



To cite this article: Mr. E. Vivek and Dr. S. Chandramohan (2026). PERCEPTION OF WOMEN SCHOLARS IN ACQUIRING RIGHT EMPLOYABILITY SKILLS, International Journal of Research in Commerce and Management Studies (IJRCMS) 8 (4): 112-120 Article No. 807 Sub Id 1350

PERCEPTION OF WOMEN SCHOLARS IN ACQUIRING RIGHT EMPLOYABILITY SKILLS

Mr. E. Vivek¹ and Dr. S. Chandramohan²

¹Research Scholar, Alagappa Institute of Management, Alagappa University, Karaikudi – 630003.
evchowthri@gmail.com

²Senior Professor and Director, Alagappa Institute of Management, Alagappa University, Karaikudi – 630003.
cmohans@alagappauniversity.ac.in

DOI: <https://doi.org/10.38193/IJRCMS.2026.8410>

ABSTRACT

The relevance of the job market is always determined by its pioneers. The necessary skills to enter the job market are also determined by the same pioneers. The attainment of the necessary employability skills by graduates is ensured by these pioneers, with the help of teachers. The teachers assume the importance of any skill based on their own experience while sustaining in the job market. Understanding the perception of these teachers before they became teachers is important to identify the core factors of their experience. Yet, very little research has been conducted on women scholars in the employability skills aspect. The objective of this quantitative study is to explore the relationship between employability skills and various factors influencing the perception of women scholars. The data analysed in the study were collected from the respondents through the questionnaire method. The key findings in the study suggested that the marital status and mode of degree pursued had a significant influence on most of the employability skills selected for the study. The study also found that there was consensus as well as disagreement in opinions on different employability skills among the respondents. The findings also suggest that the perceived importance of different employability skills among women scholars in attaining job placement by the graduates does not vary on a large scale. The framing of the curriculum should focus on developing the skills which are perceived as the most important by the women scholars and provide a platform to build along with the regular syllabi rather than attaining them as a separate course or training.

KEYWORDS: Employability Skills, Women Scholars, Communication, Interpersonal Skills, Leadership

1. INTRODUCTION

The need for a stable job for any mature human across the planet for smooth survival is inevitable. Similarly, the requirement for job placement is mandatory for any graduate. The stability in a job as

well as job placement requires a certain set of skills collectively known as “Employability Skills”. This set of skills might differ based on the nature of the work and the workplace. The skill set also changes due to various technical and scientific advancements from time to time. Therefore, it is necessary for any person seeking a job or wishing to stay on a job, have to upskill themselves with the current employability skills essential to their area of expertise. At the same time, women are great survivors along with men. The point where women surpass men lies in the work-life balance. Most of the working-class women, if not all, have to do twice the amount of work done by men when considering household chores. Because of that, there would always be a difference of opinion about various factors between men and women. Women scholars fall under the working-class category due to the workload and work pressure formed by their research work. The women scholars face most of the problems faced by women in any job. Hence, their perception matters more in shaping the curriculum as well as the education policy to acquire the relevant employability skills to meet the demand in the job market.

II. REVIEW OF LITERATURE

Bhuiyan et al., 2025 in their article titled “*Role of Employability Skills on Women Empowerment: A Case Study at Bangladesh Open University*”, highlighted the importance of enhancing women with employability skills to guarantee women's empowerment.

Saha et al., 2024 in their research article titled “*Enhancing the Employability of Young Researchers in Higher Education and Research Institutions Through Intersectional Praxis: A Scrutiny of Publication Indices*”, emphasized the importance of incorporating intersectionality among Higher Education and Research Institutions.

Crimmins & Casey, 2023 in their research paper “*How Equity Practices Within Universities Facilitate Women Graduates' Employability*” suggested that the provision of gender equity quotas could improve more participation from women professors.

Beasy et al., 2022 in their paper titled “*A Quantitative Study on Australian Doctoral Students' Perceptions of Employability Preparedness: How Gender and Age Matter*”, found the disparity existing in gaining employability skills due to age and gender among doctoral students.

