

Assessing the Skill Gap among Labourers of Salzer Electronics Limited, Coimbatore

Swathi B.

(17PSW013)

Thesis submitted to

Avinashilingam Institute for Home Science and Higher Education for Women,

Coimbatore – 641043

In partial fulfilment of the requirements for the

Degree of Master of Social Work

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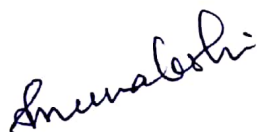
April 2019

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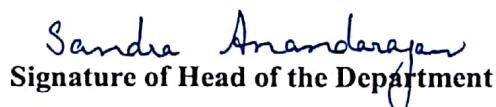
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CERTIFICATE

This is to certify that the dissertation entitled on "Assessing the Skill Gap among Labourers of Salzer Electronics Limited, Coimbatore" submitted to the Avinashiligam Institute for Home Science and Higher Education for Women, Coimbatore- 641043, in partial fulfilment of the requirement for the award of the degree of **Master of Social Work** is a record of original research work done by **Swathi, B.** during the period of the study in the Department of Home Science Extension Education, Avinashiligam Institute for Home Science and Higher Education for Women, Coimbatore- 641043, under my supervision and guidance, has not formed the basis for the award of any Degree/Diploma/Associate ship/ Fellowship or similar title of other university.



Signature of the Guide



Signature of Head of the Department

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CHAPTER I

INTRODUCTION

Modern competitive world, gives challenges to industries to improve the efficiency and effectiveness of their business operations. As there are several factors that affect efficiency and effectiveness of operations, the improvement is required to be carried out in every factor. Industries are required to bring every factor in synchronization with other factors. Total Quality Management (TQM), Total Productive Manufacturing (TPM), Business Process Reengineering (BPR) and other similar initiatives provide direction to improvement in business operations (Maha Muzumdar 2010).

Importance of Human Resource in an Organisation

Human Resource functions entrusted with the responsibility to find right person for every job and development of the employed person to do the assigned job effectively, have found competency mapping and assessment as a very effective tool (David Ulrich 2007).

HRM is of vital importance to the individual organization as a means for achieving their objectives. It contributes to the achievement of organizational objectives in the following ways:

Good human resource practice can help in attracting and retaining the best people in the organization.

- Developing the necessary skills and right attitudes among the employees through training, development, performance appraisal, etc.
- Securing willing cooperation of employees through motivation, participation, grievance handling, etc.
- Effective utilization of available human resources.
- Ensuring that enterprise will have in future a team of competent and dedicated employees (Naga Parameswari and Yugandhar, 2015)

Role of Managers in managing Human Resource

Good managers are generally aware about different qualities of employees. A person must possess shall to do a job effectively and they make use of their knowledge to select and train their subordinates. Competency mapping helps to develop objective system for recruitments, promotions, training and development and performance diagnostics.

Human Resource professionals are also responsible for selection, training and development, administration, deployments support, performance appraisal and performance diagnostics of the employees. The most important part of these responsibilities is assessment of the individuals for their suitability for different functional tasks, and development of their potential to be effective and excel in assigned tasks (Paul C. Green, 2008).

All organizations are talking about competencies. Some have truly worked the concept into several of their processes. A few have a fully implemented competency modelling and reporting system in place. However, quite a few organizations are still striving to build a competency model and implement it. Most organizations of all sizes are still struggling with defining, designing and implementing competency model projects (Anntoinette D. Lucia, 2010).

Competency

Competence is the demonstrable characteristics that enable performance of a job, for doing the job properly, the individual requires skills and knowledge for the set duties. A competency is a set of defined behaviours that provide a structured guide enabling the identification, evaluation and development of the behaviours in individual employees. The term "competence" first appeared in an article as a concept for performance motivation. In 1970, Craig C. Lundberg defined the concept in "Planning the Executive Development Program". The term gained traction when in 1973, David McClelland wrote a seminal paper entitled "Testing for Competence Rather Than for Intelligence". It has since been popularized by Richard Boyatzis and many others, such as T.F. Gilbert (1978) who used the concept in relationship to performance improvement. Its use varies widely.

Competency Mapping is the process of identifying, measuring and developing human performance in organizations and tries to:

- ✓ Give feedback to employees to improve subsequent performance.
- ✓ Identify employee training needs.
- ✓ Document criteria used to allocate organizational rewards.
- ✓ Form a basis for personnel decisions-salary (merit) increases, disciplinary actions, etc.
- ✓ Provide the opportunity for organizational diagnosis and development facilitate communication between employee and administrator.

When the competency required for a position is mapped, an accurate job profile is created. With the well defined job profile, the entire recruitment process becomes easier.

The interviewers who interview the candidate are sure of what to look for in him. This increases the chances of retention as the new employees and the company know what to expect from each other. Too often, ambiguity about the roles desired by the company and the expectations carried by the new employee is a cause of disappointment for both the employee and employer after the employee joins the company (Richard Lepsinger, 2005).

Components of Competence

Knowledge: It is the cognizance of facts, truths and principles gained from formal training and or experience, application and sharing of one's knowledge base is critical to individual and organisational success.

Skill: It is a developed proficiency or dexterity in mental operations or physical processes that is often acquired through specialised training the execution of these skills results in successful performance.

Ability: It is the power or aptitude to perform physical or mental activities that are often affiliated with a profession or trade such as computer programming, plumbing, calculus, and so forth. Although organizations result, skills and knowledge regarding one's performance, they are often remiss in recognizing employees' ability or aptitudes, especially those outside of the traditional job design.

Attitude: Individual attributes are properties, qualities or characteristics of individuals that reflect one's unique personal make up. Individual attributes are viewed as generally developed or acquired from one's accumulated life experiences. Although personal characteristics are the most subjective of the components, a growing, significant body of research links specific personality traits to successful individual and organizational performance.

Individually recognizing and rewarding or any of these sources of expertise provides a strong basis for individual performance engagement. However, it is their combination that results in the unleashing of resources that are all too frequently untapped.

Some scholars see "competence" as a combination of practical and theoretical knowledge, cognitive skills, behaviour and values used to improve performance; or as the state or quality of being adequately or well qualified, having the ability to perform a specific role. For instance, management competency might include systems thinking and emotional intelligence and skills in influence and negotiation (Wikipedia, 2018).

Competency is also used as a more general description of the requirements of human beings in organizations and communities. Competency is sometimes thought of as

being shown in action in a situation and context that might be different the next time a person has to act. In emergencies, competent people may react to a situation following behaviours they have previously found to succeed. To be competent a person would need to be able to interpret the situation in the context and to have a repertoire of possible actions to take and have trained in the possible actions in the repertoire, if this is relevant. Regardless of training, competency would grow through experience and the extent of an individual to learn and adapt. However, research has found that it is not easy to assess competencies and competence development. Competency for a job can be defined as a set of human attributes that enable an employee to meet and exceed expectations of his internal as well as external customers and stakeholders (Wikipedia, 2018).

Competency Mapping

Competency Mapping is a process of identifying competencies for an organisation and or a job and incorporating those competencies throughout the various processes (i.e. job evaluation, training, recruitment) of the organisation. It is the process of identifying (technical, managerial, behavioural, conceptual knowledge, attitudes, skills, etc) competencies required to perform a given job successfully into its constituent tasks or activities and developing the competencies needed to perform the same successfully. It helps organisations to identify and develop superior performance, skills and attitude(White, R.W., 1959).

Competency mapping helps to develop objective system for recruitments, promotions, training & development, and performance diagnostics. HR professionals are entrusted with the responsibility for selection, training and development, administration, deployments support, performance appraisal and performance diagnostics of the employees. The most important part of these responsibilities is assessment of the individuals for their suitability for different functional tasks, and development of their potential to be effective and excel in assigned tasks.

Skill

A **skill** is the ability to carry out a task with determined results often within a given amount of time, energy, or both. Skills can often be divided into domain-general and domain-specific skills. For example, in the domain of work, some general skills would include time management, teamwork and leadership, self-motivation and others, whereas domain-specific skills would be used only for a certain job. Skill usually requires certain environmental stimuli and situations to assess the level of skill being shown and used (Wikipedia, 2018).

Skill Gap

A **skill gap** is a **gap** between what employers want or need their employees to be able to do, and what those employees can do when they walk into work.

Skill Gap is the difference in the skills required on the job and the actual skills possessed by the employees. Skill gap presents an opportunity for the company and the employee to identify the missing skills and try to gain them.

Skill mismatch is defined as the excess or deficit of qualifications or skills possessed by individuals, relative to the skills required by the job they hold (CEDEFOP, 2012).

Government efforts to bridge the skill gap in India

Sector Skill Councils (SSCs) are employer-led organisations that cover specific industries. They have five key goals:

- to support employers in developing and managing apprenticeship standards
- to reduce skills gaps and shortages and improve productivity
- to boost the skills of their sector workforces
- to improve learning supply
- to recognise prior learning of employees

SSCs aim to achieve the goals by developing an understanding of the future skills needs in their industry and contributing to the development of National Occupational Standards, the design and approval of apprenticeship frameworks and the New Apprenticeship Standards and creating sector qualification strategies. There are currently 38 SSCs. SSCs are licensed by the government through the ministry of skill development and entrepreneurship government of India (Wikipedia, 2018).

Scope of the Research

Skill gaps describe the phenomenon whereby the skill levels of workers are insufficient to meet the requirements of their current job. The Lack of research particularly in this area is surprising that skill gaps helps the management in the training investment decisions of both firms and workers. Skill gaps have the potential to harm firm-level productivity as average worker productivity is likely to be lower in the presence of substantial skill gaps; skill gaps will also tend to inflate average labour costs as organisations require more workers per unit of output. Finally, firm-level profitability will be adversely impacted by skill gaps because of the additional training and recruitment investments that arise as a direct consequence of skill gaps. Hence the present study on

“Assessing the Skill Gap among Labourers of Salzer Electronics Limited, Coimbatore” aimed at the following objectives

Broad Objectives:

The broad objective of the present study was to find out the skill gap in the selected company.

