DETERMINANTS OF EMPLOYABILITY SKILLS TOWARDS COLLEGE YOUTH WITH SPECIAL REFERENCE TO CHENNAI CITY

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Abstract

There is an increasing emphasis on the role that postsecondary education institutions play in enhancing the employability skills of their graduates. Due to the abundance of career options available to them, college students face even more competition in the labour market. The study is empirical and is based on a survey methodology. The young people attending Chennai City colleges provided the primary data. The sample size for this study is restricted to 496 respondents. During their time in the program, graduates must improve their employability in order to have a competitive advantage in the job market. It is important to keep in mind that the best people will be distinguished from the average by their attitude, aptitude, communication, and adaptability. In this reference that, the researcher find out the Determinants of Employability Skills towards College Youth - With Special Reference to Chennai City.

Keywords: Efficiency, Proficiency, Employability Skills and College Youth.

Introduction

There is an increasing emphasis on the role that postsecondary education institutions play in enhancing the employability skills of their graduates. Due to the abundance of career options available to them, college students face even more competition in the labour market. These skill deficiencies, which are sometimes referred to as the graduate competency gap, have been the subject of numerous studies conducted both internationally and in India. Based on extensive reviews, this article aims to offer a conceptual framework on graduate's employability skills. A set of abilities and dispositions known as employability skills are essential for success in any line of work. These competencies may also be referred to as foundational, work-readiness, job-readiness, or soft skills. Your ability to communicate with co-workers, solve problems, comprehend your place in a team, make wise decisions and take charge of your career is all examples of employability skills. Your interactions with others are influenced by your personal traits, routines, and attitudes. Because these abilities are related to your ability to manage relationships with customers and co-workers, your job performance, and your career success, employers highly value them.

Review of Literature

Lourdes Guardia et al., (2021) made an interesting study to understand graduate employability skills in higher education institution of East Africa. The researchers explore the mismatch between level of employability skills acquisition and demand in the market. Eleven focus groups were designed to collect insights related to graduate employability skills through principle component analysis method. The result indicates that labour market valuation and level of acquisition skills will facilitate job

opportunities in higher education system and industry.

Panagiotis Arsenis et al., (2021) conducted a study among graduates with regard to acquisition of employability skills and student engagement through group video assessment. The researchers adopted empirical research design and students were required to work in small teams to create a 3-minute video on economic issue. The result indicates that student perception towards entrepreneurial intentions have positive influence on video assessment contribution. The researcher suggested that team skill, engagement with other students, the ability to communicate were developed in order to match the expectations and group experience.

Sabreya Khanom Zuma (2020) made an attempt to investigate the role of soft skill attainment in Bangladesh business graduates in selected higher education institutions. The researcher used five-point Likert scale and adoptable questionnaire for the purpose of exploring soft skills attainment. The result indicates that advancement in soft skill teaching to business graduates will improve interpersonal relationship and social life of students in higher education institutions. Further, the researchers recommended observing and inculcating professional course mindset of the youth to match skills required in labour market in Bangladesh.

Md Moazzem Hossainet et al., (2020) have conducted an empirical study with a quantitative positive approach for the purpose of tracing evidence for factors influencing business graduates' employability skills in Bangladesh. The main purpose of the research is to explore the mediating effect of social mobility factors on employability skills. The survey method was adopted to collect responses and primary data collected were subjected to data analysis and interpretation. The structural equation modelling proves that Soft Skills and Technical Skills are significantly and positively related to employability skills. Further, empirical evidences support that social mobility factor have significant moderate influence on employability skills of business graduates. Finally, the researchers concluded that focus on the internal and external factors enhances the employability skills of business graduates.

Konstantinos Tsirkas et al., (2020) conducted an empirical study to examine the gap in soft skills perception of employees. The researchers adopted empirical research design and survey method to gather responses from 151 employees in Greece. The statistical techniques such as, independent samples 't' test and ANOVA has been applied to draw meaningful findings. The result reveals that there is a significant mean difference among employees and their subsequent employability skills. Employed have better perception of soft skills as compared to subsequent employees. Further, the researchers suggested that selecting employees without soft skills is a worrying sign for employer-employee relationship for better co-operation in the organisation.

Noor Al-Shehab et al., (2020) have made a scientific investigation to understand the role of employability skills among business graduates for meeting the expectations as a measurement to meet the market demand. The researcher has adopted deductive approach and date were collected from 85 respondents and subjected to data analysis. The respondents are senior employees at retail Islamic banks of Bahrain. The researchers suggested developing other aspects such as, teamwork, risk management and decision-making skills. The researchers suggested establishing durable bond with universities to enhance the employability skills.

