CONSTRUCTION AND STANDARDIZATION EMPLOYABILITY SKILL AWARENESS SCALE (SEAS) AMONG UNDERGRADUATE STUDENTS

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Abstract

The paper reports about the Construction and Validation of Skill Employability awareness Scale (SEAS). The Scale consists of 56 items, out of which 42 were Positive statements while as 14 were Negative statements. The items consisted different dimensions related to Skill employability awareness. All these factors or Dimensions are positively correlated. The Scale was specially designed for the Undergraduate Students and was administered on a sample of 650 undergraduate students (B.A., and B.Sc.,) of different colleges of Thirupur district of Tamil Nadu. Reliability was established by Split-half reliability technique. Split-Half- reliability by odd-even was found to be 0.750 and by Upper Lower method was again found to be 0.87. For Validity face, Content and Concurrent validity was found and the scale developed was found to be Valid.

Key Word: Skill Employability Skill Awareness Scale (SEAS), Measure, Construction, Standardization.

I.Introduction

Employability skills also called as key skills, key competencies, essential skills, necessary skills, transferable skills and above all life skills are the skills that are applicable through the various jobs in one's career & life contexts. In the Human capital framework, human development plays a vital role in a healthy economy which forms the cornerstone of a knowledge-based society. According to Buck and Barrick (1987), "Employability skills to include reading, basic arithmetic and other basic skills; problem solving, decision making and other higher order thinking skills; and dependability, a positive attitude, cooperativeness and other affective skills and traits". Employability skills have been a topic of particular interest in current years in the UK's policy-making community. It has been expressed in different ways both indirectly and directly by greater focus on employability skills in policy decisions and outcomes. There are four main areas in which they have taken on particular importance: First, increasing employability skills have emerged as a priority for improving the transition from full-time education to jobs, for school leavers as well as college and university leavers. Second, employability skills were identified as a key element in ensuring demand-driven systems of work and skills. Thirdly, it has been recognized as part of the ongoing implementation of employment and skills policy that employers are searching for a wider range of basic employability skills and therefore need a plan that goes beyond skilled and technical skills alone to move unemployed people into stable work. Fourthly, employability skills emerged as a priority in discussions on fostering career progress once in jobs and overcoming obstacles to social mobility.

II. Objectives of the study

1. To study the Measure, Construction and Standardization of Skill Employability Awareness scale (SEAS)

III. Methodology

This scale had been Constructed and standardization by the Investigator herself under the Supervision of Dr.P.Ponraj and has been Published Subsequently.

IV. Item analysis

Item analysis is conducted for the purpose to accept or reject the items. The answer sheets of 56 statements were scored and arranged in the ascending order as per their total score. Out of this, the highest 27% and the lowest 27% were selected. These two groups provided criterion groups in terms of which to evaluate the individual statements (Edwards, 1957).Then the numerical values of their mean responses to each statement were computed. For the evaluation of the responses of the high and low groups to the individual items, investigator find 't' value using the formulae,

$$t = \frac{\overline{X_H} - \overline{X_L}}{\sqrt{\frac{(X_H - \bar{X}_H)^2 + (X_L - \bar{X}_L)^2}{n(n-1)}}}$$

Edwards (1957)

Where,

$\bar{X}_H =$ the mean score of Upper group for a given statement

$\bar{X}_L =$ the mean score of Lower group for a given statement

n = Number of subjects in the Criterion group

The items with discriminating power greater than 1.75 were selected to prepare the final draft 42 items satisfied the criteria. The details of the 't' value of Employability Skill Awareness Scale is given below.

Table 1

't' Values on Employability Skill Awareness Scale

Sl.No.	't' value	Item selected/Not Selected
1.	3.66	Selected
2.	1.99	Selected
3.	3.67	Selected
4.	0.57	**Not Selected**
5.	2.53	Selected
6.	3.99	Selected
7.	5.29	Selected
8.	0.19	**Not Selected**
9.	5.05	Selected
10.	4.63	Selected
11.	0.99	**Not selected**
12.	5.99	Selected

