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A study to recommend the measures to enhance the Scope of employability in Malwa Region

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Abstract
Purpose: The purpose of this paper is to recommend the measures to enhance scope of employability with special reference to Malwa Region including Pithampur, Dewas and Indore.
Design/methodology/approach: Data has been collected from 50 HRs from different industries of Dewas, Pithampur and Indore and then it is analysed using different tools in SPSS 20 version.
Findings – It was found out that there are various measures to enhance the scope of Employability skills in Malwa region.
Research limitations/implications: The study is conducted in a limited area only that is very small no. of respondents are taken into consideration. So, there is a scope of further research.
Practical implications: It will be useful for various people of our society starting from educational Institutes, Professors, Industries, employers and graduates specially. It will also be helpful in developing employable graduates for industries.
Originality/value: This paper seeks to find out the scope of employability skills in Malwa Region. It will be of value to the people with an interest in employability issues.

Keywords: Employability skills, scope, skill set, graduates, educational Institute, employers.

1. Introduction

Today's career environment is different to that of the past. Careers that were once characterized by vertical progression and job security now involve lateral movements across organizations, increased instability and unemployment. In this insecure environment, the concept of employability has emerged as a new key to career success. In this insecure environment, the concept of 'employability' has emerged as a new key to career success (Bagshaw, 1997; Fugate, Kinicki & Ashforth, 2004; Garavan, 1999) [13]. Employability can be broadly defined as the ability to gain and maintain employment, both within and across organisations (Finn, 2000) [12]. This definition, however, provides little indication of the personal factors that contribute to one's employability. ndeed, very few articles discussing employability offer insight into what it really means.

Unemployment

Unemployment is a situation when a capable and willing to do job workforce does not get work. Different forms of unemployment occur, few are not that harmful but few are very risky for the society as a whole. People waiting for their first job come under frictional unemployment. Such kind of unemployment is not regarded as dangerous and can be improved by creating more awareness regarding new job openings. Then comes the seasonal unemployment and this is specific to certain seasonal industries like tourism and farming. To reduce this, people must be encouraged to take other jobs in off season. The worst type of unemployment is the structural one. It comes into picture when there is a change in the structure of an economy. It is long term unemployment and can be caused by various reasons. Machines replacing human, change in the behaviour of consumer, etc are the causes. Structural unemployment can be reduced to great extent by providing retraining, on job training and by making people occupationally flexible.

Employability

'It is a set of achievements – skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations,

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which benefits themselves, the workforce, the community and the economy.

Unemployment and Employability

Young unemployed people have comprised one of the significantly largest groups of the unemployed people in recent years. One of the reasons why these young people face difficulty integrating into the labour market is the "expectation gap" which exists in the relations between employers and the workers of new generation. Employers focus on capacity-building for employability such individual factors as strength, patience, self-discipline, self-reliance, self-motivation, etc., which having a nature of habit and are developed in a long-term work socialization process, which begins even before the formal education and will continue throughout the life cycle.

Less than one out of four engineering graduates are employable, a survey has found. The third edition of the National Employability Report, Engineering Graduates - 2014, released by a private employability solutions company, revealed that though 18.33% of the engineers are employable, 18.09% actually get a job.

Of the 1.2 lakh candidates surveyed across multiple states, 91.82% lack programming and algorithm skills, 71.23% lack soft and cognitive skills, 60% lack domain skills, 73.63% lack English speaking and comprehension skills and 57.96% have poor analytical and quantitative skills. "The low employability among engineering graduates is a cumulative outcome of poor education standards and higher demand of skilled employees, creating a drastic skill gap in the country, said Himanshu Aggarwal, co-founder and CEO, Aspiring Minds, which released the report "The report reveals that corporates look for candidates who have basic skills in order and don't need much training on being hired. Hence, candidates with lower quality of skills in comparison to basic job requirements are left out in the entire process."

Of the 6 lakh engineers that graduate annually, only 18.43% of them are employable for the software engineer-IT services role, while just 3.95% are appropriately trained to be directly deployed on projects. For core jobs in mechanical, electronics/electrical and civil jobs, only a mere 7.49% are employable.

