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# Identifying The Level Of Employability Skill Readiness Among Business' Student

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## **ABSTRACT**

After a student finishes school, his or her level of employability skills defines his or her work readiness. There is an urgent need to create a tool that assesses both students' actual preparation for the workforce and their assessments of their own employability skills. The purpose of this research is to assess business students' degree of employability skill readiness and to identify the primary employability skill for which they feel most prepared. This study employed a quantitative approach and collected data from 500 participants through the use of a survey. According to the findings, respondents have a high level of employability skills; they are prepared in terms of listening, cooperation, collaboration, and creativity skills; and they are fully aware of the areas in which they still need to develop their skills. One side of the employability coin is acquiring in-demand soft skills; the other is building dynamic psychological-social capital, such as self-awareness, self-directness, proactivity, flexibility, and resilience, which is supported by lifelong learning. These are essential for handling the many job changes and career obstacles that may arise throughout the course of a person's career.

**Keywords:** Employability skills, Interpersonal, Career, Technical, Business Students.

## **I. INTRODUCTION**

The need of teaching business undergrads specific skills to improve their employability is well acknowledged. Enhancing graduate job readiness requires certain employability skills, which are also known as professional, core, general, key, and non-technical skills. Teamwork, communication, self-management, analysis, and critical thinking are among the employability skills that are often valued in developed countries. Higher education institutions are under growing pressure from governments and companies in industrialised countries to better prepare students for the workforce. Universities have responded appropriately by devoting significant resources to determining which employability skills are most important for undergraduates and, more recently, to finding strategies to properly incorporate, develop, and measure these skills in higher education.

There are still significant disparities between graduates' performance in the job and employers' expectations, despite broad efforts to provide employability skills in higher education. Research from industrialised countries reveals that employers' expectations of business graduates are not being met, notably in the areas of critical thinking, decision making, conflict resolution, leadership, and meta-cognitive skills. Nonetheless, there is some proof of excellent performance in areas such as teamwork, social responsibility, initiative, and self-assurance.

In addition to workplace learning and personality theory, graduate employability also includes academic achievement, career management skills, and labour market knowledge. Nonetheless, improving one's employability through further education is widely acknowledged as a major factor. It is a key component of models that seek to define and clarify what graduate employability really entails. Employability skills are highlighted as being crucial for transferring academic knowledge to the workplace in the Graduate Employability Model, for instance. Hence, low skill development in higher education is frequently linked to and blamed for graduates' lacklustre performance in the job.

Each student seeking further education hopes to find a position that is a good fit for their skills and background. Although earning a certificate of completion is not very challenging, developing the necessary talents, skills, and competences, especially in a job market where they are in high demand yet constantly evolving, may prove to be more challenging. These abilities/qualities, grouped together under the umbrella term "employability skills," require refinement and adaptation in response to the specific circumstances and demands of the labour market. This paper is a part of an extensive ongoing investigation by the authors to identify the most important employability skills that employers are looking for, to comprehend the state of employability skills and attributes around the world, and to evaluate the skills and attributes that engineering students possess.

## **II. EMPLOYABILITY SKILLS**

The "Transferable Skills" a person needs to be "employable" are known as Employability Skills. Employers value a set of skills in workers because they enable them to carry out their jobs efficiently. This is in addition to having a solid comprehension of the subject matter. The "soft skills" (non-technical abilities) and knowledge needed for successful performance at work are known as "employability skills." Effective communication, self-management, problem-solving, leadership, and teamwork are a few of these skills. These are the necessary abilities. In addition, when employees have these traits, they are better equipped to think critically, find creative solutions to issues, and build competencies, all of which show in their work. These are a group of universally applicable skills that may be used in any industry and are not limited to any one professional path.

The frameworks and regulations of nations across the world demonstrate that employability skills encompass a wide range of skills, competencies, and personal attributes. The development of employability skills has received a remarkable amount of attention in these nations' political agendas since the turn of the century. From pre-K on up, they intend to completely revamp the educational system. Planning for these events involves input from parents, business owners, university professors, university researchers, and community activists. To keep up with the leaders in this survival race, one must not hesitate or postpone making the necessary choices.

"Ability to locate, develop, and sustain meaningful employment over the professional range" is one definition of graduate employability. Many business owners have doubts about whether college students really learn what they need to know for a successful profession. It is frequently said that the issue is a lack of employability skills. Generic skills, soft skills, core skills, key competencies, key competences, transferable skills, transversal skills, 21st century skills, cross-disciplinary skills, life skills, and work-ready skills are just a few examples of the words used to describe employability skills.

### III. RESEARCH METHODOLOGY

The purpose of this article is to assess the degree to which business students are prepared for the workforce and to identify the primary job skills for which students feel prepared. 500 final business students received questionnaires. Questions about 1) basic skills, 2) applied/technical skills, 3) interpersonal skills, and 4) 21st century skills were included in the questionnaire's four main sections.

