IMPACT OF RECRUITMENT TRAINING SKILLS OF EMPLOYABILITY OF MANAGEMENT GRADUATES IN RAYALASEEMA REGION

a Sai Chandu Kandati, b Manoj Govindaraj

ABSTRACT

Objective: The purpose of this paper is to identify the recruitment training aspects that may have an impact on the employability of private university management graduates in Hyderabad's Rayalaseema region.

Method: The authors employed SEM analysis to assess the hypothesised connection that exists between each independent variable and the dependent one, using AMOS (24). The research has done on 270 management UG and PG students.

Result: The result shows that recruitment training had moderate positive effect on employability of management graduates. The above outline provides a general structure for a research paper on the impact of recruitment training skills on the employability of management graduates in the Rayalaseema region.

Conclusion: The findings of this research can provide valuable insights for educational institutions, policymakers, and recruiters to optimize recruitment training programs and improve the employability prospects of management graduates. The study investigates how recruitment training programs enhance job readiness, provide a competitive advantage, and increase the employability of management graduates.

Keywords: recruitment training, placement, employability SEM analysis.

IMPACTO DAS COMPETÊNCIAS DE FORMAÇÃO DE RECRUTAMENTO DA EMPREGABILIDADE DE GRADUADOS EM GESTÃO NA REGIÃO DE RAYALASEEMA

RESUMO

Objetivo: O objetivo deste artigo é identificar os aspectos de treinamento de recrutamento que podem ter impacto na empregabilidade de graduados em gestão de universidades privadas na região de Rayalaseema, em Hyderabad.

Received: 05/06/2023
Accepted: 01/09/2023
DOI: https://doi.org/10.55908/sdgs.v11i6.1194
Método: Os autores utilizaram a análise SEM para avaliar a conexão hipotética que existe entre cada variável independente e a dependente, utilizando AMOS (24). A pesquisa tem feito em 270 alunos de gestão UG e PG.

Resultado: O resultado mostra que a formação em recrutamento teve um efeito positivo moderado sobre a empregabilidade dos diplomados da gerência. O esboço acima fornece uma estrutura geral para um documento de pesquisa sobre o impacto das habilidades de treinamento de recrutamento na empregabilidade de graduados de gestão na região de Rayalaseema.

Conclusão: Os resultados desta pesquisa podem fornecer informações valiosas para instituições educacionais, formuladores de políticas e recrutadores a fim de otimizar os programas de treinamento de recrutamento e melhorar as perspectivas de empregabilidade dos graduados em gestão. O estudo investiga como os programas de treinamento de recrutamento melhoram a prontidão para o trabalho, fornecem uma vantagem competitiva e aumentam a empregabilidade dos graduados em gestão.

Palavras-chave: formação de recrutamento, colocação, empregabilidade análise SEM.

1 INTRODUCTION

One of the fundamental aims of higher education is to produce graduates who are both entrepreneurial and employable, as well as committed to their profession and capable of thinking imaginatively about how they might benefit their communities and the country. Because we cannot expect all graduates to be independent entrepreneurs, the vast majority in any given country will hunt for entry-level roles that are a good fit for their knowledge, skills, and past performance. The percentage of graduates who secure employment is frequently used as a performance measure of the value of a college degree by governments and worldwide organisations (Teichler,2009). When deciding where to go to college, future employees consider a school's alumni network and its connections to the local job market. Because of rising tuition and other costs associated with higher education, competition among institutions across the country and the world to enrol new students is heating up.

The world economy is contracting sharply because of the cumulative effects of the 2008 financial crisis and the subsequent pandemic. Lessening consumer spending power is a direct result of a contracting global economy, which in turn leads to less overall production and fewer available jobs.

Graduates' capacity to find work has been and will be a hot matter of debate. For at least the next few years, many countries will have fewer available employment for fresh graduates. This will continue until national economies recover and resume their typical speed. Both colleges and students need to include non-traditional knowledge and practices in their curricula, in order to prepare graduates for the labour market.
Consequently, there is an urgent need for more in-depth empirical research into the types of abilities that companies value most in their candidates. Rather than jobseekers approaching employers, who have a job offer and are the immediate source, employers on a recruiting campus are the most suitable prospective candidates, as stated by Daniel M. Cable et al. (2000). The Institute has a placement officer, whose job it is to work with both major and small businesses to streamline the recruitment process on campus. Those students, who want to jump right into the workforce after graduation, will find that opportunity is knocking. This study aimed to determine, what characteristics are most important to employers when interviewing potential new Hires, as well as, what Factors influence campus-wide recruitment and training initiatives.