In contrast, 53% engineers have software role as the most preferred job, whereas 44% have core engineering jobs as their preferred role. This means 97% engineers want jobs either in software or core engineering. Firstly, an economy with a large per cent of unemployable qualified candidates is not only inefficient, but socially dangerous. Secondly, there's a large mismatch in aspirations of graduating engineers and their job readiness, which can create large scale dissatisfaction.

How we can enhance the scope of employability

For Students	For Institutions
Score Well	Rich Content Vetted By Industry
Bring Originality To Your Resume	Analytics-Driven Platform
Get Some Training And Practical Experience	Enable Faculty Reach
Build Your Expertise	
Stay Informed	
Work On Your Confidence And Communication Skills	

Traditional Classroom design   Smart Classroom design
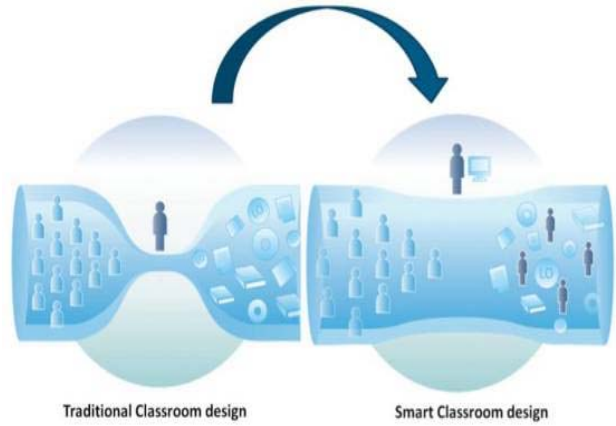
2. Review of Literature

- **Abdulla Al- Mutairi, Naser Kamal, Saeid Muna (2014)** [1]: The results of the analysis revealed that participants attach a highest level of importance tograduates knowledge, soft skills and ability to work within groups. The participants attach low level of importance to the personal abilities of the graduates. The study concludes that employability factors are affected by employers' background characteristics, the firm's nature, size and ownership (whether family, public or government).

- **Lorraine Dacre Pool, Pamela Qualter, Peter J. Sewell, (2014):** [3] This research introduce and explore the factor structure of a new measure of employability development, the CareerEDGE employability Development Profile (EDP). The analyses suggest that the EDP is multidimensional and maps clearly onto the CareerEDGE model of graduate employability.

- **Chi-Cheng Chang (2014):** [2] This study concluded eight indicators of employable creativity: the sensitivity to problems, organizing/integration ability, complexity, originality, flexibility, novelty, fluency and the desire to create.

- **Dorien Vanhercke, Nele De Cuyper, Ellen Peeters, Hans De Witte (2014):** [4] The purpose of this paper was to define employability within the psychological literature with a focus upon perceived employability. The paper concludes that each approach comes with specific advantages and disadvantages. Researchers and practitioners should use an approach according to the general research question one aims to address.

- **Finch David J, Hamilton Leah K, Baldwin Riley, Zehner Mark, (2013):** [5] findings illustrate that, when hiring new graduates, employers place the highest importance on soft-skills and the lowest importance on academic reputation.

- **Vilka L, Pelse I (2012):** [6] This research on the issue of "ideal" employee, as the most significant features re-emphasized the social skills and the individual qualities of the personality: "We give priority to social skills and personal attributes", "My business depends on personal skills such as responsibility, flexibility, ability to interact with others and discipline"

- **Geoff Mason, Gareth Williams & Sue Cranmer (2009):** [7] found that structured work experience and employer involvement in degree course design and

delivery have clear positive effects on the ability of graduates to secure employment in 'graduate-level' jobs. However, a measure of departmental involvement in explicit teaching and assessment of employability skills is not significantly related to labour market performance.

