

## **AN INTEGRATIVE APPROACH TOWARDS UNDERSTANDING EMPLOYABILITY**

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### **ABSTRACT**

**Purpose-** The purpose of this study is to thoroughly review the erstwhile literature on the factors influencing the employability and also, reviewed the factors explaining the outcome of employability. This paper rationalizes the future research directions by identifying gaps in the context of employability.

**Design/Methodology/approach-** This study includes review of research articles, case studies, and reports. Thereby, implemented a systematic literature review process to identify the required elements. The current study reviews around 89 research papers, 07 books, 01 case study, 04 reports.

**Findings-** The main concern that exists in the prior literature is that it lacks the systematic studies that talked about the precursors and outcomes of employability. In this study, the systematic literature review reveals some of the factors influencing employability and these are mentoring, learning environment, culture, self-efficacy, protean career attitude, learning styles, grit. Moreover, the study also divulges some of the factors elucidating the outcome of employability such as, employment opportunities, intrinsic and extrinsic motivators, and performance at work, career resilience, sustainable and successful career. All the aforesaid factors are further linked with the existing theories in the literature. As follows, the present study proposed a theoretical framework which assimilates the aforesaid factors.

**Research Implications –** This research is directed towards the final year students in the higher education institution, seeking employment post completion of degree programs. They can work upon developing their employability by inculcating elements necessary to enhance employability to attain employment and be able to sustain in it.

Likewise, this study will be beneficial for employed and unemployed to watch out their performance while working in an organization with the help of career planning via employability (acquiring right skills, and attributes).

**Originality-** To the best of the researcher's understanding, prior literature talked about the precursors of employability in context of employees already working in the organisation (such as Berntson et al., 2006, Kirves et al., 2014). Likewise, there are some researches that mentioned consequences of employability that too aiming working professionals only. However, the present research work provides an original integrative framework of employability directed towards employability of students in higher education institution. Future research studies can test this proposed framework with the help of different statistical tools and techniques.

**Keywords** Employability, Protean Attitude, Learning, Mentoring, Grit, Sustainable Career.

### **INTRODUCTION**

All stakeholders of employability such as industry, higher education institution, employed and unemployed professionals, believe that skills play a crucial role in developing one's employability for today as well as at all stages of career and education (The Glossary of Education Reform, 2016). Nevertheless, employers are facing lack of such skilled job-applicants who can meet their expectations at work (Richardson, 2006).

Due to widening skill gap it has become decisive to put emphasis on employability of students (India skills report, 2018; Confederation of Indian Industry-CII, 2009; Confederation of Indian Industry-CII, 2018, Aspiring Minds, 2019). Furthermore, employability in context of students is essential to be analysed and worked upon so as to prepare youths for tomorrow uncertain jobs and to achieve success in careers. Considering the advancement in global economy, gaining employment on the basis of credentials only is no longer supported by the employers, (Tomlinson, 2008) also the

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employers expect fresher to perform competently and need them to develop and improve broader skills i.e., hard skills as well as soft skills (Blom and Saeki, 2011; Azmi et al., 2018). Moreover, genuine commitments in the work environment implies more than having the vital technical skills so that they can withstand for the longer time period in the world of work.

Thus, the role of higher education institution is to build a strong substance for developing comprehensive skills in the students. This can be achieved by introducing different initiatives such as mentoring (Crisp and Cruz, 2009), learning environment (Fraser, 1998), skill development program, work-integrated learning (Cooper et al., 2010 cited from Oliver, 2015; Smith et al., 2014) transference of knowledge and skills besides providing the quality education (Storen and Aamodt, 2010). The role of higher education institutions in student's performance through teaching-learning process plays a crucial, however, the students also have to work on their own skills and performances i.e., the need of developing proactive (Crant, 2000) attitude and metacognition (Flavell, 1979). So, there is a need of providing mentoring benefits to employed professionals at work (Ragins and Kram, 2007) so that they can positively improvise their employability at work and can work efficaciously towards their career along the organisation's development.

The acquisition of skills and attribute are influenced by number of factors and vary across different cultures, geographical regions, and demographic profile of students.

Table 1 shows the proposed precursors and outcomes of employability. There are number of precursors that need immediate attention for skill development among the employed and unemployed. Preceding this, the outcome of employability has been conversed in the literature review section. Thereby, this study emphasised upon a more holistic and sustainable view towards employability of students in higher education before they enter the world of work.

