CHAPTER-V

FINDINGS AND SUGGESTIONS

The researcher made an attempt to summarize the precedent chapters and presented the inferences of the findings which are drawn from the primary data findings. The research also explored the suggestions and scope of the further study.

5.0 INTRODUCTION

India is a fast developing economy, emerging as one among the top industrial countries in the world. The higher education policy of government of India is projected to empower the manpower system of the country to gain competitive advantage in the global market. The supply of intellectually equipped and technically qualified manpower in the form of software engineers, scientists and other professional graduates to the global market is a good sign to the country. With regard to higher education, most of the graduates used to perceive that higher education is a stepping stone for their good employment. A major challenge for higher education and research is to build a learning environment that is conducive to acquire and develop new skills to fit to the global business competitive environment. It is obvious that the learning environment is to be aimed for acquisition of productive knowledge, competent learning and innovative thinking skills. Globalisation is a dynamic environment where the graduates have to work in a cross-cultural environment. There is an urgent need to explore skills and competencies of graduates who intend to gain full employment domestically and in the cross-cultural context. Many researchers confirmed that there is a wide gap between skill-sets of the graduates and the skills required by the employers in the global organizational context.

This first chapter focused on the Introduction, Present scenario of Engineering Education, Employability skills of twelve aspects are Self Motivation, Interpersonal skills, Emotional Intelligence, Problem solving skills, Working in Team, Leadership qualities, Result Oriented, Time Management skills, Ethics, Communication skills, Interview skills.
This Second chapter focused on the review of literature on the Twelve components of the study are Self Motivation, Interpersonal skills, Emotional Intelligence, Interpersonal skills, Problem solving skills, Working in Team, Leadership qualities, Result Oriented, Time Management skills, Ethics, Communication skills, Interview skills and Review of literature on Employability skills.

The Third Chapter made an attempt to the Research Methodology; it includes the Statement of Problem, Research Gap, Need of the study, Objectives of the study, Hypothesis of the study, Data Collection. The researcher also described the processing of data by adopting the Statistical Tools of the study are scope of the study, Mean, Standard Deviation, Correlation ANOVA and chi-square Test. The researcher further attempted to describe Presentation of the study, Limitations of the study.

This forth chapter analyses the perception of the respondents in four universities are ANU, KLU VIGNAN, JNTUK. For the study the researcher has taken Twelve aspects of the study are Self Motivation, Interpersonal skills, Emotional Intelligence, Problem solving skills, Working in Team, Leadership qualities, Result Oriented, Goal setting, Time Management skills, Ethics, Communication skills, Interview skills by using statistical tools of 17.0 version Mean, ANOVA, T-TEST.

5.1 TESTING OF HYPOTHESIS

The study was conducted in “PERSONALITY TRAITS FOR THE EMPLOYABILITY AMONG THE PROFESSIONAL STUDENTS: (WITH REFERENCE TO SELECT UNIVERSITIES IN ANDHRA PRADESH - A COMPARATIVE STUDY)” Hence this study was examined through the Twelve employability skills are Self Motivation, Interpersonal skills, Emotional Intelligence, Problem solving skills, Working in team, Leadership qualities, Result Oriented, Goal setting, Time Management skills, Ethics, Communication skills, Interview Skills. The study exhibits the issues faced by the students of employability skills by using the statistical tools of Correlation, ANOVA, t-TEST was used. But for testing of Hypothesis the researcher has used the correlation and ANOVA for the twelve issues of Employability Skills.
Alternate Hypothesis is (Rejected) There is statistically significant difference between the professional students of MBA and B.Tech with regard to their perception of Employability skills in the four universities of ANU, JNTUK, KLU, VIGNAN.

Alternate Hypothesis is (Rejected) There is statistically no significant difference between the professional students of Telugu and English with regard to their perception of Employability skills in the four universities of ANU, JNTUK, KLU, VIGNAN.

Alternate Hypothesis is (Rejected) There is statistically significant difference between the professional students of Boys and Girls with regard to their perception of Employability skills in the four universities of ANU, JNTUK, KLU, and VIGNAN.

