

## Reflections on the drivers of employability: Employers and Students Perspective

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### Abstract

Employability is the core concern for the students, employers as well as government. Various initiatives have been started by the centre government and state government to improve the status of employability in the nation. The present paper is concerned about the perspective of both student as well as employers regarding the employability skills required in any student to be employable. The study was conducted on 92 students of management and engineering along with 18 recruiters and found that there is slight difference in the perception of both employer as well as students. Employers give more weight-age for creativity and innovation, professionalism, teamwork, communication and multitasking skills whereas in the case of students top 5 skills are creativity and innovation, teamwork, communication, listening and time management skills.

**Key Words:** *Employability, Employer, Student, Skills*

### Introduction

Employability is: “a set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.” Yorke, M. (2004) HM Treasury, (1997) explained that Employability means the development of skills and adaptable workforces in which all those capable of work are encouraged to develop the skills, knowledge, technology and adaptability to enable them to enter and remain in employment throughout their working lives. Employability is the time period which surround your capability to locate and maintain employment. The aim of employability development is to make you employable , to have the talents, abilities, expertise and revel in that employers need , so you can compete for and achieve the jobs you need, and to succeed in them as soon as you have got them. Employability of graduates the most important issue. This becoming more critical now a days for the young graduates , where the competition level is very high in the job market.

## **Importance of Employability**

As we know the rising number of graduates and fierce competition for jobs, employers are looking for more than just academic achievement. The demonstration of key workplace skills such as teamwork, communication and problem solving are now essential requirements for enhancing a student's employability. Both Government and students are expecting Universities to prepare them more specifically than in the past for their future career. The 'employability agenda' is therefore of crucial significance to any leading university, and there is little doubt that it impinges upon student recruitment, retention and satisfaction. Every university provides a key Information Set (KIS) for each course it offers, which will include a variety of indicators: student satisfaction, details of teaching, learning and assessment methods, as well as employability data and average graduate salary information. Prospective students carefully weigh up their future employment prospects when selecting degrees and universities. (Bangor university) Degree with good marks not give them guaranty of employment. As we know with the changing business scenario, the nature and framework of market also becomes dynamic. Today in business market activities are getting more and more complex. The greatest challenge of an organization is to fill the gaps in skills required on the job and those possessed by applicants. Business organizations operate in a fast moving and highly competitive environment. Managers need to respond quickly to demand for new products and services. Employers today are looking for more than just technical skills and knowledge in terms of a degree. To handle these complex business activities there is huge demand of multi-skilled intellectuals. Employability is improved by a good academic record as well as skills and attributes that enable you to adapt and manage the changing work environment.

### **Employability skills: -**

Employability Skills can be defined as the transferable skills needed by an individual to make them 'employable'. Along with good technical understanding and subject knowledge, employers often outline a set of skills that they want from an employee. These skills are what they believe will equip the employee to carry out their role to the best of their ability. Employability depends on your knowledge, skills and attitudes, how you use those assets, and how you present them to employers. (exeter.ac.uk). Communication:- Depending on the job, communication means being clear about what you mean and what you want to achieve when you talk or write. It involves listening and being able to understand where someone else is coming from. Communication skills also include non-verbal communication, such as the body language you use. Teamwork:- Teamwork means being able to get along with the people you work with. It involves working together to achieve a shared goal. Problem solving:- Problem solving means finding solutions when you're faced with difficulties or setbacks. It involves being able to use a logical process to figure things out. Initiative and enterprise:- Initiative and enterprise mean looking for things that need to be done and doing them without being asked. This can also involve thinking creatively to make improvements to the way things are done. Planning and organizing:- Planning and organizing mean working out what you need to do, and how you'll do it. Planning and organising

involve things like developing project timelines and meeting deadlines. Self-management:- Self-management means being able to do your job without someone having to check up on you all the time, staying on top of your own deadlines, delegating tasks to other people to make sure things get done on time. Technology:- Technology skills mean being able to use a computer for word processing, using spreadsheets and sending email, or knowing how to use office equipment like a photocopier. They also involve using social media, working with design or video editing software or knowing programming languages. Other technology skills relate to hardware, like knowing how to use EFTPOS, a cash register, a camera or a recording studio.

