

## Measuring Quality of Education: Rating Students Employability Skills in Nizwa College of Technology

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### Abstract

Educational qualification is a means to gain employment. However all qualified people do not get employed. Employment requires certain “Employability Skills” in addition to educational qualifications. Many higher education institutions are cognizant of this and make efforts to make their graduates employable. Colleges of Technology inculcate ten graduate attributes in their students through various means to prepare them for the job market.

This study aims to evaluate the employability status of the graduating students of Colleges of Technology. Using standardized psychometric instruments, eight employability skills viz.; negotiation, analytical, leadership, numeracy, teamwork, planning, written and oral communication skills were assessed among 134 senior level students in Business Studies Department.

The results were then cross referenced and co-related with the scores achieved by the students in associated courses taught in the Colleges of Technology. It was observed that students of colleges of technology possess 66.3% of the eight core employability skills studied. Over 57.1% of selected courses covered the core employability skills. The education in colleges of technology equip the graduates with suitable employability skills.

**Key Words:** Employability, Leadership, NCT, Graduates

### **Introduction:**

Employability is the ultimate goal of any young person. Everyone aspires to land an executive job with fancy perks and privileges. Most people weigh their chances of getting a dream job with their qualifications and alma maters. Renowned educational institutions and in demand qualifications are sought after by the young students, who believe that they will be able to get a job of their choice. However, the reality of the job search and the market forces gives many youngsters a rude shock (Hind, 2011).

A degree alone is not enough to get to open doors of employment. A strong degree will unlock certain doors, or make one eligible to apply for a job (Schneider, 2009). But then there will be many applicants for the position who are equally qualified. So what gives one an edge over the competitors? It is a right mix of skills, abilities and personal qualities that are needed to land you with the job or make you employable (Brown, 2004).

There is much more to getting employed than ones qualifications, pedigree or connections. As an employer, one looks for certain skills that make a person suitable to work in an organization. Most of these 'employability skills' are often not taught in the classroom. They are mostly acquired, inherited or developed over time. A World Bank study (Blom, 2011) has identified three main skills required for a job; Professional Skills, Communication Skills and Core Employability Skills.

### **Statement of the Problem:**

Graduating students often have very high expectations of prized jobs on completion of their studies. However, they often face disappointment when they are unable to get selected for suitable jobs that they apply for. In-spite of their academic qualifications they are not selected. What are the skills that they lack when applying for jobs?

**Research Questions:**

- What is the level of common employability skills in students of technical colleges in Oman?
- What is the relationship between the courses taught and the level of employability skills in students of technical colleges in Oman?
- What is the relationship between socio demographic characteristics and the level of employability skills in students of technical colleges in Oman?

