

ENHANCING EMPLOYABILITY OF THE GRADUATES: A STUDY ON IMPACT OF VARIOUS EMPLOYABILITY SKILLS ON THE OVERALL GRADUATE EMPLOYABILITY OF BUSINESS GRADUATES

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Abstract:

The rapid changes in the Environments, internal and External has led to the rapid change in the Employers' demand from the employees, especially the new graduates, leading to the changes in the skill requirement from these new entrants. The struggle to find a new skill set to be possessed by the fresher to make him employable is ubiquitous. It is not easy to find the exact skill set learning which the employee will be able to get through the Industry smoothly. The increasing Employability gap is alarming and needs to be bridged for the betterment of the graduates, industry and the economy. Both the students and Higher Education Institutions are struggling to find the combination of such skills. In order to overcome this problem, this paper attempts to find the combination of those skills that makes a graduate employable as per the Industry Expectations with the help of Exploratory and Structural Equation Model (SEM) using AMOS with the Sample size of 176 Industry Experts. The 7 factors namely Communication, Career Adaptability, Emotional Intelligence, Self-Efficacy, Information Technology, Work Ethics, Team Work were validated with the help of CFA were tested with relation to Overall Graduate Employability (OGE) through a path model.

Keywords (in English): *Employability Skills, Overall Graduate Employability, OGE, CFA, SEM*

INTRODUCTION

There are solid reasons for optimism due to the presence of full employment and progressive work in the Sustainable Development Goals and some of these goals and indicators also measure progress towards full employment and decent work. Unemployment is one of the challenges faced globally, and is even worse in the developing countries like India having social, economic, political and many other consequences (Bennett D., 2019). A developing economy like India must face many economic Challenges, Unemployment being one of them. Keeping in mind the same, The Planning Commission of India has projected a shortage of nearly 500 million skilled labor forces by 2022. Thereby the role of education becomes very important in developing the skills that can make them employable (Sima V. et al., 2020). There could be many reasons why a candidate fails to move to the next level one of them being lack of employability skills. The accountability for developing these skills in the education has evolved in a different manner (Sá M. and Serpa S., 2020).

Education is vital for the sustainable development because it creates a centre for the improvement and stability in the other domains of human endeavours like as health (Rashid L., 2019), international

collaborations climate change and conflict resolution (De Wit H. and Altbach P., 2021). While associating the occurrence of over-education and unemployment among university graduates across countries, the fact that this concept varies with the business cycles and overall labour market situations presents a significant encounter for comparison (Ghanaïem M. and Kamal Abdual Shafy H., 2021). The educational institutions are increasingly expected to engage themselves with contemporary world encounters (Utecht J. and Keller D., 2019). Following the 2008 economic recession, policy makers have repeatedly urged the investment in personal skills by way of building pliability also aiding recovery. The industry adds to this call by demanding professionals those who can meet the difficulties of new contexts and trends, such as the Industrial Revolution 4.0 (Mian S. et al., 2020). Comprehensive and sustainable economic growth is a requirement for the sustainable development in order to generate more jobs that will provide the workforce social protection and the wages for living (Voronkova O. et al., 2020).

A report from Higher Education Academy (HEA) focuses on the strategies that must be espoused by the Institutions, on the basis of prevailing literature, to entrench the employability initiatives of the institutions—specifically, boosting employability through coursework and extracurricular pursuits; promoting networking so that students may speak with companies and acquire practical experience (Bergebaj J., et al., 2020); supporting students in their personal development; and encouraging global agility and critical thinking about their entire learning experiences are just a few of the initiatives that are being developed or consolidated (Teng W. et al, 2019). The current study is being conducted considering the importance of this individuals' level of employability in current literature arguments, as well as the need for precise information regarding the qualified success of various opportunities. This will contribute to a better understanding of the methodologies for ornamenting individual employability at the higher education, informing the development processes of employability for both individuals and organizations.

2. REVIEW OF LITERATURE

Unemployability is a concern and growing problem worldwide that is affecting not only the Industry, Institutes, students but also the Economies. Many Researches have been taken up to determine the elements that influence a graduate's overall employability. This review of Literature purposes to examine and explain the role of dimensions of interest.

