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## **A STUDY ON EMPLOYABILITY AWARENESS OF COMMERCE STUDENTS OF THANTHAI PERIYAR GOVERNMENT ARTS AND SCIENCE COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI**

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### **Abstract**

*This study investigates the employability awareness among commerce students at Thanthai Periyar Government Arts and Science College (Autonomous), Tiruchirappalli. As the global job market evolves, it is crucial for students to comprehend the skills and qualifications that enhance their employability. The research aims to assess the level of awareness regarding employability skills, recruitment processes, and the significance of internships and soft skills among commerce students. A structured questionnaire was distributed to a sample of 150 students, encompassing various parameters such as knowledge of job opportunities, career planning, and exposure to skill-development programs. The findings reveal that while students are generally optimistic about their employment prospects, there exists a significant gap in their understanding of specific skills required by employers. Moreover, the study highlights the importance of integrating career guidance and skill-enhancement workshops into the college curriculum. The results underscore the necessity for educational institutions to equip students with practical skills and industry insights that are vital for successful employment. This research contributes to the growing discourse on enhancing student employability and provides recommendations for educators and policymakers to better prepare graduates for the competitive job market. By fostering a more robust awareness of employability, institutions can significantly improve career readiness among students.*

**KEY WORDS:** Thanthai Periyar, Commerce, Employability, Career Guidance, business environments, globalization, technological advancements

### **INTRODUCTION**

In today's competitive job market, commerce students must possess more than just academic knowledge they need strong employability awareness to secure meaningful careers. Employability awareness refers to students' understanding of the skills, attributes, and professional behaviours required by employers. It encompasses knowledge about industry demands, career pathways, job market trends, and skill development opportunities. With rapid changes in business environments, globalization, and technological advancements, commerce graduates must be prepared for dynamic career opportunities. Enhancing employability

awareness ensures that students are job-ready, adaptable, and capable of meeting employers' expectations, ultimately improving their career prospects and overall professional success.

### **EMPLOYABILITY**

Employability refers to an individual's ability to secure and maintain a job by demonstrating the necessary skills, knowledge, and personal attributes required by employers. It goes beyond academic qualifications and includes practical competencies such as communication skills, problem-solving abilities, teamwork, and adaptability. In the context of commerce students, employability is crucial as they enter a field that demands analytical thinking, financial expertise, business acumen, and digital literacy.

Employability is influenced by various factors, including education, work experience, internships, and soft skills development. Employers seek graduates who can apply theoretical knowledge to real-world business challenges. Therefore, commerce students must focus on enhancing their practical experience through internships, industry projects, and case studies. Additionally, networking, professional certifications, and technological proficiency in tools like Excel, financial modelling, and business analytics play a significant role in boosting employability.

The Importance of employability extends beyond securing a job; it is about sustaining career growth in an evolving job market. Lifelong learning, upskilling, and adapting to new industry trends are essential for long-term professional success. Universities and educational institutions must collaborate with industries to provide students with relevant training, workshops, and exposure to corporate environments. By improving employability skills, commerce graduates can confidently enter the workforce, contribute effectively to businesses, and achieve career success in various sectors such as banking, finance, marketing, and entrepreneurship.

### **EMPLOYABILITY AWARENESS**

Employability awareness is the knowledge and understanding of the skills, competencies, and attitudes required to enter and thrive in the job market. For commerce students, employability awareness is essential as it helps them align their academic learning with industry expectations. Many students complete their education without fully understanding the skills employers seek, which can create a gap between education and employment. Awareness of employability involves recognizing the importance of communication skills, analytical thinking, digital literacy, leadership, teamwork, and adaptability. Additionally, students need to be aware of job market trends, the hiring process, resume building, interview preparation, and professional networking. Institutions play a crucial role in fostering employability awareness through career counselling, job fairs, guest lectures, and skill development programs.