### **Employers Perspective:-**

Employers value different skills over and above the job specific skills. Employers prefers different skills. There are a large number of different types of skills and they can be split into a number of different categories. Generic skills, such as team working and communication, are applicable in most jobs. Specific skills, such as the ability to operate a machine, are less transferable between occupations. Most occupations will use a mix of different types of skills and within each skill there will be different levels of ability; some people will be more competent than others. Skills can be attained and used at varying levels of competence and can relate to specific tasks or circumstances or be generic to a range of jobs or situations. Generic skills such as literacy and numeracy are particularly important as precursors to the acquisition of other skills, through for example participation in further learning. Other less tangible generic skills, such as confidence and self-presentation, are also sometimes grouped as ‘employability skills’ (DEST Report on Graduate Employability Skills, 2007, available at [www.dest.gov.au](http://www.dest.gov.au)).

Skills which may be companies required these days:-

- **Operational skills:-**

These are specific soft skills that are important during the performance of graduate’s role. These are Client relationship management, Customer service, Entrepreneurship and innovation, Judgment and decision making, Strategic thinking, Business awareness.

- **Behavioral skills:-**

These are those soft skills that graduates are expected to display throughout their working career, deemed important to work effectively within various teams, departments and functions. These are Flexibility working independently, Talking initiative, Teamwork, Business awareness, Dealing with change, Adaptability, Influence and persuasion, Ethical awareness , Professionalism.

- **Intellectual skills:-**

These are those skills associated with associated with technical capability. These are Project management, Analytical, Problem solving, Computer literacy, Numerical/quantitative,

Attention to detail. Project management skills essential in some specific to areas such as IT, infrastructure.

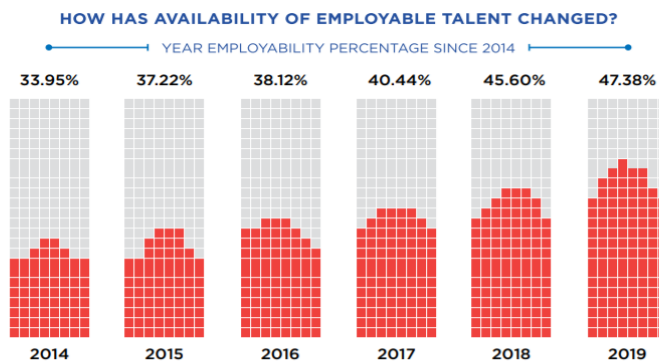
- Non-technical skills:- These are soft skills that demonstrate the graduates work ethics and attitude to work. These are Planning and organizing, Achievement orientation, Continuous improvement, Verbal and written communication, Report writing, Presentation, Facilitation, Coaching, Cultural awareness.
- Basic academic skills are :- General academic skills can measured from qualification i.e. high school/graduation/ post graduation in different specialization streams e.g. BA, B.Sc., B.Com. B.BA, B. CA. etc.
- Technical academic skills can measured from technical qualification i.e. high school/graduation/ post graduation e.g. B. Tech., B.E., M. Tech., MBA. in different specialization streams etc. Technical skills can be categorized as Basic computer skills:-  
Specific computer literacy e.g. SAP, Tally for accounting, SPSS, SAS for statistical analysis etc.
- Operational skills include Verbal and Written Communication, Report Writing, Presentation Skills, Planning and Organizing, Analytical Skills, Reasoning, Problem Solving, Decision Making, Creative and Innovative Thinking.
- Behavioral skills include Teamwork, Relationship Management or Inter-Personal Skills (These terms are used interchangeably), Self-Management, Negotiation Skills, Leadership Skills and Integrity/Honesty.
- Other soft skills are skills which influence an individual's performance and contribute to organization's performance like positive attitude, risk takers, punctuality, Professionalism, motivation and responsibility. Other skills which considered as essential include drive, energy, passion to want to learn and a can do attitude. Most of the organizations consider negotiation skills essential for organizations, especially in sales roles, to close a deal on a sales lead. Specific soft skills are relationship building, influencing and negotiating, communications and basic awareness skills.

