

## **Empirical Model on Teachers Perception of Students Employability Skills on Arts and Science Colleges in Tamil Nadu**

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### **Abstract**

The basic education provides the foundation for learning secondary, tertiary education and India needs a flexible education system. The basic thing is to provide the foundation for learning; secondary and tertiary education to develop core capabilities and core technical skills; and further means of achieving lifelong learning. The education system should be accustomed to the new global environment by promoting creativity and improving the quality of education and training at all levels". The flexibility in the education system can be described in the preface of the World Bank document talks about the rigid determination of the educational institutions in adapting to the global environment.

Skill, the ability, competence, dexterity, knack, aptitude, proficiency, expertise, and cleverness which manifests itself in various ways is used for the various purposes. Green F (2011) explains that "the skill levels have large economic effects for individuals, employers, regions and whole national economies. He argues that there is no consensus among social scientists, economists, sociologists and psychologists, in each one philosophy which sounds different as if it appears to be talking about different things".

Employability skills are need of the hour for students, faculties and educational institutions. In this context, this paper is aimed at developing an empirical model of employability skills of the college students as per the opinion of their teachers who are working in colleges the teachers are brain behind the students in curriculum development as well as designing and developing employability skills of students for their employment.

### **Keywords**

Employability skills, skill development, strategies, Educational activities.

## **Introduction**

“Skill is the ability to carry out the tasks and duties of a given job”. It is the function of complexity and range of tasks & duties performed in an occupation. It is measured operationally.

- In relation to the characteristic tasks and duties the nature of work is performed in an occupation.
- The tasks and duties of competent performance is involved in the level of formal education which is defined in terms of International std classification of education is required.
- The amount of informal on the job training is also required.

The International labour office (2004) is defined that the employability is related to portable competencies and qualifications which enhance the individual capacity. It is used to secure and retain decent work, and in training opportunities available, and to cope with changing technology and in labour market.

## **Development of Employability Skills**

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## **Concept of Employability skills**

Royal Melbourne Institute of Technology (RMIT) Employability skills Guide - 2014, categorize the employability skills as “generic skills, life skills, core skills, essential employment skills, key competencies or transferable skills and groups.

These skills divided into eight main categories. They are personal attributes most sought after by the employers, communication, self management, planning and organizing, technology, teamwork, problem solving learning, Initiative and enterprise". Donald E. Powers (2010) studied the relativity of the language skills and he mentions that listening and reading are receptive skills which is modified by understanding, speaking and writing. These are productive skills. Thus, the four basic skills are related to each other by virtue of both the mode of communication (oral or written) and the direction of communication is either by receiving or producing messages".

### **Skills and the talents of the youth was most sought by the employer**

Personal Attributes – include qualities such as Loyalty, commitment, honesty and integrity, enthusiasm, reliability, personal presentation, common sense, positive self esteem, a sense of humour, a balanced attitude to work and home life, an ability to deal with pressure, motivation and adaptability.

Communication - is the art of Listening and understanding, speaking clearly and directly, writing to the needs of the audience, negotiating responsively, reading independently, empathizing, speaking and writing in languages other than English, using numeracy to convey information, understanding the needs of internal and external customers, persuading effectively, establishing and using networks, being assertive, sharing information.

Teamwork - involves working across different ages and irrespective of gender, race, religion or political persuasion, working as an individual and as a member in the team, knowing how to define a role as a part of the team, applying team work to range of situations like futures planning, crisis problem solving, identifying the strengths and weaknesses of the team members, coaching and mentoring skills including giving feedback.

Problem Solving - is to develop creative and innovative solutions, developing practical solutions, showing independence and initiative in identifying problems and solving them, solving problems in teams, applying a range of strategies in problem solving, using mathematics including budget and financial management. It also includes applying problem solving strategies across a range of areas, testing assumptions taking the context of data and circumstances into account, resolving customer concern in relation to complex projects.

Self Management - means personal vision and goals, evaluating and monitoring own performance, having knowledge and confidence in their own ideas and visions, articulation of words and taking responsibility.

Planning and Organizing - is the process of managing time and priorities— setting time lines, coordinating tasks for self and with others, being resourceful, taking initiative and making decisions, adapting resource allocations to cope with contingencies, establishing clear project goals and deliver, allocating people and other resources to task and to plan the use of resources including time management, participates in continuous improvement and planning processes, develops a vision and a proactive plan to accompany it, predicting - weighing up risk, evaluate alternatives and apply evaluation criteria, collecting, analyzing and organizing information, understanding basic business systems and their relationships.