Specific Objectives:

The specific objectives of the present study labourers were to

1. identify the relationship between socio economic profile and acquired skills of labourers and
2. find out the gap in acquired skills of labourers in the selected industry.

Hypothesis:

H01 – There is no significant relationship between socio economic profile and acquired skills of the labourers.

H02 – There is no significant level of skill gap in the selected industry.

Operational Definitions

Competency Mapping

Competency Mapping is a process of identifying key competencies for an organization.

Labourer

The labourer is a term for workers working for a company, or an organization.

Employer

An employer is a person or institution that hires employees. Employers offer wages or a salary to the workers in exchange for the worker's work or labour.

CHAPTER II

Review of Literature

Review of literature for the present study entitled “**Assessing the Skill Gap among Labourers of Salzer Electronics Limited Coimbatore**” Is presented under the following heads:

1. Importance of Competency Mapping and Skill Gap Analysis for Industrial Development
2. Industrial Experiments with Skill Gap Analysis
3. Impact of Skill Gap on Industries
4. Perception of Various Stakeholders on Competency Mapping and Skill Gap Analysis
5. Related Studies

1. Importance of Competency Mapping and Skill Gap Analysis for Industrial Development

Harvard psychologist David McClelland (1970) first suggested the importance of testing for competence rather than intelligence. Subsequently, competency models have been used worldwide to establish the building blocks of superior performance in many professional and technical academic, organizational, and manufacturing endeavours.

According to Bennet and McGuinness, (2009) It is important to distinguish skill gaps, which originate within firms, from those that are a consequence of skill-shortages that originate before hiring takes place. One focus of attention, in this respect, is the hard-to-fill vacancies and their effect on company performance.

Weaver and Osterman (2013) Skill gaps, though, may not be only the result of “external skill shortages”, whereby firms are forced into hiring inferior candidates, but also a process that can be worsened or improved within the firm. Quite interestingly, in a recent exploration of skill gaps among a sample of U.S. manufacturing establishments. It was found that skill gaps are not “the mechanical result of undertrained workers who simply cannot meet the skill demands of modern industry”. Not all their establishments with naturally higher skill demands (as high-tech plants) showed hiring problems. The results suggested that “firm strategy and a range of institutional policies that go beyond calls for workers to increase educational attainment”.

Farah (2009) in qualitative discussion identified that the performance of companies depends mostly on the quality of their human resource. For obvious economic and business reasons, organizations have always been concerned about the competence of its people.

Kodwani (2009) has explained that performance is the mantra of today's business organization. People with right competencies are the key to superior performance. Competencies are the set of such skills and abilities (technical as well as behavioural), which are required for desired level of performance.

Yuvaraj, R. (2011) in his study titled 'Competency Mapping: A Drive for Indian Industries' has referred to Competency Mapping as a process of identifying key competencies for an organization, the jobs and functions within it. Competency mapping is important and is an essential activity. Every well-managed firm should have well defined roles and list of competencies required to perform each role effectively. Competency mapping identifies an individual's strengths and weaknesses in order to help them better understand themselves and to show them where career development efforts need to be directed.

2.Industrial Experiments with Skill Gap Analysis

Haskel and Martin (2011) explained that much effort has been made in quantifying the importance of the phenomenon or identifying its determinants at the firm level, although some research has demonstrated the importance of the sector or the product market strategy of the company. Thus, a recent report of the UK Commission for Employment and Skills found that "high-end product strategy establishments are, on average, more likely than other establishments to report both skill-shortage vacancies and skills updating needs" holds that technical progress may create persistent skill shortages. Firms that tend to innovate or are part of a sector in a rapid process of technological change, are thus more likely to report skill gaps.

Nigam et al. (2009) conducted a study on 'Competence Mapping: An Innovative Management Practice Tool' expounds that employee competency mapping for assessing the value of human capital and its development is one such innovative practice that is widely being used by organizations today. Care needs to be taken to ensure the involvement of the entire organization as a tool to add value to their key resource areas.

Cernusca and Dima (2007) in their research essay explained the concept of competency and how competency is linked to performance and one's career development. A business might possess extremely capable human resources, but they might not work

on the position that suits them. This is where competency mapping and the appraisal tools come to help the HR experts choose who should work on what position.

Impact of Skill Gap on Industries

Mohammad Ahmed Abdullah Alsabri and BellesMutarAlaraqe (2015) in their study explained that competency mapping is one of the most importance functions in human resource management, which aims to enhance the performance of organizations, it also targets the improvement on employees' performance and help HR managers in finding the right employee for a job and development of the employed person in doing the assigned job effectively.

Velayudhan and Maran (2009) conducted a study on "Assessing the Competencies Possessed by the Employees in an Unbiased Manner". The study aimed to find out the gap between the acquired competencies and expected competencies of the employees at HCL Technologies, Chennai. The study conclusively revealed the positive relationship between male and female employees in all the aspects of competency mapping. The study identified a positive relationship between the qualifications of the three groups. The results revealed that there is significant difference between the two groups of employees on personal effectiveness. Significance differences were found between married and unmarried group of employees in HCL on Functional expertise, Innovation, Customer service, Analytical thinking and Motivation.

Tether et al (2005) reported that over one fifth of sampled firms believed that skill gaps delayed the introduction of new products, and practices.

Erini(2005), also reported descriptive evidence that skill gaps substantially hampered firm level performance due to subsequent lower productivity, a failure to meet deadlines and lower product quality.

Forth & Mason (2004) reported that ICT skill gaps negatively impacted company sales performance within a sample of UK firms employing ICTprofessionals. Nevertheless, given the potential importance of skill gaps for both firm-level performance and training decisions, this research is surprisingly limited and largely descriptive.

Perception of Various Stakeholders on Competency Mapping and Skill Gap Analysis

Krishnaveni, J. (2013) in her article stated that Competency mapping evaluates individual strengths and weaknesses, helping to show them, where career development

efforts are required. This study aims to evaluate competency possessed by the employees of Meenakshi Mission Hospital and Research Centre, Madurai. And the objectives are to measure the level of competency of the employees in MMHRC. To explore the needs of the employees to develop their competency for effective and efficient job performance.

Cellia, B. R. and Karthick, M. (2012) in their article opined that a competency contains knowledge, skills and behaviours that staff members or members of a specific category need to demonstrate in order to carry out their task and responsibility successfully. Competencies are the foundation for effective performance in any job or position. A competency profile can include core competencies, which identify those core values that all staff members should demonstrate, managerial competencies, relevant for management positions and functional or technical competencies that are specific to functional areas. Competency is the ability of an individual to perform a job properly.

ZulfiqarMurtaza (2015) had attempted to identify the gap between the competencies present and the competencies that are required for the employees in the tourism department to function at its best. It helps the employees to understand the process and requirements of the department more effectively and thus will be of direct help to develop the training schedule of the employees in such a way that the training program suits better to meet the employee's and departmental needs.

Related Studies

According to the job matching theory, a mismatch between the required skills and the skills a graduate actually possesses has important consequences for productivity, wages and probability to get a job (Arrow and Spence in Tachibanaki, 1994). Therefore, the competency level (qualification) required by employers must be equivalent with competency level of the graduates. The match required for the job is also relevant. Job match also can be identified by the degree to which graduates are able to utilize the knowledge, skills and attitudes to the work context (Barnard et al, 2001).

In matching theory, unemployment or underutilization of graduate-level skills in employment – reflects mismatches between graduates and employers that may emerge for a number of reasons (Mason, Williams and Sue Cranmer, 2009). Mason et al. (2009) highlighted that matching theory, together with the literature on over-education and under-utilisation of skills, pointed to several reasons why the teaching, learning and assessment of employability skills might be expected (all else being equal) to contribute to superior labour market outcomes for graduates in possession of those

skills. Work or employability skills are conceptualized as those transferable skills that one might expect to be developed in an undergraduate programme but which have broad applicability in the workplace (Wilton 2008). This refers to the work skills transferable from higher education into employment in a wide variety of contexts.

The employability skills highlighted by Wilton (2008) refer to problem-solving skills, written and spoken communication, foreign language skills, numeracy, basic computer literacy, advanced IT or software skills, research skills, creativity and ability to work in teams.

DEST (2002) defined employability skills as skills required not only to gain employment, but also to progress within an enterprise so as to achieve ones potential and contribute successfully to enterprise strategic directions. According to Moreau &Leathwood (2006) employability refers to a set of achievements related to skills, understandings and personal attributes that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community as well as the economy. As a consequence, many higher education institutions have attempted to embed skills in the curriculum. In relation to this, they also (Moreau and Leathwood 2006) highlighted that some employers had placed very high importance on generic skills (such as communication skills and team-working) and personal attributes (such as resilience and commitment).

According to (Casner-Lotto et al., 2009) employers list the need for workers with good attitudes, the ability to communicate well, think critically, and solve problems. All of these skills can be taught to young people while they are still in school. Skill development is expected not only in simple reading and mathematical literacy but also in technical literacy. Further training 27 in skills for employment is often needed beyond high school. Students can often improve those skills at the postsecondary level but in some cases are not afforded the opportunity to do so. The number of students not being prepared properly in high school and not pursuing a postsecondary education has caused a shortage of qualified workers in the labor force, which is having an adverse effect on the economy.

A concern by employers that the skills needed for their workforce today are running in short supply has been voiced and heard (Carnevale, Gainer and Meltzer, 1990; Cappelli and Rogovsky, 1995; Natriello, 1989, Bridging the skill gap by ASTD 2010, Mc Kinsey, 2009). Indeed, sensitivity to the needs of employers is evident in the research. For instance, Natriello (1989) indicates that under girding much of the consideration of the

reform of education stems from political leaders' influence and respond to the increasing competition for economic development. Carnevale, et al. (1990) point to the work of the Apex training bodies that have responded to the same employer concerns through research of workplace skills. Additionally, many commissions today have all addressed employers' competitive challenge concerns through research on the dynamics of today's workforce and the needed workplace skills in a new economy, which is said to be defined as "newly dynamic, with excesses and chronic instability" (Prowse, 1992).

