DETERMINANTS OF EMPLOYMENT DECISION MAKING AMONG COLLEGE YOUTH - WITH SPECIAL REFERENCE TO CHENGALPATTU DISTRICT

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Abstract

India's youth in higher education are facing challenges with their ability to make decisions about their employment. The national education policy is expected to address the aforementioned problems. The young generation work force must have clear vision and mission to develop their Employability Skills, employment decision making, Basic Skills and other aspects related to industry needs. The main goal of the study is to pinpoint the critical factors that influence college youth decisions about their careers. The present study covers selected variables and skills which are highly connected with youth student alone. The remaining aspects were not studied due to time and cost constraint. An employment and productive youth force will not only drive the industry growth but will ensure faster growth of nation and will help the nation achieve its USD 5 trillion economy goal. In this regards, the researcher analysed that Determinants of Employment Decision Making among College Youth - With Special Reference to Chengalpattu District.

Keywords: Employment, Higher Education, Employability Skills, Decision Making, Work - Life Balance.

Introduction

According to the 2018-19 All India Survey on Higher Education, there are about a thousand universities in the country, with an average of 28 colleges per lakh young people. 37.4 million young people are currently enrolled in higher education programs in India, which presents both opportunities and challenges for achieving employment and economic growth. India's youth in higher education are facing challenges with their ability to make decisions about their employment. The national education policy is expected to address the aforementioned problems. The higher education institutions in India must focus on development of employability skills and employment decision making among young generation youth work force. The young generation work force must have clear vision and mission to develop their Employability Skills, employment decision making, Basic Skills and other aspects related to industry needs. The regulatory authorities should make necessary arrangements and change for enhancement of employability skills and employment decision making of the young work force. There is a need to carry out investigation to explore the level of employability skills acquisition and

employment decision making as key drivers in Indian context.

Review of Literature

A literature review is a component of an academic work that summarises current knowledge on a certain issue, including substantive discoveries, theoretical and methodological contributions, and so on. With this in mind, the review of literature section has been developed to examine a wide range of literatures on the issue and identify any gaps. The current literature review is divided into four sections, each of which focuses on the research paper.

1. Employment - Awareness
2. Employment – Employability skills
3. Employment – Involvement
4. Employment – Training

Md Atiqur Rahman Sarker et al., (2021) made a perception study to bring out level of employment decision making and soft skills among Bangladesh graduates' student. The researcher adopted survey method to gather responses from362 final year graduate students on their perception towards employability and soft skills. The results and hypotheses testing of determinants of employment decision making were analysed using Structural Equation Modelling. The result supports the hypothesis that communication, critical thinking and team work have significant and positive influence on employment decision making

Ian Pepper and Ruth McGrath (2019) study was carried out with the intention to examine how far an employment decision making module of policing Certificate in Knowledge of Policing (CKP), has impacted the students who have the passion to join police as their profession. The researchers adopted three-year longitudinal research. Findings from 28 students who have undertaken CKP states that for the first two years, the effectiveness of the course was less than 50%. After the completion of the course, 100% of the students gained their confident in their ability and were motivated to join policing as their future career although differences between the university setting and police training in learning were not apprehended.

Wei Liu (2018) in his study examines how high involvement of human resources practices has impacted employee learning that facilitates employability. The methodology adopted in this study was quantitative research approach. Structural equation modelling (SEM) analysis was used for hypotheses testing. The finding of this study states that better practice of human resources enhances better learning and promotes self-development, career competencies and also helps supervisor ratings of employees' employment decision making. However, this finding is based on report from single source of the two state-owned enterprises in China.

Sajjad Ahmad et al., (2017) have made an attempt to study the different modes of soft skills learning with a case study method among library information professionals in Pakistan. The quantitative research design has been adopted by the researchers to perform data analysis using SPSS version 20.0. The research population includes 33 public universities with the sample of 372 library professionals in Pakistan. The result shows that mentoring session is the most important soft skill learning method followed by peer learning, project/assignment-based method and self-training in the order of importance. The researchers concluded that soft skills are the necessary skills in 21st century to be successful learners.

