

# Assessment of the Awareness of Employability Skills of the Undergraduates

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**Abstract - In 21st century employers need highly trained graduates with a variety of expertise and attributes as defined by the topic and graduate degree class. The biggest challenges for graduates to join the field of employment are the disparity in training for graduates and expertise available at work. The management organizations have an issue with their graduates' placements. Excessive availability, shortage of basic education, a weak job history, inexperienced teaching facilities and, most notably, lack of realistic and problem-solving potential are the key factors for drying up placement opportunities. "Employability" should not only speak to work development. Employability skills may also be described as 'skills' needed not only to obtain work, but also to advance within an organization in order to reach its capacity and effectively contributes to strategic goals of the business. This paper contrasts the rating of business and students with a selection of skills for start-up employment. The main aim of the article is to analyze awareness of Employability Skills on gendered basis in Undergraduates.**

**Index Terms - Employability Skills, Undergraduates, Awareness, etc.**

## I.INTRODUCTION

Employability can be described as "value development, pay for it and learning concurrently, improving the ability to get a job in the future. Jobs is a management theory that SumantraGoshal founded in 1997, acknowledging that the programs, innovation and abilities of all workers derive from employment and business success, rather than the wisdom of the management. Employability skills are needed for acquiring, retaining, and being successful in one's career. Educational qualification and experience may provide eligibility for the purpose of applying for a job but success in one's career is made possible only by exhibiting a set of skills called as "employability skills". This expresses the fact that role specific skills

or 'technical skills' are given less importance compared to the "soft skills" which are transferable between various jobs and also between different sectors of employment.

The climate is evolving so rapidly that everybody has to be educated. It does not seem odd as the bulk of writers use various terms to describe the planet, even the world of issues. This study explores the employability skills established by colleges in order to address "the needs and demands of business students on the job market. Employability is a definition that is challenging to assess in depth and generally. As described by Hillage and Pollard (1998), the word is used in a number of ways and may involve clarity and precision as a fitted definition. This article attempts to explain the principles of higher education employability together (HE).

Employability abilities are skills linked to a range of workplaces and contexts. They are also referred to as main skills, core skills, life skills, key skills, key skills, skills available and skills transferable. Employability capabilities are industry's favorite phrase. Education is also the process across structured and informal training courses, where human capital is created. Countless staff improve efficiency by learning fresh (technical and non-technical) employer talents and perfecting the old producer.

There are some of the essential Employability skills that are needed in Undergraduates. Some of them are listed below:

- Teamwork
- Communication
- Issues-solving
- Reliability
- Initiator
- Planning and Organization
- Leadership
- Self-Managing

- Tech-savvy
- Learner
- Critical thinking
- Collaboration
- Good Communicating and writing skills
- Professionalism
- Strong work ethics
- Strategic Thinking
- Emotional Intelligence
- Persuasion and Negotiation
- Motivation and perseverance

## II. REVIEW OF LITERATURE

Mason et al (2006) Jobs capabilities are now an increasingly critical topic on the domestic, geographic and foreign labor markets. The abilities of employability are seen as a missing link between schooling and preparation and the environment of jobs. One of the guiding factors for substance and standard of education, the job sector assigns significant significance to foreign acceptance of skills and education. As the work sector uses and implements real-life learning results, there should be no different consistency of the curriculum and training policy. The pressure of global competitiveness ensures that graduates need to give more than conventional academic expertise to their employer across the topic and graduate courses. Several studies from the community, the sector, the higher education institutions, and academics have called for higher education to incorporate capabilities in the learning environment of students since the 1990s. The studies say that universities and colleges should prepare to enable the graduates to improve the employability skills that are readily accessible to graduates.

Cassidy, S. (2006) Recent times have stressed more and more the value of employability skills. Employability skills are a category of core skills which require the creation of a basis of information, experience and thought progressively required for the achievement of the modern workplace. Employability credentials are usually seen as crucial qualifications for several roles and are thus essential to achieve the performance of an employee in a market setting at nearly any stage.

In our research, we tried to learn how students handle their employability. Career management is an essential

factor Bridgstock stresses (2009). She believes that learners must not only be able to compete in the constantly evolving and challenging economic climate, but they must also be willing to handle the field of employment and control their own professional learning journey proactively. We decided to rely on experience in the four programs provided by a Faculty of Biology of a University Russell Group: The Industrial (work) year (IPY), the year of study abroad (SYA), the PDM and the Integrated Master Program (PDM) (MBiol). We have included an inspection group, a group of students who did not perform these tasks in order to examine their perspectives and their commitment to career management.

