

Is Psychological Capital Related to Employability Skills of Graduate Students?

*A Comparative Study of Technical and Non-Technical
Graduate Students*

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Abstract

Employability constitutes a set of accomplishments – various skills, understandings and individual characteristics – that shape graduates more probable to secure employment and to be successful in their selected career/occupations. Students' perceived employability involve proper education along with job tenure and competence development. Psychological capital refers to the positive and constructive state of a person. This study aimed at understanding the impact of psychological capital on employability skills of recent graduates (Technical and Non-technical students). Simultaneously, this study tries to explore relationships between psychological capital and perceived employability skills, the difference between technical and Non-technical graduates (recent) in terms of employability skills and psychological capital and difference between graduates on employability skills in terms of gender. The sample (N = 200) was gathered through purposive sampling technique from both male and female graduates of technical and non-technical branches and Participants' age ranges from 20 to 25 years. Data was collected with

the help of total five scales: AHS, LOT-R, GSE, BRS, and Employability Scale (Rothwell, Jewell, & Hardie, 2009) and analyzed. The results revealed that three components of Psychological Capital out of four (Self-efficacy, optimism & Hope) are significantly related to both perceived employability skills and Self-perceived employability. Further, it was also investigated that participants from Non-technical background have scored more on variables such as overall employability & self-perceived employability than participants from a technical background and a significant difference among employability skills in terms of gender exist.

Keywords: *Employability Skills, Psychological Capital, Educational Backgrounds and Graduates*

INTRODUCTION

Employability constitutes a set of accomplishments – various skills, understandings and individual characteristics – that shape graduates more probable to secure employment and to be successful in their selected career/occupations, which leads to benefit firstly themselves, the workforce, the community and the economy (Yorke, 2006). Employability came from complex learning, having a concept of a vast range than those ‘core’ and ‘key’ skills,” quoted by Mantz Yorke (Learning & Employability 1). Yorke claims ‘employability needs to be persistently revived throughout a person’s working life’. In India, one of the great things happen in recent time has been that polished higher education has broadened its wings to reach the common man. The term employability’s understanding is increased by observing both individual & structural dimensions Berntson, E. et al. (2006). The way it is being perceived by budding workforce is the major concern today. Graduates entering the world of work

today encounter multiple challenges, like decline in job security, employment openings, rapidly changing technology and growing individual responsibility for persistent skilling and endless learning – as well as being updated with changes happening in their areas of interest (Pool & Sewell, 2007; Marock, 2008). It is somewhere believed that graduates possessing healthy employability skills may otherwise be unnoticed because they have not acquired good academic qualifications (Morley & Aynsley, 2007; Denholm, 2004). Working in today’s business environment which demands innovation, flexibility and speed-to-market, companies must look forward towards effectively developing employees’ competencies – ‘human capital’ – known as a key factor for sustained performance in organization (Manuti A., 2014) while evaluating employability of graduates, Professional competencies or capabilities seemed to be major factor. Individuals high on developed professional competencies have more chances to be in a good position of securing Job Teijeiro M. et al. (2013). Chithra R. (2013), under the perception of employees/employers towards employability skills needed for fresh engineering graduates in software MNCs, significant difference between the employers and the perception of students was found. It is this incongruity which makes the students unemployable. Graduateness, a set of attributes which graduates gain during the course of their university study. ‘A suite of qualities that signifies a person who has taken up a degree course constructed under the support of nationally supervised quality systems’ Coetzee, M. (2012); Glover et al. (2002).

This paper is about exploring various domains of employability skills graduates in both technical and non-technical education