The objective of this research will follow as to study the training and skills requires for placement among management students

To analyse the effect of recruitment training skills on placement employability among management students

2 THEORETICAL FRAMEWORK

Graduate employability refers to a graduate's capacity to acquire the knowledge, skills, and experiences necessary to secure a position in the workforce and advance professionally (Chen, 2017; Tomlinson, 2012). Graduates who possess these skills and talents are more competitive in the job market and better equipped to respond to employers' needs as they evolve. It's a catch-all phrase for any set of skills that can be put to use in one's chosen field. The majority of the published studies in the field date back to the 1990s, and they fall into two categories. The employment performance approach (Guilbert et al., 2016) suggests that employability is a nuanced term that depends on both internal and external factors. External aspects include the state of the labour market and the demand and supply of workers (Tholen, 2014), while internal factors include technical and teamwork ability, education, and experience.

Tholen (2014) argues that graduates' employability is the result of their own abilities, and that this collection of competitive skills and abilities is what ultimately allows them to find work and advance in their careers. According to the work of Finch et al. (2013), graduates who have developed their "graduate employability" have a leg up on the competition. Skills, knowledge, and character traits are all part of such a package (Yorke and Knight, 2007). Graduate employability is comprised of basic personal and
social attributes, leadership, communication (CS), and teamwork abilities (McQuaid and Lindsay, 2005). However, prior studies have stressed the value of "soft skills" for graduates in the job market and in improving their careers (Chen, 2017; Reid, 2016; Kalfa and Taksa, 2015).

Previous study has revealed numerous factors that can affect a graduate's ability to obtain work. Research by Weligamage and Siengthai (2003) on "employer needs and graduate skills" identifies seven key expected factors that employers consider when recruiting recent graduates: communication skills (CS), general knowledge (GN), personality (PE), computer and IT skills (CTS), verbal CS (VCS), practical experience (PE), and academic credentials.

Paddi (2014) claims that graduates with excellent abilities in teamwork, communication, analysis and critical thinking, and use of information technology are in highest demand. Liyanage et al. (2016) found that realistic knowledge, logical ability, dedication to work, communication & IT abilities, managerial skills, and a pleasant attitude were the most valued traits by employers. The term "technical skill" (TS) is used to describe a person's aptitude in learning and using technological resources including computers, software, and the Internet. In today's competitive world, where IT and the Internet are constantly evolving, such a combination of skills is more important than ever.

Furthermore, the degree to which a worker is expected to master various pieces of software varies greatly from job to job. According to Mansour and Dean (2016), Technical skills are a must-have for any job. Employability determinants for graduates in the manufacturing sector were studied by Rasul et al. (2013), who concluded that graduates in this field should place special emphasis on leadership and motivational skills (LMS) found low Rahman et al. (2016). Graduate students have a hard time finding jobs due to low ambition, a lack of inventiveness, and a lack of leadership values. Hung and Huy (2023). According to the study's findings, employees' impressions of HR policies involve factors like hiring and selection, training and development, task appraisal, promotion and stability at work, compensation and rewards, and incentivizing creativity and engagement.

Aravindh Kumaran L, Mohamed Tajudeen S, and others (2017) Campus Recruitment, or the practise of sourcing potential new employees from educational institutions, is the primary research emphasis. In both undergraduate and graduate programmes, the selection procedure takes place during the last year of study. The
research also found that everyone involved in the hiring process (including students, campus placement staff, and recruiters) was beginning to get ready. According to the research, one of the IT and ITES industry's greatest strengths is that its leading organisations are well-prepared to make decisions on recruiting size. Masias Fernandez et al. (2023). Evidencing that the development of digital skills is associated with the job performance of university teachers in the public sector according to their praxis and academic work.

Amruta Bondre, and Samiksha Dalal (2020) The research-based online training and placement system streamlines training and positioning practises and facilitates the most effective student interaction possible. Based on the results of the research conducted, it was determined that it was feasible to accept the CVs, inform the students of the many employment prospects available to their cohort, manage institutional linkages, extend invitations to participate in placements and other events, and keep tabs on the selection procedure. According to the research, students use mutual intelligence to improve the selection ratio and to streamline the generation of management information automatically.

2.1 HYPOTHESIS

H1: Recruitment training skill have significant influence on placement employability among management students

Independent variables: Communication skill, teamwork problem solving skills, leadership motivation skill, and technical skills

Dependent variable- Placement employability

H1a: Communication skill has significant effect on placement employability among management students.

H1b: Teamwork problem solving skill has significant effect on placement employability among management students.

H1c: Leadership motivation skill has significant effect on placement employability among management students.

H1d: Technical skills has significant effect on placement employability among management students.
3 METHODOLOGY

Descriptive surveying was used as the primary research approach for this study. Researchers used questionnaires as a tool for data collection from the study population. This research tool was developed after reviewing the relevant literature and previous studies (Wanjiru Mobydeen, 2021). A Google Docs questionnaire was created, and its link was sent to the graduate and post-graduate students of management domain related to training skills and placement employability. The first section of the survey asks basic personal about respondents. In the second section, they answer questions about the study's dependent and independent variables. Respondents were given a 5-point Likert scale on which to rate their opinions, from 1 (strongly disagree) to 5 (strongly agree). Respondents were chosen from among various management institutions in Rayalaseema region in Andhra Pradesh using a combination of expert judgement and practical considerations. After data screening, 270 out of 282 questionnaires were chosen for further research since they contained all of the necessary information.