**Conceptual Framework:**

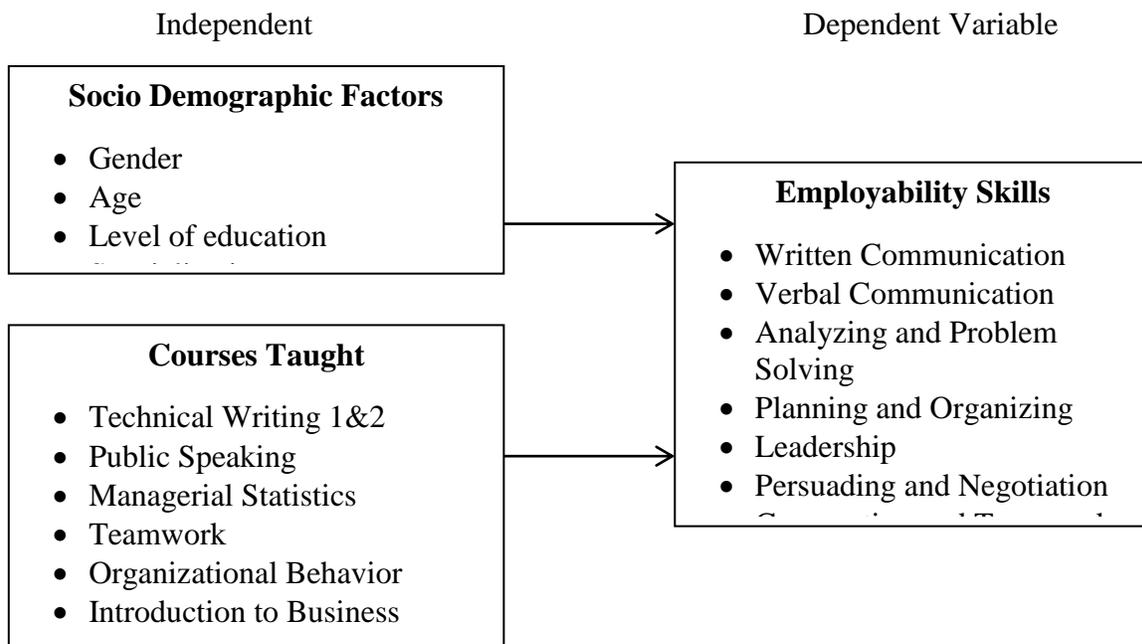


Figure 1. Figure showing the Conceptual Framework

**Operational Definitions:**

**Employability Skills:** These skills are those qualities that a candidate must possess to be able to function effectively in an organization. There many skills that are required in an organization, however, in this study, the following eight core employability skills will be studied.

**Written Communication Skills:** It means thinking through in advance what you want to say, report Writing Skills, gathering, analysing and arranging data in a logical sequence, developing your argument in a logical way. Briefly summarising the content, adopting your writing style for different audiences and avoiding jargon

**Verbal Communication Skills:** It means accurately hearing what people are saying, able to clarify and summarise what they are communicating. Being sensitive to their values and feelings. Not interrupting. Helping others to define their problems. Telephone skills (thinking through in advance what you want to say. Keeping business calls to the point.) Making a speech in front of an audience (thinking up an interesting way to put across your message, structuring your presentation, using audio-visual aids effectively, successfully building a rapport with your audience.) Making effective use of body language, dress, conduct, speech.

**Analyzing and Problem Solving Skills:** It means clarifying the nature of a problem before deciding what action to take, collecting, collating, classifying and summarising data. Being able to use results effectively using text/graphs/tables/pictures. Finding where the required information is available. Gathering information systematically. Formulating questions. Being able to condense information/produce summary notes.

**Planning and Organizing Skills:** It means managing your time effectively/using action planning skills. Prioritising tasks effectively. Setting objectives which are achievable and measurable. Identifying the steps needed to achieve goals. Using lists. Being able to work effectively under pressure/managing stress. Completing work to a deadline.

**Leadership Skills:** It is related to setting objectives and organising and motivating others. Taking the initiative. Persevering when things are not working out. Taking a positive attitude to frustration/failure. Accepting responsibility for mistakes/wrong decisions. Being flexible - prepared to adapt goals in the light of changing situations.

**Persuading and Negotiation Skills:** It means developing a line of reasoned argument. Emphasising the positive aspects of your argument. Understanding the needs of the person you are dealing with. Using tact and diplomacy. Handling objections to your arguments. Making concessions to reach agreement. Challenging the points of view expressed by others.

**Cooperating and Teamwork Skills:** It means contributing your own ideas effectively in a group. Taking a share of the responsibility in a group. Being assertive - rather than passive or aggressive. Accepting and learning from constructive criticism and giving positive, constructive feedback to others. Concentrating on behaviour that can be improved. Identifying your strengths and weaknesses.

**Numeracy Skills:** It means being able to use simple statistics, calculate percentages, multiply and divide accurately. Read and interpret graphs and tables. It may be Manual or use a calculator. Managing a limited budget.

The above mentioned eight employability skills will be measured using a standardized instrument, each having four questions in randomized order. Each question to be answered on a rating scale of 1 to 4, where 1 is most unlikely and 4 as most likely. The ES would then be classified by the sum of the four component questions scores. This would give the overall score out of maximum of 16 points. The ES would then be classified as low or high based upon the mean score of the group in that skill.

**Level of education means:** the level of the respondent in College of Technology and is classified as Advanced Diploma (3 years of education in Post Foundation) and BTech (4 years of education in Post Foundation)

**Specialization means:** the specializations offered in College of Technology in Business Studies Department and is classified as Accounting, Human Resource Management and Marketing.