13.	**0.69**	**Not Selected**
14.	2.22	Selected
15.	3.33	Selected
16.	2.07	Selected
17.	3.11	Selected
18.	3.32	Selected
19.	**1.13**	**Not Selected**
20.	4.45	Selected
21.	4.12	Selected
22.	**1.31**	**Not Selected**
23.	2.11	Selected
24.	1.12	Selected
25.	1.42	**Not Selected**
26.	4.45	Selected
27.	3.21	Selected
28.	2.69	Not Selected
29.	**1.55**	**Not Selected**
30.	2.33	Selected
31.	**1.50**	**Not selected**
32.	2.84	Selected
33.	2.29	Selected
34.	**1.19**	**Not Selected**
35.	3.41	Selected
36.	**1.37**	**Not Selected**
37.	3.90	Selected
38.	**1.73**	**Not Selected**
39.	3.33	Selected
40.	3.72	Selected
41.	4.29	Selected
42.	3.16	Selected
43.	3.79	Selected
44.	2.73	Selected
45.	**1.69**	**Not Selected**
46.	2.69	Selected
47.	1.87	Selected
48.	2.09	Selected
49.	2.44	Selected
50.	3.49	Selected

51.	3.89	Selected
52.	**0.55**	**Not Selected**
53.	1.92	Selected
54.	5.21	Selected
55.	2.49	Selected
56.	2.02	Selected

Note: NS* indicates Not Selected items & S* indicates selected items

The Try Out

All the 56 statements were standardized and were administered on the sample of 650 Undergraduate students of 15 colleges of Thirupur district of Tamil Nadu. After using the Simple random technique the test was administered individually to each student and they are required to fill in the personal information given at the start of the scale. In the beginning of the test, formal instructions are given where the respondents are supposed to register themselves for the administered test. Having no time limit the respondents are being provided with 10-15 minutes in order to complete the responses of the test. To avoid any omission on the part of the respondent or Tested, special care was taken into consideration.

Scoring Procedure

The final draft of employability scale consisted of 42 items. An individual score will be sum of all the items on the scale. From this we can conclude that an individual can score minimum of 42 and maximum of 210.

Reliability of the Scale

A test is assumed to be reliable when it is consistent in terms of scores. Reliable tests are constant in whatsoever they measure and produce comparable scores on repeated administration. The investigator engaged split half method for finding out the reliability for the specified scale. The scale divided into two halves based on the scores of the odd and even numbered items. The odd numbered scores and even numbered scores of each person were found out and tabulated and then the investigator found the correlation between the two sets of scores. Then the reliability coefficient was calculated using by using the Spearman- Brown formula. The found score was 0.750.

Validity of the Scale

Validity refers to the degree to which evidence and theory support the interpretations of test scores entailed by proposed uses of tests" (Joint Committee on Standards for Educational and Psychological Testing, (1999). The validity of a test refers to how well the measure actually represents the true construct of interest- the thing we are trying to measure. It shows the degree of accuracy of the test when compared with the accepted criteria. The investigator ensured the face validity and content validity of the test by careful reference of the literature and with the consultation with experts. Thus the validity of the scale was assessed and the scale was found to be reasonably valid for the present purpose.

Face Validity

The face validity of the employability skill awareness scale was ascertained by sending it to the experts, faculty of education and various other departments, as Guilford points that 'face validity of tools can be made when it pleas the examinee and motivate him to take the exam, this is important testing condition'. The responses given by the respondents further ensured for the face validity of the tools.

Construct Validity

The construct validity of the scale can be measured by selection of those statements which moderate level of difficulty i.e. items are not too much difficult or easy. In the present scale the t-value had been calculated. Those item were selected which t- value equal to or greater than 1.75 as had stated by Edward (1957).

Intrinsic Validity

The square root of reliability coefficient was calculated to ensure the intrinsic validity the reliability coefficient is 0.750. Thus, intrinsic validity is 0.79 which indicated high validity of tool.

V. Administration Employability Skill Awareness Scale

The final drafted employability skill awareness scale was administered on the 650 sample of undergraduate arts and science students from Thirupur District. Proper rapport was built with the respondents, they were told about the proper instructions. There was no time limit to complete employability skill awareness scale. Respondents took their time to complete it.

VI. Conclusion

This tool will provide a chance to find out the Employability awareness among undergraduate students according to their needs.

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