

Education and Industry Readiness

OPEN ACCESS

Manuscript ID:
MGT-2023-10035870

Volume: 10

Issue: 3

Month: January

Year: 2023

P-ISSN: 2321-4643

E-ISSN: 2581-9402

Received: 12.10.2022

Accepted: 18.11.2022

Published: 01.01.2023

Citation:
Angelina, Karen. N.
“Education and Industry
Readiness.” *Shanlax
International Journal of
Management*, vol. 10,
no. 3, 2023, pp. 97–100.

DOI:
[https://doi.org/10.34293/
management.v10i3.5870](https://doi.org/10.34293/management.v10i3.5870)



This work is licensed
under a Creative Commons
Attribution-ShareAlike 4.0
International License.

Karen N Angelina

*Student, Kristu Jayyanti College, Autonomous
Bengaluru, Karnataka, India*

Jaspreet Kaur

*Faculty, Department of Management, Kristu Jayyanti College
Autonomous, Bengaluru, Karnataka, India*

 <https://orcid.org/0000-0003-1873-6369>

Abstract

The study's objective is to identify any possible discrepancies between the education having been taught and the job. The study used a sample population of 32 people. The data was collected using the purposive sampling method. The results showed that there is a gap between education and being industry ready. A small percentage agree that there is no gap between their education and their current professional role. However, an excessively high number agree that there is a gap, leading to the conclusion that there may be a fundamental gap between education and industrial preparation. The results also showed that irrespective of specialisation, the view of a gap being there was the same.

Keywords: Education, Industry Readiness, Specialisation.

Introduction

Education has been and is a major source of knowledge throughout the ages. Education is teaching and receiving knowledge. Education forms the steps for our future careers and dream jobs. Through the ages along with trends, education has also changed a lot. Ways of teaching and learning also have changed. Taking an example of the pandemic itself, the world was forced to change its ways of teaching and learning. But the question over here is - is this education we are learning right from kindergarten to earning masters and doctorates really helping us in the busy working world? To fill this gap between work and education many educational fields have changed their way of looking at education itself. They give experience and hands-on experience more importance than just theoretical knowledge.

Through a survey done through Barnes and Noble College, it was found that students want to be more of an active learner than a passive one, where students just sit through a whole day filled with lecturers coming teaching their lectures, giving notes to be taken down and going. Unlike before where students used hand given and referred notes for exams to be memorised later for the exam, the now generation students want to be involved and fully engaged in the learning process. Through the survey, 51% of students said they learned best through doing, 38% learned by seeing (ex:- notes and reference materials) and only 12% learned through listening.

Industry Ready

Being industry ready means to be updated, upgraded, educated and exposed with the right skills and knowledge for working in a business or an industry. Building skills and constantly learning new knowledge are few ways a student can make themselves industry ready.

Education is imparting such knowledge that students immediately step into the job role of a certain industry.

Along with education there are skills and micro skills that are being learnt along with the traditional course. The future that will look towards today is going to be pioneers of such education.

Along with students, educational institutions must realise the importance and worth of being and making students industry ready. Educational institutions must make it a point to teach skills, experience and knowledge related to industry along or over traditional methods of teaching. Industries also must extend a hand by letting educational institutions know what they are currently on the lookout for at their workplace. This can be done through webinars, seminars, virtual meets etc at educational institution.

Literature Review

Heaviside, H. J., Manley, A. J., & Hudson, J. (2018). They studied bridging the gap between education and employment: a case study of problem-based learning implementation in Postgraduate Sport and Exercise Psychology. *Higher Education Pedagogies*, 3(1), 463-477.

Levy, F., & Murnane, R. J. (2004). In the study they found out that Educators will have to focus on raising students' achievement in maths, science, and reading because complex, technical skills are essential for the new century's jobs.

Psacharopoulos, G. (1988). The study showed the educational contribution to the development process especially when it comes to educational institutions targeted to primary schooling, general education and improvement in the quality of instruction.

Chida, M., & Brown, G. (2011). This study showed that there is a significant gap that is seen in the validation of academic readiness with industry expectations.

