



A STUDY ON ACQUISITION OF ADDITIONAL SKILLS AMONG MANAGEMENT STUDENTS INTRIVANDRUM DISTRICT

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ABSTRACT

Additional skills are personal characteristics that make it easier for people to get work and support their careers. Technical skills, higher order thinking skills, personal skills, people skills/social skills, generic skills, and self-perceived additional skills are all examples of technical skills. Unemployment and job advancement may be hampered by a lack of additional skills. People require additional skills, or a combination of them, in addition to technical skills, to be successful in work. It is critical for individuals to possess those abilities. Technological advancements may have an impact on the abilities necessary for employment. As a result, people must update their skills to meet the expectations of the workplace; otherwise, it would be difficult for them to find job in the preferred field. Additional skills are non-technical skills and knowledge required for effective workforce participation. Communication, self-management, problem solving, and teamwork are examples of such abilities. Generic skills, capabilities, enabling skills, and core competencies are all terms that have been used to describe them. The overall goal of this research is to examine factors that influence graduates' entry-level employability and to argue for an equity-based approach to provide fair and inclusive higher education to all, regardless of personal or social circumstances; this entails re-organising policies, legislative measures, and accreditation systems in order to raise the bar on quality. Therefore, research scholars have been explanatory design with deductive approach. The study has been made by conducting a survey in Trivandrum District of Kerala State. For that, the researcher collected 50 samples from the respondents and percentage, Garret ranking method and t-test used for this study.

KEY WORDS: Critical skills, Core Skills, Life Skills, Essential Skills, Key Competencies, Necessary Skills, and Transferrable Talents.

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INTRODUCTION

Additional abilities are transferable skills that can be used in a number of

occupations and situations. Critical skills, core skills, life skills, essential skills, key competencies, necessary skills, and



transferrable talents are some of the terms used to describe them. Additional Skills is the favour word in the industry. When it comes to management students in India, there is a paradox: unlike in the West, where the majority of students pursuing a management degree have prior work experience, a management degree in India is considered a passport to a decent job. This emphasises the importance of developing employability skills among management students in India. Developing these talents in students who have little or no hands-on experience, have no concept what the industry really demands, and nonetheless aspire to be the greatest. This category includes management students who attend business schools other than the Indian Institute of Management and associated management schools.

In today's fast-paced corporate world, all educational institutions see improving employability skills in management education as a major problem. The goal of management education is to develop a broad variety of managerial skills and knowledge. More focus is placed on candidates' performance on the job, which necessitates a set of abilities that are appropriate for the job. Students must improve their team-building and communication abilities in addition to their subject-specific jobs. In the twenty-first century, India's educational system underwent a massive transformation. The old approach of teaching is still used in many management colleges. The necessity of the hour is to bring academia and industry closer together.

STATEMENT OF THE PROBLEM

The students' additional skills are no longer an option, but rather a requirement that the educational system must address. If a problem with young people's additional skills needs to be addressed, for pupils who do not have or lack the abilities required in the industry, the school must encourage the development of competencies and skills. As a

result, educational institutions must consider how to teach students essential additional skills. The educational system must provide students with hands-on learning that is interdisciplinary and reflects real-world problems and job prospects. Many studies have been undertaken in the topic of graduate employability, but there is no clear picture of the skills that graduates should possess for entry-level positions. Many businesses believe that entry-level employees have strong academic credentials but are not socially equipped for the workplace. In this concern the researcher conducted this selected this topic.

OBJECTIVES OF THE STUDY

- To study the demographic profile of the respondents
- To explore the dimensions of additional skill
- To identify the factors influencing additional skills

RESEARCH DESIGN

This study is to investigate the relationship between various skills and its effect and influence on additional skills. Therefore, the study is descriptive research design which investigates relationship between various skills and its effect and influence on additional skills.

SAMPLING DESIGN AND SAMPLE SIZE

Sampling technique employed in the study is simple random sampling. Simple random sampling is employed as the students database was collected from the respective colleges and the samples are drawn randomly based on the register number. Sample size selected for the study was 50 respondents sent their answer out of 60 questionnaires in Trivandrum District of Kerala State. For analyzing the data percentages, Garret ranking and t- test were applied.

LIMITATIONS OF THE STUDY

- The research is limited to students who are seeking a degree.
- Only a few elements that influence academic achievement are investigated.