Matthew Groh et al., (2016) explored the influence of soft skills training on female graduates in Jordon. Survey method was used for this research. The researchers found that even though there is a positive influence on participation of graduates, it failed to impact the positive outcomes of employment among the female graduates. The unexpected results of this program are disappointing in spite of being conducted by well-regarded providers. It is believed that its less effectiveness could be from short course duration and lack of skills for employment may not be the reason for these negative results. Appropriate techniques for measurement of changes in soft skills development holds a scope for future work.

Statement of the Problem

The main goal of the study is to pinpoint the critical factors that influence college student's decisions about their careers. The purpose of this study was to investigate how employability skill acquisition affects employment decision making. The systematic and scientific literature proves that there are many hidden factors influencing the acquisition of employment decision making and leadership skills. Determinants of employment decision making of higher

education youth in the India is among the rarely explored part.

This rarely explore aspect forms the backbone of the present research study. The in-depth study of existing body of knowledge pertaining to various aspects of Employability Skills, Basic Skills and Personal talent skills acquisition of college students was carried out to trace the importance of level of skills acquisition. This study identifies this aspect as a research gap and concentrates on examining the determinants of employment decision making of higher education youth in the Indian context.

Scope of the Study

The present study is focused on college students of both Arts and Science Colleges and Engineering Colleges in Chennai city. This study is limited to its scope of exploring the role of skill acquisition in higher education system and its impact on employment decision making of the college youth in the study area.

The skill aspects such as Basic Skills, Personal Talent Skills are alone considered to measure the level of skill acquisition among college youth. The present study covers selected variables and skills which are highly connected with youth student alone. The remaining aspects were not studied due to time and cost constraint.

Objective of the Study

1. To identify the personal profile of the college youth in Chengalpattu District.
2. To examine the underlying dimensions of Employment decision (EDM) Variables
3. To analyse the influence between Work - Life Balance Factor (WLBF) and other factors Security Factor (SF), Organisational Factor (OF) and Career Growth Factor (CGF).

Research Methodology

This is an empirical study with a survey methodology at its core. The main source of data was the youth attending the colleges in Chengalpattu District. The convenient sampling method was employed by the researcher, and the study's sample size was limited to 541 respondents. A variety of sources, including books, journals, magazines, periodicals, and websites, were used to gather secondary data. The techniques and instruments used are factor analysis, regression analysis, test of normality, percentage analysis, and descriptive statistics.

Results and Discussion

Demographic Profile of the College Youth

Demographic Profile (N = 541)	Description	F	%
Gender	Male	398	73.6
	Female	143	26.4
Marital Status	Single	540	99.8
	Married	1	0.2
Nature of Family	Nuclear Family	431	79.7
	Joint Family	110	20.3
Place of Living	Urban	374	69.1
	Semi-Urban	108	20
	Rural	59	10.9
Educational Qualification	Under Graduate	426	78.7
	Post Graduate	115	21.3
Nature of Education	Arts/Humanities	349	64.5
	Science	58	10.7
	Engineering	69	12.8
	Management	65	12
Type of Educational Institution	Self-Financing/ Private	327	60.4
	Government/Govt. Aided	214	39.6
Place of School Education	Urban	405	74.9
	Semi-Urban	90	16.6
	Rural	46	8.5
Descriptive Statistics (Age)			
Mean	Std. Deviation	Min.	Max.
19.560	1.527	17	26

Table indicates that majority of the respondents are male (73.6%), majority of the respondents are Single (99.8%), majority of the respondents are Nuclear Family (79.7%), majority of the respondents are urban (69.1%), majority of the respondents are Under Graduate (78.7%), majority of the respondents are Arts/ Humanities (64.5%), majority of the respondents are Self-Financing/ Private (60.4%), majority of the respondents are urban (74.9%). According to descriptive statistics, the college students who took part in the review ranged in age from 17 to 26 years old, with a mean age of 19.560 and a standard deviation of 1.527.

