Influence of Demographic Variables on Skill Development at Campus Recruitment in Engineering Colleges

S. Venkatachalam,

Abstract ***The term campus recruitment refers to the efforts taken by the organizations or recruiters or the employers to hire the students (candidates) from the campuses of the college which happened in the prior to their graduation. This campus placement programs are mainly given to the students for the purpose of creating job search advantage. With the help of this on-campus job fairs, placement programs the college students can have a good interaction with many potential recruiters and also have the knowledge about the interview process. It also provides the students the better sense of knowledge on his/her employment optionsRecruitment is the process of hunting for the talented employees and filtering and simulating and making them to apply for the work in an organization".This study helps to resolve what are the demographic factors which influences on skill development in engineering students in Coimbatore.***

Key words: Demographic, Campus Recruitment, Engineering Colleges, Skill Development and Self-reliance.

I. INTRODUCTION:

The term campus recruitment refers to the efforts taken by the organizations or recruiters or the employers to hire the students (candidates) from the campuses of the college which happened in the prior to their graduation. This process of recruitment is used by the potential recruiters for attracting, screening and selecting the students for the different varieties of the positions. This may be for both interns, part-time and also as full-time employees. It may take place in the form of small events like job fairs which can be sponsored by one or a few representatives of the industries.

This campus placement programs are mainly given to the students for the purpose of creating job search advantage. With the help of this on-campus job fairs, placement programs the college students can have a good interaction with many potential recruiters and also have the knowledge about the interview process. It also provides the students the better sense of knowledge on his/her employment options.

"Recruitment is the process of hunting for the talented employees and filtering and simulating and making them to apply for the work in an organization".

Engineering education is the application of various subjects like social, economic, scientific, empirical evidence and mathematics in order to get practical knowledge.

II. REVIEW OF LITERATURE

The effect of educational level on training effectiveness has been meager, the human capital theory suggests that education and training has a remarkable effect on learning outcomes andjob performance. To add with the degree was greatly influenced by the individual's technical skills atthe start of the course. Different educational backgrounds reflect difference sin their leveloftraining, qualification and skill base. In all organizations, therewill be a variety of people with different levels of education, experience and competence. Job Performance is expected to improve with their maturity up to a certain age but when their energy levels go down and thus their performance also slows down, this is what necessitates the establishment of retirement. Diversity allows increased creativity with a wider range of perspectives, better problem definition, more alternatives and better solutions. The employees are more diverse in terms of gender, race, ethnicity, national origin and with different attitudes, needs, desires, values and work behaviors.

A. Statement of the Problem

This study helps to resolve what are the Demographic factor which influences on Skill development in engineering students in Coimbatore.

B. Objectives

1. To identify the various Demographic factor which influence on Skill development.
2. To Examine skills which are needed for the corporate requirement.

III. METHODOLOGY

Data collection:Primary and Secondary sources of data collection have been used for the study. Primary data like questionnaire has been collected from engineering students using simple Random Sampling Method.

Sample

In Coimbatore total Engineering Colleges (Affiliated to Anna University) is 58. The researcher has taken 29 colleges (50%) as sample. Each college 30 questionnaires were sent. Total sample size was 870. After scrutiny we found that only 743 were correct so sample size was reduced to 743.

Tools used

1. Percentage analysis
2. Rank Analysis
3. ANOVA
4. 't' – test
5.

Revised Manuscript Received on July 05, 2019

S. Venkatachalam, Associate Professor in the Department of Management, Karpagam Academy of Higher Education, Coimbatore. Tamil Nadu India.

