

The Influential Factors for Analytical Competencies of Employees: An Empirical Examination

MS Kishan Varma

Asst Professor,

Department of Management Studies,
Vignan's Foundation for Science, Technology
and Research, Vadlamudi, Guntur.

Dr. Kalpana Koneru

Professor,

Department of Management Studies,
Vignan's Foundation for Science, Technology
and Research, Vadlamudi, Guntur.

Article Info

Volume 81

Page Number: 1442- 1448

Publication Issue:

November-December 2019

Abstract

The purpose of the study is to know the employees perception about analytical competencies. In order to get employment opportunities' in the recent corporate world it was important to be updated with better skills and knowledge, which will help the employees to get better employment opportunities in the growing job market. However, we have attempted to know the student perception about their opinion over the statement and how they think it will help them to grow in their career for better employment opportunities. We also attempted to know that what they think about the best way to enhance their analytical competencies. We have done this through focused group interviews with the employees to explore the difference between the academics and the practical reality and their opinions and suggestions over the employability to cope up with the reality. From this study we find that there is a need of a better communication about the various skills and technological improvements which can help them to enhance their analytical competencies.

Article History

Article Received: 3 January 2019

Revised: 25 March 2019

Accepted: 28 July 2019

Publication: 06 December 2019

Key words: Self-belief, Self-motivation, Passionate, Enthusiasm, Adaptability

1. Introduction

With an agenda to focus on the analytical competencies within the Higher Education we believed that university is the best place where graduates get moulded better to engage in post education world. Today the job market was more competitive with huge outflow of graduates with equivalent skills and knowledge. This demands employees to prepare themselves aware with the latest updates in the job world which differentiate them better in this competitive market. It was not just about the technical skills but also some sort of attributes regarding their attitude towards the situation was demanded

by the job world like team working problem solving ability, self-management, knowledge of business etc are expected by an employee from the employer. Good inter personal communication skills, Ability to use own initiative but also to follow instructions and leadership skills where necessary.

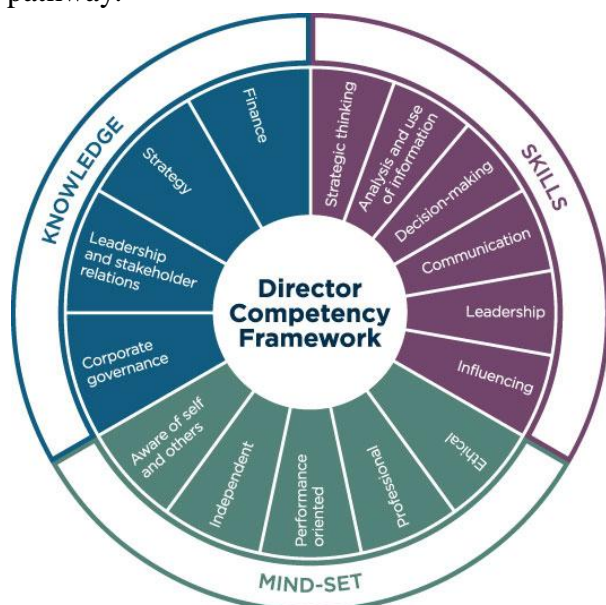
What is Employability?

Yorke and Night(2003), defines employability as a "A set of achievements- skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupation, which benefits

themselves, the workforce, the community and the economy”.

Harvey (2001) mentioned in this report titled employability and diversity; “employability has many definitions but they break down into two broad groups. The first relate to the employees to get (and retain and develop) in a job after graduation the other set are concerned with enhancing the employees ‘attributes (skills, knowledge, attitudes and abilities)and ultimately with empowering the employees a critical life –long learners (hill age and pollard,1998;Harvey,2001)”.

In my view employability is about the abilities that are required to be equipped by a graduate to achieve the targets that are predefined in his career. It helps the individual personally to increase his employment opportunities and also make him a master to lead his life successful in his pathway.



