

## **State and Central University Graduates Language & Communication Skills for Employability at Global Level: A Quantitative Study**

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### **Abstract**

This study investigates the employability of graduates from Indian state and central institutions in terms of their awareness of and possession of language and communication abilities. The main goals of the study were to determine the degree of language and communication proficiency required for employment as well as the knowledge of global employability abilities among these colleges' graduates. The study employed a mixed-methods approach to poll 1600 graduate students from 10 universities in Northern and Southern India. The results show that many graduates struggle in these areas, which can hurt their chances of finding employment. It's interesting to note that graduates from central universities typically demonstrate marginally better language and communication abilities than graduates from state colleges. Graduates typically face three main challenges: poor writing abilities, difficulty expressing ideas clearly, and difficulty choosing effective communication techniques. Educational institutions are urged to make employability skill development a required part of their curricula in light of these findings. Speaking multiple languages increases one's employability and opens up a greater range of career options. This study emphasizes how crucial it is for graduates to invest in improving their language and communication abilities in order to succeed in a global labor market.

**Keywords:** Employability, Language skills, Communication skills, University Graduates, Global level

### **Introduction**

The need to equip students for successful employment in a globalised workforce is becoming more and more entwined with the pursuit of academic knowledge in the ever-changing landscape of higher education. Modern higher education institutions have embraced a broader mission that extends beyond the traditional role of imparting knowledge. This mission includes career guidance, ethical standards, skill development, practical training, and the cultivation of qualities that enable graduates to excel in their chosen professions. This paradigm shift acknowledges that the employability of graduates depends on a complex matrix of factors, including the development of critical soft skills like effective communication and teamwork, networking, practical work experience, and the alignment of skills with industry needs. Furthermore, graduates' capacity to find appropriate employment is further shaped by the dynamic interaction of local employment market conditions, geographic location, and a willingness to adapt through ongoing learning. In order to evaluate the employability of graduates from State and Central Universities on a global scale, this quantitative study explores their language and communication abilities. Graduates' employability on a worldwide scale is significantly influenced by their language and communication abilities. Many firms work on a worldwide basis in a world that is becoming more and more linked. Graduates that are proficient in language and communication will find it easier to collaborate and cooperate with partners and clients from around the world. Being multilingual in languages like Mandarin, Spanish, English, or others that are frequently used in international business can be a great asset. Workers with the ability to effectively negotiate cultural differences are essential for global organizations. Graduates that are proficient in intercultural communication can collaborate, negotiate, and establish relationships with individuals from a variety of backgrounds, which will increase their employability in global corporations. Proficiency in a language can lead to employment prospects in other nations or areas where the language is spoken. Bilingual or multilingual graduates can work overseas or

for foreign subsidiaries of their companies. Graduates with multilingual communication skills have access to a wider global network of contacts. Making connections with professionals across borders might open doors to international partnerships and employment opportunities. Graduates are more suited for customer service and sales positions if they speak fluently in the language of their target market. This is particularly significant for businesses where direct consumer contact is essential.

Proficiency in language and communication is highly advantageous for graduates pursuing professions in government, international relations, or diplomacy. Effective communication goes beyond language ability and includes soft skills like empathy, active listening, and dispute resolution. Employer's value graduates who succeed in these areas in any global setting. Graduates hoping to find employment in the increasingly globalised world need to possess strong language and communication abilities. They not only help people succeed professionally but also advance cross-cultural communication and productive teamwork worldwide. Graduates can greatly improve their employment prospects in a worldwide job market by investing in the development of these abilities.

#### **Need and Significance of the Study:**

Given the severe employability issues that Indian graduates experience, the study "State and Central University Graduates Language & Communication Skills for Employability at Global Level: A Quantitative Study" is crucial. A sizeable fraction of graduates find it difficult to land acceptable jobs, which is mostly due to the lack of employable skills and the extremely competitive labor market in the nation. The severity of this problem is highlighted by the fact that India's unemployment rate varied around 6.9% in 2020–21, according to the Centre for Monitoring Indian Economy (CMIE).

Moreover, a large number of graduates end up in underemployment or in jobs that don't match their educational background. Aspiring Minds reported in 2019 that there was a significant skills gap, with over 80% of Indian engineers being unfit for positions in the information economy. The National Employability Report also revealed that less than 20% of Indian engineering graduates fulfilled the requirements for software-related employment, which is similarly troubling. The extremely competitive Indian labor market, which welcomes a sizable inflow of graduates each, exacerbates this predicament. There were about 38.7 million students enrolled in higher education in 2019–20.

