

# Adaptability Quotient As A Strategic Tool To Enhance Employability In The Education Sector In Mumbai

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**Abstract:** This study explores the concept of Adaptability Quotient (AQ) as a strategic tool in Human Resource Management (HRM) to enhance the employability of undergraduate faculty in Mumbai. In the rapidly changing educational environment, AQ is gaining prominence as a key factor in determining the effectiveness and growth of individuals within organizations. The research examines how AQ can be leveraged by HR professionals to develop strategies that improve the adaptability of faculty members, thereby increasing their employability and performance in higher education institutions. Through a mixed-methods approach, the study assesses the current level of AQ among undergraduate faculty and the impact of AQ on teaching methodologies, professional development, and the ability to cope with challenges in the educational sector. Furthermore, the paper highlights how HRM practices, when aligned with AQ development, can lead to enhanced job satisfaction, career progression, and overall institutional growth. By integrating AQ into faculty training programs, performance evaluations, and recruitment strategies, this research proposes a framework for HR managers to foster a culture of continuous learning and adaptability. The study provides actionable insights for educational institutions in Mumbai to optimize faculty potential and ensure a workforce that is both resilient and highly employable in an increasingly competitive academic landscape.

**Keywords:** Adaptability Quotient, Human Resource Management, Employability, Undergraduate Faculty

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## INTRODUCTION:

Adaptability Quotient (AQ) refers to an individual's ability to adjust effectively to change, learn new skills, and thrive in evolving environments. Unlike IQ (Intelligence Quotient) or EQ (Emotional Quotient), AQ specifically measures how well a person can adapt to new situations, challenges, and disruptions—traits increasingly vital in today's fast-paced, technology-driven world. High AQ individuals are typically flexible, open to learning, resilient in the face of setbacks, and proactive in responding to uncertainties. In the context of education and employment, a strong AQ enables professionals to stay relevant, innovate, and contribute meaningfully despite changing demands and circumstances.

### Adaptability Quotient strategic HRM tool in enhancing employability

Adaptability Quotient (AQ) has emerged as a crucial metric in the modern workplace, measuring an individual's ability to adapt to change, handle uncertainty, and acquire new skills quickly. In the context of higher education, particularly among undergraduate faculty, AQ plays a pivotal role in determining their ability to remain effective and relevant amidst shifting educational paradigms, digital transformation, and evolving student expectations. As teaching methodologies move toward blended learning, outcome-based education, and increased reliance on technology, faculty members with a high AQ are better positioned to innovate, engage learners, and meet institutional goals. Incorporating AQ as a strategic Human Resource Management (HRM) tool allows educational institutions to assess and enhance the adaptability of their faculty through structured interventions. HRM can integrate AQ development into professional training programs, performance appraisals, recruitment criteria, and succession planning. By fostering a culture of adaptability, institutions can empower faculty to embrace change, experiment with new pedagogies, and continuously upgrade their skills. This strategic approach not only supports

institutional growth but also aligns faculty capabilities with the dynamic needs of the academic environment. By focusing on AQ, HR professionals can significantly improve the employability of undergraduate faculty. Employability today is not just about subject expertise but also about the ability to respond effectively to change, collaborate across disciplines, and contribute to institutional innovation. Enhancing AQ prepares faculty to meet these expectations, making them more competitive in the academic job market and more valuable to their current institutions. Ultimately, leveraging AQ as a core component of HRM strategy supports both individual career advancement and long-term institutional sustainability in a competitive educational landscape.