➤ **Lindsay Colin Dale (2009):** [8] It demonstrates how unemployed job seekers across various duration thresholds can face substantial barriers to work. It shows that using a broad-based, holistic model for analysing employability can be highly effective in capturing the range of issues and barriers affecting employability and the inter-relationships between them. It also highlight how long-term unemployed people can face significantly greater barriers to work, or in other ways have distinctive experiences, in relation to the individual factors, personal circumstances and external factors that can influence employability.

➤ **McArdle S, Waters L, Briscoe J, Hal D. (2007):** [9] This research explored employability in relation to three aspects of unemployment: (1) self-esteem during unemployment; (2) job search during unemployment; and (3) re-employment. Overall, the results of this study provide broad support for the employability dimensions identified by Fugate *et al*. (2004) and suggest that employability is highly applicable to the unemployment context.

➤ **Lorraine Dacre Pool, Peter Sewell, (2007):** [10] The model sets out exactly what is meant by employability, in clear and simple terms, and the model suggests directions for interaction between the various elements.

➤ **McQuaid Ronald W, Lindsay Colin (2002):** [8] this study suggests that there remains a strong case for measures that address the individual aspects of the `employability gap' experienced by long-term unemployed job seekers. The majority of respondents were low skilled, possessed few or no qualifications, and had been excluded from the active labour market for a number of years. These findings are consistent with previous research into the barriers to work faced by the long-term unemployed (see, for example, Hasluck *et al*, 1997; Payne *et al*, 1996).

3. Objectives
To study and recommend measures to enhance the scope of employability in Malwa Region.

4. Hypothesis
H_1: There are no significant measures which can be recommended to enhance the scope of employability in Malwa Region.
H_0: There are significant measures which can be recommended to enhance the scope of employability in Malwa Region.
$H_{0.1}$: Provision of Internship and work placements can be a significant measure which can be recommended to enhance the scope of employability in Malwa Region.
$H_{0.2}$: Studying in reputed Institutes can be a significant measure which can be recommended to enhance the scope of employability in Malwa Region.
$H_{0.3}$: Supplementing studies with different experiences can be a significant measure which can be recommended to enhance the scope of employability in Malwa Region.
$H_{0.4}$: Advancing the education can be a significant measure which can be recommended to enhance the scope of employability in Malwa Region.

$H_{0.5}$: Associations of Institutes and Industries can be a significant measure which can be recommended to enhance the scope of employability in Malwa Region.
$H_{0.6}$: Drafting of syllabus by the panel comprises of Industry and educational experts can be a significant measure which can be recommended to enhance the scope of employability in Malwa Region.
$H_{0.7}$: Provision of out of the book teachings can be a significant measure which can be recommended to enhance the scope of employability in Malwa Region.
$H_{0.8}$: Self-Motivation can be a significant measure which can be recommended to enhance the scope of employability in Malwa Region.
$H_{0.9}$: More focus on case study supported teaching method can be a significant measure which can be recommended to enhance the scope of employability in Malwa Region.
$H_{0.10}$: Bringing originality to resume can be a significant measure which can be recommended to enhance the scope of employability in Malwa Region.
$H_{0.11}$: Building Expertise can be a significant measure which can be recommended to enhance the scope of employability in Malwa Region.
$H_{0.12}$: Provision of Analytics-driven platform by the Institute can be a significant measure which can be recommended to enhance the scope of employability in Malwa Region.

5. Research Methodology
Research has been done by taking twelve attributes as measures which can enhance the scope of employability in Malwa Region. A sample of 45 respondents has been taken for the study from different banks of Indore and Dewas

These twelve attributes were rated on five point likert scale ranging from one to five where 1= strongly agree, 2= Agree, 3= Undecided, 4= Disagree and 5= Strongly Disagree.

Twelve attributes are namely Provisions for internships and work placements (Attribute 1), Study in Reputed Institutes (Attribute 2), Supplementing studies with different training and practical experiences (Attribute 3), Advancing the education (Attribute 4), Associations of Institutes and Industries (Attribute 5), Drafting of syllabus by the panel comprises of Industry and educational experts (Attribute 6), Provision of out of the book teachings (Attribute 7), Self-Motivation (Attribute 8), More focus on case study supported teaching method (Attribute 9), Bring originality to resume (Attribute 10), Build expertise (Attribute 11), Provision of Analytics-driven platform by Institutes (Attribute 12).

