

# A Study on Identification of Employability Skills among Arts & Science College Students with Reference to Coimbatore District

G.Gowsalya<sup>1</sup> J. Sudarvel<sup>2</sup> S.Periyasamy<sup>3</sup>

<sup>1,2,3</sup>Ph.D Research Scholar

<sup>1,2,3</sup>Department of Management Studies and Research

<sup>1,2,3</sup>Karpagam University, Coimbatore- 641021, Tamilnadu, India

**Abstract**— The aim of the study was to study the employability skills for Arts & Science college students in Coimbatore district and to identify the level of employability skills among Arts & Science college students in Coimbatore district. Education is regarded as one that contributes to social, political and cultural and economic transformation of a country. The social sector of a community, namely, health, rural development, education and employment generation has assumed great significance in the new economic regime. To draw an outline of conceptual research for further empirical testing to predict relationships between those employability skills of Arts & Science college students. Intrapersonal skill, communication skill, computer skill and Character skills. Keeping in view the unemployment situation especially amongst the Arts & Science college students and resource constraints of the country. Analysing the expectations of the industry from the Arts & Science students, it can be suggested Arts & Science students should be involved in various kinds of activities throughout their programme.

**Key words:** Education in India, Concept of Employability, Employability Skills

## I. INTRODUCTION

Education is regarded as one that contributes to social, political and cultural and economic transformation of a country. The social sector of a country, namely, health, rural development, education and employment generation has assumed great significance in the new economic regime. The prosperity of any nation is intrinsically linked to its human resources. Human capital is one of the most important assets of a country and a key determinant of a nation's economic performance. An increase in the human development index would lead to high levels of economic growth of the country. Today challenges before human relation experts are; how to rectify each level of the society by playing the role of social engineer and shape the rest of 99.98% figures as a force of their own choice in order to lead a honourable life. This is the time to allocate them an opportunity and provide an abundant scope for the defacement of their inborn skills and experiences not to accommodate and detect them as brigade for nothing, what unfortunately been encouraged and enabled to degenerate the class, culture, colour even flora and fauna of the land and being witnessed through Uttarkhand disaster.

## II. DEFINITION OF EMPLOYABILITY AND EMPLOYABILITY SKILL

### A. Employability

To make a focus on an individual's ability to gain initial employment, maintain employment, move between roles within the same organisation, obtain new employment if

required and (ideally) secure suitable and sufficiently fulfilling work, in other words- their employability, more important than the simple state of being employed (Hillage and Pollard 1998).

### B. Employability Skill

Skills identified as critical to employability which are consistent across industry sectors (Treleavan & Voola, 2008), Employability skills are as relevant as job specific or technical skills (Curtis & McKenzie, 2002), Employability skills are relevant to entry level and up on established employees (BIHECC, 2007) Gazier (1998), one of the leading theorists of employability, argues that the concept has gone through seven stages over the past century:

#### 1) Dichotomic employability

This approach emerged at the beginning of the 20th century in Britain and America. It made a distinction between those that are/can be employed and those that cannot be. In important regards it is a reformulation of the long-standing Anglo-Saxon dichotomy between the "deserving poor" (hard working and morally upright individuals who have fallen on hard time due to misfortune – e.g., illness or widowhood) and the "undeserving" poor (those who are lazy and morally degenerate). The former deserve charity; the latter must be reformed.

#### 2) Socio-medical employability

This theme emerged around the time of World War Two in the USA, Britain and Germany in particular. It focused particularly on the social, physical or mental deficits of individuals that made them unfit for employment.

#### 3) Manpower policy employability

This account developed mainly in the USA in the 1960s, and extended the deficit approach of the socio-medical model to other societal groups. Again, the focus was on the gap between their knowledge, skills and attitudes and those required by the labour market.

#### 4) Flow employability

This is a primarily French account, which emerged in the 1960s. It was radically different from the earlier approaches in focusing primarily on the demand side and the accessibility of employment within local and national economies, with employability defined as "the objective expectation, or more or less high probability, that a person looking for a job can have of finding one" (Ledrut 1966, quoted in Gazier 1998: 44).

#### 5) Labour market performance employability

This emerged internationally towards the end of the 1970s. This concept focuses on the measurable labour market outcomes that result from specific policy interventions. These measures typically include period employed, hours worked and wage rates.