Table 1: Precursors and Outcomes of Employability

<b>Employability</b>	
<b>Proposed Precursors</b>	<b>Proposed outcomes</b>
Protean Career Attitude Learning Styles Self-efficacy Grit Mentoring Learning Environment Culture	Employment opportunities Intrinsic and Extrinsic Motivators Career Resilience Sustainable Career Success

### **AIM OF THE STUDY**

The aim of this study is to thoroughly review the existing theories and erstwhile literature on employability. Subsequently, propose a theoretical framework that includes the aspects that may have an impact on employability. Also, the significances of employability are discussed further.

### **NEED OF THE STUDY**

The paper is supported towards the advancement and development of information on the linkage between the interest of employers' and the degree of instructive readiness of job-applicants can be bridged. In view of this, all-inclusive approach towards employability has been adopted, thereby emphasised upon the precursors and outcome-based approach of employability concept. The precursors reflect that there are number of factors that have an influence on an individual's employability. Since few studies have worked upon the antecedents of employability (Fabio, 2016). Moreover, output based approach shows the result of enhanced employability in the form of employment opportunities, career resilience, intrinsic and extrinsic motivators, sustainable career success. Thus, a fresher or an experienced employee can understand the requirements of factors needed to enhance employability and can avail the benefits attained with the help of one's employability skills.

### **LITERATURE REVIEW**

**Employability:** The notion of employability has been explained differently by researcher in previous studies. Such as Hillage and Pollard (1999) has explained the concept of employability by focusing upon four important aspects i.e., gain the preliminary employment, maintain the employment, and seek for new employment, if required, and external factors. Furthermore, Hillage and Pollard (1998) have defined employability as "the ability to realize potential through sustainable employment." On the other hand, Harvey (2000) emphasised upon life-long learning patterns among the students in order to achieve employability. He defined employability as "the propensity of the individual student to get employment" (2001, p.97). Likewise, there are other researchers who have explained the concept of employability from different perspective and thus, there is no consensus on a holistic view so far. However, researches done in this direction worked upon developing few employability models that have emphasised upon employability of higher education students such as, a widely accepted model of employability i.e., Yorke and Knight's (2004) USEM model which is the shortening for "Understanding, Skills, Efficacy, and Metacognition." Through the model the underlined role of higher education institutions in the development of employability in students was emphasised, next a comprehensive employability model was developed by Pool and Sewell (2007) i.e., Career EDGE model. The model includes the career

development learning of the individuals, experience gained by them, also the degree of understanding with related to subject knowledge and skills, furthermore, generic skills are needed besides the domain skills, and the understanding of emotional efficacy. In addition, the three higher order skills were also mentioned namely, self-confidence, self-efficacy, and self-esteem.

Besides, there exists some of the researches that emphasised upon the following theories of employability such as, Human capital theory (Schultz, 1961; Becker, 1964) and Job-Matching theory (Jovanovic, 1979). Human capital theory is imperative to comprehend employability which says that human capital enriched with skills and attributes and the required knowledge will produce the desired and efficient results. The present overture by corporate is that job-applicants lack knowledge and skills. In one of the articles in a newspaper, the concern regarding the skill gap has been highlighted by IT industry professional that the top ten Information Technology companies have hired only 6% of the engineering graduates in India. The remaining were not able to match the required criteria of industry (Doval, 2018). In previous research studies, to determine employability the skills and attributes approach is followed. Khurana and Misra (2021) have done an empirical analysis to determine employability by identifying some of the determinants to measure employability of engineering students.

Likewise, there is another theory i.e., the Job-Matching theory (Jovanovic, 1979) that facilitated in understanding the widened skill gap resulting in unemployability of individuals and thereby, emphasised upon the mismatch between students perceived-acquired skills and the industry's requirements from job-seekers for specific role in the organization. In this study, the researchers explained employability as the combination of skills and attributes, necessary to sustain in future indeterminate jobs. Since there is a requirement that at the entry level of jobs students must equip themselves as per the industry's required criteria of skills. This can not only help in achieving employment rather it can help in accomplishing sustainable career in the unpredictable global job-market. Furthermore, due to change in the nature of employment, (Clarke, 2004) it is the responsibility of employers as well as employees, to manage their jobs and maintain a successful career by taking care of their performance at work.

**Protean Career Attitude:** For a successful career, Briscoe and Hall (2006) in their study mentioned that protean career attitude is an individual's approach towards managing one's own career by having self-directedness and value-driven attitude. Protean career is a subjective concept, since it is driven by psychological factors (Hall, 2002).