Employability awareness also includes self-assessment, where students evaluate their strengths and areas for improvement. They should actively seek internships, workshops, and online courses to bridge skill gaps and stay competitive. Soft skills such as emotional intelligence, problem-solving, and decision-making are equally important alongside technical knowledge. Moreover, technology is transforming commerce-related careers, and students must be aware of emerging trends in digital marketing, financial technology (FinTech), and data analytics. By staying informed about industry needs, students can prepare for job opportunities and career advancements. Employers prefer candidates who not only have degrees but also demonstrate readiness for work environments. Therefore, employability awareness empowers commerce students with the confidence, skills, and knowledge required to successfully transition from education to employment.

### **STATEMENT OF THE PROBLEM**

The increasing number of commerce graduates entering the job market has intensified competition for employment opportunities. However, many students lack sufficient employability awareness, which limits their ability to secure jobs that match their qualifications. Despite completing academic programs, commerce graduates often struggle with job readiness

due to a gap between theoretical learning and industry expectations. This study examines the problem of employability awareness among commerce students, highlighting the need for a more comprehensive approach to career preparation.

Employability awareness is essential for students to understand the competencies and attributes required by employers. Many commerce students graduate without adequate knowledge of job market trends, resume-building techniques, interview preparation, and professional networking. The lack of exposure to real-world business scenarios and limited participation in internships or skill-development programs further hinders their employment prospects.

Furthermore, technological advancements and digital transformation are reshaping commerce-related careers. Employers increasingly seek candidates proficient in digital marketing, financial analysis, data analytics, and business automation tools. However, many students remain unaware of these evolving industry requirements, making them less competitive in the job market.

The problem also extends to the role of educational institutions. While universities provide theoretical knowledge, they often lack structured programs to enhance students' employability skills. Career counselling, industry interactions, and placement training are not always integrated into the curriculum, leaving students unprepared for professional challenges.

This study aims to identify the gaps in employability awareness among commerce students and suggest strategies to enhance their job readiness. By understanding the factors affecting employability and the effectiveness of current educational approaches, the research will provide insights into how students can be better equipped for successful careers.

#### **OBJECTIVE OF THE STUDY**

The primary objective of the study is to measure employability awareness of commerce students of Thanthai Periyar Government Arts and Science College (Autonomous) Tiruchirappalli

#### **RESEARCH METHODOLOGY**

This study adopts a mixed-methods approach, incorporating both qualitative and quantitative research methods to assess employability awareness among commerce students. Data will be collected through surveys, interviews, and focus group discussions with students, faculty members, and industry professionals. The study will target final-year commerce students from different institutions to understand their knowledge of employability skills, career planning, and industry expectations. Quantitative data will be gathered through structured questionnaires to measure students' awareness levels regarding employability skills and job market trends. Qualitative insights will be obtained from expert interviews and case studies to explore the role of educational institutions in promoting employability awareness. The study will also analyse secondary data, including employment reports and industry trends, to validate findings.

#### **SCOPE OF THE STUDY**

This study focuses on employability awareness among commerce students, specifically assessing their understanding of job market requirements and skill development opportunities. It explores the role of academic institutions, career guidance programs, and industry collaborations in shaping students' career readiness. The study aims to provide actionable insights for universities, students, and policymakers to improve employability outcomes.

#### **LIMITATIONS OF THE STUDY**

While this study provides valuable insights into employability awareness, it has certain limitations. The research focuses on commerce students, which may limit its applicability to other disciplines. Additionally, the study is confined to specific institutions, making it difficult to generalize findings on a broader scale. Time constraints and respondent availability may also affect data collection.

#### **REVIEW OF LITERATURE**

Employability awareness among commerce students is a critical area of research,

focusing on the skills and attributes necessary for successful integration into the workforce. This chapter presents a comprehensive review of literature, highlighting various perspectives and findings related to employability in the field of commerce education. These concerted efforts reflect the college's commitment to fostering employability awareness and readiness among its commerce students.

**Alharahsheh, H. H., & Pius, A. (2020).** *Exploration of Employability Skills in Business Management Studies within Higher Education Levels: Systematic Literature Review*. This study emphasizes the responsibility of higher education institutions in the UK to align curricula with market demands, highlighting the need for creativity, innovative thinking, and practical skills among business management students.