#### 6) Initiative employability

This account coalesced in the late 1980s in the North American and European human resource development

literature, which was starting to discuss the notion of the end of the “salary man” who worked for the same large corporation (or state bureaucracy) from leaving school until retirement. With the purported end of “a job for life”, this account argued that successful career development now required the development of skills and attitudes that could make workers both. There appear to be clear parallels to prevalent South African views of the time, possibly running through to the De Lange Commission (1981) but this is beyond Gazier’s account and requires further exploration. Succeed in their current jobs and be able and motivated to get a better job in another organisation. The stress here is firmly on the individual’s initiative and agency.

#### 7) Interactive employability

Following on swiftly from this account, emerged the notion of interactive employability. Whilst accepting the importance of individual agency, this account sought to balance this with a development of some of the insights of the French flow employability school regarding structural factors. Thus, it was argued that that the employability of the individual is partly relative to the employability of others in the labour market, both as competitors but also in the sense that high levels of dispersed employability might attract new employment opportunities to an area. The state of demand locally and nationally is also considered, as are the rules and institutions that govern the labour market, reflecting the rise of institutional economics at this period. Thus, this account implicates employers and policymakers in the employability challenge alongside individuals.

### III. OBJECTIVES OF THE STUDY

- 1) To study the employability skills for Arts & Science college students in Coimbatore District and
- 2) To identify the level of employability skills among Arts & Science college students in Coimbatore District

### IV. REVIEW OF LITERATURE

Adriana.E et al (2007)<sup>1</sup> The main purpose of this study is to conceptualize and develop the Comprehensive Employability Skill Framework and to test it in verifying the existence of any perception gap regarding the most important skills for a successful employability between the groups surveyed: MBA graduates and the market. The statistical tools used were Cronbach Alpha coefficient, Friedman test and t-test. The study conclude that, the necessity of better understanding the most recent skills required, with a beneficial effect on the quality of the employers.

Gopalakrishnan.S et al (2012)<sup>2</sup> The objective of the study was, to identify specific strategies engaged by colleges and department to help the graduates in developing employability skills, to analysis the types employability senior students as well as alumni have developed as a result of their experiences in the university, and to identify preferred approaches that the academic department of the university should apply to develop and access employability skills. Chi square and simple percentage statistical tool used for analysing the data. The study conclude that, the University should change their curriculum based on the

industry expectation. Students should aware of application of technology in the industry. Government should take necessary steps for improving educational system, based on industry oriented.

Samuel Johnson Israe et al (2014)<sup>3</sup> The objective of this study was to identify the training needs of the post graduate MBA students and to transform them into a Pedagogy for Placement Training. The statistical tools used were Anova, Correlation and Factor Analysis. The study finding that, the different features that provides confidence to the students in placement interviews are analysed the key factors identified are presented. the concluded of the study that while designing a curriculum for placement training for post graduate management students, it is important to have a differentiated curriculum for men and women on the factors like using internet in updating themselves, Technology and vertical in which they would like to focus on and the communication in English.

### V. RESEARCH METHODOLOGY

To measure the factors of employability skill and to test the above stated hypotheses following research methodology is adopted.

#### A. Sample and Data Collection:

- Sample: Students from Arts & Science College of Coimbatore District.
- Sample Size: 80 Arts & Science students were approached, out of those 50 responses were recorded.
- Data Collection Mode: Survey through Questionnaire
- Data Analysis: Frequency Distribution, Mean and Standard Deviation

#### B. Frequency Distribution

	Particulars	Frequency	Percentage (%)
Gender	Male	28	56 %
	Female	22	44%
Age	Below18years	22	44%
	20 to 23 years	13	26%
	Above24years	15	30%
Degree	Tamil	7	14%
	English	6	12%
	Commerce	8	16%
	Management	22	44%
	Economics	7	14%

#### 1) Inference

The above table that we infer that the majority 56% of the respondent male, the majority 44% of the respondent are Below 18 years. And the majority 44% of the respondent are Management.

Reliability Statistics	
Cronbach's Alpha	N of Items
.797	21

#### 2) Findings

For the following section readers should interpret the findings using the following

- Indicators: 1.0 – 1.49 = Unimportant, 1.50 – 2.49 = Somewhat Important, 2.50 – 3.49 =
- Important, 3.50 – 4.49 = Very Important, and 4.50 – 5.0 = Extremely Important.