(Source: Institute of directors)

2. LiteratureReview:

For the purpose of this study we investigate the existing literature on the field of the analytical competencies available in India. We focus mainly on the review of these analytical competencies like analytical skills,

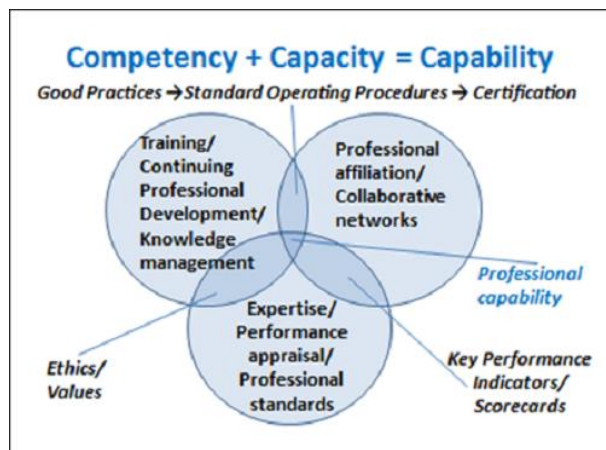
self-understanding, self-motivated, leadership skills, and attitude in work place, problem-solving ability and communication. The summary of this investigation was clear that being good at one skill was not enough in the recent job market. One cannot be said to be competent when he mastered a single skill. Job market was expecting their candidate to be multi-tasking. Hence, the recent day scenario is that the applicant who is multi-tasking can sustain and gain in employment.

Burden & mc-avana (1998), reports of projects at the University of Surrey known as the skills project with the main objectives to identify and articulate the skills/attributes sought by employers and professional bodies and to raise the skills of employees to a threshold level which is acceptable to the employers of new graduates. Nidhi Pandey. In his study entitled “Awareness of Life Skills for Job Sustainability Amongst Management Employees”

Employer Expectations:

According to the recent studies conducted over the recent job market employers define analytical competencies as “skills that are required to get employment, not only for employment but also to improve him within an organization to achieve one’s potentials and also contribute for the organisations growth.

They also reported that work related experience as an important consideration in recruitment. And also mentioned about the non-technical skills like analysing and presenting the findings and diverse the audience and team work, personality, self-confidence and attitude towards work are also considered as preferred attributes to recruit a candidate.



(Source: Difference Between.net)

Objectives of the study:

1. To study the present scenario of market expectations for employees.
2. To study the background of skill development in India.
3. Investigate the current trending skills that are required to grab employment opportunities,
4. To make an understanding of analytical competencies and personal attributes in relation to job selection methods.
5. To make an understanding of the skills and attributes required to maintain and successfully develop in employment.

Formulation of Hypothesis:

H1: Collaborative networks in organization positive significantly influence on analytical competencies.

H2: Feasible Organizational Support in organization positive significantly influence on analytical competencies.

H3: Professional training in organization positive significantly influence on analytical competencies.

H4: Professional standards in organization positive significantly influence on analytical competencies.

3. Research Methodology:

the sample is convenience sample and the sample size is 756 employees. The data is collected through survey. The questionnaires are distributed to the employees of software organizations / companies. Performed Chi-square test to explore the association between constructed hypothesis and respondents demographic characteristics.

TESTING HYPOTHESIS

H1: Collaborative networks in organization positive significantly influence on analytical competencies.