Courses taught in Colleges of Technology according to the Degree Audit, covering the graduate attributes (NCT, 2014):

**Technical Writing 1 and 2:** These courses address the writing skills of the students. As a core course for all college students, it is taught by the English Language Centre.

**Public Speaking:** It helps the students develop their speaking skills. Apart from the theory, students are given practical skills and encouraged to participate in public speaking competitions.

**Managerial Statistics:** It provides students with basic statistical concepts. The course helps them analyse data and convert data into useful information.

**Applied Mathematics:** It is a basic course which helps the students fine tune their mathematical skills. Mathematical concepts are revised, taught and practiced.

**Teamwork:** It is a common course taught to business students. It helps them understand the dynamics of team work, cooperation, benefits of working in teams.

**Organizational Behavior:** It is a standard course introducing concepts of organizational culture and interaction between members of an organization.

**Introduction to Business:** It is a basic course for all business students. It provides them with concepts of business, business planning, etc.

**Introduction to Management:** It is a basic course for all business students. It helps them understand the concepts of management styles, and working of organizations.

### **Literature Review:**

Employability is defined as the capability of getting and retaining satisfactory work. In other words, it is the ability of a person to get a job according to her qualifications and then be able to continue it. To be able to achieve this, one has to have a set of special skills, which some people refer to as ‘employability skills’

Various authors have defined these employability skills as; “A set of achievements, understandings and personal attributes that make individuals more likely to gain employment and to be successful in their chosen occupations” (Knight, 2013). Whereas CBI define these skills as “A set of attributes, skills and knowledge that all labour market participants should possess to ensure they have the capability of being effective in the workplace – to the benefit of themselves, their employer and the wider economy” (2013).

These skills can also be considered as transferrable skills as these skills can be used across the board in various spheres of life and occupations. Some may also equate them as personal skills as they are specific to a person. Career planners refer to these skills as career management skills that help one plan, develop and manage ones career.

### **Graduate Attributes of the Colleges of Technology**

The graduates of the College of Technology are expected to have the following attributes according to the NCT 3<sup>rd</sup> Strategic Plan, 2013 (NCT, 2014):

1. Are well disciplined and committed to hard work and a high standard of productivity
2. Are able to apply the knowledge and skills to a diverse and competitive work environment
3. Are able to think critically, analyze and solve problems
4. Have a high degree of competence in using information and communication technology
5. Are professionally competent and up to date in their field of specialization in a changing global environment

6. Can gather and process knowledge from a variety of sources and communicate effectively in written and spoken English
7. Can effectively demonstrate and apply good interpersonal skills in team work and leadership roles
8. Are committed to self-development through lifelong learning
9. Are socially responsible citizens aware of contemporary issues in contributing to national development
10. Are able to demonstrate and apply their entrepreneurial skills

### **The Employability Skills Employers Seek:**

A collation of the skills surveyed in various organizations like Microsoft, BBC, Prospects etc., are listed as follows (Hillage, 1998):

1. Verbal communication: able to express ideas clearly and confidently in speech
2. Teamwork: work confidently within a group
3. Commercial awareness: understand the commercial realities affecting the organization
4. Analysing and investigating: gather information systematically to establish facts and principles. Problem solving
5. Initiative and self-motivation: able to act on initiative, identify opportunities and proactive in putting forward ideas and solutions
6. Drive: determination to get things done. Make things happen and constantly looking for better ways of doing things
7. Written communication: able to express yourself clearly in writing
8. Planning and organizing: able to plan activities and carry them through effectively
9. Flexibility: adapt successfully to changing situations and environments
10. Time management: manage time effectively, prioritising tasks and able to work to deadlines
11. Global skills: able to speak and understand other languages. Appreciation of other cultures
12. Negotiating and persuading: able to influence and convince others, to discuss and reach agreement