Statement of the Problem

The need for highly skilled workers has increased in both developed and developing countries due to globalization, knowledge, and competition, which has allowed these countries to accelerate their growth rates and rise on a higher trajectory. Development of skills is crucial for India from a socio-economic and demographic perspective. The mismatch between the supply and demand of labour in India is caused by workers lacking the necessary skills, even if they are graduates or postgraduates. India needs a skilled labour force to grow its economy and become globally competitive. In an effort to close the skills gap in the human resource, the Indian government established the NSDC and SSDCs. These institutions aim to equip final-year College youth with the skills needed to meet the demands of various units across various sectors. Students' confidence levels will rise along with their skills, knowledge, and abilities. An attempt has been made to characterize the skill

development programs and the manner in which degree college students are receiving training from them in this study.

Objective of the Study

1. To identify the personal profile of the college youth in Chennai City.
2. To examine the underlying dimensions of Employability Skills (ES) Variables
3. To analyse the influence between Proficiency Factor (PF) and other factors Credibility Factor (CF), Assistance Factor (AF), Leadership Factor (LF), Dignity Factor (DF), and Efficiency Factor (EF).

Research Methodology

The study is empirical and is based on a survey methodology. The young people attending Chennai City colleges provided the primary data. The sample size for this study is restricted to 496 respondents, and the researcher used the convenient sampling method. To obtain secondary data, sources such as books, journals, magazines, periodicals, and websites were employed. Regression analysis, factor analysis, test of normality, percentage analysis, and descriptive statistics are the methods and tools employed.

Results and Discussion

Demographic Profile of the College Youth

Demographic Profile (N = 496)	Description	Frequency	Percentage
Gender	Male	373	75.2
	Female	123	24.8
Marital Status	Single	495	99.8
	Married	1	0.2
Nature of Family	Nuclear Family	399	80.4
	Joint Family	97	19.6
Place of Living	Urban	352	71.0
	Semi-Urban	92	18.5
	Rural	52	10.5
Educational Qualification	Under Graduate	401	80.8
	Post Graduate	95	19.2
Nature of Education	Arts/Humanities	332	66.9
	Science	43	8.7
	Engineering	56	11.3
	Management	65	13.1
Type of Educational Institution	Self-Financing/Private	312	62.9
	Government/Govt. Aided	184	37.1
Place of School Education	Urban	381	76.8
	Semi-Urban	74	14.9
	Rural	41	8.3
Monthly Family Income: (Rupees)	Upto 15,000	125	25.2
	Between 15,001 – 30,000	142	28.6
	Between 30,001-60,000	121	24.4
	Above 60,000	108	21.8
Medium of Instruction in School	English	453	91.3
	Tamil	41	8.3
	Others	2	0.4

Descriptive Statistics (Age)			
Mean	Std. Deviation	Minimum	Maximum
19.451	1.469	17	26

Table indicates that majority of the respondents are male (75.2%),majority of the respondents are single (99.8%), majority of the respondents are nuclear family (80.4%), majority of the respondents are urban (71%), majority of the respondents are under graduate (80.8%), majority of the respondents are arts/humanities (66.9%), majority of the respondents are self-financing/private (62.9%), majority of the respondents are urban (76.8%), majority of the respondents are between 15,001 - 30,000 (28.6%), majority of the respondents are English (91.3%). 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 19.451 and a standard deviation of 1.469.

Exploratory Factor Analysis of Employability Skills (ES)

Items	Mean	SD	Communalities	Variance (Eigen Value)	Loadings	Cronbach's Alpha
Proficiency Factor (PF)						
ES (13)	4.480	0.710	0.582		0.724	
ES (12)	4.530	0.669	0.552		0.637	
ES (14)	4.400	0.835	0.500	12.021 (3.005)	0.606	0.770
ES (06)	4.310	0.837	0.535		0.554	
ES (15)	4.320	0.795	0.551		0.477	
ES (05)	4.380	0.785	0.444		0.467	
Credibility Factor (CF)						
ES (23)	4.040	0.906	0.578		0.700	
ES (21)	4.310	0.779	0.531		0.621	
ES (22)	3.920	1.034	0.496	11.216 (2.804)	0.610	0.77
ES (19)	4.250	0.810	0.517		0.601	
ES (20)	4.150	0.828	0.517		0.579	
ES (18)	4.320	0.766	0.445		0.488	
Assistance Factor (AF)						
ES (10)	4.010	0.846	0.714		0.790	
ES (09)	3.980	0.885	0.634	9.669 (2.417)	0.754	0.751
ES (08)	4.010	0.926	0.570		0.662	
ES (11)	4.020	0.838	0.519		0.559	
Leadership Factor (LF)						
ES (02)	4.240	0.731	0.660		0.722	
ES (01)	4.290	0.712	0.545	8.286 (2.072)	0.661	0.654
ES (03)	4.040	0.833	0.520		0.609	
ES (04)	4.500	0.648	0.510		0.469	
Dignity Factor (DF)						
ES (16)	4.310	0.862	0.732	6.998 (1.750)	0.815	0.643
ES (17)	4.310	0.817	0.557		0.655	
Efficiency Factor (EF)						

