A COMPARATIVE STUDY ON FACTORS AFFECTING EMPLOYABILITY OF GRADUATES IN RURAL AND URBAN AREAS OF JABALPUR DISTRICT.

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Enhancing Graduate Employability skills is considered as significant task within the college and university of Jabalpur. In the era of technological disruption and cut throat competition, the qualified human resources with high competitiveness and employability skills are needed .Now days employers find a lack of expertise and skills among graduates who are seeking job. Insufficient skills are related to the issue of education system and its quality. This study makes an attempt to identify the factor affecting employability in graduates in rural and urban areas. Primary Data were collected through structured questionnaire.Using simple random sampling, this study collected data from 60 respondentsi.e.30 respondents from urban areas and 30 respondents from rural areas covering colleges and university of Jabalpur district. Percentage method and chiSquare test were used to analyze the data. It has been found that there is a huge variation in factors which influence the employability of graduates in rural and urban areas.Suggestions were incorporated to reduce the diiferences in employablity factors in rural and urban areas.

Keywords: Employability, Graduates , Skills , Rural and Urban areas

1.1 Introduction:

In the current scenario, the world is changing rapidly, and so does the world's economy is developing which creates a buzz about the skills required in the present times. Higher education aims to do students' overall development to face the competition of the real world and the biggest challenge after education is to be employable. Employability is not just about getting a job it's about the skills, understanding, and attributes of a person which help to get the desired job and add value to oneself and to the society and economy.It is aset of achievements – skills, understanding, and personal attributes – that makes individuals more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workplace, the community, and the economy.It has been observed that is not even 50% of graduates are getting jobs after graduation.On the basis of rural and urban areas ,there are variances in the nature of employment opportunities. The main problem is not the availability of the job and employment , but the mismatch or lack of skills to carry out a particular job and .The employment opportunities can be obtained by the person on the basis of number of factors which leads to enhance employablity in rural and urban area.This study will help to identify the factor to develop skilling models in order to fullfill the gap of employment oppourtunites in rural and urban areas.

1.2 Review Of Literature

- **Tinashe Timote Harry, Themba Quadra Mjoli,Willie T Chinyamurindi (2018) Explore** final-year students' perceptions of factors that affect employability. Their study provides an understanding of the complex issues faced by potential graduates throughout their journey. It provides an understanding of student perceptions towards employability, which policymakers can consider when addressing the issue of unemployment in the country.
- **In his research, Kong Jun (2017)** studies the factors that affect the job search prospects of graduates. By using parametric, semiparametric, and nonparametric approaches, and found out that University goodwill, course selection such as management, and engineering graduates find jobs more easily as compared to other fields.
- Rajanibala Shah **(2014)** In her studies focused on the skills that affect the employability of graduate students and found four independent factors that affect employability and stated that

institutes should work on the path of developing the affecting factors of graduates that will best serve the future market.

- Aniss Moumen **and** Nezha Mejjad **(2021)** present an exploratory literature review from the "Education and Training" journal indexed in Scopus, which has published 99 articles about "Graduate Employability" from 2005 to 2021 and studied problems related to graduate attributes, graduate employability skills, and constructs, enhance employability, self-employability perception, and employers perceptions.
- Gerbrand Tholen **(2014)** Explored in his article and compares how graduate employability is socially constructedIt provides an analysis of education systems of higher education and explains how they shape the positional competition for graduate jobs. Also shows final-year students' perception of education systems and their expectations.
- **Kelebogile Paadi (2014)** Explained the different types of skills which are most attractive to the employer and which ones are essential to enhance the employability of HRM graduates and found generic skills are the most sought after in the workplace; there are different levels of HRM employability and different knowledge, competencies, and skills for each level.
- Lorraine **Dacre Pool**, Pamela **Qualter**, **and** Peter **J. Sewell (2014)** Introduce and explore the factor structure of a new measure of employability development, the Career EDGE Employability Development Profile (EDP). They suggested developing suitable tools to enhance the skills required for increasing employability.

1.3 Objectives of the Study :

- To identify the factore affecting employablity in rural and urban areas of jabalpur district.
- To compare the factors and causes which affect employablity in rural and urban areas of jabalpur district.
- To give suuggestion for betterment of employment oppurtunities.

1.4 Limitations of the study:

- This research study is confine to rural and urban areas of jabalpur district,
- Sample size of this study is 60 due to time concern.

1.5 Research Methodology:

This research study is based on Primary Data.A Well Structured questionnaire was prepared and pilot survey for checking accuracy of questionaitre was conducted.Simple random sampling has been used.Data were collected from 120 respondentsi.e.60 respondents from urban areas and 60 respondents from rural areas covering colleges and university of Jabalpur district. Data were collected and analyzed using percentage anyalysi.Data were collected and analyzed using percentage anyalysis.

1.6 Data Anylsis and Interpretation:

1.6. (a)Gender of the Respondents

Table 1: Allocation of the gender of respondents in terms of percentage.