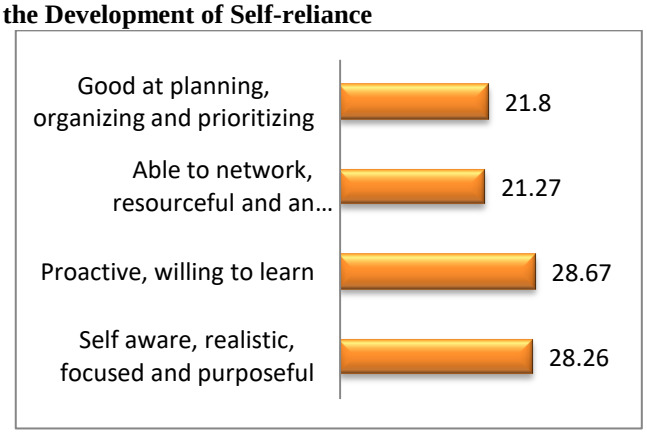
Table 1: Analysis on Skill Factor Placing Vital Role in the Development of Self-reliance – Percentage Analysis

Skill Factor	No. of Respondents	Frequencies	Cumulative Frequencies
Self-aware, realistic, focused and purposeful	210	28.26	28.26
Proactive, willing to learn	213	28.67	56.93
Able to network, resourceful and an initiator	158	21.27	78.20
Good at planning, organizing and prioritizing	162	21.80	100.00
Total	743	100.00	

Source: Primary source of data collection

It is informed from the analysis that out of 100 per cent respondents, 28.67 per cent of the respondents are opined that skill of proactive, willing to learn is placing vital role in self-reliance development, 28.26 per cent of the respondents are opined that skill of Self-aware, realistic, focused and purposeful is playing vital role in self-reliance development, 21.80 per cent of the respondents are opined that skill of Good at planning, organizing and prioritizing is placing vital role in self-reliance development and 21.27 per cent of the respondents are opined that skill of able to network, resourceful and an initiator is placing vital role in self-reliance development.

Chart 1: Analysis on Skill Factor Placing Vital Role in the Development of Self-reliance



Residential State of the Respondents-wise Classification

Following is the table of analysis for the Residential State of the Respondents-wise Classification. Percentage analysis has been used to analyses the data.

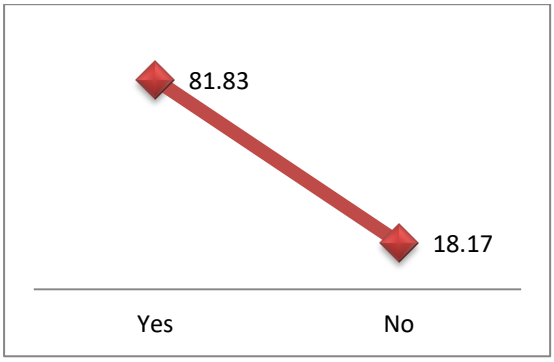
Table 2: Residential State of the Respondents-wise Classification – Percentage Analysis

College is Located in Residing State	No. of Respondents	Frequencies	Cumulative Frequencies
Yes	608	81.83	81.83
No	135	18.17	100.00
Total	743	100.00	

Source: Primary source of data collection

It is inferred from the analysis that out of 100 per cent respondents, 81.83 per cent respondents' college is located in their residing state and 18.17 per cent respondents' college are not located in their residing state.

Chart 2: Residential State of the Respondents-wise Classification



Ranks allotted by the Respondents for the People Skill needed for the Students to Fulfill the Corporate Requirements

Following is the table which shows that ranks have been allotted by the Respondents for the People Skill needed for the Students to Fulfill the Corporate Requirements for the trends and challenges.Weights have been allotted to the factors for the analysis of the data.

