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VITAL FEATURES OF EMPLOYABILITY AMONG THE PROFESSIONALS THAT MAKES THEM COMPETENT MANPOWER FOR THE CORPORATES: A STUDY CONCERNING PROFESSIONALS IN WEST U.P.

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Abstract

The last few years have changed the opinion of people and how they look at the world. Most of the places have changed to digital operations. Organizations have needed new skills. In the new normal expectations from professionals have increased and fresh professionals from the institutes are expected to be the most affected chunk. Now employers prefer to have better compatibility with recent technology. Researchers have considered this situation as an opportunity to explore the vital features of employability among professionals. For the study, researchers surveyed 480 professionals with backgrounds in management. Researchers have selected those professionals who are in their first year of a job after their education. Questions related to their experiences in the job, recruitment process, and similar activities have been asked of them. The objective of the questions was to understand what type of values have been expected from them at the time of their job and what type of skills are needed by them in the early phase of their job. The researchers have found that there are 11 key skills in the opinion of young professionals that make them competent manpower in their job. The findings can be used to improve the quality of professional education at private institutes.

Key Words: Competent Manpower, Employability, Human resource development, Professional Training, and development

I. Introduction

The management and technical needs of the organizations have grown year by year. In the late 20th century, general management skills were most desired by organizations. In the IT field, a good knowledge of computers was enough to get recruited. But it has been only two decades of the 21st century and it can be easily seen that requirements for specific knowledge have increased in the corporates (Njoku, C. U., 2019).

This increasing need for diversifying knowledge, and new professional requirements have led to reforms in education in India. Education appears to have a brighter future than ever before. The two years of the pandemic paved the way for newer possibilities and innovative learning dimensions. The NEP 2020 outlines numerous structural and functional changes, with more on the way. The education industry grew to meet the needs of children thanks to technological advancements. Due to a lack of basic infrastructure facilities such as electricity and internet access, many schools would be unable to reach India's most remote locations by 2021. It prompted us to consider shortening the future to ensure that no child is left behind. The year 2022 must physically and virtually reach the homes of India's most remote regions, ensuring that education is not only basic but also employable. We only force children to learn facts and figures nowadays. We must focus on making education more employable to prepare them for the future. To reach every nook and cranny of the country, we must first improve infrastructure and technological integration. Along with the National Education Policy 2020 goal of empowering youth through skill-based education. Even six years after the creation of a separate

ministry for skilling, the Ministry of Skills Development and Entrepreneurship (MSDE) is still disorganized and fragmented. It is overseen by 17 different ministries, each in charge of its area, with no coordination between them. The 'Skill India mission is currently underway.

The use of blockchain in education is still in its early stages, but it appears that the future is moving closer to using blockchain as a data security tool. According to a 2019 Gartner survey, nearly 20% of higher education institutions will use blockchain in the next two years (Dr Silpi Sahoo, 2022, Chairperson, Sai International Education Group.). It will aid in the simplification and elimination of errors in the time-consuming process of verifying, and transferring records, employee records, and students' unique credentials. Researchers have found it important to study the types of skills that are required for the best fit for jobs in business organizations.

Red Seer report 2021 has suggested that by 2024 Indian students will be spending a huge amount on their studies. Everyone has seen difficulties the students studying abroad during the Ukraine war. In such a situation need for a self-sufficient education system arises. Authorities have to consider upgrading the quality of the existing institutes in India. The government of India has an even broader vision. In May 2022, PM Narendra Modi launched the 'Study in India' initiative. The objective of this scheme is to attract more foreign students to study in India.

To meet these goals, institutes meet the need for these courses. Researchers have considered management studies in India for the present research. The study focuses to examine the key values that are required for professionals to become competent in the workforce.