Gender	Rural		Urban	
	Frequency	Percentage	Frequency	Percentage
Male	32	53%	40	66.66%
Female	28	47%	20	33.33%
Other	0	0%	0	0.00%
Total	60	100%	60	100.00%

(Source: Calculated from primary data)

Graph 1:

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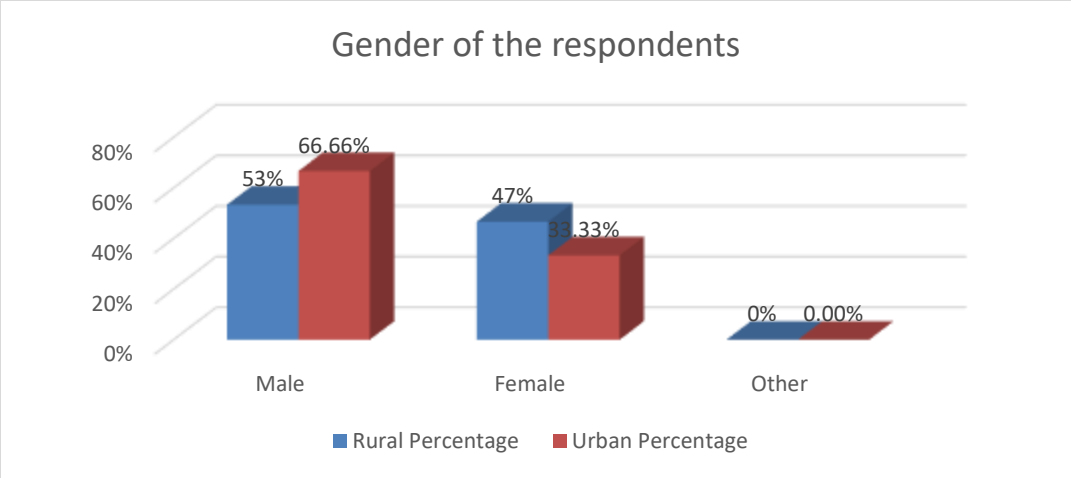


Interpretation: The above table shows the allocation of respondents (Gender of Respondents). The sample received from the respondents" guides that out of a total of 60 respondents from a rural area, (53%) were male and (47%) were female whereas there were about (66.66%) male and (33%) were female respondents from urban areas.

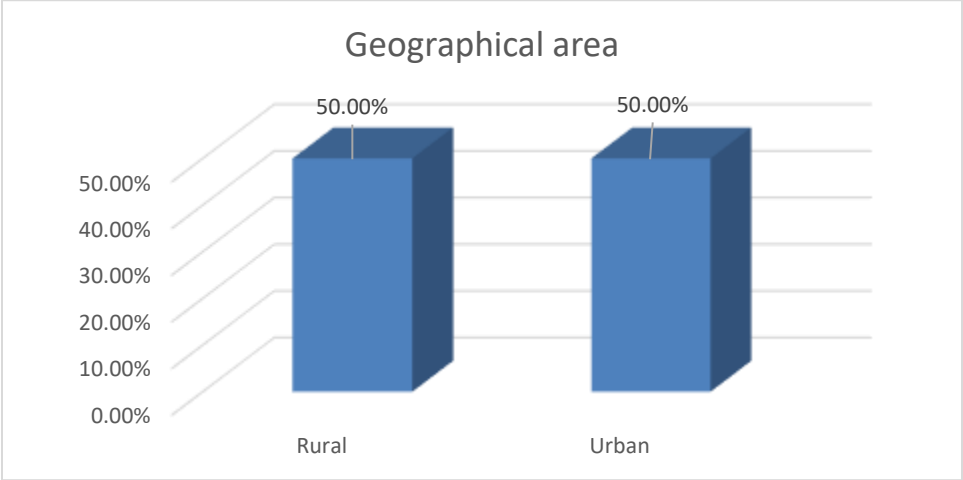
1.6. (b)Respondents' Geographical area

Table 2:Allocation of the geographical area of respondents in terms of percentage.

Area	Frequency	Percentage
Rural	60	50.00%
Urban	60	50.00%
Total	120	100

(Source: Calculated from primary data)

Graph 2:



Interpretation:
The above table shows the allocation of respondents (Geographical area of Respondents). The sample received from the respondents" guides that out of 120 respondents, about (50%) of respondents live in the rural area whereas (50%) live in the urban area.

1.6(c)Current Status of the Respondents

Table 3: Allocation of respondents based on their current status

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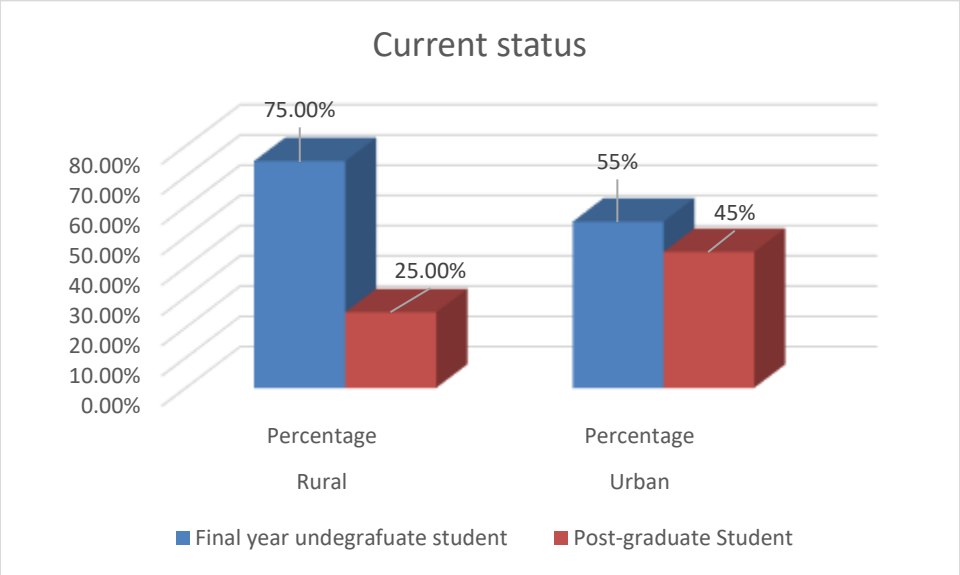
Factor	Rural		Urban	
	Frequency	Percentage	Frequency	Percentage
Final year undergraduate student	45	75.00%	33	55.00%
Post-graduate Student	15	25.00%	27	45.00%
Total	60	100%	60	100.00%

(Source: Calculated from primary data)

Graph 3



Interpretation:

The above information reflects the allocation of Respondents (current status).