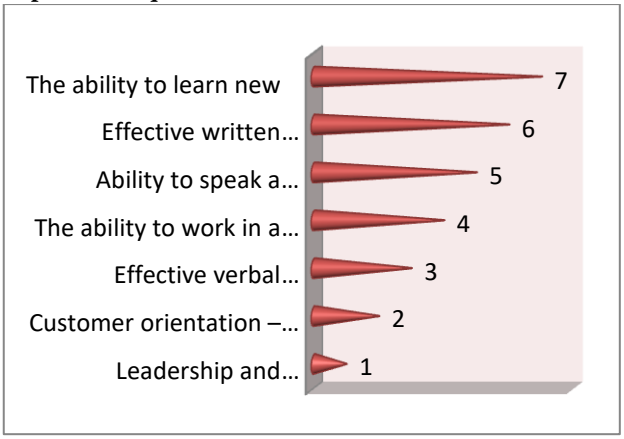
Table 3: Ranks allotted by the Respondents for the People Skill needed for the Students to Fulfill the Corporate Requirements – Rank Analysis

Skills	Weights	Ranks
Ability to speak a foreign language	1524	5
Customer orientation – friendly and caring	1928	2
Effective verbal communication skills	1768	3
Effective written communication skills	1425	6
Leadership and management	1952	1
The ability to work in a team	1724	4
The ability to learn new	1257	7

Source: Primary source of data collection

It is inferred from the analysis that the respondents have allotted ranks for the People Skill needed for the Students to Fulfill the Corporate Requirements for the trends and challenges as Rank 1, 2, 3, 4, 5, 6 and 7 for the skills 'Leadership and management,' 'Customer orientation – friendly and caring', 'Effective verbal communication skills', 'The ability to work in a team', 'Ability to speak a foreign language', 'Effective written communication skills' and 'The capability to learn new' respectively.

Chart 3: Ranks allotted by the Respondents for the People Skill needed for the Students to Fulfill the Corporate Requirements



Ranks allotted by the Respondents for the General Employment Skills needed by the Students

Following is the table which depicts the ranks allotted by the respondents for the general employment skills needed by the students.Weights have been allotted to the factors for analysis the data.

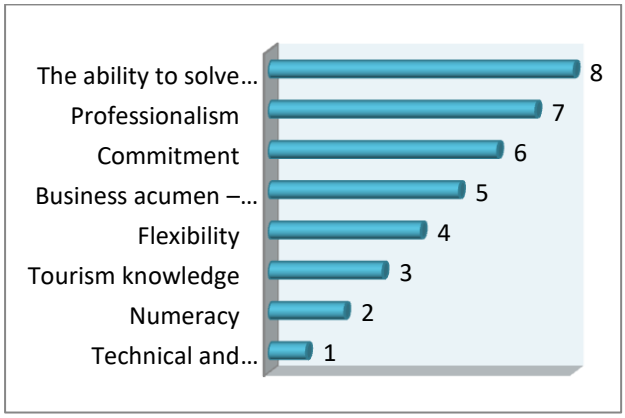
Table 4: Ranks allotted by the Respondents for the General Employment Skills needed by the Students – Rank Analysis

General Employment Skills	Weights	Ranks
Business acumen – entrepreneurial	1658	5
Commitment	1475	6
Flexibility	1678	4
Numeracy	1758	2
Professionalism	1325	7
Technical and computer skills	1867	1
The ability to solve problems	1248	8
Tourism knowledge	1746	3

Source: Primary source of data collection

It is cleared from the analysis the respondents have been such allotted ranks for the general employment skills needed by the students as Rank 1, 2, 3, 4, 5, 6, 7 and 8 for the skills 'Technical and computer skills', 'Numeracy', 'Tourism knowledge', 'Flexibility', 'Business acumen – entrepreneurial', 'Commitment', 'Professionalism' and 'The ability to solve problems' respectively.

Chart 4: Ranks allotted by the Respondents for the General Employment Skills needed by the Students



Following is the table of analysis for Demographic Variables vs. Skill Factors in the Development of Self-reliance by using ANOVA and *'t'* – test.

H_0^1 – There is NO significant association between Demographic Variables and Skill Factors in the Development of Self-reliance.