is possessing in the context of positive psychological capital. The literature has proposed a significant linkage between employability and Emotional intelligence on one side to the satisfaction of participants with the career formation support they get on another side Beukes (2010). Prediction of employability satisfaction exists by managing others 'emotions which further leads to career anchors (Coetzee, M. et al., 2011). Besides holding multiple degrees in both technical and Non-technical education, students are not getting employed as per their desires or at the right time. The report of (NASSCOM), found that employability rate of the graduate engineers comes only 15-18% (Wadhwa, S. et al., 2016). The N E Index (2013) also indicates only 10.03% secure jobs. Organizations which are flexible require highly empowered and flexible employees; which in turn approach to empowering and transformative learning, literature has also explored the role of higher education in addressing this issue Harvey, L. (2000). Literature revealed that building up employability perceptions strong could have favorable effects on more general efficacy beliefs: the relationship between employability and self-efficacy Näswall, K. et al. (2008). Soft skills (Core Employability Skills and Communication Skills) perceived more important than professional skills, severe gaps exists in higher order thinking skills (Andreas B.H.S., 2011). A study examines graduate employability, revealed that on one hand there was a continuous increase in the perception of their employability while on other hand confidence in securing graduate employment diminished year on year. Seven barriers were identified: experience, competition, location, degree quality, confidence and economy (Beaumont E. et al., 2016). So actually where

we are lacking? Is that important to be high on psychological constructs for an employee/job seeker to attain employable traits? Currently, after almost a decade of research and theory framework, Psychological Cap is largely accepted or identified throughout the world and in positive leadership, it is being practiced also. Further in HRD and performance regulation/management programs in various types of organizations such as military, businesses, athletics, health, and education.

Psychological capital refers to the positive and constructive state of a person. It contains four components – Optimism, Hope, self-efficacy, and resilience. Strengthening one's overall employability has become a dominant focus for multiple individuals and companies (Thijssen et al., 2008). Managing and Strengthening one's employability is a continuous venture (Heijde et al., 2006). A positive relation has been studied between Psy Cap and extra-role organizational citizenship behaviors whereas negative relation with counterproductive behaviors of the workplace, intentions to quit, and organizational cynicism Youssef C. M. et al. (2010). 'Organizational psychological capital' deals with psychological states of an employee, i.e. beyond intellectual capital in attaining and preserving the competitive advantage: considered as a significant predictor of the employee perspective of job satisfaction and commitment towards organization (Cetin F. et al., 2011). All Psychological Capital's components, Job satisfaction, organization commitment & employees' attitude/performance, etc., have a significant positive relationship. Concepts seem to be related to the literature (Nafei, W.A., 2014). Organizational psychological capital deals with psychological states of an employee, i.e. beyond intellectual capital in attaining and preserving the competitive

advantage: considered as a significant predictor of the employee perspective of job satisfaction and commitment towards organization. (Basim, N. et al., 2011) The Organizational identity balances the relationship between psychological capital and both employee deviance and organizational citizenship behaviors Norman, S.M. et al. (2010). It has been conceptualized that to establish one's labor market position rather than to cope with job insecurity, employability could be an adequate means/source Cuyper, N.D. et al. (2008). Bakar, A. et al. (2009) recommended that there is a strong need for curriculum comprising employment element skills which are actually required by the employers, through vocational and technical education department and discussed the need of creating compact joint-ventures for students so as to build the strong and skillful manpower. Cassidy, S. (2006) focused on peer assessment as a prospective strategy for flourishing employability skills and introducing it into teaching agenda (higher education). Further shared issues related to graduate employment: lack of employability skills presented by entry-level job applicants. Integration of training and advancement in technology into the curriculum of institutions providing higher education, so as to evolve graduates and making them a good fit for the 21st-century workforce (Aliyu, M. et al., 2015).

Fourie, F. et al. (2016) trends of new graduate's recruitment, found that high value given to communication proficiency and particular communication skills based on the content of course by the local employers. Borchers & De Leon (1998) suggested employers require three most crucial skills: group interactions, Self-Development, and employability. The social capital, career identity and the

psychological capital of graduates will support in counterbalancing the challenges of employability in Uganda (Ngoma, M. et al. (2016). High on psychological capital leads to high work engagement or boosted the level of employee engagement (Karadas, G. et al. (2015). As the literature of employability integrate six key dimensions: individual attributes, social capital, perceived employability, human capital, individual behaviors, and labor market factors Clarke, M. (2017).

