

## LITERATURE REVIEW ON EMPLOYABILITY SKILLS

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### Abstract:

Employability is attained by proper balancing of Knowledge, skill, and ability. This study focuses on the skill parameter. Research classifies skills into technical (hard) and soft skills. However, this article focuses only on the soft skills of management students. Though several soft skills are listed in various researchers, focus is given on communication skills, computer skills, leadership, critical thinking, and problem-solving ability, time management, teamwork only. It presents the meaning, and definition of those soft skill variables and research related to those variables was collected for the period from 2017 to 2021 in google scholar.

### Introduction:

In today's competitive job market, management students need more than just theoretical knowledge to succeed in their careers. Employers are increasingly seeking candidates with a diverse range of skills and abilities that go beyond academic qualifications. These skills, known as employability skills, play a crucial role in enhancing a management student's chances of securing employment and thriving in the workplace. Employability skills are the transferable skills and qualities that enable individuals to excel in their chosen profession. For management students, these skills encompass a wide range of competencies that go beyond their specific field of study. While technical knowledge and expertise are essential, employers also value skills such as communication, teamwork, problem-solving, leadership, adaptability, and critical thinking, leadership, time management. These are classified as soft skills and higher education institutions offer the soft skills as mandatory non-core paper for management students.

Employability skills is a major concern for all nation. Preparing the graduate for the future workforce is a challenging task for every nation. Pradhan Mantri Kaushal Vikas Yojana (PMKVY), National Skill Development Corporation (NSDC), Skill India Mission, Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY), National Apprenticeship Promotion Scheme (NAPS), Startup India are some of the Government schemes and initiatives that promotes skill development across various sectors to face the unemployment challenges

Employability skills empower management students to navigate the complexities of the modern workplace effectively. Strong communication skills help them articulate ideas, collaborate with colleagues, and build

positive relationships with stakeholders. Teamwork skills enable them to collaborate effectively in diverse and multidisciplinary teams, fostering creativity and innovation. Problem-solving and critical thinking abilities allow them to analyze complex situations, make sound decisions, and propose innovative solutions.

Moreover, employability skills go beyond the classroom. Management students need to develop self-management skills, including time management, goal setting, and resilience, to thrive in a fast-paced and dynamic work environment. Leadership skills equip them to inspire and motivate others, drive organizational change, and take on managerial roles with confidence. Recognizing the importance of employability skills, many management programs and institutions now integrate opportunities for students to develop these competencies alongside their academic coursework. These opportunities may include internships, industry projects, case studies, simulations, and workshops that enhance communication, teamwork, problem-solving, and other essential skills.

(Maree, 2017) Career adaptability, employability, and career resilience research is useful not only for predicting career success but also for determining individual competencies and adapting to the lifelong process of personal development. These ideas take advantage of our advantages or counteract our disadvantages. Employability is analyzed in terms of a variety of internal resources, including adaptability, initiative, and contextual forms of labor market conditions. In vocation versatility as progress cycle and reach from long haul persistent stressors, momentary intense stressor, horrendous upsetting occasions are affected by assets, resources, and openings.

### Conceptual Background:

#### Skill Meaning:

According to Reardon, Lenz, Peterson, & Sampson (2012), skill refers to learned and developed behaviors as well as knowledge. It refers to the capacity to complete a task to a predetermined level of proficiency. Education, training, and experience are all components of skills (Machin et al., 1998: 2005, Tether et al. According to Francis Green (2011), skill includes "ability," "competence," "knack," "aptitude," and "talent."

#### Employability:

1. DeFillippi and Arthur(1994) – Career competencies

“Know-why, Know-how and Know-whom”

The ability to reflect on goals and motivation, to be aware of one's own values as well as those of the organisation, to be interested, and to identify with the culture and aims of the company are all examples of know-why abilities. The term "know-how competencies" refers to a person's knowledge, skill, and talents needed to succeed in their career and at work. Know-whom competences are a reflection of a person's social capital, which includes their interpersonal connections and professional networks relevant to their vocation.

