

Gap between Education and Employment: A Micro Study in Vellakinar Village of Coimbatore, Tamil Nadu

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Abstract

Unemployment plays a crucial role in the economies irrespective of their development. Earlier, providing education and attaining higher education were the prime concern of the most of the developing economies including India. After attaining the levels, most of the developing economies are to create employment opportunities. At present the educated youth are waiting years together to get reasonable employment opportunity. In this connection this paper intends to analyse how long the educated youth are waiting to avail employment and whether they would get permanent employment through a micro level study.

Keywords: Unemployment, Gestation period

Introduction

Higher education and employment opportunities are interlinked and connected closely. Any changes in higher education will lead a direct impact on the employment either positively or negatively. Earlier the higher educated provided more employment opportunities as compared to the less or uneducated. But now a day's more the educated will lead more unemployment. However in most of the professional courses the employment opportunity is still vital. Hence the rapidly globalizing world moving towards fit for purpose education in the present country [1].

India holds the third largest higher education in the world after China and the United States of America. India's higher education system is made up of government-run, state-run and private institution. There are 20 central universities, which run by the central government, where, education is cheaper; however technical majors were expensive even at central universities. Yet, there are 42 specialized colleges, with a specification technology and management run by the central government. There are 215 state-run universities in India, funded and coordinated by the federal government. Rapid expansion of higher education in many developing and developed countries had resulted in unemployment problems among the educated youth. Regarding the educational infrastructure, approximately more than one third (40%) of the Indian population are illiterate, but the intake of the higher education institution both private and public- can only accommodate 7 percent of India's college-aged population. The educational environment does not promote generalized education.

Throughout the last decades, the number of universities and colleges has achieved and exponential growth. Contrastingly, student enrolment rates grown at a slower pace. Employment is essential for development; employment creates a sense of self reliance and independence as together base for an individual as well as social and national development. The value education in employment and employment for a healthy,

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productive and peaceful society cannot be underestimated. The opportunities in India employment have witnessed massive developments, throughout the past 30 years. Lack of institutional responses to the demand for re-training and the changes in the labour market further rise the inequality between the rich and poor. Structural changes shift the bulk of work force from the agriculture to the industrial and service sectors. However, majority of the workforce still engaged in agrarian sector. However, the productivity in the industrial sector is much higher than in agriculture. Rapid urbanization and the consequential relocation of the workforce played a vital role in government policies choices and ignited the demands for a re-training of the workforce. Today the work in the agricultural sector can be made more effective by which a bulk of the workforce can be mobilized through education and vocational training to meet the needs of 21st century there is no inequality in India's market and employment growth in rural and urban trends. However the youth is general are waiting a long time to get temporary employment.

Statement of the Problem

The people all over the world have been facing the problem of education, employability, and unemployment. The programmes implemented for them to enough to arrest their issues in general. On the one they have been facing the problem like curriculum, lack of qualified faculty, poor quality of content and not so effective examination system, technical, technical institutions do not provide signalling value in the job market. High incidence of unemployment or low incomes becomes a matter of serious concern to central and state government. The preference for technical education to general education emanates from this very expectation. This promise is broken if after graduation of many people failed to find employment or are forced to accept low paying jobs not commensurate with their qualification. In this context the present study tries to identify gestation period of year of graduation and year of employment among the respondents of a small village in Coimbatore district of Tamil Nadu, India.

Objectives

The following are the important objectives of the study

- To study the socio-economic characteristics of the respondents in the study area.
- To analyse the educational background of the respondents in the study area.
- To discuss the reason behind unemployment of the respondents in the study area.
- To examine the relationship between educational attainment and employment of the respondent in the study area.
- To find out the gestation period between education and employment.

Hypothesis

Based on the above objectives the following hypothesis has formulated. The employment opportunity of the

respondents is determined by educational background of the respondent than the other socio-demographic and economic factors.

Review of Literature

Blaug et.al (1969) study showed that higher education in India expanded despite high levels of unemployment among graduates, long waiting times for first jobs and the first jobs when obtained are not much more than that of high-level clerks. This in part is due to even higher unemployment of persons with secondary education qualifications and charging of low fees by public universities in India.

