



# A Study on The Role of Employability Skills Training in Enhancing Higher Education

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## ABSTRACT

Since many colleges disagree with the notion of producing graduates who are knowledgeable, capable of solving problems, and prepared to enter the profession, employability has become a key area of concern for both graduates and employers. In order to better prepare graduate students for the transition from higher education to professional employment in the communication and media sectors. Finding the types of employable skills that companies require in higher education is the paper's main goal. These abilities are essential for finding work in the workplace. These abilities are currently in high demand from employers and appointments for university interviews and placements. These skill categories include digital literacy, social skills, personal skills, social skills, systematic skills, and analytical abilities. These Paper also finds out that there is a significant association between Employability skills and Gender.

**KEYWORDS:** - employability, graduate attributes, Higher Education, Skills.

## I. INTRODUCTION

The notion of embedding employability in the curriculum focuses largely on teaching and learning of relevant students in a broad variety of information skills and attitudes to support graduates' initial employment and subsequent career growth. Because parents, carers, and educational financiers all want graduates of higher education (HE) to support them financially, the employability of graduates is crucial. Numerous family considerations start to depend on a graduate's salary as soon as he leaves school. When graduates are unable to obtain employment because they lack employability skills, there aren't enough jobs available, or there aren't enough career-related resources and assistance to live up to their parents' or carers' expectations, they get frustrated and depressed. To encourage students to develop professionally, HE institutions should see to it that career development programmes are designed and promoted. Parents and other adults who care for children invest more in there HE because they think that HE qualifications open up greater employment chances and higher incomes. Children who complete HE programmes join the ranks of unemployed graduates stumbling about the streets looking for white-collar employment, rather than easing the transition from school to work. Key transferable abilities can be learned, developed, and practised by students as they proceed through the program's many levels of difficulty. The academic capacity of our students is highly valued by our industrial

partners, who also value the transferable skills training they get as part of their degree. However, one stated that skill recognition and additional training in occupational skills will further improve our students' employability.

## II. REVIEW OF LITERATURE

In this age of globalisation, the employability of higher education graduates is regarded as critical for strengthening economies and increasing competitiveness. With a greater emphasis on employability, innovative methods and approaches to assessing graduates' skills and abilities are required. Employability is a broad concept that should not be confused with graduate employment. Given these changes in the wider economy and the higher education system, this chapter attempts to discuss the changes in the overall aims and objectives of higher education against various political and economic forces and the implications of these changes in terms of the 'employability gains' of graduates. (Mishra, 2021), found that the preferred employers amongst tertiary graduates were the government, multinational companies and public schools. Skills mismatch between the acquired skills of tertiary graduates and the skills required by employers was also found. Employees were recruited for national service regardless of their educational background or future employment objectives, which were identified as responsible factors. Due to a lack of entrepreneurial skills, third-year graduates who reenter the labour market following national service selected government jobs. (Segbenya, 2021) Based on empirical findings, the employability skills of young graduates are entrepreneurship, professional development, working with others, self-management, communication, and problem solving. Moreover, higher education institutions should work closely with industry stakeholders to engage employers in work-integrating learning (WIL) programmes and then equip young graduates for better employment opportunities. (Ng, 2021). Participants believe CTM can increase students' awareness of their professional ambitions, employment interests, personal development goals, and employability, as evidenced by the three primary themes that emerged during thematic analysis and were linked to the social cognitive career theory. The findings suggest that certain job-related efforts or activities are available to Nigerian higher education students, but that these initiatives have not been successful in providing graduates with the high-caliber career counselling and employability skills that employers require. Participants support the establishment of CTM centres at all Nigerian HE institutions in order to give students with high-quality career advising, training, and guiding services while they are still in school. (Ugochukwu Chinonso Okolie, 2020), Higher education authorities place a greater emphasis on social, public, and thinking skills for business graduates, but the business sector places a greater emphasis on personal, private, and practical abilities. As a result, the study created a comparison tool that integrates the two methodologies. The tool identified four sorts of business graduates based on contrasting employability skills: leader, collective, technical, and apprentice. (Ayoubi, 2020)

### OBJECTIVES: -

To examine the influence of the education system on the employability of graduates.

To study the relationship between higher education and Gender

### III. RESEARCH METHODOLOGY

Research methodology refers to the logic of scientific investigation. The aim of research methodology is merely collection, analysis and interpretation of facts in the systematic manner. For the purpose of this research, a descriptive research method is used.

**Data collection: -**

To answer specified research questions, test hypotheses, and assess results, data collection is the act of acquiring and measuring information on variables of interest in a systematic and defined manner.

Primary data is that kind data which is freshly collected. In this study primary and Secondary both data has collected.