II. Literature Review

Literature Review is an important part of the research. It helps the researchers to find out different domains of the research problem (Mehrotra, M. S., 2018). Dr S.C. Patil and Prof. Amaresh B. Charantimath (2021) conducted a study titled "Employability through Skill Development Programmes - an Overview of the Significance of Employability Skills" to understand the significance of employability skills and determine the gap between Expected Skills and Skills Inculcated. The study concluded that the rate of employability can be improved by enlisting the active participation of stakeholders such as candidates, governments, educational institutions, and training programmes. Infrastructure and curriculum improvements, as well as industry- institute collaboration, are required. The public-private partnership can ensure that skill development programmes are properly funded, controlled, and reviewed. Anita Swain and Sunita Swain (2020) carried out a study titled "Skill Development in India: Challenges and Opportunities" to highlight the various difficulties Indian youth face as well as various government programmes like Pradhan Mantri Kaushal Vikas Yojana, Deen Dayal Upadhyaya Grameen Kaushalya Yojana, and others, and analysing data obtained from National Skill Development Corporation. According to the study, India has a "demographic dividend," but to benefit from it, it must use it. It can add value to the economy and also support the 'Make in India' driving force by ensuring a more skilled workforce Skill India initiatives should focus on developing more entrepreneurship skills among the workforce to increase job creation in the country. To investigate the essence and impact of the Skill India mission on the country's economy, Dr Rajni Arora and Manoj Chhadwani (2019) conducted a study titled "Analyzing the Impact of Skill India as a Tool for Reshaping the Indian Economy." The study concluded that to enhance the momentum proper implementation of the Skill India Mission is required. The government has set an ambitious goal of skilling 400 million people by 2022, but the pace has been much slower, and the rate of training/skilling to job/placement transition is not meeting expectations. In its first phase, the target was to train 2.4 million but only 1.97 million people were trained. Only 2.3% of workers in India are trained. Hansel Furtado (2018) conducted a study on the "Impact of Skill Development at Entry Level Job Candidates in India" to understand the gap between job applicants' performance level and job expectations at various stages of one's life and the employability of candidates in entry-level jobs. The study concluded that, despite the numerous services provided by the government, also it must be seen that competitiveness is built along the actual reach of candidates for entry-level jobs. However, this is lacking, resulting in a loss of the youth's potential. The researcher has found that there is a scope for a

study to understand the recent values required for management professionals. The present study will bridge the gap.

III. Research Methodology

Objective:

- To study the important skills and knowledge that are required among management professionals nowadays.

Sampling:

The researchers used a non-parametric test to select the sample. Specifically, convenience sampling has been used for the researcher. A sample size of 480 respondents was selected. Researchers have selected those professionals who are in their first year of a job after their education. Questions related to their experiences in the job, recruitment process, and similar activities have been asked of them.

Development of questionnaire

For any research, we need to collect reliable data. Researchers have used 38 questions that have related to the research problem. A question like the most needed skills, important certifications etc. has been involved. For the development of the questionnaire, researchers have done a pilot survey among 180 samples.

Collected data have been tested for reliability. The reliability test has suggested Cronbach's Alpha value of 0.711. Any value above 0.600 suggested the reliability of the tool (Jaiswal, G., 2021). So, the researcher found the tool reliable.

Reliability Statistics	
Cronbach's Alpha	N of Items
.711	38

The researchers have tested the data for suitability for factor analysis. KMO value 0.699 suggested that the data is suitable for factor analysis.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.699
Bartlett's Test of Sphericity	Approx. Chi-Square	6148.513
	df	703
	Sig.	.000

Factor analysis in SPSS has suggested the 38 items were extracting 11 factors.

Total Variance Explained							
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	5.516	14.516	14.516	5.516	14.516	14.516	3.996
2	4.941	13.003	27.519	4.941	13.003	27.519	4.024
3	4.479	11.788	39.307	4.479	11.788	39.307	3.779
4	3.201	8.423	47.730	3.201	8.423	47.730	2.544
5	2.569	6.761	54.491	2.569	6.761	54.491	2.698
6	2.422	6.375	60.865	2.422	6.375	60.865	3.537
7	2.117	5.572	66.437	2.117	5.572	66.437	2.265
8	1.745	4.593	71.030	1.745	4.593	71.030	4.297
9	1.383	3.639	74.669	1.383	3.639	74.669	2.363
10	1.267	3.334	78.004	1.267	3.334	78.004	3.312
11	1.065	2.803	80.806	1.065	2.803	80.806	3.193
12	.842	2.216	83.022				