Alternate Hypothesis is (Rejected) There is statistically no significant difference between the professional students of Parental Background with regard to their perception of Employability skills in the four universities of ANU, JNTUK, KLU, and VIGNAN.

Alternate Hypothesis is (Rejected) There is statistically no significant difference between the professional students of Domicile with regard to their perception of Employability skills in the four universities of ANU, JNTUK, KLU, and VIGNAN.

5.2 FINDINGS OF THE STUDY
1. Age Group of the Respondents: 18-21 years of the respondents are 62.8% in ANU, 65.2% of the respondents in JNTUK, 61.3% of the respondents in KLU, 61.5% of the respondents in VIGNAN. 21-25 years of the respondents are 37.2% in ANU, 34.8% of the respondents in JNTUK, 38.7% of the respondents in KLU, 22.5% of the respondents in VIGNAN.

2. Course: B.Tech Students in ANU are 66.7%, 78.3% of the respondents in JNTUK, 80.6% of the respondents in KLU, 85% of the respondents in VIGNAN. Management Students in ANU are 33.3%, 21.7% of the respondents in JNTUK, 19.4% of the respondents in KLU, 15% of the respondents in VIGNAN.

3. Medium of Education: English Medium students are 89.4% in ANU, 89.1% of the respondents in JNTUK, 90% of the respondents in KLU, 90.5% of the
respondents in VIGNAN. Telugu Medium Students in ANU are 10.6%, 10.9% of the respondents in JNTUK, 10% of the respondents in KLU, 9.5% of the respondents in VIGNAN.

4. Educational Qualification Engineering Students in ANU are 66.7%, 78.3% of the respondents in JNTUK, 80.6% of the respondents in KLU, 85% of the respondents in VIGNAN. MBA Students in ANU are 33.3%, 21.7% of the respondents in JNTUK, 19.4% of the respondents in KLU, 15% of the respondents in VIGNAN.

5. Domicile: Rural Background students are 62.8% in ANU, 69.5% of the respondents in JNTUK, 60.6% of the respondents in KLU, 64.5% of the respondents in VIGNAN. Urban Background in ANU are 37.2%, 30.4% of the respondents in JNTUK, 39.4% of the respondents in KLU, 35.5% of the respondents in VIGNAN.

6. Gender: Boys are 66.7% in ANU, 69.6% of the respondents in JNTUK, 68.4% of the respondents in KLU, 69% of the respondents in VIGNAN. Girls in ANU are 33.3%, 30.4% of the respondents in JNTUK, 31.6% of the respondents in KLU, 31% of the respondents in VIGNAN.

7. Religion: Hindus are 92.8% in ANU, 93% of the respondents in JNTUK, 92.9% of the respondents in KLU, 93.5% of the respondents in VIGNAN. Muslims in ANU are 2.8%, 3.9% of the respondents in JNTUK, 3.2% of the respondents in KLU, 3% of the respondents in VIGNAN. Christians in ANU are 4.4%, 3% of the respondents in JNTUK, 3.4% of the respondents in KLU, 3.5% of the respondents in VIGNAN.

8. Caste-wise Respondents O.C respondents are 75% in ANU, 77% of the respondents in JNTUK 73.5% of the respondents in KLU, 77% of the respondents in VIGNAN. BC students in ANU are 19.4%, 17.8% of the respondents in JNTUK, 20% of the respondents in KLU, 17% of the respondents in VIGNAN. SC/ST in ANU are 5.6%, 5.2% of the respondents in JNTUK, 6.5% of the respondents in KLU, 6% of the respondents in VIGNAN.
9. Parental Background: Farmers Parental Background students in ANU are 50.8%, 46.5% of the respondents in JNTUK 49% of the respondents in KLU, 49.5% of the respondents in VIGNAN. Government Employee Parental Background students in ANU are 12.8%, 13.5% of the respondents in JNTUK 14.2% of the respondents in KLU, 12.5% of the respondents in VIGNAN. Private Employee Parental Background students in ANU are 3.3%, 4.3% of the respondents in JNTUK 3.5% of the respondents in KLU, 3.5% of the respondents in VIGNAN. Business Parental Background students in ANU are 24.4%, 26.1% of the respondents in JNTUK 23.5% of the respondents in KLU, 25% of the respondents in VIGNAN. Others Parental Background students in ANU are 9.4%, 9.6% of the respondents in JNTUK 9.7% of the respondents in KLU, 9.5% of the respondents in VIGNAN.