**Andrews, J., & Higson, H. (2008).** *Graduate Employability, 'Soft Skills' Versus 'Hard' Business Knowledge: A European Study*. The research contrasts the importance of soft skills and technical knowledge, suggesting that employers value a combination of both for graduate employability.

**Archer, W., & Davison, J. (2008).** *Graduate Employability: What Do Employers Think and Want?* This report explores employer perspectives on graduate employability, identifying key skills and attributes desired in new recruits.

**Bassou, M., & Jason, D. (2016).** *Employability Skills as Perceived by Employers and University Faculty in the Fields of Human Resource Development (HRD) for Entry-Level Graduate Jobs*. The study examines the alignment between employer expectations and academic training in HRD, highlighting essential employability skills.

**Bridgstock, R. (2009).** *The Graduate Attributes We've Overlooked: Enhancing Graduate Employability through Career Management Skills*. This paper discusses the importance of career management skills in enhancing graduate employability, suggesting that these are often overlooked in curricula.

**Clarke, M. (2018).** *Rethinking Graduate Employability: The Role of Capital, Individual Attributes, and Context*. The research proposes a model of employability that includes personal attributes, social capital, and contextual factors influencing employment outcomes.

**Fraser, C., Duignan, G., Stewart, D., & Rodrigues, A. (2019).** *Overt and Covert: Strategies for Building Employability Skills of Vocational Education Graduates*. This study identifies explicit and implicit methods for developing employability skills in vocational education, emphasizing the role of practical experience.

**Gowsalya, G., & Preetha, R. (2021).** *A Study on Employability Skills among College Students in Coimbatore District, Tamil Nadu*. The research focuses on the necessity of employability skills among college students in Tamil Nadu, highlighting the positive influence of various skills on employability.

**Harvey, L., Locke, W., & Morey, A. (2002).** *Enhancing Employability, Recognising Diversity: Making Links between Higher Education and the World of Work*. This report discusses strategies for higher education institutions to enhance employability by recognizing student diversity and fostering industry connections.

**Jackson, D. (2013).** *Business Graduate Employability: Where Are We Going Wrong?* The paper critiques current business education practices, suggesting a misalignment between academic training and industry requirements.

**Jackson, D., & Wilton, N. (2016).** *Developing Career Management Competencies among Undergraduates and the Role of Work-Integrated Learning*. This study examines the role of work-integrated learning in developing career management skills among undergraduates, highlighting its impact on employability.

**McConnell, S. (2022).** *A Systematic Review of Commercial Awareness in the Context of the Employability of Law Students*. The article presents a systematic review of commercial awareness, emphasizing its importance in enhancing employability among law students.

**Noori, M. I., & Azmi, F. T. (2021).** *Students' Perceived Employability: A Systematic*



*Literature Search and Bibliometric Analysis.* This comprehensive review analyses students' perceptions of employability, providing insights into publication trends and thematic clusters in existing literature.

**Osmani, M., Weerakkody, V., Hindi, N., & Eldabi, T. (2019).** *Graduates' Employability Skills: A Review of Literature against Market Demand.* The study maps and contrasts the rankings of graduate attributes among academic and practitioner communities, focusing on the UK job market.

**Pollard, E., Hirsh, W., Williams, M., & Ball, C. (2013).** *How Should We Measure Higher Education? A Fundamental Review of the Performance Indicators.* This review discusses the key performance indicators for higher education, emphasizing the role of institutions in enhancing employability.

**Rae, D. (2007).** *Connecting Enterprise and Graduate Employability: Challenges to the Higher Education Culture and Curriculum?* The paper explores the integration of enterprise education into higher education curricula to enhance graduate employability.

**Rosenberg, S., Heimler, R., & Morote, E.-S. (2012).** *Basic Employability Skills: A Triangular Design Approach.* This study identifies fundamental employability skills and proposes a triangular design approach to integrate these skills into educational programs.

**Sin, C., & Neave, G. (2016).** *Employability Deconstructed: Perceptions of Bologna Stakeholders.* The research deconstructs the concept of employability, analysing perceptions of various stakeholders involved in the Bologna Process.