6. Data Analysis and Interpretation: For analysis of the data SPSS version 20.0 software has been used. Here we have compared means by using One Sample t-Test.
T-Test
SPSS Statistics version 20.0 software is used to analyse the data. One Sample t-Test is applied to compare the means. Formula for t-test is:

$$t = \frac{\bar{x} - \Delta}{\frac{s}{\sqrt{n}}}$$

Where $\bar{x}$ is the sample mean, Δ is a specified value to be tested, *s* is the sample standard deviation, and *n* is the size of the sample. Look up the significance level of the *z*-value in the standard normal table.
Here we have taken 12 attributes and all the 12 attributes are analysed separately using one sample t-test, mean taken is 3 for all the 12 attributes.

1. Provision for Internships and work placements (Attribute 1)

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Attribute 1	45	1.93	.863	.129

The output tells us that we have 45 observations (N), the mean no. of Attribute 1 is 1.93 and the std. deviation of Attribute 1 is 0.863. The std. error of the mean is 0.129.

One-Sample Test						
					Test Value = 2.5	
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Attribute 1	-4.403	44	.000	-.567	-.83	-.31

This second part of the output gives the value of the statistical test:
Here t value is -4.403 and this t-test has 44 degrees of freedom. The critical t with 44 degrees of freedom, α=0.05 and two-tailed critical value is 2.0154.
Here, if the two-tailed critical t value is less than the observed t and the means are in the right order, then we can reject H0. Here the critical t is 2.0154 and observed is -4.403. So, we accept the H0.

2. Study in reputed Institutes (Attribute 2)

One-Sample Statistics				
0.5	N	Mean	Std. Deviation	Std. Error Mean
Attribute 2	45	2.87	1.198	.179

The output tells us that we have 45 observations (N), the mean no. of Attribute 2 is 2.87 and the std. deviation is 1.198. The std. error of the mean is 0.179.

One-Sample Test						
					Test Value = 2.5	
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Attribute 2	2.052	44	.046	.367	.01	.73

This second part of the output gives the value of the statistical test
Here t value is 2.052 and this t-test has 44 degrees of freedom. The critical t with 44 degrees of freedom, α=0.05 and two-tailed critical value is 2.0154.
Here, if the two-tailed critical t value is less than the observed t and the means are in the right order, then we can reject H0. Here the critical t is 2.0154 and observed is 2.052. So, we reject the H0.

3. Supplementing studies with different experiences (Attribute 3)

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Attribute 3	45	2.11	1.005	.150

The output tells us that we have 45 observations (N), the mean no. of Attribute 3 is 2.11 and the std. deviation is 1.005. The std. error of the mean is 0.150.

One-Sample Test						
					Test Value = 2.5	
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Attribute 3	-2.596	44	.013	-.389	-.69	-.09

This second part of the output gives the value of the statistical test
Here t value is -2.596 and this t-test has 44 degrees of freedom. The critical t with 44 degrees of freedom, α=0.05 and two-tailed critical value is 2.0154.
Here, if the two-tailed critical t value is less than the observed t and the means are in the right order, then we can reject H0. Here the critical t is 2.0154 and observed is -2.596. So, we accept the H0.

4. Advancing the education (Attribute 4)

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Attribute 4	45	2.16	.976	.145

The output tells us that we have 45 observations (N), the mean no. of Attribute 4 is 2.16 and the std. deviation is 0.976. The std. error of the mean is 0.145.

One-Sample Test						
					Test Value = 2.5	
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Attribute 4	-2.367	44	.022	-.344	-.64	-.05

This second part of the output gives the value of the statistical test
Here t value is -2.367 and this t-test has 44 degrees of freedom. The critical t with 44 degrees of freedom, α=0.05 and two-tailed critical value is 2.0154.