## 2. Hall, Fugate, Kinicki and Ashforth (2004) -Protean Career

"Employability is a type of active adaptability tailored specifically for the workplace that helps employees to recognise and seize career possibilities.

Career identity is how people define themselves in relation to their careers.

Personal traits such as locus of control, self-efficacy, and capacity to learn predispose people to participate in proactive adaptation effort. This ability to adapt to situational changes is known as personal adaptability.

Age, education, cognitive skills, emotional intelligence, and job experience are all elements that might affect a person's ability to grow in their profession in terms of social and human capital.

### Communication skill:

Communication originates from the Latin word "Communis," meaning "Common." It refers to the process of sharing information, ideas, or attitudes. "Communication is the process through which human relationships exist and evolve." (Schramm, 1993).

According to Carl Hovland, "Communication is the process through which a person (the communicator) conveys stimuli (often linguistic symbols) to other people (the communicates), changing their behaviour. Whether or not it inspires confidence, communication is the movement of information from one person to another. However, the information that is communicated must be comprehensible. We all use language to connect with those we are speaking to, to express ourselves, to convey our ideas, and to communicate.

### Teamwork:

Klaus and Glaser( 1968), characterized teams as "necessity for cooperation and coordination".

(Morgan et al.,1986) defines team as a distinct group of two or more people who work together, anticipate, communicate effectively to accomplish common, valued goals in an adaptive and interconnected manner (Siskel and Flexman., 1962). Ability in which team members have knowledge of one another's strength and weakness– Alexander (1965).

### Computer skill:

A general understanding of computers, software, and hardware, as well as how they work, is referred to as computer literacy. Although this knowledge is valuable, it does not necessarily qualify someone to work with a certain computer product. Rather than being able to programme, computer literacy mainly refers to the ability to execute and navigate software.

"The fundamental knowledge, skills, and attitudes needed by all citizens to be able to interact with computer technology in their daily existence,"- according to Tsai,.

### Leadership skill:

"A conspicuous action or series of actions carried out by a leader and followers who voluntarily support one another in achieving a common goal in a group, organization, or institution"- Kenneth Clark, professor.

"Leadership requires influencing task, objectives, and strategies, commitment, and compliance in task behavior to attain these objectives, group maintenance and identification, and company culture" - Garry Yuke

### Critical thinking and problem solving skill

The middle to late 20th century is where the phrase "critical thinking" first appeared. The Greek word 'kritikos', which means "critic," is where we get the term "critical". Being critical entails challenging, making sense of, and analyzing. One evaluates their own thinking as well as other people's thinking by using critical thinking. The word "critical" is frequently associated with destructiveness and negativity, yet when used to describe cognition, it can convey a healthy process in which one challenges one's own thinking as well as that of others.

Critical thinking is the active and effective conceptualization, use, examination, synthesis, and/or evaluation of knowledge as a foundation for belief and action. It requires concentration and self-discipline. It is based on the highest expression of universal intellectual principles that transcend disciplinary limits, including clarity, accuracy, precision, consistency, relevance, strong evidence, persuasive arguments, depth, breadth, and fairness.

### Time Management

Time management is the act of planning, organizing, and allocating time efficiently to enhance productivity and accomplish desired objectives. It involves identifying priorities, setting realistic deadlines, allocating time to different tasks, and making efficient use of available time resources. Proper time management allows individuals to achieve more in less time, decrease stress, and boost overall productivity.

## Literature Review :

(Álvarez-González et al., 2017) The capacity to obtain work is strongly predicted by perceived employability, which affects choosing behaviour and career-related interest. Personal factors such as self-confidence, academic performance, generic skills (non-technical skills) under this adaptability, expression, emotion, and negotiation, as well as their personal environments such as contacts and circumstances, have influenced students' perceptions of their employability. Social elements like the labour market and organisational characteristics like the teaching staff were used as study variables. General skill, contacts, academic success, labour market perception, personal circumstances, teaching staff, student self-confidence had a relative value following.