The biggest portion of respondents from the rural areas were final year undergraduate students (75%) followed by(25%) were postgraduate students whereas from urban areas (55%) of respondents were final year undergraduate students and (45%) were post-graduate students.

1.6(d)Employment Status of Respondents

Table 4: Allocation of respondents based on their employment status.

Status	Rural		Urban	
	Frequency	Percentage	Frequency	Percentage
Full-time Employed	8	13.33%	15	25.00%
Part-time Employed	2	3.33%	13	21.67%
Intern	5	8.33%	10	16.67%
About to start working	20	33.33%	10	16.67%
Unemployed and looking for a job	25	41.67%	12	20.00%
Total	60	100.00%	60	100.00%

(Source: Calculated from primary data)

Graph 4

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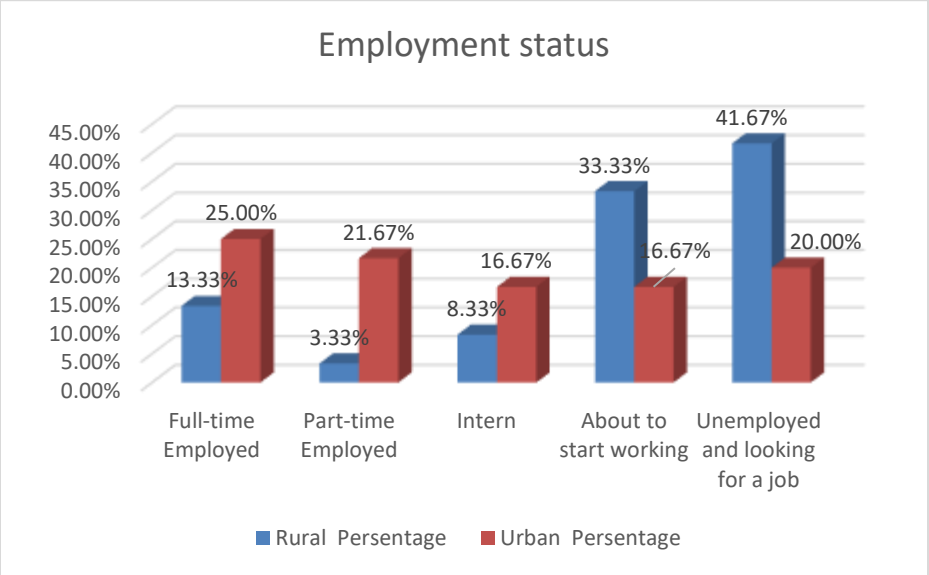

Interpretation:

The above information reflects the allocation of Respondents (employment status). In the rural area, the maximum no of respondents (41.67%) were unemployed and looking for a job followed by (33.33%) who were about to start working, (13.33%) were full-time employed, (8.33%) were interns and (3.33%) were part-time employed whereas in the urban area maximum, no of respondents (25.00%) were full-time employed followed by (21.67%) were part-time employed, (20.00%) were unemployed and looking for job and (16.67%)S were an intern and equal percentage was about to start work.

1.6(e)The knowledge and skills that respondents got in college helped them to seek employment

Table 5: Allocation of respondents based on the Knowledge and skills that respondents got in college help them to seek employment.

Factor	Rural		Urban	
	Frequency	Percentage	Frequency	Percentage
Yes	15	25.00%	27	45.00%
No	45	75.00%	33	55.00%
Total	60	100.00%	60	100.00%

(Source: Calculated from primary data)

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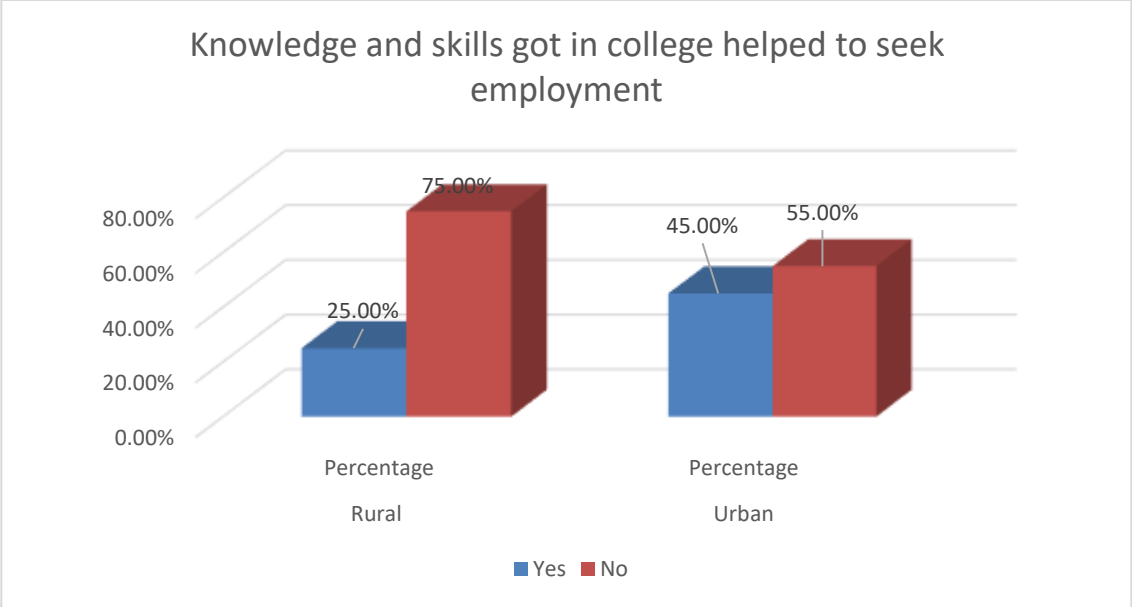