2.1. EMPLOYABILITY

Although there is not agreement on what employability means, it may be claimed that it reflects a person's ability to get employment. Employability has been discussed in a variety of contexts, such as studies examining how graduates might enter and remain in the job market. The preparation of graduates to be job-ready after graduation is one of the objectives of educational institutions. Yet, many traditional programmes still use the conventional methods to teach the traditional curriculum., neglecting the information and skills required for the current and future employment markets (Bunshaft N. et al., 2015). This has led to increased gap between the skills and Employment. Employers of recent graduates are quite concerned about their lack of employability skills. Contrary to popular belief, employers of management graduates ranked a graduate's lack of employability skills as their top concern. Management education is mainly theoretically focused. It lacks practical expertise, which influences graduates' capacity to find employment. It was also discovered that universities do not frequently modify their curricula (Chakrabarty, S., 2016). Notwithstanding claims that there are skill gaps between higher education and the demands of businesses in some areas, Overall, there seems to be a strong demand for graduates.

2.2. SKILLS REQUIRED FOR EMPLOYABILITY

The disparity between graduate job skills and those required in the workplace is one of the biggest obstacles for graduates of higher education to enter the workforce (Bartlett W. and Uvalić, M. ,2019). In recent years, the value of employability skills has been highlighted more and more. Employability skills are a collection of fundamental competencies that involve strengthening one's knowledge base, degree of competence, and mindset in order to succeed in the modern workplace (Suarta, I. et al., 2017). Employers may look for workers with highly developed transferable talents outside of the discipline during times of economic expansion Winfield F. and Ndlovu T. ,2019). Nonetheless, during times of

economic unpredictability and volatile labour markets, companies may use various methods or selection criteria (Clarke M., 2018). Employability skills are now required for a person's success in the workplace at almost any level within a corporate environment because they are frequently seen as vital qualities for numerous job roles (Gill R., 2020). The need for employability skills is currently a top priority on the national, international, and regional employment markets (Jagannathan S. et al., 2019).

2.3. OVERALL GRADUATE EMPLOYABILITY

Producing entrepreneurs and employable freshers who can contribute to their organisations, society, and the nation through their commitment and creative abilities is one of the prerequisites for higher education (Ramírez-Montoya, M. et al., 2021). We can get ahead that most graduates in a country will look for suitable entry-level positions based on their knowledge, skills, and erstwhile performance as we cannot anticipate all graduates to be independent (Wijesinghe, D. et al., 2023). When opting a university to further their education, prospective students take employment opportunities into consideration. The national and international rivalry for enticing students is becoming intense due to the rising expense of higher education, including tuition fees and other costs (Hung, N., 2020).

2.5. HYPOTHESIS DEVELOPMENT

The hypothesis of the present study is formulated based on the insights gained from the literature review.

2.5.1. TEAM WORK AND OVERALL GRADUATE EMPLOYABILITY

Teamwork Skills refers to the interactive ability of a person to work well with others in the team and fulfil his or her tasks as a team member (Abbas G. and Nawaz A., 2019). The essential abilities that make a job prospect competent in any circumstance are teamwork skills (Jardim J., 2021). The brightest employees of the company are more likely to be those who can work as a team (Palmer J., 2020) and can better contribute to the organisation (Emmanuel J., 2015). So, if a graduate can work in a team, it will be less or not at all problematic for the organisation, and they will be able to complete their duty completely and without worrying about their position in the team (Paguio R. and Jackling B., 2016). The company's objectives may be more easily attained with improved teamwork (Clarke A., 1999). Knowledge gathered through practical information in daily tasks is what makes up teamwork skills. To work more effectively for a company, employees need to be collaborative and active (Robles M., 2012).
H1: Team Work has a significant impact on Overall Graduate Employability.

