EMPLOYABILITY SKILLS AMONG GOVERNMENT AND PRIVATE INSTITUTE ENGINEERING GRADUATES: A STUDY

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ABSTRACT:

Purpose – *The purpose of this paper is to identify the difference in the level of employability skills among government and private institute engineering graduates.*

Design/methodology/approach-*A self designed questionnaire with 5 point Likert scale to collect the data. Data is collected from both educational institutes (200) and industries (100) of Indore city and then it is analyzed using different tools in SPSS 20 version.*

Findings – *It was found out that there is no difference between employability skills of engineering graduates from Government & private colleges; both the group of students have the same level of employability skills.*

Research limitations/implications – *The city selected was Indore for students and Malwa region for employers, which may not represent the entire state and nation in some aspects. So, there is a scope of further research.*

Practical implications –*It will be a useful for institutes, corporate, lecturers, personal tutors, careers advisors and any other practitioners involved in employability activities. It will also be used to develop employable graduates for industries.*

Originality/value – *This paper seeks to identify the difference in the level of employability skills among government and private institute engineering graduates and fill it, if it exists. It will be of value to anybody with an interest in employability issues.*

Keywords: *Employability, government institutes, Private Institutes, industries, engineering graduates, and practitioners.*

INTRODUCTION:

Employability can be defined as doing value creating work, getting paid for it – and learning at the same time, enhancing the ability to get work in the future (Ghoshal, 1997)3. Employability is a key outcome of education and training of high quality as well as of a range of other policies (ILO, 2002)5. The broader definition of employability incorporates the capacity as well as the willingness to be successful in a diversity of jobs. In addition, the ability to learn is included. Therefore, in the broader definition, employability encompasses all individual characteristics that determine the future position on a given labour market.

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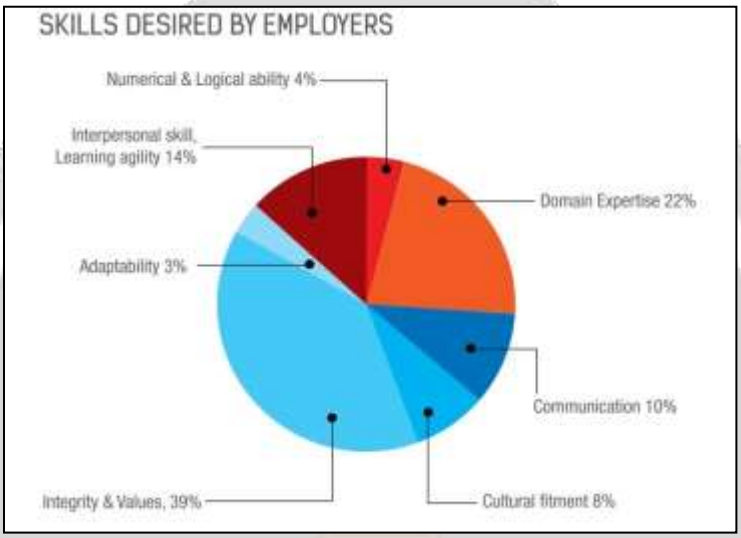
CONCEPTUAL FRAMEWORK

Employability skills include a set of achievements, understandings and personal attributes that make individuals more likely to gain employment and to be successful in their chosen occupations. Employability deals with four sets of skills: basic skills; deployment; presentation and adjustability skills **(Raghvan, 2011)**[9]. Basic skills include job-specific skills and key attributes. From a survey of top-notch company HR professionals, the CII report states that employers need composite skills where hard and soft skills are blended.

Fig 1.1: Skills Desired by Employers [Source: CII report, 2015]



LITERATURE REVIEW

Rao (2014) covered the employability aspect in management and engineering students in India. The author tried to bridge the gap between campus and industry among the management and engineering students to enhance their employability. It equips students and faculty with creative tools and techniques to acquire soft skills and provides a new perspective to the discipline of soft skills. With the help of a questionnaire containing both open and close-ended questions to elicit responses from faculty, students, recruiters, and directors of educational institutions and data analysis, the findings suggest that there must be effective coordination among faculty, students, industry and directors of educational institutions for enhancing employability skills among students.