10. The Researcher found that the socio-economic background of the professional students of four universities have great influence on employability skills. The parents educational and economic background is one the key factor, the children of Government employees have substantial employability skills comparative to others in four universities under study.

11. The Researcher found that the JNTUK students have highest employability skills mean i.e., 4.34 and followed by KLU 4.039 ANU 3.9778 and VIGNAN University 3.946.

12. It is observed that there is no highest variation between the mean value of Telugu and English Medium background students under study in four universities.

13. It is recognised that there is no considerable variation of mean values of employability skills regarding the gender factor among the four universities.

13. The Researcher identified that there is no considerable influence of domicile i.e., rural and urban belongingness of the professional students among the four universities in deciding the employability skills.
5.2.1 SELF MOTIVATION

1. The student believe that one can grow step by step to the top level the mean value is nearly 3.5 to 4 in the four universities. So it states that the score is excellent.

2. The student can find quickly good solutions to any problem the mean score is 3.74 so it states that good in four universities

3. The student can accept the innocence and ignorance without any hesitation the mean score is 3.90 so it states that good in four universities.

4. The student is ready to learn anything from anyone the mean score is 4.2 so it states that the satisfaction level of the students is excellent in four universities

5. The student strongly believe that hard work, plan and discipline can take to the highest place the mean score is 4.49 it proves that the student score is above average in four universities.

5.2.2 INTERPERSONAL SKILLS

1. The student can solve the conflict with the people without any pride the mean score is 4.07 it states that the student opinion is above average in the four universities

2. The student always sensing the needs of the neighbours or others without their request the mean score is 3.61 it proves good in the four universities

3. The student likes to mix and mingle with different people the mean score is 3.98 it states that good in four universities

4. The student like to participate in group activities like meetings and fairs the mean value is 4.02 it proves that excellent in the four universities.

5. The student agree people’s discussion even thought they differ from them the mean score is 3.62 it states that good in the four universities.
5.2.3 EMOTIONAL INTELLIGENCE

1. The student realise immediately when they lose their temper the mean score is 4.17 it states that excellent in the four universities.

2. The student can reframe bad situations quickly the mean score is 3.87 it states that good in the four universities.

3. when the student get angry they remain cool and speak less the mean score is 3.76 it states that good in the four universities.

4. The student is capable of controlling the emotions the mean score is 4.01 it states that above average in the four universities.

5. The student is confident and like to look on the bright side of the life the mean score is 4.29 it states that above average in the four universities.

5.2.4 PROBLEM SKILLS AND ADAPTABILITY SKILLS

1. The student recognize the alternate routes in meeting the objectives the mean score is 3.97 it states that good in the four universities.

2. The student is able to adopt different situations the mean score is 3.99 it states that good in the four universities.

3. The student accept challenging assignments the mean score is 4.01 it states that good in the four universities.

4. The student take initiative to change and enhance productivity the mean score is 3.86 it states that good in the four universities.

5. The student prefer novel situations to new problems the mean score is 3.70 it states that good in the four universities.
5.2.5 WORKING IN TEAM

1. The student quick to get on with the task on hand and don’t spend too much time in the planning stage the mean score is 3.83 it states that good in the four universities.

2. The student do not have fixed procedures that make them up as the task or project progresses the mean score is 3.72 it states that good in the four universities.

3. The student accept every one as a members of the team the mean score is 4.00 it states that good in the four universities.

4. The student enjoy a working together they have a fun and productive time the mean score is 4.22 it states that good in the four universities.

5. The student is a team leader, as a democratic and collaborative the mean score is 4.15 it states that above average in the four universities.