Self-efficacy and Optimism are individual characteristics that have been linked to the challenge of employability (Kinicki & Fugate, 2008). Dispositional hope has been displayed to be conceptually related to self-efficacy and optimism associated with a fulfillment of goal (Snyder et al., 1991). Hope is a positive moving state where two primary components – agency (or goal directed perseverance) and pathways (or effectively scheming to attain those goals). Chang, E.C. (1998) found High-hope students possessing greater problem-solving abilities than low-hope students. Optimism, self-efficacy, and Resilience also play a vital role in strengthening individual's overall employability. One of the crucial predictors of employability of graduates could be emotional self-efficacy (Dacre Pool, L. et al. (2013). As optimism simply means looking at a brighter side of life, individual high on this construct will create determined and universal attributions for events which are positive. Literature found that agency projects employability and further discussed the importance of enhancing employability through increasing hope & motivation for career professionals. Boosting career professional's level of hope strengthens student/client employability. (Hinton, Christa, 2012). Self-efficacy is to attain a particular goal in a

particular situation; individuals have faith in their potential. A significant positive influence of perceived subjective norm of university students on their entrepreneurial viewpoint and the entrepreneurial self-efficacy has been discussed in the literature Boyd, N.G. et al. (1994). Resilience – In an organizational view, it is a capability to recover from failure, conflict, distress or increase in responsibility. Resilience-based on career, i.e. career resilience (CR) directly influences employability self-efficacy (ESE) & perceived labor market competition (PLMC) significantly Shen C. Hua et al. (2012). Orientations play a vital role in influencing the way students maintain their employability along with approaching own careers and future work (Tomlinson, M., 2007).

Study on Psych cap forecasted unique variance in these outcomes beyond self-evaluation, personality, demographics, person-organization and person-job fit (Carolyn, M. et al., 2009). Psy Cap negotiates between supportive climate and performance of the employee so that to attain a healthy and stable organizational growth (James B. Avey, 2008) positively correlated with variables such as: performance and job embeddedness (Fan L.H. (2011). Emphasizing on the individual dimensions of perceived employability (PE) pertinent to educators, stakeholders, employers and all students, from evolved economies as it expresses logical strategies/plans to foster PE among higher education students. High on these may lead to growth of individual in the labor market, more productive recruitment, and graduate's effective performance (Jackson & Wilton, 2016). Support related to career, job-related skills, desire to change jobs and skill development considered to be as significant predictors of PE (Wittekind, A., 2009). Undergraduate engineers (South India) non-

technical students' performance was found to be a strong forecaster of employability than was grades acquired in technical education (Gokuladas, V.K., 2010). Relation between the genuine national employment rate and perceived employability among graduates also exist, there is a role of universities in students/graduates employment (Caricati, L. et al., 2016). Literature unveils significant relationship between participant's self-esteem and employability, further reveals that participants' employability attributes are significantly predicted by their biographical details (Potgieter, 2012). Under literature, the process of career building, its management and enthusiastically navigating the complete picture of work for favorable social and economic outcomes has discussed (Bridgestock, R., 2009). Literature has also discussed the need to understand the importance of grooming career adults, exploring their motivation, goals, aspirations, and interests: Shaping their personalities in order to strengthen their employability skills (Nwogu, G.A. et al., 2015).

Lata S. & Sharma S. (2013) emphasized on a need of shaping psychomotor and other skills so that emotional competence can be developed among students. Factors for students' perceived employability involve proper education along with job tenure and competence development (Berntson et al., 2006). Waters, J.P. et al. (2007) looked into employability in relation to unemployment's three aspects: job search, self-esteem during unemployment and re-employment. At last, supported for the employability's psychosocial construct and shows its relevance to the unemployment context. Clarke, (2008) focus on personal responsibility for employability needs to be re-checked and greater focus placed on the process of knowing how

organizations can reinforce employees to manage employability and careers that ultimately leads to more employable force and strong labor market. In terms of resilient behavior, a graduate who is having the courage to target for a fruitful career in their selected industry and who has the flexibility to modify game plans will also be a resilient jobseeker. (Association of Graduate Careers Advisory Services, 2013). For work-related performance researchers have discussed the employability interventions in order to boost the quality of work life and employee performance. (Cordery, et al., 1993) (Karen van Dam, 2007). There is a need of open-mindedness and adaptable behavior of new joiners specifically, so as to maintain employability effectively for longer time.