The below mentioned literature that supports the association between protean career attitude and employability: The guiding principle of protean career attitude is to achieve career success goals that results into career satisfaction (Hall, 2004; Hall and Mirvis, 1996). Previous researches (for eg. Baruch and Quick, 2007; Vos and Soens, 2008) have tested the association between protean attitude and employability of employees working in an organization and they found a positive relationship between these two constructs. However, there is a scarcity of literature that can help in understanding the protean career attitude that student possess. This concept of protean attitude is desirable to be understand from the perspective of students, since for them to manage transactional relationships at work and make themselves employable not only today but also for future jobs / career opportunities seems important. Furthermore, students' need to have qualities like adaptability, openness to change, optimism, and pro-activity so that they can be more protean career oriented (Hall, 2004). Besides, the evolution of protean career attitude will lead to career success (Briscoe and Hall, 2006) and other positive psychological outcomes such as career satisfaction and wellbeing (Crant, 2000). The career motivation theory (London's, 1983) supports the relationship of protean career attitude and employability which is also linked with the career outcomes such as career success, well-being. Therefore, there is a need to ascertain the impact of protean career attitude on individuals' employability that may further has an impact on an individual's career graph.

**Learning Styles:** Each one of us learns uniquely. There are different kinds of learning styles identified by researchers in earlier studies (Entwistle, 1981; Mumford and Honey, 1986). The students adopt different learning styles while pursuing degree programme. Past research corroborates learning styles have an impact on student's academic performance (Marriott and Marriott, 2003; Sangster, 1996). However, some studies have found that there is a need to map the faculty's teaching style and student's learning style. Since faculty can teach better after knowing the preferred learning style of students (Felder, 1988). This will help students to perform better in academics and evolving the required industry skills to prepare themselves for future jobs. Likewise, in another study, the relationship between student's learning style and skills have been tested empirically and researchers found a substantial and positive relationship between the aforesaid constructs (Goldfinch and Hughes, 2007). Thus, the findings reinforce the view that learning style is important in acquiring necessary skills to develop employability and in turn enhanced performance of students in academics that will further help in all stages of employment in future.

**Self-Efficacy:** Individual beliefs are also important in imbibing confidence that motivates them in learning. Self-efficacy refers to the perceived belief of an individual about their efficacy and skills in mobilizing one's motivation, feelings, behaviour and thought process in order to perform a task successfully (Bandura, 1994).

According to social cognitive theory, individuals' possessing higher levels of self-efficacy tends to face challenges tactfully and do not get discouraged from failures (Bandura, 1994). Moreover, the

theory emphasis whether the individual will carry out the efficacious behaviour or not, also the consistency of the behaviour while come across challenges. Thus, self-efficacy will be helpful in enhancing a student's persistent self-

motivation. While, Knight and Yorke (2002) put forward that efficacy beliefs are important determinant of employability. Consequently, students' who possess higher level of self-efficacy will have better understanding of one's own skills and capabilities aiming greater employability that will result into better employment opportunities (Pinquart, et al., 2003) in future.

**Grit:** Besides having required technical skills, interest and satisfaction in work is also equally important for one's employability (Mazumder, 2010). The term Grit is coined by Duckworth et al. (2007) and defined it as "an individual's passion and perseverance." Grit is accompanied by hardwork to achieve certain goals while facing challenges and not getting disappointed from setbacks rather worked on achieving long-term goals with full determination and enthusiasm (Duckworth et al., 2007). It is based on optimistic psychological state of mind and thus, focused upon achieving long-term goals by following one's passion and persistence (Culin et al., 2014; Duckworth et al., 2007).

In this regard, self-determination theory (Gagne, 2014) can be useful to understand the impact of grit on an individual's employability. Since grit is a motivation that inspires an individual for life-long fidelity to achieve long term goals (Duckworth and Gross, 2014). Further, this will help them to face the challenges proficiently and can work upon their developmental activities.

It was mentioned that in one of the researches that "Millennials are a generation that define themselves by their interest and passion" (Suleman and Nelson, 2011). Also, in one of the research study grit was considered as one of the important factor in academic success (Reed et al., 2017). An individual's self-help is requisite, since one's own grit can guide him or her best while achieving long-term career goals. In one of the research studies, grit was mentioned as one of the factors of student's success in academics and in career (Reed et al. 2017). Thus, grit can be an important predictor that can help in cumulating employability of an individual.

