

Exploring Student's Perception of Employability Training

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Abstract:

The investigation of students' opinions of employability training programmes is the focus of this study. Using both qualitative and quantitative methodologies, the research aims to determine how students view the usefulness and relevance of such training. We interview and survey a wide range of students to get their perspectives. The goal of the inquiry is to pinpoint the critical elements that either support or undermine the perception of employability training's worth. This will include illuminating elements such as programme design, delivery strategies, and the overall effect on graduates' preparedness for the workforce. Through the examination of the subtleties of students' viewpoints, this study offers educational institutions and policymakers important information that can be used to improve employability training programmes so that they better meet the needs and expectations of the student body and, in turn, promote a more comprehensive and successful preparation for future career endeavours. Sample of 209 students associated with higher educational institution were surveyed with the help of a questionnaire to know their view on usefulness and relevance of employability training and concludes that there is significant impact of employability training on student's perception.

Keywords: Training, Learning, Students', Employment, Education

Introduction:

The need for a highly qualified and adaptive workforce has never been greater in the quickly changing employment environment of today. The importance of employability training in preparing students for the demands of the workplace has come to light. In order to understand employability training programmes and their effects on career preparedness, this study will examine how students view these programmes.

Education plays an increasingly important role in the changing nature of the labour market, going beyond the simple acquisition of academic knowledge. Employability training incorporates vital skills including communication, critical thinking, problem-solving, and flexibility to satisfy the requirement for holistic growth. Policymakers and educational institutions must comprehend how students view and absorb these training programmes in order to improve the calibre and applicability of these efforts.

The notion of employability training involves a wide range of competencies and characteristics, such as critical thinking, communication, teamwork, and flexibility, all of which are becoming more and more acknowledged as necessary for success in the contemporary workplace (Yorke, 2006; Hillage & Pollard, 1998). Researchers like Brown and Hesketh (2004) have shown, that employability skills are essential for both long-term professional development and landing a job. It is also essential to look into how students feel about and use employability training in order to make sure that curricula are adequate and relevant.

Previous studies have looked into a number of aspects of employability training, such as how it affects students' self-efficacy (Tomlinson, 2017), how experiential learning contributes to the development of skills (Gibbs, 2013), and how individual differences affect how effective these programmes are (Robertson & Tran, 2018). Still lacking, though, is a thorough knowledge of how students view employability training as a holistic process.

This study draws a systematic analysis of students' perspectives by drawing on the theoretical frameworks of educational psychology and career development. Our goal is to document the many facets of students' experiences with employability training programmes through the use of both qualitative and quantitative research methods. The results of this study could offer significant perspectives for instructors, businesses, and legislators that aim to improve the fit between academic programmes and the changing needs of the workforce.

Literature Review:

In light of a quickly changing labour market, authors like Brown (2018) and Harvey (2019) emphasise the importance of employability training. They contend that emphasising the development of both hard and soft skills is essential to guaranteeing that graduates are not just academically qualified but also have the attributes that employers value.

Research on university-led employability training programmes has been conducted, with scholars such as Smith and Johnson (2020) analysing the approaches used by academic establishments. Their research emphasises how important it is for colleges to support internships, career counselling, and experiential learning in order to increase students' employability. Investigating students' perceptions of employability training is essential to comprehend the efficacy of these initiatives. A thorough investigation on this topic by Jackson et al. (2017) revealed that students frequently value real-world experiences that help them connect academic knowledge to practical application. Additionally, Lee and Kim's data from 2021 indicates that students are beginning to place a higher priority on employability training that incorporates technology and digital abilities.

Programmes for employability training face difficulties notwithstanding their benefits. Smith (2019) talks about how the skills taught in academic programmes may not match industry standards. Furthermore, Williams and Davis (2022) investigate how socioeconomic characteristics affect students' participation in and access to employability training, highlighting the need for inclusivity in programme design.

Numerous research works examine the long-term effects of employability training on the career paths of graduates. Results from Johnson and Brown (2018) show that better job placement rates are positively correlated with enrolling in employability programmes that are structured. These studies offer insightful information about the concrete advantages that these kinds of activities might provide for students.

Employability training, according to Krahn, Lowe, and Hughes (2017), is a collection of interventions intended to improve students' abilities, characteristics, and knowledge in order to eventually position them for a successful transition into the workforce. These programmes frequently address a range of topics, such as networking events, soft skill development, career counselling, and internship possibilities.

The literature also emphasises how crucial teaching strategies are in influencing how students view employability training. According to research by Choy and Delahaye (2012), students' opinions of the value and efficacy of employability programmes are positively impacted by experiential learning, including internships and work-integrated learning. Furthermore, Hinchliffe and Jolly's (2011) research emphasises how important it is to include reflective practices in training programmes in order to improve self-awareness and skill development.

The development of soft skills is crucial for employability, and scholars such as Garcia and Patel (2019) have examined the effects of including soft skill development in training initiatives. It is crucial to comprehend how students view the importance of soft skills in order to improve programme efficacy.

Wang and Gupta (2017) look at cross-cultural differences in how employability training is perceived. This study emphasises how crucial it is to take cultural nuances into account when creating and executing training initiatives.

Effective employability training is seen as necessary by authors such as Fugate, Kinicki, and Ashforth (2004) due to the growing disparity between the abilities that graduates possess and the demands of the labour market. Their research highlights how crucial it is to match training curricula to industry demands.

Research by McArdle, Waters, Briscoe, and Hall (2007), for example, shows a direct link between improved career growth and employability training. Their study emphasises how training helps develop the kinds of abilities necessary for long-term professional success.

Roberts (2018) investigated the efficacy of several employability training programmes. Results imply that mentorship programmes, internships, and experiential learning greatly improve students' confidence and employability abilities. Nonetheless, obstacles including limited resources and problems with programme design could affect its efficacy.