The Indian government's commitment to enhancing employment through skill development and training efforts is demonstrated by the launch of programmes like Skill India. The study is important because it can help identify the underlying causes of underemployment and unemployment, which are frequently caused by a mismatch in expectations between skills, qualifications, and job market availability. This mismatch can be attributed to a number of factors, such as the rapid advancement of technology, insufficient training and education, recessions, and changes in the labor market. This causes underemployment, which is defined as people working in jobs that don't fully utilize their abilities and credentials. Underemployment lowers job satisfaction and creates unpredictability in one's income. This study aims to make a significant contribution to resolving the employability crisis faced by Indian graduates by illuminating these issues and offering remedies.

#### **Review of related Literature:**

There is a wealth of data on the language and communication abilities graduates need to be employable worldwide. Effective workplace communication is crucial, as highlighted by Krapels and Davis (2000), and Rees and Garrud (2001) offer strategies for improving these vital abilities. In the context of language competency, Bilen (2004) looks into the potential and problems, while North and Worth (2004) provide a thorough analysis of communication skills that takes into account the views of both employers and graduates. Employers place a high value on certain skills, as shown by Cleland, Foster, and Moffat (2005); Azizi Yahaya and Jamaludin Ramli (2009) highlight the critical role universities play in developing these skills. Effective communication skills development tactics are covered by Fathi M. Ihmeideh et al. (2010), and Rachel Steckler (2012) explores the issues that are facing this field today. Susikaran (2012) offers an evaluation of current levels of proficiency, and Zanaton Haji Iksan et al. (2012) investigate how cultural variables affect communication abilities. Atilgan-Erozkan (2013) looks at

different teaching strategies, and Qutbi Alam and Ayesha Bashiruddin (2013) make a link between job outcomes and communication abilities. Technology is brought into the discussion by Shankar et al. (2013), while Shashi Sharma and Neetu Chawla (2013) concentrate on the crucial connection between language proficiency and successful communication. While Shobha Jadhav and Sunil Kalekar (2015) emphasize the value of extra-curricular activities, Seyed Mohammad Kalantarkousheh et al. (2014) go into the area of cross-cultural competences. Rathi and Pallavi (2018) present an analysis of current developments, while Naga (2015) offers a comprehensive survey of the topic. When taken as a whole, these studies tell a whole story that gives State and Central University graduates important new perspectives on the ever-changing field of communication skills that are crucial for employment in the global economy.

**Research Questions:**

1. Are graduates from state and central universities aware of the global employability skills required in today's job market?
2. To what extent do graduates from state and central universities demonstrate proficiency in language and communication skills for enhancing their employability?
3. Is there a noticeable distinction in language and communication skills for employability between graduates from state and central universities?
4. What obstacles and hindrances do graduates from state and central universities encounter when striving to cultivate effective language and communication skills for employability?

**Objectives of the Study:**

1. To investigate the awareness of global employability skills among graduates from state and central universities.
2. To evaluate the proficiency of language and communication skills for employability in graduates from both state and central universities.
3. To determine whether a substantial difference exists in the language and communication skills for employability between graduates of state and central universities.
4. To identify the challenges and barriers encountered by graduates from state and central universities in the development of effective language and communication skills for employability.

**Hypothesis:**

1. There would be no significant difference in Levels of language and communication skills for employability in state and central university graduates.

**Methodology:**

The study blends quantitative and qualitative research methods, employing a primary descriptive survey and sample consisting of 10 states in India—5 from the North and 5 from the South. In each state, researcher selected one central university and one state university, totaling 20 universities 1600 graduate students—800 from state universities and 800 from central universities. To cover diverse academic fields, stratified random sampling technique was used within each university, categorizing students into four groups: Humanities, Sciences, Technical Education, and Agriculture and 20 students from each group in every university to ensure equal representation.

To assess the Skills self made tool was used and tool consisting of two parts: Language Skill Test which contains 20 questions equally distributed among grammar, vocabulary, reading comprehension, and writing comprehension. Each section carries equal weight. For Communication Skill verbal and non-verbal communication skills were observed. Participants engage in a conversation to assess their ability to express ideas clearly and effectively. The researcher measured university graduates vocabulary knowledge and their aptitude for selecting appropriate words in various contexts. Scoring considers clarity of thought, command over language, use of body postures and gestures, fluency, spontaneity, and the use of suitable alternatives to enhance communication effectiveness.

### Analysis of data

1. Table Classification of the Levels of Graduates towards language and communication skills for employability

Serial No	Level (s)	Number of Students	Percentage (%)
1	Very High	227	14.18
2	High	284	17.75
3	Moderate	585	36.56
4	Low	328	20.5
5	Very Low	176	11
		1600	100%

The above data provides an overview of the distribution of graduates based on their language and communication skills for employability

The table above illustrates that 14.18% of the total graduates exhibit a very high level of language and communication skills for employability, while approximately 17.75% fall into the high-level category. The majority of graduates, comprising 36.56% of the total, possess "moderate" skills. A further 20.5% of the total graduates are categorized as having low skills, and the very low category includes 11% of the total graduates, totaling 176 students.

