

## SKILLS PORTFOLIO & LEARNING: OPINION OF GENERATION Y IN THE DIGITAL AGE

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**Abstract :** Like an investment portfolio, student employable skills portfolio needs to be diversified to meet the range of professional opportunities essential to compete in the global job market. Wherefore Generation Y will have to learn to navigate variety of skills and information, and know how to analyse and critically assess an ever growing mountain of information particularly in light of ongoing technological innovations.

India's population is huge at 1.21 billion. It is swiftly expanding at a rate of 17% and integrating rapidly into the global economy. India is among the 'young' countries in the world, with the proportion of the work force in the age group of 15-59 years, increasing steadily. However, presently only 2% of the total workforce in India have undergone skills training. India has sizeable opportunity to meet the future demands of the world, and hence can become the worldwide sourcing hub for skilled workforce.

Generation Y comprises of people born between 1980 and 1995. The Generation Y is the first generation that has grown up with the Internet and mobile phones. They are far more technology savvy than foregoing generations, have access and the skills to use networked digital technologies. However the challenges for skill course developers have to resort to digital marketing and other modern marketing channels to reach out to this generation.

Where as multitudinous research have been conducted on preferences of Gen Y, there have been handful of studies researched on the opinion of Gen Y for procuring skills across digital medium for career advancement, new employment opportunities or ready to successfully commence their own business.

**Research Methodology:** A quantitative survey represented the sample size of 52 respondents in the age group of 18 years to 35 years (characterized as Gen Y), to identify divergent factors of employable skills portfolio which have influence on the Generation Y with specific reference to digital learning.

**Keywords:** Skills Portfolio, Gen Y, Digital Learning.

### 1 INTRODUCTION

India is lagging behind in skill development for at least 50 to 55 years, the focus is on education but not on skill development, the Minister of State (Independent Charge) for Skill Development and Entrepreneurship, Shri Rajiv Pratap Rudy stated. The next 5 to 10 years are crucial to meet the emerging challenges in making India a great power amongst the comity of nations. Skills and knowledge are the driving forces of economic growth and social development for any country. Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of world of work. India sits on an opportune moment in history, with a demographic dividend of 65% of the human resource pool under the age of 35 with about 12 million individuals expected to join the workforce every year. A majority of

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Indian workforce does not possess marketable skills which is an impediment in getting decent employment and improving their economic condition. While India has large young population, only 5% of the Indian labour force in the age group of 20-24 years has obtained vocational skills through formal means whereas the percentage in industrialized countries varies between 60 % and 96%. This signifies that a large number of workforce do not have access to skill development for improving their employability.

Since information technology has been playing major role in modern life, beyond the workplace, computer technology has a growing significance in personal, social and civic life of Generation Y. To stay informed and engaged, accessing information via networked computer technologies, including mobile devices such as tablets, smart-phones, and electronic displays for learning, is becoming the norm. Key success factors responsible for digital learning are acquiring knowledge anytime and anywhere, 24/7 Internet accessibility, multimedia teaching techniques, video lectures, and economical cost are likely to empower today's generation who can make wise decisions in selecting customized employable skills portfolio for fostering professional headway. Further, the largest share of new jobs in India is likely to come from the unorganized sector that employs up to 93% of the national workforce, but most of the training programmes cater to the needs of the organized sector. Thereby if the corporate sector and PSUs join the initiatives of the Ministry, it would be an institution that would facilitate skilling of people, making India the skill capital of the world.

### **2. AIM AND DEFINITIONAL ISSUES**

There is no substitute for good training and an effective skills development initiative. As far as educational system of India is concerned, it is suffering from numerous shortcomings. The chief among them is that Indian education system is academic in nature that has little contribution towards skills development. Most of the students in India are still unclear about the significance of skills versus degree. There is an urgent requirement in the education system of India to inculcate skills among Generation Y in the momentous of digital interactivity which shall be the norm in future. The study is an attempt to examine chronology of factors influencing learning employable skill courses digital way by generation Y based in Mumbai.

### **3. REVIEW OF LITERATURE**

1) According to [28] Pillay et al. (2007), e-learning not only facilitates better delivery but also promote current dynamic educational content, more personalized, relevant learning experiences and more collaboration with experts and peers. It also provides faster learning and clear accountability for all participants in learning process. Flexibility is often the most commonly cited benefit of e-learning [31] Simonson et al., 2009).