Somalingam and Shanthakumari (2013) examined the employability skills and competencies of graduate engineers in Indian organizational context. This study was conducted in Chennai, one of the educational hubs of India and Delphi method was followed. Data was collected for the study using structured questionnaires, circulated to senior executives of different organizations and experienced faculty members of reputed technical institutions. The quality of engineering education is a great concern in India. The investment spent by the students and parent community is much more than the arts and science graduates.

OBJECTIVE OF STUDY

To identify the difference in the level of employability skill among government and private institute engineering graduates.

HYPOTHESIS

To achieve theobjectives in scientific manner, null hypotheses were framed which were tested for significance using statistical tools. This hypothesis was:

H_1-There is a significant difference in the level of employability skill among government and private institute engineering graduates.

$H_{1.1}$ - There is a significant difference in the level of employability skill (general) among government and private institute engineering graduates.

$H_{1.2}$ - There is a significant difference in the level of employability skill (specific) among government and private institute en3gineering graduates.

RESEARCH METHODOLOGY

The study focuses on employability skills possessed by the engineering fresh graduates and the employees of industries of the Malwa region in Madhya Pradesh. Among the direct stakeholders in employability analysis, the population considered was students of engineering colleges in Indore city and their employers from Malwa region, which constituted service sector and manufacturing companies from Indore, Dewas and Pithampur. Among the direct stakeholders in employability analysis, the population considered was students of engineering colleges in Indore city and their employers from Malwa region, which constituted service sector and manufacturing companies from Indore, Dewas and Pithampur.

For the second questionnaire, the universe included employers from manufacturing as well as service sector companies located at Pologround Indore; Sanwer Road Indore; Dewas and Pithampur industrial area. 23 manufacturing sector companies and 19 service sector companies were selected. Form each company two respondents were selected; one from HR department and another from engineering department. A final sample of 100 respondents was selected.

Primary data was collected through questionnaire and Secondary data was collected through Internet, journals, books, newspapers, business magazines, periodicals, brochures, corporate directories etc.

DATA ANALYSIS AND INTERPRETATION

Here the hypothesis assumes that level of employability skills of engineering graduates from private institutes & government institutes. The graduates from government institutes possess different employability skills than graduates from private institutes. Two sub hypotheses are framed on the basis of general skills & specific skills.

$H_{1.1}$ - There is a significant difference in the level of employability skill (general) among government and private institute engineering graduates.

The above hypothesis talks about significant difference in general employability skills of engineering graduates passed out from government institutes & private institutes. The Independent-Samples T Test procedure tests the significance of the difference between two sample means.

The table no. 1 displays the sample size, mean, standard deviation, and standard error for both groups. The above table shows the values of mean & standard deviation for general skills on the basis of government & private college. If the mean score is seen it can be said that graduates feel that skills like

self managed, value diversity, reliable, team player, and attitude towards learning are possessed by them. The mean score for government & private college for all the skills are almost in same line.

The table no. 2 shows the value of independent t test between the two independent samples. The procedure produces two tests of the difference between the two groups. One test assumes that the variances of the two groups are equal. The Levene statistic tests this assumption. If the significance value of the statistic is greater than 0.05, it can be assumed that the groups have equal variances and ignore the second test. In the above table maximum variables have value greater than .05 hence the variables have equal variances. The t column displays the observed t statistic for each sample, calculated as the ratio of the difference between sample means divided by the standard error of the difference. The df column displays degrees of freedom. For the independent samples t test, this equals the total number of cases in both samples minus 2. The column labeled Sig. (2-tailed) displays a probability from the t distribution with degrees of freedom. The value listed is the probability of obtaining an absolute value greater than or equal to the observed t statistic, if the difference between the sample means is purely random. The Mean Difference is obtained by subtracting the sample mean for group 2 from the sample mean for group 1. The 95% Confidence Interval of the Difference provides an estimate of the boundaries between which the true mean difference lies in 95% of all possible random samples of 300 engineering graduates. Since the significance value of the test is greater than 0.05, it can be safely concluded that the difference between employability skills of engineering graduates from government and private colleges are just due to chance. The skill level specifically general skills are all the most same in both the cases. Hence the hypothesis stands rejected. There is no significant difference between employability skills of engineering graduates from government colleges & private colleges.