Graph 5

Interpretation:

The above information reflects that out of 60 rural Respondents maximum said no (75.00%) regarding receiving the Knowledge and skills that respondents got in college to help them to seek employment and (25%) said yes similarly in an urban area (55.00%) said no to the statement and (45.00%) said yes.

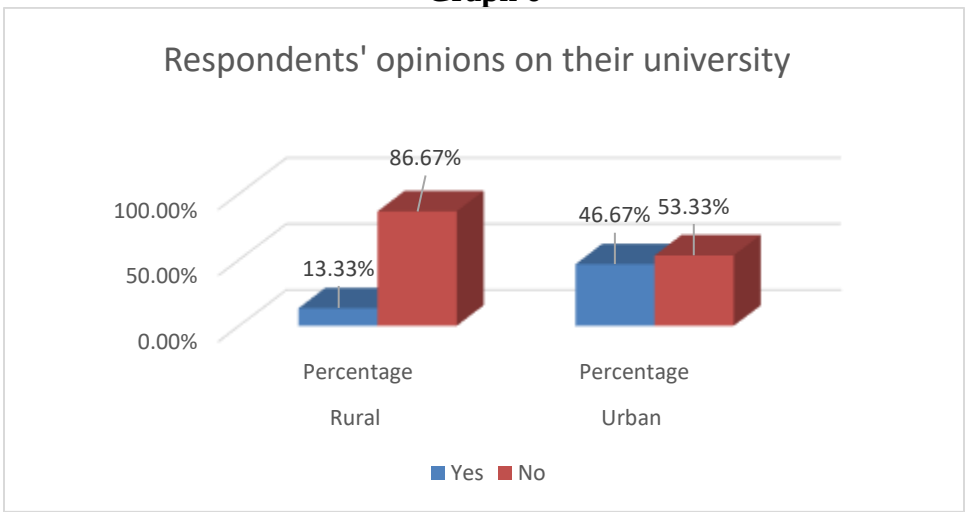
1.6(f) Respondents' opinions on their university

Table 6: Allocation of respondents based on their opinion on providing effective career guidance

Factor	Rural		Urban	
	Frequency	Percentage	Frequency	Percentage
Yes	8	13.33%	28	46.67%
No	52	86.67%	32	53.33%
Total	60	100.00%	60	100.00%

(Source: Calculated from primary data)

Graph 6



Interpretation:

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The above information reflects that out of 60 rural Respondents maximum percentage of (86.67%) said no to the statement universities provide effective career guidance and (13.33%) said yes whereas, in the case of urban areas, (53.33%) said no, and (46.67%) said yes.

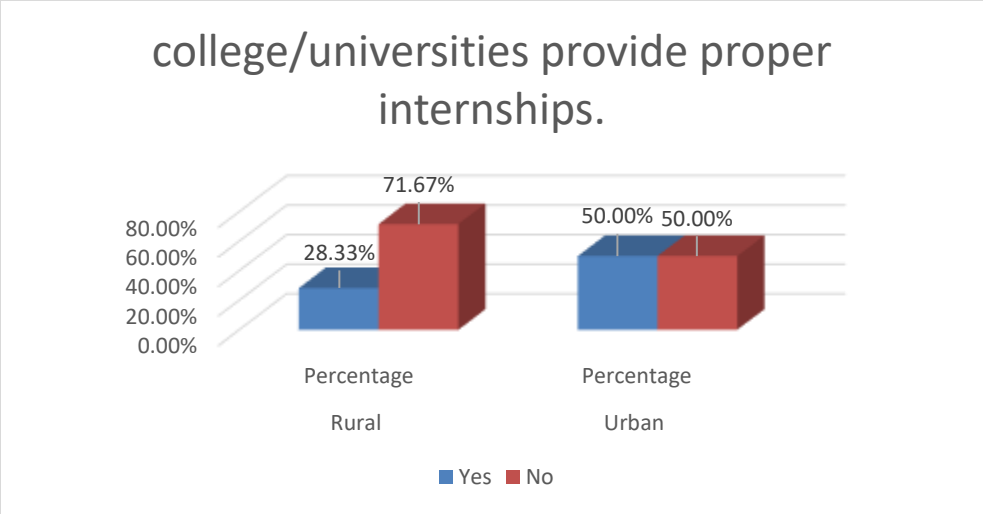
1.6(g)Respondents' view on whether their college/universities provide proper internship

Table 7: Allocation of respondents based on their view on whether their college/universities provide proper internships.