2.5.2. SELF-EFFICACY AND OVERALL GRADUATE EMPLOYABILITY

Self-efficacy is a notion that helps to explain human behaviour and has a significant impact on how people make decisions, exert effort, and persevere (Al-Zubaidi R. et al., 2022). It is a self-evaluation of one's capacity to adopt behaviours and actions in order to accomplish particular goals with anticipated outcomes (Yossatorn Y. et al., 2022). It also reflects a graduate's beliefs about his capacity to learn or perform activity at a particular level, with the expectation that the outcomes will reflect his views on the potential repercussions of his actions (Karunanayaka S. et al., 2021). Thereby is an important element influencing the Overall Graduate Employability (Atitsogbe A. et al., 2019). The degree to which a person believes in their abilities determines how employable they are. Hence, the key to enhancing employability is generally increasing self-efficacy (Tip K. et al., 2020). Self-efficacy is the capacity to perform challenging activities, confidence in one's talents, persistence in reaching goals despite lack of experience, and ability to complete projects from beginning to end (Amri Z. and Alasmari N., 2021). Hence, Increasing the Overall Graduate Employability of the students.

H2: Self-Efficacy has a significant impact on Overall Graduate Employability

2.5.3 COMMUNICATION SKILLS AND OVERALL GRADUATE EMPLOYABILITY

Communication skill is a term used to describe the capacity to effectively interact with people by disseminating and receiving the envisioned message. You can do it personally or online. Effective involvement and communication eradicate perceptual bias, save time, and increase efficiency (Mendoza-Poudereux I. et al., 2021). Individuals who have effective communication abilities are more likely to become well-known than those who do not (Suleman N. et al., 2022). Graduates who possess these communication abilities are better able to land the jobs they want. A graduate with effective communication abilities helps businesses attract more customers and boosts their profitability (Zainuddin S. et al., 2019). The manufacturing industry's graduate employability factors revealed that

employers place a high value on communication (Saleh H., 2019). Studies on closing the Employability gap have revealed the variety of workplace communication skills (Coffelt T. et al., 2019). Employee communication abilities are valued by the Employers (Reith-Hall E, 2023). Communication skills prepare students as per the needs of employers after graduation and are fundamentally transportable across various organisational contexts and vocational sectors (Herbert I. et al., 2020).

H3: Communication Skills have a significant impact on Overall Graduate Employability.

2.5.4 WORK ETHICS AND OVERALL GRADUATE EMPLOYABILITY

Being able to work in a multidisciplinary team and being a part of a group that could influence other workers' conduct require having strong work ethics (Laguador J. et al., 2020). Employers respect personal values-based attitudes and behaviours as highly as general and job-specific abilities. These behaviours are seen as equally significant by employers. Personal values, which include honesty and integrity, careful and accurate work, self-confidence, and the capacity to work independently, a pleasant demeanour, open-mindedness and adaptability, and a strong work ethic, represent the individual potential of a graduate (Losberg J. and Zwozdiak-Myers P., 2021). Although integrity in the workplace can take many diverse forms, it typically relates to owning admirable character attributes and work ethics (Alvesson M. & Einola K., 2019). Many researchers place a high value on being honest, accurate in one's job, confident in one's work, having a positive personality, being open-minded, and having a solid work ethics. Work ethics do play a very important role in enhancing the Overall Graduate Employability (Okolie, U. et al., 2020).

H4: Work Ethics have a significant impact on Overall Graduate Employability

2.5.5 EMOTIONAL INTELLIGENCE AND OVERALL GRADUATE EMPLOYABILITY

Emotional intelligence is concerned with people's sense of self-efficacy and their capacity to make the best decision while choosing a career path. Job experiences and emotional attachments to the job have a favourable, significant link with emotional intelligence (Sanchez-Gomez M. and Bresó E., 2020). Employers prioritise candidates for graduation who demonstrate a high level of emotional intelligence (Chand P. et al., 2019). The researchers advise graduates to raise emotional intelligence in order to achieve employer expectations for employability abilities (Hamzah S. et al., 2021). People with high emotional intelligence are more successful than persons with low emotional intelligence because they have more emotional self-awareness, are better at managing others, work well under pressure, and can adapt to organisational change (Geßler S. et al., 2021). Notwithstanding the nature of the job, emotional intelligence has a substantial impact on job happiness (Bayighomog S. and Arasli H., 2022). Emotional intelligence is a reliable indicator of work performance (Ahad R. et al., 2021).