C. Interpersonal Skills

Interpersonal Skills	Mean	Std. Deviation
Team work	2.94	1.39
Dedication	2.84	1.36
Creativity	2.9	1.06
Decision Making	2.94	1.39
Open-Minded	3.16	1.30
Global Awareness	3.36	1.24

Scale: 1 = Unimportant, 2 = Somewhat Important, 3 = Important, 4 = Very Important, 5 = Extremely Important

1) Inference

The above table that we infer that mean (3.36) belong to Global Awareness, (3.16) belong to Open-Minded, (2.94) belong to Decision Making and Team work, (2.9) belong to Creativity, (2.84) belong to Dedication. The majority mean (3.36) belong to Global Awareness. In all statements of Interpersonal Skills are somewhat important in the student's response for Identification employability skill.

D. Communication Skills

Communication Skills	Mean	Std. Deviation
Understanding Instruction	3.74	1.08
Listing	2.9	1.06
Presentation Skills	2.94	1.39
Technical Writing	3.16	1.30
Creative Writing	2.94	1.39
Second Language	3.12	1.29

Scale: 1 = Unimportant, 2 = Somewhat Important, 3 = Important, 4 = Very Important, 5 = Extremely Important

1) Inference

The above table that we infer that mean (3.74) belong to Understanding Instruction, (2.9) belong to Listing, (2.94) belong to Presentation Skills and Creative Writing, (3.16) belong to Technical Writing, (3.12) belong to Second Language. The majority mean (3.74) belong to Understanding Instruction are important in the student's response for Identification employability skill.

E. Computer Skills

Computer Skills	Mean	Std. Deviation
Spreadsheets	3.26	1.31
Word Processing	3.57	1.41
Internet access and use	4.45	1.31
Accounting Systems	2.72	1.16
Presentation Graphics	3.18	1.27
Database	2.92	1.51

Scale: 1 = Unimportant, 2 = Somewhat Important, 3 = Important, 4 = Very Important, 5 = Extremely Important

1) Inference

The above table that we infer that mean (3.26) belong to Spreadsheets, (2.72) belong to Accounting Systems, (3.18) belong to Presentation Graphics in the statements are somewhat important in the student's response for Identification employability skill. The majority (3.57) belong to Word Processing and (4.45) Internet access and use in the statements are important in the student's response for Identification employability skill.

F. Character Skills

Character Skills	Mean	Std. Deviation
Dependability	3.18	1.27
Honesty	2.28	1.11
Integrity	2.64	1.19

Scale: 1 = Unimportant, 2 = Somewhat Important, 3 = Important, 4 = Very Important, 5 = Extremely Important

1) Inference

The above table that we infer that mean (3.18) belongs to Dependability, (2.28) belong to Honesty and (2.64) belong to Integrity. In the statements are somewhat important in the student's response for identification employability skill.

VI. RESULTS AND DISCUSSIONS

The majority 56% of the respondents are male, 44% of the respondents are Below 18 years. And 44% of the respondents are management. The majority mean (3.36) belong to Global Awareness in the respondents are somewhat important in the student's response for identification employability skill. The majority(3.57) belong to Word Processing and (4.45) Internet access and use in the respondents are important in the student's response for Identification employability skill.

VII. SUGGESTIONS

The following have been the findings: The communication skills and interpersonal skills have topped the list of expectations for Arts & Science students extremely important in the selection procedure. Among the other very important identification of employability skill are team work, dedication, creativity, decision making and open-minded, global awareness. In order to improve the employability of the Arts & Science graduates, the students and Arts & Science colleges both need to work on the skills expected by corporate from the Arts & Science students. After analysing the expectations of the industry from the Arts & Science students, it can be suggested Arts & Science students should be involved in various kinds of activities throughout their programme.

VIII. CONCLUSION

The primary objective of the study has been to investigate and examine the identification of employability skills of Arts & Science students and to draw an outline of conceptual research for further empirical testing to predict relationships between those employability skills of Arts & Science college students. Intrapersonal skill, communication skill, computer skill and Character skills. Keeping in view the unemployment situation especially amongst the Arts & Science college students and resource constraints of the country. The Arts & Science college student placed under the employability skills program will be able to enhance foundation competencies, industry competencies and occupation competencies during the six months period. After the completion of six months period, candidates can be able to obtain employment in the public or private organization or either case, the candidate will be having a sufficient skills and knowledge to get job at abroad.

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