Further, the recent research in this area, as in the early 1970's and into the 1980's, continues to demonstrate the concern for productivity and quality levels for the purpose of economic competitiveness through a skilled workforce. Under girding the workplace/workforce research has the assumption that a skills gap exists. Recent attention given to the skills gap in the research indicates that there is telling evidence of deficits in the skills from all workers (Cappelli and Rogovsky, 1995), just as there is evidence of "inequalities in a job skills". However, while there is only a little research investigating what the skills gap is, there is no investigation as to where it actually exists. Indicate that "to locate the source of the skills gap in the landscape, it is necessary to consult a map drawn by employers."

As Carnevale (1991) and Cappelli and Iannozzi (1995) impress, the employer eventually determines the skill requirements of jobs. For instance, Spenner (1985) indicates that "some of the 'skill' of jobs depends on the ways in which bureaucracy and workplace interaction define the job." Hanser (1995) adds support by distinguishing between what are job tasks and emergent job tasks. Job tasks are those tasks required to do the job, but emergent tasks change the requirements of the job, because of differing organisational arrangements. Kalleberg and Leicht (1986) further support this very phenomenon by providing evidence that different work structures clearly impact the sub dimension (task) level of skill. It is, however, imperative to note why employers today have impressed the necessity of general multi-skill requirements to workers and potential workers alike (BVIMR Management Edge; 2011, McKinsey, 2010). Whether in big, middle or small-size businesses, employers are concerned about the speed, the vastness and fluidity of the new economy and they see that it is bringing "radical and unsettling change" (Prowse, 1992). As Prowse (1992) continues, employers grappling to adapt to the new economy believe that "security depends on merit, hard work, technical skills, and perhaps most important of all, the ability to learn and adapt to fast-changing

environments." While the changes, in aggregate, regarding skill requirements are considered slow, the evidence, according to Spenner (1985), suggests that skill requirements of jobs world over are changing" and it is "the employer" who is determining the change (Cappelli and Iannozzi, 1995).

The literature has tended to focus on the effects of overskilling and overeducation at the worker's level (Duncan and Hoffman, 1981; Allen and van de Velden, 2001). But relatively very less studies were conducted to know about the impacts of underskilling or undereducation on individual outcome variables such as job satisfaction and earnings, and even less is known about their aggregate effect on firm-level performance. A limited number of studies do address the issue of skill gaps on firm-level performance.

CHAPTER III

METHODOLOGY

Methodology adopted for the present study on “**Assessing the Skill Gap among Labourers of Salzer Electronics Limited Coimbatore**” is discussed in this chapter. The study has three phases as follows.

1. Planning Phase

- Selection of the Locale
- Selection of the Sample
- Construction of the Tool

2. Implementation Phase

3. Analysing and Reporting Phase

1. Planning Phase

Selection of the Locale

The locale selected for the present study was Coimbatore District, Coimbatore is the Manchester of Tamil Nadu and has number of industries involved in various sectors.

Selection of the Sample

A sample design is a definite plan for obtaining a sample for a given population. It refers to the techniques of the procedure the researcher would adopt in selecting items for the sample.

The universe or population of the study is the whole labourers and managers of Salzer Electronics Limited Coimbatore District. The sampling design adopted for the study is multi-phase random sampling. In which the researcher selected sector of industry, company and sample. Using list of employees currently working in the organisation provided by Human Resource Department of Salzer Electronics Limited 55 employees were randomly selected using lottery method among 600 total employees. All the Human Resource managers (5nos), who are working with the labourers were also selected for the study as employers.

Construction of Tool

The tool used for data collection was questionnaire. The questionnaire was tested to suit the current study and to fulfil the study objectives. The researcher prepared 2 questionnaires (Annexure I and II).

Questionnaire Set I

Questionnaire Set I is used to collect information on Demographic Profile of the Labourers. Ten questions were asked in Section I to elicit information on name, gender; age, educational level, religion, marital status, experience at the company, type of family, type of houses, ownership details. Section II consist of question related to generic work skills, communication skills. Section III training needs of labourers, perception of the respondents on trainings attended.

Table I
Content of Questionnaire Set I - Labourer

Content	Item No
Section I	
Name	1
Gender	2
Age	3
Educational Level	4
Religion	5
Marital Status	6
Experience at the Company	7
Types of Family	8
Types of Houses	9
Ownership Details	10
Section II	
Generic Work Skills	11-25
Communication Skills	26-52
Section III	
Training needs of employees	53-55
Perception of the respondents on trainings attended	56-75

Table I shows the contents of questionnaire set I, which was used to collect data from the labourers.

Questionnaire Set II

To collect data from the Human Resource managers, the researcher designed a questionnaire. Questions related to work profile were asked in Section I work profile. Section II consist of question related to generic work skill expectation, communication skill expectation. Section III covers questions on existing practices of Human Resource department, perception of Human Resource personnel on trainings organized.

Table II
Content of Questionnaire Set II

Content	Item No
Section I	
Name	1
Gender	2
Designation	3
Educational Qualification	4
Marital Status	5
Age	6
Income	7
Experience	8
Section II	
Generic Work Skills Expectations	9-23
Communication Skills Expectations	24-50
Section III	
Existing Practices of HR Department	51-57
Perception of HR Personnel Trainings Organised	58-72

Table II explains the components of questionnaire set II, which was used to collect required information from the HR managers.

DATA COLLECTION

Data were collected using structured questionnaire. The labourers and HR Managers working in the **SALZER** Electronics Limited were oriented about the purpose of research before distribution of questionnaire. The researcher visited the industry from February 8th -14th2019 for collection of data from the respondents. The questionnaires were distributed to the labourers and HR Managers with complete instructions to fill the questionnaire. The filled in questionnaires were checked for its completeness and carefully consolidated.

DATA PROCESSING AND ANALYSIS

The consolidated data were analysed using SPSS version 19. Simple percentage analysis, chi-square, t-test and Anovawere used to derive meaningful inferences from the data.

Simple percentage analysis

Percentage analysis is the method to represent raw streams of data as a percentage (a part in 100 – per cent) for better understanding of collected data. Percentage Analysis is applied to create a contingency table from the frequency distribution and represent the collected data for better understanding.

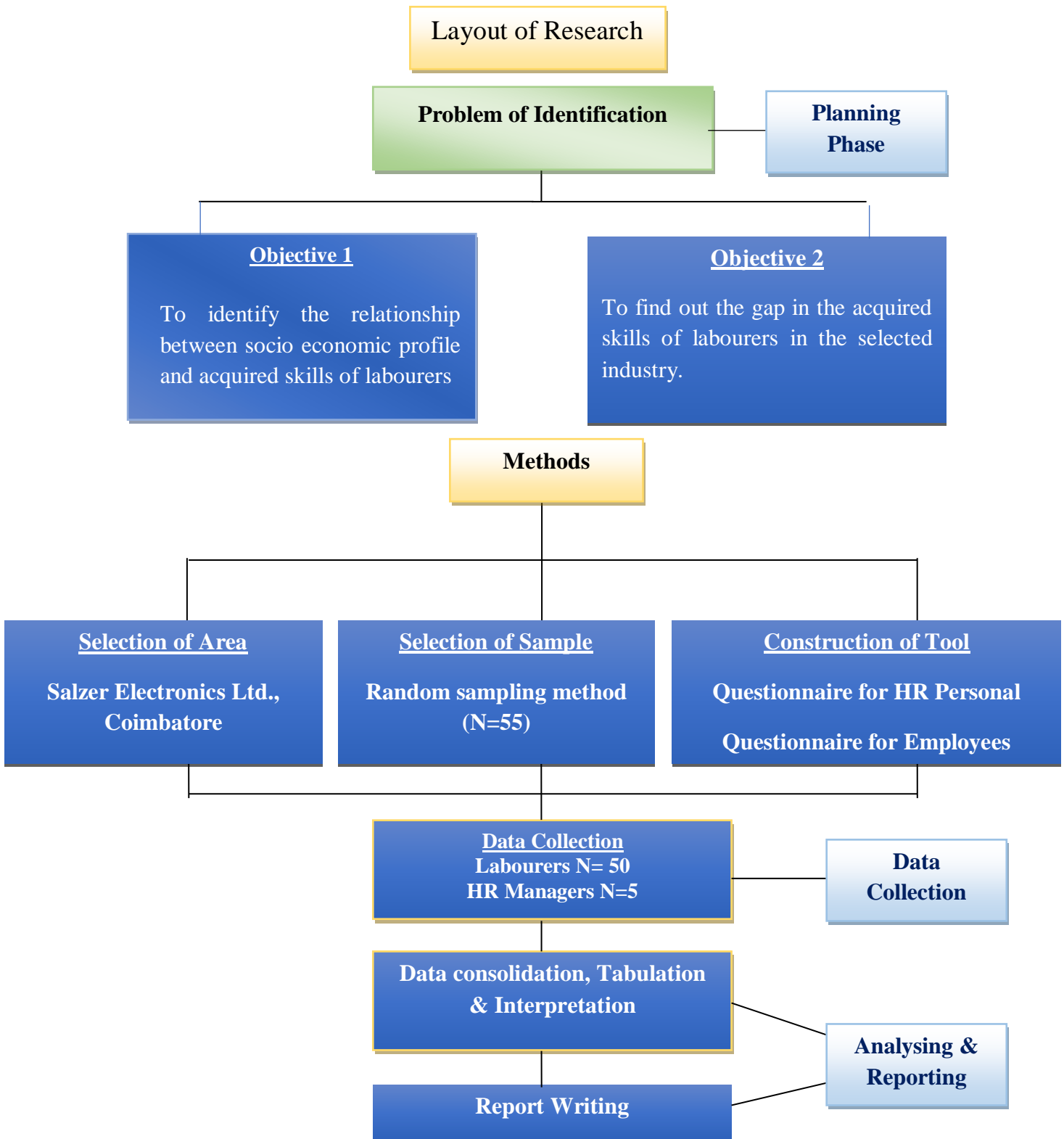


Fig.1. Layout of Research

Chi-square

A chi-square test, also referred to as χ^2 test, is any statistical hypothesis test in which the sampling distribution of the test statistic is a chi-square distribution when the null hypothesis is true, or any in which this is asymptotically true, meaning the sampling distribution can be made to approximate a chi-square distribution as closely as desired by making the sample size large enough.

