



An Analytical Study Of Manpower Planning As A Strategy To Secure Employability

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Abstract

These days, having the right information and skills is crucial for thriving in both the workforce and society at large. The phrase "Employability Abilities" refers to a set of skills and traits that include both cognitive and non-cognitive components that are organised into a knowledge framework. Employability skills are no longer just those needed to land a job; in today's dynamic economy and continually evolving workplace, they also include those required to continuously better and upgrade oneself in order to compete and succeed in the labour market. Thus, the terms "skilling," "up skilling," "deskilling," and "reskilling" can be viewed as parts of the notion of "sustainable employability," which has a lengthy life cycle and numerous stakeholders. A skill gap among graduates is one of the new concerns that is changing the interaction between higher education and the labour market. The topic of higher education graduates (HEGs) in India is examined in this essay. It notes two issues in India: low work preparedness among HEGs resulting from three different types of gaps between the higher education sector and the labour market; and rising unemployment rates among HEGs as a result of poor and limited employment possibilities as a result of "jobless growth." These include deficiencies in perception, knowledge, and abilities. In order to close these skills gaps and provide HEGs with the sustainable employability skills they need, the study suggests a framework for sustainable employability that will require mutually adaptive and coordinated actions from all stakeholders.

Keywords: Skill Upgradation, Employees, Labour Market, HEGs.

Introduction

Indians have been known to have a lifelong passion for learning new things for millennia. Due to the rapid growth of the Indian economy and sustainability, the Indian government is currently under pressure to actually implement the process of bringing about the total development in all other branches of the entire education system. As seen by the significant expansion in the number of private schools offering a variety of management degrees, there has been a shift in the educational system from the private to the public sectors, which has confused both students and the institution. The management training provided by famous business schools and the approaches

employed in real-world corporate settings are currently found to be significantly at odds with one another. International standards were set in terms of both people who can think independently and those who are active in entrepreneurship, and this discrepancy eventually became even bigger.

There are around 75,000 graduates per year, which is a sizable number. In the late 1990s, the Indian government also liberalised the market for business education, which resulted in a general growth of business schools and the accessibility of a wide range of undergraduate and graduate programmes. Although these business schools have made an effort to replace the organisational, pedagogical, curriculum, industry-interface, and various academic research models created in the US, they are also having trouble highlighting the numerous changes that have been made as a result of the system's diverse work culture. Investigating the many sets of barriers is now necessary in order to successfully improve the overall grade of business education in India.

Many educational institutions closely resemble US institutions. A tremendous amount of new pedagogical ideas, changes in course content and curricula, the actual role of research, and ties with the government and its sector have all occurred in tandem with the extremely rapid expansion of education. U.S. business schools benefited from a very competitive climate up until the 1980s, when the majority of talented students came from the finance and engineering sectors.

It is evident that there have been many different perspectives on employability over the years. While Hillage and Pollard (1998) defined employability as de facto has been equated with the actual gaining and also for retaining or say even fulfilling work, Fugate et al. (2004) have also offered full employability in a totally new direction of "pro-active adaptability" that also includes various set of dimensions in career identity, personal adaptability, and even social networking skills (social and human capital). The most definitions of employability, according to Harvey (2001), are based on five characteristics that could eventually be increased.

- a) Job type
- b) Timing
- c) Attributes on recruitment
- d) Learning
- e) Employability skills.

Review of Literature

In their study work, Patacsil, F. F., and Tablatin, C. L. S. (2017) offer a methodology for measuring the importance of the information technology (IT) skills gap as viewed by IT students and the industry, using respondent experiences in the internship programme. Although the questionnaires were developed based on other studies, they were somewhat adjusted, validated, and pilot tested to meet the demands of the study. The study's respondents were IT students doing internships, while the study's industry

partners were the internship supervisors of the IT students in their respective fields. Since they have a solid understanding of the needs of the business thanks to their internship experience, IT intern students were chosen. According to the respondents, teamwork and communication skills are crucial soft skills for IT graduates to possess, according to the study's findings. Additionally, the findings show that there were no appreciable differences in the respondents' perceptions of the significance of soft skills. This conclusion, however, conflicts with the findings of hard talents, where there was a wide range of opinion regarding the significance of hard skills. While industry thought hard skills were just moderately important, IT students thought they were very significant. According to the survey, the university should improve its curriculum's entry-level hard skills and soft skills sections.