Almi, N. E. A. M., Rahman, N. A., Purusothaman, D., & Sulaiman, S. (2011, March). The study showed that there was a gap in the industry's requirements and the student's readiness and ability to adapt to real - world situations. The study concluded that there remains a skill shortage due to the high demand from the industries for highly skilled fresh graduates. Despite specialising in fields

with more job opportunities, future graduates still lack confidence and preparation.

Pradipta, B. Q., Hirawan, F. B., & Ragamustari, S. K. (2021). The outcome demonstrated how businesses appear hesitant about meeting educational standards since they have less demand for human resources and poor access to quality. Additionally, there are shortcomings in carrying out fieldwork, such as a lack of control over programme execution from the monitoring perspective.

Selamat, A., Alias, R. A., Hikmi, S. N., Puteh, M., & Tapsi, S. M. (2017). By offering digital leadership for their institutions, leaders in higher education should responsibly and wisely take use of the tremendous prospects presented by IR 4.0.

Maria, M., Shahbodin, F., & Pee, N. C. (2018, September). The term "education 4.0" refers to the future of education as it relates to industry 4.0, where man and machine work together to create new possibilities. Education sectors must be well-prepared to train the students, especially at the higher level, to be ready for this new industrial era if they are to be in line with industry 4.0.

Spowart, J. (2011). The findings were compared, and recommendations were made regarding the competences that have to be included in the curriculum to improve students' chances of finding employment and help them behave competently and confidently in the hospitality industry.

Wolf, K. A. T. H. A. R. I. N. A. (2010, September). Early results indicate that students who successfully complete business administration have engaged with the professional identity of their subject, contributed to the workplace, and experienced the culture and ethics of the workplace. When carefully designed, it ensures a simpler transition for students from education to employment as well as the development of abilities and qualities that are challenging to promote through academic study alone. The need to establish efficient evaluation techniques, competing stakeholder expectations, rising staff workloads, and resulting resource issues for the institution and students without alienating nearby businesses are the main problems.

Lee, S., Shin, H. H., & Jeong, M. (2020). The findings point to ways that programmes in hospitality and tourism can better prepare students for employment in the meetings and events sector.

Research Methodology
Statement of the Problem

There is a possibility of a gap between education and the job roles in the industry.

Objectives of the Study

- To identify the gap between education and job roles in the industry.
- To understand the underlying problem that may be causing the gap.

Limitations

- Sample size was limited due to time constraint.

Analysis and Interpretation

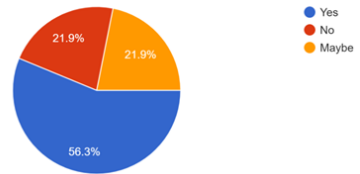
The present study aimed to measure the gap between education and industry readiness. A sample population of 32 was distributed among those still studying yet working, One year, Two years and more than three years since they started working. The study aimed to see if there was a possible gap between the field of education chosen and the specialisation of work they chose.



Do You Think Your Education Has Helped You?

When asked if their education has helped them at work, 56.3% of the chosen sample population agreed that it did, while 43.8% refused to agree that their education helped them in their job. Those who claimed that their education helped them in the workplace gave the following reasons: It helped them understand their field better. It gave them a basic understanding of their careers. The skills they acquired through their education would have enabled them to do their jobs better.

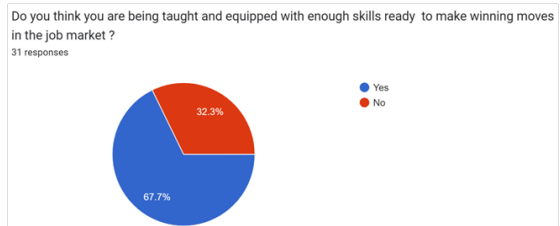
Do you think your education has helped you in your job ?
32 responses



Conversely, those who refused made statements such as - their education was based on theory and not on the practical applicability of industry maturity, and the courses taught were not fit for the current business world. It had little to do with the concepts involved, and the theory presented was more outdated than every existing application in today's industrial environment.