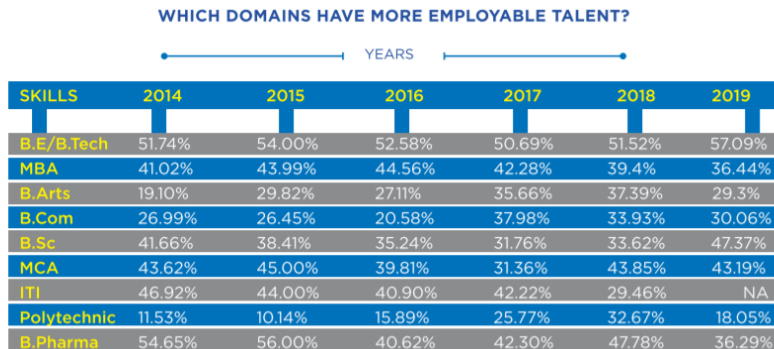
According to the report, the most employable candidates were from MBA at 54 per cent as against 40 per cent in the last two years - Getty Images/iStock

About 46.21 per cent students were found employable or ready to take up jobs in 2019, compared with 33 per cent in 2014, and 47.38 per cent in 2018, according to the India Skills Report 2019-20. Meanwhile, female employability witnessed an upward trend at 47 per cent this year from 38 per cent in 2017 and 46 per cent in 2018. The report pointed out that "the most employable candidates as per the courses were MBA Students at 54 per cent as against 40 per

cent in the last two years. B Pharm, Polytechnic, B Com and BA courses, on the other hand, saw an improvement in employability which is increased by more than 15 per cent.” However a decline in employability was seen in BTech, Engineering. MCA graduates, Technical & Computer-related courses. India Skills Report is a joint initiative of Wheebox (a global talent-assessment company), Taggd by PeopleStrong and Confederation of Indian Industry (CII) in collaboration with UNDP, AICTE and AIU. Among the States, Maharashtra followed by Tamil Nadu and Uttar Pradesh were ranked among the top three in terms of employability. While Mumbai followed by Hyderabad were ranked the top two employable cities. “Bengaluru, New Delhi, Pune, Lucknow, and Chennai have maintained their presence in the top 10 over the last six years. States that registered a dip in ranking were West Bengal and Haryana, which could not make it to the top ten list,” the report added. Nirmal Singh, Founder and CEO of Wheebox, said that availability of employable talent has improved over the past six years. “Prime Minister Modi’s vision of India becoming a \$5 trillion economy requires increasing the per-capita income of Indians which can happen only when people get employment, which consequently demands the skills and useful talent. To achieve that, along with the universities and colleges in India, various emerging start-ups are already using innovative technologies to facilitate skill up-gradation, job creation, internships and workforce management on their platforms,” they added.

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(India Skill Report 2019)

As we can see availability of talents will increase year by year in last 6 years there is a growth of approx more than 12%. According to the report technical field students having more employable talent than MBA, B.Arts, b.com, b.sc, MCA, ITI, B.Pharma respectively

### Literature Review:-

A number of research papers and articles provide a detailed insight about the employability drivers both from the student as well as employer perspective.

**Erni Tanius** (2018) "Employability skills - A study on the perception of business students graduate and employers in Malaysia" This study explained Challenge in graduate employability is to match talent to the job. The new graduates face similar problems as they are struggling to enter the workplace market. As a result is uneven employment opportunity across different industry and sectors. The purpose of this paper is to identify the perception of employers and new business graduates on employability skills that urgently needed by industry, besides to identify if there are any gaps in their perception. Two sets of questionnaires were developed to assess of employability skills; they are applied, interpersonal and 21st-century skills. 299 organizations, 607 managers, and 700 new graduates participate in this study. Meanwhile, SPSS is used to analyze the data and descriptive statistics and ANOVA is usage to answer the objectives of the study. The result shows that the perception of employers and new graduates on the main employability skills urgently required by industry has different. The finding also revealed that there is a slight gap in score mean regard to the urgency of employability skills that required by industry.