13	.678	1.785	84.807				
14	.611	1.608	86.415				
15	.559	1.472	87.887				
16	.507	1.334	89.221				
17	.491	1.292	90.513				
18	.394	1.037	91.550				
19	.377	.991	92.541				
20	.350	.921	93.462				
21	.309	.814	94.276				
22	.281	.740	95.016				
23	.261	.686	95.703				
24	.233	.614	96.317				
25	.207	.544	96.861				
26	.197	.520	97.381				
27	.173	.454	97.835				
28	.141	.370	98.204				
29	.122	.321	98.526				
30	.109	.287	98.813				
31	.103	.271	99.085				
32	.097	.255	99.340				
33	.070	.183	99.523				
34	.050	.131	99.653				
35	.048	.126	99.780				
36	.042	.110	99.889				
37	.030	.079	99.969				
38	.012	.031	100.000				
Extraction Method: Principal Component Analysis.							
a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.							

With the help of the literature review and with the nature of the questions asked the factors have been named as:

1. Internship
2. Educational expertise
3. Academic Grades
4. Communication skills
5. Add-on certification
6. Extra-Curricular activities
7. Interpersonal skills
8. Workshops and training sessions
9. Data Analytics
10. Machine learning
11. Digital Marketing

Hypothesis

H01: There is no significant difference in the opinion of the respondents for Internship as a vital attribute of employability

H02: There is no significant difference in the opinion of the respondents for educational expertise as a vital attribute of employability

H03: There is no significant difference in the opinion of the respondents for Academic Grades as a vital attribute of employability

H04: There is no significant difference in the opinion of the respondents for Communication skills as a vital attribute of employability

H05: There is no significant difference in the opinion of the respondents for Add-on certification as a vital attribute of employability

H06: There is no significant difference in the opinion of the respondents for Extra- Curricular activities as a vital attribute of employability

H07: There is no significant difference in the opinion of the respondents for Interpersonal skills as a vital attribute of employability

H08: There is no significant difference in the opinion of the respondents for workshops and training sessions as a vital attribute of employability

H09: There is no significant difference in the opinion of the respondents for Data Analytics as a vital attribute of employability

H010: There is no significant difference in the opinion of the respondents for Machine learning as a vital attribute of employability

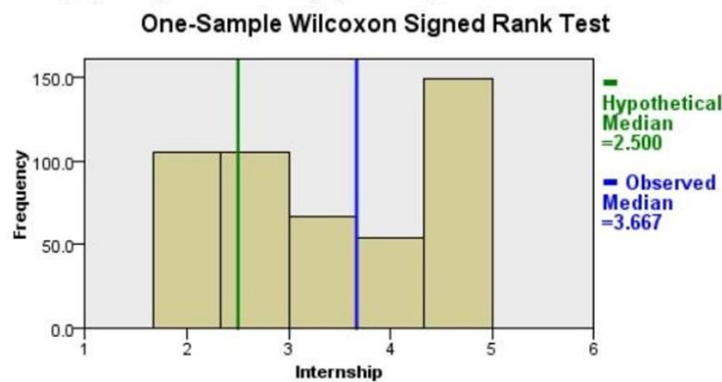
H011: There is no significant difference in the opinion of the respondents for Digital Marketing as a vital attribute of employability

IV. Findings and Suggestions

1- H01: There is no significant difference in the opinion of the respondents for Internship as a vital attribute of employability

	Null Hypothesis	Test	Sig.	Decision
1	The median of Internship equals 2.500.	One-Sample Wilcoxon Signed Rank Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

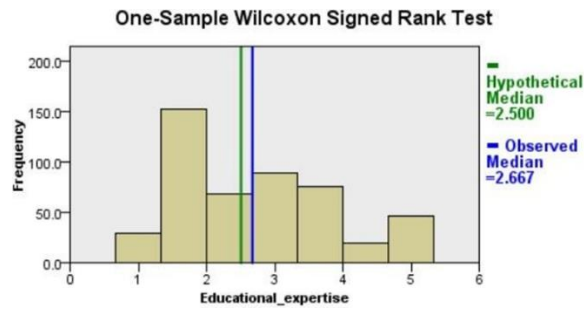


Wilcoxon signed-rank test has been done to see the difference in the opinion of respondents. For the null hypothesis i.e., no significant difference in opinion the hypothesized median will be 2.5 (0-5). The test results suggested the null hypothesis can be rejected. It can be said as there is a significant difference in the opinion of the respondents about Internships as a vital attribute of employability. As the hypothesized mean is less than the observed mean, it suggested that respondents believe that the variable has a significantly positive effect on employability.

