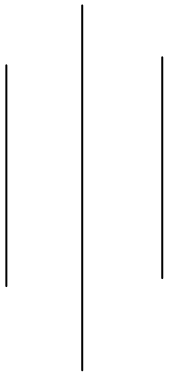
TRACER STUDY OF GRADUATES FROM SCHOOL OF BUSINESS, POKHARA UNIVERSITY - 2015



A Tracer Study Report

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EXECUTIVE SUMMARY

Nepal now considers education as an important indicator of national development and has engulfed the notion of multi-university system to produce skilled human resources and academic scholars which contributes for the establishments of efficient and effective development bases. The conception of multi-university system in the country after the restoration of democracy in 1990 flourished several universities in the country. The existence and interest of global businesses and investors in Nepal have flourished the growth of several academic institutions. This has also led to the explosion of management colleges and has fostered the charm of management education in Nepal. In configuration with the governments' intent of imparting qualitative higher education required for the nation's development Pokhara University was established under the Pokhara Univeristy Act 1997 as an autonomous university. The university aims to be leading educational institution in the country by advancing in teaching-learning, research and innovation and is oriented in producing market-oriented, responsible, productive and committed human resources.

School of Business is one of the major constituent college of Pokhara University that was established in the year 1999 under the Faculty of Management Studies with the vision to develop itself as a premier business college focussing to prepare today's youth as a creative and productive individual. The School is engaged in enhancing knowledge, managerial skills and expertise by broadening their outlook through the cultivation of right knowledge and attitude aided by its academic vigour and rationalized curriculum. This concentration thus demand better understanding of the academic and professional progresses of the students and basically such tracing studies in this aspect is highly contributory. Besides, the experience, review and appraisals of students crucial in designing relevant courses and pedagogies useful in promoting desired competencies among the students is where the School was lacking and this kind of tracing study contributes by large for that purpose.

Primarily the major purpose of this tracing study is to find the current status of students who have graduated from MBA, BBA and BBA-BI at the year 2015 and explore on their employment status, analyze the issuers related to characteristics,

expectations and aspirations and further explore on the issues related to quality and relevance of higher education. It is also aimed at assessing the programs' contribution to graduates personal development and attempts to analyze educational differences by gender, ethnicity, caste and program wise.

Considering the MBA, BBA and BBA-BI graduates of 2015 batch only as per the requirement of University Grant's Commission, the study employed the structured questionnaire developed by UGC as the survey instrument. The study comprises of total 148 students among which 124 genuine responses were considered for the data entry. The questionnaire was administered by the team members using the email of the students' as it was made available. Referral of the students and guardian's, social media such as Facebook, Skype, Viber, Twitter has also been considered as a reliable medium to get the data. To cope with delayed responses, telephone interview was conducted. The study utilized descriptive tools such as percentages, proportions, mean etc. for general descriptions of study variables and analytical statistical tools such as regression, correlation, t-test, chi-square test, and regression analyses has been used to determine the differences or associations of study variables. Despite, the study has tried to develop a theoretical framework that understands the process of creating a qualitative education leading towards better work placement through the use of structural equation modelling (SEM).

The study revealed that the average time for the MBA, BBA and BBA-BI graduates to get employed after the completion of the program is 6 months and minimal graduates are actually found to be unemployed. The percentage of graduates completing BBA, BBA-BI, and MBA in 2015 is 46.8, 16.1 and 37.1 percentages respectively. The study found that the participation of the scheduled and minorities in higher education is lower. It also revealed that the job satisfaction level of the graduates in the employment is relatively higher.

Furthermore, the programs offered by the School of Business are found to be relevant in imparting job relevant skills. Similarly, the study revealed that the teacher student relationship is considered as one of the major strengths of the School of Business. Besides, large portion of graduates were found working at the managerial level. It is also found that the programs of the School of Business is satisfactorily enhancing the

job market saleability and imparting job related skills in better manner. Among various skills required for career or personal development, the mean scores for problem solving, research, communication, IT, teamwork are 3.47, 3.22, 3.91, 3.38 and 3.80 respectively which the study found as significant elements for skilful development of graduates. MBA graduates of the school were found having higher employability followed by BBA-BI graduates.

Likewise the Chi-square test reveals that the employment status is associated with gender. Males have better employability in comparison to females. The significant variable contributing towards the educational quality is academic environment followed by skill development. It is also found that for the MBA graduates sound conceptual knowledge is one of the major factor while it is not found being highly significant among the BBA graduates. The results of the Structural Equation Modeling (SEM) reveal that educational quality depends on skill development, conceptual foundation and academic environment. Among the three exogenous variables academic environment has the largest impact on the educational quality followed by skill development. It also depicts that the educational quality of the institution determines the job placement of the graduates.

Primarily, the study recommends for the school to have updated curriculum revisions, and design more inclusive and market-oriented specialization courses in order to increase the employability of BBA program. In order to further improve and design the qualitative education the school is advised to include practical approaches in the pedagogy. The continuous improvement on the quality of faculties by inculcating research skills and activities among the faculties is found essential to improve the educational quality. The School also needs to further develop the library resources and other infrastructural facilities and suggested to have major changes in the teaching pedagogies by involving new pedagogical approaches such as case studies, simulation, project work, seminars and workshops to enhance the academic quality of MBA and BBA.

Finally, the study suggests the higher education institutions to invest more of their resources and expertise in improving skill development, conceptual foundation and academic environment in order to prepare market-oriented graduates possessing

sound educational quality. In the same manner, they should focus in the continuous quality improvement of the faculties by organizing skilful training, motivating and encouraging faculties by enhancing research skills and activities to improve the educational quality. It is also advised to them to support the higher education institutions in designing new pedagogical approaches in order to enhance the academic quality and competency of higher education institutions.

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ABBREVIATIONS

BBA	:	Bachelors in Business Administration
BBA-BI	:	Bachelors in Business Administration (Banking and Insurance)
MBA	:	Masters in Business Administration
PU	:	Pokhara University
SEM	:	Structural Equation Modeling
SHEP	:	Second Higher Education Project
SOB	:	School of Business
TU	:	Tribhuvan University
UGC	:	University Grants Commission
WTO	:	World Trade University

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Education has primarily been the widely accepted concern in all spheres of the world and in all times since its existence. Dynamisms in the human civilization, cognitive growth of the humans, and the necessity of formal knowledge needed to address the transformation in human civilization increased the prominence of education. At recent times none can ignore the contribution of education in personal, professional, organizational and national progress and advancements. The global changes in earlier times and recently has necessitated nations to incorporate and envision educational developments that addresses not only the personal and conscious/cognitive development of an individual but also has shifted attention towards the development of qualitative education needed to create strong foundation of knowledge needed for nations development too (Gines, 2014).

The increasing global concerns towards the development of education led to educational advancement in our country too. Nepal now considers education as an important indicator of national development and has engulfed the notion of multi-university system to produce skilled human resources and academic scholars which contributes for the establishments of efficient and effective development bases. Nepal, though considered as a country having fair literacy has a history of around hundred years in higher education. The establishment of Trichandra College in 1918 is marked as the beginning of the era of higher education in Nepal. Thereafter, the establishment of Mahendra Sanskrit University in 1985 and the conception of multi-university system in the country after the restoration of democracy in 1990 flourished several other universities, namely, Kathmandu University, Pokhara University and Purbanchal University. Recently, government has established other universities such as Mid-Western, Lord-Buddha, Lumbini Bouddha, Nepal Agriculture and Forestry, Far-Western.

Within a life of about six decades it has witnessed many important developmental phases. As of 2009/10 a total of 568 institutions are providing higher education in management and the number is expected to increase further as Nepal has adopted multi-university policy and invited private sectors and communities to invest in education development (Pokharel, 2013). This discloses the governments' intent of higher education expansion. Though there exists the growth of higher education sector in the country, the increasing concern on whether these universities have been capable of generation necessary national and global competencies as required to address the increasing local and global competencies and economic growth/development has been one of the major concerns.

The existence and interest of global businesses and investors in Nepal have flourished the growth of several academic institutions primarily emphasizing to develop sound intellectual foundation essential to develop global competencies and skills. This has also led to the explosion of management colleges and has fostered the charm of management education in Nepal. Management education in Nepal is of relatively recent origin and at recent times, management education is one of the popular education streams and has gained increasing interest of young generations (Rosenbloom & K.C., 2003). The management education commenced from 1954 when Tri-Chandra College launched Intermediate of Commerce and Bachelor of Commerce. However, the master level education in management was offered only after the establishment of Tribhvuan University (TU), which brought many hopes in development of higher education of Nepal (Pokharel, 2013). As of 2008/2009 University Grants Commission Nepal, there were 411 functional management education institutions affiliated to national universities of Nepal (University Grants Commission [UGC], Nepal, 2011) which constituted around 32 percent of total higher education institutions (Pokharel, 2013). The number of management institutions increased by 2009/10 comprised of 37.2 percent of the total higher education institutions in the country (UGC, 2012). This situation discloses the fact that the demand of management education in the country is increasing and its significance has been pervasively felt by all the communities and government too.

In alignment to the governments' objective of imparting qualitative higher education required to generate skilful capabilities and individuals needed for the nation's

development Pokhara University was established under the Pokhara Univeristy Act 1997 by the then government as an autonomous university. To meet the requirements of the expansion of higher education and committed to develop globally competent human resources through quality education, the University is situated in the serene and scenic location of Pokhara-Lekhnath Municipality, Dhungepatan, Kaski and offers various undergraduate and graduate and post-graduate programs of Science, Engineering, Management, Nursing and Humanities through its various constituent schools.

The university aims to be leading educational institution in the country by advancing in teaching-learning, research and innovation and is oriented in producing market-oriented, responsible, productive and committed human resources. More than 26,000 students are pursuing higher education in four different faculties of the university that comprises of four different constituent schools and 58 affiliated colleges under 40 different programs throughout the country. It has been collaborating with more than 40 universities and institutions of international repute for faculty and student exchanges and also for the joint research programs. Being a young university it is prominently contributing to produce students with broad knowledge and is introducing innovative courses to address the requirement of skilled human resources needed for the nations' development.

Similarly, the School of Business one of the major constituent college of Pokhara University was established in the year 1999 under the Faculty of Management Studies. The ongoing vision of the college is to develop itself as a premier business college focussing to prepare today's youth as a creative and productive individual ready to deal with the growing challenges of the business world both locally and internationally. Located at Lekhnath, the school has been engaged in the academics of modern education system by incorporating new teaching pedagogies and strategies in order to concentrate and cope up with the dynamisms inside the business and meet the global challenges and needs. The School offers Bachelor of Business Administration (BBA), Bachelor of Business Administration in Banking and Insurance (BBA-BI) in the undergraduate and Master of Business Administration (MBA - Full time and Part Time) programs in management studies.

The objective of the School of business is to produce competent executives and managers for various areas requiring high levels of competence. Furthermore, it aims to provide management professionals with a global vision and success-oriented perspectives. Thus, the school has a strong emphasis towards the 'real' world of employment, underpinned by innovative teaching methods and international research capabilities based on academic excellence and practical business relevance (Prospectus, School of Business, 2016). The exposure of highly-regarded business and management related courses in several management disciplines in combination with practical business realities imparts thorough understanding of business practices and realms. Moreover, the School provides functional academic environment to motivate and sharpen creativity and interactive ability. The School is engaged in enhancing knowledge, managerial skills and expertise among the students by broadening their outlook through the cultivation of right knowledge and attitude aided by its academic vigor and rationalized curriculum concentrated at preparing individuals that are fit to address the global business dynamisms.

In order to fulfill these objectives and align with the national goal of producing competent individuals supporting the economic growth, the School of Business still needs further academic pruning and sharpening. The concentration of the School in creating globally competent individual commences from better understanding of the academic and professional progresses of the students and basically such tracing studies in this aspect is highly contributory. Besides, the experience, review and appraisals of students also become crucial in designing relevant courses and pedagogies as per the requirement of the pupils which not only progresses the academic developments but also assist in promoting desired competencies among the students and that is where the School was lacking and this kind of tracing studies contributes by large for that purpose.

1.2 Rationale of the Study

Nepal's entry into the World Trade Organization (WTO) as 148th member country clearly dictates competitive pressures on Nepal's economic sustainability. As a partner in the global business world, Nepali businesses have access to widespread global opportunities for market expansions and growth but at the meantime they will

also face intense pressures to compete. As Nepali goods flow out to world markets, products and services from the world can also flow in. This, in turn, requires managers with sound strategic orientation, coupled with a global vision and a commendable managerial expertise. Nation needs intellectuals and professionals who can think and act broadly with global perspective incorporating the regional and local adherences in it. There is strong necessity of educated, professional managers in all sectors of the Nepali economy and management education in Nepal must continue to develop if it is to fulfill this need. In order to better understand the global market preferences and prepare the academia as per the global changes and opportunities the management institutions in the country needs to assess the preferences of students studying their academic programs and have possible adjustments in their curriculum and academic deliveries. There is no such initiation or research in higher education with such focus till date and this is where the tracing study can be useful and of great importance.

The rapid expansion of higher education in the country has increased the number of graduates entering into the job markets. This increasing trend of graduates is leading to the high competition in the job market which ultimately is providing array of options to the employment for the new recruitments. Pertinently most of the business and professional organizations in the country are demanding competent individuals that cater to the needs of strategic and managerial expertise required to cope with global and regional business competencies. To the best of the knowledge of the study team, limited research has been executed in higher education and minimal empirical studies have been found regarding the status and market absorption of the graduates in the job market. Much of the studies have only highlighted the policy challenges and interventions. In this context, the exploration of status of management graduates of School of Business (an emerging management institute), in terms of their absorption scenario in the job market and their employment profile needs to be indentified for better planning of desired academic progresses and this is the sector where this tracing study is highly essential.

Besides this perspective, the implementation of Second Higher Education Project (SHEP), a national higher education reform initiative supported by the International Development Agency since 2007 has aimed to support achievement of the national

objective of developing higher education system that can produce professional human resource, with knowledge and technological base, capable of supporting economic growth and social reform towards building a prosperous, harmonious and knowledge based inclusive society (UGC/Annual Report, 2069/70). This has prominently drawn the attention of the management institutions and universities in the country to better design their curriculum and teaching-learning environment in compliance to the qualitative improvements as required by the job market and dynamisms inside the academic fraternity. Therefore, the assessment of educational standards and quality of the universities and institutions involved in imparting higher education has been essential and tracing studies like this will be more useful to that purpose too.

Furthermore, the up-to-date information regarding the placement of MBA and BBA graduates of PU is not available, and by far after the tracing study of 2010 the status of employment and non-employment status of the graduates since then is relatively unknown. The school is unaware about the progresses of the graduates. In this context, this study will explore the current status (employment, entrepreneurial, further education, social involvement, and preferences) and the usefulness of the knowledge, skills and expertise required for the development in further academic and professional life. The study will also highlight on the academic and professional issues vital for the university authorities, policy makers, planners and the concerned authorities to appraise the requirement of higher education in producing globally competent management graduates. Finally, the study may also abridge the distance between the university and its alumni and can provide information in building strong relationship with them and their institutions.

1.3 Objectives of the Study

The primary objective of this tracing study is to find the current status of the students who have graduated from Masters and Bachelors level at the year 2015 from the School of Business, Pokhara University. The study also comprises of the following specific objectives:

i. To explore the current and previous employment status and experience of the management graduates after their graduation.

ii. To examine the issues related to characteristics, expectations, and aspirations of the graduates.
iii. To explore the issues related quality and relevance of higher education.
iv. To assess the educational status and its contribution to graduates personal development.
v. To evaluate the differences in personal development and employment status of the graduates by gender, ethnicity, program type, and other socio-demographic characteristics.
vi. To analyze the determinants of educational quality and its influence on job placement of the graduates.
vii. To identify key factors necessary for improvement of academic quality of School of Business.