H5: Emotional Intelligence has a significant impact on Overall Graduate Employability.

2.5.6. CAREER ADAPTABILITY AND OVERALL GRADUATE EMPLOYABILITY

The ability to deal with the unanticipated adjustments brought on by changes in the work and working conditions as well as the predictable activities of preparing for and engaging in a job (Lent R., 2018). Regarding one's potential job and personal life, it entails having positive concern, curiosity, confidence, and control attitudes (Savickas M., 2013). Certain attitudes may be encouraged during the career-building process, which may affect how well the person adjusts to duties and transitions in their professional life (Patton W., 2005) because career adaptation is a lifelong process and extremely context-dependent, destabilising times provide valuable opportunity for scholars to investigate the value of career adaptation to comprehend transitions (Monteiro S. et al., 2019). As a result, it is theorised that graduates who start their first work would initially go through a time of growth in their new responsibilities, during which they will engage in exploratory tasks and form a set of expectations pertaining to their new professional roles (Duchscher J., 2008).

H6: Career Adaptability has a significant impact on Overall Graduate Employability.

2.5.7. INFORMATION TECHNOLOGY AND OVERALL GRADUATE EMPLOYABILITY

The ability to use suitable spreadsheets and accounting software is one of the most in-demand information technology talents (Pan G. and Seow P., 2016). IT is a necessary tool for today's professionals, and constant research is required to assess the field's technical trends over time (Orlikowski W. and Barley S., 2001). Email, office productivity tools, web browsers and database

search tools, and printers were the most frequently used technologies. Programming topped the list of desirable technology skills to learn, that enhance the employability (Shneiderman B. and Plaisant C., 2010). At the time of the interviews, there is a very high degree of demand for graduates in information technology in the labour market (Gawrycka M. et al., 2020). Skills in information technology are an important component of the spectrum of abilities that are increasingly in demand by companies and highlighted in the general topic of higher education (Blight D. et al., 2002). Employers have been concerned about graduates' knowledge and skills in information technology (IT) as they enter the workforce (Gibbs S. et al., 2011).

H7: Information technology has a significant impact on Overall Graduate Employability.