13. Leadership: able to motivate and direct others
14. Numeracy: multiply and divide accurately, calculate percentages, use statistics and a calculator, interpret graphs and tables
15. Computing skills: word-processing, using databases, spreadsheets, the Internet and email, designing web pages etc.
16. Self-awareness: awareness of achievements, abilities, values and weaknesses and what you want out of life
17. Personal impact/confidence: presents a strong, professional, positive image to others which inspires confidence and commands respect
18. Lifelong learning: continues to learn throughout life. Develops the competencies needed for current and future roles
19. Stress tolerance: maintains effective performance under pressure
20. Integrity: adheres to standards and procedures, maintains confidentiality and questions inappropriate behavior
21. Independence: accepts responsibility for views and actions and able to work under their own direction and initiative
22. Developing professionalism: pays care and attention to quality in all their work. Supports and empowers others
23. Action planning: able to decide what steps are needed to achieve particular goals and then implement these
24. Decision making: determines the best course of action. Evaluates options based on logic and fact and presents solutions
25. Interpersonal sensitivity: recognises and respects different perspectives. Open to the ideas and views of others
26. Creativity: generates and applying new ideas & solutions

### **Instilling graduate attributes in NCT (NCT, 2014)**

#### **Course Content:**

- Subjects directly teaching Employability Skills; Formal Logic, Technical Writing, Public Speaking, Teamwork, Entrepreneurship, Managerial Statistics etc.
- Subjects indirectly adding to Employability Skills; Organizational Behaviour, Introduction to Business, Introduction to Management, etc.

#### **Teaching Methodology:**

- Group work, discussion, student presentation, simulation, case studies, industrial visits, guest lectures, senior projects etc.

#### **Skills Laboratory:**

- Special workshops on soft skills, skills enhancement trainings, local and regional competitions etc.

#### **Graduate Attribute Mapping:**

- Mapping of all programs with graduate skills
- Monitoring and Evaluation
- Continuous assessment, student exit interview, feedback from On Job Training assessors and external supervisors

#### **Material and Methods:**

A cross sectional survey was carried out among the senior level students in Business Studies Department during AY 2014 – 2015 using a self-assessment skills inventory.

The self-assessment skills inventory was distributed among 134 senior level students. They were also asked for the grades secured in the following subjects; Technical Writing, Technical Communication,

Public Speaking, Managerial Statistics, Teamwork, Organizational Behaviour, Introduction to Business and Introduction to Management.

The filled test sheets were then collected and data entered in a database. The data set was analysed using software.

**Results:**

The self-assessment inventory was distributed to all students in the Bacculaureate and Advanced Diploma levels in three specializations viz., Human Resource Management, Accounts and Marketing. The responses show that there were a large number (84.1%) females who responded. The mean age of the respondents was 22.6 years with a standard deviation of 1.26 years. The age ranged from 21 to 26. Over half (53.1%) were 21 to 22 years old, while only 3.4% were 25 years or older.

Almost two thirds (65.7%) of the respondents were in Bacculaureate and a little more than one third (39.1%) were from Advanced Diploma level. A little more than half (50.7%) were Accounting students, while more than one third belonged to Human Resource Management specialization.

Table 1. Table showing socio demographic characteristics of the respondents

Sr.	Item	Frequency	Percentage
1	Gender		
	Female	106	84.1
	Male	20	15.9
2	Age		
	21 – 22	64	53.3
	23 – 24	52	43.4
	25 – above	4	3.4
	Mean 22.6 Std. Dev. 1.260		
3	Level of education		
	Advanced Diploma	50	39.7
	B Tech	82	65.1
4	Specialization		
	Accounting	68	50.7
	Human Resource Management	48	35.8
	Marketing	18	13.4

The various Employability Skills were computed based upon the responses to the various questions. Out of a score of a maximum of 16 points the average scores elicited are given in the table. The maximum average score was 11.21 (70.1%) in Leadership skills. The least average score was 9.64 (60.3%) in Verbal Communication Skills. The skills were then rated as high if the average of the respondent was above the mean and low if the average was below the mean of the entire group. Based upon the rating, the least number of High rating was 38.8% in the Numeracy skills. The largest number of High rating was in Written communication skills.