1.4 Institutional Arrangements to Conduct the Study

In order to proceed further with the task of tracing study a task force team of six prominent faculty members of School of Business of Management was formed by the authorities. Similarly, for the technological support and data processing the administration of School of Business made a laptop available to the team. Besides, that stationery supports for printing the questionnaire and other related tasks were also supported by the institution.

The administration also supported the team by providing the necessary preliminary informational details regarding the graduates taken for the study. They also provided the initial communication facilities. Funding assistance of the UGC has been supportive in managing and organizing the resources needed to conduct the study efficiently. Despite this a separate room was also provided by the School of Business to the team for the efficient operation of tracing study.

1.5 Graduate Batch Taken for the Study

Among all the graduates of the School of Business, Pokhara Univerisity, the study has considered and taken the MBA, BBA and BBA-BI graduates of 2015 batch only as

per the requirement of University Grant's Commission. The study has incorporated the employment and educational details of the above mentioned batch only.

1.6 Methodology

The study adopts descriptive and analytical research design. It describes current employment status of the graduates and other factors measuring academic quality and job relevancy of the academic programs conducted by School of Business. Furthermore, it aims to indentify determinants of educational quality and its impact on job placement of the graduates. This is a census study of the students who have graduated in MBA and BBA, and BBA-BI at the year 2015 from the School of Business, Pokhara University. The population of the study comprises of total 148 students among which 63.5% are BBA and BBA-BI graduates and the remaining 36.5% are MBA graduates.

1.6.1 Data Collection Instrument

The survey instrument used for the study was adapted from a semi-structured questionnaire developed and made available by the University Grant's Commission, Nepal. The questionnaire included both close-ended and open-ended question. It also comprised of 6-point Likert Scales on relevancy of the program and also in the major strengths and weaknesses of the institutional program. The questionnaire comprised of 35 items divided mainly into six sections namely; the personal information which included personal details, employment information comprising of employment status and job expectations , further study details, suggestions and recommendations for the betterment of institution, contribution for betterment and finally contact address/s of graduates studying in the same year.

1.6.2 Data Collection Procedure

The data of the study has been collected through the self-administered structured questionnaire provided by the University Grant's Commission. The questionnaire was emailed to the students' official as well as personal email account right after the correspondence details of the graduates were made available to the team. The students

were requested to fill-up the questionnaire and respond to the email. Then some of the BBA graduates who were pursuing further study in PU were administered with the questionnaire face-to-face. Furthermore, referral of the students and guardian's, social media such as Facebook, Skype, Viber, Twitter has also been considered as a reliable medium to get the data in case of difficulty in having direct contact with students.

In the same manner, to cope with late responses or delayed responses from the graduates, initially a detail list of students' response was prepared and telephone interview was conducted among the students who had delayed responses or also with them who were generally out of the place and nation. To our utmost effort, we requested the employed graduates to submit the copy of appointment letters, but some refused to comply with it because of the organizational confidentiality. Despite different measures undertaken to trace out the graduates and increase response rate, the final sample comprised of 124 graduates which reflects 84% of the total graduates passing in the year 2015.

1.6.3 Data Processing and Analysis

After the collection of all the filled-up questionnaires further data entry and processing was conducted. The data processing consisted of editing, coding, data entry and machine editing. Data entry has been carried out mainly using SPSS 20 version software. The study have incorporated and utilized descriptive tools such as frequency, percentages, proportions, mean etc. for general descriptions of study variables. It also employs inferential tool independent samples t-test and one-way ANOVA to examine differences among mean scores of key study variables by different respondent categories. Furthermore, chi-squared test is also used to determine association between major categorical variables used in the study. Additionally, the study uses correlation and multiple regression analysis to analyze relationship among academic practices, educational quality, and job placement of the graduates and to determine the factors influencing educational quality. Finally, the study uses Structural Equation Modeling (SEM) to analyze antecedents of educational quality and its consequent impact on job placement of the graduates.

1.7 Scope and Limitations

The study is primarily based on quantitative research approach. This study has incorporated only the graduate batch of MBA and BBA of the year 2015 as per the requirement of University Grants' Commission. The study has mainly explored the dimensions of higher education as available through the questionnaire forwarded by the University Grant's Commission and thus the findings may not be reflective to the holistic or wide-array of the higher education in Nepal. Despite various efforts to trace out the graduates and minimize non-response rate, 7.4 percent of the graduates remained untraced (primarily due to their recent foreign country visit for employment or higher studies), 6% of the questionnaire were unusable due to high missing data, and 2.7% of the graduates demonstrated non-response behavior. In case of some respondents, incidence of missing data is relatively high.

CHPATER II

DATA PRESENTATION AND ANALYSIS

The chapter presents the data obtained from the tracer study questionnaire. Data presentation and analysis is done for employment status of the graduates, issues related to the characteristics, expectations and aspirations of the graduates and employment experience of graduates. The chapter also presents status of educational quality and relevance of higher education and impact of the academic programs on graduates' personal development.

2.1 Graduates' Characteristics

The table 2.1 illustrates the program-wise composition of students and the gender distribution of the students. It reveals that among the graduates taken for the study 46.8% were BBA students, followed by 37.1% of MBA graduates and finally 16.1% were the graduates of BBA-BI. It depicts that relatively more number of students still have charm on studying BBA in higher education and it also could be inferred that students have less attraction towards BBA-BI program.

Table 2.1: Graduates' Profile

Academic Program			**Gender**		
Program	**Frequency**	**%**	**Gender**	**Frequency**	**%**
BBA	58	46.8	Male	69	55.6
BBA-BI	20	16.1	Female	55	44.4
MBA	46	37.1			
Total	**124**	**100**	**Total**	**124**	**100**

In the same manner, the number of male students pursuing higher education is higher which is of 55.6% followed by 44.4% of female students. This reveals that the composition of male student in a bit more in comparison to female students with respect to higher education.

Table 2.2: Ethnic and Age-wise Distribution of the Graduates

Ethnic Distribution			Age-wise Distribution		
Program	**Frequency**	**%**	**Gender**	**Frequency**	**%**
Brahmin	72	58.1	20 to 25	74	59.7%
Chhetri	16	12.9	26 to 30	44	35.5%
Indigenous	25	20.2	31 to 35	6	4.8%
Scheduled Caste	5	4	36 and Above	0	
Others	6	4.8			
Total	**124**	**100**	**Total**	**124**	**100**

The Table 2.2 is the combined presentation of the ethnic distribution and age-wise distribution of the students taken during the study. The table depicts that among the students the ethnic community relating to Brahmin has higher composition of 58.1%, followed by 20.2% belonging to the indigenous community and lastly 12.9% belonged to Chhetri community. The scheduled caste and others have nominal representation. This portrays the scenario that still the upper castes/ethnicities have prioritized higher education rather than the scheduled castes and other. This contradicts with the higher education of policy of government which is focused in increasing the representation of minorities present.

Similarly, the age group of 20-25 years with the percentile of 59.7% holds the majority representation. Secondly, the age group of 26-30 years has the representation of 35.5% and finally the age group of 31-35 years accounts for 4.8% of students. This depicts that majority of the students pursuing higher education are of the youth age.

2.2 Employment Status of the Graduates

The figure 2.1 depicted below shows the current employment status of the MBA and BBA/BI graduates of the School. The figures in the parentheses indicate the percentage composition of the students. It portrays that with the representation of 65.5% most the employed students are rendering service in the organization. Similarly, 41.3% of the students were found to be unemployed and finally, 18.2% of

the students were self-employed. This status reveals that most of the graduates are job seekers rather than the job providers.

Figure 2.1: Current Employment Status of the Graduates

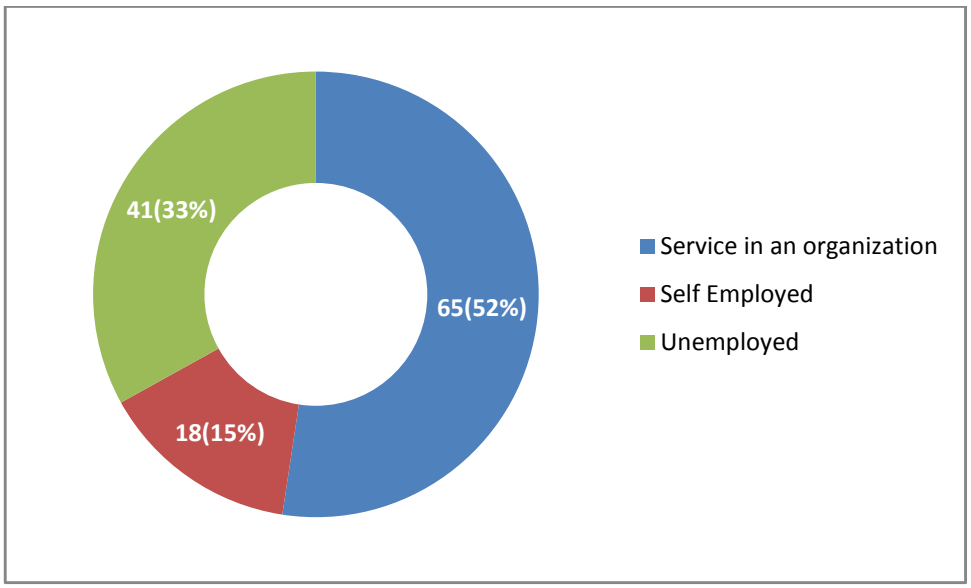
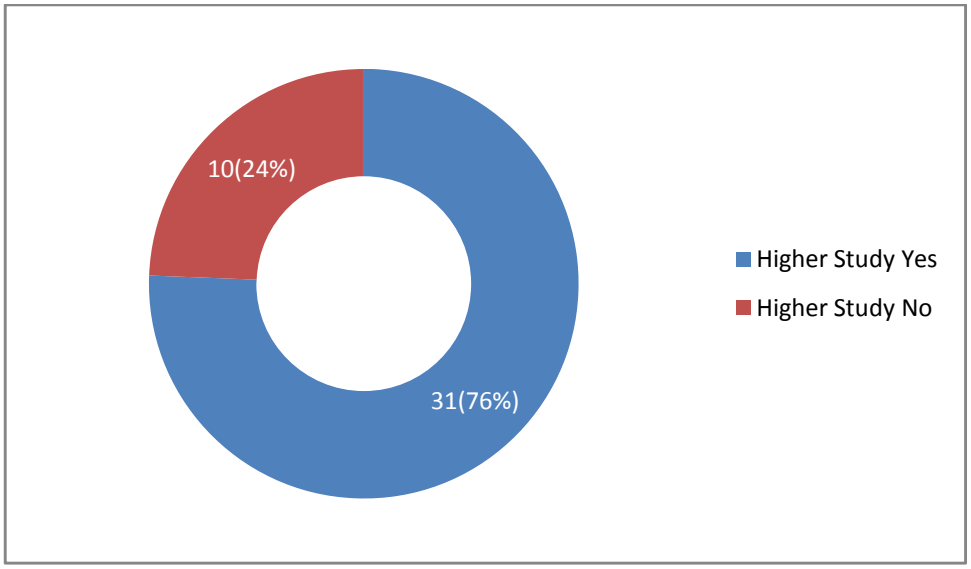


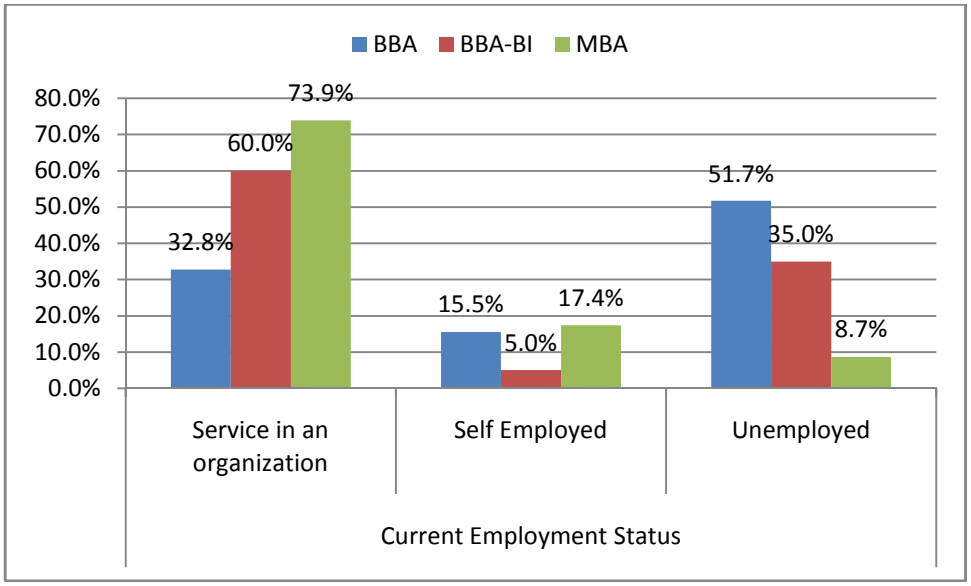
Figure 2.2: Higher Education Status of Unemployed Graduates



The figure 2.2 shows the current employment or engagement status of unemployed graduates of the School in the higher/further studies. The figures in the parentheses indicate the percentage composition of the students. It is found that among the 41% of the unemployed graduated larger percentage of students i.e. 76 percent of students

were found pursuing further higher studies either in the country or abroad and remaining 10 percent were found to be the actual unemployed graduates.

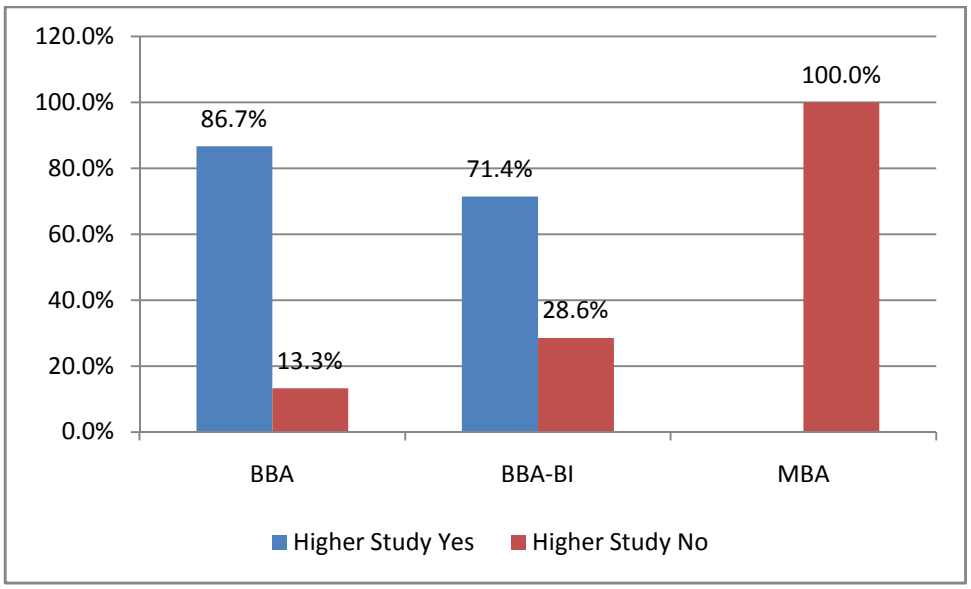
Figure 2.3: Current Employment Status by Program



The figure 2.3 exhibits the employment status of the graduates as per the programs they have attended. The table shows that 32.8% of BBA graduates are found providing service in the organization, followed by 51.7 percent of the BBA graduates who were unemployed. Only 15.5 percent of the BBA graduates were found to be self-employed. Similarly, among the BBA-BI graduates 60 percent of the students were found to be employed and were rendering service in the organization and only 35 percent of BBA-BI graduates were found to be unemployed along with 5 percent of them being self-employed. In the same manner, among the MBA graduates 73.9 percentage of them were found to be working in service organizations, followed by 17.4 percent of self-employed graduates and minimal of them i.e. only 8.7 percent of them were found unemployed.