Tinbergen (1972) examined the impact of education on income distribution using the cross sectional data to show variation in income distribution in the states of USA, provinces of Canada and Netherlands. The author has found that increase and smaller dispersion in years of schooling would only moderately reduce degree of inequality in USA, Canada and Netherland [2].

Killingsworth (1983) provided the analysis of labour force participation and supply of labour. The author has maintained the labour force participation analysis hypothesize that workers demand for leisure and consumption of market commodities depends on workers, wages, income of the workers without the participating in the labour force and other variables incorporating health status and education.

Patel and Nimish Shah (2005), argued that globalization has posed a number of challenges to technical education. The biggest challenge ahead was to supply technically trained staff to corporate world. The graduate class students are lacking in practical knowledge and knowledge of emerging technology and hence, they found difficulties in employment in a rapidly changing environment [3].

Salles (2006) examined the importance of social mal-adjustment for educational qualification and earnings. The author collected data of 972 individuals in the year 2000 and concluded that childhood social competence was positively related with educational attainment and labour market earnings [4].

Fong and Cao (2009) estimated effect of foreign education on immigrants earning, through a telephonic survey conducted in 2005 in Toronto, Ontario and Canada; the total respondents were 1,539 aged 18 years or older. It was found that foreign educated people had lower earning than local educated people in Canada. The study confirmed that earning was lower for those who had completed their education in Asia as in US, UK and Western Europe. The study concludes that foreign education did not lead to lower earning; it depended on when and where the immigrants received the foreign education [5].

Reddeppa Reddy (2009) has strongly opined that the literate people are moving from primary occupation and to secondary and tertiary occupations and the literacy rate was lower in the primary sector and it was exceedingly higher in other sectors. Further, the employment opportunities are being provided in organized as well as unorganised sectors

and the education level is most households has increased consistently from a low base 15 years ago, now focus on the skill and knowledge to increase productivity and human quality [6].

Saha (2009) has argued that a large number of unemployable youth who hold university Degrees were not educated unemployed, but unemployable graduates [7].

Krishna Yadav (2010) is of the view that the growth of education in rural India was one of the major national concerns at the time of independence. Most villagers were illiterates and most villages had no access to education centres. Further, rural establishment such as rural liabilities, Janta Colleges, Young Clubs, Mahila Mandals and Folk Schools were encouraged and government of India established a Council for rural higher education for promoting the graduate level manpower through rural institutes. Besides, the major thrust of the policy was literacy promotion among, Scheduled caste and Scheduled tribes, particularly in the rural areas. Various schemes aim to realize the constitutional commitment of providing free and compulsory education to all children in the age group of 6 to 14 years. However, much will depend upon the approach, of which sincerity and dedication at all levels is essential elements [8].

Shabana Roze et.al (2013) reported that improving the link between higher education and employment in India. The report argued that vocationalisation and professionalization of higher education has inadvertent effect on employment. Further unemployment problem and the growing social elevates can only be resolved through a drastic structural change in the higher education system. Yet the report states the struggle between central and state is creating a barrier to improvements [1].

Swathi Sharma (2016) conducted a study on the relation between education attainment and an employment opportunity is intuitively obvious. This study examines the extant literature on the relation between education attainment and employment outcomes. The study also reveals interesting new insights about the Indian labour market that contradict the human capital explanation. Finally, the study emphasized directions for future research to understand the nexus between education and employment outcomes in the Indian labour market.

Vikrant Bhakar et.al (2017) reported that there is a massive demand for complementary training of engineering graduates in India indicates a mismatch between academia education and industry requirements. The study showed that there is a gap between the academia and industry and presents an approach to bridge it using the concept of learning factories. The study also provides a roadmap of utilizing learning factories as an integral part for the India technical academic system.

Methodology

The present study is completely based on primary data, collected from 60 households in Vellakinar Coimbatore district. There are many villages in the block in which this Vellakinar village was randomly selected as it has more

4000 households and hence the village has purposively selected. There were about 89 households in which 60 households were selected as the rest were not in home or moved somewhere.

Statistical Tools

A pre-tested questionnaire has been used to collect the data and the collected data were tabulated and analysed with the help of SPSS package. Simple average and percentages have been used. To determine the Gestation period between Education and Employment a multiple regression model was used.