**Rajanibala J. Shah** (2014) "A Study on Factors Affecting Employability Skills of Management Students" This paper enhancing employability skills is considered as a crucial task within any management institutes in Gujarat. The study was conducted with the objective of identifying the factors which are affecting the management graduate employability skills from the city

Ahmedabad. An incidental non probabilistic sample of 160 management graduates from a group of assorted organizations was identified. Employability Questionnaire was developed and administered. Four independent Factors have been identified to make a significant impact on employability skills of management graduates. These are Analytical Skills and Self-Understanding, General Management and work Culture, Leadership and Problem solving Ability and Communication. So this study concludes that institutes should work on the path of developing above factors of graduates that will best serve the future market.

**Nidhi Pandey.A (2013)** in his study entitled "Awareness of life skills for job sustainability amongst management students". The objective of the study was to identify the important factors affecting employability of MBA students. The sampling technique used was random sampling technique. The data were collected and the study used was primary data. The findings revealed that the attempt to find out the level of awareness of life skills among professional students, which are deemed necessary by any employer from an employee. The study was concluded that the life skills dealing to train and to cope up the loss and stress and at the same time develop critical thinking are required among the youths.

**Varwandkar Ajit (2013)** in his study entitled "Factors impacting employability skills of engineers" The objectives of the study were, to identify the factors impacting the employability of engineering graduates in the state of Chhattisgarh. Tools such as used Regression analysis. Regression analysis. The study concluded that, the means of the variables domain knowledge, empathy, communication skills & managerial ability have significant impact on the employability of engineering graduates. However, the independent variable 'Motivation' has not been observed to have made any significant impact on the employability of engineering graduates.

**Poornima Jain (2013)** in her study entitled "Globalization and developing employability skills: challenges and their solutions with reference to npsd & government's action plan and role of life long learning and extension departments" The objective of the study was, to study the background of Skill development in India, to study the National Policy on Skill Development and Government's Action Plan on Skill Development (APSD), to study the challenges before the government in carrying out the APSD, To analyse the role of LLLE departments in solving the challenges in implementing the Policy of SD and to suggest measures to improve employability skills of the job seekers/employed persons. The study concluded that, the urgent need of Partnership between the Government and University departments of Life Long Learning and Extension to achieve the goal of National Policy of Skill Development.

**Vani Bhagwath et al (2013)** in her study entitled "Employability skills of mba students in delhi-NCR" The main objective of the study was, to throw light on the employability skills required for management graduates and to assess the employability skills of MBA students in particular in the National Capital Region of Delhi. The purpose of this study was to assess the employability skills of MBA students of the selected management institutions operating at NCR.

The research design used for this study was a descriptive-correlational research design. The study concluded that, the institutions can do updating the curriculum or course content, enhancing their intellectual capital, Adopting optimal HR policies.

**Chithra. R** (2013) in her study entitled “Employability skills -a study on the perception of the engineering students and their prospective employers” The purpose of the study was to know the perception of Employers as well as the employees towards employability skills required for entry level engineering graduates in multinational software companies. It is an exploratory study. Two sets of questionnaires were developed to assess the perception of skill set required by employers and graduate students. The study reveals that there is significant difference between the perception of students and their employers. The study concluded that, the students with work experience have better awareness of the employability skills than the students with no work experience. Enhancing the skills and application of knowledge through specific training will enable the workers to perform their jobs in the best possible manner and that is the need of the hour.

**Rajanibala J. Shah et al** (2014) in his study entitled "A study on factors affecting employability skills of management students". The purpose of the study was, to study the present scenario of market expectations for management students and to find the factors of employability for them. The statistical tools used were exploratory factor analysis and ANOVA. The findings revealed that major factors are analytical skills and self-understanding, general management and work culture, leadership and problem solving ability and communication. The study suggests that, the management institutes should start continual training and workshop programs for familiarizing the students about the current need and market expectations by the different employers of different sectors.

**Iuliana parvu et al** (2014) in his study entitled “Identification of employability skills – starting point for the curriculum design processes” The purpose of the study was, to identify the set of skills, knowledge and competencies expected from the graduates in financial accounting and management. The findings reveal that the significant proportion is held by policies that are related to involvement of higher education institutions in increasing the employability of the future graduates by developing academic programs based on the development of competencies and skills necessary for the labour market. The study suggests that, the Global and National studies on transversal skills expected by employers of university graduates in economics too.