Table 2. Table showing rating of eight employability skills in the respondents

Sr.	Item	Mean	Low	High
1	Written communication skills	10.92 (68.3)	56 (43.1)	74 (56.9)
2	Verbal communication skills	9.64 (60.3)	66 (49.3)	68 (50.7)
3	Analyzing and problem solving skills	10.27 (64.2)	68 (50.7)	66 (49.3)
4	Planning and organizing skills	10.21 (63.8)	78 (58.2)	56 (41.8)
5	Leadership skills	11.21 (70.1)	74 (55.2)	60 (44.8)
6	Persuading and negotiation skills	10.99 (68.7)	70 (52.2)	64 (47.8)
7	Cooperating and teamwork skills	10.57 (66.1)	70 (52.2)	64 (47.8)
8	Numeracy skills	9.87 (61.7)	82 (61.2)	52 (38.8)

The average GPA scores obtained by the respondents in various courses is listed in table. The highest Mean GPA was 3.76 in the subject of Teamwork. The lowest Mean GPA was 3.22 in Technical writing 1 course. Based upon the criteria for classifying the GPA as high and low relative to the Mean, 70.0% of respondents had a low GPA rating in Organizational Behaviour course. Whereas the highest High GPA was for 61.4% in the Technical Writing 1 course.

Table 3. Table showing the GPA scores of respondents in chosen subjects

Sr.	Course	Mean GPA	Low GPA	High GPA
1	Technical Writing 1	3.22	34 (38.6)	54 (61.4)
2	Technical Writing 2	3.34	60 (69.8)	26 (30.2)
3	Public Speaking	3.55	20 (40.0)	30 (60.0)
4	Managerial statistics	3.52	30 (40.5)	44 (59.5)
5	Teamwork	3.76	16 (66.7)	6 (33.3)
6	Organizational behavior	3.42	14 (70.0)	6 (30.0)
7	Introduction to business	3.49	42 (48.8)	44 (51.2)
8	Introduction to management	3.34	38 (59.4)	26 (40.6)
9	Formal logic	3.48	42 (48.8)	44 (51.2)

The table shows the association between the different Employability Skills and the corresponding course. From the data available it was found that a statistically significant association exists between written communication skills and Technical Writing 1, with a p-value of 0.013. Similarly a statistically very strong significant association was identified between written communication skills and Technical writing 2 with a p-value of < 0.001.

A statistically significant association was found to exist between Analysing and problem solving skills and Formal Logic course with a p-value of 0.012. Similarly a statistically strongly significant association was seen between Numeracy skills and Managerial statistics subject with a p-value of 0.006.

There was no statistically significant association identified between verbal communication skills and public speaking. Similarly no association was found between planning and organizing skills and the corresponding subjects of Introduction to business and Introduction to management. Similarly no statistically significant association could be established between Leadership skills and the subject of Organizational behavior and Introduction to management. No association was found between Persuading and negotiation skills and the corresponding subject of Introduction to management. Similarly no statistically significant association was established between Cooperating and teamwork skills and the subject of Teamwork.

Table 4. Table showing association between courses and employability skills

Skill	Corresponding course	Chi square	p-value
Written communication skills	Technical Writing 1	6.218	0.013
	Technical Writing 2	17.431	0.000
Verbal communication skills	Public Speaking	0.487	0.485
Analyzing and problem solving skills	Formal logic	6.317	0.012
Planning and organizing skills	Introduction to business	0.059	0.808
	Introduction to management	0.103	0.748
Leadership skills	Organizational behavior	1.235	0.266
	Introduction to management	0.103	0.748
Persuading and negotiation skills	Introduction to management	1.245	0.265
Cooperating and teamwork skills	Teamwork	0.375	0.540
Numeracy skills	Managerial statistics	7.551	0.006

Table shows the association between Employability Skills and the gender of the respondents. A statistically strongly significant association was identified between the gender of the respondents and their written communication skills with a p-value of 0.002. Also a statistically significant association was seen between gender and their analyzing and problem solving skills with a p-value of 0.030. A very close p-value of 0.053 was seen while calculating the association between gender and the persuading and negotiation skills of the respondents. No statistically significant association could be established between gender and verbal communication skills, or planning and organizing skills, or leadership skills, or co-operating and teamwork skills and numeracy skills.