Table 5: Demographic Variables vs. Skill Factors in the Development of Self-reliance – *ANOVA and 't' – test*

Dependent Variable	Independent Variables	Test conducted	Test static	*'p'*-value (significance)	Result
Skill Factors in the Development of Self-reliance	Age of the Respondent (D1)	ANOVA	5.894	0.001**	Reject H_0
	Gender of the Respondent (D2)	*'t'*-test	5.153	0.000**	Reject H_0
	Department of the Respondent (D3)	ANOVA	3.394	0.034**	Reject H_0
	Distance of the college (D4)	ANOVA	3.567	0.002*	Reject H_0
	Finance towards College Education (D5)	ANOVA	5.239	0.000**	Reject H_0
	Career Aspirations (D6)	ANOVA	1.888	0.111	Accept H_0
	Reasons for looking campus placement (D7)	ANOVA	6.637	0.000**	Reject H_0
	Expectation to join the company (D8)	ANOVA	3.664	0.006**	Reject H_0
	Salary range expectations (D9)	ANOVA	48.501	0.000**	Reject H_0

Source: Data collection N = 743**
Significance at 1%

All the demographic variables viz., Age of the Respondent (D1), Gender of the Respondent (D2), and other variables such as Department of the Respondent (D3), Distance of the college (D4), Finance towards College Education (D5), Reasons for looking campus placement (D7), Expectation to join the company (D8) and Salary range expectations (D9) are having significant association with the Skill Factors in the Development of Self-reliance score. The variable Career Aspirations (D6) is having no significant association with the Skill Factors in the Development of Self-reliance score.

Following is the table of analysis for Demographic Variables vs. People Skill Needed for the Students to Fulfill the Corporate Requirements by using ANOVA and'*t*' – test.

H_0[2] – There is NO significant association between Demographic Variables and People Skill Needed for the Students to Fulfill the Corporate Requirements.

Table 6: Demographic Variables vs. People Skill Needed for the Students to Fulfill the Corporate Requirements – *ANOVA and 't' – test*

Dependent Variable	Independent Variables	Test conducted	Test static	'*p*'-value (significance)	Result
People Skill Needed for the Students to Fulfill the Corporate Requirements	Age of the Respondent (D1)	ANOVA	7.264	0.000**	Reject H_0
	Gender of the Respondent (D2)	'*t*'-test	4.205	0.000**	Reject H_0
	Department of the Respondent (D3)	ANOVA	2.431	0.089**	Reject H_0
	Distance of the college (D4)	ANOVA	29.192	0.000**	Reject H_0
	Finance towards College Education (D5)	ANOVA	20.110	0.000**	Reject H_0
	Career Aspirations (D6)	ANOVA	14.217	0.000**	Reject H_0
	Reasons for looking campus placement (D7)	ANOVA	28.943	0.000**	Reject H_0
	Expectation to join the company (D8)	ANOVA	32.628	0.000**	Reject H_0
	Salary range expectations (D9)	ANOVA	19.327	0.000**	Reject H_0

Source: Data collection N = 743** Significance at 1%

All the demographic variables viz., Age of the Respondent (D1), Gender of the Respondent (D2), and other variables such as Department of the Respondent (D3), Distance of the college (D4), Finance towards College Education (D5), Career Aspirations (D6), Reasons for looking campus placement (D7), Expectation to join the company (D8) and Salary range expectations (D9) are having significant association with the People Skill Needed for the Students to Fulfill the Corporate Requirements score.

Table7: Demographic Variables vs. Expectations of the Employer – *ANOVA and 't' – test*

Dependent Variable	Independent Variables	Test conducted	Test static	'*p*'-value (significance)	Result
Expectations of the Employer	Age of the Respondent (D1)	ANOVA	16.677	0.000**	Reject H_0
	Gender of the Respondent (D2)	'*t*'-test	3.023	0.003**	Reject H_0
	Department of the Respondent (D3)	ANOVA	6.354	0.002**	Reject H_0
	Distance of the college (D4)	ANOVA	12.968	0.000**	Reject H_0
	Finance towards College Education (D5)	ANOVA	11.530	0.000**	Reject H_0
	Career Aspirations (D6)	ANOVA	11.066	0.000**	1Reject H_0
	Reasons for looking campus placement (D7)	ANOVA	34.567	0.000**	Reject H_0
	Expectation to join the company (D8)	ANOVA	21.569	0.000**	Reject H_0
	Salary range expectations (D9)	ANOVA	22.050	0.000**	Reject H_0