This status reveals that as the students pursue further higher level of education the rate of unemployment decreases. Thus it can be inferred by the fact that as the students move from undergraduate studies to graduate studies the percentage composition of unemployment is declines.

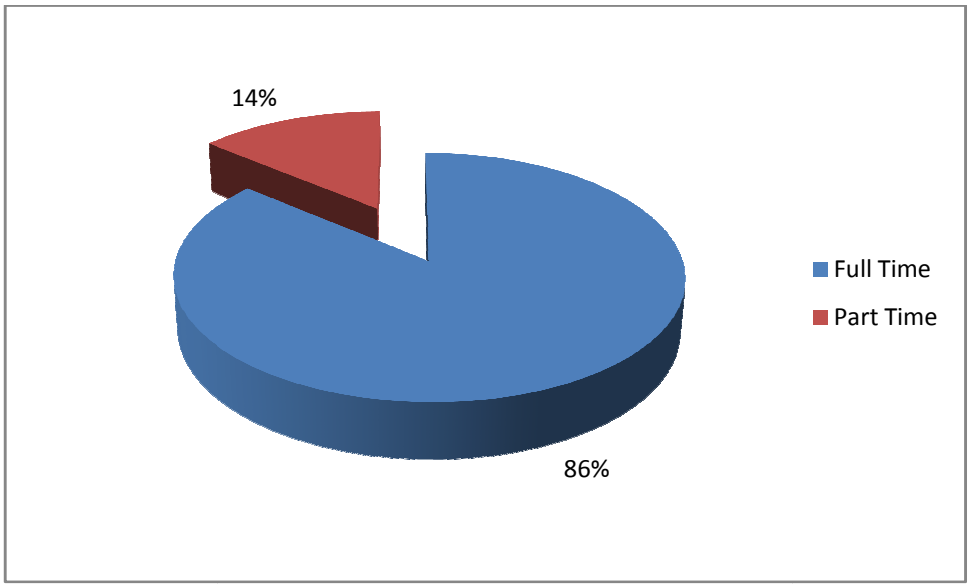
Figure 2.4: Higher Education Status of Unemployed Graduates by Program Type



The figure 2.4 included above discloses the actual unemployment status of the graduates. It actually depicts the educational/engagement status of the graduates as per the program. It shows that among the unemployed BBA graduates larger portion of students were found pursuing further study i.e. of 86.7 percent, whereas, 71.4 percent of the BBA-BI graduates were found pursuing further education. Similarly, from the responses of all the MBA graduates it is found that most of the MBA graduates halt pursuing further study as they graduate. The figure also indicates that relatively the unemployment percentage of BBA-BI graduates is more than that of BBA graduates.

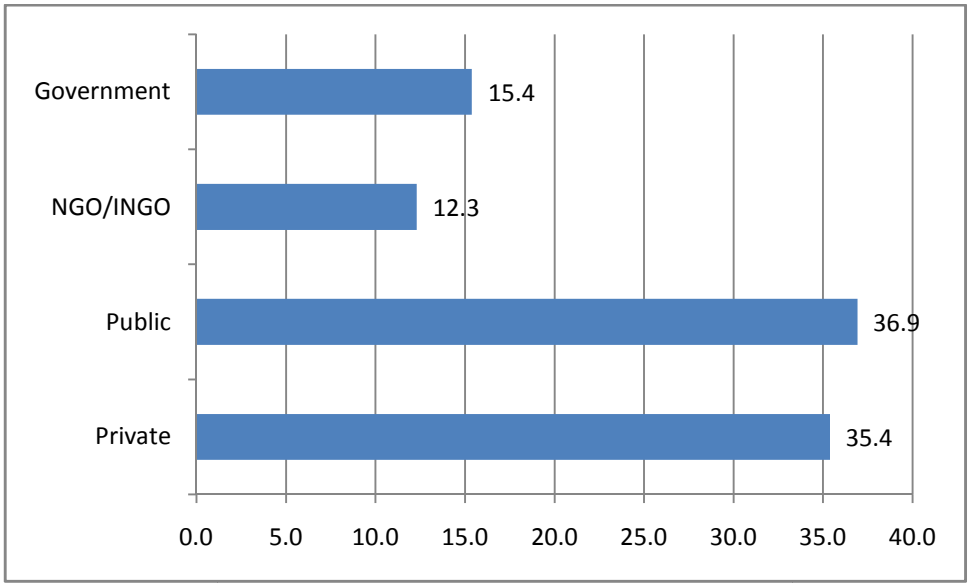
This reveals that almost the MBA graduates are found to be employed and were not increased interest towards further studies because of their engagement in jobs. But the undergraduate students of BBA and BBA-BI both were found having positive inclination towards higher studies. That means the prominence of higher study is stronger among the undergraduates than the graduates.

Figure 2.5: Employment Type of Graduates



The above figure 2.5 depicts the type of employment the graduates are involved in various employed organizations. It indicates that most of the employed graduates, i.e. 86 percent of the employed graduates are working on a full time basis and the remaining 14 percent work as part time basis. This reveals that most of our employed graduates occupy better employment type after they graduate.

Figure 2.6: Type of Employer Organization (%)



The figure 2.6 included above reveals the type of the organizations the employed graduates are working at. It portrays that majority and employed at the public organizations by having percentage composition of 36.9 percent, followed by 35.4

percent of the graduates employed at private sector, 15.4 percent of graduates being employed at government organizations and lastly NGO/INGOs account for remaining 12.3 percent. This implies that most of our graduates are absorbed and have preferences towards public and private organizations rather than government organizations and NGO/INGOs.

Figure 2.7: Designation of Employed Graduates (%)

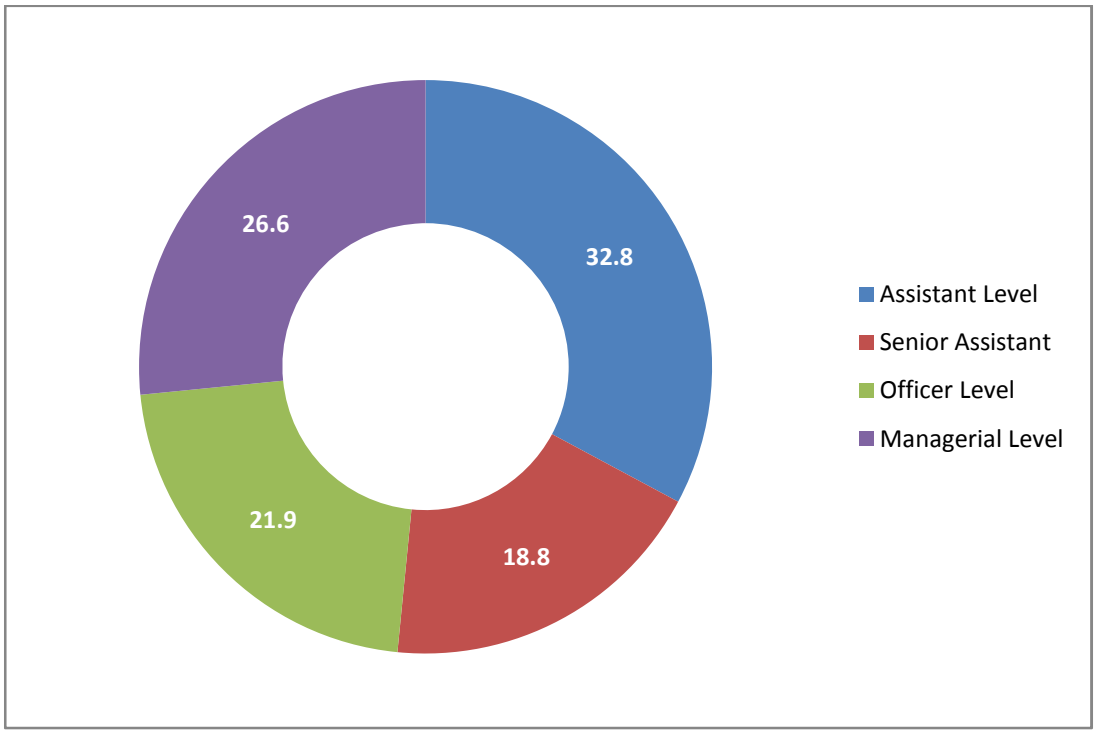
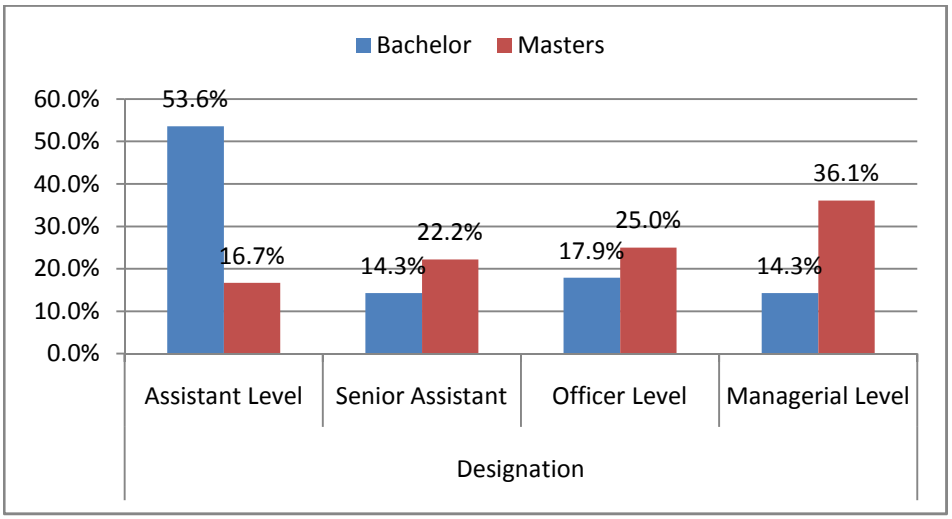


Figure 2.7 included above reveals the level of employment of the graduates working in the organizations. It shows hat majority of the employed graduates, i.e. 32.8 percent of them are working in the assistant level of the organization followed by 26.6 percent of the managerial level, 21.9 percent of the officer level and finally 18.8 percent belong to senior assistant level. The figure reveals that there exists less number of graduates working in the lower level positions of the organizations. It means that the graduates getting employed are occupied and have placed themselves in the assistant and managerial level inside the organizations.

Figure 2.8: Designation by Program Type



The figure 2.8 included above displays the level of employment of students as per the program they have attended in the institution. It is apparent by the figure that larger portion of BBA graduates with the representation of 53.6 percent have majorly been employed in the assistant level, followed by 17.9 percent of them getting employed at officer level and the remaining 14.3 percent are at the senior assistant and managerial level. Whereas, more MBA graduates, with the percentage representation of 36.1 percent, are found to be working at the managerial level inside the organizations, followed by 25 percent working in the officer level, 22.2 percent getting employed in the senior assistant level and lastly the remaining 16.7 percent are working in the assistant level. This implies that as the educational qualification increases among the graduates the level of employment they get in the organization also increases.

The figure 2.9 presented below depicts the employment type of the graduates involved in working at several organizations. It is apparently clear through the figure that with the highest percentage representation of 50 percent most of our graduates are found to be absorbed by financial services and are working in the financial services organizations. Secondly, business organizations with the representation of 15.6 percent employ most of our graduates and thirdly the 12.5 percent of our graduates are employed by the NGO/INGO sector. This means that the concentration of most of the graduates to work primarily is the financial services organizations, followed by business organizations and NGO/INGOs. Relatively, other sectors have less absorption of our graduates.

Figure 2.9: Current Employment Sector of Graduates

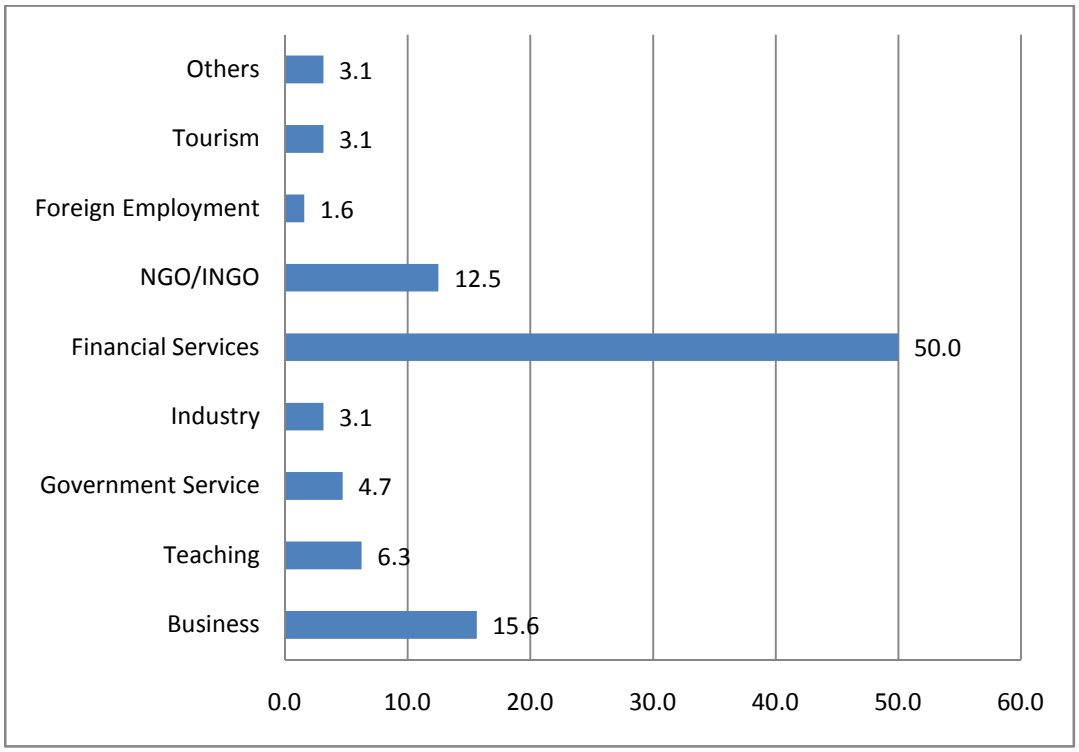
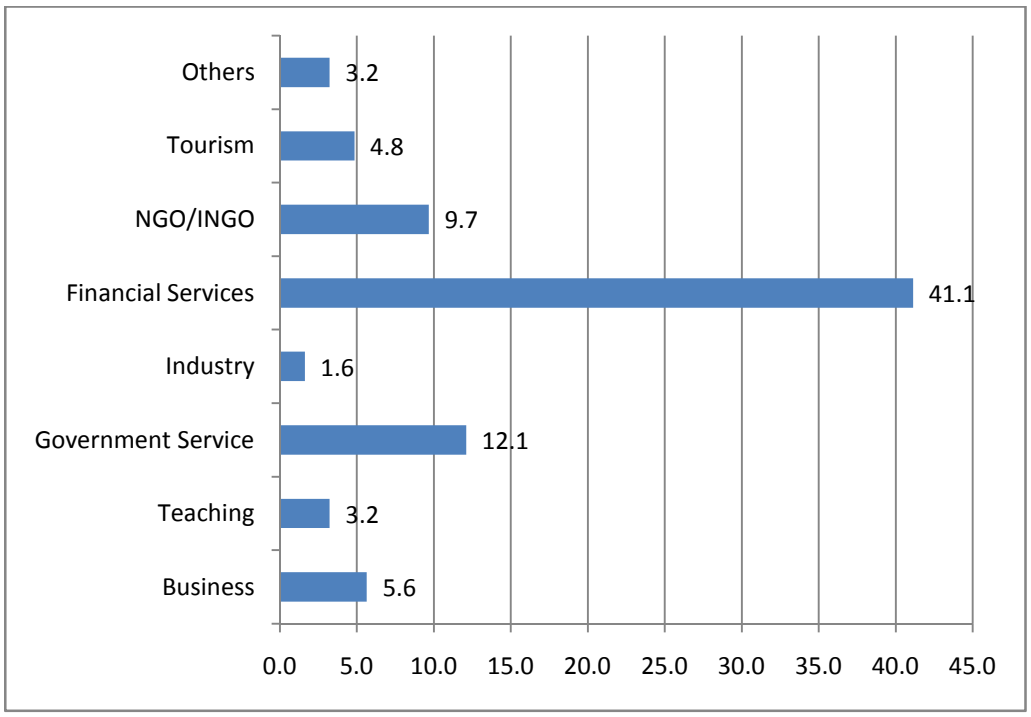


