

AN ANALYSIS OF FACTORS AFFECTING EMPLOYMENT STATUS OF VOCATIONAL TRAINEES

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ABSTRACT

Skill development is a key driver for improving employment potential. It facilitates the employment opportunities and number of enrolments at all levels of education. The increase in employment opportunities could be due to availability of skilled manpower. The role of education and training plays a significant role in skill development and reducing the rate of unemployment. Skill training implicitly refers to equipping trainees with basic expertise with major objective of enabling them to gain employment. The research aimed to identify and measure the skill gap factors which are affecting the job of the employees. The study will be analysed by applying multiple logistic regression analysis using SPSS software because there are 5 independent variables and their affects job of the employees which is the sole dependent variable. The purpose of this study is to investigate existing literature and theory in order to initially construct a conceptual framework of factors affecting skill gap.

Keywords: Employment, Skill Gap, Skill Development, Trainees, Manpower.

Introduction

Skills and Knowledge are the key driving forces of social development and economic growth and improving employment for any country. India has one of the youngest and the largest pools of “demographic dividend” that needs to be nurtured through skill development, which can foster economic growth. The majority of large population of our country which are either unemployed or underemployed, need to be given adequate skill development training which will encourage entrepreneurial ventures and that will in turn generate employment opportunities and future economic growth.

In 21st century developing countries like India want to create well developed skill workforce with special emphasis on skill development for increase in employment rate. India is one of the youngest countries in the world with more than 54% of the total population below 25 years of age. But we are far behind in skilled workforce as compared to china, Japan and South Korea. The government has launched the skill India campaign along with “Make in India” to leverage our demographic dividend more meaningfully. We look at the skill development system to reduce the skill gap of youth and development of economy of nation. Our country is failing to create job opportunities and the young professionals entering the job market are lacking in skill sets. In 2020, the most of Indian will be only 29 years old, compared with the average age of 37 years in china and the US, 45 in west Europe and 48 in Japan. The challenges are immense and in order to achieve skill development goal there has to be substantial expansion of vocational education and training for raising employability. Skill development facilitates the employment potential and productivity.

Research Objective

- To analyse the present status of vocational education in Udaipur district.
- To know the employment status of passed out students in Udaipur district.
- To find out the skill gap affecting factors in Udaipur district.

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Hypothesis

H₀: there is no factor effect the employment status among trainees/ job seekers in study area.

Research methodology

The present study is based on primary as well as secondary data. For primary data collection, Questionnaire and schedule has been used. Secondary data which is obtained from government reports and other relevant sources. For analysis, the tools like percentage, descriptive analysis and logistic regression are carried out.

Data Analysis

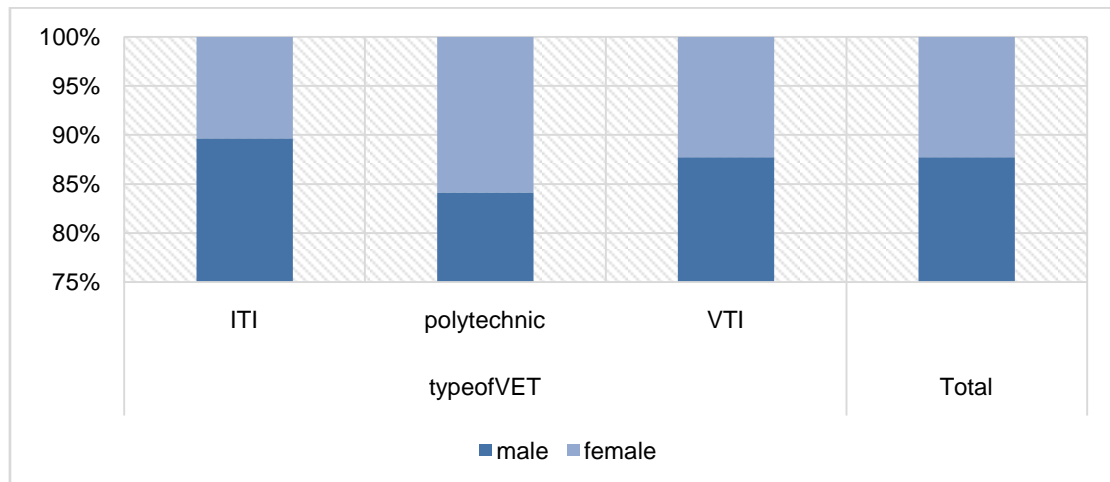
Before analysis, the questionnaires are duly coded and use of SPSS is made for tabulation and organisation of the data. The first questionnaires taken for the analyses is pursuing and pass out students and the responses are analysed and presented in terms of tables and graphs.