$H_{1.2}$ - There is a significant difference in the level of employability skill (specific) among government and private institute engineering graduates.

The above hypothesis assumes that there is significant difference between the employability skills with reference to specific skills among government & private institute engineering graduates.

The table no. 3 shows the value of mean, standard deviation, N and standard error mean. From the above table it can be predicted that skills like numeracy, basic computer skills & expression of ideas are been found in the engineering graduate students from both the type of samples.

The table no. 4 shows the value of independent t test between the two independent samples. The procedure produces two tests of the difference between the two groups. One test assumes that the variances of the two groups are equal. The Levene statistic tests this assumption. If the significance value of the statistic is greater than 0.05, it can be assumed that the groups have equal variances and ignore the second test. In the above table maximum variables have value greater than .05 hence the variables have equal variances. The t column displays the observed t statistic for each sample, calculated as the ratio of the difference between sample means divided by the standard error of the difference. The df column displays degrees of freedom. For the independent samples t test, this equals the total number of cases in both samples minus 2. The column labeled Sig. (2-tailed) displays a probability from the t distribution with degrees of freedom.

The value listed is the probability of obtaining an absolute value greater than or equal to the observed t statistic, if the difference between the sample means is purely random. The Mean Difference is obtained by subtracting the sample mean for group 2 from the sample mean for group 1. The 95% Confidence Interval of the Difference provides an estimate of the boundaries between which the true mean difference lies in 95% of all possible random samples of 300 engineering graduates. Since the significance value of

the test is greater than 0.05, it can be safely concluded that the difference between employability skills of engineering graduates from government and private colleges are just due to chance. The skill level specifically specific skills are all the most same in both the cases. Hence the hypothesis stands rejected. There is no significant difference between employability skills of engineering graduates from government colleges & private colleges.

Hence the hypotheses $\mathbf{H_{1.1}}$ & $\mathbf{H_{1.2}}$ both are rejected, so the main hypothesis $\mathbf{H_1}$ also stands rejected. There is no significant difference between employability skills of engineering graduates from Government colleges & private colleges.

LIMITATIONS

- ✓ The city selected was Indore for students and Malwa region for employers, which may not represent the entire state and nation in some aspects.
- ✓ There may be a possibility of biasness in the selection of respondents.
- ✓ There may be possibility of prejudice from respondents in filling up of questionnaire.
- ✓ There may be the chances of extremity bias by the respondents.

CONCLUSION

The above research proves that is no significant difference in the level of employability skill among government and private institute engineering graduates. When it comes to top level government and private institutions, there is hardly any significant difference in terms of employability skills. **K. Lowden (2011)** also found that the ownership of institute hardly matters when it comes to Employability. In this study, the respondents were from top level colleges, where students are considered as at par in terms of quality and results. There may be minor differences, but generally, the intake is almost same. Indian Institute of Technology was not selected as an institution deliberately because this is managed by Ministry of HRD. Other top level colleges of Indore are considered same. Significant differences may be seen in terms of government and other private colleges not having good ranking.

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ANNEXURES: TABLE NO. 1 DESCRIPTIVE STATISTICS FOR GENERAL SKILLS

Group Statistics					
College		**N**	**Mean**	**Std. Deviation**	**Std. Error Mean**
Flexibility Towards Changing Situation	Government	100	3.4400	.87985	.08799
	Private	200	3.3200	.93915	.06641
Proactive Towards Problem	Government	100	3.3200	1.09064	.10906
	Private	200	3.3800	1.02020	.07214
Emotionally Sensitive	Government	100	3.7800	.81128	.08113
	Private	200	3.4400	1.02550	.07251
Taking Criticism and Improving	Government	100	2.9200	.96064	.09606
	Private	200	3.3100	.97913	.06923
Generating and Applying New Ideas	Government	100	3.3000	.98985	.09898
	Private	200	3.5400	1.00671	.07119
Professional	Government	100	3.8800	.74237	.07424
	Private	200	3.9800	.73642	.05207
Self Managed	Government	100	4.1000	.73168	.07317
	Private	200	4.0000	.75021	.05305
Personal Behavior in Unplanned Situation Professional	Government	100	3.2400	.99615	.09962
	Private	200	3.4500	.99622	.07044
Value Diversity and Differences	Government	100	4.3400	.58981	.05898
	Private	200	4.1900	.69013	.04880
Reliable	Government	100	4.2000	.66667	.06667
	Private	200	4.2000	.63404	.04483
Ethical	Government	100	3.8000	.75210	.07521
	Private	200	3.7500	.83124	.05878
Awareness Regarding Concurrent Issues	Government	100	3.0200	1.07290	.10729
	Private	200	3.2800	1.00331	.07094
Time Management	Government	100	3.6000	.94281	.09428
	Private	200	3.7400	.88107	.06230
Leadership Skills	Government	100	3.3600	.97980	.09798
	Private	200	3.5400	.99668	.07048
Team Player	Government	100	3.9600	.75103	.07510
	Private	200	4.0400	.77550	.05484
Disciplined	Government	100	3.9200	.84900	.08490