Factor	Rural		Urban	
	Frequency	Percentage	Frequency	Percentage
Yes	17	28.33%	30	50.00%
No	43	71.67%	30	50.00%
Total	60	100.00%	60	100.00%

(Source: Calculated from primary data)

Graph 7



Interpretation:

According to the above graph In the case of rural areas maximum respondents said (71.67%) said that their college or university does not provide proper internships and (28.33%) said yes. On the other hand, of respondents from an urban area, (50%) said yes, and an equal percentage that is (50%) said no.

1.6(h)Respondents' opinion on whether their university /college provides training to enhance soft skills/Hard Skills/Career training.

Table 8: Allocation of respondents based on their opinion on whether their university /college provides training to enhance soft skills/Hard Skills/Career training**.**

Factor	Rural		Urban	
	Frequency	Percentage	Frequency	Percentage
Yes	4	6.67%	25	41.67%
No	56	93.33%	35	58.33%
Total	60	100.00%	60	100.00%

(Source: Calculated from primary data)

Graph 8

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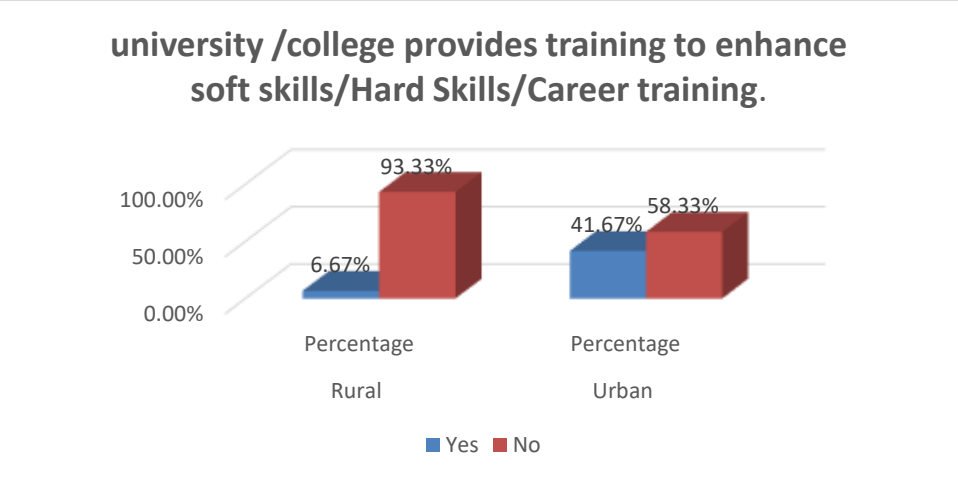


Interpretation:
According to the above graph in the case of rural areas, the maximum number of respondents (93.33%) answered no to the question of whether their university /college provides training to enhance soft skills/Hard Skills/Career training, and (6.67%) said yes. In the case of the urban area, (58.33%) answered no and (41.67%) Yes.

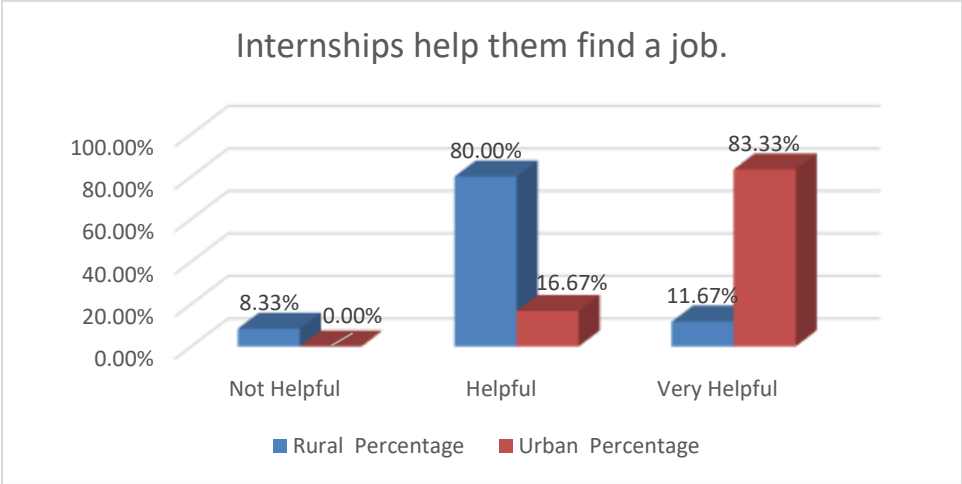
1.6.(i)Respondents' view on whether internships help them find a job

Table 9: Allocation of respondents based on their view on whether internships help them find a job.

Soft Skills	Rural		Urban	
	Frequency	Percentage	Frequency	Percentage
Not Helpful	5	8.33%	0	0.00%
Helpful	48	80.00%	10	16.67%
Very Helpful	7	11.67%	50	83.33%
Total	60	100.00%	60	100.00%

(Source: Calculated from primary data)

Graph 9



Interpretation:
According to the above graph in the case of rural areas, the maximum number of respondents (80.00%) said internships help them in finding a job, followed by (11.67%) said it's very helpful and (8.33%) said

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not helpful whereas in the case of urban areas, (83.33%) said it is very helpful, followed by (16.67%) said it's helpful.