(Poon, 2017) Investigates on gender, English language ability, ethnicity are the factors affects the graduates early career trajectories. Dataset used for study taken from First Destination Survey(FDS), Higher Education Statistics Agency (HESA) and Destination of Leaver from Higher Education (DLHE) were utilized by Devaney and Roberts (2012). The study used three-year longitudinal data from the Australian Graduate Survey (AGS), which is similar to government employment statistics. For analysis, dimensionality reduction is used. The research was carried out using the R programming language. Chi square contingency 2-way analysis and pivot tables are utilized. For the purpose of comparing truly dichotomous distributions, phi coefficients were chosen. The conclusion shows that all demographic factors had a statistically significant relationship with the employment prospects of architecture graduates.

(Pinto & Ramalheira, 2017) It investigates on academic achievement, extracurricular activities, resume content, work experience are taken as independent variables and correlation tested on dependent variables especially learning skill, personal organisation and time management skills are consistent to earlier studies. The finding shows that resume of the job applicants with high academic performances, good track record on extracurricular activities is considered as more employable profile in terms of job suitability, personal organisation, time management, learning skills. No gender differences were perceived for job suitability.

(Gowsalya & Kumar, 2017) According to the findings of the article, employability skill and the demographic profile of age, gender, course of study, and medium of instruction are not significantly different. There was a positive correlation between age, birthplace, location of education, and admission type. Communication, listening, learning, basic numeracy literacy, time management, creativity, computer, organizing, teamwork, problem solving, work ethics, leadership, management, and self-management are the 14 employability skills that have a positive correlation with each other. as recommendations based on the findings of the study, raise student awareness of soft skills because they are more important to job success and job satisfaction; provide students with training in communication and individual skill development; use case competitions and case analysis to

help students develop their critical thinking skills; and design course curricula.

(Abbasi et al., 2018) The survey was done using bank officers who were just starting out in Pakistan's banking industry.

Female business graduates place a higher value on employability skills and believe they are more competent than male graduates, both of which contribute to a reduction in women's expectations of success. However, there is not a significant correlation between gender and the development of employability skills. According to the findings, graduates lack skills in areas such as listening, problem-solving, communication, leadership, interpersonal, analytical, self-management, and numeracy. The absence of academic supervisors of business graduates in the workplace is to blame for this skill gap. It exemplifies the failure of inadequate collaboration between graduates, employers, and educators. Gender has a big impact on skills. Male graduates are better at solving problems than female graduates. According to the mean score, listening, interpersonal, and communication skills are important for the banking industry. The suggested solution is to give an oral presentation, which will help improve interpersonal and communication skills. The ranking reveals that the banking industry ranks IT skills, critical thinking, creative thinking, and analytical thinking lowest. This does not imply they are least part but to take on the modern day challenges this skill are essential.

(Thomas & Unninarayanan, 2018) Article uses functional skill; learning skill; information technology skill for studying the effectiveness of new generation managers in relation to employability skills and finds that there is skill gap prevails among the management institutions with the entry level industry jobs. Hence it suggests revising and update the course curriculum with the appropriate employability skills demanded by the industry recruiters.

(Bansal, 2018) Students' perceptions of employability skills are higher than those of the industry. The primary reason was that management schools and universities' course curriculums were not up to date with the most recent requirements. There could be regardless of on b-schools to score high level, whether it has endorsement by College Award commission (UGC) and All India Chamber for Specialized Training (AICTE), and B school offers on confirmation, authentication, degree program in administration. The focus is on whether or not modern course curriculum, innovative teaching pedagogy, and andragogy can alter learning dimensions at B-schools.. More importantly whether these students can be able to get job in campus placement, or in off-campus jobs. The point is on whether the recruiters see these MBA's as an potential candidate to be absorb in the job market or not.

(Griffin & Coelho, 2019) Research work investigates on the role on internship and how it helps students to apply the classroom knowledge into the real hands-on practical experience. With little expense universities develops relationships with industry professional where that helps in

designing curriculum and recent studies highlights the value of internship with development of employability skills.