2- H02: There is no significant difference in the opinion of the respondents for educational expertise as a vital attribute of employability

	Null Hypothesis	Test	Sig.	Decision
1	The median of Educational_expertise equals 2.500.	One-Sample Wilcoxon Signed Rank Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.



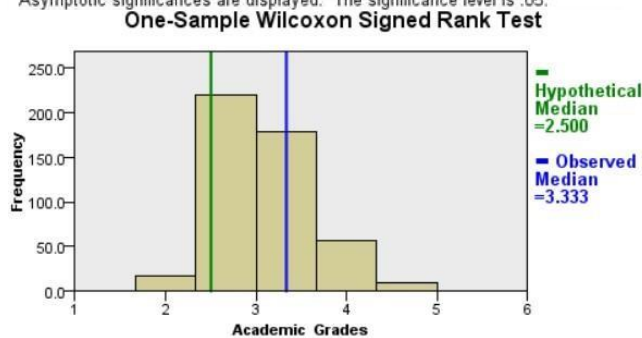
Wilcoxon signed-rank test has been done to see the difference in the opinion of respondents. For the null hypothesis i.e., no significant difference in opinion the hypothesized median will be 2.5 (0-5). The test results suggested the null hypothesis can be rejected. It can be said as there is a significant difference in the opinion of the respondents regarding educational expertise as a vital attribute of employability. As the hypothesized mean is less than the observed mean, it suggested that respondents believe that the variable has a significantly positive effect on employability.

3- H03: There is no significant difference in the opinion of the respondents for Academic Grades as a vital attribute of employability

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The median of Academic_Grades equals 2.500.	One-Sample Wilcoxon Signed Rank Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.



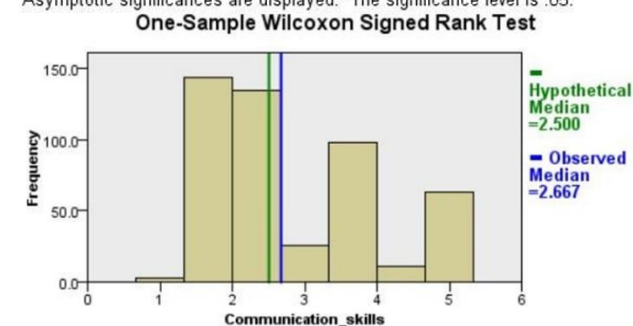
Wilcoxon signed-rank tests have been done to see the difference in the opinion of respondents. For the null hypothesis i.e., no significant difference in opinion the hypothesized median will be 2.5 (0-5). The test results suggested the null hypothesis can be rejected. It can be said as there is a significant difference in the opinion of the respondents regarding Academic Grades as a vital attribute of employability. As the hypothesized mean is less than the observed mean, it suggested that respondents believe that the variable has a significantly positive effect on employability.

4- H04: There is no significant difference in the opinion of the respondents for Communication skills as a vital attribute of employability

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The median of Communication_skills equals 2.500.	One-Sample Wilcoxon Signed Rank Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.



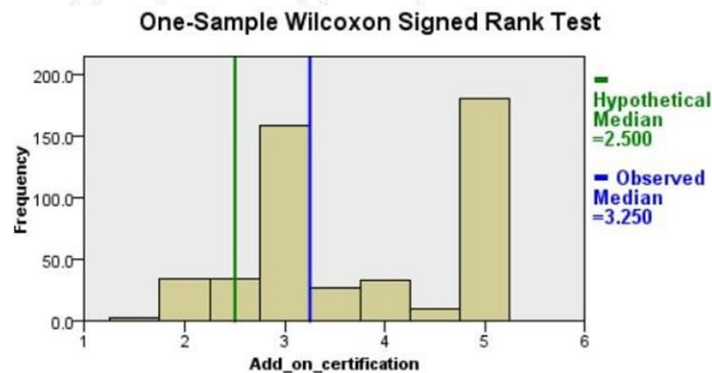
Wilcoxon signed-rank test has been done to see the difference in the opinion of respondents. For the null hypothesis i.e., no significant difference in opinion the hypothesized median will be 2.5 (0-5). The test results suggested the null hypothesis can be rejected. It can be said as there is a significant difference in the opinion of the respondents regarding Communication skills as a vital attribute of employability. As the hypothesized mean is less than the observed mean, it suggested that respondents believe that the variable has a significantly positive effect on employability.