Demographic of Respondents		Total sample n=756	Very much Unlikely	Unlikely	Neutral	Likely	Very much Likely	ChiSquare
Age	20-30 Years	466(61.64)	0(0)	21(4.51)	41(8.8)	319(68.45)	85(18.24)	12.25, df8, < 0.05
	31-40 Years	252(33.33)	6(2.38)	12(4.76)	21(8.33)	152(60.32)	61(24.21)	
	41-50 Years	38(5.03)	0(0)	0(0)	7(18.42)	24(63.16)	7(18.42)	
Monthly Income	Rs. 20,000-30,000	346(45.77)	2(0.58)	11(3.18)	26(7.51)	238(68.79)	69(19.94)	34.90, df12, < 0.05
	Rs 30,000-40,000	244(32.28)	0(0)	12(4.92)	29(11.89)	155(63.52)	48(19.67)	
	Rs 40,000-50,000	120(15.87)	4(3.33)	10(8.33)	10(8.33)	70(58.33)	26(21.67)	
	>Rs 50,000	46(6.08)	0(0)	0(0)	4(8.7)	32(69.57)	10(21.74)	
Work	0-2 Years	278(36.77)	0(0)	8(2.88)	28(10.07)	200(71.94)	42(15.11)	47.84, df12,

Experience in Organization	2-5 Years	346(45.77)	6(1.73)	19(5.49)	31(8.96)	217(62.72)	73(21.1)	<0.05
	5-10 Years	62(8.2)	0(0)	4(6.45)	2(3.23)	34(54.84)	22(35.48)	
	> 10 Years	70(9.26)	0(0)	2(2.86)	8(11.43)	44(62.86)	16(22.86)	

Table 1: Collaborative networks in organization positive significantly influence on analytical competencies

Interpretation:

It can be interpreted or understood from the above contingency table that respondents perception who possess collaborative networks and with their age has a positive significant association (12.25,df8,<0.05) i.e., the demographic factor age will have positive effect in developing analytical competencies. It can be interpreted or understood from the above contingency table that respondents perception who possess collaborative networks and with their monthly income has a positive significant association (34.90,df12,<0.05) i.e., the demographic factor monthly income will

have positive effect in developing analytical competencies. It can be interpreted or understood from the above contingency table that respondents perception who possess collaborative networks and with their work experience has a positive significant association (47.84,df12,<0.05) i.e., the demographic factor work experience will have positive effect in developing analytical competencies.

H2: Feasible Organizational Support in organization positive significantly influence on analytical competencies.

Demographic of Respondents		Total sample n=756	Very much Unlikely	Unlikely	Neutral	Likely	Very much Likely	ChiSquare
Age	20-30 Years	466(61.64)	4(0.86)	15(3.22)	57(12.23)	311(66.74)	79(16.95)	17.88,df8,>0.05
	31-40 Years	252(33.33)	2(0.79)	8(3.17)	25(9.92)	157(62.3)	60(23.81)	
	41-50 Years	38(5.03)	0(0)	0(0)	5(13.16)	24(63.16)	9(23.68)	
Monthly Income	Rs. 20,000-30,000	346(45.77)	0(0)	13(3.76)	34(9.83)	234(67.63)	65(18.79)	22.62,df12,>0.05
	Rs 30,000-40,000	244(32.28)	4(1.64)	6(2.46)	31(12.7)	154(63.11)	49(20.08)	
	Rs 40,000-50,000	120(15.87)	4(3.33)	10(8.33)	10(8.33)	70(58.33)	26(21.67)	
	>Rs 50,000	46(6.08)	0(0)	0(0)	4(8.7)	32(69.57)	10(21.74)	
Work Experience in Organization	0-2 Years	278(36.77)	0(0)	8(2.88)	28(10.07)	200(71.94)	42(15.11)	35.61,12df,<0.05
	2-5 Years	346(45.77)	6(1.73)	13(3.76)	39(11.27)	211(60.98)	77(22.25)	
	5-10 Years	62(8.2)	0(0)	2(3.23)	2(3.23)	46(74.19)	12(19.35)	
	> 10 Years	70(9.26)	0(0)	2(2.86)	6(8.57)	42(60)	20(28.57)	

Table 2: Feasible Organizational Support positive significantly influence on analytical competencies

Interpretation:

It can be interpreted or understood from the above contingency table that respondents perception who possess feasible organizational support and with their age has a positive significant association (17.88,df8,>0.05) i.e., the demographic factor age will have positive effect in developing analytical competencies. It can be interpreted or understood from the above contingency table that respondents perception who possess feasible organizational support and with their monthly income has a positive significant association (22.62,df12,>0.05) i.e., the demographic factor monthly income will

have positive effect in developing analytical competencies. It can be interpreted or understood from the above contingency table that respondents perception who possess feasible organizational support and with their work experience has a positive significant association (35.61,12df,<0.05) i.e., the demographic factor work experience will have positive effect in developing analytical competencies.