## **LITERATURE REVIEW:**

1. **Al-Waqfi, M. A., Tlaiss, H., & Ghoudi, K. (2023)**, In the research titled “Career Adaptability as a Predictor of Job Search Intentions and Career Readiness of Young Adults in the United Arab Emirates” This study found that career adaptability significantly predicts career decidedness and perceived employability among young adults. Specifically, the adaptability resources of career concern and career control were the strongest predictors of career decidedness, while concern and curiosity were most influential for perceived employability. The findings suggest that enhancing career adaptability can improve job readiness and employability.
2. **Othman, R., Alias, N. E., Nazir, S. S. A. M., Koe, W.-L., & Rahim, A. (2022)**, In the research titled “The Influence of Employability Skills toward Career Adaptability” This research examined the relationship between employability skills and career adaptability. The study concluded that employability skills positively influence career adaptability, indicating that developing such skills can enhance an individual's ability to adapt to career-related changes and challenges.
3. **Chouhan, V. S. (2023)**, In the research titled “Impact of Career Adaptability on Employee Performance: The Moderating Role of HR Practices” The study revealed that career adaptability positively affects employee performance, with organizational commitment serving as a mediator. Moreover, opportunity-enhancing HR practices were found to strengthen the relationship between career adaptability and organizational commitment, suggesting that strategic HR interventions can amplify the benefits of adaptability on performance.
4. **AlAbri, I., Siron, R. B., Alzamel, S., Al-Enezi, H., & Cheok, M. Y. (2022)**, In the research titled “Assessing the Employees’ Efficiency and Adaptive Performance for Sustainable Human Resource Management Practices and Transactional Leadership: HR-Centric Policies for Post COVID-19 Era” This study found that sustainable HRM practices, such as training and job enrichment, significantly enhance employees' adaptive performance. Additionally, transactional leadership was identified as a moderator that can further influence this relationship, emphasizing the importance of leadership style in fostering adaptability.
5. **Chourasia, A., & Bahuguna, P. C. (2023)**, In the research titled “HR Managers’ Competencies in Implementing Strategic HRM: A Causal Attribution Theory Perspective” The research highlighted that HR managers' competencies, particularly as strategic positioners and innovators, are crucial for effective implementation of strategic HRM. These competencies enable HR professionals to drive adaptability within organizations, thereby enhancing overall employability.
6. **Prabhakar, P. V. V., Anand, G., Shrivastava, A., Kumar, P. C. P., Balaji, M., & Kanakamma, T. (2023)**, In the research titled “A Perspective on Adaptive Structurization for HRM Capabilities to Increase Effectiveness of HRM through Integration of Digitalised HRM Practices” This study emphasized the role of adaptive structurization in HRM,

suggesting that integrating digital HRM practices can enhance organizational adaptability. The research concluded that such integration leads to improved HR service delivery and supports a culture of continuous learning and adaptability.

7. **Lee, S.-H. (2021)**, In the research titled “An Attention-Based View of Strategic Human Resource Management” The paper proposed an attention-based framework for strategic HRM, arguing that HR executives should focus on environmental changes to formulate adaptive strategies. By doing so, HR can lead organizational adaptability efforts, thereby enhancing employee employability in dynamic markets.

### Research Gap

Although the existing literature emphasizes the significance of career adaptability and HRM practices in enhancing employability, there remains a gap in understanding the specific mechanisms through which adaptability influences the employability of different groups, such as undergraduate faculty. While studies have explored career adaptability within various industries and job roles, the application of adaptability as a strategic HRM tool in educational settings, particularly for enhancing the employability of academic staff, is underexplored. Further research is needed to examine how specific HR practices can foster adaptability in educational institutions, and how these practices can be tailored to address the unique challenges faced by undergraduate faculty in dynamic educational environments. This would provide a more targeted approach to improving employability through adaptability in higher education.

### Research methodology

The research employed a quantitative methodology using a structured questionnaire to collect primary data from 125 faculty members across various qualification levels. The study focused on examining the relationship between adaptability skills, skill development initiatives, and employability. Stratified sampling was used to ensure representation across qualifications such as Post-Graduate, Doctorate, and Professional Degree holders. Statistical tools including ANOVA and Pearson Correlation were applied to analyze the data and test the hypotheses. The results were interpreted using SPSS software, ensuring reliability and validity in identifying significant differences and relationships among the key variables.

## DATA ANALYSIS

### Demographic Factor

Sr No.	Particular	Category	Frequency	Percent
1	Gender	Male	53	42.4
		Female	72	57.6
2	Age of respondent	Up to 25 Years	16	12.8
		26 to 35 Years	47	37.6
		36 to 45 Years	46	36.8
		Above 45 Years	16	12.8
3	Qualification	Post- Graduate	88	70.4
		Doctorate	26	20.8
		Professional Degree	11	8.8

The frequency data shows that out of the total respondents, 53 are male and 72 are female, indicating a higher female participation (57.6%). In terms of age, the majority fall within the 26 to 35 years (47 respondents) and 36 to 45 years (46 respondents) categories, making up a combined 74.4% of the sample, while younger (up to 25 years) and older (above 45 years) age

groups each account for 16 respondents or 12.8%. Regarding qualifications, 88 respondents are postgraduates, forming the largest group (70.4%), followed by 26 doctorate holders (20.8%) and 11 individuals with professional degrees (8.8%). These frequencies highlight a sample that is predominantly female, middle-aged, and highly educated.

