

## **Perception of Parents on The Employability Skills of College Students With Reference To Tirupur District.**

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### **Abstract:**

Parental perception on the students knowledge is positive and with regards to employability skills it is negative. Employability Skills can also be defined as 'skills' essential not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions. Major employability skill areas have been identified and in them the important ones that necessitate to be addressed are effective communication both listening and learning, problem identification and problem solving and time management. Many of the students are not able to sustain in their job because of less skill and tolerance. Hence while graduating they should specially educated to fill gap between college and corporate.

**Key Words:** Parental perception, employability skill and essential skill.

## **Introduction:**

The Central Government is increasingly the Tamil Nadu to play in the higher education sector for the international collaboration due to the relatively mature enrolment ratios and high intent to improve the quality of education, British Council report (2015). The skills required for the students, technically termed as the 'employability skills' which is the need of the hour, is a highly difficult task to highlight with the particular skill set because a organisation which considers a skill as the soft skill could be termed as the hard skill for another concern, but one could draw the general demarcation line between the basic skills and other skills. The students that belong to the various colleges are expected to put on the basic skills in a prioritized manner for gaining the confidence at the time of attending the interview and subsequently securing for a job. Parental perception on the employability skills of the college students could be categorized in a wide manner. There are a lot of expectation exist in the current field.

## **Challenges in impacting Employability skills:**

'Employability skills' are those skills essential for receiving, keeping and being successful in a job. Those are the basic skills necessary for acquiring, keeping and pursuing the goals. The skills and attitudes that enable employees to get along with their colleagues, to make critical decisions, solve problems, develop respect and ultimately become strong ambassadors for the organisation. As per the Allen Consulting group report (2006), "employability skills are known by several other names, including key skills, core skills, life skills, essential skills, key competencies, necessary skill, and transferable skills. However industry's preferred terms are employability skills".

The skill deficit or skill gap is to be prioritized, the stakeholders working with young people need to have a clear sense of what they want to achieve and how they are going to attain their goal. As the new jobs are being generated, the number of suitable graduates available to grab these opportunities is not adequate. Government of India has adopted skill development as national priority over the next ten years. The Government favours the formation of skill Development mission both at the state and National levels", India skills report (2015).

### **Statement of the problem:**

The employability being influenced by the nature and the type of the skills imparted to the students and the perception by the stakeholders especially parents. The students who are the ultimate winners or one, who lag behind in their academic progress, must yield themselves to understanding the significance of the skills to be put on and the teachers who are the main instruments to sow the correct seeds at the correct time in the minds of the students. They must extend their teaching skills into the parameters of employability and the employers role cannot be considered of secondary importance in the educational realm, should extend their hands in identifying and rectifying the skill gap. The skills which are the main devise for employability, the perception of the students regarding the importance of learning the employability skills, enables the stakeholders to facilitate the implementation of progressive plans. The teaching faculty must be updated with the latest skills excepted employers and the behavioural changes of the students. “The contact of industry in designing the activities and assistance in giving instruction will ensure high degree of relevance to activities”, Employability skills from framework to practise (2006). The educational institutions initiative in creating the provision the corporate sector visit determines the skill updating and the employment opportunities for the students. The barriers and the obstacles in path of acquiring or imparting the employability skills as pointed out by the stakeholders have to be considered in order to design the measure and techniques needed to address these issues. All the aforesaid issues from the view point of stakeholders are included to find out the influential role on employability skills. Hence the researcher concentrated on all these aspects, the results of which will add to the existing literature in this field.

### **Objectives of the study:**

The study is conducted with the following objectives:

1. To identify the parental perception on the employability skills required for the college students in Tirupur District.
2. To examine the opinion of the parents and the students about the employability skills acquired by the college students.
3. To analyse the observation of the employability skills imparted to the students.
4. To offer suggestion to improvise the techniques for the enhancement of employability skills for the students.

### **Scope and limitations of the study:**

The study is conducted among the students of various colleges in Tirupur district. The skills considered in this study are of basic nature or the soft skills which serve as the vital element to get procured as hot cakes in the present employment scenario. The study is conducted with the help of primary data collected from the parents and the opinion expressed by them is subject to personal bias. Since the study is conducted in colleges of Tirupur, the findings of the study may not be generalized to the other streams of the students. The students who are not interested in becoming the salaried employees may opt for starting the own venture. The entrepreneurial skills are not focused with utmost attention. The skills considered for study has not taken in to account of the skills needed for women development or the women entrepreneurship.