**Madlani.M.B** (2014) in his study entitled “Rural employability: skill development the need of the hour” .The objective of the study was, to understand the meaning of employability skills, to understand the importance of skills, to review the requirements by the firm towards employability skills and to find out various methods for developing employability skills. The study aims at finding solution for the problems confronted with the students as well as teachers. Data has been collected from the students, teachers and organizations to find out their expectations about employability and the required skills. The study suggests that, many training



institutes can be initiated by the university in which the curriculum design will be upgraded as per the industry needs. Instead of NREGA (National Rural Employment Guarantee Act) if villages are provided with right skills to enhance farm income and increase job eligibility we can generate more income.

**Hari Prasad.N et al** (2014) in his study entitled “Alarming employability skills deficiency among budding engineering graduates – a study on engineering graduates in chittoor district”. The objectives of the study was, to identify the employability skills among aspiring engineering graduates. To identify and evaluate CTEEP (Corporate Training and Employability Skill Empowerment Program) and STEP (Student Training and Empowerment Program). The study concluded that, Peer Group Impact and Personal experiences plays key role in developing skills. Focus group discussions and professional networking can help to attain quick employment. Continuous interview attempts and answering updated questioners related to technical aspect helps to attain and sustain corporate employment.

**Rubvita Chadha et al** (2014) “Industry’s requirement for employability of management student in present scenario”. The aim of the study was, the industry’s requirement for employability of management student in present scenario. The statistical tools used were mean and standard deviation. The study suggests and concluded that , the offer more practical training, develop their conversational skills, outsource to professional organizations specializing in improving employability skills , send their students to visit industries periodically , invite experts from industries to interact with students - take steps to train their teachers to orient them on the skills demanded by the industry , take measures to enhance students’ confidence level , organize frequent personality development workshops and encourage institute-industry interaction.

**Ashok.k et al** (2015) " Employability skill: Literature Review". This study investigates the existing literature in the field of Employability skill prevailing in India. The focus of the literature survey is to review these employability skills like analytical skills self-understanding, general management and work culture, leadership and problem solving ability and communication. The employability skill analyzed in this literature survey include is MBA graduates, Engineering graduates as well as University students too. The employability skill statuses of the respondents are in need to improve the existing district. Being good at one skill cannot facilitate the competency in other. This study describe that the applicant who is multi-tasking can sustain and gain in the employment. Hence the focus towards the learning should start from the education and then should go further till the end of the learning.

### **Research Objectives**

- To study the factors affecting employability skills of Employers and Employees perspective.
- To study the difference in employability skills of management and engineering students.

## Hypothesis

H<sub>0</sub>: There is no significant difference according to Employers and students perspective for employability skills.

H<sub>a</sub>: There is significant difference according to Employers and students perspective for employability skills.

H<sub>0</sub>: There is no significance difference of management and engineering students employability skills.

H<sub>a</sub>: There is significance difference of management and engineering students for employability skills.

H<sub>0</sub>: There is no significant difference in perception of male and female students.

H<sub>1</sub>: There is significant difference in perception of male and female students.

## Research Methodology: -

### Research Design

It is a descriptive study under which two sets of questionnaires were developed to justify our desire objective. The study revolves around factors affecting employability skills according to Employers and students perspective. In this study we describe factors which affect employability and try to know which employability skills are necessary according to employers and students respectively. We use survey method and collect data by the help of questionnaire.

### Research Sample

The items consideration in any field of inquiry constitutes a universe of population. In this research only a few items can be selected from the population for our study purpose. The items selected constitute what is technically called a sample. Here our sample size is 140 students from different institutes of engineering and management. The samples are selected on the basis of purposive cum convenient sampling method. First, institutes were selected on the basis of solving our requirement of filling the data, so that is purposive sampling and then further the respondents were selected on convenience basis, so that is convenience sampling.