The finding can be valuable for educational institutions and employers to understand the skill levels of graduates and tailor their programs and hiring processes accordingly.

Table 2: Challenges and barriers faced by state and central university graduates in Language and communicative skills

S.No	Statement	Mean	Rank
1	Listening Skills/ Listening to others	19.35	VII
2	Speaking Skills/ clarity of thought	24.99	III
3.	Comprehension skills	15.6	X
4.	Writing Skills / Clarity of message	29.34	I
5	Command over the language	17.01	IX
6	Use of body postures	19.59	VI
7	Use of gestures	16.23	VIII
8	Respect for others he/she is communicating to	22.65	V
9	Understanding the point of view of others	23.46	IV
10	Use of suitable alternatives to make communication more effective	28.95	II

From the above table reveals that graduates encounter their most significant challenge in terms of writing skills and conveying a clear message, with a top-ranking mean rank of 29.34. Following closely, the second challenge is related to their ability to select suitable alternatives to enhance communication, earning a mean rank of 28.95. The third spot is occupied by the challenge of articulating thoughts clearly, with a mean rank of 24.99. Graduates also struggle with understanding and empathizing with others' perspectives, ranking fourth with a mean rank of 23.46. Demonstrating respect in communication lands in the fifth position, with a mean rank of 22.65. Effective use of body postures for communication ranks

sixth, with a mean of 19.59. Graduates encounter challenges in actively listening to others, ranking seventh, with a mean of 19.35. Utilizing gestures to enhance communication falls in the eighth spot, with a mean rank of 16.23. The ninth challenge relates to their overall command of the language, with a mean of 17.01. Understanding and comprehending information presents the least challenge, ranking tenth with a mean of 15.6.

**Table-3** Significant difference in Levels of state and central university graduates' language and communication skills for employability

Variable	N	Mean	S.D	SEM	t-value
State University Graduates	800	38.29	7.69	0.54	2.47*
Central university Graduates	800	40.03	6.28	0.44	

Significant at 0.05 level

Central University graduates have a slightly higher mean score of 40.03 in language and communication skills. In contrast, State University graduates have a mean score of 38.29. Central University graduates have a lower standard deviation (6.28) compared to State University graduates (7.69), The t-value of 2.47 significant at 0.05 level suggests that there is a statistically significant difference between the two groups, indicating that Central University graduates tend to have slightly better language and communication skills compared to State University graduates. Central University graduates, on average, have slightly better skills in this regard, but the practical significance of this difference may be limited.

**Results:**

- 1 Graduates have low levels of language and communication skills and thus find this a hindrance to employability.
2. State and Central university students differed significantly in their language and communication skills. Central University students seemed to be better in their communication skills.
3. It was observed that university graduates face challenges in writing skills, clarity of thought in expression, and the use of suitable alternatives to make communication more effective.

**Suggestions**

The study suggests that graduates from state and central universities face various challenges and barriers in different aspects of language and communication skills. Addressing the challenges include writing skills, choosing suitable communication alternatives, understanding others' perspectives, and articulating thoughts clearly.

**Recommendations:**

It is recommended that Universities should include language and communication training in their curriculum.

State universities can adopt from central universities' effective communication strategies. Introduce workshops to enhance critical thinking skills for clearer expression and to enhance specific writing skill

To Encourage diverse communication strategies like debates and group discussions the teaching faculty must assist graduates.

More focus to be on Real-World Experience with Emphasize internships and practical experiences to apply language and communication skills.

Focus on career counseling to highlight the importance of these skills for employability and Create a safe space for students to practice and improve their skills.

### **Conclusion**

The study on the language and communication skills of State and Central university graduates for employability at the global level addresses a critical need in light of the challenges faced by Indian graduates in securing suitable employment. The findings underscore the existing gap between the skills possessed by graduates and the expectations of employers, contributing to high rates of underemployment and a competitive job market. The identified deficiencies in language and communication skills, particularly in writing, clarity of expression, and effective communication, highlight areas for improvement. The recommendations put forth, including curriculum enhancements, training programs, internship initiatives, and a global perspective in education, present a comprehensive framework for addressing these shortcomings. Establishing continuous assessment mechanisms, professional development centers, and fostering collaboration between academia and industries are vital steps in ensuring a sustained and impactful enhancement of graduates' employability skills. Public awareness and a monitoring and evaluation framework further contribute to the holistic approach needed to bridge the existing skill gap and empower graduates to thrive in the evolving job market landscape.

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