H3: Professional training in organization positive significantly influence on analytical competencies.

Demographic Description		Total sample n=756	Very much Unlikely	Unlikely	Neutral	Likely	Very much Likely	ChiSquare
Age	20-30 Years	466(61.64)	2(0.43)	6(1.29)	49(10.52)	348(74.68)	61(13.09)	4.42,df8,>0.05
	31-40 Years	252(33.33)	0(0)	4(1.59)	25(9.92)	187(74.21)	36(14.29)	
	41-50 Years	38(5.03)	0(0)	0(0)	7(18.42)	25(65.79)	6(15.79)	
Monthly Income	Rs. 20,000-30,000	346(45.77)	0(0)	2(0.58)	38(10.98)	261(75.43)	45(13.01)	10.13,df12,>0.05
	Rs 30,000-40,000	244(32.28)	2(0.82)	6(2.46)	25(10.25)	177(72.54)	34(13.93)	
	Rs 40,000-50,000	120(15.87)	4(3.33)	10(8.33)	10(8.33)	70(58.33)	26(21.67)	
	>Rs 50,000	46(6.08)	0(0)	0(0)	4(8.7)	32(69.57)	10(21.74)	
Work Experience in Organization	0-2 Years	278(36.77)	0(0)	8(2.88)	28(10.07)	200(71.94)	42(15.11)	16.15,df12,<0.05
	2-5 Years	346(45.77)	2(0.58)	6(1.73)	37(10.69)	247(71.39)	54(15.61)	
	5-10 Years	62(8.2)	0(0)	2(3.23)	2(3.23)	48(77.42)	10(16.13)	
	> 10 Years	70(9.26)	0(0)	0(0)	8(11.43)	50(71.43)	12(17.14)	

Table 3: Professional training positive significantly influence on analytical Competencies.

Interpretation:

It can be interpreted or understood from the above contingency table that respondents perception who possess professional training and with their age has a positive significant association (4.42,df8,>0.05) i.e., the demographic factor age will have positive effect in developing analytical competencies.

It can be interpreted or understood from the above contingency table that respondents perception who possess professional training and with their monthly income has a positive significant association (10.13,df12,>0.05) i.e., the demographic factor monthly income will have positive effect in developing analytical competencies. It can be interpreted or

understood from the above contingency table that respondents perception who possess professional training and with their work experience has a positive significant association (16.15,df12,<0.05) i.e., the demographic factor work experience will

have positive effect in developing analytical competencies.

H4: Professional standards in organization positive significantly influence on analytical competencies.

