International Journal of Future Generation Communication and Networking
Vol. 13, No. 2, (2020), pp. 131 - 138

Effectiveness of Skill Based Education for Employability

Mr.Prakash M.Kene[1], Dr.Ramchandra Pawar[2]
[1] *Assistant Professor,* [2] *Principal*
[1] *MCA Department, Modern College of Engineering, Shivajinagar, Pune*
[2] *College of Commerce, Science and Computer Education, Malegaon(Bk),Tal Baramati,Dist-Pune* [1]

Abstract

The main objective of this paper is to understand importance employability skills and the gap with respect to industry sector. To accomplish the target essential information are gathered by review from employees and employers. Surveys are collected from different industry sector and identify the gap between academia and industry. The competencies of newly learner and the competency requirements of Indian industry for job profile have been identified based on discussions with industry professionals and employee. It has been found that the knowledge competency requirement does not match, there is a gap regarding the working competency. This requires fresher employee trainings at the start of employment which is time consuming and costly for the industry.

Keywords: *Employability skill, Skill gap*

1. Introduction

In the current time, the world is moving rapidly with different constraints and challenges. Currently, globalisation is developing as a principal force in determining the economic status of the countries across the world. It tries to resolve the occupation barriers between developed and developing nations and encourages the integration of nations' economies through financial flow. Due to this revolution, there is a fast growth in Industry and business sectors. Global employers are looking for employees with good knowledge of skill sets to meet the global clients. Some of the skill sets are the capability to communicate, work in teams, excel in professional skills, learn freely, and grow with positive adaptability, show work ethics, and leadership skills. They are also looking for employees who can think holistically, innovate, work in teams and integrate ecological and social values and beliefs in their work.

Today, over 60 percent of employments are in the service sectors, which encompass high escalation package and skilful profession in the emergent industries. The deep-seated changes in the industry and commerce are demanding fresh and extraordinary skill sets. In these days, never before, persons must be able to perform non-routine, creative and odd jobs if they are to attain. While skills like self-regulation, creativity, critical thinking and innovation may not be fresh to the modern century, they have newly become more applicable and expected as a critical requirement. In the radiance of employability skills, regardless of regions or field, there is always a skill gap between the skills expected by the employers and what is actually available with the graduates. The concern of a skill space seems to get complex in the present day environment due to immeasurable factors such as globalisation, technological developments, and faster uselessness rate in information technology, multi-cultural working situations and international competition. Though creativities and measures are in the continuous apprising process at the nationwide and worldwide levels, they are not able to zero down on the skill gap.

Skill development is a significant carter to address improvement of employability, profitability and helping manageable endeavor improvement and complete development. It inspires a cycle of high efficiency and advancement. Be that as it may, this is only one aspect among many influencing the efficiency whose estimation contrasts for people, undertaking and economy. The indications of

ISSN: 2233-7857 IJFGCN

improved efficiency can be as progress in genuine total national output (economy), expanded benefit (undertakings) and upper wages.

2. Importance of Employability

Education and work experience mark you eligible to apply for a job but to be successful in most job roles; you will require skills that you are probable to develop. Some skills will be specific to the job, but the massive majority will be so-called 'skills' that can be used in any profession or employment sectors. These skills are **'Employability Skills'**, they are marks you an employable.

Employability skills are basic skills and traits required in nearly every job. These are the common skills that make someone desired to an institute. Employers always look for employees with these skills

Employability skills are very essential for an employer perspective. Every employer considers set of some skills to be followed by an employee.

Different employability skills are as follows:

1. Technical/Job Specific Skills
2. Communication Skills
3. Behavioural Skills
4. Enterprising Skills
5. Cognitive/ Problem Solving Skills
6. Learning Ability
7. Social Skills
8. Business Awareness
9. Customer Service
10. Self-Management and Development

3. Research question

1. Is there any relationship between employability skills and industry requirement?
2. Is vocational/skill based training is adequate or not?

4. Objective of Study

1. To study the employability skills in selected Industry Sector to increase the Employment of individual.
2. To study the Vocational Training/Skill development courses to enhance employability skills.

5. Hypothesis of Study

1. The acquisition of employability skills enhances/increase employability.
2. The Vocational Training/Skill development course system is adequate to enhance employability skills.

6. Analysis and interpretation of data

Reliability of Research Instrument

For checking reliability, Cronbach's alpha test was used. Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. It is considered to be a measure of scale reliability.

ISSN: 2233-7857 IJFGCN

The Cronbach's Alpha was calculated for the both the questionnaire by using EXCEL.