2.6. INDUSTRY EXPECTATIONS AND OVERALL GRADUATE EMPLOYABILITY (OGE)

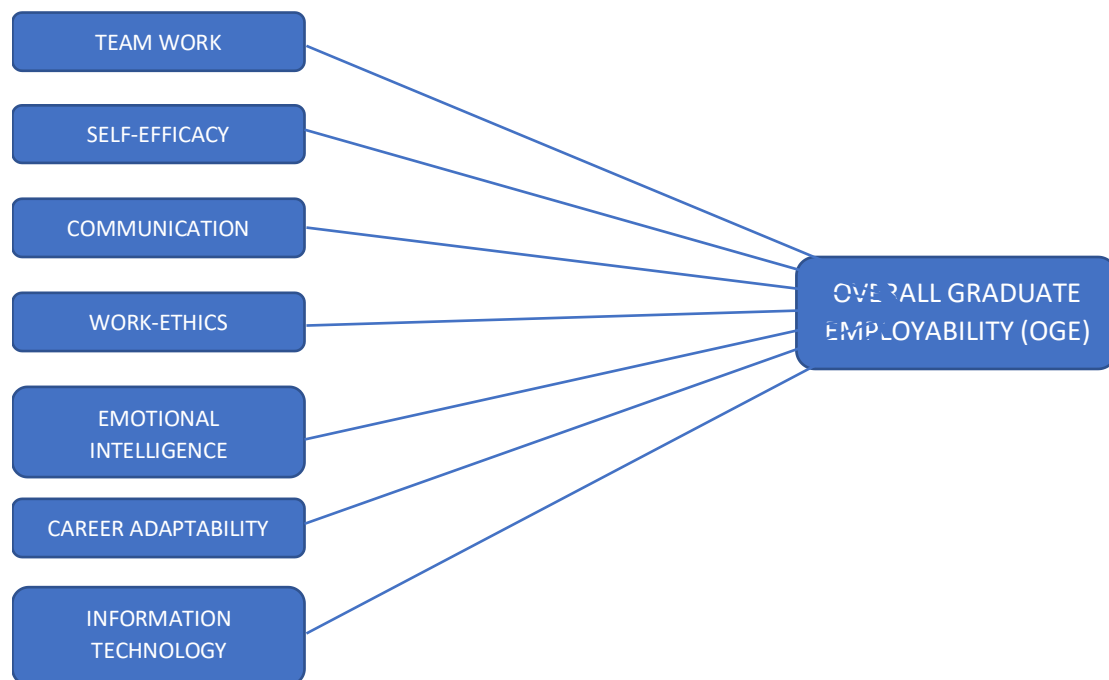


Figure 1: Conceptual Framework

This conceptual framework focuses on the factors explored that impact the Overall Graduate Employability of the Business graduates. Overall Graduate Employability is considered the dependent variable, which is influenced by various skills such as Team Work, Communication, Work Ethics, Self-Efficacy, Information Technology, Career Adaptability. Overall, the conceptual framework proposes a holistic approach to understanding the impact of skills expected by the industry on the Overall Graduate Employability of Business Graduates.

3. RESEARCH METHODOLOGY

To provide a thorough investigation of the research issues, the current study used a research technique that included multiple separate stages. The methodology was created to deliver trustworthy and accurate findings from which significant inferences might be made.

3.1. SCALE DEVELOPMENT

The study used a quantitative research methodology to introspect how a student's employability is affected by

the skills they have acquired. The study has attempted to develop a scale to evaluate the constructs in the study. Various studies on Employability (McQuaid, R. W., & Lindsay, C., 2005, Harvey, L. 2001, Abelha, M. et al., 2020, Dinh, N et al., 2023), overall graduate employability (Kanagavalli, G., &

Gayathri, M. ,2022, Hanafi, A. Get al., 2023). were reviewed to create a scale that is reliable for the study after modifying it to meet the requirements of the research. In addition, a pilot study was conducted, in which participants were asked to evaluate the scale being studied on a 5-point Likert scale (Likert, 1932).

3.2. DATA COLLECTION

A Structured Questionnaire was used to collect the responses from the Industry Experts. The respondents were selected through Purposive Sampling. The Sample included the industry experts who visits the campus for recruitment of those who hire the fresh Business Graduates through any other Platform. Primary data was collected over a period of 7 months from January to July 2023, with the aim of measuring the impact of Various Employability Skills on the Overall Graduate Employability (OGE). The Sample of 250 Respondents were selected to fill the Questionnaire, out of which 188 Responses were received. However, 17 Responses were excluded due to Straight lining as they could result in the misleading results. Therefore, the final sample size was 176.

3.3. DATA ANALYSIS TECHNIQUES

With an emphasis on evaluating the suggested model through AMOS, the acquired data was evaluated using structural equation modelling (SEM). Multivariate normality, the absence of data missing systematically, a sufficient sample size, and accurate model specification are among the main presumptions related with structural equation modelling. All these requirements were met by the sample that was collected for this study, making it possible to evaluate the suggested research model using AMOS as a methodology. Using AMOS software 22, the suggested research model was evaluated.

4. RESULTS AND DISCUSSION

To make sure the measurement model was reliable and valid, the first step entailed evaluation. The structural model was then examined to discover the connection between the relevant variables. The structural model was then examined to determine how the relevant variables related to one another. The variance inflation factor (VIF) estimates how much the behaviour(variance) of an independent variable's is inflated by its relations and correlation with other independent variables. Variance inflation factors make it simple to gauge to what extent a given variable contributes to the standard error of a regression. Only variables with a VIF below 2.5 will be included in the model, which has a default VIF cut-off value of 2.5 (Alamer, A. et al., 2019). Indicating the absence of common method bias, all individual factor VIF values were below 2.5(Table-2). Using Fornell and Larcker's criterion, which analyses construct loadings and cross-loadings, discriminant validity was assessed. According to this criterion, correlation values should be greater than the square roots of average variance extracted- AVE (Al-Okaily M.et al. 2020) This criterion was used in the current investigation to confirm validity and reliability of the findings.