METHOD

Aim

To study the impact of psychological capital on employability skills of recent graduates (Technical and Non-technical students).

Objectives

- To identify the relationship between Psychological Capital and Perceived Employability skills.
- To identify recent graduates' employability skills of different educational backgrounds.
- To explore that psychological capital and employability skills varies according to the courses/degree/ quality of education pursued.
- To identify whether employability skills varies according to the gender of an individual.

HYPOTHESIS

- There would be a significant relationship

between psychological capital and perceived employability skills.

- There would be a significant difference between technical and Non-technical graduates (recent) in terms of employability skills and psychological capital.
- There would be no significant difference between graduates on employability skills in terms of gender.

Sample

The sample consisted of (N = 200) recent graduates/last year students (Technical and Non-Technical). Data were gathered through purposive sampling technique from both technical and non-technical branches. Out of total participants, 100 participants were from the technical branch and 100 participants from Non-technical branch. Participating students ranged in age group from 20 to 25 years. From both the branches samples were taken from both male and female graduates. Subjects of participants varied in both fields/branches.

Tools

Psychological capital comprises of four components (HERO formula) (Fred Luthans et al., 2007), to measure the psychological capital following are the tools used:

Adult Hope Scale

It is also known as 'The Trait Hope Scale' created by (Snyder, Irving, & Anderson, 1991) was used to measure the level of hope in graduates. It was designed to identify an individual's sense of successful (a) agency (goal-directed energy), and (b) pathways (planning to meet goals). It defines hope as a positive motivational state of an individual and found to be valid and reliable (.74 to .84,

C's alpha). The scale consists of 12 items in which, four items measure agency thinking, four items measure pathways thinking, and four items are fillers. Responses were taken on the basis of eight point scale ranging from 1 (definitely false) to 8 (definitely true).

Brief Resilience Scale

The scale is constructed by (Smith, B.W. et al. (2008). It is designed to measure the ability to bounce back or recover from stress or developed to have a specific focus on bouncing back from stress. The scale consists of 6 items in which, reverse scores items are 2, 4, and 6. Responses were taken on the basis of five point scale ranging from 1 (strongly agree) to 5 (strongly disagree).

General Self-Efficacy Scale (GSE)

The scale is designed by (Schwarzer, R., & Jerusalem, M. (1995) a self-report measure of self-efficacy. Internal reliability was found between .76 and .90 (C's alpha). The scale comprises of 10 items. Responses were taken on the basis of four point scale ranging from 1 (Not at all true) to 4 (Exactly True).

The Life Orientation Test – Revised (LOT-R)

This scale is constructed by (Schemer, M. et al. (1994) measures individual differences in generalized optimism versus pessimism. It has been used in various researches on the affective, behavioral and health consequences of this persona variable (as well as its antecedent, the LOT). The scale contains 10 items. 2, 5, 6, and 8 items are fillers. Involves coding of 'scored' items such that high values shows optimism: * = reverse. Responses were taken on the basis of five point scale ranging from 1(I Disagree a lot) to 5 (I agree a lot).

Employability Scale

Employability scale created by (Rothwell, Jewell, &Hardie, 2009) consists 29 items drafted to assess self-perceptions of employability, university commitment and ambition. In the literature this scale is relatively new (Rothwell, Hardie& Jewell). For the scale Cronbach's alpha (.87) was found. Scale reliabilities for university commitment and self-perceived employability were both good (.90 and .84 and respectively). For ambition (.61) a less acceptable coefficient was found. Responses were taken on the basis of five point scale ranging from 1(Strongly Disagree) to 5 (Strongly Agree).

PROCEDURE

Total five questionnaires (AHS, LOT-R, GSE, BRS and ES) were administered to the participants through both online and face to face interaction, in their natural setting. The participants were advised and it was communicated that participation was voluntary; they were encouraged to answer as honestly as possible, and were assured that their answers would remain confidential. The questionnaires were completed by 200 participants (N = 100 from technical background and N = 100 from Non-Technical background in colleges in Delhi NCR, India. The data were then analysed using SPSS version 23.