For Employee Questionnaire:

Reliability Statistics	
Cronbach's Alpha	N of Items
.944	41

For Employer Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.779	39

Above table shows that Cronbach's Alpha for Employee questionnaire and Employer questionnaire are 0.944 and 0.779 respectively which is greater than .5, it indicates internal consistency of both type of questionnaire. Hence it can be stated that, the research instrument used for the study is reliable.

Source of Data

This is first hand data which collected from the respondents considered for the study. It is necessary to take precaution while collecting primary data related to selection of respondents and research instrument to be considered for the study.

The questionnaire survey method is used to collect the data. A separate questionnaire prepared in the current research the responses from both employee and employers are collected to get real scenario about effectiveness of employability skills. In all 160 employer and 261 employees were become part of this study.

Hypothesis Testing

Hypothesis 1:

1. **The acquisition of employability skills enhances/increase employability of individual.**

The statistical statement may be written as

H_0: There is no significant effect between the mean acquisition of employability skills and the mean of employability skills.

Against

H_1: There is significant effect between the mean acquisition of employability skills and the mean of employability skills

The average value of each related variable calculated first to get the data in the requirement form as the numbers of identified variables were in larger numbers.

In order to test the hypothesis first correlation of selected variables for first hypothesis were found out with the help of SPSS.

As a first step, mean value of selected variable checked with the help of paired Sample Statistics.

ISSN: 2233-7857 IJFGCN

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	ESEAVG	1.2371	161	.61327	.04833
	ESCAVG	.6905	161	.54027	.04258
Pair 2	ESEAVG	1.2371	161	.61327	.04833
	ESRAVG	.6784	161	.46882	.03695
Pair 3	ESEAVG	.8458	261	.94817	.05869
	ESJO	.5747	261	.97230	.06018
Pair 4	ESEAVG	.8458	261	.94817	.05869
	SDIE	.2912	261	.82245	.05091

Table No. 1: Paired Samples Statistics – Hypothesis 1

The correlation analysis output for selected variable is presented in the following table.

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	ESEAVG & ESCAVG	161	.012	.878
Pair 2	ESEAVG & ESRAVG	161	.000	.996
Pair 3	ESEAVG & ESJO	261	.093	.136
Pair 4	ESEAVG & SDIE	261	.387	.000

Table No. 2: Paired Samples Correlations – Hypothesis 1

As the p value of all the pair is greater than 0.05, except for the average values of all the variables related to necessity of Employability Skills and Significant relationship between Industry and skill development for effective employment.

It specifies the acceptance of difference between the mean of enhancement of employability skills and the mean of acquisition of employability skills.

This analysis is further strengthened by the paired samples test.

Paired Samples Test									
		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	ESEAVG - ESCAVG	.54665	.81236	.06402	.42021	.67309	8.538	160	.000
Pair 2	ESEAVG - ESRAVG	.55873	.77209	.06085	.43856	.67890	9.182	160	.000
Pair 3	ESEAVG - ESJO	.27108	1.29375	.08008	.11339	.42877	3.385	260	.001
Pair 4	ESEAVG - SDIE	.55461	.98546	.06100	.43449	.67472	9.092	260	.000

Table No. 3: Paired Samples Test – Hypothesis 1

The result of the same is given in the above table.

As the p value < 0.05 it accepts the fact means researcher reject the null hypothesis and may **accept the alternative hypothesis H_1**. It means that, there is significant effect between the mean acquisition of employability skills and the mean of employability skills.

ISSN: 2233-7857 IJFGCN

Hypothesis 2:

2. The Vocational Training/Skill development course system is adequate to enhance employability skills.

H_0: There is no significant effect between the mean values related variables identified for vocational course (Skill development course) system and the mean values related to the variables to enhance employability skills.

Against

H_1: There is significant effect between the mean values related variables identified for vocational course (Skill development course) system and the mean values related to the variables to enhance employability skills.

The same procedure followed as hypothesis 1. Calculation of means followed by correlational analysis and Paired sample test carried out for testing the hypothesis. The results are shown below step by step. The paired samples statistics has shown the difference of mean.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	VTIPAVG	.6845	161	.45651	.03598
	CMR	.2547	161	1.13622	.08955
Pair 2	VTIPAVG	.6845	161	.45651	.03598
	VTIAVG	.6066	161	.52293	.04121
Pair 3	VTIPAVG	.6845	161	.45651	.03598
	VESAVG	.5000	161	.57077	.04498
Pair 4	VTIPAVG	.6845	161	.45651	.03598
	RLPVSAVG	.8657	161	.73216	.05770
Pair 5	VTIPAVG	.6845	161	.45651	.03598
	IVSAVG	.9284	161	.65095	.05130
Pair 6	VTIPAVG	.6845	161	.45651	.03598
	PRASDAVG	1.0640	161	.65687	.05177

Table No. 4: Paired Samples Statistics – Hypothesis 2

Further paired samples correlation analysis was done in order find out relations between selected variables. These variables reflected in the table are representing mean value of selected variables.