Table 2: Variance Inflated Factor (VIF)

Items	VIF
CA1	2.346
CA2	1.375
CA3	1.554
CO1	1.734
CO2	1.827
CO3	1.599
CO4	2.045
TW1	2.128
TW2	2.483
TW3	2.288

SE1	2.497
SE2	2.466
SE3	2.139
SE4	2.378
WE1	2.001
WE2	1.892
WE3	1.896
WE4	1.976
EI1	1.982
EI2	1.641
EI3	1.508
EI4	1.698
EI5	1.994
IT1	2.373
IT2	1.518
IT3	2.44

Source: *Author's Computation* The results of the study are more likely to reflect the real relationships among the variables by assuring the absence of common technique bias. Hence, before moving on to the analysis of the measurement model, the VIF values were validated (Hair Jr J., 2020). When the measurement model's validity and reliability had been proven, the interrelationships between the variables in the structural model were investigated.

4.1. MEASUREMENT MODEL

To make sure the measuring model was reliable and valid, several measures were taken. Observing the composite reliability (CR) and the values of Cronbach's alpha allowed us to verify the model's reliability. Each number was more than the acceptance point of 0.7 (Sharif Nia H, et al., 2023) suggesting satisfactory reliability. The fact that the composite reliability rating for each construct is more than 0.6 further supports the existence of strong internal consistency.

Table 3: Discriminant Validity Measurement

	CO	TW	SE	WE	EI	CA	IT	OGE
CO	0.815							0.041
TW	0.272	0.768						0.064
SE	0.024	-0.075	0.822					0.074
WE	0.124	0.033	0.037	0.647				0.030
EI	0.120	-0.061	0.023	0.054	0.732			0.057
CA	0.076	-0.135	0.635	0.019	0.003	0.701		0.077
IT	0.022	0.006	0.587	0.102	0.025	0.405	0.820	0.063
OGE								0.811

Source: *Author's Computation* The findings show that all criteria have been satisfied, proving the model's validity and dependability. The structural model can then be assessed further utilizing the constructions of the model that differ statistically.

4.2. STRUCTURAL MODEL

After assessing the validity and reliability of the measurement model, the structural model was examined to test the suggested hypotheses (Figure-2).

The bootstrapping approach with 1,000 iterations was used to collate the T-stats of the hypotheses (Hair et al., 2015). All hypotheses had a 1% level of significance and were accepted (Table-5) demonstrating a strong influence of the chosen independent variables on the dependent variable. The relevant correlations among Eight key employability factors were determined using multivariate analysis technique (covariance-based structural equation modelling). Table 5 embraces the overall factor affecting the employability of candidates as well as the components discovered through factor analysis, together with structural considerations estimates and the findings of hypothesis testing.

Table 4: Structural Model Analysis (Hypotheses Testing)

Relationship			Hypothesis	Estimate	S.E.	C.R.	P	Decision
OGE	<---	TW	H1	.044	.041	1.965	0.031	Supported
OGE	<---	SE	H2	.031	.042	2.683	0.043	Supported
OGE	<---	CO	H3	-.097	.089	-1.092	0.024	Supported
OGE	<---	WE	H4	.041	.046	1.893	0.029	Supported
OGE	<---	EI	H5	-.017	.028	1.621	0.031	Supported
OGE	<---	CA	H6	-.057	.063	0.923	0.039	Supported
OGE	<---	IT	H7	.024	.055	1.011	0.001	Supported

Source: Author's Computation, * p -value<0.05 The path diagram revealed that all the seven factors: CO, CA, TW, SE, EI, IT, WE together can significantly explain the employability of graduates (Table 5) supporting all the hypotheses H1, H2, H3, H4, H5, H6 and H7, having an impact on the single Dependent Variable Overall Graduate Employability (OGE). The structural equation model has been shown in Table 5 and Figure 2.