Table 5. Table showing association between gender and employability skills

Sr.	Item	Chi square	p-value
1	Written communication skills	12.372	0.002
2	Verbal communication skills	4.114	0.128
3	Analyzing and problem solving skills	7.021	0.030
4	Planning and organizing skills	1.485	0.476
5	Leadership skills	1.497	0.473
6	Persuading and negotiation skills	5.887	0.053
7	Cooperating and teamwork skills	2.574	0.276
8	Numeracy skills	5.411	0.067

Table shows the association between level of education and the employability skills of the respondents. From the available data a statistically very strong association was seen between the level of education and persuading and negotiation skills with a p-value of  $< 0.001$ . Similarly a statistically significant association was found to exist between level of education and numeracy skills with a p-value of 0.036. No significant association could be established between level of education and written communication skills, Verbal communication skills, Analyzing and problem solving skills, Planning and organizing skills, Leadership skills, and Cooperating and teamwork skills.

Table 6. Table showing association between level of education and employability skills

Sr.	Item	Chi square	p-value
1	Written communication skills	2.794	0.247
2	Verbal communication skills	3.130	0.209
3	Analyzing and problem solving skills	2.490	0.288
4	Planning and organizing skills	4.492	0.106
5	Leadership skills	3.041	0.219
6	Persuading and negotiation skills	19.695	0.000
7	Cooperating and teamwork skills	2.505	0.286
8	Numeracy skills	6.674	0.036

Table shows the association between employability skills and the specialization of the respondents. The data shows a statistically significant association between specialization of the respondents and their verbal communication skills with a p-value of 0.019. A very strong statistically significant association was identified to exist between specialization of the respondents and their Persuading and negotiation skills, with a p-value of  $< 0.001$ .

However no statistically significant association could be established between specialization of the respondents and their Written communication skills, Analyzing and problem solving skills, Planning and organizing skills, Leadership skills, Cooperating and teamwork skills and Numeracy skills.

Table 7. Table showing association between specialization and employability skills

Sr.	Item	Chi square	p-value
1	Written communication skills	4.483	0.106
2	Verbal communication skills	7.978	0.019
3	Analyzing and problem solving skills	0.428	0.807
4	Planning and organizing skills	0.567	0.753
5	Leadership skills	4.528	0.104
6	Persuading and negotiation skills	15.881	0.000
7	Cooperating and teamwork skills	2.305	0.316
8	Numeracy skills	1.007	0.604

Table shows the association between the age of the respondents and their employability skills. From the data available a strong statistically significant association was identified between age of the respondent and their persuading and negotiation skills with a p-value of 0.003. However, no statistically significant association was found to exist between age of the respondents and their written communication skills, Verbal communication skills, Analyzing and problem solving skills, planning and organizing skills, Leadership skills, Cooperating and teamwork skills, and Numeracy skills.

Table 8. Table showing association between age and employability skills

Sr.	Item	Chi square	p-value
1	Written communication skills	0.487	0.784
2	Verbal communication skills	0.192	0.908
3	Analyzing and problem solving skills	2.528	0.282
4	Planning and organizing skills	1.675	0.433
5	Leadership skills	1.001	0.606
6	Persuading and negotiation skills	11.669	0.003
7	Cooperating and teamwork skills	1.437	0.487
8	Numeracy skills	0.319	0.853

Table shows the overall association between the employability skills and the independent variables. A statistically strong association was found to exist between Written communication skills and Gender (p-value 0.002), but not with age, level of education and specialization of the respondents. A statistically significant association was found to exist between Verbal communication skills and specialization (p-value 0.019), but not with gender, age, and level of education of the respondents.

A statistically significant association was found to exist between analysing and problem solving skills and gender (p-value 0.030), but not with age, level of education and specialization of the respondents. No statistically significant association could be established between planning and organizing skills and gender, age, level of education and specialization of the respondents.

No statistically significant association could be established between leadership skills and gender, age, level of education and specialization of the respondents. A statistically significant association was found to exist between persuading and negotiation skills and age (p-value 0.003), with level of education (p-value <0.001), and specialization of the respondents (p-value <0.001) but not with gender.