**Mentoring:** Transference of skills from coach or mentor to mentee or protégé is especially in sports. Mentoring is defined as emotionally supportive relationship (Shaughnessy, 1995). It is explained as a process whereby an individual's career and development are being taken care of by a person who possesses greater knowledge and experience than him (Andy, 2000).

In mentoring relationship, mentor performs various career functions (such as, visibility, exposure and providing coaching, challenging assignments and protection), as well as psychological (such as, friendship, role modelling, counselling, and acceptance), functions for mentee which proves helpful in shaping an individual's career attitude (Kram, 1986).

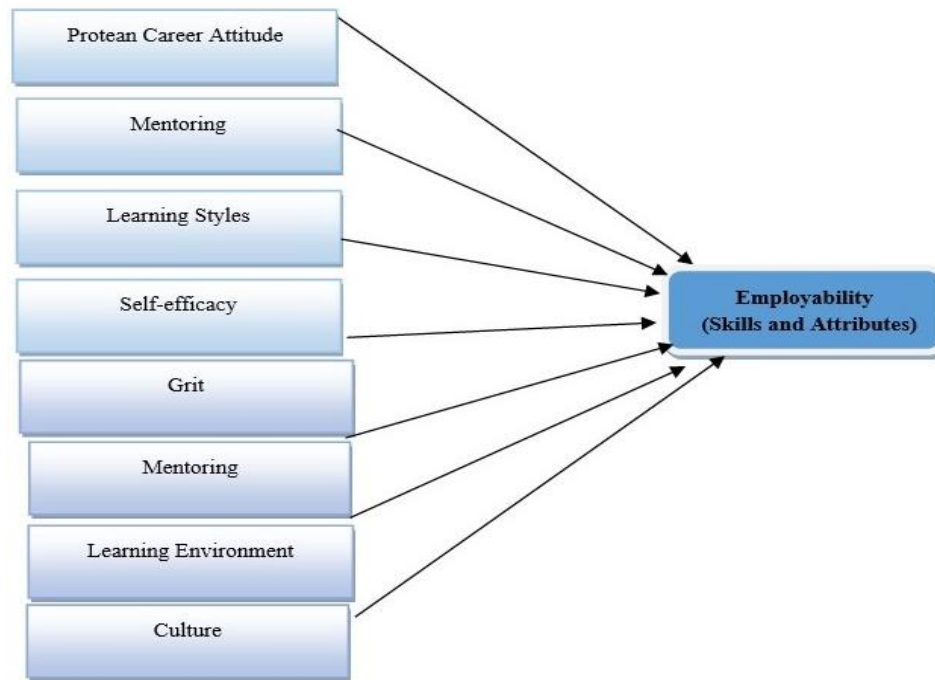
Adult development theory (Klein and Levinson, 1979) supports the notion that mentoring will not only help a student in adjusting to the environment in higher education institutions (such as developing required employability skills) rather, help them in managing up with the environment outside the campus, further, in understanding career opportunities and also to develop career resilience in oneself (Arora and Rangnekar, 2014). Likewise, there are some past researches (such as Spence and Ssekasi, 2015) that mentioned about the positive impact of mentoring on employability skills of individuals.

**Learning Environment:** Learning environment is an important catalyst in teaching-learning process. "Learning environment refers to the social, psychological and pedagogical contexts in which learning occurred that affect the student's attitude and the achievement" (Fraser, 1998). There must be conducive learning environment in higher education institutions such that student can comprehend practical learning approach rather than just rote learning. Practical learning such as academia can organise industrial training programs for students. This will be beneficial for them to understand work environment (Omar et al., 2008).

Specifically, the institutions who are providing technical education, must have all the necessary technical resources along with enhanced pedagogical approaches guided by experienced and learned faculty. A teacher not just teaches, he also inspires, imparts knowledge, and builds confidence among the students. Today's employers want students' to be aware of real world and look for students who are work ready with generic skills.

**Culture:** Culture helps in building a belief and value system both individually and collectively. The classic views of Hofstede (2001) who has well-defined culture as "the collective programming of the mind that distinguishes one group or category of people from another". Further, Oliveira (2007) expressed culture as "man-made, confirmed by others, conventionalized, and passed on for younger people or newcomers to learn; it provides people with a meaningful context in which to meet, to think about themselves, and to face the outer world". Culture helps in creating a social context and is accompanied by norms, values, thoughts, beliefs and behaviour of group of people, which includes teachers, friends,

family, relatives, peers and other members of the society. An individual encounter such cultural perspectives in each day of his life, and therefore, culture might influence his or her way of perceiving and understanding the world (hui and lent, 2018). Cultural values can possibility impact certain factors that might influence an individual's decisions on career selections (tao et al., 2018), (Mau, 2000). Past researches show the impact of cultural context on an individual's skills such as creative skills (Erez and Nouri, 2010), cognitive skill development (Fanta 2013). Thus, the skill set and personal attributes of a student may get affected by the cultural and social background.