$$\chi^2 = \sum (O - E)^2 / E$$

t-test

The t-test is any statistical hypothesis test in which the test statistic follows a Student's t-distribution under the null hypothesis. A t-test is most commonly applied when the test statistic would follow a normal distribution if the value of a scaling term in the test statistic were known. When the scaling term is unknown and is replaced by an estimate based on the data, the test statistics follow a Student's t distribution.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s_{\bar{X}_1 - \bar{X}_2}}$$
$$s_{\bar{X}_1 - \bar{X}_2} = \sqrt{\left(\frac{N_1 s_1^2 + N_2 s_2^2}{N_1 + N_2 - 2} \right) \left(\frac{N_1 + N_2}{N_1 N_2} \right)}$$

Anova

Analysis of variance is a collection of statistical models and their associated estimation procedures used to analyze the differences among group means in a sample. ANOVA was developed by statistician and evolutionary biologist Ronald Fisher. In the ANOVA setting, the observed variance in a particular variable is partitioned into components attributable to different sources of variation. In its simplest form, ANOVA provides a statistical test of whether the population means of several groups.

$$F^n = \frac{\frac{\sum w_k (\bar{X}_k - \bar{X})^2}{k-1}}{1 + \frac{2(k-2)}{k^2-1} \sum \left(\frac{1}{n_k-1} \right) \left(1 - \frac{w_k}{\sum w_k} \right)^2}$$

CHAPTER IV

RESULTS AND DISCUSSION

Results and discussion of the present study on “Assessing the Skill Gap among Labourers of Salzer Electronics Limited Coimbatore” are discussed under the following heads.

1. Socio-economic profile of the labourers
2. Acquired skills of the labourers
3. Perception of the labourers on skill trainings attended
4. Profile of the HR Managers
5. Expected skills of the HR Managers
6. Perception of HR Managers on Trainings organized
7. Skill level of labourers based on their Socio-economic profile
8. Skill gap identified

1. Profile of the labourers

Profile of the labourers was depicted in table III.

Table III
Socio-Economic Profile of the Labourers

S.No	Socio Economic Profile	Employee	
		No	%
1	Gender		
	Male	30	60
	Female	20	40
2	Age		
	21-30 years	10	20
	31-40 years	19	38
	41-50 years	19	38
	50 years and above	2	4
3	Education Status		
	UG	1	2
	DME/ITI	5	10
	10	29	58
	12	7	14
	7	8	16
4	Year of Experience		
	Below 2 Years	13	26
	2 to 5 Years	26	52
	Above 6 years	11	22
5	Monthly Income		
	Rs. 8,000/-	13	26
	Rs. 8,001-12000/-	26	52
	Above Rs. 12,000/-	11	22
6	Types of family		
	Nuclear	31	62
	Joint	19	38
7	Marital status		
	Married	44	88
	Unmarried	6	12
8	Type of house		
	Own house	33	66
	Rental house	17	34
	Lease house	-	-
9	Ownership Details		
	Bicycle	-	-
	Motor Cycle	29	58
	Car	8	16
	House	11	22
	Land	2	4

Table III shows the socio-economic profile of the labourers. Exactly 60% of the respondents were male and the remaining 40% were female. Among the whole 38% of the labourers were coming under the age group of 31-40 years and 41-50 years. Only 4% of the labourers were coming under the age group of 50 years and above.

In regard to educational qualification of the labourers, 58% of them were belonging to the category of 10th standard. Only 2% of labourers have UG qualification. Majority 52% of the labourers had 2 to 5 years of experience. And 22% had above 6 years of experience. The data of monthly income of the labourers showed that 52% of the labourers were earning between Rs.8,001/- to Rs. 12,000/- and 22% of the employees are under the category of Rs. 12,001/-.

Sixty eight per cent of the labourers were belonging to joint family and remaining 32% were under the category of nuclear family. Majority 88% of the labourers were married and remaining 12% were unmarried. Sixty six per cent of the labourers were having own houses and remaining 34% were living in rental houses. Exactly 58% of the labourers were having own motor cycle but only 4% of them were having own land.

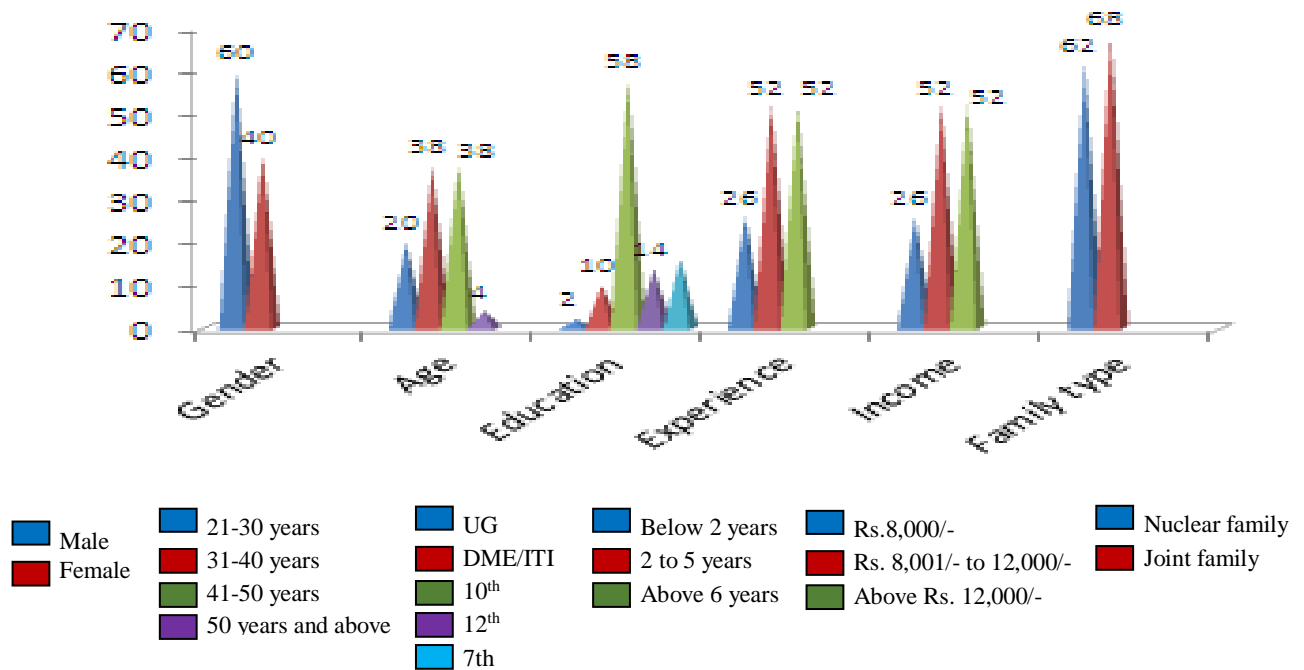


Chart 1 Socio-economic profile of the labourers

2. Acquired skills of the labourers

Level of Acquired skills of the labourers was shown in table IV

Table IV

Level of Acquired Skills of the Labourers

S.No	Acquired skills	Low		Medium		High	
		No	%	No	%	No	%
1	Cognitive skill	13	26	34	68	3	6
2	Networking skill	7	14	42	84	1	2
3	Lifelong learning skill	16	32	30	60	4	8
4	Career planning skill	19	38	29	58	2	4
5	Communication with superiors	15	30	25	50	10	20
6	Communication with co-workers	4	8	34	68	12	24
7	Emotional management skill	18	36	17	34	15	30
8	Critical thinking	6	12	41	82	3	6
9	Listening skill	24	24	22	44	16	32

Table IV explains level of acquired skills of the labourers. Majority of the labourers have acquired medium level of cognitive skill (68%), networking skill (84%), lifelong learning skill (60%), career planning skill (58%), communication with superiors (50%), communication with co-workers (68%), critical thinking (82%) and listening skill (44%). Only emotional management skill of the labourers was low level with the percentage of 36.