2) Salmon (2010) emphasized that digital technology was an important "moderator" in learning activities, as it was a condition and an environment that could assist learners in learning activities. Besides, individual applications of technology are also influenced by effects of social relations that exist between people, such as the reward system and power structure.

3) Thurmond and Wambach (2004) suggested that interactions between students and instructors help students clarify and obtain a correct understanding of the course content. Baran, Correia, and Thompson (2011) suggested that because online students are expected to take greater control of their learning process and be more active in stimulating their peers' learning, facilitation of online learning plays an important role in guiding these student-centered approaches.

### **4. RESEARCH OBJECTIVES**

This study meant to:

- 1) Identify the hierarchy of factors and their influence on Generation Y in Mumbai while learning employable skill courses digital way.
- 2) Analyse the future of employable skill courses digital way compared to conventional courses.

### **5. RESEARCH METHODOLOGY**

#### **CORE PARTICIPANTS (CP), SAMPLE SIZE, DATA COLLECTION INSTRUMENT & DATA TRANSLATION:**

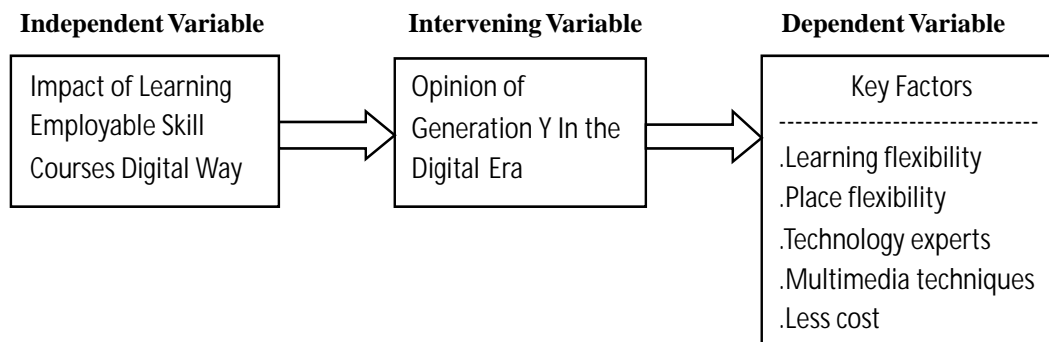
The research methods involved exploratory and descriptive research design. Exploratory method was used to explore the rewarding inputs of Generation Y while learning employable skill-based courses

online. Descriptive method was used to identify the key success factors influencing Generation Y for learning skill courses digital way. Furthermore simple random sampling technique was adopted. The questionnaire was formal and structured, hence was designed to obtain a fair representation of the opinion of the 52 sample respondents from the period of (2014-12-10 to 2015-02-10). Primary data was collected from duly filled questionnaire circulated in Mumbai through emails, responses received through emails, by Generation Y, which included closed-ended and open-ended questions. Moreover likert 5-point scale was used i.e. 1.Extremely dissatisfied 2.Dissatisfied 3.Neutral/Neither agree nor disagree 4.Satisfied 5.Extremely satisfied. The questionnaire responses of the sample respondents were presented using tables, graphs, and analysed and interpreted using simple percentages while formulated hypotheses used SPSS software and hypotheses were tested using different statistical tests like Chi-Square test & ANOVA test.

**5.1. VARIABLES SELECTION**

The quantitative data available for analysis included the factors for selecting skill courses digital way ranking chronology in order of significance. These variables were learn when you want, learn where you want, technology experts, use of multimedia techniques and economical cost which were examined to determine the optimal measurement of Generation Yacquiring employable skillsand achievement for the learning outcomes of the course.

**5.2.PARADIGM OF THE STUDY**



**Fig 1. Paradigm of the Study**

**6. DATA ANALYSIS AND SURVEY FINDINGS**

The research explores two null hypotheses for testing:

**HYPOTHESES**

- 1)H0: Generation Y in Mumbai has no significant impact on learning skill courses digital way.
- 2) H0: Learning skills courses digital way has finite scope compared to conventional courses.