5.2.6 LEADERSHIP QUALITIES

1. The student like the thrills and excitement of taking risks

2. The student believe in the learning from failures the mean score is 4.12 it states that above average in the four universities.

3. The student enjoy themselves doing things as a part of group rather on their own the mean score is 4.29 it states that above average in the four universities.

4. As a team leader the student define their goals clearly own the mean score is 3.93 it states that good in the four universities.

5. The student like to stand out from the crowd the mean score is 4.37 it states that excellent in the four universities.

5.2.7 RESULT ORIENTED

1. The student can go about setting goals and objectives for themselves and their team the mean score is 3.88 it states that good in the four universities.

2. The student manage to stay up on all the work and projects they involve in the mean score is 4.18 it states that above average in the four universities.
3. The student get results, build team spirit and not burn out people all the same time the mean score is 4.19 it states that above average in the four universities.

4. when setting goals the student to make them stretching touch to achieve or achievable the mean score is 3.79 it states that average in the four universities.

5. Goal statement can be used to manage their own work activities since they enable them to guide day-to-day actions successfully the mean score is 3.95 it states that average in the four universities.

5.2.8 GOAL SETTING

1. The student set the goal that is realistic and achievable the mean score is 4.05 it states that average in the four universities.

2. The goal is very specific and clear and rewarding the mean score is 4.33 it states that above average in the four universities.

3. Generally the student prefer a strategy to attain the goal the mean score is 4.33 it states that above average in the four universities.

4. The student set the goals as short term and long term with consistently the mean score is 4.20 it states that above average in the four universities.

5. The student give priority to their goals in short and long term the mean score is 4.13 it states that above average in the four universities.

5.2.9 TIME MANAGEMENT SKILLS

1. The student always prioritizing tasks to achieve desired goals in minimum time the mean score is 4.05 it states that above average in the four universities.

2. The student prefer to review on mid-term goals that would achieved to go forward the mean score is 3.90 it states that above average in the four universities.

3. The student prefer to review on time management daily the mean score is 3.88 it states that above average in the four universities.

4. The student prefer time management to identify the critical areas for special attention the mean score is 3.87 it states that good in the four universities.
5. The student believe that time management is a source to track progress towards their goals the mean score is 3.87 it states that good in the four universities.

5.2.10 ETHICS

1. The student feel social responsibility even in their studies the mean score is 3.87 it states that good in the four universities.

2. The student go according to the rules and regulations and they cannot go wrong morally the mean score is 4.09 it states that good in the four universities.

3. The student believe that ethical people can face competition effectively the mean score is 3.90 it states that good in the four universities.

4. Ethics in professional studies is basically an adjustment between the expectation and the ways people behave the mean score is 4.16 it states that above average in the four universities.

5. The student believe that professional decisions involve a realistic economic attitude the mean score is 3.96 it states that good in the four universities.

5.2.11 COMMUNICATION SKILLS

1. The student feel social responsibility even in their studies the mean score is 3.87 it states that good in the four universities.

2. The student speak at an appropriate volume level not too loud and not soft the mean score is 4.13 it states that above average in the four universities.

3. The student use open questions to find out the facts the mean score is 3.89 it states that good in the four universities.

4. The student is able to put up a good logical argument to persuade others the mean score is 3.82 it states that good in the four universities.

5. The student avoid the use of jargon and technical language the mean score is 3.59 it states that good in the four universities.
5.2.12 INTERVIEW SKILLS

1. The student try to present themselves as an honest and sincere person the mean score is 3.60 it states that good in the four universities.

2. The student try to be look confident and maintain eye-to-eye contact the mean score is 4.53 it states that excellent in the four universities.

3. The student walk into the hall chin-up with a smile without making any sound the mean score is 4.32 it states that excellent in the four universities.

4. The student take the seat with permission or by instruction the mean score is 4.35 it states that excellent in the four universities.

5. The student use language that is simple and grammatically sound the mean score is 4.16 it states that excellent in the four universities.

5.3 SUGGESTIONS

Suggestions to the Students under study

• It is suggested to the professional students under study to pay more attention on 12 employability traits to be adopted and trained well that are highly required for the Industry needs in the present global context.

