



ACADEMICIANS UNDERSTANDING ON HEIs AND LEARNERS' GOAL (AN DESCRIPTIVE STUDY REFERENCE TO ARTS & SCIENCE COLLEGE STUDENTS STUDYING IN COIMBATORE)

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ABSTRACT

Employability of the graduating students is the top most priorities of the HEIs (Higher Education Institutions). Therefore, teachers serving in HEIs are instructed by their administrators to enhance their job skills and teachers themselves voluntarily influences their students to shape up their career goals through strengthening and sharpening their employability or entrepreneurial skills. The article aims to assess the association between academicians understanding on the need for motivating their students in modern education system and academicians' ability

Why to motivate the students based on their career aspiration/life-goals. are shaped, their career aspiration and needed skills for career progress are developed. Ten most reputed colleges functioning in Coimbatore city was chosen, from each college 25 academicians participated in the survey. The article discussion comes 92.90 per cent of the teachers realise their role of recruitment in HE services. Approximately, 94 per cent of the academicians have expressed high degree of satisfaction, 88 per cent of the sample teachers feel satisfied with the nature of career succession and promotions achieved by their graduated alumni and 87.40 per cent of the teachers feel satisfied being a facilitator supporting the students in achieving their career building.

KEY WORDS: Higher Education Institution, Academician, Career Aspiration, Career Building

INTRODUCTION

Employability of the graduating students is the top most priorities of the HEIs (Higher Education Institutions) and HEIs pays strategic importance in effective placing of their students. Teachers serving in HEIs are instructed by their administrators to enhance their job skills and teachers themselves voluntarily influences their students to shape up their career goals through strengthening and sharpening their employability or entrepreneurial skills (Aslam and Rawal, 2019). Teachers has moral responsibility to be empathical towards their students, understand their needs and adopt positive approach in motivating their both academically and in achieving their career goals. Based, on individual students needs and expectation college teachers adopt different motivation techniques and continuously take all possible effort to support their students (Sultan and Najar, 2019). In real time work environment college teachers get very limited time and opportunities for motivating and encouraging their students to focus on their career building. Teachers engage in motivating their students in different situation and they apply various techniques to encourage their students. Through the procession of motivation that is continuous in nature teachers aims to bridge the gap between nature of skill acquired by the students and the nature of skills expected by the employers in the job market, entrepreneurial skill needed for the future entrepreneurs,

research skill, analytical, technical and social (human resource management skills) (Choukade and Ingalagi, 2020).

LITERATURE DISCUSSION

Motivation is used as push factor by HEI and teachers to influence the students towards their academic achievement, building in discipline life, to encourage them to target their employability goals, strengthen their skills and in building a health society (Sharma and Srivastava, 2019). Literatures collected in relevance to the article concepts have been discussed in this section.

Developing employability skills among the graduating students is the priority many educational institutions across the world. As the effect the HEIs are facing higher pressure from the job markets to fulfil their demand in term of skill and competency of their fresh recruits (Tomlinson, 2012). Employability of management graduate is closely associates with the quality of management institution (Shah and Srivastava, 2014). Graduating students believe that quality of teachers serving in colleges influences their employability competency enhancement (Shukla and Garg, 2016). Teachers through adoption of achievement motivation techniques influences their learners to achieve various life goals (Pinder, 2014). Teachers adopt different strategies to create motivation environment,



keep constantly motivating their learners and in order to protect them uncertain and job market risks (Kirondo, 2014). Teachers' motivation is very important to enhance the skill and competency level of the adult learners. Teachers adopt different motivation techniques depending on the year of study a study pursue and based on their gender (male and female students) skill needs (Jeyanthi and Lawrence, 2022).

It is impossible task for HEIs to achieve its goal of employability of graduating students without the support and motivation of teachers, realising this fact has supported in designing this study.

FOCUSED THEME AND OBJECTIVE OF THE ARTICLE

Attaining HE is always rewarding multiple benefits to the graduating youth (Gill et al., 2017). Role of academicians in enhancing the job /occupational skills among the arts and science students is considered as very significant. At the same time the HEIs render a competitive education environment in enhancing the career opportunities and skills among their graduating students (Raju and Rajalakshmi, 2014). As HEIs (Higher Education Institutions) has the moral responsibility and accountability to fulfilling the human capital need of the country and in meeting the employment demands raised by the youth of the nation (Choukade and Ingalagi, 2020). Connecting these two-prime linking-ends this article is constructed. The article aims to assess the association between academicians understanding on the need for motivating their students in modern education system and academicians' ability to motivate the students based on their career aspiration/life-goals.