To study the relationship between the variables, Pearson product moment correlation was employed/used, and t-test were used to compare variables between genders and educational background groups (Technical and Non-Technical).

RESULTS

Present comparative study was conducted

to understand the psychological capital and employability skills of students from different educational backgrounds. In order to achieve the objectives, data were analyzed using SPSS and following trends were yielded.

T-test

Interestingly, Table 1 shows that there is a significant mean difference of employability between Non-technical and Technical graduates. Results also reveal that

significant mean difference of self-perceived employability between Non-technical and Technical graduates exist.

In Psychological capital, significant mean differences of one out of four components, i.e. General Self-Efficacy between non-technical and technical graduates exist. According to the results, Non-technical graduates found to be high on both employability and Self-Perceived employability. Given table also reveals that non-technical graduates are

Table 1: Independent Samples Test: Background/Non-Technical and Technical

Variable	Technical		Non-Technical		t-ratio
	Mean	S.D	Mean	S.D	
General Self-efficacy (T)	30.86	4.04	32.12	4.46	2.09*
LOT-R(Optimism)	20.84	3.73	20.60	4.86	- 0.39
Brief Resilience Scale (T)	18.84	2.85	18.67	2.91	-0.41
Hope (T)	48.37	7.14	49.81	8.02	1.34
Employability (T)	101.59	15.17	108.15	17.9	2.79**
Self-Perceived Employability	52.16	8.09	55.22	10.22	2.34*
Ambition	26.55	3.73	26.92	4.14	0.66
University Commitment	22.88	5.79	26.01	6.41	3.62**
Agency (H)	23.91	4.52	24.74	4.60	1.28
Pathway (H)	24.46	3.7	25.07	4.12	1.10

*p < 0.05; **p < 0.01

Table 2: Independent Samples Test: Gender/Male and Female

Variable	Male		Female		t-ratio
	Mean	S.D	Mean	S.D	
General Self-efficacy (T)	32.16	4.20	30.82	4.29	-2.22*
LOT-R (Optimism)	21.30	4.63	20.14	3.93	-1.90
Brief Resilience Scale (T)	18.73	3.01	18.78	2.75	0.12
Hope (T)	50.63	8.11	47.55	6.77	-2.91**
Employability (T)	107.37	17.37	102.37	16.1	-2.11*
Self-Perceived	55.18	9.91	52.2	8.49	-2.28*
Ambition	27.22	3.87	26.25	3.96	-1.75
University Commitment	24.97	6.06	23.92	6.51	-1.18
Agency (H)	25.54	4.13	23.99	3.55	-2.39*
Pathway (H)	25.09	4.86	23.56	4.15	-2.84**

*p < 0.05; **p < 0.01

significantly high on General self-efficacy (Psychological capital). Non-technical graduates are found to be significantly high on university commitment in comparison to the technical graduates.

Interestingly, Table 2 shows that there is a significant mean difference of employability between males and females. Results also reveal that significant mean difference of self-perceived employability between male and female participants exist.

In Psychological capital, significant mean differences of two out of four components (General Self-Efficacy and hope) between males and females exist. According to the results, males seem to be high on

both employability and Self-Perceived employability than females. Given table also reveals that male participants are higher on two components of Psychological capital, i.e. (General Self-Efficacy and hope) than female participants.

Tables 3 to 6 show the correlations between different variables for both Non-Technical and Technical groups.

As evident from the Table 3 for Technical group there is a highly significant positive correlation between Employability and General Self-Efficacy; Employability and optimism; Employability and Hope. Given table also represents that, for Non-technical group there is a significant positive correlation

Table 3: Indicating Correlation Values between Independent Variables and Employability

<i>Independent Variables</i>	<i>Technical</i>		<i>Non-Technical</i>	
	<i>Pearson Correlation (r)</i>	<i>Level of Significance (p)</i>	<i>Pearson Correlation (r)</i>	<i>Level of Significance (p)</i>
General Self-Efficacy	0.41**	0.00	0.35**	0.00
Life Orientation Revised (Optimism)	0.38**	0.00	0.28**	0.00
Brief Resilience Total	0.11	0.27	-0.007	0.94
Hope (Total)	0.45**	0.00	0.46**	0.00