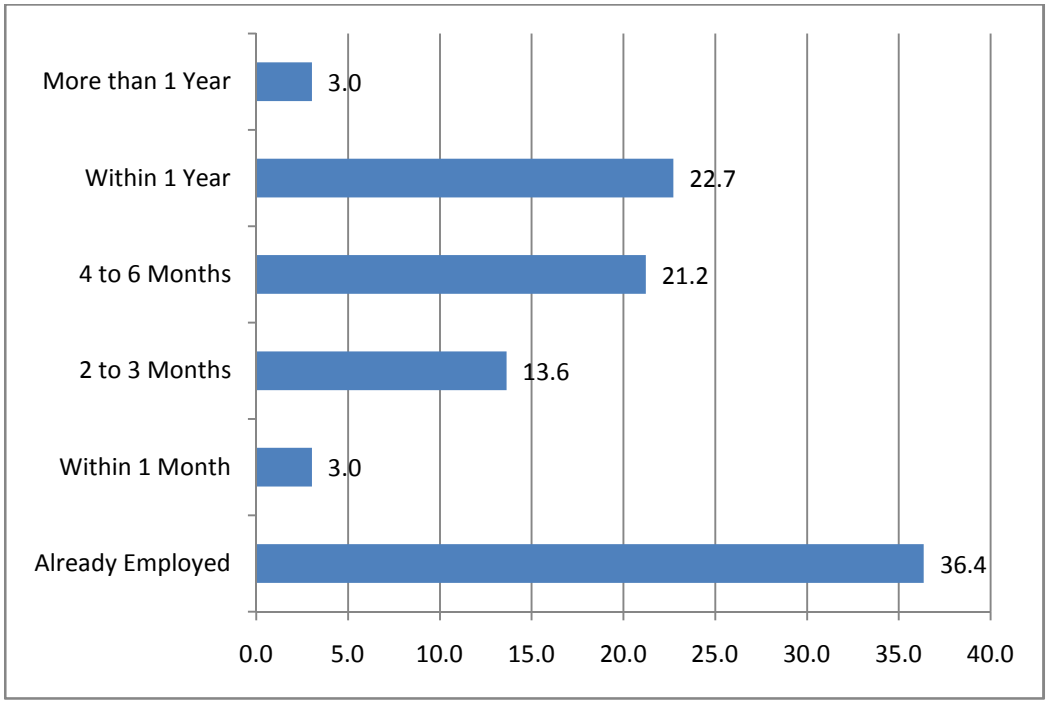
Figure 2.10: Expected Employment Sector of Graduates



The figure 2.10 presented above reveals the expected employment type of the graduates. The figure shows that large portion of our graduates i.e. 41.1 percent of them have expected to get jobs and getting themselves enrolled in the financial

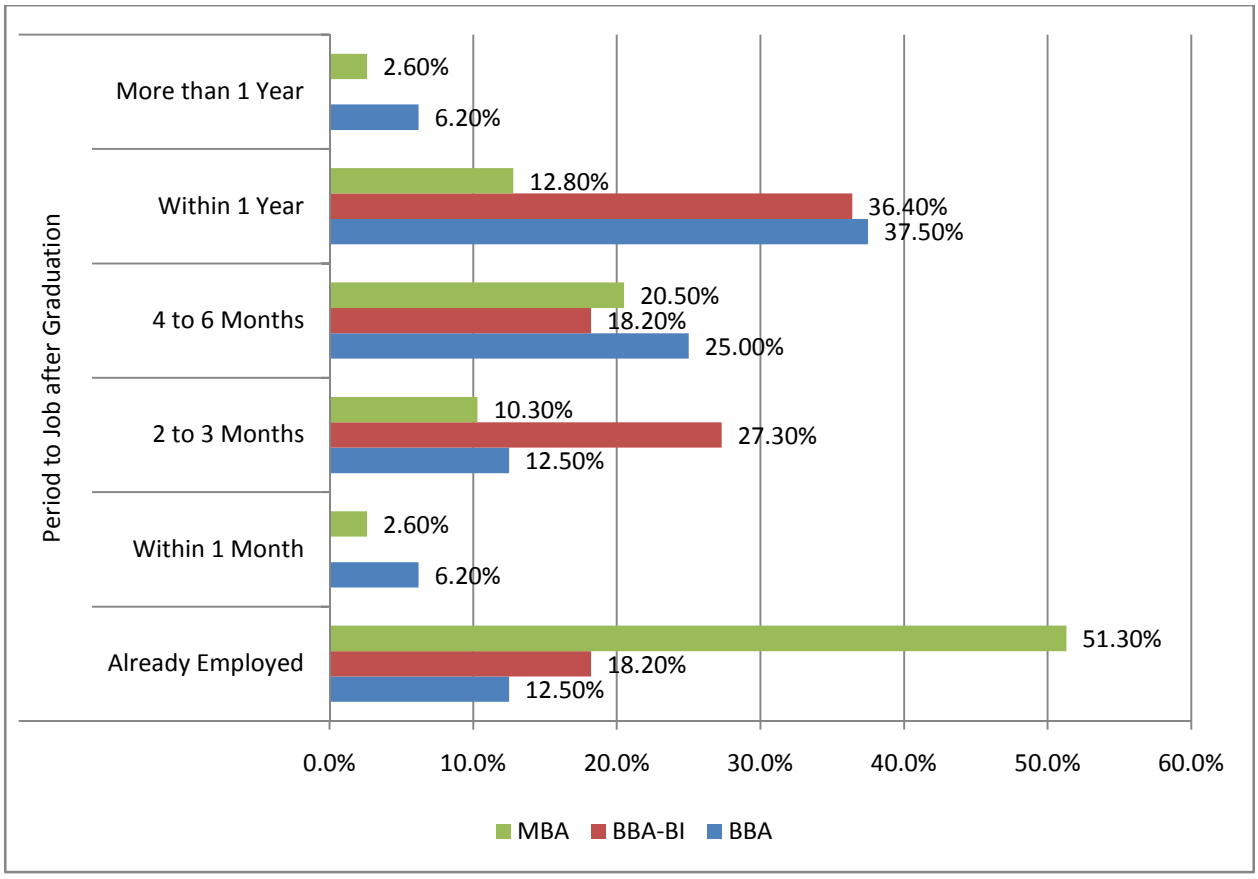
services organizations which is followed by 12.1 percent of government service, 9.7 percent of NGO/INGOs and finally 5.6 percent were anticipating to get the job in business organizations. Employment sectors such as tourism, teaching and others have nominal representation. This means that students regard and aim to get them placed in the financial services sector followed by government service and NGO/INGOs after they graduate.

Figure 2.11: Period to Job after Graduation



The figure 2.11 presented above displays the time period consumed by the graduates getting the employment since they get their degree from the institution. The figure reveals that 36.4 percent of the students get employed during the time of their study, that is, they get employed before they get the degree. Similarly, 22.7 percent of the graduates get employed by 1 year of time since their graduation followed by 21.2 percent of the students getting graduated after 4 to 6 months after they graduate. Finally, 13.6 percent of the graduates get employed within 2 to 3 months of time after they graduate. Lastly, negligible percent of graduates get the employment within 1 month and more than a year after they graduate. This implies that the market absorbs our graduates in the job market relatively quicker than they graduate. Larger portion of students getting employed during the study affirms that.

Figure 2.12: Period to Job by Program Time



The figure 2.12 depicted above reveals the time period taken for the job since their graduation as per the program. The figure shows that majority of the MBA graduates get employed during their study period or before they graduate, the percentage representation of 51.3 percent reveal that. Secondly, 20.5 percent represents that the MBA graduates get employed after 4 to 6 months of time period after their graduation followed by 12.8 percent of them getting employed within a year. It also portrays that 10.3 percent of MBA graduates get employed within 2 to 3 months of time period after they graduate.

The figure also shows that 36.4 percent of BBA-BI graduates get employed within the time period of a year followed by 27.3 percent getting themselves employed within 2 to 3 months of time period and 18.2 percent of the BBA-BI graduates get employed either during the time they are studying or within 4 to 6 months. Finally, the 37.5 percent of BBA graduates were found having themselves placed in the job within the time period within a year followed by 25 percent of them getting employed within the time of 4 to 6 months and 12.5 percent of the BBA graduates were found getting

employed in the time period of either during the time they were studying or 2 to 3 months. The figure apparently discloses that the time period of our MBA graduates getting employed in the job is relatively quicker. Among the undergraduate programs the employability of BBA-BI graduates is relatively quicker than that of BBA.

Table 2.3: Employment Status and Higher Study by Program Type

Passed Level			**Higher Study**		Total
			Yes	No	
Bachelor	Current Employment Status	Service in an organization	19	12	31
		Self Employed	10	0	10
		Unemployed	31	6	37
		Total	**60**	**18**	**78**
Masters	Current Employment Status	Service in an organization	5	29	34
		Self Employed	0	8	8
		Unemployed	0	4	4
		Total	**5**	**41**	**46**
Total	Current Employment Status	Service in an organization	24	41	65
		Self Employed	10	8	18
		Unemployed	31	10	41
		Total	**65**	**59**	**124**

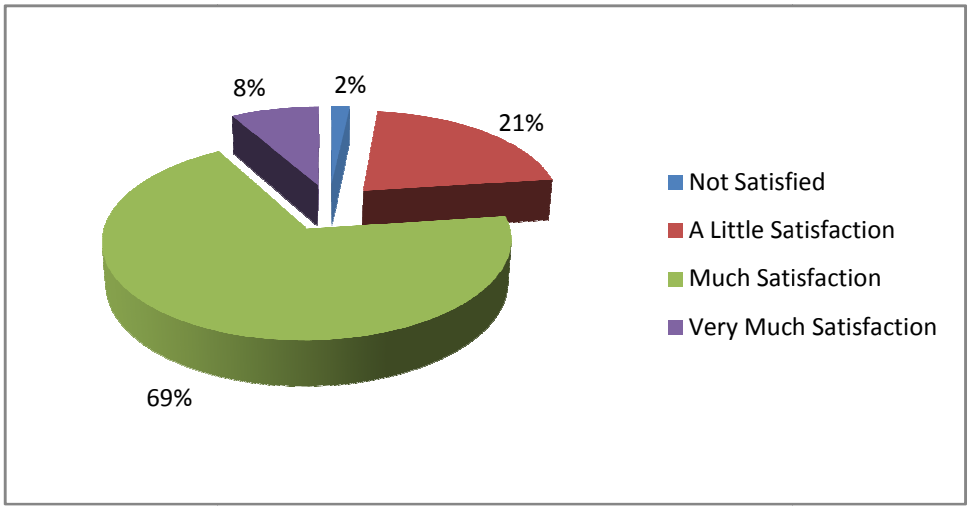
Table 2.3 is the cross-tabulation depicting the real/actual employment status of the BBA and MBA graduates in numbers in relation to the higher study pursuance of the students. This table depicts that relatively the undergraduate/bachelor level students were found to be unemployed i.e. among 78 undergraduates 37 were found to be unemployed but among those 31 of them were pursuing higher studies. Besides that, among the 46 MBA graduates 34 of them were found in the employment and 8 of them were found to be self-employed.

In totality, out of 124 graduates considered for the study only 10 students were found to be actually unemployed among the 31 unemployed students. Therefore, it can be concluded that larger portion of our graduates are employed. The employment status

of our graduates is found to be satisfactory, that's because large composition of students are found in employment and also were found to be self-employed.

2.3 Expectations and Aspirations and Employment Experience of the Graduates

Figure 2.13: Satisfaction with Current Job



The figure above displays the position of current job satisfaction level of the graduates. The figure portrays that among the employed students 69 percent of them were found much satisfied, followed by 21 percent being a little satisfied and 8 percent of them were very much satisfied with their current job. Negligible students, only 2 percent, weren't found satisfied with their job. Thus, majority of the satisfied students on their current job indicates that the relevancy and significance of the courses they have studied seemed to in alignment with their job profile.

Table 2.4: Job Satisfaction by Organization Type

		Organization Type				Total
		Private	Public	(N)/INGO	Govt.	
Satisfaction with Current Job	Not Satisfied				12.5%	1.8%
	A Little Satisfaction	35.3%	21.7%		25.0%	23.2%
	Much Satisfaction	52.9%	78.3%	87.5%	62.5%	69.6%
	Very Much Satisfaction	11.8%		12.5%		5.4%
Total		100.0%	100.0%	100.0%	100.0%	100.0%

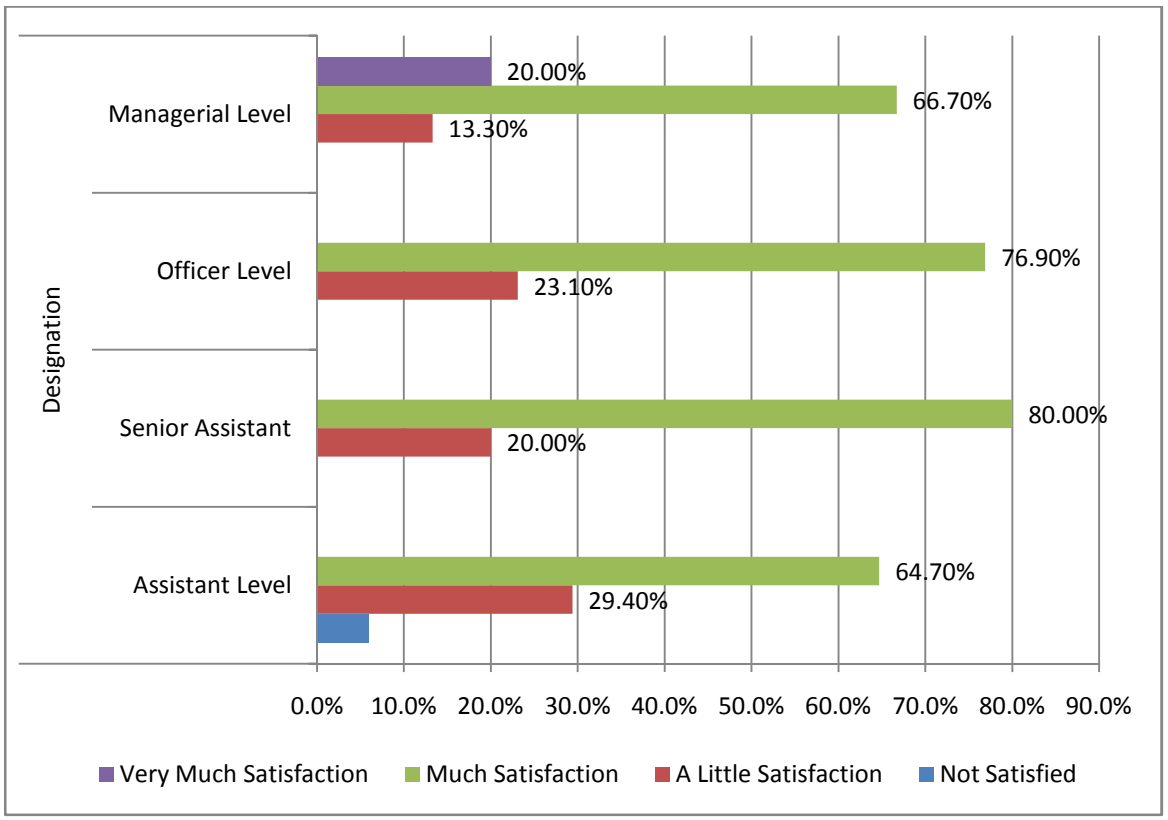
Table 2.4 exhibits the results of the cross tabulation between the current job satisfaction of the employed graduates as per the organization type they are involved. This shows that the students working in private sector were found much satisfied with the representation of 52.9 percent followed by 35.3 percent being a little satisfied. Secondly, 78.3 percent of students involved in public organization were found much satisfied with their current job status. In the same manner larger portion of students i.e. 87.5 percent of them who were working in NGO/INGO were found to be much satisfied with their current job status. Finally, 62.5% of the students working in government jobs were found much satisfied. In totality, among the currently employed students 69.6 percent of the students were found having relatively higher satisfaction level in their current job.