Profile of the Study Area

Tamil Nadu is one of the 28 states of India. Its capital and largest city is Chennai (formerly known as Madras). Tamil Nadu lies in the southernmost part of the Indian subcontinent and is bordered by the union territory of Puducherry and the South Indian states of Kerala, Karnataka, and Andhra Pradesh. It is bounded by the Eastern Ghats on the north, by the Nilgiri Mountains, the Meghamalai Hills, and Kerala on the west, by the Bay of Bengal in the east, by the Gulf of Mannar and the Palk Strait on the southeast, and by the Indian Ocean on the south. The state shares a maritime border with the nation of Sri Lanka. Coimbatore, also known as Kovai, is a major industrial city in India and the second largest city in the state of Tamil Nadu. It is the administrative headquarters of Coimbatore District. It is known as Manchester of South India. Coimbatore is situated in the extreme west of Tamil Nadu, near the state of Kerala. It is surrounded by mountains on the west, with reserve forests and the (Nilgiri Biosphere Reserve) on then or thorn aside. The eastern side of the District, including the city is predominantly dry. The entire western and northern part of the District borders the Western Ghats with the Nilgiri biosphere as well as the Anaimalai and Munnar ranges. Westerns to Kerala popularly referred to as the Palghat Gap provides its boundary. **Vellakinar** is one of the localities of the Coimbatore city in Tamil Nadu, India. Vellakinar is located on the stretch of Coimbatore to Mettupalayam road [9-12]. The village is bounded by Vellakinar are Thudiyalur, Goundampalayam, GN Mills (Gnanambikai Mills). Tamil Nadu Housing Board colony, Sreevatsa Gardens, Samathuvapuram and Meenakshi Gardens, Coimbatore are main residential areas in Vellakinar panchayat.

Results and Discussion

The distribution of sample respondents according to the age, religion, marital status and occupation is presented in table 1. The respondents age group has been classified into young (<35), middle (35-60), old (above 60). It could be found that more than (66.67%) of the respondents belonged to middle age group which was followed by young (33.33%). In this study all the respondent belongs to Hindu religion. It could be seen from the table that more than 78.33 percent of the respondents were married followed 10 percent were unmarried (10%) divorced and (6.67%) and rest of the (5%) which was followed by widowed. Regarding the type of family of the respondents four fifths (86.67%) were living in nuclear family and rest were living in the joint family.

Table 1: Socio Demographic status of the Respondents.

SL.NO	Age	Frequency	Percent
1	<35 young	20	33.33
2	35-45 middle	40	66.67
Religion			
3	Hindu	60	100
Marital Status			
4	Married	47	78.33
5	Unmarried	6	10.00
6	Divorce	4	6.67
7	Widow	3	5.00
Occupation			
8	Parental occupation	31	51.67
9	Agriculture	2	3.33
10	Helper in concern	4	6.67
11	Others	23	38.33
Types of family			
12	Nuclear	47	86.67
13	Joint	13	13.33
Total		60	100

Source: Primary Data.

Table 2: Nature of Work wise Classification of the Respondents.

SL.NO	Nature of Work	Frequency	Percent
1	Full time	52	86.67
2	Part time	8	13.33
Total		60	100.0

Source: Primary Data.

Table 3: Education wise Classification of the Respondents.

SL.NO	Education level	Frequency	Percent
1	Primary level	46	75.44
2	Middle level	46	75.44
3	Secondary level	46	75.44
4	Higher secondary level	45	75.00
5	UG	34	56.67
6	PG	17	28.33
7	Professional course	19	31.11
Total		60	100.0

Source: Primary Data.

Table 4: Employment wise classifications among the Respondents.

SL.NO	Employed	Frequency	Percent
1	Yes	31	51.67
Total		31	51.67

Source: Primary Data.

Table 5: Gestation period wise Classification among the Respondent.

SL.NO	Year of Graduation	Frequency	Percent
	Employed	31	51.67
1	1978-1988	2	3.33
2	1988-1998	8	13.33
3	1998-2008	8	13.33
4	2008-2018	13	21.67
Year of Employment			
1	1978-1988	2	3.33
2	1988-1998	4	6.67
3	1998-2008	5	8.33
4	2008-2018	20	33.33
Total		31	56.77

Source: Primary Data.

