Skill Development and on the Job Performance: An Evaluation of Perceptions of selected Industries in Goa

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INTRODUCTION

The nature higher education in modern universities is changing rapidly as institutions take account of a number of major external factors. The increase of student passing higher education system means that competition for established positions in professions is intense, as consequence, the range and variety of jobs becoming progressively diverse. It is minority of graduates who are able to gain employment which directly utilizes the academic content of their higher education curriculum. The academic curriculum is indeed a vehicle through which other significant features are delivered. These features are largely constant regardless of the subject studied. The prospect of employment is also changing rapidly.

Traditional career paths have disappeared, entire industries have relocated to other areas of the world, and new technologies have made established practice and experience irrelevant (Wilson et al., 2011). Skills development is an area that spans across all sectors of the economy. From manufacturing to services and agriculture, skilled labour is a key requirement to fuel the growth engine of any economy. The key stakeholders in skills development are the Industry both in the service and the manufacturing sectors, labour, Academia, and the Government. There is little attention focused on the articulation between education, skills development and entry into the labour market. The six Dakar goals have included the goal of 'ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs' (UNESCO Global Monitoring Report, 2002; Baumol ,1990 ; Santarelli and Vivarelli, 2002)

Employment and employability is not the same thing. Being employed means having a job. For a youth or adult who is not adequately prepared, having a job is likely to be a temporary condition. Being employable means possessing qualities needed to maintain employment and progress in the work place. Hence employability skills are not job specific but are skills, which cut horizontally across all industries and vertically across all jobs from entry level to higher level. Employability skill is the attribute of employee other than technical competence that make them asset to the employer (Pai, Mahesh and De'Souza,2009) . Only few studies have been conducted at international and specially in India to highlight the importance of skill based programme.

LITERATURE REVIEW

knowledge of an academic subject and it is necessary for student to gain the skills which will enhance their prospect of employment (Pant and Baroudi, 2008). The returns on investment for post secondary, non-university formal schooling are low in a context where there is evidence of an increasing demand for skills (Yamada, 2006). The expectations of employers are not satisfied by higher education system and the universities of Malaysia which is also accepted by other universities incontext to employability (Leckey and McGuigan, 1997; Bennett et.al, 1999; Kember, 2006; Koo et.al, 2009; Wilson et al., 2011).

The opinion regarding poor attitude of university graduate at the work place is that most of candidates lacks basic competencies required optimum performance or because they have acquired degrees and

certificates that demands for labour and either very low or non existence of skills (Dabolen and Oni,2000). To get employed, along with technical skill generic skills are also important for the students

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which need to be developed in the competitive market. The generic skill consist of skills such as communication, teamwork, critical thinking and problem solving, leadership, entrepreneurship, lifelong learning and ethics (Ministry Of Higher Education, 2006). According to Robinson, employability skills or generic skills refer to "those basic skills necessary for getting, keeping, and doing well on a job" (2000, p. 1). These skills are also known as a transferable skill (Kelly, 2001; Yorke, 2006) as well as teachable skill (Lorraine Dacre & Peter,2007). Generic skills are important to students in higher education particularly to engineering students as recently being studied by many scholars (Yuzainee, Zaharim, & Omar, 2011; Zaharim, et al., 2010). The seven soft skill required in real estate which can be well embed through industrial by the students are communication skills, critical thinking and problem solving, team working, entrepreneurial skill, lifelong learning and information management skill, moral and professional skilland leadership skill which is most essential for the employee at the work place along with technical knowledge (A.J.Wilson, et.al., 2012)

Most of the studies are being carried out by the various researchers on skill development at national and international level to know various soft skills and other skills required on the job. Only few studies concentrates on the skills possessed by the students at the time of recruitment and skills developed by employees after taking experience on the job through proper training. The students who join for the job either they are under skilled or lacking for expected skills as expected by the industrialist. This study will highlight on the perception and expectations of employer on skills possessed and required by employees to perform better on the job. For the purpose of study factors like skills possessed by students, training given and required for recruited students, effect of training on employees, areas of additional courses required to upgrade skills in education, period of training were considered to examine the reality and status of skills in the different sectors.