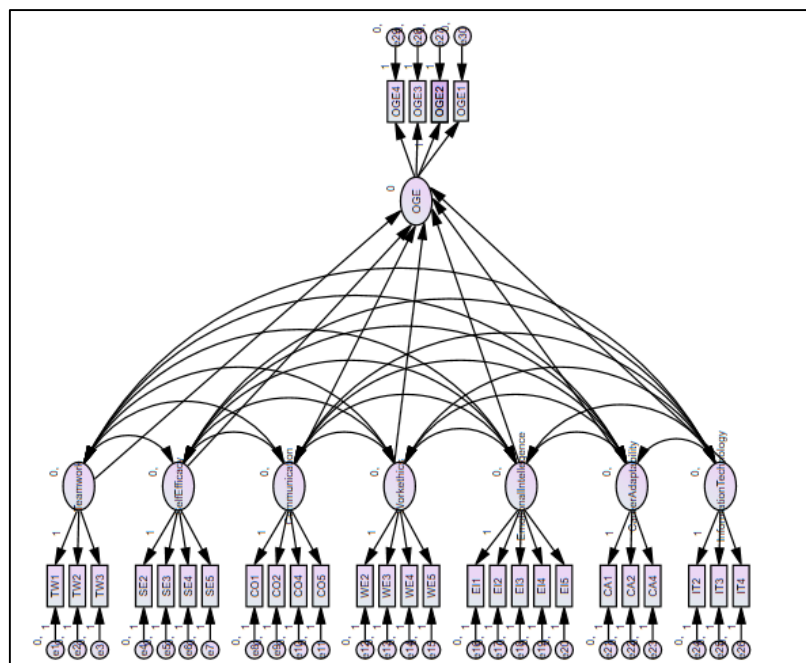


Figure 2: Path Model measurement5.

FINDINGS AND DISCUSSION

The findings of this exploratory study indicate that all seven parameters have a favorable impact on the OGE of graduates in the arts and sciences. While having only sporadic consistency with the findings, these results significantly contradict the earlier findings. Such conclusions are not particularly special

given that each country has a distinct perspective on the work market. Although all the elements have a significant impact on OGE, the abilities listed can increase the likelihood of landing the anticipated positions. The outcome shows the structural model's strong model fitness and supports all the seven factors. All seven of the parameters had beneficial effects on the OGE of postgraduate management students, according to the findings of this exploratory study. Employability of the students has been a priority for the HEIs, as well as for researchers, staff, and graduates.

This research has helped to thoughtfully conceptualize all the employable qualities that employers seek and that may have an impact on the OGE. Through this, the hypothesized relationship between all seven expected findings was examined, and it was discovered that Communication (Kanagavalli Get al., 2022), Teamwork, Work Ethics, Emotional Intelligence, Career-Adaptability, Information Technology, Communication all having an impact on graduate employability overall. One of the first studies to examine the effects of communication, teamwork, work ethics, emotional intelligence, self-efficacy, information technology, and career adaptability on overall employment of recent graduates.

This research demonstrates how employability and Career Adaptability are related (Rasheed, M. et al., 2020). If students receive prompt counselling from the university administration on their Adaptability abilities in any situation while keeping in mind their path of interest, they will embrace their career adaptability skills (Gupta J. and Garg K., 2021). The conclusion was that management should use some strategies, hold practise mock interviews for students, and make presentations a requirement for courses in order to foster communication abilities (Hang L. and Van V., 2020). Since self-efficacy and emotional intelligence were found to be positively correlated, management concluded that motivating sessions featuring guest speakers who would share their experiences with students as well as group-based tasks and exercises to develop these skills would be beneficial (Thompson C et al., 2020). Information technology is also found to have an impact on the Overall Graduate Employability (Mittal P. and Raghuvaran S., 2021), They are expected to have a hands on experience on the computers for carrying out work smoothly, thereby more exposure on the software must be provided to the graduates at their HEIs. The Institutes must identify the software that are demanded by the employers and same should be taught to their students.