H05: There is no significant difference in the opinion of the respondents for Add-on certification as a vital attribute of employability

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The median of Add_on_certification equals 2.500.	One-Sample Wilcoxon Signed Rank Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.



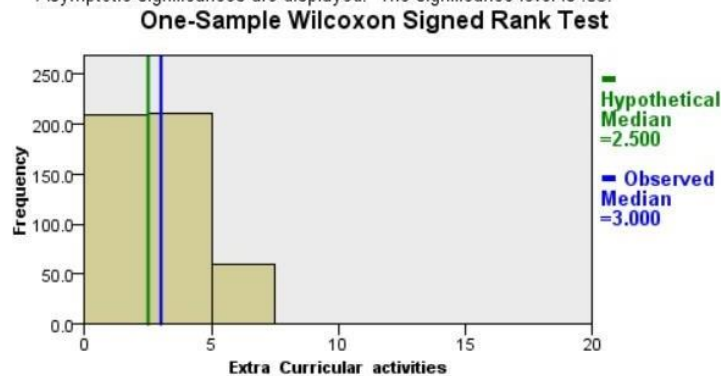
Wilcoxon signed-rank test has been done to see the difference in the opinion of respondents. For the null hypothesis i.e., no significant difference in opinion the hypothesized median will be 2.5 (0-5). The test results suggested the null hypothesis can be rejected. It can be said as there is a significant difference in the opinion of the respondents for Add-on certification as a vital attribute of employability. As the hypothesized mean is less than the observed mean, it suggested that respondents believe that the variable has a significantly positive effect on employability.

H06: There is no significant difference in the opinion of the respondents for Extra- Curricular activities as a vital attribute of employability

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The median of Extra_Curricular_activities equals 2.500.	One-Sample Wilcoxon Signed Rank Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.



Wilcoxon signed-rank test has been done to see the difference in the opinion of respondents. For the null hypothesis i.e., no significant difference in opinion the hypothesized median will be 2.5 (0-5). The test results suggested the null hypothesis can be rejected. It can be said as there is a significant difference in the opinion of the respondents regarding Extra-Curricular activities as a vital attribute of employability.

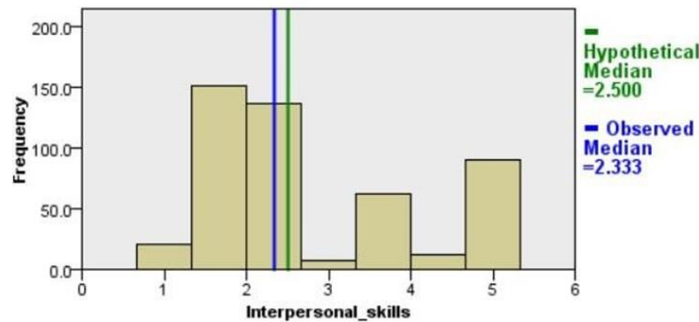
employability. As the hypothesized mean is less than the observed mean, it suggested that respondents believe that the variable has a significantly positive effect on employability.
H07: There is no significant difference in the opinion of the respondents for Interpersonal skills as a vital attribute of employability

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The median of Interpersonal_skills equals 2.500.	One-Sample Wilcoxon Signed Rank Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

One-Sample Wilcoxon Signed Rank Test



Wilcoxon signed-rank test has been done to see the difference in the opinion of respondents. For the null hypothesis i.e., no significant difference in opinion the hypothesized median will be 2.5 (0-5). The test results suggested the null hypothesis

can be rejected. It can be said as there is a significant difference in the opinion of the respondents regarding Interpersonal skills as a vital attribute of employability. As the hypothesized mean is higher than the observed mean, it suggested that respondents do not believe that the variable has a significantly positive effect on employability. They have average consideration for the importance of interpersonal skills, which once was considered as key to employment.