OBJECTIVES OF THE STUDY

The main objectives of the study is to find ;

(1) Any association between the gender and age with skill possessed, training and other factors.

(2) Skills possessed by students and type of courses required to be implemented in the educational system.

(3) Impact of training on development of skills of the employees,

(4) Correlation between skills possessed before and acquired after training in different sectors.

HYPOTHESIS:

H_1: There is no significant association between gender and age with other factors.

H_2: There is no significant association between skills possessed by students and requirement of courses to be implemented.

H_3: There is no significant impact of training on skills acquired by employees on the job.

H_4: There no significant relation between skills possess before and after training in the different sectors

METHODOLOGY:

A survey method was employed for the study, and structured questionnaires were distributed to 50 employers from different field of industries at two industrial estates in north goa to obtain their feedback on the skills possessed while recruitment and while working in the industries.

DATA ANALYSIS AND FINDINGS

The data is analyzed on the basis of using Chi-Square method, ANOVA and percentages and correlation by using the statistical package for social science (SPSS 20.14) in this study. It involves preparation of frequency tables to do the observation. A total numbers of 50 employers from manufacturing and service sector have been collected for finding results. The analysis were conducted on gender and other variables to find any association between this two i.e. gender and age with other variables such as (1) preference given during recruitment, (2) skills possessed by students during recruitment , (3) responsible authority for not having sufficient skill in the students, (4) training required for the students for lacking

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skills, (5) skills improvement by employees after training, (6) any need for providing additional courses and (7) area of additional courses required.   For all analysis the level of significance was set at 0.05. The findings of the study are as follows;

Table No. 1 :Social profile

1-sector	Manufacturing 29 (58%)	Service 21(42%)	_____	Total 50(100%)
1-Gender	Male 36(72%)	Female 14(28%)	_____	Total 50(100%)
2-Age	<25 yrs 9(18%)	25 to <60 yrs 37(74%)	>60 yrs 4(8%)	Total 50(100%)
3-Qualification	<Graduate 10(20%)	Graduate 15 (30%)	>Graduate 25 (50%)	Total 50 (100%)

        The evaluation of skills possessed by the students and acquired by employees after training , reveals that 72% male and 28% female responded for the survey out of the 50 employers from two different sectors. Out of the total employers 58% are from manufacturing sector and 42% from service Sector. 18% of age group of employers was <25 years, 74% were in-between 25 to 60 years and 8% were >60 years. 20% of the employers were under graduate, 30% were graduate and 50% were above graduate degree (refer table no.1).
All the results of chi-square   tested at 5% level of significance shows that there is no significant association between gender and all the variable taken for testing (refer table no. 2,3,4,5 and 6)

Table No.2 (gender)

Variable	Response		Total	X^2	Sig
	Male	Female			
Preference*Gender	E-26 (52%) F-10 (20%) 36 (72%)	E-11 (22%) F-03 (6%) 14 (28%)	37 (74%) 13 (26%) 50 (100%)	.211 DF=1 TV=3.841	.471
Preference*Age	<25	25<60	>60	TOTAL	
	E- 6(18%) F-3(6%)	E-28(74%) F-9(56%)	E-3(8%) F-1(2%)	37(74%) 13(28%)	.308 DF=2 TV=5.991	.857

E=Experienced, F=Fresh
        The result of gender to preference shows that (table no.2) x^2 =.211, TV = 3.841 at DF=1, and P value= .471, x^2 (chi-square value) is less than the TV (table nalue) which means that there is no significant association between male and female while recruiting students for the job. Most of the male employers (74%) prefer experienced candidates whereas only (26%) prefer fresh candidates.

Table No.3

Variable	Responses		Total	X^2	Sig
	Male	Female			
Skills possessed By students recruited*gender	Y-14 (28%) N-22 (12%) 36(72%)	Y-06 (44%) N-08 (16%) 14(28%)	20 (40%) 30 (60%) 50(100%)	0.66 DF=1 TV=3.841	.522
	<25	25<60	>60	TOTAL		

Skills possessed By students recruited*Age	Y-6(12%) N-3(6%)	Y-28(56%) N-9(18%)	Y-3(6%) N-1(2%)	37(74%) 13(28%)	3.716 DF=2 TV=5.991	.156

The result of gender and skills possessed by students (refer table no. 3) shows X^2=0.66 which is less than table value and .522 sig. value which is more than 0.05. It reveals that there is no significant association between gender and skill possessed by students. Employers opined   that most of the students i.e. 60% (20:30=50) do not possess skills while recruiting students.