### Objective and Hypothesis

**Objective 1 To Study the adaptability skill according to qualification of faculty.**

**Null Hypothesis  $H_{01}$ :** There is no significant difference in adaptability skill according to qualification of faculty.

**Alternate Hypothesis  $H_{11}$ :** There is a significant difference in adaptability skill according to qualification of faculty.

To test the above Null Hypothesis ANOVA test is obtained and f-test applied. Results are shown in the table below:

Sr No.	Variable Name	P-value	Rejected/Accepted
1	Adaptability Quotient	0.040	Rejected
2	Skill Development Initiatives	0.000	Rejected
3	Employability	0.017	Rejected

**Interpretation:** The above results indicate that calculated p-value is less than 0.05. Therefore f-test is rejected. Hence Null hypothesis is rejected and Alternate hypothesis is accepted.

**Conclusion:** There is a significant difference in adaptability skill according to qualification of faculty.

**Finding:** To understand the findings of Hypothesis, mean score of adaptability skill according to qualification of faculty is obtained and shown below.

Report			
Mean			
4. Qualification	Adaptability Quotient	Skill Development Initiatives	Employability
Post- Graduate	69.41	61.23	72.36
Doctorate	73.69	66.92	78.00
Professional Degree	84.73	90.55	83.64
Total	71.65	64.99	74.53

The mean scores across qualification levels show notable differences in Adaptability Quotient, Skill Development Initiatives, and Employability. Respondents with a Professional Degree reported the highest means in all three areas—Adaptability Quotient (84.73), Skill Development Initiatives (90.55), and Employability (83.64)—indicating that they perceive themselves as more adaptable, better trained, and more employable compared to others. Doctorate holders follow, with relatively high scores (73.69 for Adaptability, 66.92 for Skill Development, and 78.00 for Employability). Postgraduates scored the lowest among the three groups in all categories, with mean scores of 69.41, 61.23, and 72.36 respectively. Overall, the total mean scores indicate that higher qualifications, particularly professional degrees, are associated with greater adaptability, better engagement in skill development initiatives, and higher perceived employability.

**Objective 2 To Study the relationship between adoptability skill and Employability.**

**Null Hypothesis  $H_{02}$ :** There is no relationship between in adoptability skill and Employability.

**Alternate Hypothesis  $H_{12}$ :** There is a relationship between in adoptability skill and Employability.

To test the above Null Hypothesis Correlation test is obtained and applied. Results are shown in the table below:

Correlations				
		Employability	Adaptability Quotient	Skill Development Initiatives
Employability	Pearson Correlation	1	.448**	.383**
	P-value		.000	.000
	N	125	125	125
Adaptability Quotient	Pearson Correlation	.448**	1	.820**
	P-value	.000		.000
	N	125	125	125
Skill Development Initiatives	Pearson Correlation	.383**	.820**	1
	P-value	.000	.000	
	N	125	125	125
**. Correlation is significant at the 0.01 level (2-tailed).				

**Interpretation:** The above results indicate that calculated p-value is less than 0.05. Therefore, correlation test is rejected. Hence Null hypothesis is rejected and Alternate hypothesis is accepted.

**Conclusion:** There is a relationship between in adoptability skill and Employability.

**Finding:** The correlation analysis reveals significant positive relationships among Employability, Adaptability Quotient, and Skill Development Initiatives. Employability is moderately correlated with Adaptability Quotient ( $r = 0.448$ ,  $p < 0.01$ ) and with Skill Development Initiatives ( $r = 0.383$ ,  $p < 0.01$ ), indicating that as individuals become more adaptable and benefit from skill development efforts, their employability tends to increase. A strong positive correlation is observed between Adaptability Quotient and Skill Development Initiatives ( $r = 0.820$ ,  $p < 0.01$ ), suggesting that those who are more adaptable are also more likely to engage in or benefit from skill development programs. All correlations are statistically significant at the 0.01 level, highlighting the interconnected nature of these variables.

## CONCLUSION

The study concludes that there is a significant difference in adaptability skills based on the qualification of faculty, with those holding professional degrees demonstrating the highest levels of adaptability, skill development, and employability. The ANOVA results support this conclusion by showing statistically significant differences among qualification groups. Additionally, the correlation analysis reveals a significant positive relationship between adaptability skills and employability, suggesting that faculty members who are more adaptable are also perceived as more employable. These findings highlight the importance of adaptability and continuous skill development in enhancing employability across different qualification levels.

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