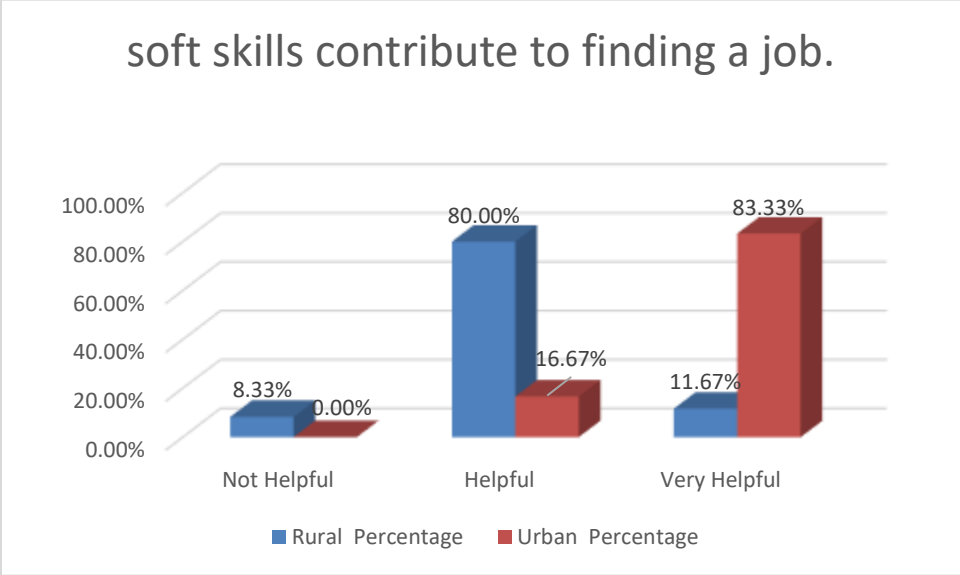
1.6.(j)Soft skills help to have better chances of finding a job

Table 10: Allocation of respondents based on their responses on soft skills contribute to finding a job.

Soft Skills	Rural		Urban	
	Frequency	Percentage	Frequency	Percentage
Not Helpful	5	8.33%	0	0.00%
Helpful	48	80.00%	10	16.67%
Very Helpful	7	11.67%	50	83.33%
Total	60	100.00%	60	100.00%

(Source: Calculated from primary data)

Graph 10



Interpretation:

According to the above graph in the case of rural areas, the maximum number of respondents (80.00%) saidsoft skills are helpful in finding a job followed by (11.67%) said it's very helpful and (8.33) said it's not helpful on the other hand (83.33%) said it's very helpful followed by (16.67%) said it's helpful.

1.6.(k) Hard skills help to have better chances of finding a job

Table 11: Allocation of respondents based on their responses on Hard skills help to have better chances of finding a job.

Hard Skills	Rural		Urban	
	Frequency	Percentage	Frequency	Percentage
Not Helpful	10	16.67%	5	8.33%
Helpful	30	50.00%	15	25.00%
Very Helpful	20	33.33%	40	66.67%
Total	60	100.00%	60	100.00%

(Source: Calculated from primary data)

Graph 11

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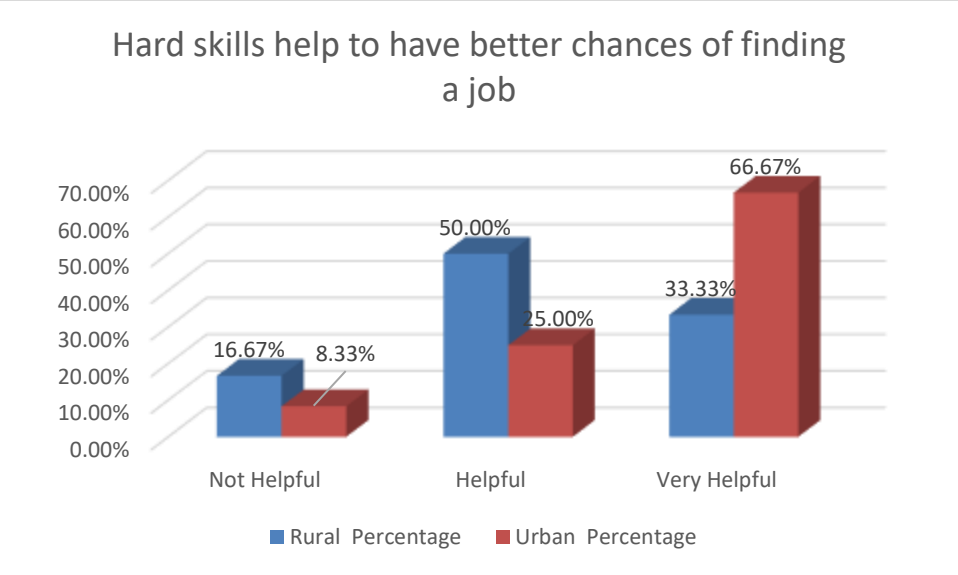


Interpretation:

According to the above graph in the case of rural areas, the maximum number of respondents (50.00%) saidhard skills are helpful in finding a job followed by (33.33%) said it's very helpful and (16.67%) said it's not helpful on the other hand (66.67%) said it's very helpful followed by (25.00%) said its helpful and (8.33%) said it's not helpful.