Kmec et al., 2014 in their article “*Being A Parent or Having a Parent? The Perceived Employability of Men and Women Who Take Employment Leave*” identified the gender-based implications for caregivers and non-caregivers.

Divya Sasidharan, 2013 in her thesis titled “*Employability of Postgraduate Scholars Studying in*

Higher Agriculture Education”, identified that largely theory-based learning is a major constraint in acquiring proper employability skills among scholars.

III. OBJECTIVES

The objectives of this study are as follows:

- To analyze the perception of women scholars of different employability skills
- To identify the correlation between the mode of degree pursued and employability skills
- To identify the influence of marital status on the perception of employability skills

IV. RESEARCH METHODOLOGY

The study follows a mixed-methods research approach. The snowball sampling method was used to collect the data. The research data is collected from Women Research Scholars across various institutions in India who have pursued Ph.D. during the years 2020 to 2026. The specific years were selected because of COVID-19, during which there was a drastic shift in the requirements for employability skills due to changes in technical factors such as Artificial Intelligence (**Carnevale & Hatak, 2020**). The reason for selecting Women Scholars was due to their proximity to requiring employment (**Hailu et al., 2025**), as well as having the chance to interact with graduates who are future job seekers (**ElAtia et al., 2024**).

V. DATA ANALYSIS

A total of 11 employability skills were selected for the study, based on the literature review, as they are suitable for all graduates, irrespective of their streams (**Misra & Mishra, 2011**), (**Thapa, 2024**) & (**Raisoni, 2016**). These skills were considered the core employability skills and were used in the study.

a. Objective - 1: To analyze the perception of women scholars of different employability skills

Table No. 1 - Descriptive Analysis of Perception of Women Scholars across Employability Skills				
	Mean Rank	Median	Standard Deviation	Variance
Better Communication	2.45	1.00	2.38	5.65
Punctuality	3.06	2.00	2.05	4.21
Interpersonal Skills	3.36	3.00	1.74	3.03

Critical Thinking	4.01	4.00	1.18	1.40
Creative Thinking	4.66	5.00	1.72	2.97
Adaptability	6.16	6.00	1.81	3.29
Leadership	6.37	7.00	2.17	4.72
Job Specific Skills	7.31	8.00	2.05	4.20
Lifelong Learning	7.70	9.00	2.61	6.79
Professional Awareness	9.45	10.00	1.64	2.70
Cultural Awareness	10.40	11.00	1.83	3.36

Source: Primary Data

b. Objective - 2: To identify the correlation between the mode of degree pursued and employability skills

H_0 : There is no significant relationship between the mode of degree pursued and employability skills.

Table No. 2 - ANOVA results of Mode of Degree Pursued across various Employability Skills						
		Sum of Squares	df	Mean Square	F	Sig.
Better Communication	Between Groups	41.415	1	41.415	7.428	.007
	Within Groups	2313.726	415	5.575		
	Total	2355.141	416			
Punctuality	Between Groups	152.304	1	152.304	30.273	.000
	Within Groups	2087.868	415	5.031		
	Total	2240.173	416			
Interpersonal	Between Groups	1.504	1	1.504	.584	.445
	Within Groups	1067.997	415	2.573		

Skills	Total	1069.501	416			
Critical Thinking	Between Groups	2.181	1	2.181	1.741	.188
	Within Groups	519.809	415	1.253		
	Total	521.990	416			
Creative Thinking	Between Groups	29.836	1	29.836	13.826	.000
	Within Groups	895.550	415	2.158		
	Total	925.386	416			
Adaptability	Between Groups	72.317	1	72.317	27.817	.000
	Within Groups	1078.892	415	2.600		
	Total	1151.209	416			
Leadership	Between Groups	5.504	1	5.504	1.329	.250
	Within Groups	1718.731	415	4.142		
	Total	1724.235	416			
Job Specific Skills	Between Groups	206.419	1	206.419	62.226	.000
	Within Groups	1376.646	415	3.317		
	Total	1583.065	416			
Lifelong Learning	Between Groups	2.839	1	2.839	.531	.467
	Within Groups	2220.815	415	5.351		
	Total	2223.655	416			
Professional Awareness	Between Groups	.025	1	.025	.015	.904
	Within Groups	721.260	415	1.738		
	Total	721.285	416			
Cultural Awareness	Between Groups	2.191	1	2.191	1.032	.310
	Within Groups	881.037	415	2.123		
	Total	883.228	416			

Source: Primary Data

c. Objective - 3: To identify the influence of marital status on the perception of employability skills

H_0 : There is no significant influence of marital status on the perception of employability skills.