Technology - is to have a range of basic Information Technology (IT) skills such as application of IT as a management tool, using IT to organize data, willing to learn new IT skills, having OHS knowledge to apply technology, having the physical capacity to apply technology like manual dexterity.

Learning - is to manage one's own learning, contribute the learning community at the workplace, use a range of mediums to learn - mentor, peer support and networking, IT courses, apply learning to 'technical' issues which are, learn about products and 'people' issues as interpersonal and cultural aspects of work, have enthusiasm for ongoing learning, be willing to learn in any setting - on and off the job, be open to new ideas and techniques, be prepared to invest time and make an effort to learn new skills, acknowledging the need to learn in order to accommodate change.

Initiative and Enterprise - is to adapt according to the new situations, develop a strategic, creative, long term vision, being creative, identify opportunities not obvious to others, translate ideas into action and to generate a range of options and to initiate innovative solutions.

### **Role of Teacher in Educating Employability skills of Students**

The standalone attitude of the teaching faculty is expected of the teacher to influence the students with the better communication skills. Marriam Bashir (2011) stresses on the "importance that speaking is not a part of our examinations. At the same time learning to speak also demands a lot of practice and attention", as she encourages the students with the words of encouragement that everyone learns to speak the irmother tongue just by listening and repeating. She is of the opinion that teachers are to adopt the same method, by giving them the drills in the basic patterns of language, asking short questions and using short dialogues in the classroom. The educators must understand the level of skill acquisition by the students, to what extent can be performed and how the performance can be

improved.

## **Review of Literature**

Research studies pertaining to employability skills are reviewed order to design and develop the research methodology frame work coupled with development of model of employability skills of college students as per the perception of college teachers.

**Gay Crebert (2000)** - He suggested that the under graduate curriculam was beneficial especially it gave experience in meeting deadlines, to manage their time, exposed the students to reality and all the graduates, staff and employers felt that the industry was involved fully. Found a Strong Linkage between the “Content of the Curriculam” and “real world”. So many applications and examples were mentioned frequently, in order to develop generic skills. They find in the university context Researches proved that the generic skills development were valued in the experience of learning in the work place.

**HEFCE (2000)** - Higher Education Funding Council of England reported consensus between the universities and the graduates.

The following are the issues faced

- Employment related content
- Employability agenda
- Different approaches
- Substantial differences among the institutions
- Different Subject areas.

**Vathsala (2010)** - the findings has made so many differences in the Priorities given for skills in employability by the four groups.

1. male graduates      2. Female graduates
4. employers            5. University lecturers

The study found that the graduates who applied for entry level graduate jobs in computer science in srilanka, valued in their work place and understood, influenced by the genders.

**Ali Fadzilah Akmal (2012)** – This study observes that students are fundamentally aware of the importance of employability skills. They (students) were impressed on the utmost soft skills. (SDP) Soft Skills development Programme can change (or shape) them Perfectly towards the importance of employability skills.

**Hanover Research Survey (2013)** - If the students are used in high stakes scenarios, the results are affected, not qualified to rate certain aspects of teaching, Researchers are not consensus regarding students administration and for teacher’s

evaluation how much weight age.

**Godday orziemgbe (2013)** - This study finds the differences between the graduates and the courses. In the Practical Society, due to the varying level of skills how they exposed and how they learnt and how they pay attention to the add on values.

**Muhammad. K (2014)** – This research study observes that the relationship among the students those who come from science and humanities college on their Perspectives towards employability skills. He studied about the yarmouk university students.

### **Research Gap**

The research studies emphasized the curriculum development and enhancement by teachers on educational institutions coupled with development of employability skills of college students which are statistically analysed with help of empirical model.

### **Research Methodology**

This is analytical and empirical research study pertaining to employability skills of college students as per the perception of college teachers by collecting data from them with the help of well structured questionnaire. Convenience sampling method is used to collect the data from the college teachers. Sampling numbering 1454 teacher respondents who participated in this study with the help of convenient sampling method. Structural equation model is developed in this study which also testify the hypotheses of this study.