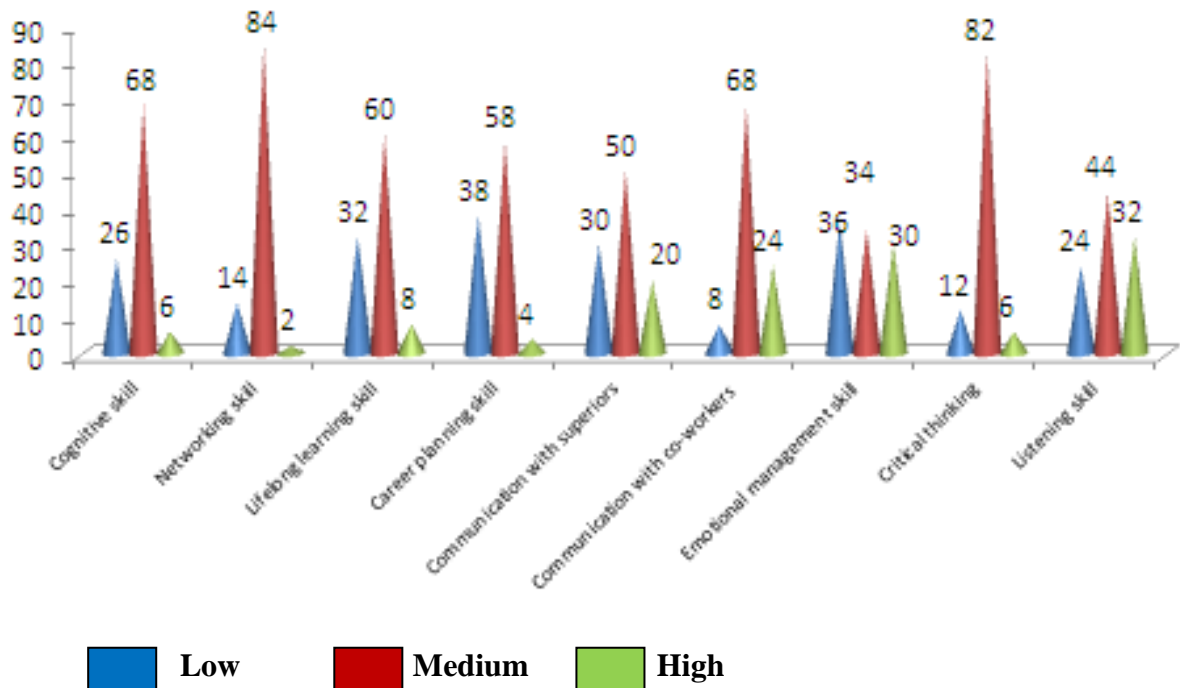


Chart 2 Level of Acquired Skills of the Labourers

3. Perception of labourers on training attended

Perception of labourers on training attended was shown in table V

Table V

Perception of the labourers on trainings attended

S.No	Perception of the labourers on training attended	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		No	%	No	%	No	%	No	%	No	%
1	Trainers were effective in their teaching	33	66	13	26	2	4	1	2	1	2
2	Trainers had good knowledge and experience of the industry	4	8	34	68	10	20	1	2	1	2
3	Trainers were able to relate material to the workplace	5	10	25	50	16	32	3	6	1	2
4	Satisfied with the training	9	18	11	22	18	36	8	16	4	8
5	Recommend the training to others	11	22	11	22	11	22	11	22	6	12
6	Assessments were based on realistic activities	7	14	15	30	11	22	10	20	7	14
7	The training organization gave appropriate recognition of existing knowledge and skills	12	24	19	38	10	20	8	16	1	2
8	Assessment was at an appropriate standard	7	14	17	34	19	38	6	12	1	2
9	The training focused on relevant skills	6	12	15	30	14	28	10	20	3	6
10	The training prepared employees well for work	8	16	15	30	14	28	10	20	3	6
11	The training had a good mix of theory and practice	10	20	9	18	21	42	7	14	3	6
12	The training was an effective investment	28	56	17	34	2	4	2	4	1	2
13	The training reflected current practice	20	40	22	44	3	6	3	6	2	4
14	The training was effectively integrated into our organization	12	24	23	46	11	22	1	2	3	6
15	The training attended has impact on my skill	9	18	19	38	12	24	8	16	2	4
16	The quality of training programs organized is very good	7	14	18	36	13	26	8	16	4	8
17	The training is relevant to our nature of work	7	14	18	36	13	26	8	16	4	8
18	The trainings helped as to improve our job performance	10	20	12	24	17	34	9	18	2	4
19	Further training for motivation towards performance improvement is needed	7	14	18	36	13	26	8	16	4	8

Table V shows perception of Labourers on trainings attended. Majority (66%) of the labourers strongly agreed that trainers were effective in their teaching, agreed with the statement of trainers had good knowledge and experience of the industry (68%), trainers were able to relate material to the workplace (50%), agree with the statement of training organization gave appropriate recognition of existing knowledge and skills (38%), assessment was at an appropriate standard (34%), training focused on relevant skills (30%), training prepared employees well for work (30%), training was effectively integrated into our organization (46%), training attended has impact on my skill (38%), quality of training programs organized is very good (36%), training is relevant to our nature of work (36%), further training for motivation towards performance improvement is needed (36%), neutral with the statement of training had a good mix of theory and practice (42%), trainings helped as to improve our job performance (34%), satisfied with the training (36%), strongly agree with the statement of training was an effective investment (56%). In regards to recommend the training to others of the labourers 22% of them were strongly agree, agree, neutral, disagree.

4. Profile of the HR Managers

Profile of the HR Managers was depicted in table VI

Table VI**Socio-Economic Profile of the HR Managers**

S.No	Socio Economic Profile	Employee	
		No	%
1	Gender		
	Male	3	60
	Female	2	40
2	Age		
	21-30 years	1	20
	31-40 years	2	40
	41-50 years	1	20
	50 and above	1	20
3	Education Status		
	B.COM	1	20
	MA	1	20
	MBA	3	60
4	Year of Experience		
	10 years	1	20
	15 years	1	20
	17 years	1	20
	6 years	2	40
5	Monthly Income		
	Rs. 13000/-	1	20
	Rs. 14000/-	1	20
	Rs. 17000/-	1	20
	Rs. 23000/-	1	20
	Rs. 27000/-	1	20
6	Marital status		
	Married	5	100
	Unmarried	-	-
8	Designation of the Employer		
	HR	1	20
	Sr. labour welfare officer	1	20
	Junior officer HR	2	40
	Junior officer HR unit 3	1	20

Table VI shows the socio-economic profile of the HR Managers. Exactly 60% of the respondents were male and the remaining 40% were female. Exactly 40% of the HR Managers were coming under the age group of 31-40 years. Twenty per cent of the HR Managers were coming under the remaining categories such as 21-30 years, 41-50 years and above 50 years.

In regard to educational qualification of the HR Managers, 60% of them were belonging to the category of MBA. Twenty per cent of the HR Managers were coming under categories of MA and B.COM. Majority 40% of the HR Managers had 6 years of

experience. And 20% of the HR Managers were coming under the remaining categories of 10 years, 15 years, 17 years.

The data of monthly income of the HR Managers showed that equal per cent of the them are distributed in the income Rs.13,000/-, 14,000/-, 17,000/-, 23,000/- and 27,000/- per month respectively. Cent per cent of the HR Managers were married. According to the designation of the HR Managers,40% were coming under the category of junior officer-HR unit-3 and 20% each in HR, Senior labour welfare officer and Junior officer HR.

5. Expected Skills by the HR Managers

Expected Skills by the HR Managers from the employers was shown in table VII

Table VII

Expectations Skills of the HR Mangers from the Employers

S.No	Criteria	Low		Medium		High	
		No	%	No	%	No	%
1	Cognitive skills	2	40	1	20	2	40
2	Networking skills	2	40	1	20	2	40
3	Lifelong learning skills	1	20	2	40	2	40
4	Career planning skills	3	60	1	20	1	20
5	Communication skills with superiors	2	40	2	40	1	20
6	Communication skills with co-workers	2	40	1	20	2	40
7	Emotional management	2	40	2	40	1	20
8	Critical thinking	1	20	2	40	2	40
9	Listening skills	2	40	1	20	2	40

Table VII shows the level of expectations skills of the HR Managers. Majority of the HR Managers have expected high level of cognitive skill (40%), networking skill (40%), lifelong learning skill (40%), communication skills with co-workers (40%), critical thinking skill (40%) and listening skills (40%). They are expecting medium level of career planning skill (60%), communication skills with superiors (40%) and emotional management (40%).

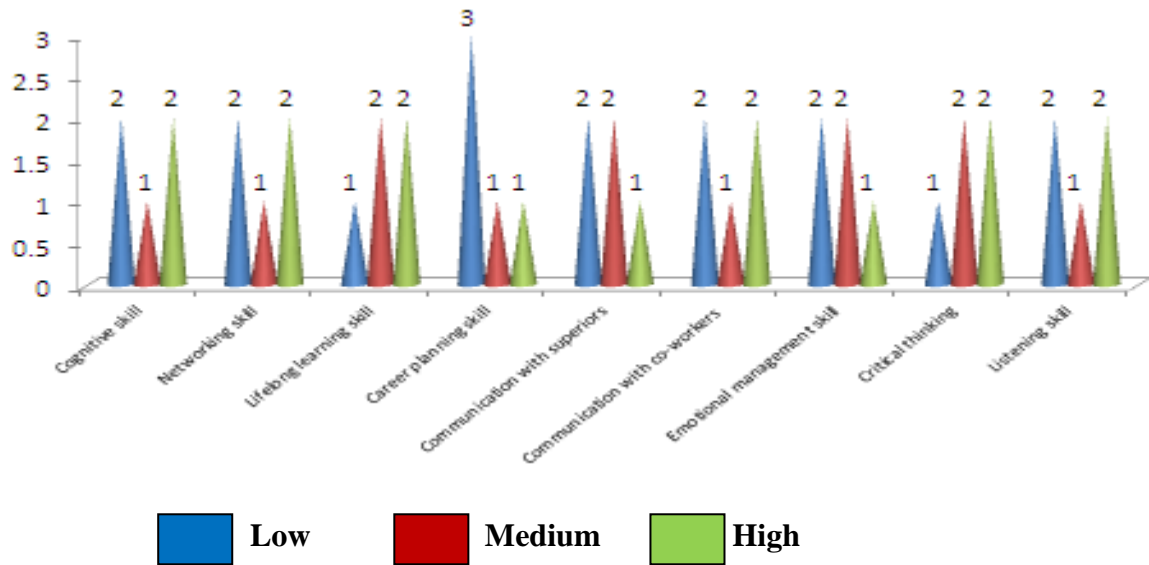


Chart 3 Expected Skills of the HR Managers from the Employers

7. Skill Level of Labourers Based on Socio-Economic Profile

H₀₁. There is no significant relationship between socio economic profile and the acquired skills

Skill Level of Labourers Based on Socio-Economic Profile was listed in table VIII

Table VIII

Relationship between Gender and skills acquired by the labourers

S.No	Gender of the respondent	Grouped Mean		t value	p value
		Male	Female		
1	Gender vs. communication with superiors	9.700	9.850	1.783	0.188
2	Gender vs. communication with co- workers	21.300	22.800	0.145	0.705
3	Gender vs. emotional management	7.533	8.600	6.081	0.017*
4	Gender vs. critical thinking	20.000	20.450	0.110	0.742
5	Gender vs. listening skills	10.733	11.500	0.001	0.979

***Significant @ 5% level**

Table VIII shows the results of independent sample t-test to identify the difference in the acquired skills of labourers based on gender. The results showed that there is a significant difference between the male and female labourers in terms of emotional management ($p=0.017$) alone at 5% level. Communication with superiors, co-workers, personal ability and listening skills showed no significant difference based on gender. Hence the hypothesis 1 is partially rejected and there is a relationship between gender and acquired skills.