Source: Data collection N = 743

** Significance at 1%

All the demographic variables viz., Age of the Respondent (D1), Gender of the Respondent (D2), and other variables such as Department of the Respondent (D3), Distance of the college (D4), Finance towards College Education (D5), Career Aspirations (D6), Reasons for looking campus placement (D7), Expectation to join the company (D8) and Salary range expectations (D9) are having significant association with the Expectations of the Employer score.Following is the table of analysis for Demographic Variables vs. Ways followed by the Institutions to Identify the Skill Gap of the Students by using ANOVA and't' – test.

IV. FINDINGS:

Majority of the respondents are opined that skill of proactive, willing to learn is placing vital role in self-reliance development.Most of the respondents are opined that college is not located in their residing state.Many of the respondents have allotted 1st Rank for the skill 'Leadership and management 'for the People Skill needed for the Students to Fulfill the Corporate Requirements for the trends and challenges.Majority of the respondents have allotted 1st Rank for the skill 'Technical and computer skills' for the general employment skills needed by the students.Demographic variables viz., Age (D1), Gender (D2), Department of the Respondent (D3), Distance of the college (D4), Finance towards College Education (D5), Reasons for looking campus placement (D7), Expectation to join the company (D8) and Salary range expectations (D9) are having ***significant*** association with the Skill Factors in the Development of Self-reliance score. The variable Career Aspirations (D6) is having ***No Significant*** association with the Skill Factors in the Development of Self-reliance score.Demographic variables viz., Age (D1), Gender (D2), Department of the Respondent (D3), Distance of the college (D4),

Finance towards College Education (D5), Career Aspirations (D6), Reasons for looking campus placement (D7), Expectation to join the company (D8) and Salary range expectations (D9) are having ***significant*** association with the People Skill Needed for the Students to Fulfill the Corporate Requirements score. Demographic variables viz., Age (D1), Gender (D2), Department of the Respondent (D3), Distance of the college (D4), Finance towards College Education (D5), Career Aspirations (D6), Reasons for looking campus placement (D7), Expectation to join the company (D8) and Salary range expectations (D9) are having ***significant*** association with the Expectations of the Employer score.

V. SUGGESTION:

The many of the students from village and poor background so educational institutions try to develop their communications skills. The demographic backgrounds are affect their placements. Training these students is the very big part of the placement. Making them to face the campus interviews with confident is one of the main roles of placement cell of the all colleges.Training can start to the students from their first year by including this as a curriculum in their study. It can make the students be very confident at the time of campus interviews.

VI. CONCLUSION:

Placement plays an important role in any educational institutions. Skill development in an individual depends on various demographic factors. In this study found that knowledge, attitude and habits will act as internal factors for self-development. Curriculum also includes skill development and self-reliance contents.

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AUTHOR PROFILE

Dr.S.Venkatachalam, is presently working as an Associate Professor in the Department of Management, Karpagam Academy of Higher Education, Coimbatore. He has started his career in teaching since 2007. He has one year of teaching experience in the Department of Management, Sree Ramu College of Arts and Science, Pollachi, one year of teaching experience in the Department of Management in VLB Janakiammal College of Arts and Science, Coimbatore and he has 9 years of teaching experience in the Department of Management in Karpagam College of Engineering. He has completed his BA Corporate Secretaryship, MBA, M.Phil. and PhD in Management (Finance). He has produced one Ph.D candidate in Management. Presently he is guiding five Ph.D Research Scholars in Management. He has published 29 research papers in indexed Journals out of which six in Scopus indexed Journals.