*Significant at 0.05 level (2-tailed)

**Significant at 0.01 level (2-tailed)

Table 4: Indicating Correlation Values between Independent Variables and Self-Perceived Employability

<i>Independent Variables</i>	<i>Technical</i>		<i>Non-Technical</i>	
	<i>Pearson Correlation (r)</i>	<i>Level of Significance (p)</i>	<i>Pearson Correlation (r)</i>	<i>Level of Significance (p)</i>
General Self-Efficacy	0.38**	0.00	0.34**	0.00
Life orientation Revised (Optimism)	0.31**	0.00	0.24*	0.01
Brief Resilience Total	0.03	0.77	0.02	0.80
Hope (Total)	0.41**	0.00	0.48**	0.00

*Significant at 0.05 level (2-tailed)

**Significant at 0.01 level (2-tailed)

between Employability and general self-efficacy; Employability and optimism; Employability and hope.

The given Table 4 represents that, for Technical group there is a highly significant positive correlation between Self-Perceived Employability and General Self-Efficacy; Self-Perceived Employability and optimism; Self-Perceived Employability and Hope. Given table also represents that, for Non-technical group there is a highly significant positive correlation between Self-perceived Employability and General Self-Efficacy,

Self-perceived Employability and Hope and significant positive correlation between Self-perceived Employability and optimism.

The given Table 5 represents that, there is a highly significant positive correlation between Ambition and General Self-Efficacy; Ambition and Hope; Ambition and Agency; Ambition and Pathway for both technical and non-technical groups. There is a significant positive correlation between Optimism and Ambition for technical group.

The given Table 6 represents that, there is a

Table 5: Indicating Correlation Values between Independent Variables and Ambition

<i>Independent Variables</i>	<i>Technical</i>		<i>Non-Technical</i>	
	<i>Pearson Correlation (r)</i>	<i>Level of Significance (p)</i>	<i>Pearson Correlation (r)</i>	<i>Level of Significance (p)</i>
General Self-Efficacy	0.40**	0.00	0.23*	0.01
Life orientation Revised (Optimism)	0.25*	0.01	0.09	0.35
Brief Resilience Total	0.14	0.15	-0.002	0.98
Hope (Total)	0.44**	0.00	0.30**	0.00
Agency	0.44**	0.00	0.26**	0.00
Pathway	0.31**	0.00	0.29**	0.00

*Significant at 0.05 level (2-tailed)

**Significant at 0.01 level (2-tailed)

Table 6: Indicating Correlation Values between Independent Variables and University Commitment

<i>Independent Variables</i>	<i>Technical</i>		<i>Non-Technical</i>	
	<i>Pearson Correlation (r)</i>	<i>Level of Significance (p)</i>	<i>Pearson Correlation (r)</i>	<i>Level of Significance (p)</i>
General Self-Efficacy	0.29**	0.00	0.28**	0.00
Life orientation Revised (Optimism)	0.40**	0.00	0.32**	0.00
Brief Resilience Total	0.15	0.12	-0.05	0.57
Hope (Total)	0.33**	0.00	0.32**	0.00
Agency	0.33**	0.00	0.35**	0.00
Pathway	0.23*	0.02	0.23**	0.02

*Significant at 0.05 level (2-tailed)

**Significant at 0.01 level (2-tailed)

highly significant positive correlation between University Commitment and General Self-Efficacy; University Commitment and optimism; University Commitment and Hope; University Commitment and Agency; University Commitment and Pathway for both groups.