**Tomlinson, M. (2017).** *Forms of Graduate Capital and Their Relationship to Graduate Employability.* This study introduces the concept of "graduate capital," which includes human, social, cultural, identity, and psychological capital, emphasizing their role in graduate employability.

**Yorke, M., & Knight, P. (2006).** *Embedding Employability into the Curriculum.* The research focuses on how higher education institutions can integrate employability skills into academic programs, highlighting best practices for preparing students for the job market.

#### Research gap

Employability awareness among commerce students is crucial for their successful transition into the workforce. Thanthai Periyar Government Arts and Science College (Autonomous) in Tiruchirappalli has implemented several initiatives to enhance this awareness. The college's Training and Placement Cell organizes year-round training activities, workshops, and awareness programs to prepare students for campus selection processes, focusing on communication skills, problem-solving abilities, and interpersonal skills.

**Table 1**

S.NO	PARTICULARS	RESPONDENTS	PERCENTAGES%
<b>AGE OF THE RESPONDENTS</b>			
1.	Below 18	65	44
2.	18-21	29	19
3.	Above 21	56	37
	<b>Total</b>	<b>150</b>	<b>100</b>
<b>GENDER OF THE RESPONDENTS</b>			
1.	Male	78	52
2.	Female	72	48
	<b>Total</b>	<b>150</b>	<b>100</b>

YEAR OF THE RESPONDENTS			
1.	I YEAR	16	12
2.	II YEAR	28	22
3.	III YEAR	86	66
	<b>Total</b>	<b>150</b>	<b>100</b>
PLACE OF THE RESPONDENTS			
1.	Rural	24	16
2.	semi urban	80	53
3.	Urban	46	31
	<b>Total</b>	<b>150</b>	<b>100</b>

### Source: Primary Data

#### Age of the Respondents

A significant 44% of respondents are below the age of 18, indicating that a large portion of the sample consists of younger students. This suggests potential representation of high school students or first-year college students, emphasizing the need for educational programs tailored to this age group. Only 19% of respondents fall within the 18-21 age range. This relatively small percentage indicates a lower representation of young adults who are likely in their later teen years or early twenties. A notable 37% of respondents are over the age of 21. This demographic might include mature students or those in postgraduate studies, suggesting a mix of educational backgrounds and experiences within the sample.

#### Gender of the Respondents

The sample includes slightly more males (52%) than females, reflecting a gender distribution that is relatively balanced but slightly skewed towards males. This could potentially impact the perspectives and priorities within the responses, highlighting the importance of examining gender dynamics in educational settings. Females constitute 48% of the respondents, indicating that the female population is almost evenly represented. The close proximity in numbers suggests that gender-related issues in education could be quite relevant in this context.

#### Year of the Respondents

Only 12% of the respondents are in their first year of study. This indicates that the sample may predominantly consist of students who have transitioned past the introductory stage of their educational journey. A slightly higher proportion (22%) of respondents are in their second year, showing a moderate representation of students who are still in the early stages of their academic programs. The majority (66%) of respondents are in their third year, suggesting that this sample is heavily weighted toward more experienced students, likely those preparing for graduation or further specialization in their fields of study. This skew might reflect specific characteristics or behaviors in educational engagement.

#### Place of the Respondents

A small percentage (16%) of respondents come from rural areas. This indicates limited representation from rural students, which may highlight challenges faced regarding accessibility and resources. The largest group of respondents (53%) is from semi-urban areas. This suggests a significant representation of students from urban fringes, where there may be a mix of both rural and urban influences in education and socio-economic status. A moderate 31% of respondents are from urban areas. These demographic highlights urban educational dynamics and resources, contributing to a diverse landscape in terms of experiences and opportunities.