Here, if the two-tailed critical t value is less than the observed t and the means are in the right order, then we can reject H0. Here the critical t is 2.0154 and observed is -2.367. So, we accept the H0.

5. Associations of Institutes and Industries (Attribute 5)

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Attribute 5	45	1.84	.976	.145

The output tells us that we have 45 observations (N), the mean no. of Attribute 5 is 1.84 and the std. deviation is 0.976. The std. error of the mean is 0.145.

One-Sample Test						
	Test Value = 2.5					
	t	df	Sig. (2-Tailed)	Mean Difference	95% Confidence Interval Of The Difference	
					Lower	Upper
Attribute 5	-4.506	44	.000	-.656	-.95	-.36

This second part of the output gives the value of the statistical test

Here t value is -4.506 and this t-test has 44 degrees of freedom. The critical t with 44 degrees of freedom, α=0.05 and two-tailed critical value is 2.0154.

Here, if the two-tailed critical t value is less than the observed t and the means are in the right order, then we can reject H0. Here the critical t is 2.0154 and observed is -4.506. So, we accept the H0.

6. Drafting of syllabus by the panel comprises of Industry and educational experts (Attribute 6)

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Attribute 6	45	1.96	.928	.138

The output tells us that we have 45 observations (N), the mean no. of Attribute 6 is 1.96 and the std. deviation is 0.928. The std. error of the mean is 0.138.

One-Sample Test						
	Test Value = 2.5					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Attribute 6	-3.935	44	.000	-.544	-.82	-.27

This second part of the output gives the value of the statistical test

Here t value is -3.935 and this t-test has 44 degrees of freedom. The critical t with 44 degrees of freedom, α=0.05 and two-tailed critical value is 2.0154.

Here, if the two-tailed critical t value is less than the observed t and the means are in the right order, then we can reject H0. Here the critical t is 2.0154 and observed is -3.935. So, we accept the H0.

7. Provision of out of the book teachings (Attribute 7)

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Attribute 7	45	1.96	.878	.131

The output tells us that we have 45 observations (N), the mean no. of Attribute 7 is 1.96 and the std. deviation is 0.878. The std. error of the mean is 0.131.

One-Sample Test						
	Test Value = 2.5					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Attribute 7	-4.160	44	.000	-.544	-.81	-.28

This second part of the output gives the value of the statistical test

Here t value is -4.160 and this t-test has 44 degrees of freedom. The critical t with 44 degrees of freedom, α=0.05 and two-tailed critical value is 2.0154.

Here, if the two-tailed critical t value is less than the observed t and the means are in the right order, then we can reject H0. Here the critical t is 2.0154 and observed is -4.160. So, we accept the H0.

8. Self-Motivation (Attribute 8)

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Attribute 8	45	2.22	1.085	.162

The output tells us that we have 45 observations (N), the mean no. of Attribute 8 is 2.22 and the std. deviation is 1.085. The std. error of the mean is 0.162.

One-Sample Test						
	Test Value = 2.5					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Attribute 8	-1.718	44	.093	-.278	-.60	.05

This second part of the output gives the value of the statistical test

Here t value is -1.718 and this t-test has 44 degrees of freedom. The critical t with 44 degrees of freedom, α=0.05 and two-tailed critical value is 2.0154.

Here, if the two-tailed critical t value is less than the observed t and the means are in the right order, then we can reject H0. Here the critical t is 2.0154 and observed is -1.718. So, we accept the H0.

9. More focus on case study supported teaching method (Attribute 9)

One-Sample Statistics			
	N	Mean	Std. Deviation	Std. Error Mean
Attribute 9	45	2.27	1.074	.160

The output tells us that we have 45 observations (N), the mean no. of Attribute 9 is 2.22 and the std. deviation is 1.074. The std. error of the mean is 0.160.

One-Sample Test						
					Test Value = 2.5	
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Attribute 9	-1.457	44	.152	-.233	-.56	.09

This second part of the output gives the value of the statistical test

Here t value is -1.457 and this t-test has 44 degrees of freedom. The critical t with 44 degrees of freedom, α=0.05 and two-tailed critical value is 2.0154.