### **Literature review:**

**Stephen B. Knouse et al. (2018)** in his research on the effectiveness of internships found that internship is an overall beneficial activity. Due to employability of the interns is enhanced and interns generally experience both work-related and organizational learning. It is also found that internship increase the effectiveness of business internships on several issues i.e. enhanced employment opportunities, realistic expectations of interns, and satisfactions with the internship experience, internship prerequisites and internship mentoring. The result has proved that internships are on the whole overall beneficial.

**Shane Robinson (2016)** found out that graduates give impotence to the factors like solving problems, working independently and functioning well in stressful situations and they give least importance to the political implications of the decisions made. In terms of competence, graduates perceived themselves to be most competent at working independently relating well with superiors and working well fellow employees and least competent of identifying political implication of the decisions to be made.

**Hervey Krahn et al (2012)** indicated in his study that graduating high school students are generally aware of the importance of employability skills. However, this awareness reflects their limited and therefore impressionistic labour market experience rather than being grounded in a longer-term view of what they will require in the future as adult workers, both in terms of formal educational and job skills.

**Gay Rebert et al (2000)** have found that the graduates and employers felt strongly that industry involvement in all aspects of the undergraduate curriculum was beneficial, particularly because it exposed students to “real world” problems and gave them experience in meeting deadlines and managing their time. Stronger linkages are found between curriculum content and “real world” examples and applications were repeat mentioned by graduates as a means of developing generic skills in the university context. Findings also showed that when graduates recognised the contribution of university for their

generic skills development, they greatly valued the experience of learning in the workplace during placement and subsequently in employment.

### **Research design:**

**Descriptive research** technique is adopted to undergo the study. Descriptive research includes a survey and fact-finding enquiries of different kinds. The major purpose of this research is description of the state of affairs as it exists at present.

### **Sample design:**

**Non-probability sampling** is that sampling procedure which does not effort any basis for estimating the probability that each item in the population has of being included in the sampling. Thus, Convenience sampling is used for the study.

Primary data is collected through a structured questionnaire and the data was thus collected by Interview Method. A sample of 200 respondents has been taken for the study.

### **Tools for the study:**

Simple percentage analysis and T-test were used for the study.

### **Simple percentage analysis:**

The percentage analysis is mainly employed in the study to assess the distribution of respondents in each category. The values are expressed in terms of percentage and suitable charts are also constructed to facilitate understanding and comparisons.

### **T- test:**

A t-test is an analysis of two population's means through the use of statistical examination; a t-test with two samples is commonly used with small sample sizes, testing the difference between the samples when the variances of two normal distributions are not known.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

A t-test looks at the t-statistic, the t-distribution and degrees of freedom to determine the probability of difference between populations; the test statistic in the test is known as the t-statistic.

### Number of students studying in various colleges in Tirupur District using Percentage Analysis:

#### Percentage distribution – Course wise.

S. NO	PARTICULARS	NO OF RESPONDENTS	PERCENTAGE %
1.	B.Com	48	24
2.	B. Com CA	44	22
3.	BBA	18	9
4.	BA English	22	11
5.	BA history	28	14
6.	B.Sc CS	40	20
	<b>Total</b>	<b>200</b>	<b>100</b>

From the study it is clear that 24% of the students are studying in B.Com, 22% of the students are studying in B.Com CA, 20% students are studying in B.Sc CS, 14% students are studying in BA history, 11% students are studying in BA English and 9% students are studying in BBA course.

#### Skill distribution of student respondents using T-test.

S. NO	PARTICULARS	MEAN	T-TEST	SIGNIFICANCE
1.	Communication skills	4.59	29.56	0.00
2.	Technical skills	4.27	26.39	0.00
3.	Leadership skills	4.33	22.25	0.00
4.	Interpersonal skills	4.25	20.24	0.00
5.	Decision making & solving the problem	4.29	18.46	0.00

From the T-test analysis it is clear that the value 29.56 is for communication skills, 26.39 is for Technical skills, 22.25 for leadership skills, 20.24 for Interpersonal skills and 18.46 is for Decision making & solving the problem.