<b>Descriptive Statistics</b>			
	Mean	Std. Deviation	N
Q.1 .Reasons for selecting skill courses digital way	4.21	.893	52
Q.2.Digital employable skillcourses	3.77	.807	52

**Correlations**

		Q.1.Reasons for selecting skillcourses digital way	Q.2.Digital employable skills courses
Pearson Correlation	Q.1.Reasons for selecting skill courses digital way	1.000	.423
	Q.2.Digital employable skill courses	.423	1.000
Sig. (1-tailed)	Q.1.Reasons for selecting skill courses digital way	.	.001
	Q.2.Digital employable skill courses	.001	.
N	Q.1.Reasons for selecting skill courses digital way	52	52
	Q.2.Digital employable skill courses	52	52

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.266	1	7.266	10.874	.002 <sup>b</sup>
	Residual	33.407	50	.668		
	Total	40.673	51			

a. Dependent Variable: Q.1.Reasons for selecting skill courses digital way.

b. Predictors: (Constant), Q.2.Digital employable skills courses.

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
		1	(Constant)	2.449				
	Q.2.Digital employable skillcourses	.468	.142	.423	3.298	.002	1.000	1.000

a. Dependent Variable: Q.1.Reasons for selecting skill courses digital way.

**Coefficient Correlations<sup>a</sup>**

Model		Q.2.Digital employable skill courses
1	Correlations	Q.2.Digital employable skill courses 1.000
	Covariances	Q.2.Digital employable skill courses .020

a. Dependent Variable: Q.1.Reasons for selecting skills courses digital way

**CollinearityDiagnostics<sup>a</sup>**

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	Q.2.Digital employableskillc ourses
1	1	1.978	1.000	.01	.01
	2	.022	9.535	.99	.99

a. Dependent Variable: Q.1.Reasons for selecting skills courses digital way.

TABLE REPRESENTING RANKING OF KEY VARIABLES

Sr.No	Variables	Responses	Average	%	R Rank
1.	Learn when you want	44	22	22.56	1
2.	Learn how you want	43	21.5	22.05	2
3.	Technology experts	39	19.5	22.00	3
4.	Multimedia teaching techniques	36	18	18.46	4
5.	Cost effective	33	16.5	16.92	5
	Total	-	97.5	99.99	-

Note : Average of 2 readings each is drawn from the above responses for the research study.

**INFERENCE**

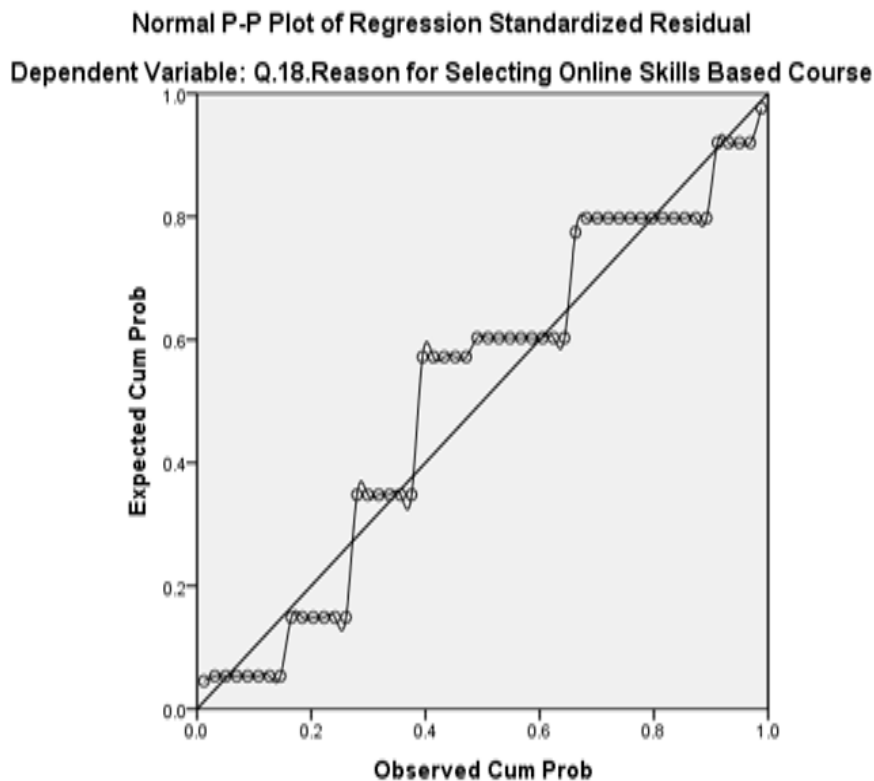
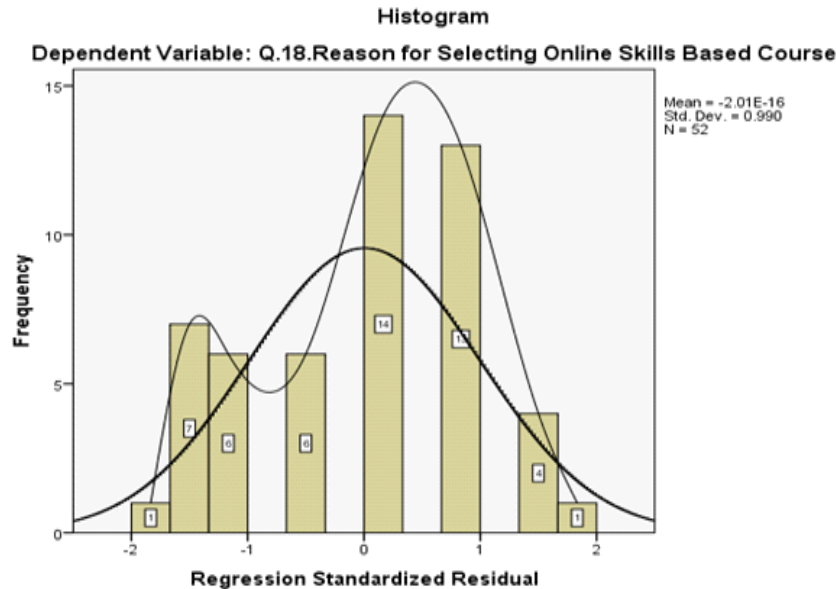
The above table summarizes the relationship of core success factors influencing selecting of skill-based courses digital way by Generation Y. During the research study, the researcher explored out of 52 sample representatives, 44 (22.56%) of the responses ranked learn when you want as highest influencing factor for selection of online skill courses, followed by 43 (22.05%) responses positioned learn how you want, as second vital reason, 39 (22.00%) ranked technology experts as third impact factor, 18 (18.46%) placed multimedia teaching techniques as the fourth significant factor, eventually 33 (16.92%) proceeded towards