Table 1: Cross Table of Type of VET and Gender

		Gender		Total
		Male	female	
ITI	Count	104	12	116
	% within type of VET	89.7%	10.3%	100.0%
	% within gender	41.6%	34.3%	40.7%
polytechnic	Count	53	10	63
	% within type of VET	84.1%	15.9%	100.0%
	% within gender	21.2%	28.6%	22.1%
VTI	Count	93	13	106
	% within type of VET	87.7%	12.3%	100.0%
	% within gender	37.2%	37.1%	37.2%
Total	Count	250	35	285
	% within type of VET	87.7%	12.3%	100.0%
	% within gender	100.0%	100.0%	100.0%

Source: computed data from primary resource

Figure 1: type of VET and gender



This cross table shows the Gender wise data among different vocational training institutes. Above cross table shows that out of 285 respondents, 87.7% respondents are male and 12.3% are female in different VTIs.

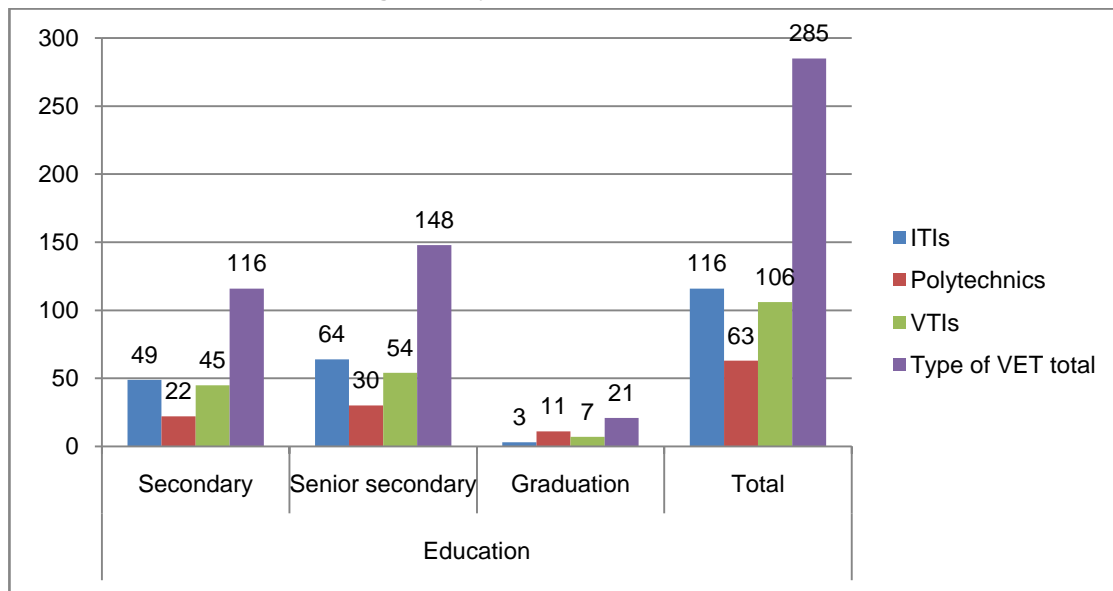
When we look at gender wise data among vocational training institutes. Out of 116 ITIs respondents, 89.7% are male and 10.3% are female. Out of 63 polytechnic students 84.7% trainee/trained person are male and 15.9% are female. Out of 106 VTIs respondents, 87.7% are male and 12.3% are female. It is clear that male respondents are more interested for skill training compared to female.