Table IX shows the relationship between age and skills acquired by the labourers.

Table IX

Relationship between Age and skills acquired by the labourers

S.No	Age of the respondent	Value	df	Chi-square Value
1	Age vs. communication with superiors	26.313	22	0.238
2	Age vs. communication with co- workers	29.744	30	0.479
3	Age vs. communication skills with emotional management	17.101	20	0.646
4	Age vs. communication skills with critical thinking	30.455	26	0.249
5	Age vs. communication skills with listening skills	25.464	22	0.275

Table IX shows the results of chi-square analysis to identify the relationship between age and acquired skills. The results showed that there is no significant relationship between age and acquired by the labourers. Hence the hypothesis 1 is accepted and there is no relationship between age and skills acquired.

Table X

Relationship between Educational Qualification and skills acquired by the labourers

S.No	Education qualification of the respondent	Sum of squares	Df	Mean square	F	Sig.
1	Education vs. communication with superiors	41.029	4	10.257	1.407	0.247
2	Education vs. communication with co- workers	125.595	4	31.399	2.416	0.063
3	Education vs. emotional management	9.713	4	2.428	0.308	0.871
4	Education vs. critical thinking	90.000	4	22.500	2.148	0.090
5	Education vs. listening skills	128.927	4	32.232	3.787	0.010*

***Significant @ 5% level**

Table X shows the results of chi-square analysis to identify the relationship between age and acquired skills. The results showed that there is no significant relationship between age and acquired by the labourers. Hence the hypothesis 1 is partially rejected and there is a relationship between education and skills acquired.

Table XI

Relationship between Years of Experience and skills acquired by the labourers

S.No	Years of experience	Sum of squares	df	Mean square	F	Sig.
1	Experience vs. communication with superiors	7.865	2	3.932	.512	0.603
2	Experience vs. communication with co- workers	4.965	2	2.483	.165	0.848
3	Experience Vs. emotional management	.703	2	.352	.045	0.956
4	Experience vs. critical thinking	18.614	2	9.307	.806	0.453
5	Experience vs. listening skills	27.165	2	13.582	1.317	0.278

Table XII shows the results of anova to identify the difference in the acquired skills of labourers based on years of experience. The results showed that there is no

significant relationship between years of experience and skills acquired by labourers. Hence the hypothesis 1 is accepted and there is no relationship between experience and skills acquired.

Table XII explains the relationship between Income and skills acquired by the labourers.

Table XII

Relationship between Income and skills acquired by the labourers

S.No	Income of the respondent	Sum of squares	df	Mean square	F	Sig.
1	Income Vs. communication with superiors	63.741	6	10.624	1.496	0.202
2	Income vs. communication with co- workers	82.621	6	13.770	.943	0.475
3	Income vs. emotional management	24.420	6	4.070	.515	0.793
4	Income vs.critical thinking	188.456	6	31.409	3.622	0.005**
5	Income vs. listening skills	58.034	6	9.672	.916	0.493

****Significant @ 1% level**

Table XII shows the results of anova to identify the difference in the acquired skills of labourers based on income. The results showed that there is a significant difference in the acquired knowledge based on income in terms of critical thinking (sig=0.005) alone at 1% level. Communication with superiors, co-workers, emotional management and listening skills showed no significant difference based on income. Hence the hypothesis 1 is partially rejected and there is relationship between income and skills acquired.

Table XIII depicts the relationship between Type of family and skills acquired by the labourers.

Table XIII

Relationship between Type of family and skills acquired by the labourers

S.No	Types of family	Grouped mean		t value	p value
		Nuclear	Joint		
1	Family Types vs. communication with superiors	9.613	10.000	0.253	0.618
2	Family Types vs. communication with co- workers	21.935	21.842	3.181	0.081
3	Family Types vs. emotional management	7.903	8.053	0.007	0.935
4	Family Types vs. critical thinking	20.129	20.263	0.505	0.481
5	Family Types vs. listening skills	10.871	11.316	0.040	0.842

Table XIII shows the results of independent sample t-test to identify the difference in the acquired skills of labourers based on types of family. The results showed that there is no significant difference between groups based on the types of family. Hence the hypothesis 1 is accepted and there is no relationship between family type and acquired skills.

Table XIV explains the relationship between marital status and skills acquired by the labourers.

Table XIV

Relationship between Marital status and skills acquired by the labourers

S.No	Marital status of the respondent	Grouped mean		t value	p value
		Married	Unmarried		
1	Marital status vs. communication with superiors	9.614	10.833	1.140	0.291
2	Marital status vs. communication with co-workers	21.886	22.000	0.751	0.390
3	Marital status vs. emotional management	8.068	7.167	1.777	0.189
4	Marital status vs. critical thinking	20.864	18.833	1.048	0.311
5	Marital status vs. listening skills	11.023	11.023	0.114	0.737

Table XIV shows the results of independent sample t-test to identify the difference in the acquired skills of labourers based on marital status. The results showed that there is no significant difference in skills acquired by the labourers in regard to marital status. Hence the hypothesis 1 is accepted and there is no relationship between marital status and skills acquired.

Table XV depicts the relationship between type of house and skills acquired by the labourers.

Table XV

Relationship between Type of house and skills acquired by the labourers

S.No	Types of houses of the respondent	Sum of squares	df	Mean square	F	Sig.
1	House type vs. communication with superiors	63.741	6	10.624	1.496	0.202
2	House type vs. communication with co-workers	82.621	6	13.770	.943	0.475
3	House type vs. emotional management	24.420	6	4.070	.515	0.793
4	House type vs. Critical thinking	188.456	6	31.409	3.622	0.005**
5	House type vs. listening skills	58.034	6	9.672	.916	0.493

****Significant @ 1% level**

Table XV shows the results of anova to identify the difference in the acquired skills of labourers based on types of houses. The results showed that there is a significant difference in the acquired skills of labourers based on type of house in terms of critical thinking (sig=0.005) alone at 1% level. Communication with superiors, co-workers, emotional management and listening skills showed no significant difference based on type of house. Hence the hypothesis 1 is partially rejected and there is relationship between house type and skills acquired.

Table XVI discusses the relationship between ownership of assets and skills acquired by the labourers.

Table XVI

Relationship between Ownership of assets and skills acquired by the labourers

S.No	Ownership details of the respondent	Sum of squares	df	Mean square	F	Sig.
1	Ownership of assets vs. communication with superiors	61.936	3	20.645	3.092	0.036*
2	Ownership of assets vs. communication with co- workers	30.752	3	10.251	0.694	0.561
3	Ownership of assets vs. emotional management	6.823	3	2.274	0.293	0.830
4	Ownership of assets vs. critical thinking	33.537	3	11.179	0.974	0.413
5	Ownership of assets vs. listening skills	39.191	3	13.064	1.271	0.295

***Significant @ 5% level**

Table XVI shows the results of anova to identify the difference in the acquired skills of labourers based on ownership of assets. The results showed that there is a significant difference in the acquired skills of labourers based on ownership of assets in terms of communication with superiors (sig=0.036) alone at 5% level. Communication with co-workers, emotional management critical thinking and listening skills showed no significant difference based on ownership of assets. Hence the hypothesis 1 is partially rejected and there is relationship between ownership of assets and skills acquired.

8. Skill Gap Identified

Table XVII shows the Generic Skill Gap Identified.

H₀₂ – There is no gap in the acquired skills of the labourers in the selected industry

**Table XVII
Generic Skill Gap Identified**

S.No	Generic Work Skills	Average score of acquired skills of Labourers	Average score of expected skills by the HR Mangers	Skill Gap
1	Cognitive skill	2.40	4.4	2.00
2	Networking skill	1.98	4.5	2.52
3	Lifelong learning skill	2.99	4.1	1.11
4	Career planning skill	2.88	3.8	0.92

Table XVII shows generic skill gap identified. There is a skill gap between the acquired skills of labourers and expected skills of HR Managers. A wide gap was identified in average score of acquired skills of labourers and expected skills of HR Managers in the areas of cognitive skill (2.00), networking skill (2.52) and lifelong learning skill (1.11). In career planning skill, the skill gap is narrow (0.92) i.e. there is no

much difference in the expected skills of HR Managers and acquired skills of labourers. Hence hypothesis 2 is rejected and there is skill gap in the selected industry.

Table XVIII
Skill Gap Identified in Communication

S.No	Communication Skills	Average score of acquired skills of Labourers	Average score of expected skills by theHR Mangers	Skill Gap
1	Communication skills with superiors	2.67	1.45	1.22
2	Communication skills with co-workers	2.75	1.95	0.8
3	Emotional management	2.65	2.27	0.38
4	Critical thinking	2.52	2.15	0.37
5	Listening skills	2.76	1.8	4.56

Table XVIII shows the skill gap identified in communication. There is a skill gap between the acquired skills of labourers and expected skills of HR Managers in communication skills with superiors (1.22) and listening skills (4.56). In communication skills with co-workers (0.8), emotional management (0.38) and critical thinking (0.37) there is no much difference between the acquired skills and expected skills.

CHAPTER V

SUMMARY AND CONCLUSION

Summary and Conclusion adopted for the present study on “**Assessing the Skill Gap among Labourers of Salzer Electronics Limited, Coimbatore**” is discussed in this chapter.

Skill gaps describe the phenomenon whereby the skill levels of workers are insufficient to meet the requirements of their current job. The Lack of research particularly in this area is surprising that skill gaps helps the management in the training investment decisions of both firms and workers. Skill gaps have the potential to harm firm-level productivity as average worker productivity is likely to be lower in the presence of substantial skill gaps; skill gaps will also tend to inflate average labour costs as organisations require more workers per unit of output. Finally, firm-level profitability will be adversely impacted by skill gaps because of the additional training and recruitment investments that arise as a direct consequence of skill gaps.