METHODOLOGY AND DESIGN OF THE ARTICLE

Article is constructed based on exploratory and descriptive research procedure. HEIs and the students across the nation choose HEIs functioning in the Coimbatore to fulfil individual HE education needs and career aspiration fulfilment. Majority of the students acquiring under-graduate or post-graduate degrees are found to be satisfied with the career development programmes and placement opportunities ensured by the HEIs functioning in Coimbatore region. For collection of data from the academicians the convenience sampling technique was applied. Ten most reputed colleges functioning in Coimbatore city was chosen, from each college 25 academicians participated in the survey.

RESEARCH DISCUSSION

Empirical data enumerated presented in the above table directed that out of 250 academicians surveyed, 53.33 per cent of the samples are women teachers and 46.67 per cent are male teachers. Large position of the samples is in the age group of 25 years to 55 years (66.67 per cent) and 53.33 per cent of the teachers are married. Almost 70 per cent of the samples are Ph.D., degree holders. It was found that 56.67 per cent of the sample Arts and Science Colleges (samples) are functioning in the city for more than 30 to 34 years, 43.33 per cent of the

colleges have enrolled more than 2000 students in different disciplines and in different degree studies, and 93.34 per cent of the colleges surveyed as co-education institutions.

Public and Private colleges functioning in Coimbatore region enroll meritorious students (66.67 per cent) and on the bases of first-come first service bases (40 per cent). These colleges are found to be highly reputed and offering quality service to the students and to the society. As career building activities these colleges conduct industrial visits (87.67 per cent), seminars on career development programmes (86.67 per cent), seminar on subject related skill developments (85.67 per cent), interaction with industrial experts (85.67 per cent) and job skill enhancement workshops (82.33 per cent) to their graduating students at Under graduation, post- graduation and in research studies. At the same time HEIs also create awareness among their students about on-camps (placement camps) job opportunities (76.67 per cent), recognising students innovation /adventures (76.67 per cent), encourage sports participation (76.67 per cent), encouraging students to pursue higher degrees /research work (75.67 per cent) and encouraging students publish articles (74.33 per cent).

Out of 250 teachers surveyed 73.33 per cent of the samples are associated with private colleges and 36.67 per cent of the teachers monthly earning varies between ₹. 25,001- ₹.35,000 and cent percent are NET/SLET (national /State Level Eligibility Test) qualified. Sample academicians have accumulated service experience of 66.67 per cent.