### **Data Analysis**

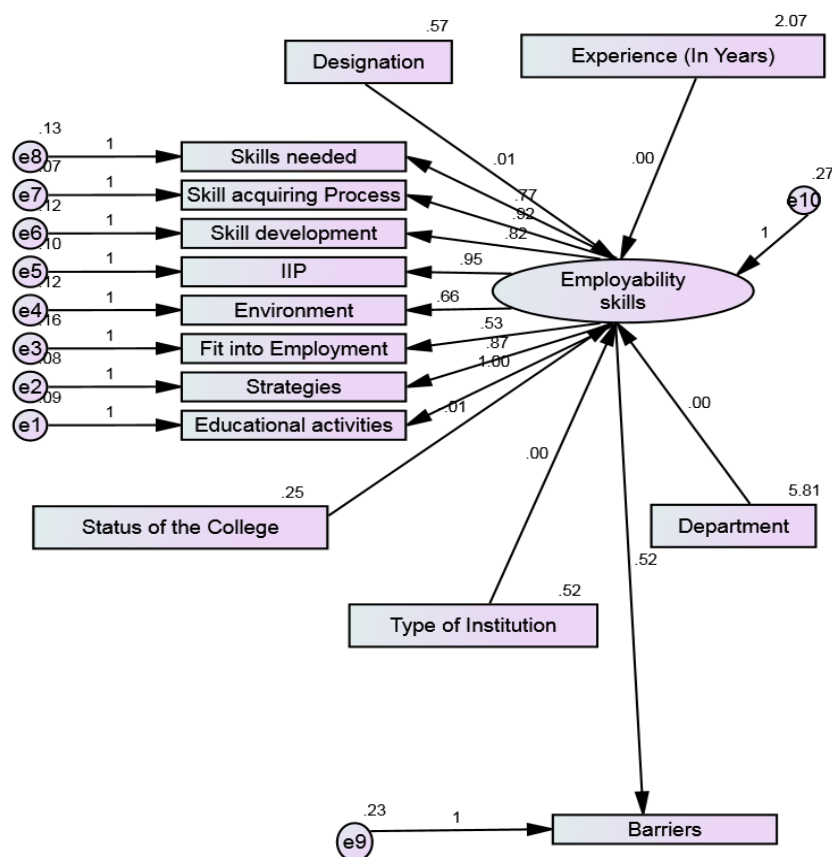
#### **Construction of Empirical Model**

#### **A model of College faculties on employability skills of students.**

In order to identify the employability skills of the students the researcher also obtained the responses from the faculties who are training them to achieve the employability skills. The faculties are responded to the questions on skills. There are several skills basic skills, technical skills, intellectual skills, leadership skills, esthetic skills, communication skills, entrepreneurship skills and other skills. Besides the skills they responded to the measure for developing the employability skills, institutional industry partnership barriers to acquire the employability skills, environment factors recording employability skills, job suitability of passed out students, strategy of important employability skills and the activities to improve the

employability skills. These factors are responded by the faculty members in likerts 5 point scale . besides these likerts 5 point scale there. hence this leads to the following hypotheses

- There is no significant influence of designation of faculties on their perception towards employability skills of students.
- There is no significant influence of experience of faculties on their perception towards various employability skills of students.
- There is no significant influence of college status of faculties on the perception towards employability skills of students.
- There is no significant influence of Type of institution of faculties on the perception towards employability skills of students .
- There is no significant influence of discipline of faculties on the perception towards employability skills of the students.



### Fit indices for the staff.

| S.NO | Fit indices                             | Values | Bench marks |
|------|---|--------|-------------|
| 1    | P-value                                 | 0.427  | >.05        |
| 2    | Goodness of Fit index                   | 0.984  | >0.9        |
| 3    | Comparative index                       | 0.975  | >0.9        |
| 4    | Normed fit index                        | 0.970  | >0.9        |
| 5    | Root mean square error of approximation | 0.08   | <0.08       |

The fit indices very much satisfy the bench mark values .All these hypotheses are verified through this model and all of them are rejected at 5 percent level. The results are clearly presented below.

There is a significant influence of designation of faculties on their perception towards employability skills of students.

There is a significant influence of experience of faculties on their perception towards various employability skills of students.

There is a significant influence of college status of faculties on the perception towards employability skills of students.

There is a significant influence of Type of institution of faculties on the perception towards employability skills of students .

There is a significant influence of discipline of faculties on the perception towards employability skills of the students.

### Conclusion

This study observes that college faculties give importance to employability skills of college students for their employment which are basic skills technical skills intellectual skills leadership skills, communication skills etc. The study observes that skill acquiring process skill development, industry institution partnership, strategies for imparting skills are also vital aspects of skills development by college students as per the perception of college students. Hypothesis testing signifies the importance of faculties and their enriched experience and the educational institutes as well discipline of faculties play a significant role in imparting employability skills of college students. Finally this study concludes that the role of teachers are essence of developing skills of employability of college students for their employment.



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