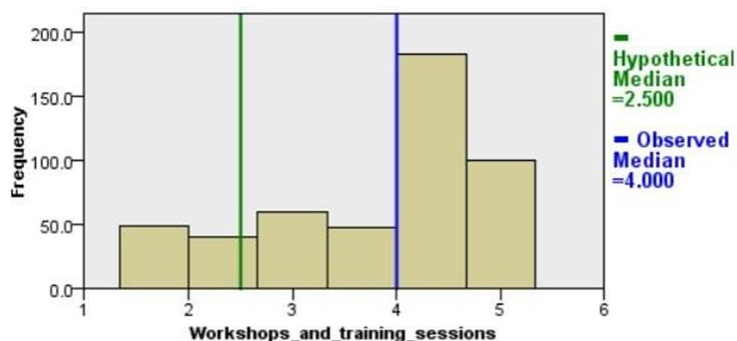
H08: There is no significant difference in the opinion of the respondents for workshops and training sessions as a vital attribute of employability

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The median of Workshops_and_training_sessions equals 2.500.	One-Sample Wilcoxon Signed Rank Test	.000	Reject the null hypothesis.

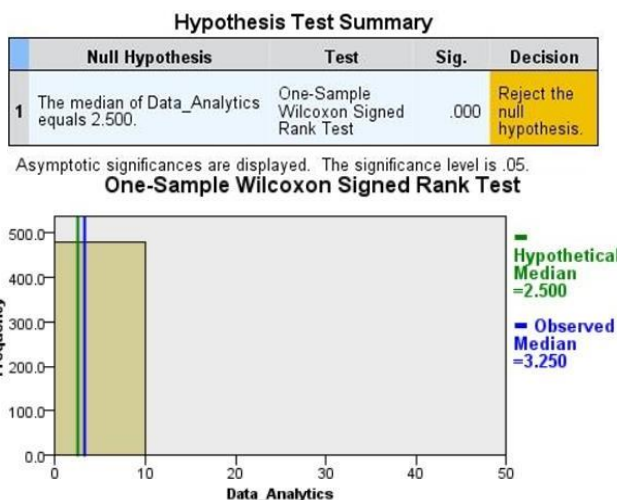
Asymptotic significances are displayed. The significance level is .05.

One-Sample Wilcoxon Signed Rank Test



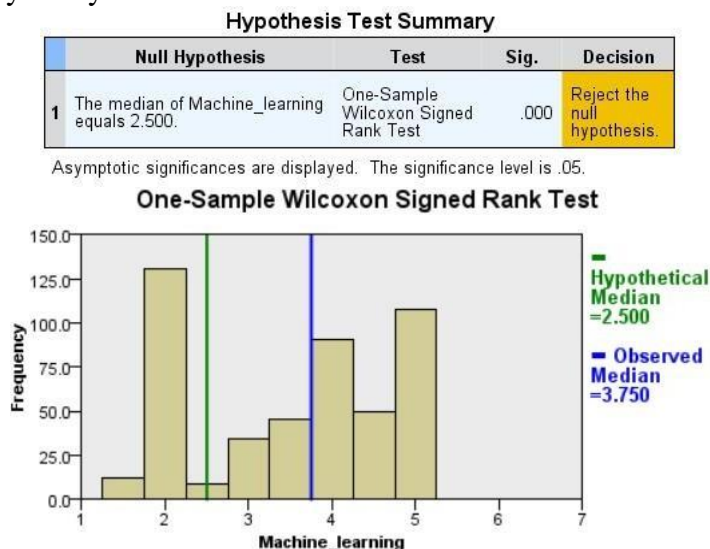
Wilcoxon signed-rank test has been done to see the difference in the opinion of respondents. For the null hypothesis i.e., no significant difference in opinion the hypothesized median will be 2.5 (0-5). The test results suggested the null hypothesis can be rejected. It can be said as there is a significant difference in the opinion of the respondents regarding workshops and training sessions as a vital attribute of employability. As the hypothesized mean is less than the observed mean, it suggested that respondents believe that the variable has a significantly positive effect on employability.