### IV. RESULTS AND DISCUSSION

The study's findings will be covered in this section. The results of the reliability tests will be presented first, followed by the results based on the study's goals.

#### Reliability

The following is the outcome of the survey given to student respondents:

**Table 1: Reliability Test**

No.	Variable	Cronbach's Alpha Level	No of Items
1	Basic skill	0.769	8
2	Applied skill	.765	8
3	Interpersonal skill	0.794	7

4	21st century skill	0.855	6
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### **Perception of business' students on their employment readiness skills**

Four skills—basic skill, applied/technical skill, interpersonal skill, and 21st century skill—will serve as the foundation for this debate. Table 2 demonstrates that respondents are mostly ready for their basic skills, that they are also active listeners (M= 4.26), that they are excellent at sharing ideas through a variety of mediums, and that they are able to interpret the meaning of text in their job manual (M=4.2). The least ready skill is the ability to express an idea in writing. Table 2 shows the specifics.

**Table 2: Descriptive Frequency Basic Skill**

No	Question	Mean	Standard Deviation
1	I'm able to interpret meaning of a text in job manual	4.2000	.65739
2	I'm good expressing an idea in writing	3.7900	1.06846
3	I'm able to speak clearly and concisely	4.1000	.95633
4	I'm an active listener	4.2600	.95233
5	I'm able to locate information easily	4.1700	.73744
6	I'm able to find solution for complex issues	4.0900	.96777
7	I'm excellent in sharing of ideas in various mediums	4.2550	.80823

Similar to basic skills, the majority of respondents said they were ready for applied/technical skills, with the main skills they were ready for being able to work independently (M=4.41), work with a diversity of people (M=4.25), and create new ways of doing something (M=4.25), and the least being able to lead a group of people (M=3.97), as shown in Table 3.

**Table 3: Descriptive Frequency Applied/Technical Skill**

No	Question	Mean	Standard Deviation
1	I'm able to work with a diversity of people	4.2500	.74179
2	I know how to use suitable technology for task given	4.2000	.86820
3	I'm able to lead a group of people	3.9700	.93459
4	I'm able to create new way of doing something	4.2450	.87682
5	I'm able to work independently	4.4100	.75814
6	I'm punctuality person	4.1800	.79420
7	I'm responsible with my action	4.3400	.71902
8	I'm excellent in software and hardware of a computer	4.1000	.76349

Again, respondents indicated that they are prepared in the areas of interpersonal skills, as shown in Table 4. They indicate that they are able to work well with their working partner (M 4.42), that they are able to motivate others during social interactions (M 4.395), and that they are capable of adjusting to different environmental conditions (M 4.38). The less prepared a person is, the less likely they are to be able to follow instructions and recognize and select appropriate alternatives within an organization (M 4.21). Table 4 contains the specifics.

**Table 4: Descriptive Frequency Interpersonal Skill**

No	Question	Mean	Standard Deviation
1	I have ability to influence others	4.2550	.71592
2	I'm able to follow in a task instruction given	4.2100	.78035

3	I'm able adapting in a various environment condition	4.3800	.79925
4	I'm have ability to motivate other during social interaction	4.3950	.65661
5	I able to cooperate with my working partner	4.4200	.66014
6	I'm able to communicate with the correct tone with individuals	4.2550	.78936
7	I'm able to identify and choosing alternative solution in an organization	4.2100	.73389

Respondents said they were prepared for 21st-century skills in general. Table 5 demonstrates that their major preparedness (M = 4.37), intellect, and general aptitude to learn (M = 4.284), and their capacity to contribute to the organization's commercial success (M = 4.275). The least of these is the capacity for teamwork and effective communication across a wide range of demographics (M = 4.14).

**Table 5: Descriptive Frequency 21st Century Skill**

No	Question	Mean	Standard Deviation
1	I have knowledge and skill to solve occupational specific problem.	4.2650	.65338
2	I'm able to work team and communicate with diverse kinds of people	4.1400	.91903
3	I'm able to contribute to the organization's commercial success	4.2750	.85029
4	I'm able to come up with new ideas from a different angle to solve a problem	4.3700	.78497
5	I'm able to commitment with organizational strategy and processes	4.2600	.69629

6	I'm intelligence and a general aptitude to learn.	4.2850	.87614
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## V. CONCLUSION

It is vital to be able to identify the set of skills that should be considered employability in order to advocate for it as a valuable and practical consequence of higher education. Employability of Students As we have seen from these numerous sources and evidences, developing one's skills is a process that calls for the highest care and vision. Strategic intervention, efforts, and engagement with multiple partners at various levels are required to raise the standard of these skills qualitatively, to achieve global levels, and to sustain and develop them. The impossible becomes achievable when there is a strong political and societal determination to succeed. The majority of respondents said they were prepared for job in terms of listening, lifelong learning, strong self-direction, cooperation, and collaboration, as well as their capacity to think creatively and critically about challenges.

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