Secondary data means that kind of data which already is available on various platforms and it can be collected using the help of research papers, journals, newspaper articles, personal blogs, etc.

**HYPOTHESIS: -**

H0: - There is no Significant Association between Employability Skill and Gender.

H1: - There is a Significant Association between Employability Skill and Gender.

**HYPOTHESIS TESTING: -**

Employability Skill*Gender Crosstabulation						
Count						
		Employability Skills				Total
		Methodological Skills	Possessing Expertise	Personal skills	Analytical skill	
Gender*	Male	47	76	74	9	206
	Female	62	48	59	25	194
Total		109	124	133	34	400

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	15.015 <sup>a</sup>	3	.002
Likelihood Ratio	15.710	3	.001
Linear-by-Linear Association	7.052	1	.008
N of Valid Cases	400		
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 17.42.			

The chi square statistic appears in the Value column immediately to the right of “Pearson Chi-Square”. In this example, the value of the chi square statistic is 15.015. The  $p$ -value (.002) appears in the same row in the “Asymptotic Significance (2-sided)” column. The result is significant if this value is equal to or less than the designated alpha level (normally .05). In this case, the  $p$ -value is smaller than the standard alpha value, so we’d reject the null hypothesis that asserts the two variables are independent of each other. To put it simply, the result is *significant* – the data suggests that there is a Significant Association between Employability Skill and Gender.

#### IV. CATEGORIES OF EMPLOYABILITY SKILLS

##### **Possessing Expertise:**

Theoretical knowledge based on the industrial sector makes up professional competencies. It offers information on the most recent product technologies, including machining, forming, casting, and joining, as well as industry standards. Today, practically all products are produced by machines, according to the production theory. Each machine relies on knowledge based on a particular manufacturing method to function.

##### **Methodological Skills:**

Methodological skills mainly refer to applied knowledge and often refer to it as the most important skill. It consists of problem-solving skills, planning skills and project management skills. Project management is one of the most important and complex areas in management, expressing that project management has become a more complex and dynamic sector in the present time and there is a demand for project managers to use highly effective methods of problem-solving. The main purpose of this paper is to show the methods of project problem solving. The paper examined how the problem-solving approach leads to better solutions. The paper also presented a conceptual framework for identifying problem-solving methods. The paper provides a way of how problem solving can be used to improve project performance and adaptability. As reported by Edutopia (2018), project-based learning (PBL) is a powerful approach in teaching and learning processes. It develops the motivation and achievements of the students and helps them to improve their master skills that they need for employment.

##### **Interpersonal skills deal with teamwork, conflict management, and communication skills.**

It is also known as social competence. Individuals with strong interpersonal skills will be able to communicate and collaborate with many types of people, including clients, co-workers, and managers. Employers in all industrial sectors demand particular fundamental abilities like personal aptitude like problem-solving, teamwork, work ethics, and integrity, according to the foundation of success at the workplace. The foundation of corporate activity is collaboration between organisations. Interpersonal skills are considered by managers to be crucial for effective employees. Each organisation seeks to hire graduates who are mutually competent so that they may collaborate successfully. According to the survey, college students should concentrate on their interpersonal abilities before starting their careers. The study addresses a group of reciprocal skills derived from the literature review to refer to instructional methods in order to accomplish this goal. These methods support interactive skill-training programmes for teachers.

##### **Personal skills: -**

Individual abilities including self-discipline, a good outlook on work, and presenting skills have also been referred to by experts as employability skills. The goal of the current research is to suggest a clear and useful framework that will enhance engineering graduates' employability. The suggested framework also identifies the

challenges and needs for employability skills. Therefore, it has been demonstrated that the suggested framework can aid in their professional development.

**Analytical skill: -**

It is the capacity to reason logically and methodically, and it plays a crucial role in problem-solving as well as the effective use of information and knowledge. According to the Career Centre, analytical abilities include the capacity to evaluate data to find important variables, use them to build persuasive arguments, understand their strengths and limitations, and solve problems.

## V. CONCLUSION

According to the study's findings, employability skills are currently a requirement for all graduates seeking employment. Employers value interpersonal skills, problem-solving abilities, communication abilities, analytical abilities, digital literacy abilities, domain knowledge abilities, decision-making abilities, and leadership abilities. One of the soft talents that companies demand across all industries is employability. This study's goal is to pinpoint the critical component of employability skills and the connection between employer demands in the manufacturing industries. For this study researcher collect 400 samples. The study's findings, information skills were deemed to be more significant than any of the other seven employability skills, including thought skills, basic skills, resource skills, source skills, technical skills, and personal skills. Thought skills were also found to be the most important of the skills.

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