ES (25)	4.200	0.766	0.491	6.949 (1.737)	0.631	0.570
ES (24)	4.360	0.668	0.534		0.604	
ES (07)	4.270	0.734	0.553		0.527	
Total Variance = 55.140% and Cronbach's Alpha = 0.895 for 25 itmes						
KMO and Bartlett's Test						
Kaiser-Meyer-Olkin Measure of Sampling Adequacy. = 0.901 (Bartlett's Test of Sphericity Approx. Chi-Square = 3728.415; df = 300; Sig. = 0.000)						

Table reveals that the Bartlett's Test of Sphericity, with an approximate chi square value of 3728.415, df = 300, and p = 0.000, is statistically significant at the five percent level. The Kaiser-Meyer-Olkin Measure of Sampling Adequacy is 0.901. Consequently, it is suitable for preliminary factor analysis, and the 25 items have demonstrated communalities ranging from 0.444 to 0.732. Six predominated groups are also formed from the reduction of the 25 variables. The variable is found to reveal a total variance of 55.140%.

High Mean value of employability skills among college youth. The standard deviation values are very low.ES (12) Mean=(4.530), SD=(0.669). followed by ES(04)Mean=(4.500), SD=(0.648);ES (13)Mean=(4.480), SD=(0.710);ES (14)Mean=(4.400), SD=(0.835);ES (05)Mean=(4.380), SD=(0.785);ES (24)Mean=(4.360), SD=(0.668);ES (15)Mean=(4.320), SD=(0.795);ES (18)Mean=(4.320), SD=(0.766);ES (06)Mean=(4.310), SD=(0.837);ES (21)Mean=(4.310), SD=(0.779);ES (16)Mean=(4.310), SD=(0.862);ES (17)Mean=(4.310), SD=(0.817);ES (01)Mean=(4.290), SD=(0.712);ES (07)Mean=(4.270), SD=(0.734);ES (19)Mean=(4.250), SD=(0.810);ES (02)Mean=(4.240), SD=(0.731);ES (25)Mean=(4.200), SD=(0.766);ES (20)Mean=(4.150), SD=(0.828);ES (23)Mean=(4.040), SD=(0.906);ES (03)Mean=(4.040), SD=(0.833);ES (11)Mean=(4.020), SD=(0.838);ES (10)Mean=(4.010), SD=(0.846);ES (08)Mean=(4.010), SD=(0.926);ES (09)Mean=(3.980), SD=(0.885) and ES (22)Mean=(3.920), SD=(1.034).

The most dominant factor is factor 1 with the described variance of 12.021with Eigen value of 3.005and it has six variables associated to the employability skills such items are "**ES (13), ES (12), ES (14), ES (06), ES (15) and ES (05)."** It has been labelled as **"PROFICIENCY FACTOR (PF)".**

Followed by factor is factor 2 with the described variance of 11.216with Eigen value of 2.804and it has six variables associated to the employability skills such items are "**ES (23), ES (21), ES (22), ES (19), ES (20), ES (18)."** It has been labelled as **"CREDIBILITY FACTOR (CF)".**

Followed by factor is factor 3 with the described variance of 9.669with Eigen value of 2.417and it has four variables associated to the employability skills such items are "**ES (10), ES (09), ES (08) and ES (11)."** It has been labelled as **"ASSISTANCE FACTOR (AF)".**

Followed by factor is factor 4 with the described variance of 8.286with Eigen value of 2.072and it has four variables associated to the employability skills such items are "**ES (02), ES (01), ES (03) and ES (04)."** It has been labelled as **"LEADERSHIP FACTOR (LF)".**

Followed by factor is factor 5 with the described variance of 6.998with Eigen value of 1.750and it has two variables associated to the employability skills such items are "**ES (16) and ES (17)."** It has been labelled as **"DIGNITY FACTOR (DF)".**

Followed by factor is factor 6 with the described variance of 6.949with Eigen value of 1.737and it has two variables associated to the employability skills such items are "**ES (25), ES (24) and ES (07)."** It has been labelled as **"EFFICIENCY FACTOR (EF)".**

Descriptive Statistics and Test of Normality (ES)

ES	Mean	SD	Variance	Skewness	Kurtosis	Kolmogorov-Smirnova		Shapiro-Wilk	
						Statistic (df = 496)	Sig.	Statistic (df = 496)	Sig.