1. To identify the relationship between socio economic profile and acquired skills of labourers.
2. To find out the gap in the acquired skills of labourers in the selected industry.

A. Profile of the labourers

- Regarding age wise distribution exactly 60% of the respondents were male and the remaining 40% were female.
- Among the whole 38% of the labourers were coming under the age group of 31-40 years and 41-50 years each. Only 4% of the labourers were coming under the age group of 50 years and above.
- In regard to educational qualification of the labourers, 58% of them were belonging to the category of 10th standard. Only 2% of labourers have UG qualification.
- Majority 52% of the labourers had 2 to 5 years of experience. And 22% had above 6 years of experience.
- The data of monthly income of the labourers showed that 52% of the labourers were earning between Rs.8,001/- to Rs. 12,000/- and 22% of the employees are under the category of Rs. 12,001/-per month.
- Sixty eight per cent of the labourers were belonging to joint family and remaining 32% were under the category of nuclear family.

- Majority 88% of the labourers were married and remaining 12% were unmarried.
- Sixty six per cent of the labourers were having own houses and remaining 34% were living in rental houses.
- Exactly 58% of the labourers were having own motor cycle but only 4% of them were having own land.

B. Acquired skills of the labourers

Majority of the labourers have acquired medium level of cognitive skill (68%), networking skill (84%), lifelong learning skill (60%), career planning skill (58%), communication with superiors (50%), communication with co-workers (68%), critical thinking (82%) and listening skill (44%). Only emotional management skill of the labourers was low level with the percentage of 36.

C. Perception of the labourers on trainings attended

Majority (66%) of the labourers strongly agreed that trainers were effective in their teaching, agreed with the statement of trainers had good knowledge and experience of the industry (68%), trainers were able to relate material to the workplace (50%), agree with the statement of training organization gave appropriate recognition of existing knowledge and skills (38%), assessment was at an appropriate standard (34%), training focused on relevant skills (30%), training prepared employees well for work (30%), training was effectively integrated into our organization (46%), training attended has impact on my skill (38%), quality of training programs organized is very good (36%), training is relevant to our nature of work (36%), further training for motivation towards performance improvement is needed (36%), neutral with the statement of training had a good mix of theory and practice (42%), trainings helped as to improve our job performance (34%), satisfied with the training (36%), strongly agree with the statement of training was an effective investment (56%). In regard to recommend the training to others of the labourers 22% of them were strongly agreed, agreed, neutral, disagreed.

D. Profile of the HR Managers

- In regards of age wise distribution exactly 60% of the respondents were male and the remaining 40% were female.
- Exactly 40% of the HR Managers were coming under the age group of 31-40 years. Twenty per cent of the HR Managers were coming under the remaining categories such as 21-30 years, 41-50 years and above 50 years.

- In regard to educational qualification of the HR Managers, 60% of them were belonging to the category of MBA. Twenty per cent of the HR Managers were coming under categories of MA and B.COM.
- Majority 40% of the HR Managers had 6 years of experience. And 20% of the HR Managers were coming under the remaining categories of 10 years, 15 years, 17 years.
- The data of monthly income of the HR Managers showed that equal per cent of the them are distributed in the income Rs.13,000/-, 14,000/-, 17,000, 23,000 and 27,000 per month respectively.
- Cent per cent of the HR Managers were married.
- According to the designation of the HR Managers, 40% were coming under the category of junior officer-HR unit-3 and 20% each in HR, senior labour welfare officer and junior officer HR.

E. Expected Skills by the HR Managers

In regards of level of expectations skills of the HR Managers. Majority of the HR Managers have expected high level of cognitive skill (40%), networking skill (40%), lifelong learning skill (40%), communication skills with co-workers (40%), critical thinking skill (40%) and listening skills (40%). They are expecting medium level of career planning skill (60%), communication skills with superiors (40%) and emotional management (40%).

F. Skill Level of Labourers Based on Socio-Economic Profile.

- There is a significant difference between the male and female labourers in terms of emotional management ($p=0.017$) alone at 5% level. Communication with superiors, co-workers, personal ability and listening skills showed no significant difference based on gender.
- The results of chi-square analysis to identify the relationship between age and acquired skills. The results showed that there is no significant relationship between age and acquired by the labourers.
- The results of chi-square analysis to identify the relationship between age and acquired skills. The results showed that there is no significant relationship between age and acquired by the labourers.

- The results of anova to identify the difference in the acquired skills of labourers based on years of experience. The results showed that there is no significant relationship between years of experience and skills acquired by labourers.
- The results of anova to identify the difference in the acquired skills of labourers based on income. The results showed that there is a significant difference in the acquired knowledge based on income in terms of critical thinking (sig=0.005) alone at 1% level. Communication with superiors, co-workers, emotional management and listening skills showed no significant difference based on income.
- The results of independent sample t-test to identify the difference in the acquired skills of labourers based on types of family. The results showed that there is no significant difference between groups based on the types of family.
- The results of independent sample t-test to identify the difference in the acquired skills of labourers based on marital status. The results showed that there is no significant difference in skills acquired by the labourers in regard to marital status.
- The results of independent sample t-test to identify the difference in the acquired skills of labourers based on marital status. The results showed that there is no significant difference in skills acquired by the labourers in regard to marital status.
- The results of independent sample t-test to identify the difference in the acquired skills of labourers based on marital status. The results showed that there is no significant difference in skills acquired by the labourers in regard to marital status.

G. Skill Gap Identified

- It shows the generic skill gap identified. There is a skill gap between the acquired skills of labourers and expected skills of HR Managers. A wide gap was identified in average score of acquired skills of labourers and expected skills of HR Managers in the areas of cognitive skill (2.00), networking skill (2.52) and lifelong learning skill (1.11). In career planning skill, the skill gap is narrow (0.92) i.e. there is no much difference in the expected skills of HR Managers and acquired skills of labourers.
- It shows the skill gap identified in communication. There is a skill gap between the acquired skills of labourers and expected skills of HR Managers in communication skills with superiors (1.22) and listening skills (4.56). In communication skills with co-workers (0.8), emotional management (0.38) and

critical thinking (0.37) there is no much difference between the acquired skills and expected skills.

SUGGESTIONS

1. Emotional and stress management programmes can be arranged for the laborers to overcome the skill gap in emotional management skill.
2. Skill development programmes can be organized for educationally and economically deprived laborers.
3. Need based skill trainings should be organized to the laborers periodically to bridge the skill gap exists in the industry.

CONCLUSION

Human recourse is the power of industrialization, where there are impacts of multiple socio, economic, psychological, political and technological factors in the performance of employees. To meet the global needs of industrial development, empowerment of laborers in the technical and generic skills are very essential. Studies of this kind will help the industries to identify the skill deficit to bridge the gap, which will greatly improve the organizational effectiveness.

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Annexure I
Questionnaire to Assess the Skill Gap among labourers of Salzer
Electronics Limited, Coimbatore

I - DEMOGRAPHIC PROFILE OF THE RESPONDENT

- Name :
 1 Gender :
 2 Age :
 3 Educational Qualifications :
 4 Year of Experience :
 5 Monthly Income of the Family:
 6 Type of Family : Nuclear Joint
 7 Marital Status : Yes No
 8 Type of Houses : Own Rental Lease
 9 Ownership Details : Bicycle Motor Cycle
 House Land Others

II- Skill Gap of the Employees

A) Generic Work Skills (SA- Strongly Agree; A- Agree; N- Neutral; D- Disagree; SD- Strongly Disagree)

S.No	How Important are the Following Skills to Job	SA	A	N	D	SD
		5	4	3	2	1
10	Establishing and Monitoring Goals and Objectives.					
11	Encouraging Collaboration among fellow employees and departments to achieve results.					
12	Seeking & Utilizing opportunities for continuous learning & self-development.					
13	Understanding & seeking to achieve (company)'s mission values.					
14	Responding to a changing organisation.					
15	Taking appropriate and timely action to overcome work pressure.					
16	Expressing loyalty and dedication to company in interactions with others.					
17	Setting up and monitoring time frames & plans.					

18	Capacity for analysis and synthesis.					
19	Capacity for applying knowledge in practice.					
20	Planning and time management.					
21	Basic general knowledge in the field of work.					
22	Critical and self-critical abilities.					
23	Capacity to adopt new situations.					
24	Capacity for generating new ideas (creativity).					

B. Communication Skills (N- Never; NO- Not Often; S- Sometimes; O- Often; A- Always)

S.No	How Important are the Following Skills to Job	N	NO	S	O	A
		1	2	3	4	5
25	Inform immediate higher official on progress of work.					
26	Discussion with fellow employees to overcome technical issues.					
27	Share personal information with fellow employees.					
28	Assistive communication with fellow workers.					
29	Talking with immediate higher official freely.					
30	Expression of general needs of work related things to higher officials.					
31	Ability of speaking in meetings meaningfully.					
32	When someone makes me angry I deal with them while still angry.					
33	I become impatient with people who do not express their thoughts and opinions clearly.					
34	I can get to the solution of the problem without regard to underlying interests or motivations.					
35	When I'm negotiating with someone I view them as an opponent.					
36	I believe the words I choose in communication with another person convey most of my message.					
37	When I listen carefully to what someone is saying to me I can predict what their conclusion will be.					

38	When I'm not sure about what someone is saying to me, rather than ask questions, I'll wait to learn more.					
39	When someone gives me instructions and asks, "do you understand," I say "yes" even if I'm not entirely sure.					
40	Effective communication can be achieved simply by taking turns talking.					
41	When I'm locked in an argument with someone I view them as an opponent, and I think in terms of win/lose.					
42	When I initiate a discussion of something important to me and want to be sure it makes an impact, I invite the other person to explain their viewpoint before I present mine.					
43	I ask for more information about why a particular demand is being made to explore for underlying interests and ask why a position is important.					
44	I listen fully and affirm that I understand what the other person has said as a sign of respect to the speaker.					
45	When I ask questions for clarification, they tend to be open ended and cannot be answered with a simple "yes" or "no" response.					
46	The best way to get the listening I need is to make the other person feel listened to first.					
47	In negotiations I try to direct the focus away from stated positions and explore for interests and common solutions.					
48	I practice direct communication by using "I" statements, such as, "I think...", "I feel...", "I need..."					
49	I look past a person's opinion of what solution is necessary to solve the problem to get to their needs and underlying interests.					
50	When someone says something I'm not sure about I ask for clarification.					
51	I restate the essence of the speaker's message in my own words as a way of checking on the accuracy of what has been heard.					

