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A Study on Employability Skills Development among the Professional Students through Training Programmes Conducted in College with Reference to Erode

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ABSTRACT: In today's era the employability skills were developed by conducting training programme in colleges for students. Since many students are struggling to find the employment. So, I did this research to understand and to find out why such a situation arises, and the effect or outcomes of the training programme given in colleges for students.

KEYWORDS: employability skills, training programme, skill

I. INTRODUCTION

Employability skills is important for those who are going to step into the work as a fresher. When people join in an organization they have to communicate with other employees, they should made decision for the critical situations and made solutions for the existing or new problems. The purpose of this study is to understand about the training given in the college and to know about the outcome of the training provided to the students.

II. OBJECTIVES

1) To study the training programme conducted in thecollege.
2) To identify and evaluate the training programme given by college develops the employability skills of students.
3) To study the extent to which employability training is helpful in selection process / placement opportunities.
4) To know about the outcome of training programme.
5) To investigate the factors influencing to develop employability skills.

III. SCOPE OF STUDY

1) This study helps to understand and finding the issues inthe training programme given in the college.
2) It will help in suggesting suitable measures to overcomethe complications and to provide better training programme by the college for the employability skillsdevelopment for the students before their placement.

IV. LIMITATIONS OF THE STUDY

1) Some respondents not aware about the employabilityskills.
2) Students gave importance to the academic more thantheir skills.

V.REVIEW OF LITERATURE

Heavey and Morey (2003) "ENHANCHING EMPLOYABILITY, RECOGNIZING DIVERSITY, LONDON: UNIVERSITY UK AND HIGHER EDUCATION CAREERS SERVICES UNIT". Highly the skill graduates need in order to manage their careers and those that will enable them to continue learning throughout the work lives.
Lonice Morley (2007) "THE X FACTOR: EMPLOYABILITY, ELITISM AND EQUITY IN GRADUATE

RECRUITMENT". Identified that educational experience and process can contribute the development of employability skill and socio-economic privilege can be transferred on the production and codification of qualifications and competencies.

Gowsalya. G and Ashok Kumar. M (2017) Employability Skills are skills that are related across a variety of jobs and life contexts. ANOVA and Correlation tests are used to analyze the study. Suggests, the students are not able to sustain in their job because of less skill and tolerance. Hence while graduating they should specially educate to fill gap between college and corporate.

Rubvita Chadha, et al (2014) the aim of the study was, the industry's requirement for employability of management student in present scenario. The statistical tools used were mean and standard deviation. The study suggests and concludes that, the offer more practical training, develop their conversational skills, outsource to professional organizations specializing in improving employability skills etc.

G. Gowsalya and G. Elavarasan (2018) Employability skills are those basic skills necessary for getting, keeping, and doing well into job. It is a group of important skills instilled in each individual in order to produce productive workforce. The objectives of the study were to study the employability skill for present day graduates, to study graduates self-perceived level of competence at performing employability skill and to suggest a way to improve their employability skill along with their programs. The data were collected from the post graduate students. Statistical tools are used percentage analysis and Friedman test. Finding revaluate that the out of 50 postgraduates' students mean rank of 11.75 places the 1st rank of post graduate students that establishing the critical events to be completed. Mean rank 11.62 of places the 2nd rank of the post graduate students group problem solving. Out of 50 students and scholars the mean rank was 8.37 where the rank is 20 whether go to up-to date information daily. The study concluded that the Indian educational governance is the one which is in earnest need of improving. Further that, instructors should practice employability skill during teaching and learning session so that it could assist students to understand ways of applying the skills by themselves.

VI. RESEARCH METHODLOGY

Research design is a blueprint which helps the researcher to work in a direction and to obtain answers for his research questions. In this research the researcher used descriptive research design. When comes to population the size is unknown, so the researcher goes with the non-probability sampling technique. In that convenience sampling is preferred from the population members who are conveniently available to participate in the study. The size of the sample is 130 respondents for this research. Here the data were collected using questionnaire as a primary data and the secondary data collected from review of literature and other details through internet.

VII. DATA ANALYSIS AND INTERPRETATION

7.1 SIMPLE PERCENTAGE ANALYSIS
It refers to special kind of rates, percentage are used in making comparison between two or more series of data. A percentage is used to determine relationship between the series which the researcher wants to find

7.2 HENRY GARRETT RANKING
Garrett's ranking technique to find out the most significant factor which influences the respondent, Garrett's ranking technique was used by the researcher.

### 7.3 FREQUENCY AND PERCENTAGE TWO DEMOGRAPHIC FACTORS OF RESPONDENTS
The Respondent who participated in the research are from diversified background with gender, age group and educational qualification.