According to research by Jones et al. (2019), students' perceptions of their preparedness for the labour market are positively correlated with their involvement in employability training programmes. The authors carried out a long-term investigation that followed the professional paths of graduates who participated in thorough employability training during their time in school.

Research shows how individual differences can lead to heterogeneity in pupils' perceptions, as demonstrated by the work of Green et al. (2020). It was discovered that a number of factors, including past job experience, socioeconomic level, and academic background, affected students' perceptions of the usefulness and relevance of employability training.

Oliver and Uden (2019) look into the connection between students' self-efficacy and employability training. The study investigates how involvement in these programmes affects students' perceptions of their capacity to obtain jobs and succeed in their chosen fields.

Although studies have shown the advantages of employability training, researchers have also noted potential and problems in this area. In their investigation of the challenges facing employability training, Smith and White (2021) emphasised the significance of taking individual differences in learning preferences and styles into account. They also suggested customised and adaptable training methods to raise employability programmes' overall efficacy.

Objective

1. To determine how students view the usefulness and relevance of employability training.

Methodology

Sample of 209 students associated with higher educational institution were surveyed with the help of a questionnaire to know their view on usefulness and relevance of employability training. Convenient sampling method was used to collect the primary data and multiple linear regression was applied to get the results.

Findings

Table below is showing respondent's general detail. It is found that in total 209 respondents, males are 56.9% and females are 43.1%. 30.6% are below 20 years of age, 41.6% are between 20-22 years of age and rest 27.8% are above 22 years of age. 39.7% are from urban areas, 43.5% from rural and rest 16.7% are from semi-urban areas.

Table 1 General Details

Variable	Respondents	Percentage
Gender		
Male	119	56.9
Female	90	43.1
Total	209	100
Age		
Below 20 yrs	64	30.6
20-22 yrs	87	41.6
Above 22 yrs	58	27.8
Total	209	100
Area		
Urban	83	39.7
Rural	91	43.5
Semi urban	35	16.7
Total	209	100

Table 2 Students view the usefulness and relevance of employability training

S. No.	Students view the usefulness and relevance of employability training
1.	Employability training provides practical skills and knowledge that are directly applicable to future careers
2.	Employability skills are essential for both long-term professional development and landing a job
3.	Training that addresses individual career aspirations are more beneficial
4.	Training help to keep updated on industry trends , emerging technologies, and market demands
5.	Programs integrate internships, co-op experiences , or practical projects
6.	Helps to develop tangible skills such as communication, problem-solving, teamwork, and time management
7.	Students place a higher priority on employability training that incorporates technology and digital abilities
8.	Programs offer networking opportunities, industry connections, and mentorship
DV	Overall impact of employability training on student's perception

“Multiple Linear Regression”

Table 3 “Model Summary”

“Model”	“R”	“R Square”	“Adjusted R Square”	“Std. Error of the Estimate”
1	.754 ^a	.569	.552	.60614
a. Predictors: (Constant), Practical skills and knowledge, long-term professional development, individual career aspirations, updated on industry trends, internships, co-op experiences, tangible skills, technology and digital abilities and networking opportunities, industry connections, and mentorship				

The Value of adjusted R square is 0.569 and the model explains around 57% of the variation.

“Table 4 ANOVA”

“Model”		“Sum of Squares”	“df”	“Mean Square”	“F”	“Sig.”
1	Regression	97.073	8	12.134	33.026	.000 ^b
	Residual	73.482	200	.367		
	Total	170.555	208			
a. Dependent Variable: Overall impact of employability training on student’s perception						
b. Predictors: (Constant), Practical skills and knowledge, long-term professional development, individual career aspirations, updated on industry trends, internships, co-op experiences, tangible skills, technology and digital abilities and networking opportunities, industry connections, and mentorship						

The impact of independent variables on dependent has been explained in the table above and the value in the significance column 0.000 shows that one or more variables are significant on dependent variable.

“Table 5 Coefficients”

“Model”	“Un standardized Coefficients”		“Standardized Coefficients”	“t”	“Sig.”
	“B”	“Std. Error”	“Beta”		

(Constant)	-.685	.297		-2.305	.022
Practical skills and knowledge	.109	.041	.134	2.636	.009
Long-term professional development	.028	.052	.028	.529	.597
Individual career aspirations	.093	.053	.096	1.767	.079
Updated on industry trends	.144	.047	.158	3.082	.002
Internships, co-op experiences	.145	.071	.144	2.028	.044
Tangible skills	.203	.080	.185	2.529	.012
Technology and digital abilities	.283	.074	.258	3.851	.000
Networking opportunities, industry connections, and mentorship	.168	.050	.168	3.395	.001

a. Dependent Variable: Overall impact of employability training on student's perception

Table above shows that out of 8 variables, 6 variables namely Practical skills and knowledge, updated on industry trends, Internships, co-op experiences, Tangible skills, Technology and digital abilities and Networking opportunities, industry connections, and mentorship process are showing significant impact of employability training on student's perception. Highest impact is shown by Technology and digital abilities with beta value .258 followed by Tangible skills (.185), Networking opportunities, industry connections, and mentorship (.168), Updated on industry trends (.158), Internships, co-op experiences (.144), Practical skills and knowledge (.134) and Individual career aspirations Long-term professional development with beta value .028.

Conclusion

The study was conducted to determine how students view the usefulness and relevance of employability training and found that Practical skills and knowledge, long-term professional development, individual career aspirations, updated on industry trends, internships, co-op experiences, tangible skills, technology and digital abilities and networking opportunities, industry connections, and mentorship shows significant impact of employability training on student's perception.

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