Exploratory Factor Analysis of Employment Decision Making (EDM)

Items	Mean	SD	Communalities	Variance (Eigen Value)	Loadings	Cronbach's Alpha
WORK - LIFE BALANCE FACTOR (WLBF)						
EDM (12)	4.250	0.850	0.501		0.649	
EDM (11)	4.130	0.882	0.485		0.649	
EDM (13)	4.210	0.839	0.492	15.301 (2.754)	0.608	0.710
EDM (14)	4.220	0.831	0.464		0.598	
EDM (15)	4.210	0.849	0.500		0.549	
SECURITY FACTOR (SF)						
EDM (18)	4.150	0.846	0.401		0.758	
EDM (01)	4.400	0.736	0.583		0.716	
EDM (04)	4.110	0.872	0.563	15.207 (2.737)	0.671	0.749
EDM (02)	4.310	0.681	0.535		0.665	
EDM (05)	4.150	0.814	0.626		0.665	
EDM (03)	4.270	0.762	0.511		0.602	
ORGANISATIONAL FACTOR (OF)						
EDM (09)	4.160	0.853	0.595		0.730	
EDM (10)	4.170	0.830	0.526	11.726 (2.111)	0.630	0.660
EDM (17)	4.200	0.857	0.541		0.542	
EDM (16)	4.240	0.805	0.409		0.414	
CAREER GROWTH FACTOR (CGF)						
EDM (07)	4.180	0.820	0.643		0.753	
EDM (06)	4.200	0.815	0.519	10.222 (1.840)	0.583	0.645
EDM (08)	4.130	0.820	0.594		0.547	
Total Variance = 52.457% and Cronbach's Alpha = 0.870 for 18 itmes						
KMO and Bartlett's Test						
Kaiser-Meyer-Olkin Measure of Sampling Adequacy. = 0.888 (Bartlett's Test of Sphericity Approx. Chi-Square = 2706.286354; df = 153; Sig. = 0.000)						

Table reveals that Kaiser-Meyer-Olkin Measure of Sampling Adequacy is 0.888, Bartlett's Test of Sphericity with approximate chi square value 2706.286354, df = 153 and p = 0.000 are statistically significant at 5 percent level. Therefore, appropriate for exploratory factor analysis and that the 18 items have exhibited the communalities variances from 0.401 to 0.643. In addition, the 18 variables are reduced into 4 predominated groups. It is found that the variable revelations the total variance 52.457%.

High Mean value of employment decision making usage among college youth. The standard deviation values are very low. EDM (01)Mean=(4.400), SD=(0.736), followed by EDM (02) Mean=(4.310), SD=(0.681); EDM (03)Mean=(4.270), SD=(0.762);EDM (12) Mean=(4.250), SD=(0.850); EDM(16)Mean=(4.240), SD=(0.805); EDM (14) Mean=(4.220), SD=(0.831); EDM (13)Mean=(4.210), SD=(0.839); EDM (15) Mean=(4.210), SD=(0.849); EDM (17) Mean=(4.200), SD=(0.857);EDM (06)Mean=(4.200), SD=(0.815);EDM (07) Mean=(4.180), SD=(0.820);EDM (10)Mean=(4.170), SD=(0.830); EDM (09) Mean=(4.160), SD=(0.853); EDM (18) Mean=(4.150), SD=(0.846); EDM (05) Mean=(4.150), SD=(0.814);EDM (11) Mean=(4.130), SD=(0.882);EDM (08)Mean=(4.130), SD=(0.820) and EDM (04)Mean=(4.110), SD=(0.872).