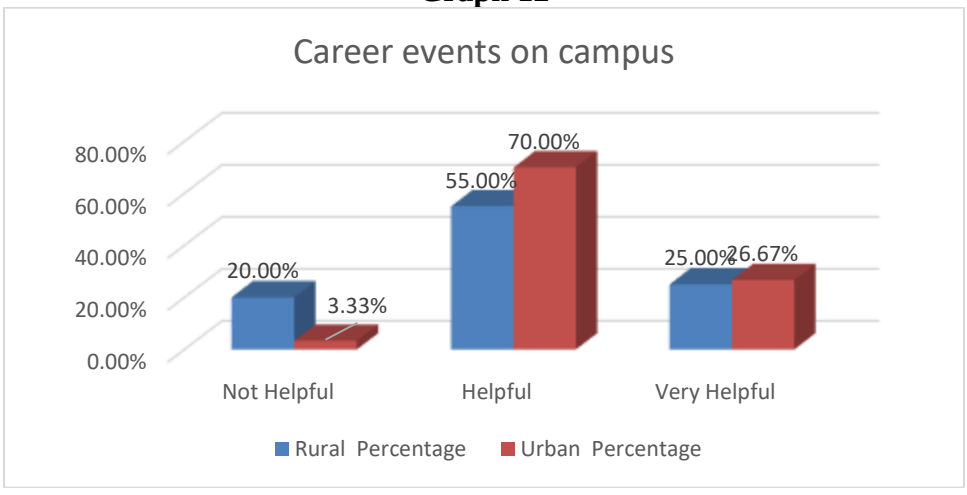
1.6.(l) Career events on campus for networking with professionals will help get a better chance of finding a job.

Table 12: Allocation of respondents based on their responses on Career events on campus for networking with professionals will help get a better chance of finding a job.

Factors	Rural		Urban	
	Frequency	Percentage	Frequency	Percentage
Not Helpful	12	20.00%	2	3.33%
Helpful	33	55.00%	42	70.00%
Very Helpful	15	25.00%	16	26.67%
Total	60	100.00%	60	100.00%

(Source: Calculated from primary data)

Graph 12



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Interpretation:

According to the above graph in the case of rural areas, the maximum number of respondents (55.00%) said Career events on campus for networking with professionals are helpful in getting a better chance of finding a job. Followed by (25.00%) said it's very helpful and (20.00%) said it's not helpful on the other hand (70.00%) said it's helpful followed (26.00%) said it's very helpful and (3.33%) said it's not helpful.

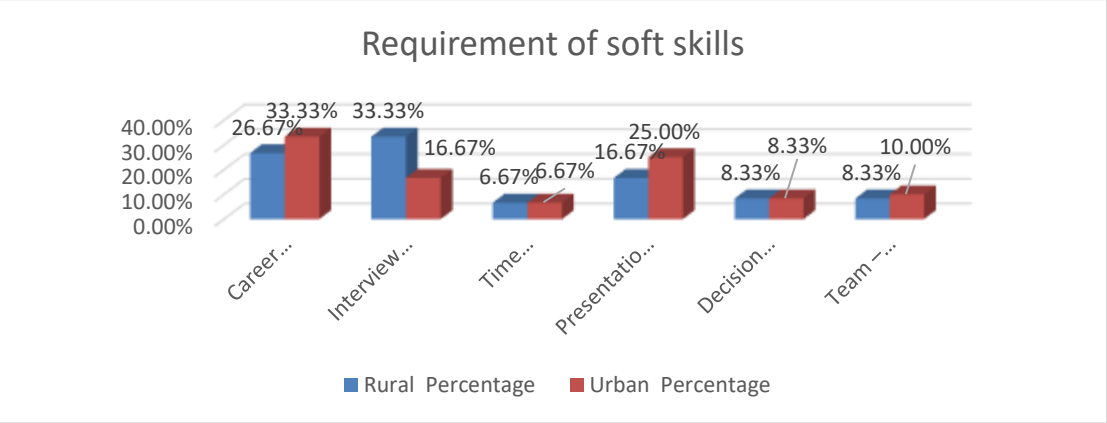
1.6. (m) Soft skills that respondents need support in

Table 13:Allocation of respondents based on their responses on the requirement of soft skills.

Soft skills	Rural		Urban	
	Frequency	Percentage	Frequency	Percentage
Career Identification and Planning	16	26.67%	20	33.33%
Interview Practice	20	33.33%	10	16.67%
Time Management	4	6.67%	4	6.67%
Presentation and Communication Skills	10	16.67%	15	25.00%
Decision-Making Skills	5	8.33%	5	8.33%
Team –Working Skills	5	8.33%	6	10.00%
Total	60	100.00%	60	100.00%

(Source: Calculated from primary data)

Graph 13



Interpretation:

According to the above graph in the case of rural areas, respondents require soft skills such as (33.33%) said interview practice, (26.67%) said career identification and planning, (16.67%) said presentation and communication, (8.33%) said decision-making skills and an equal percentage of respondents said team-working skills. Whereas in the case of the urban area, (33.33%) said career identification and planning, (25.00%) said presentation and communication, (16.67%) said interview practice (10,00%) said team-working skills, (8.33%) said decision-making skills, and (6.67%) said time management.

1.6. (n) Hard skills that respondents need support in

Table 14: Allocation of respondents based on their responses on the requirement of hard skills.