Table 7.1: FREQUENCY AND PERCENTAGE TWO DEMOGRAPHIC FACTORS OF RESPONDENTS

Details of the respondent		No. of Respondents	Percentage (%)
Gender	Male	107	82.30
	Female	23	17.69
	Total	**130**	**100**
Age Group (in Years)	20-25	128	98.46
	25-30	2	1.53
	30-35	0	0

	35-40	0	0
	Total	**130**	**100**
Educational	B.E/B.TECH	101	77.69
qualification	M.E/M.TECH	1	0.769
	MCA/MBA	28	21.53
	Total	**130**	**100**

SOURCE: Primary Data
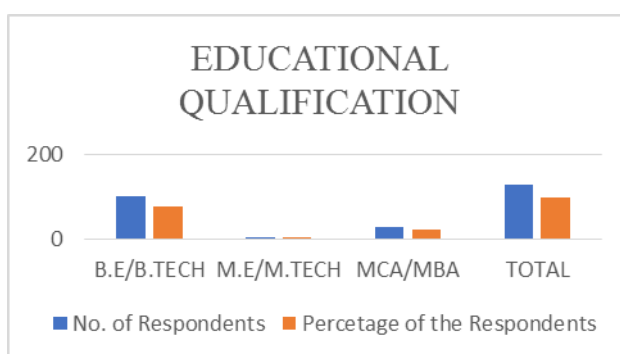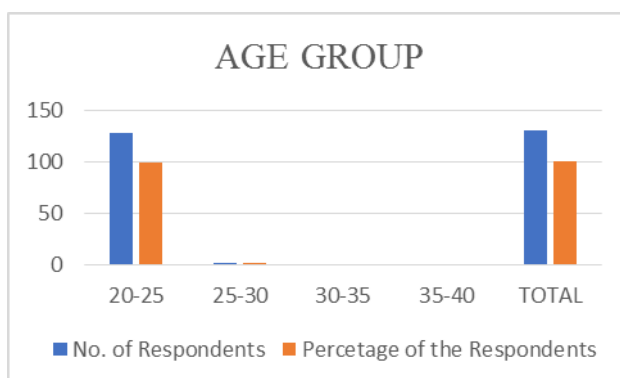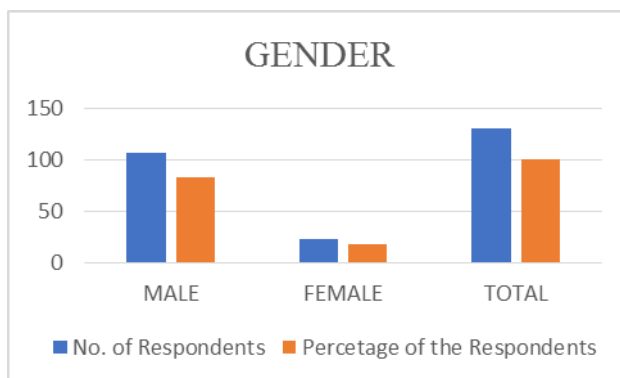
INTERPRETATION

From this study it is evident that age group of the 98.46% of the respondents falls under the category of 20–25 years,77.69% of the respondent's educational qualification is B.E/B.TECH.

Table 7.2: RANKING TRAINING PROGRAMME BY IMPORTANCE GIVEN FOR WHICH EMPLOYABILITY SKILLS FOCUSED BY COLLEGES

EMPLOYABILITY SKILLS	TOTAL SCORE	MEAN SCORE	RANK
COMMUNICATION SKILLS	8195	63.03	1
CRITICAL THINKING AND PROBLEM-SOLVING SKILLS	6630	51	3
TEAMWORK AND COLLABORATION	6815	52.42	2
PROFESSIONALISM AND STRONG WORK ETHIC	4885	37.57	5
LEADERSHIP	5975	45.96	4

SOURCE: Primary Data

INTERPRETATION

From this study, it is found that from the table it is evident that communication skill is ranked as no.1 with the total score of 8195, team work and collaboration is ranked as no.2 with a total score of 6815, critical thinking and problem-solving skill is ranked as no.3 with the total score of 6630, leadership skill is ranked as no.4 with the total score of 5975 and the professionalism and strong work ethic skill is ranked as no.5 with the total score of 4885.

7.4 CHI-SQUARE TEST

The researcher wants to know about the relationship between the educational qualification and the level of agreement towards the knowledge and skills gained at training programme. So, he used Chi-square test.

NULL HYPOTHESIS

H_0 – There is no significance relationship between educational qualification and the level of agreement towards the knowledge and skills gained at training programme

ALTERNATIVE HYPOTHESIS

H_1 – There is a significance relationship between educational qualification and the level of agreement towards the knowledge and skills gained at training programme

Table 7.3: CHI-SQUARE TEST

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	11.596 [a]	16	.771
Likelihood Ratio	13.413	16	.642
Linear-by-Linear Association	.723	1	.395
N of Valid Cases	130		

a. 17 cells (68.0%) have expected count less than

5. The minimum expected count is .01.

INTERPRETATION

Therefore, H_0 is rejected and H_1 is accepted. Hence there is a significant relationship between the educational qualification and the level of agreement towards the knowledge and skills gained at training programme.