**Employment opportunity:** Employment Opportunity is defined as “The availability of alternative jobs in the organization's environment” (Price et al., 1981). Thus, to identify available employment opportunity one need to have job search behaviour (McArdle et al., 2007). In one of the past studies, the relationship between Employability and job search intensity was tested empirically and it resulted to be a positive relationship (McArdle et al., 2007). One of the empirical research studies done on employment opportunity mentioned that it is categorised into few dimensions namely: quantity of alternatives, crystallization of alternatives, networking, accessibility of alternatives, desirability of movement, and mobility (Griffeth et al., 2005).

An individual who owns employability, thus can face the barriers tactfully such as personal factors, personal circumstances, external factors and by this means, can find better employment opportunities at all stages of career (McQuaid and Lindsay, 2005). Also, proper understanding of career management skills will aid in identifying better career opportunities in the employment market (Hillage and Pollard, 1998) for developing one's own career (Sterns et al., 1994). In one of the researches, it was mentioned that employability enhances the chance of better employment opportunities (Beukes, 2010).

In line with this, planned happenstance theory (Mitchell et al., 1991) highlights upon converting unexpected jobs into career opportunities. This theory is based on planned happenstance learning theory (Krumboltz, 1996). Thus, to grab the available employment opportunity one need to be aware of the external factors such as labour-market knowledge, where the social skills of an individual play an important role. (Ren et al., 2011). Furthermore, the chances of getting through the recruitment process and attaining a job, is widely dependent upon work-readiness of the job-seeker. (Cabellero and Walker, 2010) When a graduate move from college environment to work environment the first thing that shall be expected from him/her is work-readiness (Bridgstock, 2009; Mason et al., 2009). Thus, it is expected from higher education institutions that they should work towards inculcating such employability skills in the students, so that they become work-ready

**Extrinsic and Intrinsic Motivators:** employability can result into improvising motivation at work. According to Herzberg's motivation theory one has hygiene (extrinsic) as well as motivation (intrinsic) factors to be satisfied at work place. Considering this, job-security, well-being and job-performance are studied in context of employability. In some of the past research, job-insecurity was studied in relation with employability (Cuyper et al., 2008; Cuyper et al., 2009). Researchers emphasised upon safeguarding of one's job via employability (Forrier and Sels, 2003; Wittekind et al., 2010). Thereby, enhancing one's extrinsic motivation. Similarly, employability provides control on job which results into mental peace and happiness to employees thereby enhancing their well-being (Vanhercke and Witte, 2016). Also, an employee's performance at work can be enhanced if he/she has higher level of employability. This has also been studied empirically in one of the past researches (Camps and Rodriguez, 2011) and a positive relationship was resulted between the constructs. In the past research studies, it was found that employability has resulted positive influence on the performance of employees at work (Bozionelos, et al., 2016). Thereby, increasing one's intrinsic motivation. Job performance was explained as, the industry required output obtained by an employee by performing efficiently at work (Christen et al., 2006).

Besides, there are research studies that (van vuuren et al., 2019) linked job-security with various outcomes such as well-being (Cuyper, 2008; Cuyper et al., 2009; Shoss, 2017) and with job performance (Huselid, 1995).

Thus, in line with cognitive appraisal theory (Lazarus and Folkman, 1984), where stress which is created with the phase of job-insecurity is encountered by strengthening security at job via employability and restoring wellbeing from the positive situation at workplace, that will further improve one's performance.