PF	26.423	3.170	10.051	-1.078	1.486	0.146	0.000	0.902	0.000
CF	24.996	3.515	12.360	-0.599	0.065	0.105	0.000	0.954	0.000
AF	16.022	2.645	7.000	-0.502	-0.041	0.124	0.000	0.958	0.000
LF	17.074	2.056	4.231	-0.615	0.284	0.125	0.000	0.943	0.000
DF	8.619	1.441	2.079	-1.234	1.886	0.192	0.000	0.839	0.000
EF	12.832	1.592	2.536	-0.689	0.980	0.143	0.000	0.924	0.000

Lilliefors Significance Correction

Table demonstrates the power of descriptive statistics in the employability skills study area. Specifically, higher mean values and lower standard deviations indicate a regular distribution of data. The Kolmogorov-Smirnova and Shapiro-Wilk normality tests demonstrate that the data are normal and suitable for higher-order multivariate analysis. The distribution of employability mean, standard deviation, variance, skewness, and kurtosis is normal.

Regression Analysis of Employability Skills (ES)

Dependent Variable	Significant Predictors	Mean (SD)	F-Value	R	R²	Adjusted R²	β (t-Value)	Sig.
PF		26.423 (3.170)	99.981	0.711	0.505	0.500		
	CF	24.996 (3.515)					0.265 (6.292)	**0.000***
	AF	16.022 (2.645)					0.068 (1.810)	**0.071**
	LF	17.074 (2.056)					0.251 (6.758)	**0.000***
	DF	8.619 (1.441)					0.178 (4.851)	**0.000***
	EF	12.832 (1.592)					0.209 (5.465)	**0.000***

P Value of >0.05* - (CF, LF, DF and EF all Factor significantly influencing the PF)

Notes: *Significant @ 5% Level.

Table displayed in are R = 0.711, R Square = 0.505, and R Square Adjusted = 0.500. This indicates that the dependent factor, the Proficiency Factor (PF), of college students' attitudes toward employability skills is influenced by the independent variables, the Credibility Factor (CF), Assistance Factor (AF), Leadership Factor (LF), Dignity Factor (DF), and Efficiency Factor (EF). The above table indicates that F = 99.981 and P = 0.000 are statistically significant at the 5% level. Therefore, one could argue that there is enough independent variable information to support an exploratory analysis of the Proficiency Factor (PF) of College Students. A strong regression fit suggests the existence of individual impact over the dependent components. According to the table, the Coefficients of DF (t = 4.851, β = 0.178, p = 0.000), EF (t = 5.465, β = 0.209, p = 0.000), LF (t = 6.758, β = 0.251, p = 0.000), and AF (t = 6.292, β = 0.265, p = 0.000) are all statistically significant at the 5% level. Therefore, when it comes to employability skills, it can be said that college students' Proficiency Factor (PF) is influenced by their Credibility Factor (CF), Leadership Factor (LF), Dignity Factor (DF), and Efficiency Factor (EF).

Conclusion

The current study's findings led to the development of a 25-item employability skills

measurement scale. The factor analysis technique was used to extract the factors and further validate them, and the outcomes demonstrated the validity and reliability of the scale. Furthermore, the results suggest that employability skills are a multifaceted concept, given that the scale has six distinct dimensions, Proficiency Factor (PF), Credibility Factor (CF), Assistance Factor (AF), Leadership Factor (LF), Dignity Factor (DF), Efficiency Factor (EF).As was previously mentioned, employability skills are a special set of abilities, characteristics, and values needed to land your first job and advance in your career. Employers are also keen to hire applicants who exhibit clear job-specific skills and can be quickly turned into productive members of the team. These candidates are known as "job ready." In the end, a recent graduate may be a highly qualified candidate for a job, but for the graduate, this is the start of a new chapter in their professional life and a foundation for their career. During their time in the program, graduates must improve their employability in order to have a competitive advantage in the job market. It is important to keep in mind that the best people will be distinguished from the average by their attitude, aptitude, communication, and adaptability.

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