1055



RESULTS AND DISCUSSIONS

Table 1: Demographic Variables of the Respondents

VARIABLES		No of Respondents	Percentage
Gender	Male	32	64
	Female	18	36
	Total	50	100
UG Qualification	Arts	18	36
	Science	11	22
	Engineering	13	26
	Others	8	16
	Total	50	100
Family Income	Below 20000	6	12
	20001-30000	17	34
	30001-40000	14	28
	Above 40000	13	26
	Total	50	100

1056

Sources: Primary Data

Table No.1 shows demographics wise distribution of the respondents. The majority of respondent were male. The most of the respondents completed Arts Degree qualification were compared to other Educational groups. Majority of the respondent's Family Income were Experience were 20001-30000.

Table 2: Respondents based on the placement training

Placement Training	No of Respondents	Percentage
Undergoing	21	42
Registered but not started	6	12
Not interested	5	10
Training completed	14	28
Discontinued	4	08
Total	50	100

Primary Data

The respondents are segmented based on the placement training. The opinions on additional skills vary based on placement training. The above table stated that the respondents based on the placement training. The most of the respondents were undergoing the placement training.

Table 3: Additional Skills

Sources	Mean Score	Rank
Able to convey messages effectively	66.71	I
Speaking and writing clearly	65.65	II
Solving problems independently	61.32	III
Developing strategic goals	60.10	IV



Demonstrating empathy	59.33	V
Sharing information & proposing ideas	59.12	VI
Logically summarizing information or data	56.75	VII
Ability to function effectively in the group	55.64	VIII
Co -operating and working well with team members	51.33	IX
Demonstrate positive attitudes and behaviors	50.12	X

Sources: Computed Data

It is observed from the table 3. The analysis shows that additional skills getting the management students. The able to convey messages effectively goes to I rank, Speaking and writing clearly goes to II rank, Solving problems independently goes to III rank, Developing strategic goals goes to IV rank, Demonstrating empathy goes to V rank, Sharing information & proposing ideas goes to VI rank, Logically summarizing information or data goes to VII rank, Ability to function effectively in the group goes to VIII rank, Co -operating and working well with team members goes to IX rank, and Demonstrate positive attitudes and behaviors goes to X rank. The most of the respondents preferred the able to convey messages effectively.

1057

Table 4: Table showing T Test for Dimensions of Gender Type and Dimensions of additional skills

Dimensions	Gender type	N	Mean	T Test	
				t value	Sig.
Communication Skills	Male	66	2.63	3.338	0.0010**
	Female	34	2.11		
Teamwork Skills	Male	66	2.60	2.429	0.0160*
	Female	34	2.42		
Self-Confidence & Assertiveness	Male	66	2.90	2.144	0.0320*
	Female	34	2.07		
Problem Solving	Male	66	2.47	1.279	0.0020**
	Female	34	2.55		
Planning and Organizing Skills	Male	66	2.37	2.647	0.0080**
	Female	34	2.45		
Learning Skills	Male	66	2.84	4.120	0.0000**
	Female	34	2.10		
Technology Skills	Male	66	2.42	1.671	0.0000**
	Female	34	2.53		

Source: Primary Data Note: **, and * means significance at 0.01, and 0.05 level respectively.



Table summarizes the results of Testing of mean differences of Gender Type and Dimensions of additional skills. The p value of Teamwork Skills, Self-Confidence & Assertiveness are significant at 0.01 levels, whereas other dimensions such as Communication Skills, Problem Solving, Planning and Organizing Skills, Learning Skills and Technology Skills are significant at 0.05 level, hence the Null hypothesis (H0) is rejected. Consequently, it is accepted that a noteworthy mean difference persists between Male and Female towards the Dimensions of additional skills.

FINDINGS

- ❖ The majority of respondents were male.
- ❖ The most of the respondents completed Arts Degree qualification were compared to other Educational groups.
- ❖ Majority of the respondent's Family Income were Experience were 20001-30000.
- ❖ The most of the respondents were undergoing the placement training.

CONCLUSION

Additional Skill development in the current business scenario is important for management graduates. It will ensure higher employability of management graduates. In today's market, trained personnel in sales, marketing, HR, and finance are in high demand. In the not-so mature Indian industry, formal training of employees in basic business structures and concepts is a critical success element. So, additional skills are required for performance in the business environment. When researcher compared to the level of additional skills perceived by management students, the industry's perception of additional skills is low. the reason is most of the respondents completed arts degree qualification when compared to other Educational groups. So management students must need to additional skills for their current situations. For that purpose now a days, most of the respondents were undergoing the placement training. the main cause for the disparity is that management institutes and

universities' course content is not up to speed with current industry requirements. The curriculum neglects to address the practical concerns that must be addressed. Hence, management studies College should be able to make a positive difference in the lives of their students.

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1058

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1059