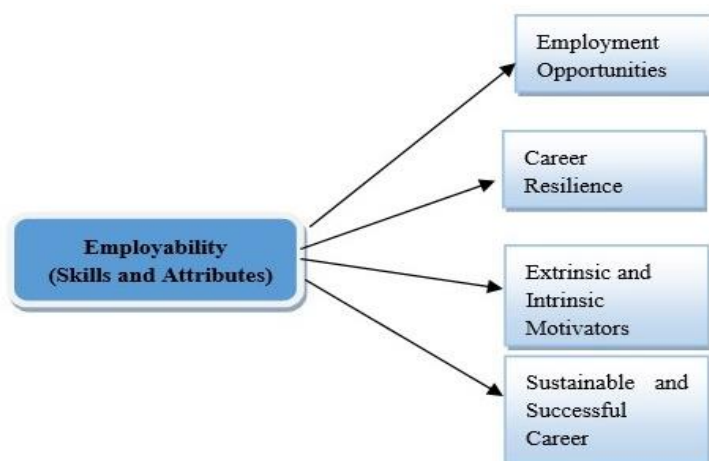
**Career Resilience:** Richardson (2002) has defined resilience as “resilience is the motivational force within everyone that drives them to pursue wisdom, self-actualization, and altruism and to be in harmony with the spiritual source of strength.” This phenomenon is about adjusting oneself in adverse situation by encountering risk situations successfully. Likewise, one can convert the risk situation into positive outcomes by adopting the circumstances successfully (Garmezy, 1985; Luthans 2002 cited from Rochat et al, 2017).

The thought of Career resilience was appeared in the theory of motivation (London, 1983). It is the ability to adapt in changing work environment (Collard et al., 1996). Career resilience is defined as “the ability to adapt to changing circumstances, even when the circumstances are discouraging or disruptive” (London and Mone, 1987). Thus, it is one's ability to overcome the career barriers and persistently work towards identifying the answer to the problem. In this regard, it was mentioned in one of the studies that individuals having higher career resilience shows higher level of persistence while confronting difficulties (Carson & Bedeian, 1994). In today's turbulent work environment, one need to have such employability skills and mind-set so as to cope up with the situation and maintain the employment efficaciously.

**Sustainable Career Success:** Career is elucidated as “series of an understanding and an attitude developed related to work and the roles performed by an individual during his work journey” (Hall, 1976). Career success is defined as “the accomplishment of desirable work-related outcomes at any point in a person's work experiences over time” (Arthur et al., 2005). Thus, individuals with clearly defined career goals results into greater career success (Vos and Soens, 2008). Career success is considered as an individual's career satisfaction which he/she has experienced over the period of time and further, it was linked with employability outcome (Rothwell and Arnold, 2007). Individuals themselves have to be proactive enough in order to attain career success and development, (Yet et al., 2013). Further, to understand the career guiding principle there is a need to analyse the employability (Heijde and Heijden, 2006). Along with the successful career one need to gain sustainability in one's career ladder.

According to Heijden and Vos (2015), sustainable career refers to “sequences of career experiences reflected through a variety of patterns of continuity over time, thereby crossing several social spaces, characterized by individual agency, herewith providing meaning to the individual”. Sustainable career is the result of two specific components namely: Employability and workability (De Vos and De Prins, 2014; De Vos and Gielens, 2014, cited from Lawrence et al., 2015).

In order to accomplish sustainable career success, one need to have proper understanding of required skills and attributes along with the indulgence of one's own interest and values. In one of the researches, it was emphasised that an individual who is able to manage both internal (such as work-family balance) and external (such as income) resources, can be promoted towards career sustainability (Vos et al., 2020) and it is linked with Conservation of Resources (COR) theory (Hobfoll, 1989).



### Research gap

A positive association between protean career attitude and employability was found, specifically in context of employees working in an organization Baruch and Quick, 2007; Vos and Soens, 2008). However, there is a research gap on studies that tests the relationship of these two constructs in context of higher education. Likewise, the researchers found a significant positive relationship between the student's learning style and skills (Goldfinch and Hughes, 2007). Nowadays, there is a change in education system, also, the change in teaching and learning patterns and the constant change in skill requirement, so the relationship between the aforesaid constructs is needed to be explored by the researchers in the time of fourth industrial revolution. In the same way, one of the research studies mentioned that grit could be an important factor in predicting student's success in academics and in career (Reed et al. 2017). So far, the relationship of grit with