(Sotiriadou et al., 2019) A study on the significance of interactive oral examinations as authentic assessments for skill development, employability, and academic integrity was carried out. identifies the gap between graduates' ability to learn, work, and become work-ready in order to incorporate work-integrated learning activities for career development into tertiary education programs. When applied to interactive orals in both face-to-face and online modes of course delivery, the study provides empirical evidence on the characteristics of authentic assessment.

(Dominic & Fulgence, 2019) The study highlights gender differences in core skills competence among university students, showing that males outperform females in all key skills and attributes. Females tend to focus more on communication skills compared to other core skills, which are often seen as male-dominated. Differences in core skills between male and female students exist, with females feeling less pressure to achieve and setting lower expectations, leading them to set less challenging goals than their male counterparts. Males participate more in extracurricular activities across almost all areas outlined in the study. Additionally, males are more inclined to choose self-employment careers compared to females. When parents are considered role models, their influence can encourage children to pursue self-employment, provided there is openness between parent and child, thus supporting the study's findings regarding parents' backgrounds. Moreover, the study attributes these outcomes to students' degree programs and experiences in business. Students from different backgrounds face challenges in "presenting" or participating due to financial and time constraints.. Social networks established through extra-curricular activities offers more development opportunities of soft skills and to demonstrate their strength. Recruiters believe that extracurricular activity involvement in college was important in developing and shaping skills necessary for the workplace.

(Singh, 2020) In the research article "Effect of Academic performance and demographic variables on employability skills of engineering graduates" presented that awareness of students about employability skills based on age, past academic performance, annual family income, gender, place they live does not bring any difference. Students can improve these skills only by start working on it irrespective of age and gender. Furthermore, rural or urban does not influence the employability skills.

(Singh, 2020) Demographic information like age, gender, education level, and whether or not they spoke English at home were included in the research. Whether or not you spoke English at home was statistically significant. They were used, and the chi-square p-value supported this argument. The phi coefficient value is positive, indicating a positive relationship. There was no statistically significant correlation between whether graduates were employed or not in any of the fields discussed in the paper and gender, age, or level of education. It has been demonstrated that speaking English at home improves English proficiency and

is one of the most important factors for graduate employment. Universities might think about offering workshops on English language speaking and writing to make sure graduates have a certain level of language proficiency before they graduate.

(Roslan et al., 2020) Developed a tool to evaluate undergraduate students' employability that consists of 33 grouped items and measures for each of the seven constructs listed below: leadership, teamwork, responsibility, critical thinking, human and social capital, and resilience in the workplace and career Individual, organizational, and socioeconomic facets are all represented.

(Mezhoudi et al., 2021) Observation of studies using machine learning to predict students' employability, map skills, modify curriculum, and anticipate long-term market demand. Gender, parent education, residence, income, parent's job, and transportation are some of the demographics and socioeconomic features that many researchers use to investigate the impact of economic background on employability. Grade points and cumulative grade point are used as indicators in academic performance. The basic computer skills and programming language used to measure IT skills. Other soft skills included problem-solving, critical thinking, leadership, appearance, socializing, alertness, personality, assertion, empathy, decision-making, time management, stress management, teamwork, and psychometric aptitude.

(G.Gowsalya; & Kumar, 2015) The employability status of the respondents requires improvement. Mastering a single skill does not necessarily enhance competence in others. In today's environment, applicants who are capable of multitasking are better positioned to sustain and succeed in employment. Therefore, the focus on learning should begin in education and continue throughout one's career. Learning is a continuous process and does not end with the completion of the curriculum. In this context, an individual-centric approach is essential. The Indian educational system is in urgent need of reform. Additionally, instructors should integrate employability skills into teaching and learning sessions to help students understand how to apply these skills independently.

(Santhi, 2018) Graduates with the potential to assume leadership roles in international business are in high demand worldwide and in India. If strategies are implemented to close the gap between MBA graduates and their employability skills, there will undoubtedly be a significant shift in demand for MBA education in the foreseeable future. By rehashing the MBA teaching method, the decisive reasoning and critical thinking abilities can be made as a character of the board understudies which thus will act as a pathway to new India. If the Government of India collaborates with the Higher Education Sector to provide students with high-quality education, India will undoubtedly excel in talent management and knowledge management in the near future. Therefore, graduating MBAs who are competent and ready for the workplace can only be a win-win situation for schools, students, and the business world.