Here, if the two-tailed critical t value is less than the observed t and the means are in the right order, then we can reject H0. Here the critical t is 2.0154 and observed is -1.457. So, we accept the H0.

10. Bring originality to resume (Attribute 10)

One-Sample Statistics			
	N	Mean	Std. Deviation	Std. Error Mean
Attribute 10	45	2.00	.905	.135

The output tells us that we have 45 observations (N), the mean no. of Attribute 10 is 2 and the std. deviation is 0.905. The std. error of the mean is 0.135.

One-Sample Test						
					Test Value = 2.5	
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Attribute 10	-3.708	44	.001	-.500	-.77	-.23

This second part of the output gives the value of the statistical test

Here t value is -3.708 and this t-test has 44 degrees of freedom. The critical t with 44 degrees of freedom, α=0.05 and two-tailed critical value is 2.0154.

Here, if the two-tailed critical t value is less than the observed t and the means are in the right order, then we can reject H0. Here the critical t is 2.0154 and observed is -3.708. So, we accept the H0.

11. Build expertise (Attribute 11)

One-Sample Statistics			
	N	Mean	Std. Deviation	Std. Error Mean
Attribute 11	45	2.09	1.164	.174

The output tells us that we have 45 observations (N), the mean no. of Attribute 11 is 2.09 and the std. deviation is 1.164. The std. error of the mean is 0.174.

One-Sample Test						
					Test Value = 2.5	
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Attribute 11	-2.369	44	.022	-.411	-.76	-.06

This second part of the output gives the value of the statistical test

Here t value is -2.369 and this t-test has 44 degrees of freedom. The critical t with 44 degrees of freedom, α=0.05 and two-tailed critical value is 2.0154.

Here, if the two-tailed critical t value is less than the observed t and the means are in the right order, then we can reject H0. Here the critical t is 2.0154 and observed is -2.369. So, we accept the H0.

12. Analytics-driven platform to be provided by the Institute (Attribute 12)

One-Sample Statistics			
	N	Mean	Std. Deviation	Std. Error Mean
Attribute 12	45	2.58	1.076	.160

The output tells us that we have 45 observations (N), the mean no. of Attribute 12 is 2.58 and the std. deviation is 1.076. The std. error of the mean is 0.160

One-Sample Test						
					Test Value = 2.5	
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Attribute 12	.485	44	.630	.078	-.25	.40

This second part of the output gives the value of the statistical test:

Here t value is 0.485 and this t-test has 44 degrees of freedom. The critical t with 44 degrees of freedom, α=0.05 and two-tailed critical value is 2.0154.

Here, if the two-tailed critical t value is less than the observed t and the means are in the right order, then we can reject H0. Here the critical t is 2.0154 and observed is 0.485. So, we accept the H0.

7. Results and Findings

Out of 12 Hypothesis, one was rejected that is $H_{0.2}$. It means only Attribute 2 is not a significant measure that can be recommended to enhance the scope of employability in Malwa Region and all other 11 attributes play a significant role in enhancing the scope of employability. The attribute which cannot be recommended to enhance the scope of employability is "to study in reputed Institutes". All the other which helps in enhancing the scope of employability are Provision for internships and work placements, supplementing studies with different experiences, advancing the education, associations of Institutes and Industries, Drafting of syllabus by the panel comprises of Industry and educational experts, provision of out of book teachings, self-motivation, more focus on case study supported teaching method, bring originality to resume, build expertise, analytics-driven platform provided by the Institute.

8. Limitations and scope for further research

This study has certain limitations like: time constraints, area constraints, sample size determined and attributes selected for questionnaire to collect the primary data. So, research can be further held by overcoming all the aforesaid limitations.

9. Conclusion

The paper focuses on how we can enhance the scope of employability in our Malwa Region. There are some factors which can be utilized to improve the employability level of our graduates. We need to work on this area by providing them sound education base and practical exposure in the field they are studying. Involvement of Industries experts will be of great help to enhance employability of our young graduates.

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