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Employability Skill Gap Analysis of Commerce Postgraduate Students in Higher Education With Reference To Coimbatore District

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ABSTRACT
The Indian education system is completely transforming into capability-based training to get into fruitful output. The educational companies are aware of improving and changing the world for Indian's persisted competitiveness to face the aggressive market. Even though there is wide and high quality filled education the proportion of well-skilled candidates are comparatively low, which is a big task for the employers and the corporates to meet its requirements. Dynamism as a whole lot injected because of this education couldn't impart the establishment for a regular solution. The competencies gap in enterprises and the postgraduate students are getting widened due to many reasons, each from the part of an enterprise and the candidate. This paper focuses on the above-mentioned critics and the important employability skills that students have and where they lag which creates a gap in them. A skill gap between actual and expected was identified from the findings and the influence of skill and the difference of skills availability among male and female students, it would be an eye-opener for the educations programme to focus on providing skills in which the lag is identified. The findings of this paper say that the students are highly equipped with ICT& interpersonal skills and business skills with the highest loading and other important skills must also be given importance.

Keywords
Employability, Life Skills, Skillset, Skill gap, Factors influencing.

1. INTRODUCTION
Today's global economy is fast-paced, highly competitive demands educated citizens who possess many skills such as soft and hard skills. This demand is affected by several trends and challenges one such is the development of ICT the fast-growing information and communication technology that is hard for people to adapt to. Employers are demanding advanced communication skilled candidates for the future. The 21st-century students finding it hard to quickly adapt to a new business environment with high tech 21st-century skills. Educational institutions feel skills are very much essential for the student's life for setting career or civic sense [1]. The task is to equip students with the necessary skills and critical thinking skills to forester creative drive. It is because the talent problem of employer and employee are twined together. Society says higher education especially management education as a stepping stone for a good lucrative job. So, the difficulties in attaining skills along with knowledge must be concentrated by the institutions where it can perform more activities to develop the students in the respective soft skills and hard skills [2][3].

1.1 Important Skills
The employability skills are been classified into three main heads[4]:

1.1.1 Soft skills
- People Related Skills
- Interpersonal Skills
- Communication Skills
- Team Work Skills
- Personal Skills
- Flexibility
- Leadership Skills
- Professionalism
- Work Ethics
- Voluntarism
- Social Responsibility

1.1.2 Hard skills
- Technical skills
- Knowledge in a specialized area
- Critical thinking/ problem solving
- Analytical thinking
- Planning & organizing
- Decision making
- ICT skills

1.1.3 Business skills
- Dealing with real-world problems
- Creative thinking/innovation
- Global business scenario
- Multilateral thinking

1.2 Government Initiated Programme for Skills Development among Students
- Pradhan Mantri Kaushal Vikas yojana initiated to benefit 10 million youths- ministry of skill development and entrepreneurship
- The National Skill Development Corporation India (NSDC)[5]

2. Statement of the Problem

In the dynamic competitive world, the employer expects to graduate with a range of skills and attribute at various levels, but the graduate now with pass percentage and degree doesn't match their scale of expectation. There is a huge gap in employability skills. There is a vast difference between employable skills and the skills provided by educational institutions. It is very much important for a student to equip themselves with skills along with life skills which are very much necessary for life as well as o get an appropriate job. Now a day's lack of certain skills among young students has become a hurdle in attaining a proper job set. The study aims to analyze the skills gap of postgraduate students to find out the level of skills and what are all skills that must be imparted in the learning process along with the academics.

2.1 Objectives of the Study

- To analyze the employability skill gap of the commerce postgraduate students.
- To identify the factors influencing the skills of the students.
- To find the significant difference in the level of skill availability between male and female students.

2.2 Hypothesis

- There is no significant influence on the skills of commerce postgraduate students.
- There is no significant difference in the skills availability between female and male students.

3. Research Methodology

The study is descriptive:

3.1 Source of data

This study is based on primary data. The data are collected from respondents using a questionnaire.

3.2 Sampling design

The random sampling method is adopted to collect the data from 300 students pursuing post-graduate concerning the Coimbatore district.

3.3 Tools used for the study

The data is analyzed using statistical tools like Factor analysis, regression, correlation and one-way Anova.