Demographic Description		Total sample n=756	Very much Unlikely	Unlikely	Neutral	Likely	Very much Likely	ChiSquare
Age	20-30 Years	466(61.64)	2(0.43)	19(4.08)	51(10.94)	323(69.31)	71(15.24)	9.197,df8,<0.05
	31-40 Years	252(33.33)	2(0.79)	8(3.17)	25(9.92)	165(65.48)	52(20.63)	
	41-50 Years	38(5.03)	0(0)	0(0)	8(21.05)	23(60.53)	7(18.42)	
Monthly Income	Rs. 20,000-30,000	346(45.77)	0(0)	13(3.76)	37(10.69)	243(70.23)	53(15.32)	10.393,df12,<0.05
	Rs 30,000-40,000	244(32.28)	2(0.82)	8(3.28)	29(11.89)	158(64.75)	47(19.26)	
	Rs 40,000-50,000	120(15.87)	2(1.67)	6(5)	12(10)	78(65)	22(18.33)	
	>Rs 50,000	46(6.08)	0(0)	0(0)	6(13.04)	32(69.57)	8(17.39)	
Work Experience in Organization	0-2 Years	278(36.77)	0(0)	10(3.6)	32(11.51)	202(72.66)	34(12.23)	18.280,df12,<0.05
	2-5 Years	346(45.77)	4(1.16)	15(4.34)	38(10.98)	221(63.87)	68(19.65)	
	5-10 Years	62(8.2)	0(0)	0(0)	4(6.45)	44(70.97)	14(22.58)	
	> 10 Years	70(9.26)	0(0)	2(2.86)	10(14.29)	44(62.86)	14(20)	

Table 4: Professional standards in organization positive significantly influence on analytical competencies

Interpretation:

It can be interpreted or understood from the above contingency table that respondents perception who possess professional standards and with their age has a positive significant association (9.197,df8,<0.05) i.e., the demographic factor age will have positive effect in developing analytical competencies. It can be interpreted or understood from the above contingency table that respondents perception who possess professional standards and with their monthly income has a positive significant association (10.393,df12,<0.05) i.e., the demographic factor monthly income will have positive effect in developing analytical competencies. It can be interpreted or

understood from the above contingency table that respondents perception who possess professional standards and with their work experience has a positive significant association (18.280,df12,<0.05) i.e., the demographic factor work experience will have positive effect in developing analytical competencies.

We asked to write overall experience and perception towards the study. Further,suggested them to mention any of their views in the implementation of the above-mentioned topic.Many companies and institutions consider employability as their key performance indicator to measure their performance; these indicators are called as employment indicators. According to the

employees, they are considering these sorts of skills as a measurement of choosing their career. They are looking more to come up with the requirements of the present job market.

4. Conclusion:

This Paper discussed existing research findings on studies and practices of analytical competencies and the current scenarios that demands an individual to be prepared to the upcoming threats in the job market in the form of updates of technology which was increasing the efficiency. But the decision making and few sort of personal attributes cannot be replaced with the technology. The knowledge and experience gained with the practical experience helps to develop decision making with the situation. So employees need to develop these sort of skills and work more on them gain experience through any of the job even if it is small. Universities should also focus on improving their academic programmes which makes employees efficient to deal with the present trends of job market.

References:

1. Burden, P. & McAvinia, C.(1998). —Employers 'need and graduate skills', Report. <http://www.surrey.ac.uk/skills/reports/graduate>
2. Employers' needs, Career services(2002), <http://www.careerservices.uoguelph.ca/employees>
3. Generic Attributes of Graduates of the University of Sydney (1997), <http://www.policy.rms.usyd.edu.au>
4. Harvey, L., (2001), —Defining and measuring employability, Quality in Higher Education 7(2).
5. Weligamag, S. S.(2006). "skills for the future: stakeholders' management graduates". Second Thailand education congress: world teachers day international conference, 5th-7th October. 2006, Bangkok, Thailand.
6. Harvey, L.(2002), —Employability and Diversity, <http://www2.wlv.ac.uk/webteam/confs/socdiv/sdd-harvey-0602.doc>
7. Lees, D. (2002). —Information for Academic Staff on Employability, <http://www.palatine.ac.uk/files/emp/1233.pdf>
8. Smith, J. McKnight, A and Naylor, R.(2000). —Graduate Employability: Policy and Performance in Higher Education in the UK, The Economic Journal. 110 (June), pp. 382-41
9. Institute of Directors: <https://www.iod.com/training/iod-approach/iod-competency-framework> Accessed on July, 2019.
10. Difference Between.net: <http://www.differencebetween.net/language/words-language/difference-between-capability-and-competency/> Accessed on July, 2019.