### Scale construction and Data collection

The primary data was collected by using questionnaire containing different statements justifying the objectives. First few questions were related to demographic attributes and then questions became specific to concern about factors like interpersonal communication skills, analytical skills, problem solving skills etc. They were measured on 5 point Likert Scale (1:Very Poor to 5: Excellent) and rating scale ( 1-10 where 1 is best and 10 is least) using 18 statements for both

scales. The data has been collected from different specialization students of management and engineering & employers of different industries.

### Reliability

Reliability of the instruments concerns the degree to which a particular instrument gives similar results over a number of repeated trials (Mugenda & Mugenda, 2003). The researcher pre- tested the questionnaire to a pilot sample. The respondents who participated in the pilot study were excluded from the main study.

### 4. Analysis and Interpretation: -

Data Analysis is the process of systematically applying statistical and logical techniques to describe and illustrate, condense and recap and evaluate data. In this study to analyze data we use pie chat and SPSS tools like mean, standard deviation and Independent T- test.

#### Demographics of Respondents

Sr. No.			
Students Data			
1	Age	• less than 20 years	27%
		• 21years-30years	73%
2	Gender	Male	49%
		Female	51%
3	Stream	Engineering	43%
		Management	57%
Employer			
1	Age	less than 30 years	83%
		31years-40 years	11%
		40 years – 50 years	6%
	Gender	Male	83
		Female	17

As per table 1, on the bases of mean value there are top five skills which are S4 ,S5, S13, S16, S3 with 4.21 , 4.20 , 4.19 , 4.19 and 4.18 respectively mean values. There are 2 same mean values S13 and S16 so we need to check standard deviation , S13 having standard deviation value 0.744

and S16 having standard deviation values 0.729. The skill which having less standard deviation we rate that skill high. So we rate S16 higher than S13.

Table 1: Perception of students towards employability skills

	N		Mean	Std. Deviat
	Valid	Missing		
S1	92	0	3.880435	0.809862
S2	92	0	4.184783	0.76932
S3	92	0	4.184783	0.725203
S4	92	0	4.217391	0.753397
S5	92	0	4.206522	0.845649
S6	92	0	4.141304	0.704484
S7	92	0	4.173913	0.792945
S8	92	0	4.097826	0.742135
S9	92	0	3.902174	0.839411
S10	92	0	4.108696	0.804609
S11	92	0	3.902174	0.799172
S12	92	0	3.902174	0.771181
S13	92	0	4.195652	0.744786
S14	92	0	4.01087	0.748545
S15	92	0	3.641304	0.896655
S16	92	0	4.195652	0.729882
S17	92	0	3.978261	0.755613
S18	92	0	3.858696	0.833126