Table 2: Cross Table of Type of VET and Education Status of Respondents

		Education			Total
		Secondary	Higher Secondary	Graduation	
ITI	Count	49	64	3	116
	% within type of VET	42.2%	55.2%	2.6%	100.0%
polytechnic	Count	22	30	11	63
	% within type of VET	34.9%	47.6%	17.5%	100.0%
VTI	Count	45	54	7	106
	% within type of VET	42.5%	50.9%	6.6%	100.0%
Total	Count	116	148	21	285

Source: compiled from primary data collection

Figure 2: Type of VET and Education



There is an association between type of VET and education level of respondents. The cross tabulation of data shows that out of 285, there are 148 Respondents who have taken admission in Vocational Training after Higher Education, while there are 116 Respondents who have been admitted to Vocational Education Training after Secondary and the lowest proportion is graduate respondent.

Looking at the table shows that is 17.4 percent of the total 63 respondents who have taken admission in the polytechnic after graduation, while 47.6 percent have taken admission in the polytechnic after passing secondary education, according to the table, 42.2% students admitted in ITIs after secondary and 52.2% are admitted after 12th.

Table 3: chi-square Test of Type of VET and education level of Respondent

Chi Square Test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.537 ^a	4	.009
Likelihood Ratio	12.335	4	.015
Linear-by-Linear Association	.265	1	.607
N of Valid Cases	285		

a. 1 cells (11.1%) have expected count less than 5. The minimum expected count is 4.64.

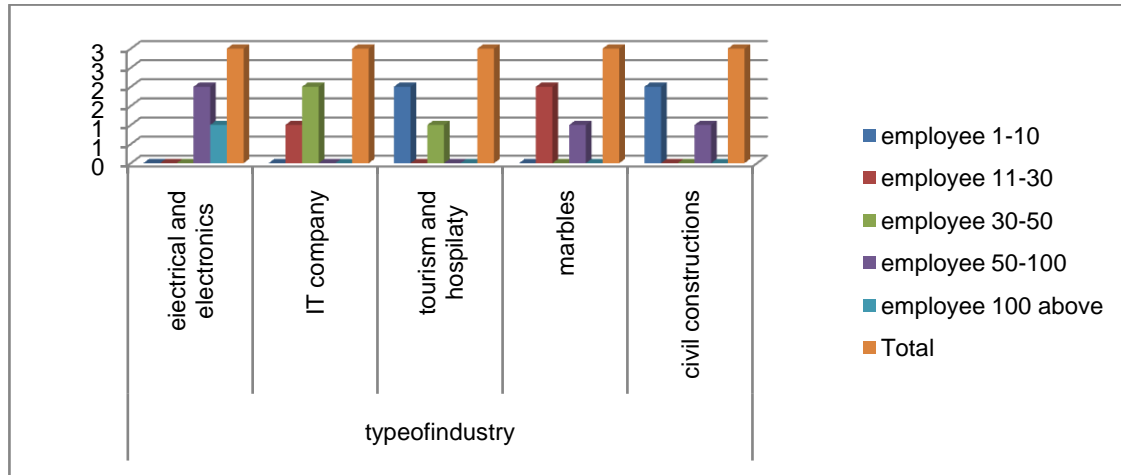
When we see above chi square test table, we are interested of the Pearson chi-square row. Above table the value of the chi-square statistic is 13.537 and p- value appears in the same row is 0.009 (less than 0.05) the result is significant. This tells us that there is statistically significant association between different vocational institutes and education status of respondents.