The effect of the Browne report's recommendations is becoming progressively visible to students (2010). Students can reimburse their student loans from the summer of 2012 until they start making more than a certain threshold. In the past students frequently come to university with the intention of researching a topic they considered fascinating or one with more analytical qualifications, often with no initial consideration of their final professions. Now their long-term prospects are far more relevant. In exchange, colleges change their communications and recruiting methods in order to satisfy their applicants' evolving demands. Collini (2012) discusses the effect on universities of Browne's recommendations on the way that students chose a course and how the relationship between study and teaching will shift for the universities.

Chithra. R (2013) Studying the workers' view and employers of their employability competences in global tech firms for technical graduates at entry level. It is an analysis in discovery. To test the understanding of the skills needed by employers and undergraduates, two sets of questionnaires were created. The research found that the understanding of students and their employers differed greatly. That is how the students are made unemployed. Literature and inquiry into Indian engineering employability capabilities are unusual in nature. In comparison, the current literature tells the tale from the viewpoint of the boss. However, this paper involves the understanding of both students and workers.

Gowsalya. G and Ashok Kumar. M (2016) Parents play an important role in influencing job goals, preparation and performance. The study indicated.

The counselling, encouragement, awareness of parents' desires and goals lead to the growth of skills in the area of job training. They neglect knowledge and organizational ability in problem solving.

G. Gowsalya and M. Ashok Kumar (2017) The thesis includes arts and scientific students at the University of Periyar, Tamil Nadu Region, in Namakkal district. This paper reflects on the question of the skills of employability required by the students of arts and science of business understanding from a survey of 500 students. The analysis is evaluated using ANOVA and association measures. Fourteen key fields of employability were established in which productive correspondence, listing, learning and recognition of challenges and problem solving, and time management are essential areas for tackling. External literature strongly indicates that because of their lack of ability and tolerance, students cannot help their work. Therefore, they can train to fill the void between university and business after their graduation.

Rajnish Kumar Misra and Khushbu Khurana (2017) proposed the capability set of IT practitioners in this sector that is critical for employability. We also concentrated more on six competencies: technological competencies, superior think tank, personal abilities, social competences, generic competencies, and self-perceived employer skills. Based on the above-mentioned expertise, a business specialist checklist was suggested. The results of this thesis would lead to the adoption and development of those skills by practitioners, both business and academia.

Puneet Sood (2017) Thus, smart employees with better skills about employability skills in HR techniques and policies are needed in their study, in their fondness that the recession and information economy has changed the working conditions and the nature of today's work. The research aimed at identifying and exploring the shifts in work criteria centered on various global trends and the redefinition and description of employability skills in different time frames.

Suarta, et al (2017) This paper analyzes the value of the employability abilities of graduates for employee admission via a literature analysis, according to employer expectations. In the workplace of the 21<sup>st</sup> century, the qualifications unique to the field are no longer enough to fulfill the demands of the labor markets. Working citizens are also required, called employability abilities, to have another range of skills and qualities. A range of employability attributes

needed by graduates to join the labor force were identified in the literature review. The characteristics of greatest employability are listening capacity, problem solving and decision management capabilities, and leadership skills." A variety of personal qualities are also required to be implemented by the graduates: "self-confidence, self-confidence, emotional intelligence, resilience and adaptability, stress tolerance, imagination and initiative, readiness to learn, reflectivity and lifelong learning as well as occupational behavior.

### III. OBJECTIVES OF THE STUDY

The main Objectives of the Research study are stated as follows:

1. To study the concept and importance of Employability Skills
2. To understand the awareness of Employability Skills in Undergraduates
3. To understand the awareness of Employability Skills on gendered basis in Undergraduates

### IV. RESEARCH METHODOLOGY

The present research has a quantitative and cross-sectional design. Data were collected from the industry and graduate students through two separate sets of survey questionnaires. For the study of student and business samples, descriptive figures were used. This research was focused on an index of precision by measuring the absolute statistical disparity between student's individual grades for each subject and the industry score in order to compare the viewpoint of industry and students in terms of employability skills. Then a ranking was determined for the total of all the variations. The outcome reveals how much the student rating is distinct from the market. This implies that the greater the ranking, the greater the difference. If we equate male or female students with more detailed information about skills necessary for employability, we replicate the same procedures mentioned earlier to produce a precise index for both groups of students.

### V. ANALYSIS AND INTERPRETATIONS

The data was analyzed and tabulated as follows:

Table 1: Demographics of the Respondents

		Student Respondents	Employer Respondents
Gender	Female	170	20
	Male	81	14
Academic Year/Job tenure		Graduating students	1-33 years
Age		20-28 years	20-55 years
Field of study/ Industry		Business studies	Service and Manufacturing
CGPA score		3.81-4.00	--

A description of how the 20 skills in employability for this research have been chosen is necessary. Certain credentials have been derived from a list of 29 abilities required by students' employers and a list of 20 essential skills for banking students." Others were gleaned from a list of 43 competences that are considered essential for the employability of BSC, B.COM, BBA and BA graduates.