DISCUSSION

In this paper, It has been hypothesized that there would be a statistically significant relationship between psychological capital and perceived employability skills. Results have shown that this hypothesis has been partially accepted as three components of Psy Cap out of four (Self-efficacy, optimism & Hope) are significantly related to perceived employability skills at 0.01 level of significance ($r = 0.41$ & 0.35), optimism ($r = 0.38$ & 0.28) hope ($r = 0.45$ & 0.46) for self-perceived employability the values of ($r = 0.38$ & 0.34), optimism ($r = 0.31$ & 0.24) hope ($r = 0.41$ & 0.48). Several reasons can be listed out in favor of these findings; first reason could be seen in terms of positive constructs needed to function well in the workplace. In the workplace, employees high on psychological capital overall performs much better than those who are not (High on work engagement, leadership skills, sustainability, low stress and better work-life balance). Believing in oneself is one of the major predictors of employability, as facing obstacles in a workplace is very common, but how to cope with it effectively is the biggest challenge. Those Individuals who are high in self-efficacy will exercise ample efforts that, if well performed, lead to favorable outcomes. While discussing hope, it originates from the viewpoint that a specific goal can be attained (Snyder et al., 1991). In this paper, to gain employability skills is the ultimate goal. Hope theory proposed by (Snyder et

al., 1991) comprises of two dimensions: agency and pathway. Where Agency is the motivation needed to acquire a specific goal and pathways involve actions to attain a goal. Hence, it is understandable that both agency and pathway play a vital role in predicting employability. As optimism simply means looking at a brighter side of life, individual high on this construct will create determined and universal attributions for events which are positive.

While exploring the type of career an individual choose, there is theory proposed by John Holland 'Theory of Career Choice' (1999) has explored various factors involved in choosing a career. According to this theory, people look for those jobs where there is a more positive environment, and where they are accepted by others. Individuals tend to look for such work environments, which will encourage them to showcase their skills and capabilities and communicate their values and attitudes while taking over different roles in the organization.

Correlation values for ambition and components of Psy Cap ($r = 0.40, 0.23, 0.25, 0.44$ & 0.30) significant at $p < 0.01$. Ambition is one of the components of employability also acts as an alternative for perceptions of success regarding career (Rothwell, Jewell, & Hardie, 2009). This involves thinking about multiple factors and strategies to achieve a particular aim.

Theory of Self-efficacy proposed by Albert Bandura discussed individual's perception of his/her capability to carry out a task within a particular situation. It has become one of the major issues for professionals as individual's self-efficacy can influence his/her performance and productivity in the workplace. As self-efficacy levels can affect one's thoughts,

behaviors, and feelings. Employees low on self-efficacy does not perform their best or up to their actual ability because of their belief that they can't perform beyond a particular level. Employees high on self-efficacy are able to recognize their aptitude to perform any task. It somewhere gives an individual a different picture of his/her capability to perform a certain task.

Employability skills and individual's career path depend on an association of both environmental and personal factors, prevailing within certain social, political, economic and organizational structures. (Rossier J., Ginevra M.C., Bollmann G., Nota L., 2017) Literature has also viewed psychological capital as a mediator, which mediates the linkage between organizational citizenship behavior and the psychological contract. Chao La. & Yang W (2016).

Another research hypothesis states that there would be a significant difference between technical and Non-technical graduates (recent) in terms of employability skills and psychological capital. After analysis It has been found that t-ratio for General self-efficacy ($t = 2.09$) significant at $p < 0.05$, for overall employability ($t = 2.79$) significant at $p < 0.01$, for self-perceived employability ($t = 2.34$) significant at $p < 0.05$, and for University Commitment ($t = 3.62$) significant at $p < 0.01$. The findings of the research stated that graduates' employability skills vary according to the courses/degree/quality of education pursued. Non-technical graduates pursue courses such as (B.Sc., BA, BA-Hons.) etc., having different curriculum and approach towards their subjects of study than that of technical graduates. Technical graduates, on the other hand, especially participants included in the study pursuing courses such as B.Tech/Biotech/B. Pharm/Journalism,

etc. In the current study, participants from Non-technical background has scored more on variables such as overall employability, self-perceived employability & General self-efficacy as compared to participants from a technical background. There could be multiple reasons for such findings as the study conducted ($N = 500$) undergraduate engineers, reputed engineering college, South India. Variables such as grades, performance, logical reasoning, softs skills, and verbal reasoning were taken. It was later found that in Non-Technical education students' performance was a stronger predictor of employability than was grade acquired in technical education. The study has further discussed the need of improvising the employability of students of those engineering colleges. So as what results are showing there is a strong need of forming strategies to improve the employability of students by focusing majorly on the psychological capital of an individual (aspects of a positive approach towards life). Apart from making the youth or the young adult aware about the need of well-being or a positive approach towards life, universities/colleges should take such training/sessions as a major part of their curriculum. Incorporating such a modified way of learning things and a different approach towards education will ultimately prepare the individual for the most suitable person for the market or world of a workplace.