III Training Needs of Labourers

(SA- Strongly Agree; A- Agree; N- Neutral; D- Disagree; SD- Strongly Disagree)

52	How were you selected for training	SA	A	N	D	SD
		5	4	3	2	1

a)	On joining the company					
b)	Supervisors recommendation					
c)	Compulsory for all employees					
d)	Upon employee request					
e)	Performance appraisal					

53	How often do you undergo training	SA	A	N	D	SD
a)	Quarterly					
b)	Every six months					
c)	Once a year					
d)	Every two years					
e)	No specific schedule					

54	What are the methods of facilitation at the training you have attended	SA	A	N	D	SD
		5	4	3	2	1
a)	Lecture					
b)	Demonstrations					
c)	Discussions					
d)	Presentation					
e)	Seminar					

S.NO	Perception of the labourers on trainings attended	SA	A	N	D	SD
		5	4	3	2	1
55	Trainers were effective in their teaching					
56	Trainers had good knowledge and experience of the industry.					

57	Trainers were able to relate material to the workplace.					
58	Overall, we are satisfied with the training.					
59	We would recommend the training to others.					
60	Assessments were based on realistic activities.					
61	The training organization gave appropriate recognition of existing knowledge and skills.					
62	Assessment was at an appropriate standard.					
63	The training focused on relevant skills.					
64	The training prepared employees well for work.					
65	The training had a good mix of theory and practice.					
66	The training was an effective investment.					
67	The training reflected current practice.					
68	The training was effectively integrated into our organization.					
69	The training I have attended have impact on my skill.					
70	The quality of training programs organised by our company is very good.					
71	The training is relevant to our nature of work.					
72	The trainings helped as to improve our job performance.					
73	We required further training for motivation towards performance improvement to enable as to contribute your increased productivity.					

Annexure II

Questionnaire to elicit information on skill expectations of HR Managers during recruitment of labourers in Salzer Electronics Limited, Coimbatore

I - DEMOGRAPHIC PROFILE OF THE RESPONDENT

- Name :
- 1 Gender :
- 2 Designation :
- 3 Education Qualification:
- 4 Marital Status :
- 5 Age :
- 6 Income :
- 7 Experience :

II- Skill expectation of the Human Resource Managers during recruitment

A) Generic Work Skill expectation (SA- Strongly Agree; A- Agree; N- Neutral; D- Disagree; SD- Strongly Disagree)

S.No	How Important are the Following Skills to Job	SA	A	N	D	SD
		5	4	3	2	1
10	Establishing and Monitoring Goals and Objectives.					
11	Encouraging Collaboration among fellow employees and departments to achieve results.					
12	Seeking & Utilizing opportunities for continuous learning & self-development.					
13	Understanding & seeking to achieve (company)'s mission values.					
14	Responding to a changing organisation.					
15	Taking appropriate and timely action to overcome work pressure.					
16	Expressing loyalty and dedication to company in interactions with others.					

17	Setting up and monitoring time frames & plans.					
18	Capacity for analysis and synthesis.					
19	Capacity for applying knowledge in practice.					
20	Planning and time management.					
21	Basic general knowledge in the field of work.					
22	Critical and self-critical abilities.					
23	Capacity to adopt new situations.					
24	Capacity for generating new ideas (creativity).					

B) Communication Skill expectation (N- Never; NO- Not Often; S- Sometimes; O- Often; A- Always)

S.No	How Important are the Following Skills to Job	N	NO	S	O	A
		1	2	3	4	5
25	Inform immediate higher official on progress of work.					
26	Discussion with fellow employees to overcome technical issues.					
27	Share personal information with fellow employees.					
28	Assistive communication with fellow workers.					
29	Talking with immediate higher official freely.					
30	Expression of general needs of work related things to higher officials.					
31	Ability of speaking in meetings meaningfully.					
32	When someone makes me angry I deal with them while still angry.					
33	I become impatient with people who do not express their thoughts and opinions clearly.					
34	I can get to the solution of the problem without regard to underlying interests or motivations.					
35	When I'm negotiating with someone I view them as an opponent.					

36	I believe the words I choose in communication with another person convey most of my message.					
37	When I listen carefully to what someone is saying to me I can predict what their conclusion will be.					
38	When I'm not sure about what someone is saying to me, rather than ask questions, I'll wait to learn more.					
39	When someone gives me instructions and asks, "do you understand," I say "yes" even if I'm not entirely sure.					
40	Effective communication can be achieved simply by taking turns talking.					
41	When I'm locked in an argument with someone I view them as an opponent, and I think in terms of win/lose.					
42	When I initiate a discussion of something important to me and want to be sure it makes an impact, I invite the other person to explain their viewpoint before I present mine.					
43	I ask for more information about why a particular demand is being made to explore for underlying interests and ask why a position is important.					
44	I listen fully and affirm that I understand what the other person has said as a sign of respect to the speaker.					
45	When I ask questions for clarification, they tend to be open ended and cannot be answered with a simple "yes" or "no" response.					
46	The best way to get the listening I need is to make the other person feel listened to first.					
47	In negotiations I try to direct the focus away from stated positions and explore for interests and common solutions.					
48	I practice direct communication by using "I" statements, such as, "I think...", "I feel...", "I need..."					
49	I look past a person's opinion of what solution is necessary to solve the problem to get to their needs and underlying interests.					
50	When someone says something I'm not sure about I ask for clarification.					

51	I restate the essence of the speaker's message in my own words as a way of checking on the accuracy of what has been heard.					
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III Existing practices in organizing skill trainings (SA- Strongly Agree; A- Agree; N- Neutral; D- Disagree; SD- Strongly Disagree)

S.No	Existing practices of HR department	SA	A	N	D	SD
		5	4	3	2	1
52	Extensive training programs are provided for employees in all aspects.					
53	I have training opportunities to learn and grow.					
54	I am selected for training programs that suit my job needs most					
55	Training needs are identified through a formal performance appraisal mechanism					
56	Training programs have improved my decision making and problem solving skills					
57	My communication and working relationships with co-workers have improved due to training programs					
58	I feel better equipped to tackle unexpected events with skill and confidence.					

Perception of HR Managers of Trainings organized

S.NO	Perception of HR Managers on Trainings organized	SA	A	N	D	SD
		5	4	3	2	1
59	Trainers were effective in their teaching					
60	Trainers had good knowledge and experience of the industry.					
61	Trainers were able to relate material to the workplace.					
62	Overall, we are satisfied with the training.					
63	We would recommend the training to others.					
64	Assessments were based on realistic activities.					
65	The training organization gave appropriate recognition of existing knowledge and skills.					
66	Assessment was at an appropriate standard.					
67	The training focused on relevant skills.					

68	The training prepared employees well for work.					
69	The training had a good mix of theory and practice.					
70	The training was an effective investment.					
71	The training reflected current practice.					
72	The training was effectively integrated into our organization.					

SALZER ELECTRONICS LTD.

CIN : L03210TZ1985PLC001535

salzer

September 11, 2018

To,

The Head of Department,
Department of Extension Education,
Avinashilingam Institute for Home Science and,
Higher Education for women,
Coimbatore - 641043.

Dear Madam,

Sub: Project - Permission Reg.

With reference to the above subject, we would like to inform you that we are permitting below said student of your institution to undergo the Project in our company for the period from Dec-2018 to April-2019.

I.Swathi.B

(Reg.No: 17PSW013)

We request you to advise the above student to report to the undersigned for the further action in this regard.

Thanking You

Yours faithfully

For SALZER ELECTRONICS LIMITED



(K.RAMAN)
MANAGER-HR



Samichettipalayam, Coimbatore - 641 047, India.
Phone : ++ 91 422 4233600 Fax : ++ 91 422 2692170
E-mail : salzer@salzergroup.com Website : www.salzergroup.com

INSTITUTIONAL HUMAN ETHICS COMMITTEE



Avinashilingam

Institute for Home Science and Higher Education for Women

Deemed to be University Under category 'A' By MHRD, (Estd. u/s 3 of UGC Act 1956)

Re Accredited with 'A' Grade By NAAC, Recognised by UGC Under Section 12 B

Coimbatore - 641043, Tamil Nadu, India

Chairman

Dr. S. Ramalingam
Principal, PSG Institute
of Medical Sciences
& Research, Coimbatore

Member Secretary

Dr.S.Uma Mageshwari
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Dean Student Affairs,
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Members

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Mr. K.Arulmoli (Legal Expert)
Dr. N.S. Rohini
Dr.Subhashini K. Sripathi
Dr.A. Saraswathy
Ms.D.Kavitha
Dr.S. Muthulakshmi
Dr.G.Victoria Naomi
Dr. Judith Justin
Dr.Anitha Subash

24 January 2019

To

Ms. Swathi.B

Department of Home Science and Extension
EducationAvinashilingam Institute for Home Science and
Higher Education for Women
Coimbatore – 641 043

Dear Swathi.B,

Ref: Your proposal No. IHEC/18-19/MSW/06 entitled
“Assessing the Skill Gap among Labourers of Salzer Electronics
Limited Coimbatore” submitted for approval to the IHEC on
30.09.18.

The Institutional Human Ethics Committee of our University hereby grants approval to your research proposal No. IHEC/18-19/MSW/06 entitled “Assessing the Skill Gap among Labourers of Salzer Electronics Limited Coimbatore” submitted by you. The Approval number for the same is AUW/ IHEC/MSW-18-19/XPD/06.

We wish you all the best in your research endeavours.

Regards,

S. Uma Mageshwari
Dr.S.Uma Mageshwari
Member Secretary