A major modulator of graduate skill development, according to Alamgir, F. M., Haq, S. M., Tufail, & Mehmood (2021), is industry-academia linkage. However, there are currently little industrial links amongst Pakistan's higher education institutions. The widening talent gap is thought to be a direct result of the divide between industry and academics. This research aims to assess the gap between industry and academia, which is making graduates' transition from academics to the business sector more difficult. 22 in-depth semi-structured interviews with professionals from various service firms in Rawalpindi and Islamabad are conducted as part of the qualitative research. According to research, adopting a responsible approach toward work, having outstanding communication skills, being persistent and committed, working well in a team, and having IT skills are the most crucial abilities that could increase graduates' employability. To make it easier for graduates to move from academia to the workplace, academic institutions need to hire industry professionals as teachers, update their curricula and evaluation standards, and encourage a culture of case studies.

The major goal of Alshare, K., & Sewailem (2018) is to investigate any gaps that may exist between the skills and competencies that business students receive from their institution and the demands of the labour market today. From the viewpoints of both employers and business educators, the study explores 20 crucial employability skills required for the workforce and global economy of the twenty-first century. Twenty significant talents identified by experts and taken from the literature were the subject of a survey that the participants answered. The findings showed that there is a discrepancy between the abilities and competencies of business students and those required by employers. Moreover, opinions on the relative relevance of these talents vary amongst business instructors and companies. Business instructors place more emphasis on the value of hard skills than employers do on the necessity of soft skills. The findings of this study are crucial for closing the skills gap for business instructors as well as employers.

According to Sharvari, K., & Kulkarni, D. G. (2019), the velocity of change is extremely quick in today's knowledge-driven environment. The only source of strategic advantage

for firms is their employees' ability to build their core competencies. Only by investing in human resources can one achieve such levels of perfection. Soft skills are essential to the success of any career and are becoming increasingly vital. Employers lament the absence of prerequisite soft skills among graduates in this cutthroat market, which prevents them from excelling in employability skills. The goal of this phenomenological study is to better understand the importance of soft skills and how they might help students succeed in their future careers.

Objectives of the study

1. To determine the impact of family and individual attitudinal restrictions
2. To determine the impact of favouring local workers less
3. Evaluate the extent to which personnel have upgraded their skills.

Hypothesis

H1: There is no significant impact of manpower upgradation skill on attitude of employees

Research Methodology

A sample survey methodology is used in the current investigation. First-hand data from the field was acquired using a questionnaire. This kind of data frequently assists in giving relevant answers to research questions. Both direct and secondary data on brand equity and purchasing patterns are used in the study. The questionnaire was altered in response to the findings of a pilot study. The population of job candidates could not be counted, hence multistage probability sampling procedures were employed. In the study, secondary data are employed. The secondary information was acquired from reliable journals, records that have been published, documents, reports, and websites, as well as from traditional textbooks on relevant subjects. Sample design is made up of sampling methods and sample size. Employee information was collected using a simple sampling method.

Data analysis and Interpretation

To determine whether improving employee attitude has a substantial impact on manpower, the following skills should be tested: Discipline and orderly skills The ability to be flexible with plans

- The capacity for initiative and accountability
- The capacity to create a system, component, or procedure to satisfy predetermined needs.
- The capacity to acquire abilities in strategic thinking
- Capacity for taking risks
- Ability to learn new abilities and adjust to novel circumstances
- The capacity to manage data and paperwork.

Table no. 1 Descriptive Statistics				
	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
Discipline and orderly skills	410	2.7463	.06983	1.41388
Skill of being flexible with plans	410	2.7341	.06803	1.37745
Skills of taking initiative and responsibility	410	2.8146	.06561	1.32856
Ability to design a system, component, or process to meet desired needs	410	2.8244	.07041	1.42571
Ability to develop Strategic Thinking skills.	410	2.7951	.07173	1.45242
Risk taking ability	410	2.8780	.07009	1.41931
Ability to pick up new skills and adapt to new situations	410	2.8634	.07062	1.42999
Ability to manage information and documentation.	410	2.8390	.07159	1.44954
Valid N (listwise)	410			

The frequency, mean, standard deviation, and standard error of the variables reflecting manpower upgradation skills are shown in the descriptive table above. Greater contentment with a given variable is indicated by a higher mean. The mean value greater than 2.5 indicates a higher level of agreement with the chosen variable, with the centre test value being 2.5.

- The average of all the aforementioned abilities was calculated and compared with attitude skills, which include:
 - Effective communication within and outside of the team
 - Planning and organising
 - Effective functioning as a leader or manager
 - Effective functioning with interdisciplinary teams
 - Ability to identify, formulate, and solve problems.
 - Understanding of professional and ethical obligations and dedication to them.
 - Understanding of social, cultural, global, and environmental concerns.