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	VTIPAVG & CMR	161	-.073	.357
Pair 2	VTIPAVG & VTIAVG	161	-.266	.001
Pair 3	VTIPAVG & VESAVG	161	-.020	.805
Pair 4	VTIPAVG & RLPVSAVG	161	.005	.951
Pair 5	VTIPAVG & IVSAVG	161	-.120	.129
Pair 6	VTIPAVG & PRASDAVG	161	-.052	.513

Table No. 5: Paired Samples Correlations – Hypothesis 2

Except one pair i.e. Average value of all the variables related to problematic areas and variables associated with hiring the candidates from employer perspective for all the case of all other pair all the p values are greater than 0.05 which support the null hypothesis about difference of mean values.
The output of paired Sample test is given below -

ISSN: 2233-7857 IJFGCN

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	VTIPAVG - CMR	.42981	1.25507	.09891	.23447	.62516	4.345	160	.000
Pair 2	VTIPAVG - VTIAVG	.07785	.78030	.06150	-.04360	.19930	1.266	160	.002
Pair 3	VTIPAVG - VESAVG	.18447	.73783	.05815	.06963	.29931	3.172	160	.002
Pair 4	VTIPAVG - RLPVSAVG	-.18123	.86094	.06785	-.31523	-.04723	-2.671	160	.008
Pair 5	VTIPAVG - IVSAVG	-.24389	.83874	.06610	-.37444	-.11335	-3.690	160	.000
Pair 6	VTIPAVG - PRASDAVG	-.37950	.81914	.06456	-.50700	-.25201	-5.879	160	.000

Table No 6. : Paired Samples Test – Hypothesis 2

The result of the analysis pointed out that p values in all the cases found to be less than 0.05 which accept the fact that there is significant effect between the mean values related variables identified for vocational course (Skill development course) system and the mean values related to the variables to enhance employability skills.

Thus, **the hypothesis that vocational system (skill development course) is adequate to enhance the employability skill is accepted.**

7. Findings:

It was found that most of the respondents reported that there is a significant relationship between Skill development and Industry, Employability Skills and Significant relationship between Industry and skill development for effective employment.It specifies the acceptance of difference between the mean of enhancement of employability skills and the mean of acquisition of employability skills.

Vocational Training Institute is effective to enhance employability skills and respondents agreed that vocational education enhances employability skills. It indicates that Vocational Training Institute is effective to enhance employability skills .Respondents agreed with the vocational education system provide opportunity to excel employability skills

8. Conclusion:

This study represented the importance of different skills set required for acquisition of job. Necessity of employability skills or extent required for employability skills are measured by both the type of respondent. It specifies that, there was a gap between acquire skill by employee about getting the job and industry expectation in desired skill set. Future study can be form to explore and validate new skills set as well as relation with Industry sector.

References:

[1] Magdalene, C.H.Ang (2015) Graduate Employability Awareness: A Gendered Perspective ELSEVIER- Procedia - Social and Behavioral Sciences 2nd Global Conference on Business and Social Science,Volume 211,pp.192-198.

[2] Erika Zahorcova, Martina Klierova, Martin Podaril, Roman Hrmo (2012).The importance of development students´ skills and teachers´ Competencies Procedia - Social and Behavioural Sciences 47,pp.1329 – 1334.

ISSN: 2233-7857 IJFGCN

[3] George S. Mouzakitis (2010), The role of vocational education and training curricula in economic development Procedia Social and Behavioral Sciences 2 ,Volume 2, No.2 , pp. 3914–3920.

[4] Madalina EcaterinaPopescu, MonicaRoman(2018) Vocational training and employability: Evaluation evidence from RomaniaEvaluation and Program Planning, Elsevier, Volume 67, pp.38-46.

[5] SimonMcGrath, LesleyPowell.(2016) Skills for sustainable development: Transforming vocational education and training beyond 2015 ,International Journal of Educational Development,Volume 50, pp.12-19.

[6] Roman Hrmo, Juraj Mitina, Lucia Kritofiakova (2016). Improving the Quality of Technical and Vocational Education in Slovakia for European Labour Market Needs,Volume 6, No. 2.

[7] Anita Sui Man Leung (2010) An Effective Learning Model to Support People Development: The Emerging Approach of The Hong Kong Institute for Vocational Education ,International Education Studies, Vol. 3, No. 4.