H09: There is no significant difference in the opinion of the respondents for Data Analytics as a vital attribute of employability



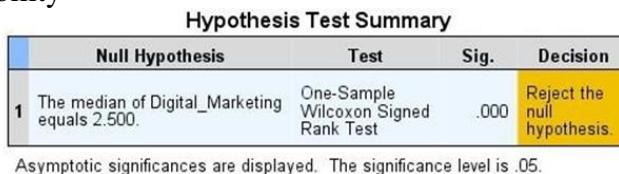
Wilcoxon signed-rank test has been done to see the difference in the opinion of respondents. For the null hypothesis i.e., no significant difference in opinion the hypothesized median will be 2.5 (0-5). The test results suggested the null hypothesis can be rejected. It can be said as there is a significant difference in the opinion of the respondents regarding Data Analytics skills as a vital attribute of employability. As the hypothesized mean is less than the observed mean, it suggested that respondents believe that the variable has a significantly positive effect on employability.

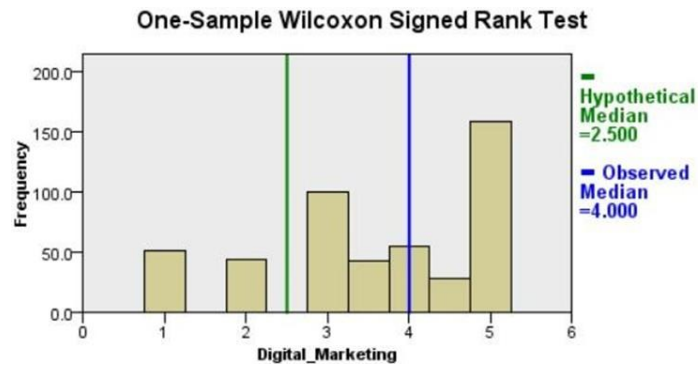
H010: There is no significant difference in the opinion of the respondents for Machine learning as a vital attribute of employability



Wilcoxon signed-rank test has been done to see the difference in the opinion of respondents. For the null hypothesis i.e., no significant difference in opinion the hypothesized median will be 2.5 (0-5). The test results suggested the null hypothesis can be rejected. It can be said as there is a significant difference in the opinion of the respondents for Machine learning as a vital attribute of employability. As the hypothesized mean is less than the observed mean, it suggested that respondents believe that the variable has a significantly positive effect on employability.

H011: There is no significant difference in the opinion of the respondents for Digital Marketing as a vital attribute of employability





Wilcoxon signed-rank test has been done to see the difference in the opinion of respondents. For the null hypothesis i.e., no significant difference in opinion the hypothesized median will be 2.5 (0-5). The test results suggested the null hypothesis can be rejected. It can be said as there is a significant difference in the opinion of the respondents regarding Digital Marketing skills as a vital attribute of employability. As the hypothesized mean is less than the observed mean, it suggested that respondents believe that the variable has a significantly positive effect on employability.

V. Conclusions

The key to success lies in knowing that ‘what success needs?’. The institutes and colleges want to develop professional students. The institutes focus on the placements of the professionals they produce each year. But making competent the corporates needs a dynamic approach for them. They have to understand the contemporary needs of the corporate world. In top institutes of management, the studies curriculum is regularly updated. They keep ties with industry leaders and try to deliver what the industry needed. But the corporate needs are higher than the limited seats in IIMs or IITs. To bridge this gap, the government has facilitated private colleges and universities. Private colleges and universities have increased the number of professional graduates in India, but they failed to meet the term of employability. These pass-outs professionals hardly get the job adhering to their qualifications. Even in some cases, they remain unemployed. Private universities and colleges usually run professional courses like other humanities subjects. Year after year they use the same curriculum and hardly make any updates. Whereas industry needs are dynamic. They constantly change with technology change.

In such cases private universities, colleges and institutes will be producing non-competent professionals who are underpaid and gradually the next generation of students will start avoiding such institutes and courses. The fact has been evident as yearly counselling shows increasing vacant seats each year. Universities have to withdraw their courses.

The present research is based on a survey of professionals that are in the early stage of their careers. The study has been conducted in western Uttar Pradesh. The study tried to bring out key features for managers in modern corporates. The findings of the study can be used to develop competency in professionals so that they could succeed in the modern corporate world.

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