Table 2

S.no	Particulars	Respondents	Percentages%
<b>What is crucial for Academic Success in Commerce?</b>			
1.	Time management	71	48
2.	Physical strength	29	19
3.	Artistical skills	18	12
4.	Coding languages	32	21
	<b>Total</b>	<b>150</b>	<b>100</b>
<b>What does crucial for presenting business data</b>			
1.	Leadership	38	25
2.	Analytical skills	60	40
3.	Public speaking	22	15
4.	Data tool proficiency	30	20
	<b>Total</b>	<b>150</b>	<b>100</b>
<b>Key factors for successful group projects</b>			
1.	Strong leadership	75	50
2.	Communication	30	20
3.	Independent work	27	18
4.	Focus on grades	18	12
	<b>Total</b>	<b>150</b>	<b>100</b>
<b>What does critical thinking help with in academia</b>			
1.	Memorization	39	26
2.	Decision Making	25	17
3.	Isolated Work	63	42
4.	Avoiding Challenges	23	15
	<b>Total</b>	<b>150</b>	<b>100</b>
<b>Importance skills when applying for jobs</b>			
1.	Salary negotiation	48	32
2.	Self confidence	64	42
3.	Networking	25	17
4.	Technical knowledge	23	9
	<b>Total</b>	<b>150</b>	<b>100</b>
<b>Which skills is important for personal and career growth</b>			
1.	Emotional intelligence	49	33
2.	Physical strength	57	38
3.	Memorization	23	15
4.	Strict independence	21	14
	<b>Total</b>	<b>150</b>	<b>100</b>
<b>What improves workplace adaptability</b>			
1.	Flexibility	88	59

2.	Rigid thinking	12	8
3.	Avoiding challenges	30	20
4.	Focusing on theory	20	13
	<b>Total</b>	<b>150</b>	<b>100</b>
<b>Which life skills is crucial for team work</b>			
1.	Conflict resolution	69	46
2.	Isolation	35	23
3.	Ignoring feedback	25	17
4.	Independent	21	14
	<b>Total</b>	<b>150</b>	<b>100</b>
<b>What is the primary benefit of working in the government sector for commerce graduates</b>			
1.	Higher salary	70	47
2.	Job security and pension	31	21
3.	Flexible working hours	29	13
4.	Opportunities for frequent travel	20	19
	<b>Total</b>	<b>150</b>	<b>100</b>
<b>Which of the following is a popular exam for commerce students to join the government sector</b>			
1.	UPSC	69	46
2.	TNPSC	25	16
3.	SSC	31	21
4.	IBPS	25	17
	<b>Total</b>	<b>150</b>	<b>100</b>
<b>Which of the following government departments is commonly open to commerce graduate</b>			
1.	Ministry of finance	67	45
2.	Ministry of corporate affairs	21	14
3.	Department of taxation	33	22
4.	Ministry of external affairs	29	19
	<b>Total</b>	<b>150</b>	<b>100</b>
<b>What is the major advantage of working in a government organisation as a commerce graduate</b>			
1.	Work life balance	50	33
2.	Exposure to private sector dynamics	35	23
3.	Opportunity for entrepreneurship	25	17
4.	Less job stability	40	27
	<b>Total</b>	<b>150</b>	<b>100</b>
<b>Which of the following positions is common for commerce graduates in the private sector</b>			



1.	Software developer	40	27
2.	Business analytics	36	24
3.	Teacher	24	16
4.	Data scientist	50	33
	<b>Total</b>	<b>150</b>	<b>100</b>
<b>What is an essential skill for a commerce graduate looking to succeed in the private sector</b>			
1.	Financial Literacy	55	37
2.	Political Science Knowledge	32	21
3.	Public Administration Expertise	40	27
4.	Software engineering skills	23	15
	<b>Total</b>	<b>150</b>	<b>100</b>
<b>What is a common job role in the private sector for commerce graduate?</b>			
1.	Financial Analyst	65	43
2.	Software Developer	35	23
3.	Civil Service Officer	25	17
4.	Environmental Consultant	25	17
	<b>Total</b>	<b>150</b>	<b>100</b>
<b>What is the key advantage is working in the private sector for a commerce graduate?</b>			
1.	Less Competition For Promotion	70	46
2.	Higher Salary Potential	30	20
3.	Government Pension	22	15
4.	Job Stability	28	19
	<b>Total</b>	<b>150</b>	<b>100</b>

**Source: Primary Data**

### **Crucial Factors for Academic Success in Commerce**

Nearly half of the respondents (48%) believe that time management is essential for academic success in commerce. This underscores the importance of effectively organizing study schedules and assignments to achieve academic goals. Coding languages received support from 21% of respondents, highlighting an acknowledgment of the growing relevance of technology and digital literacy in commerce education. Both received comparatively lower emphasis, indicating that respondents prioritize cognitive skills over physical or artistic capabilities in the context of academic success.