Nature of work and the type of family have been analysed in table 2. Regarding the nature of work 86.67 percent of the respondents worked on full time and nearly 13.33 percent of the respondents were part time workers.

Education status of the respondents is shown in table 3. In this study (75.44%) of the respondents were educated at primary level. More than three fourth respondent are educated middle level and secondary level. (75%) are higher secondary levels. More than one half (56.67%) of the respondents were educated up to UG level. It is also found that 28 shows that percent of the respondents were educated upto post graduation level.

Table 4 shows that the number employed members among the respondents. It could be found that, more than one half (51.67%) of the respondents were employed and (48.33%) and 48.33 percent are unemployed.

Gestation period between education and employment is presented in table 5. It could be found that 3.33 percent of the respondents completed their graduation and been employed in the year (1978-1988) i.e. they were able to get their employment immediately without any gestation period. About 13.33 percent of the respondents completed their graduation and (6.67) been employed in the year (1988-1998) ie. One half of the Respondents were able to get the employment in their study period. During 2008-2018 21.67 percent of the respondents completed their graduation and (33.33%) been employed in the year (2008-2018) as it includes previous year waiters.

Factors responsible for employment among the respondents is shown in table 6. Close to one fifth (18%) of the respondents felt that education qualification was an important factor to get employment. About 14.88 percent of the respondents reveal that basic qualification and awareness are factors helped to get employment. Additional skill is the factor helps to get employment was reported by 10 percent. Recommendation was an important factor helps to get employment was stated by the respondent by 7 percent of the respondent. Only few (1.66%) of the respondents feels that reservation helped them to get employment.

Waiting period to get the job by the respondents is showed in table 7. It could be seen from the table that about one fourth (25%) of the respondents waited for 1-6 months, 13.33 percent of the respondents waited for 6-12 months, and 1 year.

The employment of the people may determine by various factors. Table 8 shows a multiple linear regression model was used. This analysis is exclusively done for the employed stricken people. The employment is taken as dependent variable and the independent variables taken are Age, (level of education) Middle level, higher secondary level, UG level, PG level, and based on their educational background. The goodness of fit the model was verified significant F at 1 percent level. The R² value .204 indicates that all the explanatory variables influence the employment by 20 percent. Among the independent variables, Secondary Background, Middle Background, UG Background, PG Background, were not significant even at one percent level. So educational

Table 6: Factors Responsible for Employment among the Respondent.

SL.No	Factors	Frequency	Percent
1	Educational qualification	11	18.00
2	Basic qualification and awareness	9	14.88
3	Additional skill	6	9.88
4	Recommendation	4	6.66
5	Reservation	1	1.66
Total		31	51.67

Source: Primary Data.

Table 7: Waiting Period to get the job classification of the respondent.

SL.NO	Waiting period	Frequency	Percent
1	1-6 months	15	25
2	6-12 months	8	13.33
3	1 year	8	13.33
Total		31	51.66

Source: Primary Data.

Table 8: Determinants of Employment-Multiple Linear Regression Model.

SL.NO	Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.112	.463		2.404	.020
2	Age	.474	.138	.456	3.437	.001
3	Middle class	.094	.191	.081	.490	.626
4	HSC	-.756	.353	-.668	-2.141	.037
5	Ug course	.305	.152	.308	2.002	.050
6	Pg course	.342	.198	-.302	-1.729	.089
7	Secondary Background	.096	.058	.196	1.653	.105
8	Middle class Background	-.129	.084	-.264	-1.537	.131
9	Ug Background	-.019	.048	-.056	-.387	.701
10	Pg Background	.202	.120	.556	1.676	.100
11	F	.027				
12	R	.452 ²				
13	R ²	.204				

Source: Primary Data.

qualification major determinant of employment. Hence it is proved that the education background of the respondent is influenced the employment than the other factors.

Conclusion

The present study traced out the gap between education and employment based on field survey in Coimbatore district. The study concludes that educational qualification along with their skill and experience has significant impact on Employment. All levels of education significantly influenced the employment positively. That is, when the level of education increases, the probability of getting Employment also increased. As far as the Vellakinar Panchayat is considered Gestation period was somewhat higher and majority were able to get employment after pursuing with minimum qualification.

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