Table 2: Perception of Male and Female students towards employability skills

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
S1	Equal variances assumed	10.220	.002	-1.757	90	.082	-.29356	.16712	-.62558	.03846
	Equal variances not assumed			-1.722	70.446	.089	-.29356	.17045	-.63347	.04635
S2	Equal variances assumed	.520	.473	-1.122	90	.265	-.17992	.16034	-.49846	.13862
	Equal variances not assumed			-1.118	87.399	.267	-.17992	.16094	-.49978	.13994
S3	Equal variances assumed	.068	.796	-.324	90	.747	-.04924	.15211	-.35143	.25295
	Equal variances not assumed			-.323	88.466	.747	-.04924	.15240	-.35209	.25360
S4	Equal variances assumed	.000	.989	-.432	90	.667	-.06818	.15795	-.38198	.24561
	Equal variances not assumed			-.429	85.168	.669	-.06818	.15900	-.38432	.24795
S5	Equal variances assumed	.846	.360	-1.260	90	.211	-.22159	.17593	-.57111	.12793
	Equal variances not assumed			-1.244	79.397	.217	-.22159	.17812	-.57610	.13292
S6	Equal variances assumed	1.445	.232	-2.182	90	.032	-.31439	.14409	-.60065	-.02814
	Equal variances not assumed			-2.180	88.914	.032	-.31439	.14423	-.60098	-.02781
S7	Equal variances assumed	.099	.754	-.171	90	.865	-.02841	.16639	-.35897	.30215
	Equal variances not assumed			-.171	88.972	.865	-.02841	.16653	-.35930	.30248
S8	Equal variances assumed	.007	.935	-2.706	90	.008	-.40530	.14978	-.70286	-.10775
	Equal variances not assumed			-2.684	83.874	.009	-.40530	.15099	-.70557	-.10503
S9	Equal variances assumed	.218	.641	-.918	90	.361	-.16098	.17535	-.50934	.18737
	Equal variances not assumed			-.915	87.841	.363	-.16098	.17588	-.51052	.18855
S10	Equal variances assumed	.196	.659	-1.511	90	.134	-.25189	.16676	-.58319	.07941
	Equal variances not assumed			-1.493	80.460	.139	-.25189	.16867	-.58754	.08375
S11	Equal variances assumed	.653	.421	.079	90	.937	.01326	.16771	-.31994	.34645
	Equal variances not assumed			.079	89.376	.937	.01326	.16768	-.31990	.34642
S12	Equal variances assumed	.175	.677	.351	90	.726	.05682	.16174	-.26450	.37813
	Equal variances not assumed			.352	89.777	.726	.05682	.16146	-.26397	.37761
S13	Equal variances assumed	.001	.976	.109	90	.913	.01705	.15630	-.29346	.32756
	Equal variances not assumed			.109	89.776	.913	.01705	.15604	-.29296	.32705
S14	Equal variances assumed	1.593	.210	-.969	90	.335	-.15152	.15628	-.46200	.15897
	Equal variances not assumed			-.972	89.886	.334	-.15152	.15592	-.46129	.15826
S15	Equal variances assumed	.161	.689	-.514	90	.608	-.09659	.18790	-.46989	.27671
	Equal variances not assumed			-.517	89.925	.607	-.09659	.18694	-.46799	.27481
S16	Equal variances assumed	.281	.597	-1.618	90	.109	-.24432	.15100	-.54430	.05567
	Equal variances not assumed			-1.599	80.222	.114	-.24432	.15276	-.54832	.05968
S17	Equal variances assumed	.028	.867	-1.686	90	.095	-.26326	.15613	-.57344	.04693
	Equal variances not assumed			-1.693	90.000	.094	-.26326	.15554	-.57226	.04574
S18	Equal variances assumed	.003	.960	-.695	90	.489	-.12121	.17438	-.46765	.22522
	Equal variances not assumed			-.696	89.671	.488	-.12121	.17417	-.46725	.22482

Table no. 2 Perception of Male and Female students towards employability skills

Interpretation:-

On the bases of skills and gender we applied t-test to analyze whether there is any difference in perception of male and female students or not. On the bases of t-test there are skills like S1, S2, S5, S6, S11 and S14 having significance value less than 0.5 that mean null hypothesis is accepted. S3, S4, S7, S8, S9, S10, S12, S13, S15 and S16 are the skills having significance value greater than 0.5 that means null hypothesis is rejected.

Table 3. Perception of Management and engineering students towards employability skills

Stream	N	Mean	Std. Deviation	Std. Error Mean
S1 Management	44	3.7273	.97321	.14672
S1 Engineering	48	4.0208	.60105	.08675
S2 Management	44	4.0909	.80169	.12086
S2 Engineering	48	4.2708	.73628	.10627
S3 Management	44	4.1591	.74532	.11236
S3 Engineering	48	4.2083	.71335	.10296
S4 Management	44	4.1818	.81477	.12283
S4 Engineering	48	4.2500	.69954	.10097
S5 Management	44	4.0909	.96009	.14474
S5 Engineering	48	4.3125	.71923	.10381
S6 Management	44	3.9773	.69846	.10530
S6 Engineering	48	4.2917	.68287	.09856
S7 Management	44	4.1591	.80531	.12140
S7 Engineering	48	4.1875	.78973	.11399
S8 Management	44	3.8864	.78402	.11820
S8 Engineering	48	4.2917	.65097	.09396
S9 Management	44	3.8182	.86998	.13115
S9 Engineering	48	3.9792	.81187	.11718
S10 Management	44	3.9773	.90190	.13597
S10 Engineering	48	4.2292	.69158	.09982
S11 Management	44	3.9091	.80169	.12086
S11 Engineering	48	3.8958	.80529	.11623
S12 Management	44	3.9318	.75937	.11448
S12 Engineering	48	3.8750	.78889	.11387
S13 Management	44	4.2045	.73388	.11064
S13 Engineering	48	4.1875	.76231	.11003
S14 Management	44	3.9318	.72810	.10976
S14 Engineering	48	4.0833	.76724	.11074
S15 Management	44	3.5909	.84408	.12725
S15 Engineering	48	3.6875	.94882	.13695
S16 Management	44	4.0682	.81833	.12337