4. Analysis and Interpretation

Table 1: Demographic Characteristics of Respondents

Sc. no	Characteristics	Category	Frequency	%
1	AGE	21-24	300	100
2	GENDER	MALE	140	46.6
		FEMALE	160	53.4
3	DOMICILE	URBAN	215	71.6
		RURAL	85	28.4

Source: Primary Data

Above table 1 shows the demographic characteristics of respondents. The entire respondents are in the age category of 21-24. 46.6 % of the respondents are male and 53.6 % are female, 71.6 of the respondents are from urban and 28.4 are from the rural population.

4.1 Reliability test

The above table shows the Cronbach value of reliability. It can be concluded that all the variables are reliable due to each value of the variable are greater than 0.7 which is acceptable

Table 2: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.789	.953	56

Table 3: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		**.731**
Bartlett's Test of Sphericity	Approx. Chi-Square	8919.022
	Df	300
	Sig.	**.000**

Factors Analysis

The above table shows the KMO results where the statistic value is .731 which is well above the minimum criterion of .5 and falls into the range of 'middling'. So, the sample size is adequate for factor analysis. And Bartlett's test for sphericity shows .000 which is significant to conduct further tests. The analysis of the principal component and rotated factor loading method is used to identify the factors. It is observed that out of 15 variables, 5 factors namely ICT skills & Interpersonal skills, business skills, personal skills, decision making & communication skills and person-related skills were identified by the rotation method. In the study, items that had a loading of -+.5 or greater were retained. To analyze the impact of the listed dimensions on the opinion of the beneficiaries, the first step involved was reducing the number of statements to a smaller number of variables which could be then used for factor analysis

Table 4: Factor 1- ICT and Interpersonal Skills

Label	Statement	Loadings
X48	I can interact with others and complete tasks on time	.801
X37	I have Analytical thinking skills	.785
X44	I have high sense of direction	.734
X38	I am familiar with word processing	.717
X25	I am a good at being resourceful	.688
X55	I work with voluntarism	.648
X45	I can manage/do several tasks at once	.603

Source: IBM SPSS

Table 5 shows the cluster of statements in factor 1 the statement **"**Interact with Others" with the loading of .801, "Analytical Thinking" with the loading of .785, "High Sense of Direction" with .734, "Word Processing" with .717, "Being Resourceful" with .688,

"Voluntarism" with .648, "Manage/Do Several Tasks With" .603 are grouped in the first factor.

Table 5: Factor 2- Business Skills

Label	Statement	Loadings
X7	I have good attendance, be on time and dress up appropriately.	.829
X57	I focus on Social responsibility	.817
X56	I have Work ethics	.741
X58	I do all the work with Professionalism	.689
X3	I listen and ask a question to understand	.629

Source: IBM SPSS

Table 6 shows the cluster of statements in factor 2 the statement "Good Attendance" with the loading of .829, "Social Responsibility" with the loading of .817, "Work Ethics" with .741, "Professionalism" with .689, "Listen and Ask Question" with .629 are grouped in a factor

Table 6: Factor 3- Personal Skills

Label	Statement	Loadings
X9	I can accept and apply criticism to improve my work	.784
X2	I can read and understand the information in words, graphs, diagrams, or charts	.739
X14	I can combine ideas or information in a new way.	.701
X24	I am good at taking initiative and making decisions	.618

Source: IBM SPSS

Table 7 shows the cluster of statements in factor 3 the statement **"**Accept and Apply Criticism" with the loading of .784, "Read and Understand Information" with the loading of .739, "Combine Ideas or Information" with .701, good at taking initiative with .618, are grouped in the factor

Table 7: Factor 4- Decision Making and Communication Skills

Label	Statement	Loadings
X16	I can make decisions on my own	.836
X1	I can speak and write clearly so that others understand	.781
X6	I have basic math skill	.746

Source: IBM SPSS

The coefficient for the influence of skills for employability shows that ICT & interpersonal skills, business skills and people related skills are below 0.05 level of significance which means we reject the null hypothesis saying students are influenced by the above three skills.

Table 8 shows the cluster of statements in factor 4 the statement "Make Decisions" with the loading of .836, "Speak and Write Clearly" with the loading of .781, "Basic Math Skill" with .746, are grouped in the factor.