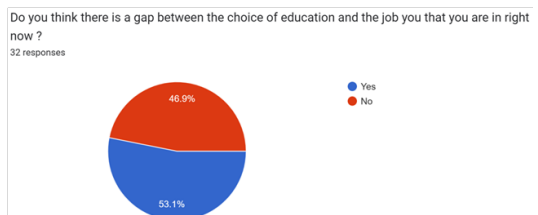
Do You Think You Are Being Taught and Equipped with Enough Skills, Ready to Make Winning Moves in The Market?

To the question - Do you think you are being taught and equipped with enough skills, ready to make winning moves in the job market? 67.7% of the sample population said yes, whereas 32.3% voted against it.



Do You Think there is A Gap between the Choice of Education and The Job that you are in Right Now ?

Coming to the primary aim of this study, 46.9% of respondents believed there was no gap between the degree they chose and the employment they currently hold. 53.1% said there was a significant disconnect between their education and the career they ultimately picked.



Conclusion

In conclusion, the results showed that there is a gap between education and being industry ready. A small percentage agree that there is no gap between their education and their current professional role. However, an excessively high number agree that there is a gap, leading to the conclusion that there may be a fundamental gap between education and industrial preparation. The results also showed that irrespective of specialisation, the view of a gap being there was the same.

References

- Barnes & Noble College. *Students vs. Faculty: What's Driving Perceptions of Value?*. 2022, https://www.bncollege.com/insight/value_perceptions
- Heaviside, Helen, et al. "Bridging the Gap between Education and Employment: A Case Study of Problem-Based Learning Implementation in Postgraduate Sport and Exercise Psychology." *Higher Education Pedagogies*, vol. 3, no. 1, 2018, pp. 463-77.
- Levy, Frank, and Richard J. Murnane. "Education and the Changing Job Market." *Educational Leadership*, vol. 62, no. 2, 2004, pp. 80-83.
- Psacharopoulos, George. "Education and Development: A Review." *The World Bank Research Observer*, vol. 3, no. 1, 1988, pp. 99-116.
- Chida, Meriem, and Gary Brown. "Evaluating the Gap between Industry Assessment of Job Readiness and Graduation Standards in Higher Education Institutions: The Case of Fashion Studies." *International Journal of Fashion Design, Technology and Education*, vol. 4, no. 2, 2011, pp. 71-82.
- Mohamed Almi, Nurul Ezza Asyikin, et al. "Software Engineering Education: The Gap between Industry's Requirements and Graduates' Readiness." *IEEE Symposium on Computers & Informatics*, 2011.
- Pradipta, Bernadetta Quinta, et al. "Evaluation of Policy in the Vocational Education System Revitalization in Indonesia: Examining the Teaching Factory Readiness of Industry." *Jurnal Pendidikan Vokasi*, vol. 11, no. 1, 2021, pp. 68-77.
- Selamat, Ali, et al. "Higher Education 4.0: Current Status and Readiness in Meeting the Fourth Industrial Revolution Challenges." *Redesigning Higher Education Towards Industry*, 2017.
- Maria, Meylinda, et al. "Malaysian Higher Education System towards Industry 4.0 – Current Trends Overview." *AIP Conference Proceedings*, vol. 2016, 2018.
- Spowart, Jane. "Hospitality Students' Competencies: Are they Work Ready?." *Journal of Human Resources in Hospitality & Tourism*, vol. 10, no. 2, 2011, pp. 169-81.
- Wolf, K. "Industry Ready Graduates for a Global Job Market - A Critical Investigation of Transnational Education." Australian Collaborative Education Network National Conference, 2010, pp. 522-31.
- Lee, Seonjeong, et al. "Are Students Ready for their Future Career in the Event and Meeting Industry? Lessons from a Comparative Study between Students and Event and Meeting Professionals." *Journal of Hospitality & Tourism Education*, vol. 32, no. 2, 2020, pp. 77-87.

Author Details

Karen N Angelina, Student, Kristu Jauyanti College, Autonomous, Bengaluru, Karnataka, India,
Email ID: karenkjc3@gmail.com

Jaspreet Kaur, Faculty, Department of Management, Kristu Jauyanti College, Autonomous, Bengaluru, Karnataka, India, *Email ID: jaspreetarsh@gmail.com*