Figure 2.14: Job Satisfaction by Organization Type

The above figure is the graphical representation of the cross tabulation between the current job satisfaction of the employed graduates as per the organization type they are involved. This depicts that most of the employed graduates are towards the satisfaction end at the current jobs they are involved. Relatively, students working in NGO/INGO are having no dissatisfaction and also the percentile representation of 87.5 percent reveals that they are much satisfied with their current job status. This tendency is more or less similar in the students working at public organizations. 78.3 percent of the employed graduates have been found much satisfied with their current

job status in this sector. Overall, it can be inferred that NGO/INGO, public and private organizations is the preferred organizational options for the graduates to get employed.

Figure 2.15: Satisfaction with Current Job by Designation

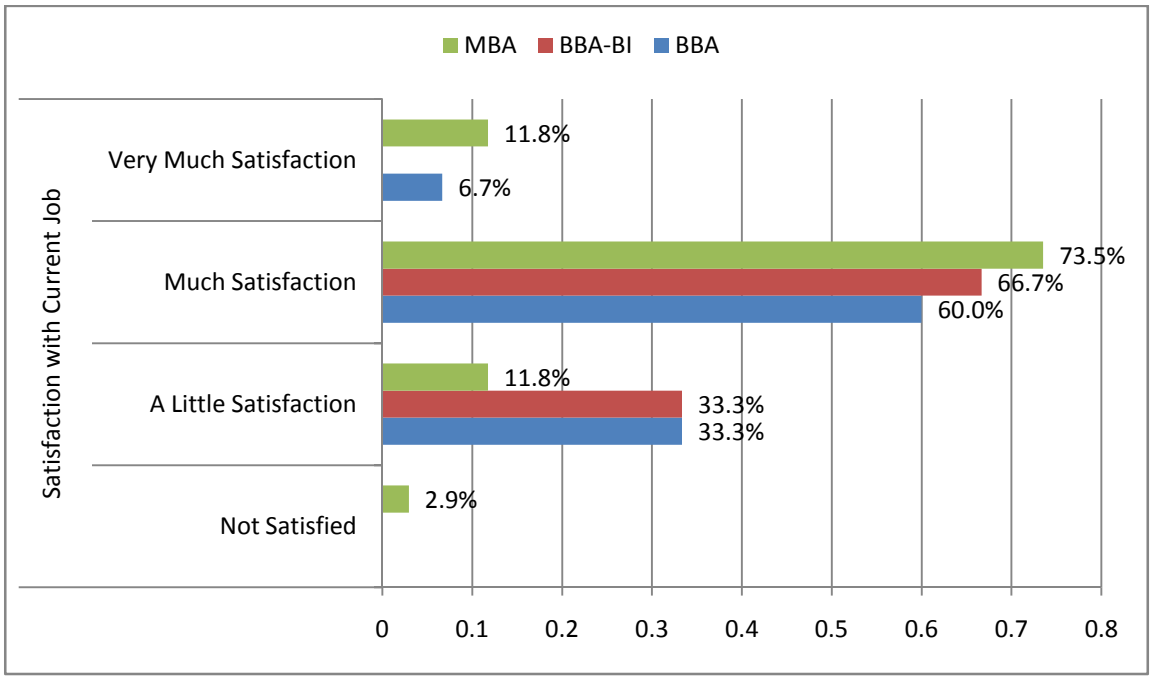


The figure 2.16 displays the descriptive results of the satisfaction with the current job of the graduates as per the designation they hold in the organizations. This depicts that graduates working in the assistant level are also found to be satisfied with their position with the percentile representations of 29.4 percent in a little satisfaction and 64.7% in much satisfied position. The students working in the senior assistant level said that they have no dissatisfaction. 80 percent of them were found much satisfied and 20 percent a little satisfied.

In the same manner, graduates working in the officer level were also observed having no dissatisfaction. 76.9 percent of them said that they are much satisfied and the remaining 23.1 percent responded that they are a little satisfied. Finally, students working in the managerial level were relatively found more satisfied than in any other level. 20 percent of them responded that they are very much satisfied, 66.7 percent

said that they are much satisfied and the remaining 13.3 percent have revealed their little satisfaction. In general, it can be said that as the graduates achieve higher job positions in the organizations their tendency of being satisfied with the current job increases.

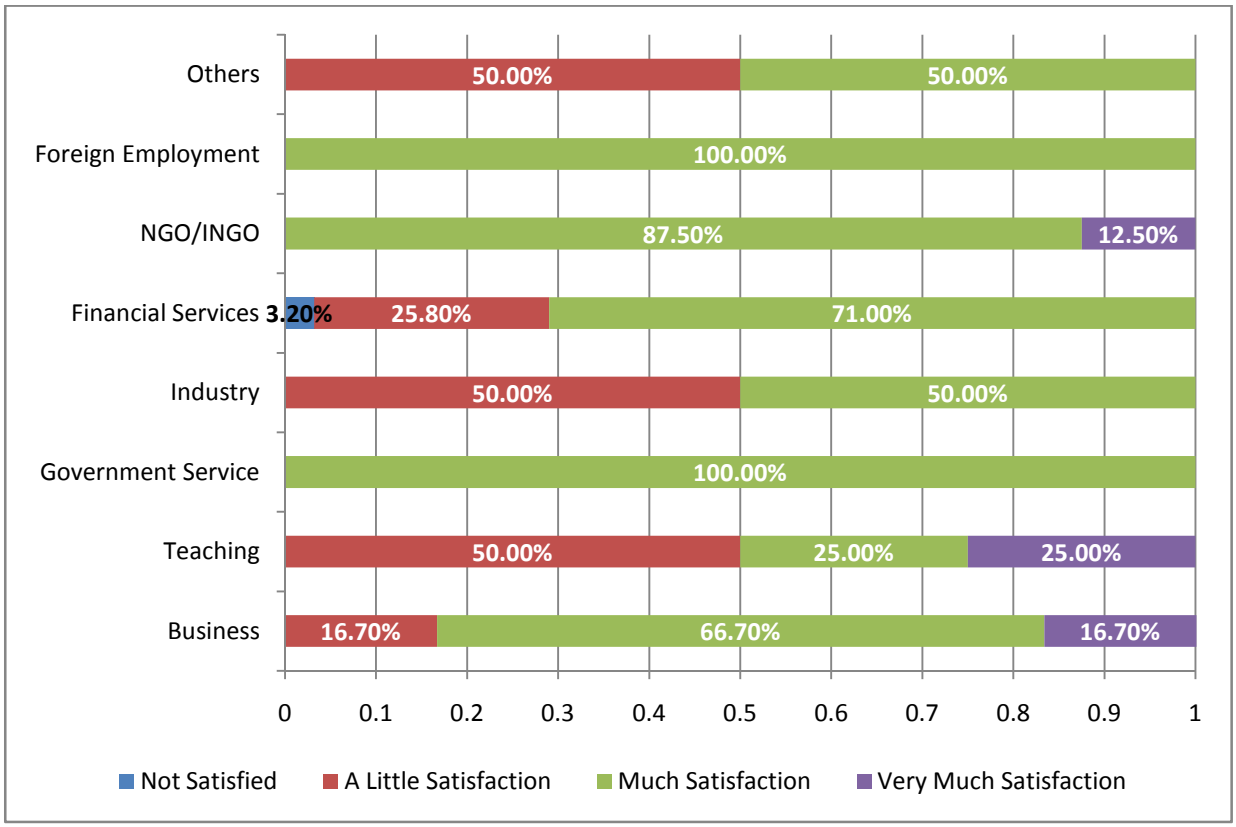
Figure 2.16: Satisfaction with Current Job by Program



The figure 2.17 is the presentation of the satisfaction level of the graduates as per the program. It reveals that 73.5 percent of the MBA graduates are much satisfied with their job, followed by equal proportion of them being very much satisfied and a little satisfied i.e. 11.8 percent and negligible percent that is 2.9 percent of them were found being not satisfied. In the same manner, 66.7 percent of employed graduates of BBA-BI revealed their much satisfaction and 33.3 percent of them said that they are little satisfied with their current job status.

Finally, 60 percent of the employed BBA graduates have been found much satisfied followed by 33.3 percent being a little satisfied. A small portion of them were found to be very much satisfied towards the job i.e. of 6.7 percent. This depicts that the undergraduates of BBA and BBA-BI seem to be less satisfied in the current job status relatively than the MBA graduates. This implies that as the students' level of studies increase, their propensity of being satisfied with the job they hold also increases.

Figure 2.17: Satisfaction with Current Job by Employment Sector



The figure 2.18 exhibits the satisfaction of the employed graduates relative to their engagement in different employment sectors. Generally, the graduates were found being employed by businesses, NGO/INGOs, financial services, government services, teaching and others as mentioned in the table and figure. The above table and figure reveal that graduates absorbed in the foreign employment and government services are found cent percent much satisfied with their employment. Similarly, the 85.5 percent of the graduates employed in the NGO/INGOs exhibited their much satisfaction, followed by 71 percent of financial services, 66.7 percent of business sector, 50 percent of industry and others and 25 percent of the teaching sector.

In addition, equal proportion of the graduates employed in the teaching, industry and other sectors were found to be a little satisfied with their current job status, i.e. 50 percent. Likewise, 25.8 percent of graduates involved in financial services and 16.7 percent of the graduates involved in the business sector were found a bit lower on their satisfaction level towards the job they are currently involved. Negligible percentage of graduates working in financial services sector, i.e. 3.2 percent revealed that they are not satisfied. Similarly, students working in the teaching, business and

NGO/INGO sectors with the proportionate representation of 25 percent, 16.7 percent, and 12.5 percent respectively said that they are very much satisfied with the job in which they are currently engaged. Therefore, it implies that relatively the foreign employment sector and the government sector may be the lucrative sector of employment for the graduates. Besides, the students' dissatisfaction level is observed to be minimal as they get employed.

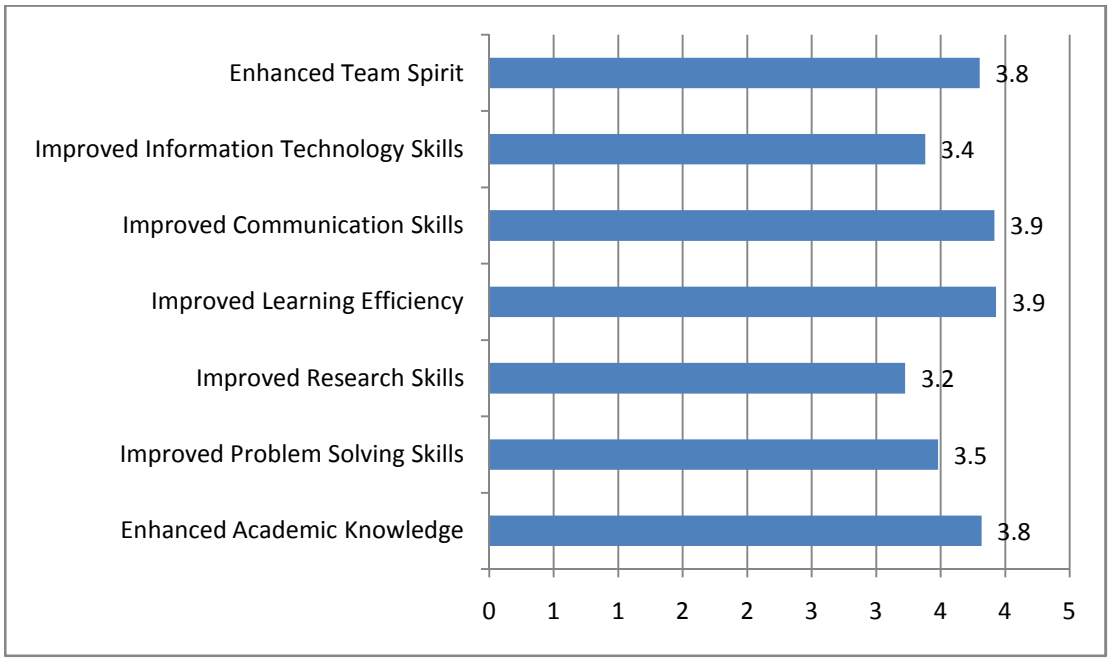
2.4 Quality and Relevance of Higher Education

The table 2.5 and figure 2.19 is the presentation of the mean score evaluation of the scales used in assessing the job relevancy of the program the students have studied. Generally, the students have depicted their agreement that the program they have studied at School of Business is relevant to their job. The analysis depicts that most of the graduates have agreed that the program they have enrolled and studied has enhanced their learning efficiency and has also improved their communication skills with the highest mean score of 3.9. Similarly, the mean score of 3.8 reveals that the program at the school has been contributory in enhancing their academic knowledge and team spirit. Relatively, the mean score of 3.2 in improved research skills depict that the program to some extent hasn't played a significant role in enhancing the improved research skills of the students.

Table 2.5: Mean Score Evaluation of Job Relevancy Scales

Items	Minimum	Maximum	Mean	Std. Deviation
Enhanced Academic Knowledge	1.00	5.00	3.8169	.83341
Improved Problem Solving Skills	1.00	5.00	3.4789	.92364
Improved Research Skills	1.00	5.00	3.2254	1.01696
Improved Learning Efficiency	2.00	5.00	3.9296	.79864
Improved Communication Skills	2.00	5.00	3.9155	.89037
Improved Information Technology Skills	1.00	5.00	3.3803	1.06054
Enhanced Team Spirit	1.00	5.00	3.8028	.95048

Figure 2.18: Mean Score Evaluation of Job Relevancy Scales



Finally, the overall analysis of the table shows that though the graduates have their agreement on the job relevancy of the program they have studied it is still not at the highest agreement level. Therefore, it could be inferred that some of the significant factors in job relevancy such as important research skills, improved problem-solving skills, and improved IT skills furthermore needs to be promoted.

The Table 2.6 is the composite analysis of the job relevancy scale as per the program of the School of Business. The significant positive correlation coefficient of 0.84 on the scales at the Bachelors and Masters level indicate that both the programs offered by School of Business is positively promoting job relevancy in the job market. Furthermore, the average mean scores of 3.64, 3.65 and 3.64 in Aggregate, Bachelors and Masters column respectively and more or less similar variances in standard deviation in them also justifies it. Analyzing the table, it is also evident that Bachelors level education is found to be more prominent in improving learning efficiency and communication skills. Similarly, the graduates of MBA responded that the MBA program they have completed at the School have enhanced their academic knowledge significantly.

