

Research Article

Developing Employability Skills Among College Students

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ABSTRACT

Most multinational companies need MBAs who are adaptable, flexible, and entrepreneurial, as well as change agents inside the organisation. All MBA graduates must learn to push themselves beyond of their comfort zones in order to achieve their objectives.

However, there is a significant disparity between what business requires and what is available in terms of capable scholars. Improving employability skills in management education is an important goal for all institutions and colleges. The purpose of this study was to look at the abilities that management graduates need to be employable, as well as to examine previous research from across the world. A survey of educational records, publications, and empirical and theoretical research was used to perform the study.

Keywords: Skills, Employability, Students, Colleges

Introduction

Companies need competent human resources with high competitiveness and employability qualities to fulfil the demands of the technological disruption period, but job seekers lack competence. A lack of educational quality is connected to insufficient abilities. This study aims to identify the talents that companies in the field demand, as well as how to incorporate them into the educational process. Science Direct, Springer, and IEEE were the primary sources for the literature reviews in this study. Employability abilities are necessary in the work environment, according to the conclusions of the literature review. Integrating employability skills into the educational process has the objective of incorporating them into all disciplines.

In terms of the openness of nations across the world, in this case in terms of products, services, and cross-border labour movement, the disruption and globalisation era unavoidably offers a severe task for the community. They've also brought about a host of changes in business, economics, transportaion, society, and even education.. Disruption helps to kickstart a new company model in a more inventive way. In turn, traditional methods being abandoned in favour of technology and digitalization. It has resulted in a slew of issues, including rising unemployment.

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The high rate of unemployment is frequently linked to the educational system's failure to produce graduates with employable skills and high competitiveness. The cause of rising unemployment is a lack of knowledge among job searchers. If the job seeker's skills gap is linked to the world of education, this problem is linked to the issue of educational quality.

Review of Literature

The objective of developing employability skills as part of the learning process in the UK higher education system has become important (Miller et al., 2013). The trend might be connected to increased marketization in the education system, as well as labour market changes and legislative changes. For instance, in a more competitive labour market, chronic graduate unemployment, as well as the so-called "war for talent" with concomitant skill gaps and shortages observed in employer surveys (Confederation of British Industry (CBI) 2017, 2017).

Aside from the CBI report, a number of other studies have identified talent shortages as a problem in highly industrialised countries (Cappelli, 2015; Jackson, 2010; Jackson and Chapman, 2012). The digital revolution has been at the core of this problem, since it has generated a need for new skills while also allowing people to stay ahead of the competition in a variety of sectors (Berger and Frey, 2016). As a result of these developments, higher education institutions are being pressed to look more closely at how employability skills may be incorporated into the curriculum. Policymakers have had an impact on the conversation, and higher education institutions and organisations have prioritised employability (Boden and Nedeva, 2010; Knight and Yorke, 2003; Pool and Sewell, 2007; Small et al.).

Self-study, lecture participation, attendance at specialised career-advising seminars, or participation in work-integrated learning (WIL) programmes are all examples of ways for students to enhance their employability skills as part of their higher education experience (Jackson, 2015; Jackson and Wilton, 2016). Without a question, WIL can assist in bridging the gap between traditional higher education aims and the development of marketable skills. Furthermore, digitalization trends (Berger and Frey, 2016) demand new reskilling techniques, such as online and modularized education and training. The focus of this study, on the other hand, is on how employability may be improved even in more difficult situations.

Analysis

Statistics	Result	Gender(160)		Locality(160)	
		Male	Female	Urban	Rural
Mean	65	70	90	65	95
Maximum	110	108	110	109	110
Minimum	35	35	37	34	37
Std.Deviation	18.70	18.74	17.55	17.56	19.41
Skewness	0.07	0.67	0.85	0.85	0.015
Kurtosis	-0.5	-0.51	-0.52	-0.47	-0.45

For the purpose of categorising the degree of social skills of school students, three distinct groups were formed based on their findings on the social skills scale. Students with a score of less than 117 were classified as having extremely poor social skills (social skill deficiency), those with a

score of 118-185 were classified as having moderate social skills, and those with a score of 186 to 250 were classified as having strong social skills.

Mean, SD and T-Ratio of Emotional Intelligence for compared groups

Variables	Social Skill Deficient		Non Deficient		t-value	Level of significance
	Mean	SD	Mean	SD		
Emotional Intelligence	121.74	17.25	141.22	22.30	3.51	P<0.01

Emotional intelligence was tested in both social skill deficient and non-deficient groups. The T-test and ANOVA were used to evaluate the hypotheses. In this section, the effects of various approaches are assessed. H01 (hypothesis testing): Emotional intelligence is a term that refers to the capacity to recognise and respond to situations in which social skills are lacking.. The table shows the Mean, SD and T-ratio of emotional intelligence score obtained by social skill deficient and non deficient school students. The table displays the mean, standard deviation, and T-ratio of emotional intelligence scores achieved by social skill deficient and non-deficient children in school. This reveals that social skill deficient and non-deficient pupils have average emotional intelligence scores of 243.49 and 282.55, respectively, with standard deviations of 34.51 and 44.60. The mean emotional intelligence scores of social skill deficient and non-deficient pupils, according to the table, are 243.49 and 282.55, with standard deviations of 34.51 and 44.60, respectively.

Conclusion

In order to succeed in their employment, people need have employability as a talent. In order to compete in the global marketplace and ensure future work, individuals must renew their employability skills. Employability skills such as communication, teamwork, problem solving, and technological competence, according to the conclusions of a research based on 15 categories of employees, are required by employers. Then there are three primary kinds of important talents for working that are extensively employed in the period of disruption and in the future: cognitive abilities, basic skills, and cross functional skills. Soft skills and technical ability, on the other hand, will determine the bulk of future potential. The application of employability skills in the educational system is necessitated by the importance of employability skills.

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