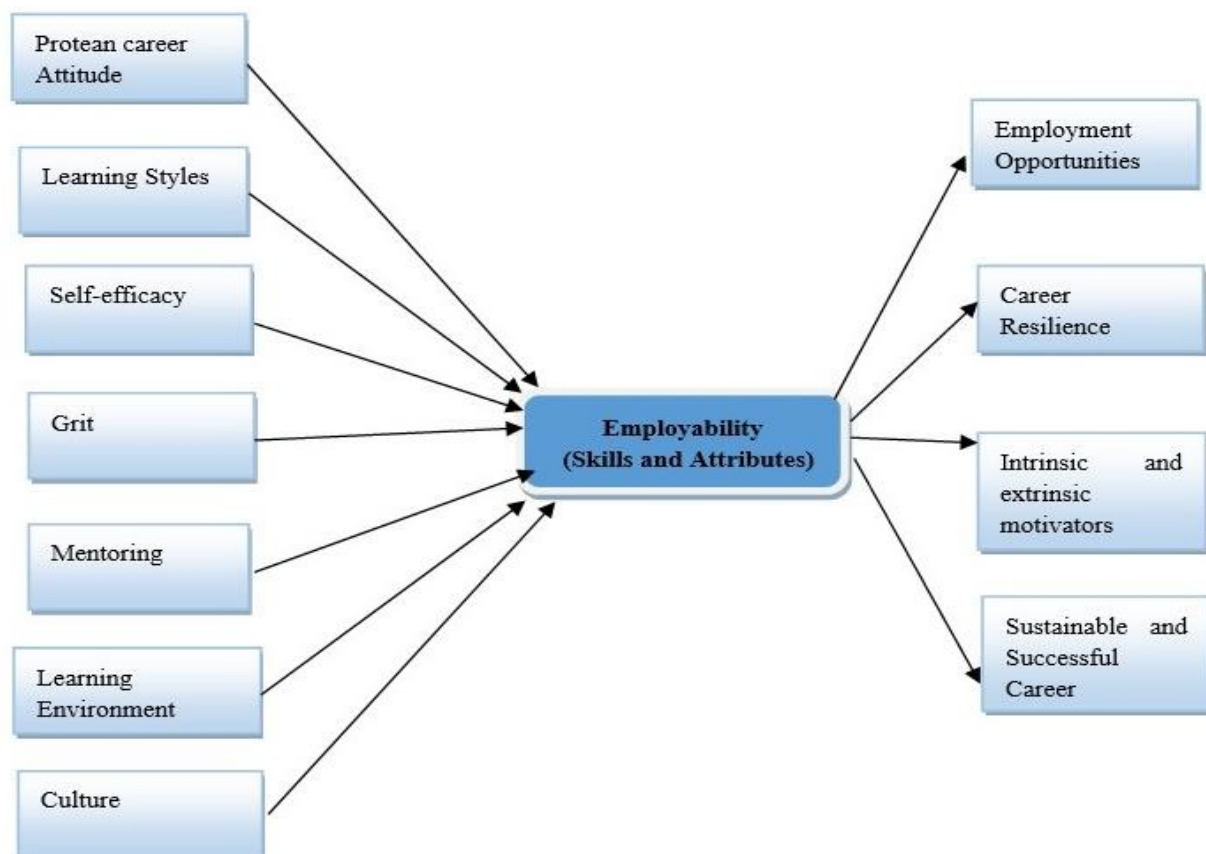


employability is under researched area. The relationship between mentoring and employability has been researched in past by number of researchers. Also, the research established that there exists a positive relationship between the two constructs (Spence and Ssekasi, 2015). Yet the relationship is under researched in context of higher education. Furthermore, the relationship between employability and employment opportunities, sustainable career success, and motivation factors are some of the outcomes of employability that under researched in context of higher education students who are new to the world of work and yet to understand the possible outcomes of having enhanced employability as per the need of the industry.

**Proposition Development:** Considering the above literature we have captured some themes that can have an impact on employability. Such as the learning styles of students, protean career attitude, role of mentoring, self-efficacy, grit, learning environment, culture. Likewise, the outcomes related to employability are identified such as employment opportunity, intrinsic and extrinsic motivators, career resilience, sustainable career success. To explain the outcome approach of employability the researchers adopted signalling theory (Spence, 1973), where the signals send by the unemployed (job-seeker) to employers for a specific job role. For examples job-candidate possess the required skills that are needed as per the job role. Likewise, professionals working in organisation need to consistently work at their job-performance besides maintain work and life balance, thereby, making use of Conservation of Resources (COR) theory (Hobfoll, 1989).

This study proposed a comprehensive framework that is needed to understand the precursors of employability (skills and attributes) and the possible outcomes of it, as mentioned above.

Integrative Framework of the factors impacting employability of students and the anticipated outcome of it. The above views help in collating environmental and individual aspects that have an impact on the concept of employability. These antecedents can help in developing and enhancing the skills and attributes. Further, the researchers explored the possible outcomes achieved by an individual, once he/she attains required employability. Accordingly, a conceptual framework (Figure 1) was proposed.