No statistically significant association could be established between cooperating and teamwork skills and gender, age, level of education and specialization of the respondents. A statistically significant association was found to exist between numeracy skills and level of education (p-value 0.036), but not with gender, age, and specialization of the respondents.

Table 9. Table showing p-value between employability skills and independent variables

<b>Sr.</b>	<b>Item</b>	<b>Gender</b>	<b>Age</b>	<b>Level</b>	<b>Splzn</b>
1	Written communication skills	0.002	0.784	0.247	0.106
2	Verbal communication skills	0.128	0.908	0.209	0.019
3	Analyzing and problem solving skills	0.030	0.282	0.288	0.807
4	Planning and organizing skills	0.476	0.433	0.106	0.753
5	Leadership skills	0.473	0.606	0.219	0.104
6	Persuading and negotiation skills	0.053	0.003	0.000	0.000
7	Cooperating and teamwork skills	0.276	0.487	0.286	0.316
8	Numeracy skills	0.067	0.853	0.036	0.604

**Discussion:**

**Written communication Skills:** These skills are taught specifically by two subjects, viz; Technical Writing 1 and Technical Writing 2. A strong association was established between these skills and subject taught. This implies that the subjects do achieve the desired objective of enhancing the written communication skills of the students.

The association between gender and written communication was also significant. This means that communication is related to the gender of the student. Most female students were better in written communication than their male counterparts.

**Verbal communication Skills:** Verbal communication is a skill taught specifically in the public speaking course. However, the data collected did not show any association between the skill and the subject. This can be attributed to less practice in speaking. Moreover, students tend to communicate in their native language and are shy and reluctant to speak in English language.

There was a positive association between verbal communication skills and specialization of the respondents. This could be attributed to the Marketing specialization where the graduates are expected to communicate verbally and sell their products.

**Analyzing and problem solving Skills:** This skill is taught in many courses but Formal Logic is the basis of analysis and problem solving. The results show that there is a strong association between the skill and subject taught.

Furthermore it was also reflected that gender has a role to play in analysis and problem solving. This result is in sync with the popular notion that males have a problem solving approach while women are more analytical.

**Planning and Organizing Skills:** This skills set is covered by many subjects taught. However mainly Introduction to business and Introduction to management were co-related with this skills set. The results do not show much influence of these subjects on the development of these skills in the students. Furthermore the results also do not show any bearing of age, gender, level of education or choice of specialization on the acquisition of this skills set.

**Leadership Skills:** These skills are taught mainly in Organizational Behaviour and Introduction to Business courses. The results do not show much influence of these subjects on these skills of the students. Nor do the results convey any impact of other factors studied on the development of the leadership skills of the students.

**Persuading and Negotiation Skills:** These skills are taught in the subject of Introduction to management. The results do not show an association between the subject and the skills. However, the age, level of education and specialization chosen have a strong influence on these skills.

**Cooperating and Teamwork Skills:** These skills are taught exclusively in the subject of Teamwork, while other subjects indirectly promote these through group work and assignments. The results do not show an association between the skills and the course. Nor does there seem to be any relationship between these skills set and the gender, age, level and specialization of the students.

**Numeracy skills:** These skills are more relevant to the subject of Managerial statistics and the results strongly suggest a strong influence of the subject on the skills set. Moreover the level of education also shows that the longer a student stays in the college, the more his numeracy skills develop.

### Conclusion:

From the results of the study we can conclude that almost two thirds (66.3%) of the common employability skills are present in students of technical colleges in Oman. This is sizeable number of these skills that make the graduates fit for employment.

It was also evident that there is a close relationship between the courses taught and the level of employability skills in students of technical colleges in Oman. Almost all the courses have a close bearing on the employability skills development in the graduates of the colleges.

It was also found from the results that there is a reasonable relationship between socio demographic characteristics and the level of employability skills in students of technical colleges in Oman.

From the above study we can conclude that the teaching in the colleges of technology in Oman, equips the graduates with suitable employability skills for the employment market.

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