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(Penger et al., 2011) To achieve a higher management education model, academic success, and positive student attitudes toward learning, a hypothesis was proposed regarding preferences for learning styles. The study's findings suggest a growing trend in higher education to effectively guide students towards experiential learning, preparing, training, and supporting them to learn effectively in teams, while also addressing their individual learning needs simultaneously. Management educators should adopt experiential learning processes and strategies rather than traditional methods, which focus on adapting content to the learner. The study implies that students familiar with various experiential learning strategies are more likely to choose the most suitable one for specific tasks, highlighting the importance of implementing diverse learning strategies in management education.. To develop and implement experiential learning strategies and methods that are both effective and efficient, lecturers in higher education must be aware of students' preferred learning styles. Students may be better able to adapt to various situations if they are aware of experiential learning styles.

(Ruhanen, 2005) Approaches like role playing help students develop a greater interest, motivation, and interest in the subject matter, which in turn helps them retain knowledge and skills. This facilitates hands-on learning, leads to valuable employment opportunities in the future, and fosters the growth of deep learning. Students believed that the assignment would equip them with skills for employment in the future and assist them in remembering information after the course.

(Hodge et al., 2014) Students engage in critical thinking, problem-solving, and decision-making in contexts that are personally relevant to them through experiential learning. Through feedback, reflection, and the application of the concepts and abilities to brand-new circumstances, this learning strategy also provides opportunities for debriefing and skill consolidation. Undergraduate business school students who are ready to go out and engage in the business world are created when the aforementioned factors are combined with a solid business foundation, robust technology skills, a broad global perspective, and a commitment to a higher standard of ethical behavior and social responsibility (Kolb and Kolb, 2005). It significantly enhances students' capacity for knowledge retention

(Hawtrey, 2007). The structure and content of experiential learning can be analysed to gain insight, improve cognitive processes, knowledge level, and critical thinking abilities.

(Farashahi & Tajeddin, 2018) According to the study, case studies and lectures are the next most effective teaching methods, particularly for skill-based and affective learning outcomes. However, problem-solving abilities, as a cognitive learning outcome, did not achieve this ranking. This supports the notion that lecture-based training has clear limitations when it comes to the integration and transformation of knowledge, creativity, problem-solving, decision-making, interpersonal relations, and the development of managerial skills. The findings confirm that problem-solving skills, considered traditional management or hard skills (Cameron, 2007), help students select and apply the most appropriate knowledge they have gained through lectures (Clarke and Hermens, 2009). As the first domain of cognitive learning, lectures assist students in acquiring the necessary knowledge and information for problem identification and interpretation. Because of this, students think that lectures are good for helping them learn how to solve problems, but that simulation and case studies are better. This finding supports the theoretical foundation of cognitive learning, which emphasizes the dynamic processes of knowledge acquisition, organization, and application, rather than just the static states of trainee knowledge (Kraiger et al., 1993, p. 313). Students can engage with the dynamic aspects of cognitive learning—such as organizing, synthesizing, and applying knowledge acquired through lectures—by using experiential learning methods like simulation and case studies. Simulation, widely recognized as one of the most powerful and effective experiential learning methods among business educators, offers students an excellent opportunity to link course material with their prior knowledge and experience. As a generative learning method, simulation allows students to actively participate in applying their understanding of the material. By generating connections between their knowledge and the real world, they can enhance both their managerial and interpersonal skills.

### Conclusion:

By cultivating a strong set of employability skills, management students not only enhance their prospects of securing desirable employment but also position themselves for long-term career success. Employers value individuals who possess a blend of technical expertise and a diverse range of transferable skills, enabling them to contribute effectively to organizational goals and adapt to a rapidly changing business landscape.

Employability skills are vital for management students aiming to succeed in today's competitive job market. To conclude that developing a well-rounded skill set that combines technical knowledge with strong communication, teamwork, problem-solving, and leadership abilities, time management skills help's management students to maximize their employability and excel in their chosen careers.

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