Source: Author

## RESEARCH METHODOLOGY

Researcher approached systematic literature review methodology. The search process includes various peer-reviewed journals, national and international research reports, conference papers, and case studies as well. These were accessed from different databases such as Google Scholar, ERIC, ProQuest. The total count of research papers is 89 and these are published from 1979-2020 and this study further includes 4 reports published from 2009-2019, 07 books published from

1985-2015, 02 conference papers, 01 case study published in 2019 and 01 newspaper article published in 2018 (The Times of India).

# **ANALYTICAL PERSPECTIVE FOR THE PROPOSED MODEL**

Table 2: Analytical perspective of the existing literature to support the aforementioned proposed model

Author, Year	Purpose	Tools and Techniques	Results and Findings
Lin Y, 2015	The study aimed at empirically analyzing the relationship between protean attitude and internal and external employability along with a mediating variable i.e., learning-goal orientation.	Confirmatory factor analysis was used to attain the model fit index. Furthermore, Hypothesis testing was done by applying Hierarchical regression analysis. Also, Sobel test for mediation analysis.	The attained results proved that protean career attitude is a significant correlated to employability (external and internal) ( $r=0.25$ and $0.433$ , $p<0.01$ ). The findings specifically shows that protean attitude having value driven orientation and self-directed behavior have more external employability in comparison to internal employability.
Bozionelos Nikos, 2015	The purpose of this study is to empirically analyses the relationship between mentoring and career success with the two mediating variables i.e., employability and job performance.	Confirmatory factor analysis was used to attain the model fit. Furthermore, SEM was conducted to test the proposed hypotheses.	The results shows that mentoring has a significant correlation with employability ( $r=.30$ , $p<.001$ ). The findings demonstrates that there exists a direct relationship between the two aforesaid constructs. Also, employability mediates the relationship between mentoring and career success.
Pool and Qualter, 2013	This paper aimed at establishing the relationship among emotional self-efficacy, employability, and career satisfaction.	SEM was conducted to test the proposed hypotheses.	The results portraits a significant correlation between self-efficacy and employability. The findings identified that self-efficacy is an important precursor of employability. Also, employability proved to be a significant mediator between the emotional self-efficacy and career satisfaction.
Ngo et al. 2015	The study aimed at analyzing self-efficacy and work volition as antecedents of employability. Also, work engagement and job-satisfaction as outcome of employability.	SEM and moderated regression analysis were used to test the proposed hypotheses.	The results found that self-efficacy is positively and significantly correlated with employability ( $r= 0.57$ , $p<.01$ ).
Mcardle et al., 2007	This study aimed at analyzing the employability in relation to job search, re-employment, and self-esteem during unemployment.	SEM was used to test the proposed hypotheses.	The Employability construct was able to explain 42 percent of variance in job-search behavior. It was significant at less than 5 percent level of significance. There exists significant relationship between the aforesaid constructs.

## **CONCLUSION AND IMPLICATIONS**

The present paper captured the essence of employability. It also highlights, which are the plausible factors that reinforce or control learning of knowledge, skills and other attributes for gaining employment? The framework proposed in this study provides an overview of the factors that supports learning outcomes linked to enhancing employability of students that can result into sustainable career in the unpredictable job-market. These factors may act synergistically to enhance employability and result into viable career opportunities in near future. Besides, the present research emphasised upon the equitable distribution of responsibility of learning on both students and higher education institutions. These views are well supported by sparse literature that emphasised the role of academics in skills development of students by introducing employability enhancement practices rather than just technical education (Yorke and Knight, 2006; Harvey, 2007).



Earlier, the higher education institutions were concerned with technical education of students with focus on knowledge and skills, but now this phenomenon is transforming with focus on relevant skills. The thrust must be on how learning environment in higher education institutions will influence the skills, knowledge and, attitude of students, so that their employability could be enhanced. For example, mentoring, frequent interaction between teachers and students, to create a learning environment in academia. Likewise, for employed professionals it is crucial to consistently work upon enhancing their employability so as to attain benefits from it life-long. Thus, individual's self-help is requisite, since one's own grit can guide him or her best while achieving career goals.

#### **LIMITATIONS AND FUTURE SCOPE OF THIS STUDY**

The present study explored some of the precursors that can have an impact on employability; together with the possible significances of employability. However, there can be other factors as well that are missed to be included in this study. It is recommended to explore such factors by future studies. Besides, there is dearth of empirical studies that have empirically studied the factors effecting employability. Such as, the impact of grit has not yet been studied empirically in context of employability. Likewise, learning styles too play a vital role in enhancing one's employability. Thus, the proposed framework in this study can be studied empirically in future studies.

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