	Private	200	3.8500	.86675	.06129
Stress Management	Government	100	3.0400	1.25465	.12546
	Private	200	2.9500	1.04545	.07392
Attitude Towards Learning	Government	100	4.5800	.57172	.05717
	Private	200	4.0700	.85366	.06036
Good Decision Maker	Government	100	3.6200	1.17017	.11702
	Private	200	3.6800	1.04068	.07359
Taking Initiative	Government	100	3.8000	.89893	.08989
	Private	200	3.5800	.94236	.06663

Table No. 2. Independent Sample T Test Between Government & Private Colleges (General Skills)

		Levene's Test for Equality of Variance		**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**
Flexibility Towards Changing Situation	Equal variances assumed	.299	.585	1.065	298	.288	.12000	.11266	-.10171	.34171
	Equal variances not assumed			1.089	210.016	.278	.12000	.11023	-.09731	.33731
Proactive Towards Problem	Equal variances assumed	.435	.510	-.469	298	.639	-.06000	.12788	-.31166	.19166
	Equal variances not assumed			-.459	186.788	.647	-.06000	.13076	-.31796	.19796
Emotionally Sensitive	Equal variances assumed	10.510	.001	2.893	298	.004	.34000	.11753	.10870	.57130
	Equal variances not assumed			3.125	243.162	.002	.34000	.10881	.12567	.55433
Taking Criticism and Improving	Equal variances assumed	1.015	.315	-3.273	298	.001	-.39000	.11917	-.62452	-.15548
	Equal variances not assumed			-3.294	201.511	.001	-.39000	.11841	-.62349	-.15651
Generating and Applying New Ideas	Equal variances assumed	.074	.786	-1.957	298	.051	-.24000	.12261	-.48130	.00130
	Equal variances not assumed			-1.968	201.120	.050	-.24000	.12192	-.48041	.00041
Professional	Equal variances assumed	.501	.479	-1.106	298	.270	-.10000	.09044	-.27797	.07797

	Equal variances not assumed			-1.103	196.697	.271	-.10000	.09068	-.27883	.07883
Self Managed	Equal variances assumed	.370	.543	1.097	298	.273	.10000	.09113	-.07935	.27935
	Equal variances not assumed			1.107	202.585	.270	.10000	.09037	-.07820	.27820
Personal Behavior in Unplanned Situation Professional	Equal variances assumed	.758	.385	-1.721	298	.086	-.21000	.12201	-.45011	.03011
	Equal variances not assumed			-1.721	198.123	.087	-.21000	.12201	-.45060	.03060
Value Diversity and Differences	Equal variances assumed	.254	.615	1.860	298	.064	.15000	.08065	-.00871	.30871
	Equal variances not assumed			1.959	227.822	.051	.15000	.07655	-.00084	.30084
Reliable	Equal variances assumed	.485	.487	0.000	298	1.000	0.00000	.07900	-.15548	.15548
	Equal variances not assumed			0.000	189.513	1.000	0.00000	.08034	-.15848	.15848
Ethical	Equal variances assumed	.711	.400	.507	298	.613	.05000	.09869	-.14422	.24422
	Equal variances not assumed			.524	216.653	.601	.05000	.09545	-.13814	.23814
Awareness Regarding Concurrent Issues	Equal variances assumed	.232	.631	-2.067	298	.040	-.26000	.12578	-.50752	-.01248
	Equal variances not assumed			-2.021	186.740	.045	-.26000	.12862	-.51374	-.00626
Time Management	Equal variances assumed	1.579	.210	-1.267	298	.206	-.14000	.11048	-.35742	.07742
	Equal variances not assumed			-1.239	186.632	.217	-.14000	.11301	-.36293	.08293
Leadership Skills	Equal variances assumed	.099	.753	-1.483	298	.139	-.18000	.12138	-.41888	.05888
	Equal variances not assumed			-1.491	201.154	.137	-.18000	.12069	-.41799	.05799
Team Player	Equal variances assumed	.073	.787	-.851	298	.395	-.08000	.09399	-.26498	.10498