Table 2: Awareness regarding Employability Skills

Are you aware about Employability Skills?		
Particulars	No. of Respondents	Percentage
I am fully aware	114	45.6
I am partially aware	125	50.0
I don't have any idea	11	4.4
Total	250	100.00



Figure 1: Awareness regarding Employability Skills

Table 4: Employability skills

Skills	Gendered basis of Student Ranking		Overall Student Ranking	Gendered basis of Student Accuracy		Overall Student Accuracy	Ranking by Industry
	Female	Male		Female	Male		
Business Knowledge/Commercial awareness	13	12	1	4	5	16	17
Cross-cultural work ability	4	2	2	3	5	5	7
Creativity	17	18	4	11	12	2	6
Computer literacy	5	4	11	3	2	9	2
Decision making	15	11	19	0	4	4	15
Critical analysis	18	19	18	5	6	5	13
Influencing	20	20	17	1	1	2	19

Out of the 250 Respondents, 114 were fully aware of Employability skills, 125 were partially aware and only 11 Respondents had not much idea regarding Table 2: Awareness regarding Employability Skills.

Table 3: Importance of Employability Skills

Do you think Having Employability Skills is important?		
Particulars	No. of Respondents	Percentage
It is Important	89	35.6
It is very important	156	62.4
Its not important	5	2.0
Total	250	100.00

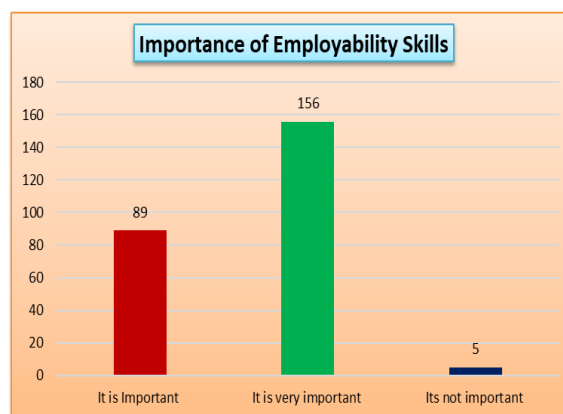


Figure 2: Importance of Employability Skills

Out of the 250 Respondents, 89 believed that possessing Employability Skills is important, 156 said that it is very important and only 5 Respondents believe that it is not important.

Following answers by a focus group of researchers, market players and job consultants, the essential skills of company graduates were eventually limited to 20 (see Table 4). "The estimated scoring of column 5, as shown in Table 2, indicates a difference between the rating in the industry and student classification. This observation is compatible with several previous research. The following six vital skills demonstrate the most crucial void."

Global awareness	19	13	14	1	5	4	18
Negotiating	11	15	15	8	5	5	20
Information retrieval	14	17	20	2	5	8	12
Oral communication	7	9	12	1	1	4	8
Numeracy	10	16	13	0	6	3	10
Problem solving	12	6	8	1	5	3	11
Planning	8	10	7	6	4	7	14
Comprehension/ Reasoning	9	7	5	0	2	4	9
Reading effectiveness	2	8	10	3	3	5	5
Self-management	3	3	16	1	1	12	4
Resolving conflict	16	14	9	0	2	7	16
Written communication	6	5	6	3	2	3	3
Teamwork	1	1	3	0	0	2	1
SCORE				53	76	110	

In fact, the grades were 76 and 53 for both male and female students. In addition, these ratings show women are more reliable in their ranking of the industry's employability skills. In reality, all the skills, with the exception of negotiation, organizing, computer literacy and writing were comparatively improved for females. Another interesting point is that, in terms of one of the talents, innovation, the classification of both female and male students often varies greatly from that of the industry.

The results will lead to an emphasis on interventions that will support recent graduates' essential skills. In general, universities cannot lose sight of their primary target of quality job education, rather than merely churning out a variety of graduates. If we do not want to generate graduates that are not equipped for the labor force, consistency can take precedence over amounts. Graduate employability can also be the center of every university's strategic planning. It is therefore necessary to determine the productivity of these programs in conjunction with the changing environment of employment in different industries in postgraduate employability programs.

## VI. CONCLUSION

This was a cross-sectional study; just at one moment in time offers a glimpse of judgments and beliefs. A comprehensive research that brings the same students from the start of their tertiary studies to their last option of job will have more solid knowledge on the employable skills of their students. The study established a substantial gap in the ranking of 20 competencies between the industry and students, particularly with respect to six competencies, i.e. market awareness/knowledge, self-management, data

literacy, information processing, planning and conflict resolution. The research presented valuable preliminary knowledge on employability from a graduate and business viewpoint. The main challenge is to close the divide between the industrial and university views so that curricular assessment can be made simpler for competing and employable graduates.

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