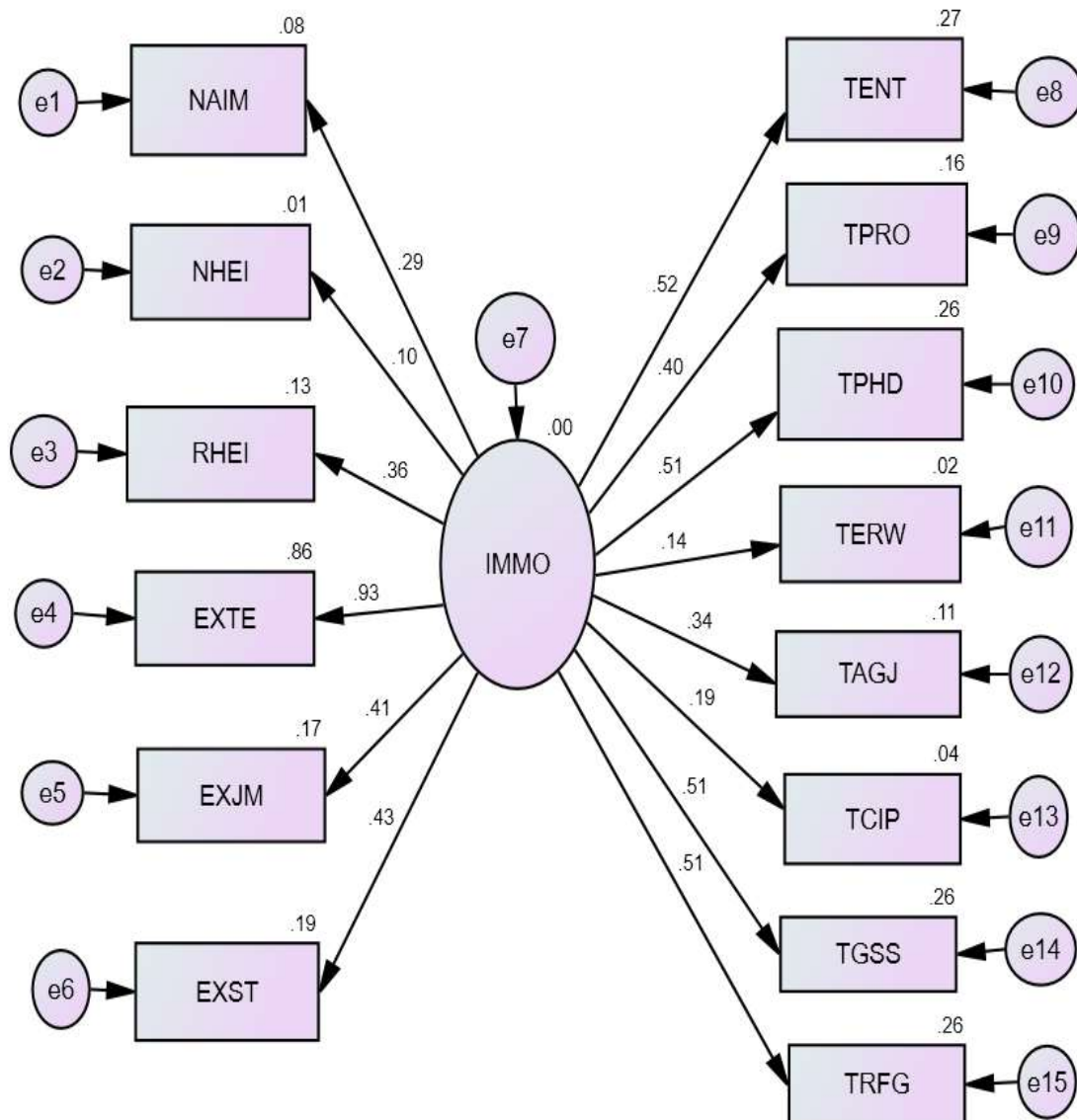
Academicians while designing their students' motivation with the aim to enhance their quality of life, supporting them to achieve self-esteem, to focus on career progress and to meet their financial inclination. Academicians feel that through gaining needed higher education fulfil the national goal of changing higher education system practice (i.e., from theory to functional). Make the graduating eligible to earn more, so that their financial needs of self and family are met. Teachers feel that through enhancing career-orientation skill among the graduating students, the quality of their institution is retained (as their students are mostly well-placed and earn very decent salary). Thus, the teachers as a facilitator are able to bridge gap between the graduating students career goals and their life goals.

SEM is performed to association between teachers understanding on the need/importance of motivating the adult learners as per modern higher education system and academicians' ability to motivate the students based on their career aspiration/life-goals. Above presented literature discussion provided need base for construction of this SEM. The fourteen variables considered as key components identified for the construction of SEM are abbreviated as : NAIM-National's Importance, NHEI-Nature of Higher Education in India, RHEI-Role of Higher Education Institution, EXTE-Expectation from Teachers, EXJM-Expectations of Job Market, EXST-Expectations of Students, TENT-To be an Entrepreneurs, TPRO-To be a Professional, TPHD-To Pursue Higher Degree,

TERW-To Engage in Research Works, TAGJ-To Achieve Good Job, TCIP-To be a Creative and Innovative Person, TGSS-To Gain Social Status, TRFG-To Realise Financial Growth and IMMO Academicians Understanding on the Importance of Motivating Students.

H₀: There exists association between academicians understanding on the need for motivating their students in modern education system and academicians' ability to motivate the students based on their career aspiration/life-goals.