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economic cost as another influencing factor. As a result the researcher concluded conventional skill based courses are undoubtedly in demand, notwithstanding Generation Y is evidently influenced procuring knowledge through digital technologies. Consequently online skill courses in diverse domain leverages considerable promise for future studies, particularly in light of ongoing technological innovations.

### DATA ANALYSIS



## **7. CONCLUSION**

What does the research ascertain about learning effectiveness in asynchronous online environments? On the one hand, it tells us that online environments support learning outcomes in Generation Y that are generally equivalent to those resulting from traditional, face-to-face instruction. Further more rigorous research and more creative research into all of them is indeed essential. In particular, researchers should explore those unique characteristics of asynchronous online employable skills portfolio that matter or can be made to matter in learning and instruction value based, engaging and long-lasting.

## **8. RECOMMENDATIONS**

On the context of above discussion the following remedies are suggested:

- 1) Skill based course developers should work with major digital platforms to improve interfaces to support learning.
- 2) Establish customized online "field ready skill courses" enriching rich talent pool with distinct advantages offering pragmatic solutions to face the competitive world.
- 3) Furnish orientations to online skill portfolio that guides Generation Y develop useful mental models of them.
- 4) Make human tutor available for further interactivity.
- 5) Develop general learning skill based modules with opportunities for active learning, assessment and feedback that can be shared among courses and/or accessed by students for remediation or enrichment.
- 6) Making participation in online skill portfolio discussion a significant part of course grades.
- 7) Encourage Generation Y in experimentation, divergent thinking, multiple perspectives, complex understanding and reflection in online skills portfolio discussion through provocative, open-ended questions, modelling, support & encouragement for diverse points of view.
- 8) Online skill based learning offers an innovative way to address skill crunch at national and global level, among today's youth, while strengthening overall commitment to the corporate and the society.

## **9. FUTURE RESEARCH**

For future study, cross-nation, cross-industry, cross-sector & cross-group research is recommended to explore, as divergent crowd may have non-identical preferences and different behaviour patterns for acquiring online employable skills, compared to the observations of the present study.

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## **10. LIMITATIONS OF THE RESEARCH STUDY**

This study emerges from the usage of online and telephonic survey method to assemble the information. Since the sample represented limited data only from Mumbai, hence this becomes hindrance of the study as other geographies were not involved. Secondly, for this study researcher has selected merely Generation Y solely based on skills acquisition online.

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