Table No. 3 - ANOVA results of Marital Status across various Employability Skills

		Sum of Squares	df	Mean Square	F	Sig.
Better Communication	Between Groups	120.646	4	30.161	5.571	.000
	Within Groups	2230.496	412	5.414		
	Total	2351.141	416			
Punctuality	Between Groups	412.405	4	103.101	23.455	.000
	Within Groups	1811.048	412	4.396		
	Total	2223.453	416			
Interpersonal Skills	Between Groups	203.422	4	50.855	24.091	.000
	Within Groups	869.705	412	2.111		
	Total	1073.127	416			
Critical Thinking	Between Groups	68.177	4	17.044	15.508	.000
	Within Groups	452.821	412	1.099		
	Total	520.998	416			
Creative Thinking	Between Groups	22.658	4	5.664	2.611	.035
	Within Groups	893.663	412	2.169		
	Total	916.321	416			
Adaptability	Between Groups	90.408	4	22.602	8.979	.000
	Within Groups	1037.108	412	2.517		
	Total	1127.516	416			
Leadership	Between Groups	72.186	4	18.046	4.495	.001
	Within Groups	1654.064	412	4.015		
	Total	1726.249	416			
Job Specific Skills	Between Groups	38.601	4	9.650	2.714	.030
	Within Groups	1464.795	412	3.555		
	Total	1503.396	416			

Lifelong Learning	Between Groups	93.092	4	23.273	4.518	.001
	Within Groups	2122.438	412	5.152		
	Total	2215.530	416			
Professional Awareness	Between Groups	13.521	4	3.380	1.975	.098
	Within Groups	705.318	412	1.712		
	Total	718.839	416			
Cultural Awareness	Between Groups	122.263	4	30.566	16.600	.000
	Within Groups	758.615	412	1.841		
	Total	880.878	416			

Source: Primary Data

VI. FINDINGS AND DISCUSSIONS

The findings from the descriptive analysis demonstrate that the respondents perceived that the employability skills such as Better Communication, Punctuality, and Interpersonal Skills are the most important crucial skills required for employment, while Critical Thinking and Creative Thinking are perceived as slightly less important. Simultaneously, Professional Awareness and Cultural Awareness are deemed the least important employability skills by the respondents. The results from the One-Way ANOVA demonstrate that the mode of degree pursued has a significant relationship with perceptions of employability skills such as Better Communication, Punctuality, Creative Thinking, Adaptability, and Job Specific Skills. At the same time, it is also shown that the mode of degree pursued has no significant relationship with the perception of employability skills such as Interpersonal Skills, Critical Thinking, Leadership, Lifelong Learning, Professional Awareness, and Cultural Awareness. The results indicate the mode of degree pursued affects certain dimensions of employability but does not completely influence the respondents' views on overall employability uniformly. The results also demonstrated that there is a significant influence of marital status on the perceived importance of 10 of 11 employability skills, such as Better Communication, Punctuality, Interpersonal Skills, Critical Thinking, Creative Thinking, Adaptability, Leadership, Job Specific Skills, Lifelong Learning, and Cultural Awareness. But conversely, marital status does not have a significant influence on Professional Awareness.

VII. SUGGESTIONS

The educational institutions should cater for the needs of the graduates, especially females, while designing the training programmes for the graduates without compromising the requirements of the industry. The institutes should incorporate structured employability skill development programmes

based on their degree stream and the demand in the job market. More workshops could be organised focusing on Better Communication, Interpersonal Skills, and Critical Thinking for the graduates during their degree period.