Table 8: Factor 5- Person Related Skills

Label	Statement	Loadings
X50	I can deal with difficult people and situation	.876

Source: IBM SPSS

Table 9 shows the cluster of statements in factor 5 the statement **"**Deal with Difficult People" is grouped in the last factor.

Table 9: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.423[a]	.179	.165	.42336

Table 10: Coefficients

Model	Unstandardized Coefficients		Standardized efficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.690	.024		69.14	.000
I& ITC & Interpersonal	.115	.024	.248	4.698	.000
Business skills	.083	.024	.179	3.385	.001
Personal skills	.038	.024	.082	1.550	.122
Decision making mmunication skills	.030	.024	.064	1.208	.228
People related skills	-.126	.024	-.273	-5.160	.000

Above table 9 results model summary for the impact of skills on the gender of postgraduate students. Gender is the dependent variable, R=0.423 which means there is a normal relationship. R-square is 17.9% variance from the independent variables.

One-Way Anova

Ho=There is no significant difference in the skills availability between female and male students.

Table 11: ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
ICT & Interpersonal skills	Between Groups	18.430	1	18.430	19.575	**.000**
	Within Groups	280.570	298	.942		
	Total	299.000	299			
Business skills	Between Groups	9.571	1	9.571	9.854	**.002**
	Within Groups	289.429	298	.971		
	Total	299.00	299			
Personal skills	Between Groups	2.006	1	2.006	2.013	**.157**

	Within Groups	296.99	298	.997		
	Total	299.00	299			
Decision making & communication skills	Between Groups	1.220	1	1.220	1.221	**.270**
	Within Groups	297.78	298	.999		
	Total	299.00	299			
People related skills	Between Groups	22.239	1	22.23	23.94	**.000**
	Within Groups	276.76	298	.929		
	Total	299.00	299			

Source: IBM SPSS

The results of one-way ANOVA states that the significant value of ICT & Interpersonal skills, business skills and people related skills are below 0.05. Hence, the null hypothesis is rejected and it can be concluded that there is a significant difference between male and female students in respect of ICT & Interpersonal skills, business skills and people related skills.

5. Finding and Suggestion

- The regression analysis shows that there is an influence of skills on both male and female students
- Both male and female postgraduate students are influenced by ICT and interpersonal skills, business and people related skills. Expect personal and decision and communication skills doesn't influence them they differ from person to person.
- The one-way ANOVA shows that there is a difference between ICT & interpersonal skills, business and people related skills on gender. This means there is a difference among male and female students in the level of skill set availability.
- One-way ANOVA also states that there is no difference between decision making & communication skills and personal skills, which means that both male and female students pose with an equal level of skill sets.

Suggestion

- The skills which are found lag must be focused on and trained according to by the education institutions.
- Apart from the 5 skills analyzed in the paper, there are other skills such as subjective skills, time management skills and critical and creative thinking skills that are found missing.
- Subjective skills and time management skills can only be imparted by educational institutions where strict time management and better subject and high domain knowledge be provided with regular tests conducting quiz on current affairs related to a particular domain.
- The government-initiated programme is provided to certain criterion students at course centre situated at a particular area, it can be initiated in educational institutions also where all the students can get skill development from grass route level.
- the skill-developing programme can be separately conducted by educational institutions every week so that students may get regular up-gradation.
- Educational institutions must also send students to workshops and conference which brings a wide range of new environment and helps to develop themselves.
- Students must also be given regular training on the aptitude to increase their analytical skills and critical thinking power.

6. CONCLUSION

The global world is found much more competitive year by year, it is been challenging for the young generation as well as the educational institutions to provide the students with the necessary employability skills. Graduates tend to fail just because of the skill gap. The expected and actual levels of skill available differ which creates the difficulty for the students to find an apt job for them .it is the responsibility of the institutions to proactively adapt to the changes in the environment and provide with skill up-gradation regularly. Both soft skills and hard skills must be initiated as a session and regular development must be analyzed. From the study, we can conclude that even though students are well equipped with necessary business and ICT & interpersonal skills they are insufficient in many more employability skills, so educational institutes must make note of it and take efforts to produce students with all the necessary skills along with govt schemes and proper in-hand training. In Upcoming days with proper training students will be with enhancing skills.

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