Table 4: Type of Industry * employee Cross tabulation

		Employee					Total (in %}
		1-10	11-30	30-50	50-100	100 above	
electrical and electronics	Count	0	0	0	2	1	3
	% within type of industry	0.0	0.0%	0.0%	66.7%	33.3%	100.0 %
IT company	Count	0	1	2	0	0	3
	% within type of industry	0.0	33.3%	66.7%	0.0%	0.0%	100.0%
tourism and hospitality	Count	2	0	1	0	0	3
	% within type of industry	66.7	0.0%	33.3%	0.0%	0.0%	100.0%
Marbles	Count	0	2	0	1	0	3
	% within type of industry	0.0	66.7%	0.0%	33.3%	0.0%	100.0%
civil constructions	Count	2	0	0	1	0	3
	% within type of industry	66.7	0.0%	0.0%	33.3%	0.0%	100.0%
Total	Count	4	3	3	4	1	15
	% within type of industry	26.7	20.0%	20.0%	26.7%	6.7%	100.0%

Source- primary survey

Figure 3: Type of industry * employee Cross tabulation



There are an association between type of industry and their employee in industry. Above cross table shows that out of 15 industries, 26.7% industry are a small industry where employee have less than 10. While 20.7% industry are a medium industry where employees have 30-50. Only 6.7% are a large scale industry where employees have more than 100. According to the table we can say that in electrical and Electronics Company, workforce have more than other industry.

Skill Gap and its Affecting Factors

H₀: There is no factor effect the employment status among trainees/ job seekers in study area.

Testing the significance of the factors that determine or affect skill gap

In research, it was hypothesized that there is no factor effect the employment among trainees/ job seekers in study area. To test this hypothesis and to know whether the known factors from the questionnaire of pursuing and pass out students have any meaningful role in determining the skill gap factor and if so what is the most effective factor in them, Binary Logistic Regression technique has been used. For this, the answers received from the 285 respondents who are pursuing and passed from different vocational institutes. The results obtained from this are as follows.

Summary of Binary Logistic Regression Model

Table 5: Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	171.157 ^a	.323	.514

Naglkarke's R-squared value shows that the independent variable of this regression exhibits a variance of 51.4 percent in its dependent variable in addition to the constant.

Table 6: Hosmer and Lemeshow Test

Hosmer and Lemeshow Test		
Chi-square	Df	Sig.
12.167	8	.144

Table 6 shows the results of the Hosmer and Lamshaw test to examine model fit. This test using the chi-squared test shows that there is not a significant difference in observed and expected frequency because the value of p-value is greater than .05. The null hypothesis cannot be rejected at the 5 percent significance level. This model fits on the figures.

Table 7: Variables in the Equation

	B	S.E.	Wald	Df	Sig.	Exp(B)
SAF1	.751	.171	19.348	1	.000	2.119
SAF2	.512	.169	9.222	1	.002	1.668
SAF3	.268	.247	1.179	1	.278	1.307
SAF4	.674	.259	6.791	1	.009	1.962
SAF5	-.220	.225	.954	1	.329	.803
Constant	-4.505	.932	23.353	1	.000	.011

SAF1- No suitable job in local area, SAF2- Salary less than expectation, SAF3- For further study, SAF4- Family issue, SAF5- Timing issue

It is clear from Table 1.8 that No suitable job in local area, Salary less than expectation, further study, family issue and timing issue are the five factors which are included in this equation to decide the skill gap. The analysis of Table 1.8 shows that among the factors involved, only three factors, No suitable job in local area, Salary less than expectation and family issue are significant (at 5 percent significance level) which determines the skill gap factor. Other factors cannot be considered meaningful in skill gap due to a p-value greater than .05.

Conclusion

The employability status of the respondents is in need to improve condition. Being good at the one skill cannot facilitate the competency in other. The proportion of literacy level of polytechnics students was high as compared to ITIs students and the proportion of total workforce with educational qualification secondary was high for male workforce as compared to female workforce. The ratio of trainees with gender male ratio was high compared to female. It is clear that male respondents are more interested for skill training compared to female. Most of the educated persons having self-employment, which is followed by casual labours and the least employed persons from the contract worker employment category. The major reason for unemployment of educated graduates is non availability of jobs matching with skills/education in study areas. More number of the educated graduate persons facing the lack of job opportunities matching with their skills and education. There is major reason of unemployment is non availability of jobs matching with skills and education for trainee, Salary less than expectation and family issue has been accepted as a determinant or effects of skill gap.

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