economical Level	Non - Economic	101	45.91
		Total	220	100

Table - 2							
Skill Related Analysis							
S.No	Skills	Mean	SD	Engineering			Ranks
				Extent of Perception			
				Low	Medium	High	
1	Employability Skills	24.58	6.43	15.67	68.32	17	3
2	Technical Skills	23.38	5.46	20.67	52	23.33	1
3	Non Technical Skills	23.89	6.9	19	61.6	19.21	2
4	Soft Skills	20.42	5.37	14	59	15	4

Source: Analysis of Research in progress (SSREs)

V. DISCUSSION

Results of Students Self Report (SSREs) affirm need of continuous practical practice programs on skill development few ideas were discussed according to locality of students.

* Many aspirants in rural areas are not aware of these skills and they are to be trained vigorously. A program has to be tabled with a flawless training.

* Instead of bookish knowledge the future career developers must be encouraged to participate in real time events and there innovations must be acknowledged accordingly.

* A ray of hopes is that, a perfect implementation of these skills will render excellent dividends within the stipulated time.

VI. FINDINGS

Students Self Report Questionnaire on Employability Skills (Students Version) (SSREs)

Statistical analysis on Demographic Characteristics and Skill Related Analysis clearly states the following information; *Demographic Characteristics* plays key role in influencing employability skill development activities. In present research participation of female is (54.55%) high and the age group of respondents below 20 years of age are (53.18%) more in number. Majority of students from Rural places (51.82%) have opted Technical engineering courses and these respondents also lack soft skills. Research output shows skill deficiency along with 73% passion of students on planning Job/Business after engineering education.

Statistical analysis on Skill Related Analysis states - only as high as 23.33% of Technical skills is exhibited by students when they are surveyed personally by using specialised questionnaire. 19.21% of Non Technical Skills comes prior to 17% Job seeking skills and 15% of Soft skills.

Periodical meet with alumni and lecturing of industrial experts (Dhar, 2012). In the last 5 years, the number of MBA seats annually in India has increased from 4,500 to as many as 3.6 lakhs, but campus recruitments have gone down by 40% in the same period (Times of India, 2016).

Democratic, participative and inclusive institutions are stepping-stones for inclusive growth and development. Panchayat raj Act 1993 under Seventy Third Constitutional Amendment was passed to realize this condition by providing the statutory frame work for functional, financial, administrative autonomy at the village level where people run their government and plan for their growth and development.

Decentralisation is a process of empowering the local people through local government by mobilising resources required for micro level planning and development

The mission, vision and objectives of Gram jyothi are noble and most relevant for the new telangana state to achieve bottom-up planning and people's participation in their own growth and development by empowering themselves.

Faculties Self Report on Employability Skills (FSREs)

Empirical study helps to articulate the Academicians teaching skills, Faculties liaison, faculties' execution, and opinion poll significantly contribute in to academician's effectiveness in developing employability skills of students. Teaching faculties act as key personalities who help students as bridge to build skill and reduce gap between corporate and student community.

VII. RECOMMENDATIONS

A continuous *Intellectual Information Gap* fulfillment process is recommended between corporate and college community on basis of five factors.

- 1 The growth rate of the corporate organisation
- 2 The ratio between internal and external recruitment
- 3 The number of jobs at the various levels of the hierarchy
- 4 The average length of service at the various levels of the hierarchy
- 5 Continuous Job readiness skill development programs among st budding graduates.

Validating Recommendations – 'A Quality Check '

Quality of desired outputs after implementation of *Intellectual Information Gap* fulfillment process can be validated and checked by using advanced Blooms Taxonomy model – 2.

Advanced Blooms Taxonomy – 2 assumed to be the best model for analyzing and enhancing Employability skills and to develop job readiness among aspiring graduates which in turn helps to develop by self and economy. Continuous practical practice on corporate skill act as successful characteristics will transform a student into an employee or ensure success in self employment generation.

VIII. CONCLUSIONS

The increasing awareness and the importance of education along with employability skill development for up skilling individual and societal standard have awakened in people and nation. A conscious effort by meager resources for acquiring qualitative education with real time practices seems to be a breaker for self and economic development. The gentle blend of the two skills I.e. hard skills and soft skills can only be a way out to answer the umpteen questions pertaining to employability.

Limitations

- * The samples have been selected from Chittoor District only. Inclusion of samples from metropolitan cities, urban and rural areas would have provided a clearer picture of the study.
- * There is no research to study the role of Employability Skills among Aspiring Engineers with reference to Chittoor region. So, comparison of results was not possible.

Scope for Further Research

- * As a follow up to this study, research may be undertaken to with respect to specific educational institutions I, e both private and government institutions. Future research ideas would include analysing job requirements, phrases, and terminologies employers use while placing advertisements for positions.
- * This research may be extended to analyse skills at urban, rural, and metropolitan areas.

Based on a number of surveys on the skills required by graduates undertaken by Microsoft, Target Jobs, the BBC, Prospects, NACE and AGR and other organisations, the following skills were most often deemed important: Verbal communication, Teamwork, Commercial Awareness, Analysing & Investigating, Initiative, Written Communication, Planning & Organising, Flexibility and Time Management. The other skills that were seen as important were: Global Skills i.e. able to speak and understand other languages and appreciation of other cultures. Negotiating & persuading, Leadership, Numeracy, Computing Skills, Self-awareness, Personal impact, Lifelong learning, Stress tolerance, Integrity, Independence, developing professionalism, action planning, decision making, interpersonal Sensitivity, Creativity.

The assessment of the employers' opinion indicates the need of such industrial training program before being employed (Yusoff, et al., 2010). The employability skills mentioned in the study are: Having adequate background knowledge, Ability to apply knowledge, Ability to function effectively in group, Capability to function as a leader in group, Ability to carry out leader/manager's instruction, Behave professionally and practice good ethics, Appreciate social and cultural responsibilities, Awareness on environmental responsibility, Recognize the needs of lifelong learning, Ability to extract information, Ability to practice listening skills and giving feedback, Ability to communicate in public or with community at large, Ability to express ideas verbally and Ability to make decision.

Critical Thinking & Problem Solving

In an MBA course, graduate students prepare for executive positions in business and therefore need to learn advanced communication skills such as delivering presentations, leading meetings, writing emails etc. Hence Business English should form a part of MBA curriculum and must be taught by experts. Students learn to communicate—not just by reading about communication. Many students do not have basics in grammar and hence they must be taught grammar and vocabulary. Discussions and classroom participation prompt students to stretch their learning beyond the conceptual framework. Practical pointers and confidence building guidelines help students improve their skills. A continuous feedback methodology allows the instructor to be sensitive to the progress of students. An initiation like that of Jawahar Knowledge Centre (JKC) must be taken up for MBA colleges functioning as a link between industry and academia.

IX. CONCLUSION

Management education has witnessed a mushrooming growth in India from just 200 MBA colleges in the early nineties to around 3300 MBA colleges today. The industry today looks for trained manpower in sales, marketing, HR and finance roles in large numbers. Formal training of employees in basic business frameworks and concepts is a key success ingredient in the not-so mature Indian industry. Do our management graduates have the skills which are required to be employable in the industry from the perspective of language competency, cognitive skills, and functional and people skills. Human resources, in terms of quality and quantity, are India's biggest assets. A favourable demographic structure (with about 50 percent of the population below 25 years of age) adds to this advantage. However, to capitalize fully on this opportunity and not face the possibility of a skills-shortage, it is essential to gear up the education system through innovative initiatives.

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