Table 2.6: Differences in Mean Scores of Job Relevancy Item by Program

	Mean Score			t-stat	Sig.
Particulars	**Aggregate**	**Bachelors**	**Masters**		
Enhanced academic knowledge	3.81	3.70	3.90	-0.954	0.344
Improved problem solving skill	3.47	3.48	3.47	0.040	0.968
Improved research skill	3.22	3.12	3.30	-0.700	0.486
Improved learning efficiency	3.92	4.06	3.82	1.259	0.212
Improved communication skill	3.91	4.09	3.77	1.525	0.132
Improved information technology skill	3.38	3.22	3.50	-1.082	0.283
Enhanced team spirit	3.80	3.90	3.72	0.781	0.437
Average Score	**3.64**	**3.65**	**3.64**		
Standard Deviation	**0.28**	**0.39**	**0.21**		
Correlation		**0.84**			
Cronbach's Alpha	**0.818**				

In addition, the analysis of test of significance to test the differences in mean scores of the job relevancy item by program type (t-test) reveals that there is no such significant difference in perception of students in the scales of job relevancy as per the program type. This implies that the School of Business have equally promoted and provided the academic skills, knowledge and excellence, in both the Bachelors and Masters level, which is crucial in creating job relevancies. Finally, the Cronbach's Alpha of 0.82 reveals the significant high reliability of the scales used.

The table 2.7 and figure 2.20 displays the mean score evaluations of the items used for assessing the major strengths and weaknesses of the institutional program the students have attended. The highest mean score of the 4.0 reveals that most of the graduates agree that the teacher student relationship at the institution as one of the major strengths of the institution. Secondly, with the mean score of 3.76 the ranges of courses offered by the School are also one of the major strengths.

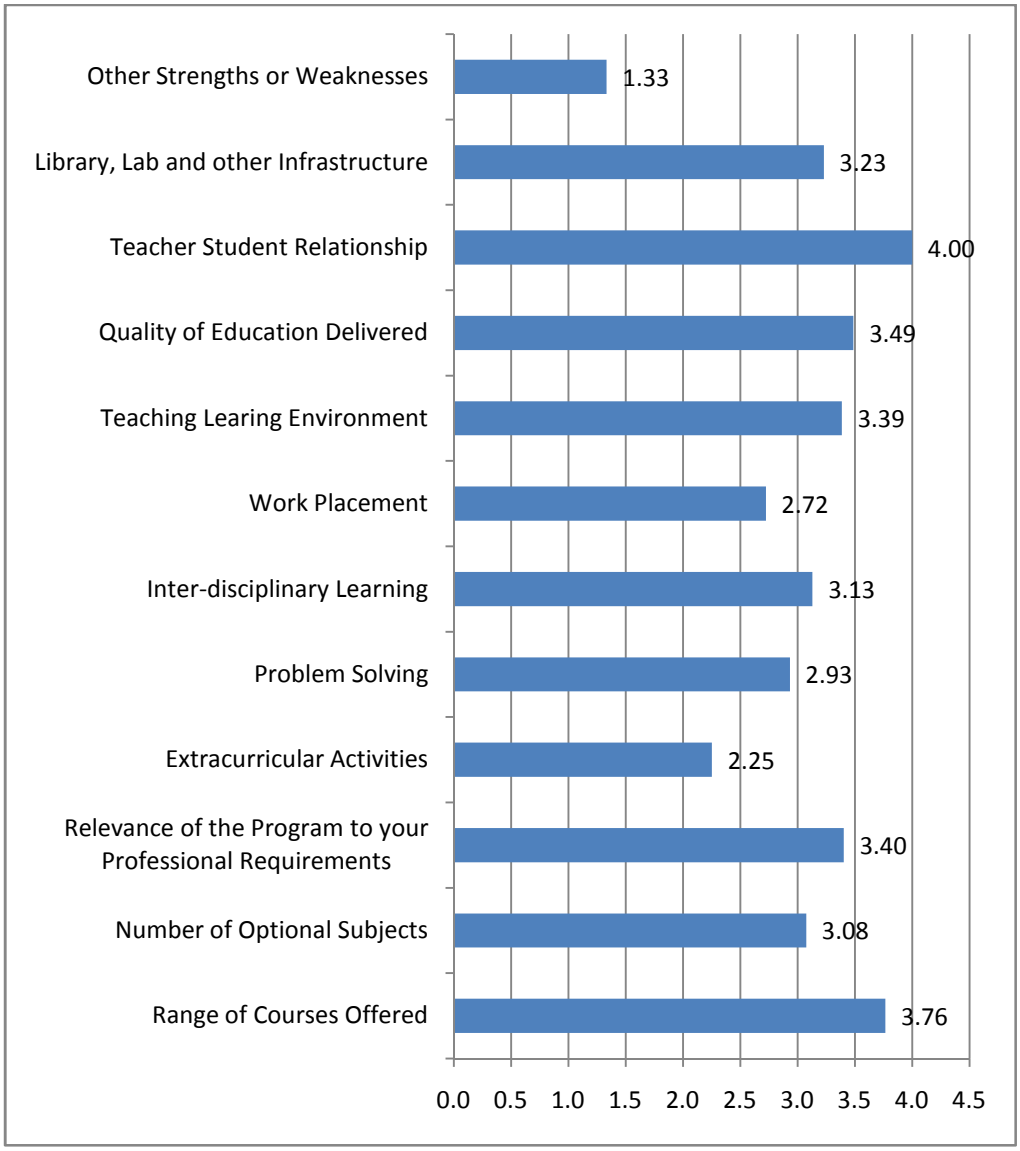
Table 2.7: Mean Score Evaluation of Major Strengths and Weakness Scales

	Minimum	Maximum	Mean	Std. Deviation
Range of Courses Offered	1.00	5.00	3.7647	.88016
Number of Optional Subjects	0.00	5.00	3.0756	1.00978
Relevance of the Program to your Professional Requirements	1.00	5.00	3.4034	.93264
Extracurricular Activities	0.00	4.00	2.2521	1.06738
Problem Solving	0.00	5.00	2.9328	1.06350
Inter-disciplinary Learning	1.00	5.00	3.1293	.99153
Work Placement	0.00	5.00	2.7227	1.17837
Teaching Learing Environment	1.00	5.00	3.3866	1.09009
Quality of Education Delivered	1.00	5.00	3.4874	1.07250
Teacher Student Relationship	1.00	5.00	4.0000	.84372
Library, Lab and other Infrastructure	1.00	5.00	3.2288	1.08140
Other Strengths or Weaknesses	1.00	2.00	1.3333	.57735

Similarly, the quality of education, relevance of the program to the professional requirements and the teaching learning environment with the mean scores of 3.49, 3.40 and 3.39 respectively indicate that most of the students agree that these components are also the major strengths of the institution. Likewise, the low mean score of 2.25 in the provision of extracurricular activities of the School hasn't been relatively perceived as the strong factor.

In general, the analysis depicts that majority of the items used to assess the strengths and weakness of the program is positively perceived, which implies that the programs offered and graduate and undergraduate level in the School of Business is relatively promoting the sound academic environment and excellences among the students.

Figure 2.19: Mean Scores of Major Strengths and Weakness Scales



The table 2.8 is the presentation of the test of significance of items on strengths and weakness of the institution as per the program. The analysis of the table shows that there is no such significant difference perceived on the items measuring agreement and disagreement on the ranges of courses offered, problem solving approaches, inter-disciplinary learning, teaching/learning environment, quality of education delivered, and teacher student relationship as per the program. Whereas, significant differences have been observed in the items measuring agreement and disagreement on number of optional subjects, program relevance to professional requirements, extracurricular activities, work placement/attachment and lab/library facilities etc.

Table 2.8: Differences in Mean Scores of Items on Strengths and Weakness of the Institution by Program Type

	Mean Score			t-stat	Sig.
Particulars	**Aggregate**	**Bachelors**	**Masters**		
Range of course offered	3.76	3.75	3.77	-0.126	0.900
Number of operational subject	3.07	2.93	3.31	-2.009	0.047
Relevance of the program to your professional requirements	3.40	3.20	3.73	-3.119	0.002
Extracurricular activities	2.25	2.09	2.51	-2.094	0.038
Problem solving	2.93	2.81	3.13	-1.615	0.109
Interdisciplinary learning	3.12	3.09	3.17	-0.418	0.677
Work placement /attachment	2.72	2.87	2.46	1.868	0.064
Teaching learning environment	3.38	3.29	3.53	-1.147	0.254
Quality of education delivered	3.48	3.39	3.64	-1.249	0.214
Teacher relation relationship	4.00	4.06	3.88	1.121	0.264
Library /lab etc.	3.22	3.09	3.44	-1.715	0.089
Average Score	**3.211**	**3.142**	**3.324**		
Standard Deviation	**0.482**	**0.513**	**0.479**		
Correlation		**0.842**			
Cronbach's Alpha	**0.889**				

This in general implies that there is difference in opinion of graduate and undergraduate students regarding the number of optional subjects offered, professional relevance of the program, extracurricular activities, work placement and lab/library facilities. Relatively, the graduates of MBA have positively regarded these

as the major strengths of the institutional program. The work placement/attachment has the lowest mean score evaluation among all the items which implies that by far the institutional program hasn't been found stronger in this aspect. Both MBA and BBA graduates have perceived the teacher student relationship as the major strength of the institutional program as revealed by the highest mean scores of 3.88 and 4.06 respectively.

2.5 Factors Influencing Educational Quality

Figure 2.21 illustrates the correlations of various items representing job market relevancy and strengths and weakness of the academic programs with overall program quality. All the correlations are found to be positive which reveals that all the measures are required for promoting educational quality. The variable teaching learning environment is found to have the highest correlation with educational program quality followed by problem solving and inter-disciplinary learning. Hence, the institution should focus on improving on these aspects in order to improve its program quality. The variables having relatively lower correlations with educational program quality are enhanced academic knowledge, improved IT skills and number of optional subjects.

Figure 2.21: Correlation of Academic Factors with Educational Program Quality

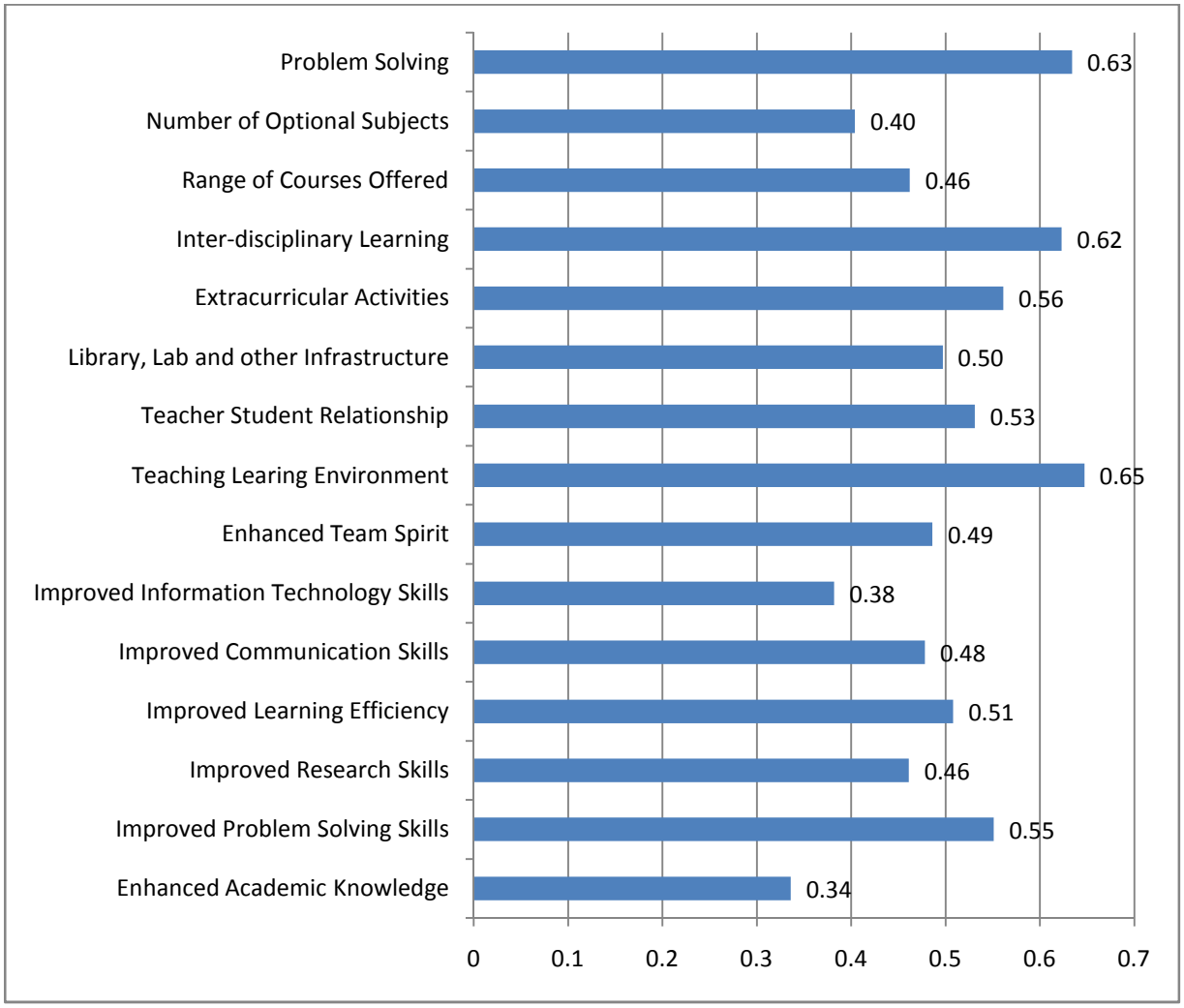


Table 2.9 presents the output of the multiple regression model used to identify the factors affecting educational quality of the academic programs offered by the institution. The data comprises of opinion of the graduates regarding various aspects of program relevancy to job market and strengths of the program. Total of 13 items measured in rating scale of 0 to 5 (0 representing absence and 5 representing excellent presence of the quality dimension). The items were grouped into five factor scores as per inter-item correlations and common themes employing equal weighting. The factors used in the regression model as explanatory variables are skill development, conceptual knowledge, academic environment, extra-curricular activities while the factor educational quality is used as dependent variable. The dependent variable educational quality comprises of the items program relevancy for job market, program quality and work placement. Similarly, the variable skill development comprises of

scores achieved from items problem solving skills, communication skills, research skills, and team skills. The score associated with the variable conceptual foundation comprises of items academic knowledge, range of courses, and inter-disciplinary learning. The variable academic environment is obtained from scores of the items teacher student relationship, teaching learning environment and library/lab facilities. Model I presents the output of the regression model which uses data of all graduates. Model II and III presents regression estimation results for bachelors and masters level graduates respectively.

Table 2.9: Determinants of Educational Quality: Output of Multiple Regression Models

Variables	**Model I (Aggregate)**	**Model II (Bachelors)**	**Model III (Masters)**
Constant	-0.312	-0.535	-0.180
	(0.368)	(0.646)	(0.438
Skill Development	0.259**	0.508**	0.634***
	(0.121)	(0.192)	(0.157
Conceptual Knowledge	0.254*	-0.028	0.445**
	(0.145)	(0.247)	(0.190)
Academic Environment	0.440***	0.605**	0.364**
	(0.140)	(0.219)	(0.163)
Extra-curricular Activities	0.064	-0.076	0.099
	(0.072)	(0.119)	(0.095)
R-Squared	**0.633**	**0.632**	**0.701**
Adjusted R^2	**0.609**	**0.570**	**0.666**
F-statistics	**27.133*** **	**10.289*** **	**19.972*** **
No of Observations	**124**	**78**	**46**

The results for Model I reveal that skill development of the graduates, conceptual knowledge and academic environment are significant variables affecting educational quality. On the contrary, extra-curricular activities is found to be insignificant. The

variable academic environment is found to be significant at 1 percent level of significance and positively related with educational quality. The result depicts that teacher student relationship, teaching learning environment at the institution and presence of abundant academic resources like rich library and well equipped lab facilities are crucial determinants of educational quality. The variable skill development is found to be significant at 5 percent level of significance and it is also positively associated with educational quality. Hence, the result indicate that in order to enhance educational quality of its programs the institution should focus on imparting problem solving skills, communication skills, research skills and team working skills. Finally, the variable conceptual knowledge is found to be significant only at 10 percent level of significant and is positively related with educational quality. The results reveal that providing sound conceptual knowledge, extending ranges of courses offered and adopting inter-disciplinary learning are also key determinants of educational quality. However, in contrast to the general opinion, extra-curricular activities is found not to impact educational quality.