S17	Engineering	48	4.3125	.62420	.09010
	Management	44	3.8409	.71343	.10755
S18	Engineering	48	4.1042	.77842	.11236
	Management	44	3.7955	.82348	.12414
	Engineering	48	3.9167	.84635	.12216

Table no. 3 Perception of Management and engineering students towards employability skills

## Interpretation:-

On the bases of mean value there are six skills which are S1 ,S6, S8, S10, S14 and S17 that shows clear differences in the perception of engineering and management students , other skills also having difference but that difference is very less. As difference is very less we need to check standard deviation if the standard deviation is less we rate higher. In skills S1, S2, S3, S3, S4, S5, S6, S7, S8, S9, S10 and S16 engineering students having less standard deviation than management students, In skills S11, S12, S13, S14, S15, S17 and S18 management students having less standard deviation than management students

**Employers Data:-**

Table 4. Perception of employer towards employability skills

		N		Mean	Std. Deviat
		Valid	Missing		
Statistics	S1	18	0	3.388889	0.501631
	S2	18	0	3.944444	0.872604
	S3	18	0	4.166667	0.857493
	S4	18	0	4.388889	0.849837
	S5	18	0	4.166667	0.985184
	S6	18	0	4.222222	1.003263
	S7	18	0	4	0.907485
	S8	18	0	4.055556	0.937595
	S9	18	0	3.722222	1.127494
	S10	18	0	4	0.840168
	S11	18	0	3.722222	0.826442
	S12	18	0	3.833333	0.985184
	S13	18	0	3.833333	1.043185
	S14	18	0	3.666667	0.685994
	S15	18	0	3.5	0.923548
	S16	18	0	4	1.084652
	S17	18	0	3.555556	0.983524
	S18	18	0	3.5	0.923548

Table no. 4 Perception of employer towards employability skills

**Interpretation:-**

On the bases of mean value there are top five skills according to employers which are S4 ,S6, S5, S3, S8 with 4.38 , 4.22 , 4.16 , 4.16 and 4.05 respectively mean values. There are 2 same mean values S5 and S3 so we need to check standard deviation , S5 having standard deviation value 0.985 and S3 having standard deviation values 0.857. The skill which having less standard deviation we rate that skill high. So we rate S3 higher than S5.

**5. Findings:-**

- According to this study employers give more weight-age on different skills like creativity and innovation, professionalism, teamwork, communication and multitasking skills but in front of these student's perception is different than employers. According to students' perception top 5 skills are creativity and innovation, teamwork, communication, listening and time management skills. There are little gap present between perception of both employers and students. As we know today's business environment is very dynamic and flexible, requirement of industries for human resources can change any time.
- There is also gap present in skills perception of engineering and management students. Even there is also gap present according to male and female students for the employability skills.

**6. Conclusion: -**

This study concludes that employers and students having different perception on the employability skills which are required in the industries. Being good in one skill is not sufficient, single skill is not fulfil the industry demand, industries required multi-skilled employees as per their demand.

According to this study employers give more weight-age on different skills like creativity and innovation, professionalism, teamwork, communication and multitasking skills but in the case of students top 5 skills are creativity and innovation, teamwork, communication, listening and time management skills. There are little gap present between perception of both employers and students. As we know today's business environment is very dynamic and flexible, requirement of industries for human resources can change any time. Even there is also gap present in skills perception of engineering and management students.

So, the education institutes need to integrate the employability skill into the course curriculum and work more closely with the employers of industries. By this we can able to ensure that young and fresh students having those skills which companies required. Most of the institutes are focuses on academic than the experiential learning which is not sufficient for students as well as industries. Learning institutes and faculties should practice employability skills during lectures and teaching process, which helps students to understand what are the requirement of the industries.



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