A combination of SPSS version 24 and AMOS was used to analyse the survey data collected from the participants. Descriptive statistics include summing up the study's variables by calculating their means and standard deviations. Cronbach's alpha was used to check the data's consistency. Structure equation modelling was used for the hypothesis testing (SEM).

4 RESULTS AND DISCUSSION

4.1 DETAILS OF RESPONDENTS (N=270)

<table>
<thead>
<tr>
<th>Measures</th>
<th>Items</th>
<th>Percentage(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>36</td>
</tr>
<tr>
<td>Age</td>
<td>Below 20</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>20-23</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>Above 23</td>
<td>29</td>
</tr>
<tr>
<td>Education</td>
<td>Undergraduate</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>Post graduate</td>
<td>69</td>
</tr>
</tbody>
</table>

Source: Preparation of the authors, 2023.

In the above table most of the students are male (64%), belongs to the age group between 20-23 is 44%. Whereas 69% of the respondents are postgraduate and 31% are in doing undergraduate.
4.2 DESCRIPTIVE AND RELIABILITY

Table 2: Descriptive and reliability of the constructs

<table>
<thead>
<tr>
<th>SI.No.</th>
<th>Items</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Cronbach’s alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CS1</td>
<td>3.32</td>
<td>.894</td>
<td>0.874</td>
</tr>
<tr>
<td>2</td>
<td>CS2</td>
<td>3.45</td>
<td>.965</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>CS3</td>
<td>3.37</td>
<td>.935</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>CS4</td>
<td>3.45</td>
<td>.941</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>TPSS1</td>
<td>3.47</td>
<td>1.000</td>
<td>0.915</td>
</tr>
<tr>
<td>6</td>
<td>TPSS2</td>
<td>3.36</td>
<td>.974</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>TPSS3</td>
<td>3.29</td>
<td>.945</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>TPSS4</td>
<td>3.41</td>
<td>.967</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>LMS1</td>
<td>3.19</td>
<td>.938</td>
<td>0.875</td>
</tr>
<tr>
<td>10</td>
<td>LMS2</td>
<td>3.18</td>
<td>.909</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>LMS3</td>
<td>3.24</td>
<td>.916</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>LMS4</td>
<td>3.18</td>
<td>.946</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>TS1</td>
<td>3.45</td>
<td>.947</td>
<td>0.867</td>
</tr>
<tr>
<td>14</td>
<td>TS2</td>
<td>3.44</td>
<td>.964</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>TS3</td>
<td>3.62</td>
<td>.872</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>EMP1</td>
<td>3.29</td>
<td>.979</td>
<td>0.861</td>
</tr>
<tr>
<td>14</td>
<td>EMP2</td>
<td>3.38</td>
<td>.946</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>EMP3</td>
<td>3.37</td>
<td>.921</td>
<td></td>
</tr>
</tbody>
</table>

Source: Preparation of the authors, 2023.

All the mean values of inferred agreements of respondents are above 3, as shown by descriptive statistics of several statements connected to predictor variables, primarily: communication skill, collaboration problem solving skill, leadership motivation skill, and technical abilities. The same holds true for dependent variables with mean values over 3 and standard deviation values close to 1 as determined by placement employability.

Cronbach’s alpha values for study constructs were also included in the aforementioned table; according to Nunnaly (1978), an alpha value of 0.7 or higher suggests reliable data. The current study has an alpha value greater than 0.7, with values between 0.861 and 0.915.

4.3 STRUCTURAL EQUATION MODELLING (SEM) FOR HYPOTHESIS TESTING

Structural equation modelling (SEM) is a type of multivariate analysis in which a structural model is used to display the relationship between the latent variables or constructs hypothesised by the research model. In this research, we examined the effect of the exogenous variable communication skill, collaboration problem-solving abilities, leadership motivation skill, and technical skills on the endogenous variable’s employability of management graduates.
4.4 STRUCTURAL MODEL