The value of R-squared reveal that the explanatory variables explain around 63 percent of the variation in the dependent variable educational quality. The F-statistics is significant at 1 percent level of significance indicating overall model fit. Overall, the model shows that academic environment is the most important factor for enhancing educational quality followed by skill development and conceptual knowledge.

The results of Model II which is estimated from observations of bachelors level graduates only reveals that skill development and academic environment are significant variables that impact educational quality. Both the variables are found to be significant at 5 percent level of significance and positively related with the dependent variable. The results indicate that the bachelors level graduate opine that conceptual knowledge and extra-curricular activities are not much important factors for enhancing educational quality. Hence, the result reveal that in order to improve educational quality at bachelors level, greater attention should be provided in maintain sound academic environment and skill-based education. The result of Model III is different from Model II which shows that perceptions of Masters level graduates regarding factors impacting educational quality is different as compared to Bachelors level graduates. The MBA level graduates value skill development and conceptual

knowledge more. The variable skill development is found to be significant at 1 percent level of significance while the variables conceptual knowledge and academic environment are found to be significant at 5 percent level of significance. The results reveal that the MBA program is found to be successful at imparting sound conceptual foundation to the graduates while BBA program is found to lack on the aspect. The values of R-squared reveal that the model fits relatively well for masters level graduates. Overall, the result depicts that sound academic environment and pedagogy focused on skill development are key determinants of educational quality.

Educational Quality and Work Placement: Structural Equation Model

The Measurement Model

The measurement model is used to establish validity of the constructs used in the study. The latent constructs are perceived skill development, conceptual foundation, academic environment, educational quality and work placement. The measurement model with all 13 aggregate items (representing the observed variables) for the above 5 constructs was developed and analyzed as a confirmatory factor analysis. The covariance matrix for the 13 aggregate items was used in the analysis, and parameter estimates were made under the maximum-likelihood method. In this model, each of the 13 items was allowed to load on only its associated factor (which was identified *a priori*), and the factors were allowed to correlate.

Table 2.10 shows the indexes that were used to assess the extent to which the proposed 5–factor model fit the data. This measurement model is useful in assessing the potential fit of any causal models that may be applied. If the measurement model is of poor quality, a causal model cannot improve on the fit measures. In particular, the measurement model should show quality loadings of the manifest variables on the latent variables.

Table 2.10 : Results of Measurement Model

Construct	Scale Items	Factor Loadings λ[a]	Cronbach's Alpha	CR[b]	AVE[c]
Skill Development	SD1	0.793***	0.670	0.863	0.685
	SD2	0.850***			
	SD3	0.832***			
	SD4				
Conceptual Foundation/Knowledge	CF1	0.745***	0.766	0.874	0.693
	CF2	0.924***			
	CF3	0.867***			
Academic Environment	AE1	0.843***	0.707	0.872	0.691
	AE2	0.864***			
	AE3	0.838***			
Educational Quality	EQ1	0.781***	0.731	0.863	0.683
	EQ2	0.872***			
		0.823***			
Work Placement	WP1	0.795***			
Model Fit Measures					
Chi-Square = 212.843 (df=100, prob = 0.000) GFI = 0.937, AGFI=0.916, CFI=0.966, TLI = 0.954, RMSEA=0.068					
[a]λ = Completely standardized factor loadings [b]CR = Composite reliability [c]AVE= Average variance extracted *** p <0.001					

The study conducts a confirmatory factor analysis (CFA) by creating using AMOS. The CFA shows an acceptable model fit based on absolute fit indices (GFI, AGFI, χ^2, and RMSEA). The goodness of fit indices (GFI and AGFI) values are 0.937 and 0.916 respectively which are more than acceptable cut-off value of 0.9 indicating reasonable fit of hypothesized model with sampled data. However, GFI and AGFI values are affected by sample size and can be larger for models that are poorly specified and as such their use as fit indices is rather limited. Hence, the model fit is examined employing additional fit indices. The normal chi-square (χ^2) - (χ^2 to degrees

of freedom, χ^2=212.843, d.f.=100) is 2.028, which is below the acceptable cut-off value of 3.0. However, chi-square value increases with sample size and number of observed variables, introducing bias in the model. Hence, alternative model fit indices have been examined. Root mean square error of approximation (RMSEA) is 0.068, which is lower than 0.08, indicating a good fit. The values of incremental fit indices CFI (comparative fit index) and TLI (Tucker Lewis Index) are 0.966 and 0.954 respectively. The values of more than 0.9 are indicator of adequate model fit. To summarize, the results suggest that the measurement model has a good fit.

Assessment of reliability and validity of the constructs used in the model is important for establishing adequacy of model fit. Reliability of the multi-item constructs has been examined using Cronbach's alpha and composite reliability (CR). An unreliable construct can't be valid. Cronbach's alphas should be larger than 0.6. In this study, all Cronbach's alphas are greater than 0.6, which satisfies the requirement. In addition, we also compute composite reliability (CR). As general guidelines, CR of 0.7 or higher are considered good. However, estimates between 0.6 and 0.7 may be considered acceptable if the estimates of the model validity are good. All the values of CR for the constructs are greater than 0.8 which establishes reliability of constructs.

With respect to the convergent validity of the measures, first, all standardized item loadings or regression weights are greater than 0.7 and significant. Convergent validity measures the extent to which the scales correlates positively with other measures of the same construct. Hence, the size of the factor loadings provides evidence of convergent validity. Higher factor loadings indicate that the observed variables converge on the same construct. The factor loadings presented in Table 2.10 establish validity as the values are higher than cutoff level of 0.7. Second, the average variance extracted (AVE) for each factor should be greater than 0.5. It represents the ratio of the total variance that is due to the latent construct. An AVE of 0.5 or more indicates satisfactory convergent validity, as it means that the latent construct accounts for 50 percent or more of the variance in the observed variables, on the average. All AVE values are above 0.60, therefore, the results suggest there is acceptable convergent validity of the measurement model.

During the examination of measurement model, the items which exhibited insignificant factor loadings and standardized loadings less than 0.7 were dropped from the model. Additionally, modification indices and standardized residual analysis were used as diagnostic measure of model fit. Based on the values and theoretical concepts, measurement model was modified in specification search of better-fitting model and finally the current measurement model with 13 items and 5 constructs is specified. Overall, the measurement model is believed to be appropriate given the evidence of adequate model fit, reliability and convergent validity. As the validity of the measurement model has been established, in the next section the study proceeds with the specification of the structural model.

The Structural Model

In moving from the measurement model to the structural model, the emphasis of the study now shifts from the relationships between latent constructs and the observed variables to the nature and magnitude of the relationships between the constructs as depicted in Figure 2.22. The structural model is specified based on the existing theories of education. It is hypothesized that academic practices observed in the institution affects educational quality and the quality of the academic programs is propositioned to effect work placement of the graduates. The results of the SEM path analysis are shown in Table 2.11 By using structural or path analysis, the study evaluates the hypothesized causal relationship proposed in the theoretical model. The latent constructs work placement and educational quality are endogenous as the variables are being explained in the model by exogenous variables. The latent constructs skill development, conceptual foundation and academic environment are exogenous constructs as they are not explained by other variables in the model. The structural model examines the following hypotheses:

H1: Teaching pedagogy focused on skill development is positively related to educational quality.

H2: Academic program imparting sound conceptual foundation is positively related to educational quality.

H3: Sound academic environment is positively related to educational quality.

H4: Better educational quality is positively related to better work placement of graduates.

The path analysis results show the overall fit measures as discussed in the preceding section which provides judgment for how the structural or path model fits the data. Analysis of path model outputs reveal chi-square value [(χ^2 (103) = 222.432, p<0.001), GFI=0.811, AGFI=0.804, CFI=0.845, TLI=0.832, RMSEA=0.072] yielded to some extent a reasonable fit to data. The χ^2 is significant (p<0.001), indicative of a poor fit. However, the normal chi-square (χ^2 /df) is 2.1 which is lower than cutoff value of 3 implying satisfactory model fit. Aditionally, the RMSEA value of 0.072 is close to acceptable limit of 0.08. Similarly, the values of the incremental fit indices CFI and TLI are lower but near to the generally cited cut-off value of 0.9, hence, the results indicate a mediocre fit of the model. Therefore, the model is determined to have acceptable enough fit to proceed with further analysis.

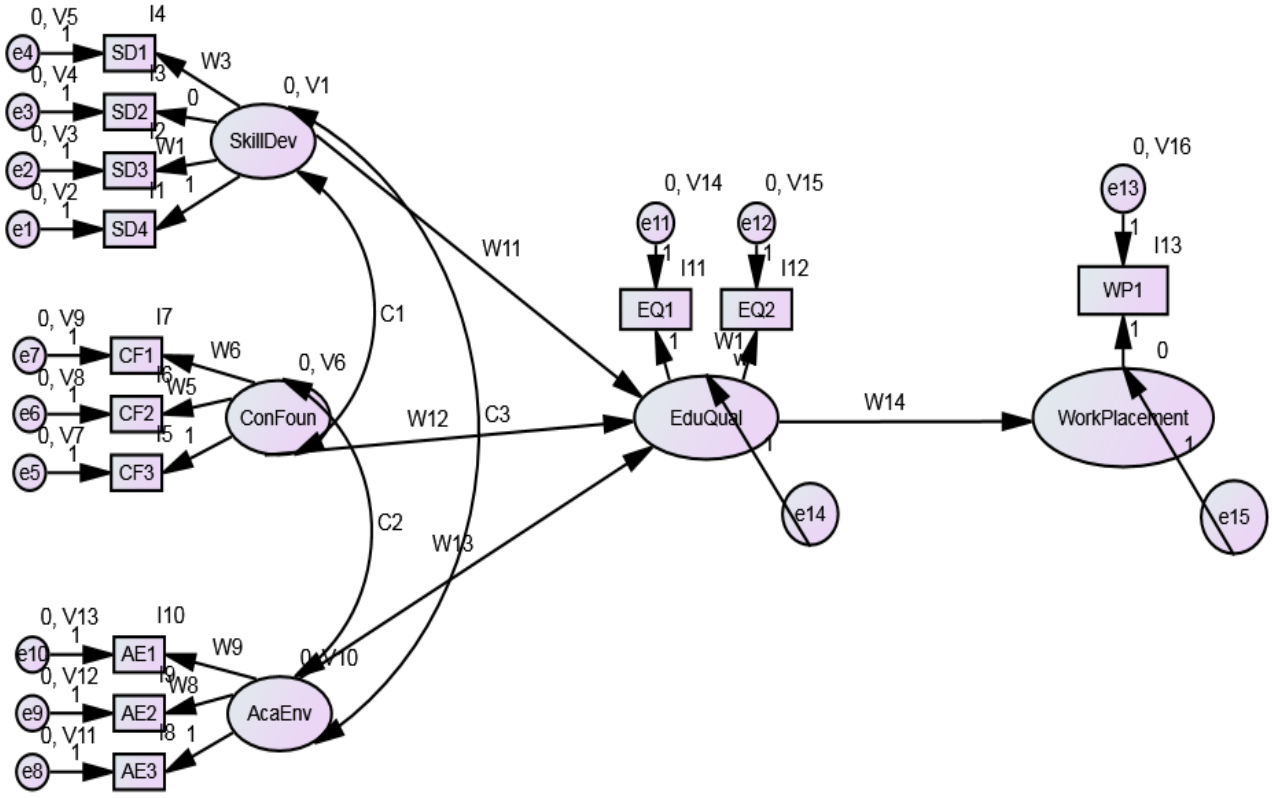
Table 2.11 : SEM Path Analysis Results

Structural Path	**Estimate**	**SRW[a]**
Educational Quality ←Skill Development	0.541*** (0.033)	0.421
Educational Quality ← Conceptual Foundation	0.254*** (0.055)	0.263
Educational Quality ← Academic Environment	0.577*** (0.042)	0.482
Work Placement ← Educational Quality	0.743*** (0.067)	0.884
Squared Multiple Correlation Commitment (γ^2 = 0.852) Work placement Satisfaction (γ^2 = 0.786)		
Model Fit Measures Chi-square = 222.432 (df=103, prob. = 0.000) GFI=0.811, AGFI= 0.804, CFI=0.845, TLI=0.832, RMSEA=0.072		
[a]SRW = Standardized regression weights *** p<0.001		

The estimates of path coefficients are all significant and positive. Hence, the path analysis results allows for testing the hypothesized relationship of the constructs as outlined in Figure 2.22. H1 stated that skill development of the graduates is positively related to educational quality. As indicated in Table 2.11, the effect of skill developments on educational quality is in hypothesized direction and it is statistically significant. Accordingly, this research hypothesis is supported. In H2, it was hypothesized that imparting sound conceptual foundation affects educational quality which has been supported by the results. As stated by H3, the effect of academic environment on educational quality is in hypothesized direction and it is statistically significant. Thus, it is accepted that sound academic environment is indicative of educational quality standard of the institution.

Similarly, H4 predicted that better educational quality results in better work placement of the graduates. Again, the effect of educational quality on job placement is in hypothesized direction and is statistically significant. Hence, this empirical finding confirmed that enhancing academic quality is necessary for satisfactory job placement of the graduates. Among the relationship between the latent constructs, the relationship between work placement and educational quality is highest are revealed by the associated standardized regression weight followed by relationship between academic environment and educational quality. The results reveal that satisfactory work placement of the graduates is highly dependent on commitment of the institution to maintain educational quality and the educational quality depends on whether the institution focuses on skill development, enhancing academic environment and imparting sound conceptual knowledge. The values of squared multiple correlations reveal that around 79 percent of variation in work placement satisfaction is explained by commitment to educational quality. Similarly, educational quality is highly explained by academic practices in the institution related to skill development, conceptual knowledge and academic environment.

Figure 2.22: Structural Path Diagram



The empirical findings from the above structural model confirms that commitment to educational quality represents the generic mechanism through which the focal exogenous variables (viz. perceived skill development, perceived academic environment, and perceived conceptual foundation provided) are able to positively influence the graduates work placement. The empirical results which offer support for effect of promoting skill development, imparting sound conceptual foundation and maintaining sound academic environment on educational quality provides a very important practical and policy implications for the higher education institutions in Nepal. Good work placement of the graduates is a pre-requisite for sustainability and stability of academic institutions. Hence, the policies and practices of the higher education institutions in Nepal should focus on providing both conceptual knowledge and job relevant skills to the students in a sound academic environment.

2.6 Education and its Contribution to Graduate's Personal Development

Table 2.12 shows the output of cross-tabulation and chi-squared test undertaken to analyze association between graduates personal career development and socio-

demographic characteristics. The result reveals that there is association between gender and current employment status of the graduates. Male graduates are found to have better employment opportunities as compared to female graduates. Similarly, there is association between program type and employment status. MBA graduates have better employment opportunities. Similarly, BBA-BI graduates have higher employability relative to BBA graduates.