• Self Motivation is a source of strength to an Individual to reengineering the Interpersonal skills, leadership quality and result oriented performance in career etc., to enable them to achieve the desired goals in professional life. Therefore, it is suggested to adopt and make practice the self-motivation methods / etchings to get the success in the career.

• Professional students are suggested to practice the emotional balance which is inevitable in decision making process, quality of working in team with group cohesiveness in the present globalization and cross- culture work force environment.
• Quantitative skills are to be adopted/ make it practice by the students during professional course which they are under study to have substantial knowledge on qualitative decisions and problem solving skills in their professional life.

• There is an aphorism that “Leaders are not born, but they can make “. It is suggested to all professional students under study that they should always proactive in all team oriented programs during their studies that the team culture could transform them like a dynamic leaders irrespective of gender, caste or creed.

• Ethics are more important than any other doctrines; therefore professional students are suggested to espouse the human ethics as well as professional ethics set by the experts in the respective fields.

Suggestions to the Universities under study

• It has found in the study that majority of the students of Engineering and Management stream are belongs to rural areas where they are not up to the mark in terms of communication skills, whereas the corporate world now required potential communicators and global managers for their business needs. Therefore, it is suggested that all universities under study should organize the training programs continuously on English Communication skills and soft skills to train the professional students as per the requirements of the Industry.

• It is suggested to take up the necessary changes in course curriculum which shall be incorporated by communication skills and soft skills are one of the mandatory syllabus including the practical lab works, Group discussions, demonstrations, group events, case studies and live field work to train the student as a potential resource and end products of the university for their immediate supply to the Industry needs.

• It is suggested that the Universities should have the virtual connectivity with the global universities and IITs’ of Indian repute and organize the student exchange programs to have the cross culture adoptability and witness the changes among the professional students of their universities.
- It is suggested that the universities should organize the Industry Interface programs very frequently for practical field work, internship programs from the 1st semester of the course itself to enable the students to be made ready after completion of their last semester for Industry and their career needs.

- It is suggested that the universities under study should start the incubation centers’ at University Campus for providing the necessary training on building leadership, entrepreneurial dynamics to the professional students which the programs enables to recognize the young leaders, entrepreneurs during their course work.

- Integration of courses on communication skills across the semesters: This would mean continuous intervention or exposure to various communication skills. It would help them over their communication apprehensions much before they face the placement process and are also able to understand the use of communication in a workplace scenario.

- Integration of communication skills with adaptive skills: would mean introducing various communication situations that would help them understand and develop adaptive skills and use communication skills in such situations. Reviewing themselves in various communication situations would help students become aware of their skill limitations and would generate a need to enhance them.

- Integration of communication skills with technical aspects: This would mean bringing their course context in communication to make communication skills more relevant to their profession.

- Integrated teaching: this can be carried out at the final year level between the project guide and communication skills teacher. Such an integrated approach would also involve teaching by industry (alumni and others) to understand real life communication problem situations.
5.4 SCOPE FOR THE FURTHER STUDY

The present study was confined to employability skills of the professional students of four universities with twelve aspects of the study. But there is scope for the further study to conduct the research on government and private colleges to fill the gap between industry requirements and academic curriculum.

5.5 CONCLUSION

The growth and the development of any country depends on the youth and their employment ratio, but Today, in most of the educational institutions, their main thrust is placed on imparting the technical education, without giving any importance to all round employability skills development of the professional students. As results bright young professional students armed with degrees with excellent academic record, coming out from of the colleges and their industry fitness is very low as it is expected from the young professional graduates. It is found that there is a large gap between the employability skill sets of the professional students and the industry requirements are reflected here. Academics have been given importance to the theoretical knowledge of the students and their obedience. Industry gives importance to practical knowledge and soft skills such as communication, team work, leadership qualities, emotional balance etc. If today’s youth wants to survive and grow in this highly competitive global environment, the professional students have to give due importance to the Personality traits and employability skills. The government should focus on the career orientation skills, employability skills like soft skills, communication skills etc., for the students to be advanced in their careers.