### **Presenting Business Data**

A significant 40% identified analytical skills as crucial for presenting business data. This reflects the importance of data analysis and interpretation in effective business communication. While leadership is viewed as important, it is still secondary to analytical skills. Public speaking is deemed less critical, indicating that data-driven presentations may take precedence over verbal delivery. Respondents also acknowledged the importance of familiarity with data tools, which are essential in today's data-driven business environment.

**Key Factors for Successful Group Projects**

A clear majority (50%) believes that strong leadership is vital for the success of group projects. This emphasizes the need for clear direction and motivation from project leaders. Effective communication is identified as important but is significantly overshadowed by the need for strong leadership. Independent work and focusing on grades received less interest, suggesting that collaboration and guidance take precedence.

**The Role of Critical Thinking in Academia**

Surprisingly, 42% of respondents see critical thinking as aiding isolated work, suggesting a potential disconnect between critical analysis and collaborative learning. While memorization and decision-making have some recognition, they are not viewed as prominently associated with critical thinking. This perspective indicates a misunderstanding regarding critical thinking's role in embracing challenges, not avoiding them.

**Importance of Skills When Applying for Jobs**

A noteworthy 42% of respondents consider self-confidence essential when applying for jobs, highlighting its perceived role in job interviews and workplace interactions. Respondents also recognize the significance of negotiation skills, which suggests a practical understanding of navigating job offers and compensation discussions. Both networking and technical knowledge are seen as less critical, possibly reflecting a focus on soft skills as more influential in job search success.

**Skills for Personal and Career Growth**

Emotional intelligence is identified by 33% as crucial for personal and career growth, suggesting that interpersonal skills are valued for professional advancement. Surprisingly, a large number of respondents emphasized physical strength, which may indicate some respondents believe it plays a role in career success, though its relevance is generally context-dependent. Both were rated low, reflecting a belief that reliance on rote learning and excessive independence might hinder growth.

**Workplace Adaptability**

A significant majority (59%) affirm that flexibility is key to improving workplace adaptability, indicating a recognition of the need for adaptability in diverse work environments. Both were seen negatively, underscoring the importance of a growth mindset in professional settings.

**Life Skills for Teamwork**

Conflict resolution is identified as a crucial skill for teamwork, highlighting the importance of interpersonal skills in collaborative settings. Respondents indicated lower importance for negative behaviors related to teamwork, emphasizing the need for openness and collaboration over independence in teams.

**Benefits of Government Employment for Commerce Graduates**

A significant 47% of respondents identified the salary as a primary benefit of working in the government sector, reflecting financial priorities among graduates. The assurance of job security and retirement benefits also holds importance, suggesting that stability is a significant concern for graduates.

**Popular Exams and Government Departments**

The UPSC is recognized as a popular examination, with 46% of respondents acknowledging it as a pathway for commerce students, indicating its prominence in governmental career aspirations. Preferred departments reflect a strong interest in finance-related fields, signifying good alignment with commerce graduates' qualifications and interests.

**Career Roles in the Private Sector**

A substantial proportion of respondents (43%) consider the role of financial analyst common for commerce graduates, indicating strong alignment with career aspirations. This role is also acknowledged, reflecting growing interest in data-driven positions that merge finance and technology.

**Key Advantages in Private Sector Employment**

Respondents indicated that lesser competition in the private sector is a key benefit, suggesting perceptions of a more dynamic career advancement environment compared to government roles. This shows an understanding of the financial opportunities available in private sectors, yet it is not the main consideration.