**Factors determining the employability skills:**

S.NO	PARTICULARS	MEAN	T-TEST	SIGNIFICANCE
1.	The syllabus updation to enhance the employability skills required for a student	4.36	27.67	0.00
2.	Employability skills should be imparting from the school level	4.33	26.35	0.00
3.	Employability skills can be learned by experience	3.76	9.62	0.00
4.	Employability skills can be trained at the entry level of job	3.50	5.65	0.00

The T-value 27.67 is for the syllabus updating to enhance the employability skills required for a student, T-value 26.35 is for the employability skills should be imparting from the school level, 9.62 is for the employability skills can be learned by experience and 5.65 is for the employability skills can be trained at the entry level of job.

### **Focussing on the student:**

S.NO	PARTICULARS	MEAN	T-TEST	SIGNIFICANCE
1.	Students are drifted away towards social media	3.89	17.47	0.00
2.	Students focus much on syllabus	3.54	7.14	0.00
3.	Learning environment in the college	3.63	9.15	0.00
4.	Curriculum framed various distractions such as gender attraction entrainment & others	4.05	17.75	0.00

From the table it is clear that the T-value 17.75 is for the curriculum framed various distractions such as gender attraction entrainment and others, 17.47 is for the students are drifted away towards social media, 9.15 is for the learning environment in the college and 7.14 is for the students focus much on syllabus.

### **Active tools to enhance the student attention:**

S.NO	Strategies	MEAN	T-TEST	SIGNIFICANCE
1.	Videos	3.89	14.61	0.00
2.	Power point	3.90	17.18	0.00
3.	Management games	3.84	14.12	0.00
4.	Quiz	3.85	13.44	0.00
5.	Group activity	4.09	18.21	0.00
6.	Conducting workshop & seminar	4.15	19.70	0.00

The T-value 19.70 is for Conducting workshop & seminar, 18.21 is for the Group activity, 17.18 is for the power point, 14.61 is for playing videos, 14.12 is for conducting management games and 13.44 is for conducting quiz.

### **Findings of the study:**

1. From the study it is clear that 24% of the students are studying in B.Com, 22% of the students are studying in B.Com CA, 20% students are studying in B.Sc CS, 14% students are studying in BA history, 11% students are studying in BA English and 9% students are studying in BBA course.
2. From the T-test analysis it is clear that the value 29.56 is for communication skills, 26.39 is for Technical skills, 22.25 for leadership skills, 20.24 for Interpersonal skills and 18.46 is for Decision making & solving the problem.
3. The T-value 27.67 is for the syllabus updating to enhance the employability skills required for a student, T-value 26.35 is for the employability skills should be imparting from the school level, 9.62 is for the employability skills can be learned by experience and 5.65 is for the employability skills can be trained at the entry level of job.
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### **Suggestions of the study:**

1. To create value citizens of tomorrow it is very essential to have good parental perception and involvement in students overall growth.
2. Expectations are more with respect to the parents on their perception on college education of students.
3. More welfare schemes to motivate the students of all the categories to enhance their knowledge.
4. Various training programmes should be introduced to improve the skills and efficiency level of student community.

5. Every parent and student should know about the student's opportunity, strength, weakness, and threats.
6. Innovative industrial facilities allotted separately for students will increase the collaborative learning environment. Students could learn the new skills directly from the industry.
7. Part time employment and tutorial work system will coach the students in all work related aspects.
8. Appointment of a Student Welfare Officer (SWO) and skill counsellor in the college will help to imbibe the new skills required for being in the market.
9. During the graduation students should specially educated to fill gap between college and corporate.
10. Training with the sustainable vision along with the students participation will help to enhance the skills further.
11. The occupational knowledge, time management, communication skill and additional employability skills are critical for specialized success on the job.

### **Conclusion:**

From the research study on parental perception on the employability skills of the college students could be categorized in a wide manner. The various key points have been identified that some parents are satisfied and some are not satisfied with the present college education system. Various innovative teaching methodologies should be imbibed for enhancing the subject knowledge and skill enhancement of students. The various measures of collegiate education needed to be updated with the current trends.

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