Table No.4

Variable	Responses		Tot	X^2	Sig
	M	F			
Holds Responsile* Gender	E-21(42%) S-6(12%) T-0(0%) G-2(4%) A-7(14%) 36(72%)	E-10(20%) S-2(4%) T-1(2%) G-0(0%) A-1(7%) 14(28%)	31 (62%) 08 (16%) 01 (2%) 02 (4%) 08 (16%) 50 (100%)	=4.617 DF=4 TV=9.466	=.329
Holds Responsile* Age	<25	25<60	>60	TOTAL	=10.709 DF=8 TV=16.507	=.219
	E- 5(10%) S-2(4%) T-1(2%) G-1(2%) A-0(0%)	E-22(44%) S-6(12%) T-(0%) G-1(2%) A-8(16%)	E-4(8%) S-0(0%) T-0(0%) G-0(0%) A-0(0%)			

E=Education System, S=Students, T=Teachers, G=Government, A=All, Tot=Total, G=Gender, A=Age, Q=Qualification

The result of gender and authority/ person to held responsible shows x^2=4.617, <TV and sig=.329, >0.05 which indicates that there is no significant association between male and female as compared to holding authority or person responsible for lack of sufficient skills acquired or possessed by the while recruiting student for the job. Majority of male and female hold education system responsible for lacking skills in the students.

Table no. 5

Variable	Responses		Total	X^2	Sig
	MALE	FEMALE			
Requires Additional Training*Gender	Y-34(68%) N-2(28%) 36(72%)	Y-14(4%) N-0 (0%) 14(28%)	48(96%) 2(4%) 50(100%)	=.810 DF=1 TV=3.841	=.514
Requires Additional Training*Age	<25	25<60	>60	TOTAL	=23.958 DF=2 TV=5.991	=.000 (Sig)
	Y-9(18%) N-0(0%)	Y- 37(74%) N-0(0%)	Y-2(4%) N-2(4%)	48(96%) 2(4%)		

Skills improvement by employees after training *Gender	MALE		FEMALE		32(64%) 18(36%) 50(100%)	=.001 DF=1 TV=3.841	=.623
	Y-23(46%) N-13(26%) 36 (72%)		Y-9(18%) N-5(10%) 14(28%)				
Skills improvement by employees after training*Age	<25	25<60	>60		TOTAL	=.292 DF=2 TV=5.991	=.864
	Y-6(12%) N-3(6%) 9(18%)	Y-23(46%) N-14(28%) 37(72%)	Y-3(6%) N-1(2%) 4(8%)		32(64%) 18(36%) 50(100%)		
Requirement of additional courses*gender	Male		Female		Total	=.434 DF=1 TV=3.841	=.455
	Y=31(62%) N=5(10%) 44(88%)		Y-13(26%) N-1(2%) 6(12%)		36(72%) 14(28%) 50(100%)		
Requirement of additional courses*Age	<25	25<60	>60		TOTAL	=2.396 DF=2 TV=5.991	=.302
	Y-9(18%) N-0(0%) 9(18%)	Y-31(62%) N-6(12%) 37(74%)	Y-4(8%) N-0(0%) 4(8%)		44(88%) 6(12%) 50(100%)		

The result of gender with additional training required shows that (refer table no. 5) x^2=.810 and sig. value =.514 which >0.05, So also skills improved by employees after proving sufficient training shows x^2 value=.001 which is again <TV and sig. value is .623 which is more than p value 0.05 and and additional courses required p value is more than 0.05, which reveals that there is no significant association between gender and other variables.

The age wise result shows that (i.e.96%) of the respondent opined that newly recruited candidates require additional training irrespective of age groups. The result indicates that there exist a significant association between perception of different age groups of employers and additional training required for employees. In the different age group whether it is <25 years , >25 years or >60 years says that training is required (i.e.18%, 74% and 4%) respectively. Most of the respondent (i.e. 64%) feels that after proving sufficient training employees develop their skill and 88% opined that candidates requires additional technical courses along with normal educational courses.