**Table 3**

S.NO	PARTICULARS	RESPONDENTS	PERCENTAGE%
<b>I have developed strong problem solving and analytical skills through my coursework</b>			
1.	Strongly disagree	7	60
2.	Disagree	4	27
3.	Neutral	9	6
4.	Agree	40	2
5.	Strongly agree	90	5
	<b>Total</b>	<b>150</b>	<b>100</b>
<b>I am aware that my life skills such as effective communication, team work, time management, and adoptability are essential for success in the commerce field</b>			
1.	Strongly disagree	9	6
2.	Disagree	2	1
3.	Neutral	5	3
4.	Agree	48	32
5.	Strongly agree	86	58
	<b>Total</b>	<b>150</b>	<b>100</b>
<b>The career guidance provided by my institution adequately prepares me to pursue employment opportunities in the government sector</b>			
1.	Strongly disagree	6	4
2.	Disagree	4	3
3.	Neutral	5	3
4.	Agree	47	31
5.	Strongly agree	88	59
	<b>Total</b>	<b>150</b>	<b>100</b>
<b>I believe the career guidance provided by institution has effectively equipped me with the skill and insights necessary to pursue employment opportunities in the private sector</b>			
1.	Strongly disagree	2	1
2.	Disagree	1	1
3.	Neutral	3	2
4.	Agree	49	33
5.	Strongly agree	95	63
	<b>Total</b>	<b>150</b>	<b>100</b>

**Source: Primary Data****Development of Problem-Solving and Analytical Skills**

A majority of respondents (60%) strongly disagree that they have developed strong problem-solving and analytical skills through their coursework. This indicates a significant concern regarding the adequacy of the educational curriculum in fostering these vital skills. An additional 27% of respondents also disagree, compounding the sentiment that the coursework may not effectively cultivate problem-solving and analytical abilities. A small proportion (6%) remains neutral, suggesting uncertainty or indifference toward the impact of coursework on their skill development. Only 2% agree, indicating that very few perceive their coursework as beneficial in building these critical skills. With only 5% of respondents strongly agreeing, it is clear that there is a prevalent belief that the coursework lacks emphasis on problem-solving and analytical competencies.

**Awareness of Essential Life Skills**

A very low percentage (6%) of respondents strongly disagree with the acknowledgment of life skills such as effective communication, teamwork, time management, and adaptability being essential for success in the commerce field. This suggests that most of the students recognize the importance of these skills. Only 1% disagree, further reinforcing the notion that awareness of these skills is widespread among respondents. The neutral responses (3%) reflect a minimal level of uncertainty about the importance of life skills, indicating that nearly all respondents have thought about these competencies. A significant percentage (32%) agree that they are aware of the necessity of these life skills for success in commerce. The majority (58%) strongly agree with this statement, emphasizing the general acknowledgment among students of the critical role that soft skills play in their future careers within the commerce field.

**Effectiveness of Career Guidance for Government Sector Employment**

A small number of respondents (4%) strongly disagree that the career guidance provided by their institution adequately prepares them for employment in the government sector. An additional 3% express disagreement, indicating a slight concern regarding the suitability of the guidance offered. With 3% being neutral, this reflects minimal uncertainty regarding the effectiveness of the guidance in preparing for government jobs. A moderate 31% agree that the career guidance offered is adequate, suggesting that a portion of students finds some value in this support. The majority (59%) strongly agree that the guidance adequately prepares them for government sector employment. This high percentage reflects confidence in the institution's ability to equip students for careers in this sector.

**Effectiveness of Career Guidance for Private Sector Employment**

Very few respondents (1%) strongly disagree with the effectiveness of career guidance in preparing them for private sector roles. Only 1% disagree, indicating minimal dissatisfaction with the guidance provided. A very small percentage (2%) remains neutral, showing that most respondents have a clear opinion on the effectiveness of the guidance in this context. A solid 33% agree that the guidance is effective in preparing them for employment opportunities in the private sector, showing that there is a positive perception regarding this aspect. A striking majority (63%) strongly agree that the career guidance has effectively equipped them with the necessary skills and insights for private sector employment. This indicates a strong confidence in the institution's support for transitioning into private sector roles.