	Equal variances not assumed			-.860	203.870	.391	-.08000	.09299	-.26335	.10335
Disciplined	Equal variances assumed	.265	.607	.664	298	.507	.07000	.10544	-.13750	.27750
	Equal variances not assumed			.669	201.803	.505	.07000	.10471	-.13647	.27647
Stress Management	Equal variances assumed	5.970	.015	.657	298	.512	.09000	.13708	-.17978	.35978
	Equal variances not assumed			.618	169.506	.537	.09000	.14562	-.19747	.37747
Attitude Towards Learning	Equal variances assumed	5.142	.024	5.397	298	.000	.51000	.09449	.32405	.69595
	Equal variances not assumed			6.134	273.600	.000	.51000	.08314	.34632	.67368
Good Decision Maker	Equal variances assumed	2.392	.123	-.451	298	.652	-.06000	.13294	-.32161	.20161
	Equal variances not assumed			-.434	178.868	.665	-.06000	.13823	-.33277	.21277
Taking Initiative	Equal variances assumed	1.964	.162	1.935	298	.054	.22000	.11368	-.00371	.44371
	Equal variances not assumed			1.966	206.647	.051	.22000	.11190	-.00061	.44061

Table No. 3 Descriptive Statistics for Specific Skills

Group Statistics					
College		**N**	**Mean**	**Std. Deviation**	**Std. Error Mean**
Level of Knowledge	Government	100	3.0200	1.12797	.11280
	Private	200	3.2700	1.10599	.07821
Express their Ideas Verbally	Government	100	3.6800	.93073	.09307
	Private	200	3.8900	.84942	.06006
Expressing their Ideas in Writing	Government	100	3.7600	.84232	.08423
	Private	200	3.7500	.83124	.05878
Versed with English Language	Government	100	3.7200	.96484	.09648
	Private	200	3.6000	.86239	.06098
Handling Different Technical Equipments	Government	100	3.7200	.85375	.08537
	Private	200	3.6600	.91024	.06436
Identifying Technical Problems and Provision of Solutions	Government	100	3.8400	.81303	.08130
	Private	200	3.1800	1.09251	.07725

Planning and Organizing Activities	Government	100	3.8000	.80403	.08040
	Private	200	3.6500	.88964	.06291
Versed with Different Languages	Government	100	2.4200	.96588	.09659
	Private	200	2.4700	.92378	.06532
Numeracy Skills	Government	100	4.0200	.73828	.07383
	Private	200	3.6500	.96548	.06827
Basic Computer Skills	Government	100	4.0200	.81625	.08162
	Private	200	3.9200	.87028	.06154
Technical Skill	Government	100	3.3600	1.02020	.10202
	Private	200	3.6300	1.05768	.07479
Negotiating and Persuading	Government	100	3.2400	1.28015	.12802
	Private	200	3.6500	1.14633	.08106
Applying IT as Management Tool	Government	100	3.8000	.77850	.07785
	Private	200	3.8100	.83510	.05905
Latest Technologies	Government	100	3.3800	1.04234	.10423
	Private	200	3.1900	1.04852	.07414
Identify Market Demands and Meet Customer Needs	Government	100	3.9400	.64854	.06485
	Private	200	3.6600	.89913	.06358
Selecting, Using and Maintaining Tools and Technology	Government	100	3.1800	.77041	.07704
	Private	200	3.4100	.82784	.05854
Entrepreneurial Skills	Government	100	3.2800	1.15540	.11554
	Private	200	3.1800	1.02609	.07256