Table no.6

Areas of additional courses required*gender	Respondents				Total	X^2	Sig.
	Male		Female		39 (78%) 7 (14%) 6(12%) 50 (100%)	=3.155 DF=2 TV=5.991	=.207
	TSC-28(52%) ASC-4(8%) SSC-6(12%) 38(72%)		TSC-11(22%) ASC-3(6%) SSC-0(0%) 14(28%)				
Areas of additional courses required* Age	<25	25<60	>60		TOTAL	=3.106 DF=2 TV=5.991	=.540
	TSC-7(14%) ASC-2(4%) SSC-0(0%) 9(18%)	TSC-28(56%) ASC-4(8%) SSC-5(10%) 37(74%)	TSC-2(4%) ASC-1(2%) SSC-1(2%) 4(8%)		35(70%) 11(22%) 2(4%) 50(100%)		

TSC=Technical skill courses, ASC=Administrative skill courses, SSC=Soft skills courses
X^2 value=3.155, < TV and sig. value is more than p value which means that there is no significant association between male and female as related to courses required than formal education provided by the education system. So we accept null hypothesis no 1 set to test any association between gender and age with other factors except age and additional training required for the students is rejected.

Table No. 7

Variable	TC	AC	SSC	X^2	Sig.
Skills possessed by students	Y-12(24%) N-25(50%) 37(74%)	5(10%) 2(4%) 7(14%)	3(6%)=20(40%) 3(6%)=30(60%) 6(12%)=50(100%)	=4.014 DF=2 TV=5.991	=.134

TC- Technical Courses, AC-Administrative Courses, SSC-Soft Skill Courses

To test null hypothesis no.2 the above table no.7 reveals that there is no significant association between the skills possessed by the students and the requirement of additional courses at the educational level. X^2 value=4.014, at df=2 which is less than the TV and also sig. value=.134 which is more than 0.05. so we reject null hypothesis.

Table No.8

	Yes	No	T0TAL	X^2	SIG.
Traning provided* improvement of skills by employees	Y=26(52%) N=6(12%) 32(64%)	Y=18(36%) N=0(0%) 18(36%)	44(88%) 6(12%) 50(100%)	=3.835 DF=1 TV=3.841	=.057

The testing of null hypothesis no. 3, the above result show x^2=3.835, at df=1 which is <TV and p value=.057 which is also > 0.05 which means that training provided have no association with improvement of skills by employees at the work place.

Table No.9

Variables	Sectors		Total	X^2	Sig.
	Manufaturing	Service			
Skills possessed by stdents*sectors	Y-10(35%) N-19(65%) 29	Y-10(48%) N-11(52%) 21	20(40%) 30(60%) 50(100%)	=.876 DF=1	=.260
Skills possessed by Employees after training*sectors	Y=20(69%) N=9(31%) 29	Y=12(57%) N=9(43%) 21	32(64%) 18(36%) 50(100%)	=.739 DF=1	=.287

To test hypothesis no 4. the above result reveals that there is a difference between skills possessed by candidates at the time of joining and skills acquired by the employees after proper training in the different manufacturing and service sectors (refer table no. 9). P=.260 before training and .287 after training which shows there no significant association between sectors and skills possessed by students and employees so we accept null hypothesis. In manufacturing sector there is an improvement in skill acquired by employees after training from 10 to 20 out of 29(i.e. 35% to 69%). In service in fact there is an improvement in skills afer training from 48% to 57% but not as similar to manufacturing sector.   There is more improvement in manufacturing sector compared to service sector.

CONCLUSION

Skills development is an essential trait on the job in current scenario which highly required and expected by the entrepreneurs and the industrialists. The above study conducted of employers also reveals that most of the students passed out from the various institutions whether through formal education or professional education, they do not possess sufficient skills when they join for the job. Most of the candidates while joining lacking in technical skills which is highly required and essential to be imparted to the students through technical, vocational and professional institutions. Employers opined and it is proved from the study that if proper training is provided to the employees than they develop their skills. There is an urgent need to start more and more institutions which can impart technical skills and apprenticeship training for the students.

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