Hard skills	Rural		Urban	
	Frequency	Percentage	Frequency	Percentage
CV writing	18	30.00%	6	10.00%
Computer Skills	9	15.00%	7	11.67%
Job Searching Techniques	7	11.67%	17	28.33%

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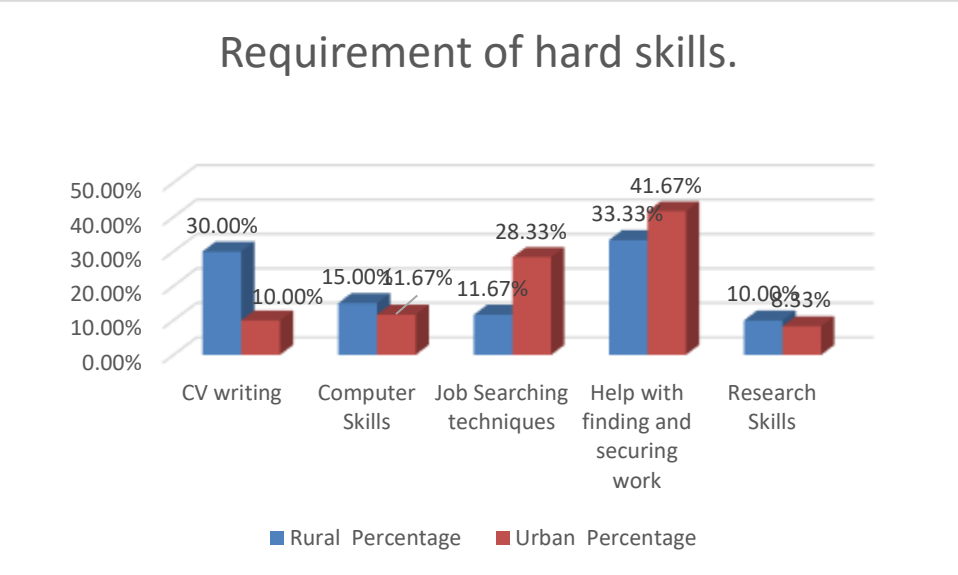
Help with finding and securing work	20	33.33%	25	41.67%
Research Skills	6	10.00%	5	8.33%
Total	60	100.00%	60	100.00%

(Source: Calculated from primary data)

Graph 14:



Interpretation:According to the above graph in the case of rural areas, respondents require hard skills such as (33.33%) said 'help with finding and securing work', (30.00%) said 'CV writing', (15.00%) said 'computer skills', (11.67%) said 'job searching techniques', and (10.00%) said research skills. Whereas in the case of urban area, (41.67%) said 'help with finding and securing work', (28.33%) said 'job searching techniques', (11.67%) said 'computer skills', (10.00%) said 'CV writing skills', and (8.33%) said 'research skills.

1.7 Findings

- The study shows that out of 120 respondents 60 are from a 'rural area' and 60 are from an 'urban area'.
- It has been observed that in the case of rural areas, 75.00% of respondents are 'final-year undergraduates' and 25.00% are 'post-graduate' students and in the case of the urban area 55.00% of respondents are 'final-year undergraduates' and 45.00% are 'post-graduate'
- The study indicates that in the case of rural areas, the maximum number of respondents were (41.67%) 'unemployed and looking for a job' followed by 33.33% were about to 'start working', 13.33% were 'full-time employed', 8.33% were 'interns' and 3.33% were 'part-time employed' whereas in the urban area maximum, no of respondents 25.00% were 'full-time employed' followed by 21.67% were 'part-time employed', 20.00% were 'unemployed and looking for a job' and16.67% were an 'intern' and equal percentage were about to 'start work'.
- It is found that out of 60 rural Respondents maximum said 'no' 75.00% 'regarding receiving the Knowledge and skills that respondents got in college to help them to seek employment' and 25% said 'yes' similarly in an urban area out of 60 respondents 55.00% said no to the statement and 45.00% said yes.
- The majority of the respondents in the case of rural areas, that is out of 60 86.37% responded that their college/ universities do not provide proper career guidance and 13.63% responded they do. Whereas in the case of urban, area 46.67% responded that their college/ universities do not provide proper career guidance and 53.33% responded they do.

- Study shows that the maximum number of respondents 80.00% said' internships are 'helpful' to them in finding a job, followed by 11.67% said it's 'very helpful' and 8.33% said 'not helpful' whereas the case urban areas, 83.33% said it is 'very helpful, followed by 16.67% said it's 'helpful'.
- The results shows that in the case of rural areas, the maximum number of respondents 55.00% said 'Career events on campus for networking with professionals are helpful in getting a better chance of finding a job'. Followed by 25.00% said it's' very helpful' and 20.00% said it's 'not helpful' on the other hand in case of urban areas 70.00% said it's 'helpful' followed 26.00% said it's 'very helpful' and 3.33% said it's 'not helpful'.

Suggestions:

1. Higher education institutes have to align education pattern with skills which are demanding in present scenario of employability.
2. Especially in rural areas students exchange program with high potential institute must be run to meet the employability ratio with urban areas.
3. In rural areas teacher exchange program with high potential institute must be run to optimum utilization of individual skills.
4. Practical knowledge based information must be ensure to face challenges for getting employment.
5. Students should select internship and vocational courses as per their interest; it must be the primary responsibility of mentor or teachers to help them to find their interest area.
6. Students should be encouraged to be a job giver not a job seeker. For that Entrepreneurship development programs by eminent speakers from industry and training program for be an entrepreneur must be begin especially in rural areas.

Conclusion:

Employability for graduate is a perfect set of skills to improve students to further career development. In order to increase employability, Higher education institute must be ensured a perfect match between graduate qualities and employer needs. It has been found that there is a gap between skills of students in rural areas as well as urban areas. Therefore, Gap can be bridged by implemented schemes like students exchange program and faculty exchange program. Nowadays it is required to enhance the quality of learning through the integration of employability skills in each subject. It has been observed that overall employability at 45.9 percent, stating that one of two graduates is not ready for the job market due to the lack of required employability skills.Increased training cost, low productivity levels, and higheremployee turnover ratios are just some of the adverse effectthat arise from these skill gaps. At the same time, organizations should consider employing candidates with the potential and will to better themselves, rather than just screening candidates based on existing skills.

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