VIII. LIMITATIONS

The limitations of the study are that it only focuses on the women scholars of India. Hence, the results cannot be generalized for the women scholars from other countries. Also, the study does not focus on the male scholars for whom the perception might vary. The study also limits itself to only two dimensions, such as the Mode of Degree Pursued and Marital Status. There is a possibility of influence from other dimensions, like Financial Stability, etc., on the perception of Employability Skills.

IX. CONCLUSION

Though various amendments have been made to the Education Policies and Schemes on both the national level and the international level, there has always been room for updates and development due to the rapid change in the technological and other related areas. This prompts the graduates to acquire new employability skills from time to time. The findings shed some light on the perception of women scholars on various employability skills and also revealed their consensus and disagreement on those particular skills. This provides some understanding of the current trend and might help policymakers to choose their future direction in policy framing.

X. REFERENCES

1. Beasy, K., Crawford, J., Young, S., & Kelder, J. (2022). A quantitative study on Australian doctoral students' perceptions of employability preparedness: how gender and age matter. *Journal of Further and Higher Education*, 46(8), 1092–1106. <https://doi.org/10.1080/0309877X.2022.2050687>
2. BHUIYAN, Md. O. F., ASMA, A. S., & MST., S. A. (2025). Role of Employability Skills on Women Empowerment: A Case Study at Bangladesh Open University. *Insight: Cambodia Journal of Basic and Applied Research*, 7(1). <https://doi.org/10.61945/cjbar.2025.7.1.03>
3. Carnevale, J. B., & Hatak, I. (2020). Employee adjustment and well-being in the era of COVID-19: Implications for human resource management. *Journal of Business Research*, 116, 183–187. <https://doi.org/10.1016/j.jbusres.2020.05.037>
4. Crimmins, G., & Casey, S. (2023). How equity practices within universities facilitate women graduates' employability. *Education and Training*, 65(1), 44–57. <https://doi.org/10.1108/ET-02-2021-0064>
5. DIVYA SASIDHARAN Sc Ag, B. B. (n.d.). Employability of Postgraduate Scholars Studying in Higher Agriculture Education.
6. ElAtia, S., Gomez, L. N., & Corsi, E. (2024). If Teaching Is a Female Dominated Profession,

- Why Are So Few Leading the Profession? *Journal of Research on Leadership Education*, 19(1), 102–121. <https://doi.org/10.1177/19427751221137926>
7. Hailu, M. F., Ott, M., Adamu, A. Y., Halkiyo, A., Leta Bikila, T., & Bogale Bishaw, Y. (2025). The context for (un)employability among women graduates of Ethiopian higher education institutions. *Studies in Higher Education*.
<https://doi.org/10.1080/03075079.2025.2475077>
 8. Kmec, J. A., Huffman, M. L., & Penner, A. M. (2014). Being a Parent or Having a Parent? The Perceived Employability of Men and Women Who Take Employment Leave. *American Behavioral Scientist*, 58(3), 453–472. <https://doi.org/10.1177/0002764213503338>
 9. Misra, R. K., & Mishra, P. (2011). Employability Skills: The Conceptual Framework & Scale Development. In *Indian Journal of Industrial Relations* (Vol. 46, Number 4).
 10. Raisoni, G. H. (2016). Engineering Employability Skills Required by Employers in India Asst Prof. Dipawalee Santosh Mishra. *International Research Journal of Engineering and Technology*.
www.irjet.net
 11. Saha, N., Saha, T., Gregar, A., & Saha, P. (n.d.). Enhancing The Employability of Young Researchers in Higher Education and Research Institutions Through Intersectional Praxis: A Scrutiny of Publication Indices. In *Postcolonial Directions in Education* (Vol. 13, Number 1).
 12. Thapa, H. S. (2024). Development of Employability Skills through Work-Based Learning. *Journal of Technical and Vocational Education and Training*, 18(1), 102– 111.
<https://doi.org/10.3126/tvet.v18i1.62750>