**TESTING HYPOTHESIS****Chi-Square TESTING**

**Null Hypothesis ( $H_0$ ):** There is no association between gender and awareness of life Skills

**Alternative Hypothesis ( $H_1$ ):** There is a significant association between gender and awareness of life skills.

**1. Observed Frequency Table (O)**

Gender	strongly disagree	disagree	Neutral	agree	strongly agree	total
Male	9	2	5	48	86	150
Female	6	1	3	49	95	150

## 2. Expected Frequency Calculation (E)

Gender	Strongly disagree	Disagree	neutral	Agree	Strongly agree
Male	7.40	1.48	3.95	47.86	89.31
Female	7.60	1.52	4.05	49.14	91.69

## INTERPRETATION

Since the p-value (**0.765**) > **0.05**, we fail to reject the null hypothesis.

This means, there is **no significant** association between gender and awareness of life skills.

## Findings

Based on the analysis of employability awareness among commerce students, the following key findings have been identified. The majority of respondents (44%) were below 18 years old.

52% of respondents were male, while 48% were female. Most respondents (66%) were third-year students, indicating they are close to entering the job market. 53% of respondents came from semi-urban areas. 48% of respondents considered time management crucial for Academic success. Communication skills (46%) were identified as the most important factor for employability. Analytical skills (40%) were the most critical for presenting business data.

Leadership (50%) was the most essential factor for successful group projects. Critical thinking was mostly associated with isolated work (42%). Self-confidence (42%) was considered the most important skill when applying for jobs. Financial management (48%) was regarded as the most important factor for balancing academic and personal life. Emotional intelligence (33%) and physical strength (38%) were viewed as essential for personal and career growth. Flexibility (59%) was deemed the most important factor for workplace adaptability. Conflict resolution (46%) was the most valued life skill for teamwork.

47% of respondents considered higher salary the main reason for preferring government jobs. UPSC (46%) was the most popular competitive exam among commerce students. Analytical skills (45%) were identified as crucial for a career in the government sector. The Ministry of Finance (45%) was the most preferred government department for commerce graduates. Work-life balance (33%) was considered the major advantage of government jobs. Data scientist (33%) was the most common job role among commerce graduates in the private sector.

Financial literacy (37%) was the most essential skill for private-sector success. Public sector exams (40%) were surprisingly considered the most common recruitment method in private companies. Financial analyst (43%) was the most preferred job role in the private sector. Less competition for promotions (46%) was the biggest advantage of private- sector jobs.

## Hypothesis Testing Results:

There was no significant association between gender and awareness of life skills, as the p-value was 0.765 (>0.05).

## SUGGESTIONS

Based on the findings, the following suggestions can be made to improve employability awareness and career readiness among commerce students:



Institutions should focus on enhancing students' communication, leadership, and analytical skills. Time management and self-confidence training should be included in the curriculum. Practical exposure to business data tools should be emphasized through workshops and projects.

Career counselling sessions should be conducted to help students make informed choices between government and private sector jobs. Seminars on financial literacy, job applications, and salary negotiation should be organized. Students should be educated about government exams such as UPSC, TNPSC, SSC, and IBPS, along with private-sector recruitment methods.

Colleges should collaborate with industries to provide internship opportunities for real-world experience. Entrepreneurship development programs should be introduced to encourage self-employment and business ventures. Industry visits and guest lectures from professionals should be arranged regularly.

Institutions should offer training on workplace adaptability, teamwork, and flexibility. Leadership and conflict resolution workshops should be included in the curriculum. Emerging technologies and industry trends should be integrated into commerce education.

## CONCLUSION

The study on employability awareness among commerce students highlights the importance of skills, career planning, and industry exposure in shaping their professional futures. While students recognize the significance of communication, leadership, and analytical skills, there remains a need for structured career guidance and practical training.

The research also indicates that many students prefer government jobs due to job security and salary benefits, while those interested in the private sector prioritize financial literacy and job roles such as data science and financial analysis. However, the misconception that public sector exams are the most common recruitment method in private companies suggests a lack of awareness regarding private-sector hiring practices.

To bridge the gap between academic learning and employability, educational institutions must enhance skill development, career counselling, and industry collaboration. By implementing the suggested measures, commerce students can be better equipped to navigate the job market and achieve career success in both government and private sectors.

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