The most dominant factor is factor 1 with the described variance of 15.301with Eigen value of 2.754and it has five variables associated to the employment decision making such items are "**EDM (12), EDM (11), EDM (13), EDM (14) and EDM (15)."** It has been labelled as **"WORK - LIFE BALANCE FACTOR (WLBF)".**

Followed dominant factor is factor 2 with the described variance of 15.207with Eigen value of 2.737and it has six variables associated to the employment decision making

such items are "**EDM (18), EDM (01), EDM (04), EDM (02), EDM (05) and EDM (03)."** It has been labelled as **"SECURITY FACTOR (SF)".**

    Followed dominant factor is factor 3 with the described variance of 11.726with Eigen value of 2.111and it has four variables associated to the employment decision making such items are "**EDM (09), EDM (10), EDM**

(17) and EDM (16)." It has been labelled as **"ORGANISATIONAL FACTOR (OF)".**

    Followed dominant factor is factor 4 with the described variance of 10.222with Eigen value of 1.840and it has three variables associated to the employment decision making such items are "**EDM (07), EDM (06) and EDM (08)."** It has been labelled as **"CAREER GROWTH FACTOR (CGF)".**

Descriptive Statistics and Test of Normality (EDM)

EDM	Mean	SD	Variance	Skewness	Kurtosis	Kolmogorov-Smirnova		Shapiro-Wilk	
						Statistic (df = 541)	Sig.	Statisti (df = 541)	Sig.
WLBF	21.011	2.891	8.363	-0.766	0.992	0.105	0.000	0.943	0.000
SF	25.380	3.129	9.795	-0.381	0.376	0.097	0.000	0.962	0.000
OF	16.772	2.353	5.539	-0.843	1.129	0.126	0.000	0.935	0.000
CGF	12.506	1.877	3.524	-0.669	0.319	0.135	0.000	0.931	0.000
Lilliefors Significance Correction									

    Table demonstrates the effectiveness of descriptive statistics in the research field of employment decision-making. More specifically, a regular distribution of data is indicated by higher mean values and lower standard deviations. The data are normal and appropriate for higher-order multivariate analysis, as shown by the results of the Shapiro-Wilk and Kolmogorov-Smirnova normality tests. The mean, standard deviation, variance, skewness, and kurtosis of the employment decision-making distribution are all within normal limits.

Regression Analysis of Employability Skills (EDM)

Dependent Variable	Significant Predictors	Mean (SD)	F-Value	R	R^2	Adjusted R^2	β (t-Value)	Sig.
WLBF		21.011 (2.891)	114.322	0.624	0.389	0.386		
	SF	25.380 (3.129)					0.242 (5.297)	**0.000***
	OF	16.772 (2.353)					0.391 (9.654)	**0.000***
	CGF	12.506 (1.877)					0.102 (2.257)	**0.024**
P Value of >0.05* - (SF, OF, CGF all Factor significantly influencing the WLBF)								
Notes: *Significant @ 5% Level.								

    Table R = 0.624, R Square = 0.389, and R Square Adjusted = 0.386 are shown. This suggests that the independent variables, Security Factor (SF), Organizational Factor (OF), and Career Growth Factor (CGF), have an impact on the dependent factor, Work - Life Balance Factor (WLBF), which measures college students' attitudes toward making employment decisions. F = 114.322 and P = 0.000 are statistically significant at the 5% level, according to the above table. As a result, one may contend that there is sufficient data on independent variables to enable an exploratory study of college students' Work-Life Balance Factor (WLBF).The presence of individual impact over the dependent components is suggested by a strong regression fit. The table shows that all of the coefficients are statistically significant at the 5% level: SF (t = 5.297, β = 0.242, p = 0.000), OF (t = 9.654, β = 0.391, p = 0.000), and CGF (t = 2.257, β = 0.102, p = 0.000).

Consequently, it can be claimed that college students' Security Factor (SF), Organizational Factor (OF), and Career Growth Factor (CGF) have an impact on their Work-Life Balance Factor (WLBF) when it comes to making employment decisions.

Conclusion

The major factor that influences students' Employment Decision Making is Work Life Balance. In order to attract students with better employability skills, companies need to project their Work Life Balance benefits rather than pitching monetary benefits and facilities in company. Special drive should be conducted by Government agencies responsible for education to enhance the communication skills among higher education youth for better employment. Factor analysis has revealed determinates of Employment Decision Making of higher education youth. An employment and productive youth force will not only drive the industry growth but will ensure faster growth of nation and will help the nation achieve its USD 5 trillion economy goal.

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