Table 3: Path coefficients of the Structural model

<table>
<thead>
<tr>
<th>Hypotheses</th>
<th>Outcome variables</th>
<th>Causal Variables</th>
<th>SE.</th>
<th>CR.</th>
<th>P</th>
<th>Path coefficient</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1</td>
<td>Employability</td>
<td>Communication Skills</td>
<td>.088</td>
<td>3.160</td>
<td>.002</td>
<td>0.246</td>
<td>Accepted</td>
</tr>
<tr>
<td>H2</td>
<td>Employability</td>
<td>Teamwork and problem-solving skills</td>
<td>.091</td>
<td>2.793</td>
<td>.005</td>
<td>0.263</td>
<td>Accepted</td>
</tr>
<tr>
<td>H3</td>
<td>Employability</td>
<td>Leadership and Motivation Skills</td>
<td>.086</td>
<td>2.396</td>
<td>.017</td>
<td>0.216</td>
<td>Accepted</td>
</tr>
<tr>
<td>H4</td>
<td>Employability</td>
<td>Technical skills</td>
<td>.068</td>
<td>2.209</td>
<td>.027</td>
<td>0.154</td>
<td>Accepted</td>
</tr>
</tbody>
</table>

Note: SE; Standard error, CR; Critical ratio, Path coefficient: Standardized regression weights and p: probability of significance. *** indicates p<0.000.
Source: Preparation of the authors, 2023.

The data shown in Table 3 and Figure 2 are utilised for hypothesis testing. If the crucial ratio (t value) was more than 1.96 and the probability of a false discovery was less than 0.05 at the 5% level of significance, then the null hypothesis would be accepted. Standardized regression weights for the routes or relationships between independent and dependent variables are represented by the path coefficients. The magnitude of an independent variable's effect on a dependent variable is proportional to the square root of its beta value (the standardised regression weights).
The results showed that Communication skill had a favourable effect on MSMEs' sales performance (beta = 0.246, p=0.002). Therefore, H1a was accepted as the null hypothesis because the p value was less than 0.05.

Similarly, the influence of teamwork and problem-solving skills (beta=0.263, p=0.005) and leadership motivation skill (beta=0.216, p=0.017) and technical skill (beta=0.154, p=0.027) on placement employability is positive and statistically significant. These pathways have t-values more than 1.96 and p-values less than 0.05, supporting hypotheses H1b and H1c and H1d. Thus, it can be concluded that recruitment training had moderate positive effect on employability of management graduates.

4.5 DISCUSSION & IMPLICATIONS

In this study, we looked at how various recruitment training skills affected the success of management students through placement employability. The research results showed that these four training skills do have a good and significant effect on employability of students through placement. Effectiveness can be best predicted by recruitment training skills. Previous studies have looked at how various forms of training skills affect placement. The results of this study are consistent with those of the other studies. Communication skill, teamwork problem solving skills, leadership motivation skill, and technical skills are only some of the recruitment training skills tactics examined in his research of their effects on placement employability.

The disparity between market demands and students' academic understanding has been widely recognised by educational institutions. Changes to the curriculum that could have an immediate impact on a student's education have been introduced, but finding personnel with the requisite expertise to aid in the program's development remains a significant obstacle. To remain competitive, businesses must invest heavily in developing strategies for attracting and retaining top personnel. In his study, Bottjen Audrey et al. (2001) identified three primary advantages of campus recruiting: increased efficiency, reduced workload, and the opportunity to build a name for the company. Some businesses that attempted it in the past had a hard time making it work, whether it was on campus or at the last minute. Off-campus placements have no assurance that their preferred students will be hired by the company, while on-campus recruitments have a lower degree of uncertainty.
The importance of these results lies in the fact that they demonstrate how recruitment training skills, in any of its forms, can have a positive impact on the employability of students and that its aims are attainable. The research looked at the most important traits that recruiters looked for during college interviews, and the findings suggested that HR managers prioritised applicants with strong communication, problem-solving, technical, and leadership potential. The benefits of campus recruiting and training were also analysed, and the findings show that recruitment training improves match quality, decreases the number of unattractive recruiters, and aids in the targeting of potential recruits. There are many stakeholders in the management education and research communities that can benefit from this study.

5 CONCLUSION

In today's interconnected world, no single country can make an accurate assessment of the importance of any one indicator of employer demand. This makes it clear that not just private universities but all organisations involved in higher education need to pay attention to the needs of local and international businesses. Results and ramifications will benefit the educational community as a whole, not only private higher education institutions.

Last but not least, graduates need to be flexible in light of the ever-evolving technological landscape and work market. In addition to making them competent and useful, these abilities also ensure that they will be able to pursue successful careers for many years to come.

There are a number of limitations to the study that should be mentioned. To begin with, the research only included people who had graduated from private universities in the Rayalaseema area. Second, the study covered only a small subset of skills in one national context. A broader and more comprehensive set of data from a cross-cultural study or comparative analysis could have led to different findings. Therefore, there is room for improvement and an opening to explore this vital area of management in greater depth. The authors hope that more and more empirical studies will be done in the future with these constraints in mind and with the goal of overcoming them. As the number of graduates in the Rayalaseema region continues to rise along with the number of private institutions in the area, students need help determining which courses of study and schools would best serve their academic and professional goals.
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