6. THEORETICAL AND MANAGERIAL IMPLICATIONS

This has long been a point of interest for university administration, scholars, economists, and certainly graduates themselves (da Costa M., et al., 2021). It is anticipated that this research will advance knowledge of employability skills that may influence the OGE at the workplace. This study focused entirely on the variables influencing graduate employability and was done on university pupils in the HE sectors. This study is one of the first to look at how Communication, Team Work, Work Ethics, Emotional Intelligence, Self-Efficacy, Information Technology and Career Adaptability all affect the Overall employment of the fresh graduates. This study demonstrates that Career Adaptability has been linked to employability. Students will embrace their Career Adaptability Skills if they receive timely guidance from the university administration regarding their Adaptability skills in every situation keeping in mind their course of interest (Xia T. et al., 2020). It was determined that communication skills were important, and they could be fostered if management introduced some tactics, conducted mock interviews for students to practise, and made presentations a requirement for courses.

Self-Efficacy and emotional intelligence were found to be supported, and management determined that it would improve if they organised motivating sessions with guest speakers who would share their experiences with students as well as group-based tasks and exercises to build these skills. As individual performance in most organisations is highly significant and teamwork was found to be significant in this study too, to further improve these skills institutions should mandate a strategy (Aldrin N. and Utama A., 2019). Students have been given group assignments or tasks to complete for their evaluations. In addition, they should be given some tasks to complete individually so they can determine if they work well on an individual basis or in a team. All these skills may it be technical and soft have an impact on graduates' employability (Tang K., 2019). In this study, these skills were found to be important for employability, and from a managerial standpoint, it could be additionally improved if these academic institutions worked to create extraordinary faculty members with techno-managerial skills to better prepare their students to work as "business leaders" and "managers" across a range of areas.

In order to generate the most elite and highly valued variety of future managers, professionals, and entrepreneurs, the school should academically be supported, mentored, and endorsed by the industry

(Suleman N. et al., 2021) Its curriculum should combine the best technical and managerial qualities. The university will take steps to help the student by choosing the right faculty and timing course upgrades in line with market demands (Mora H. et al., 2021). More and more empirical studies must be undertaken in this field as it is a top research priority for any nation. The authors anticipate that this empirical investigation will further enlighten their efforts. These empirical outcomes will provide some directed results for the fresh grads, allowing them to increase in enhancing their skill set. Additionally, studies like this one can provide some guidance for companies as well.

7. CONCLUSION

A rising number of developmental ventures and swift industrial development are expected to create the imperative degrees of employment for fresh graduates, within the existing economy that is very optimistic. Although, these developments do not assure an ideal match between the skills of the graduates and needs of the employer. Consequently, thorough research studies are required to establish the relationship between the two. In this research an attempt was made to find the effect of the employability of Business graduates, with the objective to conclude the dimensions that impact the OGE of these graduates. Communication (CO), Team Work (TW), Work Ethics (WE), Self-Efficacy (SE), Career Adaptability (CA) Information Technology (IT) and Emotional Intelligence (EI) were included in the model as independent variables, and Overall Graduate Employability (OGE) as the single dependent variable. It is necessary to seek out the opinions of all the stakeholders, including graduates, employers, and education providers, in order to provide a thorough understanding of the many-faceted variables of employability.

The assessments of the several degrees that the private institutions offer could be explained by conducting researches along these lines. Because of the fast expansion of private universities and the growing number of graduates produced each year, students need assistance in selecting the programmes and organizations that will best meet their long-term job objectives and educational needs. The applicability or significance of any component or factors that indicate the needs of the employers cannot be adequately assessed by any country in the era of globalization. Considering the needs of local and international businesses in such a situation is certainly a problem for all institutions involved in higher education, not just private universities. Outside the interests of private higher education providers, the consequences and ramifications will be in the best interests of a larger educational community. The graduates must also be capable of utilizing the most up-to-date technology and skill sets required for the industry and the changing job market. Such skills guarantee that they will have stable career paths in addition to making them competent and highly respected.

8. LIMITATIONS, AND FUTURE RESEARCH SCOPE

There are several restrictions on the study that should be mentioned. To begin with, the study was restricted to Business grads alone. Second, this study's scope was constrained to a small number of skills based in a single nation. A comparison study or analysis considering more variables may have produced findings that were more varied and comprehensive. Hence, there is a research gap that may be filled and an opportunity to look further into this important management subject. The authors believe that as time goes on, more and more empirical research will be conducted while taking these issues

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