Table no. 2 Descriptive Statistics				
	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
Ability to communicate effectively within the team and at large	410	2.8244	.06973	1.41193
Planning and organizing skills	410	2.8195	.06296	1.27477

Ability to function effectively in the capacity of a leader or manager	410	2.7610	.06619	1.34016
Ability to function with multidisciplinary teams	410	2.7854	.06981	1.41345
Ability to resolve conflicts within team	410	2.8439	.07186	1.45512
Ability to identify, formulate, and solve problems	410	2.8244	.06136	1.24244
Ability to understand Professional and Ethical responsibilities, and commitment towards them	410	2.9415	.06884	1.39383
Ability to understand social, cultural, global and environmental responsibilities	410	2.9805	.06749	1.36660
Valid N (listwise)	410			

The frequency, mean, standard deviation, and standard error of the variables reflecting manpower upgradation skills are shown in the descriptive table above. Greater contentment with a given variable is indicated by a higher mean. The mean value of all the variables is greater than 2.5, above the centre test value of 2.5, indicating a better level of agreement with the selected variable.

Regression analysis has been used using employee attitude skills as the dependent variable and manpower upgradation skills as the independent variable to determine the substantial impact of manpower upgradation skill on employee attitude. The test's outcomes are displayed below:

Model Summary:

Table no. 3 Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.996 ^a	.991	.991	.12343
a. Predictors: (Constant), Manpower Upgradation Skill				

Information on the regression line's capacity to encompass the entire range of the dependant variable can be found in the model summary above. When the variables manpower upgradation skills and attitude skills are taken into account, the model summary for the regression model has a correlation co-efficient of 0.996. The correlation between attitude and manpower upgradation skills shows a very strong positive association, with an R-value of 0.996, indicating that there is a very strong positive relationship between attitude and manpower upgradation abilities. The co-efficient of determination for R² is 99.1%, indicating that attitude skill depends 99.1% on skill upgradation in the workforce and 0.9% on other factors. This demonstrates the model's capability as a predictor.

Findings of the study

Working as a team is not enough; employees must bring the team together and be able to mediate problems when they do occur. Therefore, 46.82% of hiring managers look for candidates who can resolve conflicts within a team. The majority of recruiters, or 51.71% of them, concur that employees may build a system, component, or method to satisfy specific demands. The majority of recruiters, it has been discovered, concur that today's workers are more pragmatic and able to apply their knowledge practically in the day-to-day operations of the firm.

In order to work and succeed in company, an employee must do more than simply do mechanical tasks. Instead, employees are required to perceive business issues more clearly. The capacity to create a policy to address business issues is another expectation of students. Therefore, the majority of recruiters, or 49.76% of them, concur that students at the college level should learn how to recognise, articulate, and solve business challenges. The majority of recruiters, or 51.71% of them, agree that students can acquire strategic thinking abilities at the college level itself because it is expected of them to be able to establish a strategy when an employee is working in a team.

The majority of recruiters, or 42.91%, were found to agree that students should be able to comprehend their professional and ethical obligations and to be committed to upholding them. Meanwhile, 47.8% of recruiters concur that it is expected of students to acquire knowledge of their social, cultural, global, and environmental obligations. Additionally, it was discovered through the research that the majority, or 50.83% of recruiters, concur that at the college level, students are expected to gain the skills to manage information and paperwork. According to the data gathered and analysed, the majority of recruiters, or 39.03% of them, concur that students should be able to identify, formulate, and solve problems.

Conclusion

Industry should work with nearby schools to offer educational opportunities that will help children build employment skills. Future studies should focus on a bigger population that includes employers from diverse industries, employers from other Indian states, and graduates from both public and private colleges. A sufficient sample should be collected for the investigation over a longer period of time. Prior to the large-scale study, a pilot study should be carried out to ensure the validity of the survey instrument. It would be preferable if more researchers could take part in this study in order to examine which variables have a greater impact on how graduates and employers see employability abilities. It should be investigated whether it is possible to forecast a job applicant's success using their employability skills. To determine the relationship between professional maturity and the employability abilities of graduates from various educational institutions, additional study may be done. Even as Indian corporations struggle to preserve the intellectual capital foundation necessary to

compete worldwide, concerns about the current state and future of graduate skills have grown. The global economic crisis serves to further increase businesses' demands for fresh graduate hires and expectations of their capacity to contribute instant value as organisations around the world tighten their belts.

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