Table No. 4 Independent Sample T Test between Government & Private Colleges (Specific Skills)

		Levene's Test for Equality of Variance		**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**
Level of Knowledge	Equal variances assumed	.165	.685	-1.833	298	.068	-.25000	.13636	-.51834	.01834
	Equal variances not assumed			-1.821	194.676	.070	-.25000	.13726	-.52070	.02070
Express their Ideas Verbally	Equal variances assumed	4.877	.028	-1.955	298	.052	-.21000	.10744	-.42144	.00144
	Equal variances not assumed			-1.896	182.850	.060	-.21000	.11077	-.42855	.00855
Expressing their Ideas in	Equal variances	.149	.699	.098	298	.922	.01000	.10226	-.19124	.21124

Writing	assumed									
	Equal variances not assumed			.097	195.791	.923	.01000	.10271	-.19256	.21256
Versed with English Language	Equal variances assumed	.251	.616	1.091	298	.276	.12000	.10995	-.09637	.33637
	Equal variances not assumed			1.051	179.630	.295	.12000	.11414	-.10523	.34523
Handling Different Technical Equipments	Equal variances assumed	1.216	.271	.549	298	.583	.06000	.10923	-.15496	.27496
	Equal variances not assumed			.561	209.800	.575	.06000	.10692	-.15077	.27077
Identifying Technical Problems and Provision of Solutions	Equal variances assumed	13.138	.000	5.345	298	.000	.66000	.12349	.41698	.90302
	Equal variances not assumed			5.885	255.038	.000	.66000	.11215	.43914	.88086
Planning and Organizing Activities	Equal variances assumed	3.568	.060	1.421	298	.156	.15000	.10559	-.05780	.35780
	Equal variances not assumed			1.469	216.873	.143	.15000	.10209	-.05121	.35121
Versed with Different Languages	Equal variances assumed	.153	.696	-.435	298	.664	-.05000	.11488	-.27608	.17608
	Equal variances not assumed			-.429	190.447	.669	-.05000	.11660	-.28000	.18000
Numeracy Skills	Equal variances assumed	17.059	.000	3.370	298	.001	.37000	.10979	.15394	.58606
	Equal variances not assumed			3.680	249.824	.000	.37000	.10056	.17196	.56804
Basic Computer Skills	Equal variances assumed	2.127	.146	.958	298	.339	.10000	.10444	-.10552	.30552
	Equal variances not assumed			.978	209.804	.329	.10000	.10222	-.10152	.30152
Technical Skill	Equal variances assumed	.262	.609	-2.109	298	.036	-.27000	.12803	-.52196	-.01804
	Equal variances not assumed			-2.134	204.603	.034	-.27000	.12650	-.51941	-.02059

Negotiating and Persuading	Equal variances assumed	3.215	.074	-2.807	298	.005	-.41000	.14605	-.69741	-.12259
	Equal variances not assumed			-2.706	179.910	.007	-.41000	.15152	-.70898	-.11102
Applying IT as Management Tool	Equal variances assumed	.321	.571	-.100	298	.920	-.01000	.10003	-.20685	.18685
	Equal variances not assumed			-.102	210.950	.919	-.01000	.09771	-.20262	.18262
Latest Technologies	Equal variances assumed	.059	.808	1.482	298	.139	.19000	.12817	-.06223	.44223
	Equal variances not assumed			1.485	199.158	.139	.19000	.12791	-.06224	.44224
Identify Market Demands and Meet Customer Needs	Equal variances assumed	20.073	.000	2.773	298	.006	.28000	.10097	.08130	.47870
	Equal variances not assumed			3.083	260.862	.002	.28000	.09082	.10117	.45883
Selecting, Using and Maintaining Tools and Technology	Equal variances assumed	3.724	.055	-2.321	298	.021	-.23000	.09911	-.42504	-.03496
	Equal variances not assumed			-2.377	211.275	.018	-.23000	.09676	-.42073	-.03927
Entrepreneurial Skills	Equal variances assumed	4.206	.041	.763	298	.446	.10000	.13114	-.15809	.35809
	Equal variances not assumed			.733	178.655	.465	.10000	.13643	-.16923	.36923