7.5 ANOVA TABLE

The researcher wants to know about the difference between the level of satisfaction towards training programme conducted in colleges and training method conducted to develop employability skills. So, he used ANOVA Table.

NULL HYPOTHESIS

H_0 – There is no significance difference between the level of satisfaction towards training programme conducted in colleges and training method conducted to develop employability skills

ALTERNATIVE HYPOTHESIS

H_1 – There is a significance difference between the level of satisfaction towards training programme conducted in colleges and training method conducted to develop employability skills

Table 7.4: ANOVA TABLE

ANOVA

RATING OF THE LEVEL OF SATISFACTION TOWARDS TRAINING PROGRAMME CONDUCTED IN YOUR COLLEGE AND RATING OF THE TRAINING METHOD

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.250	4	1.312	1.336	.260
Within Groups	122.781	125	.982		
Total	128.031	129			

INTERPRETATION

Therefore, H_0 is rejected and H_1 is accepted. Hence there is a significant difference between the level of satisfaction towards training programme conducted in colleges and training method conducted to develop the employability skills.

7.6 CORRELATION

The researcher wants to find that the rating of the level of satisfaction towards training programme conducted in your college and rating of the training method are linearly related. So, he used correlation.

NULL HYPOTHESIS

H_0 – There is no significant linear relationship between the level of satisfaction towards training programme conducted in colleges and training method conducted to develop the employability skills.

ALTERNATIVE HYPOTHESIS

H_a - There is a significant linear relationship between the level of satisfaction towards training programme conducted in your college and training method conducted to develop the employability skills.

Table 7.5 Correlation

Correlations

		RATE THE LEVEL OF SATISFACTION TOWARDS TRAINING PROGRAMME CONDUCTED IN YOUR COLLEGE	RATE THE TRAINING METHOD CONDUCTED TO DEVELOP EMPLOYABILITY SKILLS
RATE THE LEVEL OF SATISFACTION TOWARDS TRAINING PROGRAMME CONDUCTED IN YOUR COLLEGE	Pearson Correlation	1	-.058
	Sig. (2-tailed)		.514
	N	130	130
RATE THE TRAINING PROGRAMME CONDUCTED TO DEVELOP EMPLOYABILITY SKILLS [TRAINING METHOD]	Pearson Correlation	-.058	1
	Sig. (2-tailed)	.514	
	N	130	130

INTERFERENCE

Therefore, H_0 is accepted H_a is rejected, there is no significant linear relationship between the level of satisfaction towards training programme conducted in colleges and training method conducted to develop the employability skills.

VIII. FINDINGS

1)82.31% of the respondents are male

2)98.46% of the respondents are under the category of 20-25 years

3)77.69% of the respondent's educational qualification is B.E/B.TECH

4)66.15% of the respondents are participated in internship

5)72.31% of the respondents attending short duration of training programme

6)45.38% of the respondent are satisfied with the duration of the training programme

7)56.15%of the respondents are neither satisfied nor dissatisfied towards the training programme

8)49.23% of the respondents are highly satisfied with the training content of the training programme

9)40% of the respondents are highly dissatisfied with the training method of the training programme

10)47.69% of the respondents are dissatisfied with the trainer of the training programme

11)The respondents are satisfied with presentation skill which gains greater weighted average (WA=4.18) for the communication skill training programme

12)The respondents are rated the training content to gain the greater weighted average (WA=4.20) for the training programme to develop employability skills

13)With the score of 8195, the communication skill is ranked first towards the importance given for the employability skills their college focused on training programme

14) With the score of 6937, the self-interest is ranked first towards the factors influencing to develop employability skills to get job

15) H_0 is rejected and H_1 is accepted, there is a significant relationship between education and knowledge and skills which will help for professional work

16) H_0 is rejected and H_1 is accepted, there is a significant difference between the satisfaction of training programme and training method.

17) H_0 is accepted H_a is rejected, there is no significant linear relationship between the level of satisfaction towards training programme conducted in your college and training method conducted to develop the employability skills.

SUGGESTIONS

1) The colleges must provide training for students in a proper schedule, and it shall be extended if needed.
2) Professional trainers are required to conduct proper training programme for students.

IX. CONCLUSION

Thus, the analysis concluded that, the mix of academic qualifications, important vocational skills and personal skills are selling skills for entry level jobs. Employers in retail industry are looking for people for their managerial jobs with different skill set of factors such as academic qualifications, communication skills, leadership skills, teamwork skills and work experience.

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