[8] Mohamad Behroozi (2017), The Role of Technical and Vocational Training for Entrepreneurship Development and Business Skills in the Boushehr Province Technical and Vocational Training IRAN Aspect, Journal of Educational, Health and Community Psychology, Volume 6, No 1.

[9] Amaechi, O. Joseph, Thomas, C. Godstime (2016) ,Strategies Of Effective Teaching And Learning Practical Skills In Technical And Vocational Training Programmes In Nigeria, International Journal of Scientific Research Engineering & Technology (IJSRET), Volume 5, No.12,pp 598- 603.

[10] Arwa Asiri, Andrew Greasley and Paul Bocij (2017),A REVIEW OF THE USE OF BUSINESS SIMULATION TO ENHANCE STUDENTS' EMPLOYABILITY (WIP), SummerSim'17 Proceedings of the Summer Simulation Multi-Conference Article No. 39.

[11] R. Sumitha, E.S. Vinothkumar (2016) ,Prediction of Students Outcome Using Data Mining Techniques ,International Journal of Scientific Engineering and Applied Science (IJSEAS), Volume 2, No.6.

[12] Chris Collet (2015), Employability skills: perspectives from a knowledge-intensive industry, Education and Training, Vol. 57 No. 5, pp. 532 - 559.

[13] Neha Kumari (2016), A Skilled Workforce for India by the way of Training and Development, International Journal in Management and Social Science, Volume 4, No. 4.

[14] R. Sumitha, E.S. Vinoth kumar (2016), Prediction of Students Outcome Using Data Mining Techniques International Journal of Scientific Engineering and Applied Science (IJSEAS), Volume-2, No. 6.

ISSN: 2233-7857 IJFGCN

[15] Ms Audu, Rufai, Abdulkadir, M. Abdul Bello Kagar (2013), Technical Vocational Education (TVE) Institutions andIndustries Partnership: Necessity for Graduates Skills Acquisition International Journal of Scientific and Research Publications, Volume 3, No. 4.

[16] S. Nayana Tara, N.S. Sanath Kumar (2016). Skill development in India:In conversation with S. Ramadorai, Chairman, National Skill Development Agency & National Skill Development Corporation; former CEO, MD and Vice Chairman, Tata Consultancy Services IIMB Management Review 28.

[17] Xavi Canaleta, David Fonseca, Isidro Navarro (2016), Improving computational skills and curriculum of Vocational Training students. Case Study: Technological Behaviour of pharmacy students in a Digital Marketing Course, Fourth International Conference on Technological Ecosystems for Enhancing Multiculturality – TEEM'16.

[18] Inge Molenaar (2017), The Effects of a Learning Analytics Empowered Technology on Students' Arithmetic skill Development, Proceedings of the Seventh International Learning Analytics & Knowledge Conference, pp 614-615.

[19] Ealasaid Munro (2017), Building soft skills in the creative economy: Creative intermediaries, business support and the 'soft skills gap', Elsevier Publication, Volume 64, pp 14-25.

[20] Lalit Upadhayay, Prem Vrata(2016), Analysis of impact of industry-academia interaction on quality of technical education: A system dynamics approach Computers & Industrial Engineering, Computers & Industrial Engineering , Volume 101,pp 313–324.

[21] Tatiana Blinovaa, Svetlana Bylinaa, Victor Rusanovskiyb (2015). Vocational Education in the System of Determinants of Reducing Youth Unemployment: Interregional Comparisons, Procedia Social and Behavioural Sciences 214, pp 526-534.

[22] H. S. M. Hasan, H. Ahamad, M. R. Mohamed (2011). Skills and Competency in Construction Project Success: Learning Environment and Industry Application- The GAP, Procedia Engineering 20 ,The 2nd International Building Control Conference, pp 291 – 297.

[23] Lennart Bütha, Vikrant Bhakarb, Nitesh Sihagb, Gerrit Posselta, Stefan Böhmea,Kuldip Singh Sangwanb (2017),Bridging the qualification gap between academia and industry in India, Procedia Manufacturing 7th Conference on Learning Factories, CLF 2017, pp 275 – 282.

[24] Praveen Rani, Dr. Rajan Vohra (2015),Generating Placement Intelligence in Higher Education Using Data Mining, International Journal of Computer Science and Information Technologies, Vol. 6,No. 3, pp 2298-2302.

[25] Pooja Thakar,Anil Mehta,Manisha (2015),Performance Analysis and Prediction in Educational Data Mining: A Research Travelogue, International Journal of Computer Applications, Volume 110 ,No. 15.

ISSN: 2233-7857 IJFGCN