FIGURE: 1
ASSOCIATION BETWEEN TEACHERS UNDERSTANDING ON THE IMPORTANCE OF GAINING HIGHER EDUCATION FOR STUDENTS AND MOTIVATION TECHNIQUES ADOPTED BY ACADEMICIANS



The CFA (Confirmatory Factor Analysis) results are presented in above Exhibit:1. The fit indices indicate that the measure has a good fit overall. On the basis of these measurements, the result of the study shows that the proposed model has a Good data fit χ^2 (CMIN) = 203.349 (p=.000), GFI=.910, AGFI=.999,

TLI=.988, CFI=.905, NFI=.989, PNFI=.925, PCFI=.938, RFI=.969, IFI=.912, RMSEA=.001, indicative of a good fit, although not all of the values to the right of the observed variables represent standardised factor loadings (β), it is represented in the following Table.



TABLE:1
CONFIRMATORY FACTOR ANALYSIS PATH ANALYSIS STRUCTURE MAXIMUM LIKELIHOOD – REGRESSION WEIGHTAGE

Path			Unstandardise d Estimates	Standardise d Estimates	S.E	C.R	P Value	Relationship
NAIM	<---	IMMO	.788	.288	.208	4.006	.000	Significant
NHEI	<---	IMMO	.220	.095	.169	1.493	.006	Significant
RHEI	<---	IMMO	.924	.356	.208	3.698	.000	Significant
EXTE	<---	IMMO	2.007	.929	.381	7.898	.000	Significant
EXJM	<---	IMMO	1.064	.409	.225	5.488	.000	Significant
EXST	<---	IMMO	1.000	.434	.018	4.125	.000	Significant
TENT	<---	IMMO	1.378	.519	.257	3.452	.000	Significant
TPRO	<---	IMMO	.849	.396	.203	5.709	.000	Significant
TPHD	<---	IMMO	1.436	.511	.257	5.883	.000	Significant
TERW	<---	IMMO	.332	.137	.187	2.822	.005	Significant
TAGJ	<---	IMMO	.724	.338	.170	2.754	.006	Significant
TCIP	<---	IMMO	.387	.190	.175	3.414	.000	Significant
TGSS	<---	IMMO	1.166	.509	.219	6.054	.000	Significant
TRFG	<---	IMMO	1.387	.511	.306	6.331	.000	Significant

Level of Significance: 5 per cent

Association between teachers understanding on the importance of motivating graduating students (IMMO) established positive association between the variables tested. IMMO vs. modern education system i.e., NAIM $(\beta=.2888 p=.000)$, NHEI $(\beta=.095 p=.006)$, RHEI $(\beta=.356 p=.000)$, EXTE $(\beta=.929 p=.000)$, EXJM $(\beta=.409 p=.000)$ and EXST $(\beta=.434 p=.000)$. Ability of the teachers as facilitator in motivating the graduating students based on their career aspiration /life goals. teachers understanding on the importance of motivating graduating students (IMMO) established positive association between the variables tested i.e., IMMO vs. TENT $(\beta=.519 p=.000)$, TPRO $(\beta=.396 p=.000)$, TPHD $(\beta=.511 p=.000)$, TERW $(\beta=.137 p=.005)$, TAGJ $(\beta=.338 p=.006)$, TCIP $(\beta=.190 p=.000)$, TGSS $(\beta=.509 p=.000)$ and TRFG $(\beta=.511 p=.000)$. SEM results supported in the acceptance of the hypothesis framed, it has been concluded that there exists association between academicians understanding on the need for motivating their students in modern education system and academicians' ability to motivate the students based on their career aspiration/life-goals.

IMPLICATION OF THE STUDY

The authors understand that teachers have to develop more understanding on the goal of the nation, contribution of HE for the nation's human need, growth and economic progress, so that they can offer their service very productively and focus more on motivating their graduate students.

CONCLUSION AND FUTURE SCOPE

Colleges and HEIs are considered as vital place where the future of students are shaped, their career aspiration and needed skills for career progress are developed. The article

discussion comes 92.90 per cent of the teachers realise their role of recruitment in HE services. Approximately, 94 per cent of the academicians have expressed high degree of satisfaction, 88 per cent of the sample teachers feel satisfied with the nature of career succession and promotions achieved by their graduated alumni and 87.40 per cent of the teachers feel satisfied being a facilitator supporting the students in achieving their career building. As this piece of article focused only on the academicians, a further survey can be conducted to assess the role of HEIs in motivating their graduating students and at the same time the expectation of the graduating students towards their career determinant can be studied.

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