In literature, it has also been discussed that components of personality also contribute to being one of the consistent predictors of individual's approach towards the perception of employability. Agreeableness and conscientiousness are the two components of personality that predict students' engaging behavior (Qureshi, A. et al., 2016).

While discussing higher education as a

crucial stepping stone towards employability of an individual or an association between higher education and the world of work. The main purpose of higher education involves three functions: training, education, and socialization Teichler (1999). The socialization element here meant to shape the attitudes, interpersonal skills and social behavior pertinent to some action in a socio-communicative framework (Teichler, 1999:183). Individual High in psychological capital means being high on some positive aspects of behavior which is also linked to the person having a positive attitude towards his/her ambition as it has been found that Non-technical graduates are found to be not significantly high on ambition in comparison to the technical graduates. Non-technical graduates are found to be significantly high on university commitment in comparison to the technical graduates. Commitment towards university again shows that you are confident and committed to your decisions. An individual high in employability also shows that there is a sense of belongingness, honesty, bond and responsibility towards his/her field and towards the institution as well.

It was also hypothesized that there would be no significant difference between graduates on employability skills in terms of gender. The results have indicated that there is a difference in terms of gender. Males have scored higher on both employability and Self-Perceived employability than females. They have also scored higher on two components Psychological capital, i.e. (General Self-Efficacy and hope) than female participants. There could be several reasons for that, as the way we are shaped by our family and society in terms of our educational journey plays a vital role in developing professional skills in our personality. The literacy rate among

graduates also plays a crucial role in making them aware of the current market needs and trends. At last a great support from every aspect of one's career choice contributes to one's gradueness and ultimately foster the skills needed to be valued in the market.

So as 'human capital' – known as a key factor for sustained performance in an organization (Manuti A., 2014). Psychological capital can also be taken as one of the factors for predicting one's overall sustainability in the workplace. As psychological capital has also been positively correlated with variables such as:- performance and job embeddedness (Sun T, Zhao XW, Yang LB, and Fan LH., 2011).

As it is all the about the positive work environment with a workforce having a positive approach towards work life, so as to increase the productivity and performance of an individual and of the organization he/she is serving as well.

CONCLUSION AND FUTURE IMPLICATIONS

Results and researches have shown that positive psychological capital plays a crucial role in shaping our various skills. It has become a major component of our personality now and plays an effective role in our daily functioning too. In the workplace, employees high on psychological capital overall performs much better than those who are not (High on work engagement, leadership skills, sustainability, low stress and better work-life balance). Through studies, it can be seen that educational level or different areas of academics (degree/courses/subjects) also influence the process of gaining different skills.

It can be concluded that main suggestion for teaching is that it should be somewhere

connected to employability policies and aspects. (Yorke, M. et al., 2003) shared teaching that foster employability is linked with systemic thinking about schedules, programmes, learning and knowledgeable environments.

This paper is all about exploring various domains of employability skills that graduates in technical and non-technical education possessing in the context of positive psychological capital. Besides holding multiple degrees in both technical and Non-technical education, students are not getting employed as per their desires or at the right time. Through various surveys, the lower rate of employability for graduates, rapid lay-offs, burnout in organizations and less job sustainability or unable to work under pressure or losing one's self-control indicates towards a thought that where we are actually lacking? By exploring all the above aspects of employability question arises does becoming high on positive psychological constructs significantly influence our perception towards employability skills or makes us employable? Through pursuing multiple courses/degrees are we gaining actual employability skills? How individual graduates and postgraduates can make an evaluation of their own career potential going forward? Is curriculum actually shaping student's employability skills/ making them employable? All such questions or unexplored dimensions of employability must be addressed in future. For this purpose, many more future investigations are needed.

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