Table 2.12 : Association between Employment Status and Graduates' Characteristics

Graduates Characteristics	Service in an organization	Self employed	Unemployed	χ^2	Sig	Cramer's V
Gender						
Male	59.4	18.8	21.7	9.493***	0.009	0.277
Female	43.6	9.1	47.3			
Program						
BBA	32.8	15.5	51.7	24.49***	0.000	0.444
BBA-BI	60.0	5.0	35.0			
MBA	73.9	17.4	8.7			
Ethnicity						
Brahmin	58.3	12.5	29.2	6.268	0.617	0.159
Chhetri	43.8	12.5	43.8			
Indigenous	40.0	20	40.0			
Schedule Caste	60.0	0	40.0			
Others	50.0	33.3	16.7			
Age Group						
20-25	36.0	2.0	62.0	24.457***	0.000	0.363
26-30	71.8	12.8	15.4			
31-35	75.0	25.0	0.0			

In case of association between ethnicity and employment status the chi-square value is insignificant which reveals that there is no association between ethnicity and employment opportunity. All graduates regardless of diverse ethnicity have similar employment status. Finally, association has been seen between age group and employment status. Graduates of higher age group have higher employability. The value of Cramer's V reveals that highest association exists between program type and employment status.

Personal Development and Graduates' Characteristics

Table 2.13 presents the means scores of different items related to skill and personal development of the graduates and hypothesis test undertaken to examine the differences in mean scores of the items by graduate's characteristics. Panel A presents the gender-wise differences on skills important for career development of the graduates. The null hypothesis of there is no difference in mean scores of the job relevancy skill scores of the graduates by gender has been accepted for all items as none of the t-stat is found to be significant. However, the mean scores for the items enhanced academic knowledge and improved research skills is higher for male graduates which reveals that the male graduates are better in the aspects. Similarly, the mean scores for items improved problem solving skills, improved learning efficiency, improved problem solving skills, improved communication skills and enhance team spirit is higher for male graduates.

Table 2.13: Personal Development by Graduates' Characteristics

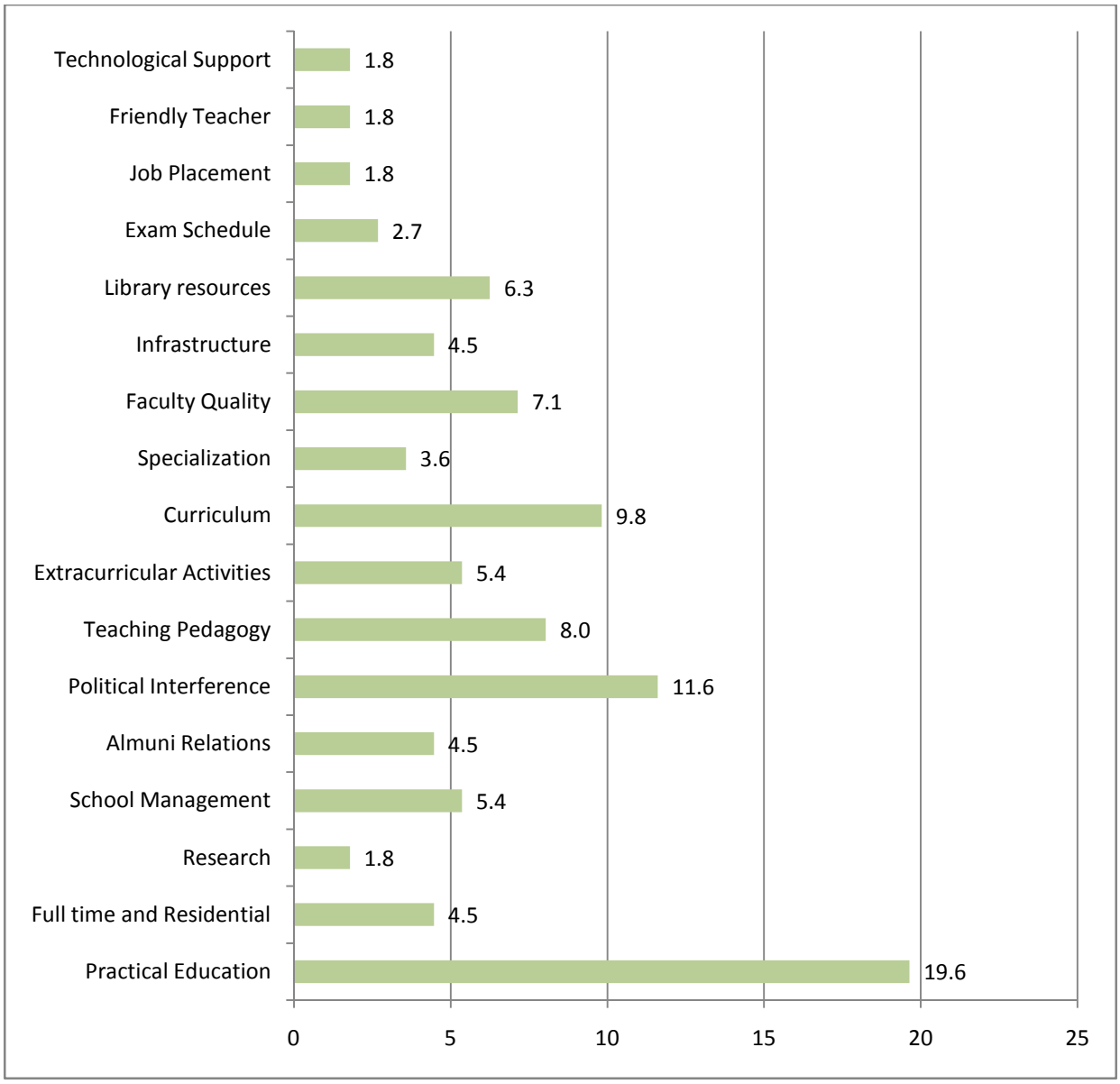
Panel A: Gender						
Items	**Male**	**Female**				**t-stat**
Enhanced Academic Knowledge	3.84	3.76				0.422
Improve Problem Solving Skills	3.45	3.52				-0.275
Improve Research Skills	3.28	3.12				0.641
Improve Learning Efficiency	3.91	3.96				-0,234
Improve Communication Skills	3.80	4.10				-1,438
Improve Information and Technological Skills	3.23	3.64				-1.536
Enhance Team Spirit	3.71	3.96				-1,028
Panel B: Ethnicity						
	Brah min	Chhetri	Indigen ous	Sched ule	Others	F-stat
Enhanced Academic Knowledge	3.87	3.75	3.52	4.00	4.25	0.799
Improve Problem Solving Skills	3.51	3.50	3.26	4.33	3.25	0.911
Improve Research Skills	3.41	2.87	2.93	3.00	3.25	0.936
Improve Learning Efficiency	3.95	3.75	3.86	4.33	4.00	0.318
Improve Communication Skills	4.00	3.62	3.73	4.66	3.75	1.032
Improve Information and Technological Skills	3.39	3.00	3.53	4.00	3.00	0.709
Enhance Team Spirit	4.00	3.50	3.80	4.00	2.25	3.900***
Panel C: Program Type						
	BBA	B-BI	MBA			F-stat
Enhanced Academic Knowledge	3.41	4.07	3.90			3.02
Improve Problem Solving Skills	3.29	3.71	3.47			0.79
Improve Research Skills	2.94	3.35	3.30			0.88
Improve Learning Efficiency	4.05	4.07	3.82			0.78
Improve Communication Skills	3.94	4.28	3.77			1.75
Improve Information and Technological Skills	3.00	3.50	3.50			1.45
Enhance Team Spirit	3.88	3.92	3.72			0.31

Panel B shows the mean scores for the job relevancy skills items by ethnicity of the graduates. The result of one-way ANOVA test reveals that no significant differences in mean scores is seen for all items by ethnicity except for enhanced team spirit. It reveals that the academic programs of the institution provide similar skills to all ethnic groups, however, in case of team spirit Brahmins and scheduled caste graduates have better achievement. Additionally, the mean scores for scheduled caste is higher for all items except improve research skills. It shows scheduled caste are getting better personal development in regards to the achievement of academic knowledge and job related skills. Relatively, indigenous and others ethnic group have low mean scores on average.

Finally, panel C displays the output of one-way ANOVA test undertaken to examine differences in mean scores of the items by program type. The result show that all the three academic programs are similar with respect to instilling the academic knowledge and job relevancy skills in the graduates as all the F-stat as insignificant in conventional significance level. However, the mean score values show that BBA-BI graduates have the most favorable opinion regarding attainment of job related skills required for their personal development during their study period. The BBA program is found to be the weakest in the aspect.

Figure 2.23 exhibits the suggestions made by the passed out graduates for improvement of the academic environment of the institution. Most of the graduates (19.6 %) have suggested adoption of practical education to enhance educational quality. The second important factor is to reduce political interference that hampers academic environment in the institution. 11.6 percent of the graduates have suggested taking initiatives to create political hindrance free academic institution. Other significant suggestions made by the graduates were to strengthen curriculum, improve teaching pedagogy, improve faculty quality and make library resourceful.

Figure 2.23: Recommendation for Betterment of Institution by Graduates



MBA graduates have recommended on residential MBA. Similarly, improvement in school management, maintaining alumni relations, upgrading infrastructure, increasing extra-curricular activities, adding specialization courses, implementing exam schedule on time, job placement, increasing research activities, improving teacher student relationship, and enhancing technological support are other suggestions offered by the passed out graduates.

CHAPTER III

MAJOR FINDINGS

This section discusses the major findings of the study derived from analysis of the data. The key findings related to employment status of the graduates, their characteristics, expectations and aspirations, employment experiences of the graduates, issues related to quality and relevance of higher education, and contribution of education to graduate's personal development are presented in the following sections.

A. Employment Status of Graduates

- It is found that among the graduates completing Bachelors and Masters Degree from School of Business, Pokhara University 52 percent are employed in organization, 15 percent are self employed and remaining 33 percent are unemployed. However, among the unemployed 76 percent are pursuing higher studies. In numbers, only 10 graduates are found to be unemployed and not pursuing further studies.
- Among the employed 86 percent are full-time employees whereas remaining 14 percent are employed in a part-time basis.
- Among the employed graduates 32.8 percent of them are in the assistant level, 18.8 percent are in the senior level and 21.9 percent are in the officer level and 26.6 percent are in the managerial level.
- The study revealed that 51.3 percent of MBA students get employed during their study period.
- The average time for the graduates to get employed after the completion of the program is 6 months.

B. Characteristics, Expectations and Aspirations of Graduates

- 55.6 percent of the graduates are male and the remaining 44.4 percent of them are female.
- The percentage of graduates completing BBA. BBA-BI and MBA in 2015 are 46.8, 16.1 and 37.1 percentages respectively.

- Ethnic distribution of the graduates reveals that Brahmins comprise of 58.1 percent, Chhetri 12.9 percent, Indigenous 20.2 percent, Scheduled casts 4 percent and other ethnic minorities 4 percent of the total graduates. It is found that the participation of the scheduled and minorities in higher education is lower.
- The results of the Structural Equation Modeling reveal that educational quality depends on skill development, conceptual foundation and academic environment. Among the three exogenous variables academic environment has the largest impact on the educational quality followed by skill development.
- The SEM also depicts that the educational quality of the institution determines the job placement of the graduates.
- The analysis of the unstructured questions of tracer study questionnaire asking for recommendations for improvement of the organization reveal that most of the graduates suggested that the organization should impart practical education, reduce political interference, strengthen curriculum, take measures to improve the quality of faculty and better manage library resources.

C. Employment Experience of Graduates

- With regard to job satisfaction 69 percent of the graduates are found to be much satisfied with their current job, 8 percent very satisfied, 21 percent a little satisfied and only 2 percent are not satisfied.
- Relatively the graduates working at the public sector, INGO/NGO and government sector jobs are satisfied. Furthermore, the graduates working in the private sector are relatively dissatisfied in their current job.

D. Quality and Relevance of Academic Programs

- The mean scores across the items of job relevancy is more than 3, which reflects that the programs offered by School of Business is found to be relevant in imparting job relevant skills and knowledge.
- The highest score is for communication skills and learning efficiency, while the lowest score is for research skills.
- The average mean score of items representing job relevancy is similar in both the BBA and MBA program.

- The Cronbach's Alpha for the seven items of job relevancy scales is 0.82.
- With the highest mean score of 4.0 the teacher student relationship is considered as one of the major strength of the School of Business.
- The mean scores of the items on the work placement, problem solving and extracurricular activities are relatively lower.
- The variables having higher correlation with educational quality of School of Business are teaching learning environment, problem solving skills and inter-disciplinary skills.
- The significant variable contributing towards the educational quality is academic environment followed by skill development.
- It is also found that for the MBA graduates sound conceptual knowledge is one of the major factor while it is not found being highly significant among the BBA graduates.

E. Contribution to Graduates Personal Development

- It is found that the programs of the School of Business is satisfactorily enhancing the job market saleability and the school has also been found imparting job related skills in better manner.
- Among the employed graduates of MBA, 36.1 percent are currently working at the managerial level while 25 percent are in the office level.
- Among the items representing various skills required for career or personal development, the mean scores for problem solving, research, communication, IT, teamwork are 3.47, 3.22, 3.91, 3.38 and 3.80 respectively.
- The chi-square test reveals that the employment status is associated with gender. Males have better employability in comparison to females.
- The employment status is also found to be associated with program type.
- MBA graduates of the school were found having higher employability followed by BBA-BI graduates.

CHAPTER IV
IMPLICATIONS TO INSTITUTIONAL REFORM

Based on the study findings, this section offers recommendations to School of Business, Pokhara University some key issues and areas to focus on in order to improve its quality of education. It also provides suggestions on improvement of academic environment, teaching pedagogy, curriculum, skill development, better job placement of its graduates, faculty quality, infrastructural improvement, and other major policy formulation and organizational reform dimensions. Specifically, following implications for academic improvement, policy formulation and reform are indentified from the study findings:

- It is advised to School of Business, Pokhara University to have more appealing programs such as scholarships and other related encouragement programs to increase the access of scheduled castes and minorities in higher education.
- Since the percentage of self-employed graduates is relatively lower, the School should promote and formulate policies to enhance the entrepreneurial spirit among the graduates.
- The BBA graduates marketability is relatively lower in comparison to MBA graduates; therefore it is suggested for the School to enhance the hands-on skills to the BBA graduates in order to increase their marketability. Additionally, it seems better if the institution establishes a distinct Job Place Cell to look after these affairs.
- It is advised to the School to manage the work placement programs in cooperation and collaboration with organizations by managing in-campus placements to reduce the average placement time.
- It is suggested to the School of Business to focus more on enhancing research skills of its graduates. The graduate research project is recommended to be replaced by thesis. It also seems better in promotion of research activity in school if the school establishes a separate research management cell useful in encouraging and supporting students to participate and get involved in research activities.

- The program still needs to have improvements in better managing the skills related to problem solving approaches, work placement related issues and extracurricular activities in order to enhance academic quality.
- The study reveals that the School needs to emphasize on creating effective pedagogical differences that promotes problem solving skills among the students.
- It is suggested to the School to incorporate academic practices that equally fosters conceptual knowledge and skill development in the MBA program whereas for the BBA program only the focus on skill development seems significant.
- Relatively the School is found to have improvements in the work placement of its graduates by emphasizing more on the educational quality.
- Similarly, the School must focus more on skill development and managing resources for sound academic environment to enhance its academic quality.
- Relatively, the BBA program has less employability in comparison to MBA and BBA-BI programs. Thus, it is recommended for the school to have updated curriculum revisions, design more inclusive and market-oriented specialization courses in order to increase the employability of BBA program.
- To improve and design the qualitative education the school is advised to include practical approaches in the pedagogy, similarly, it should also have updated screening of the job market necessity and impart skills and knowledge as per it.
- Similarly, the continuous improvement on the quality of faculties by organizing skilful training, encouraging participation on faculty development programs, motivating faculties to the higher education and inculcating research skills and activities among the faculties is essential to improve the educational quality.
- The School also needs to further develop the library resources and other infrastructural facilities in order to improve academic quality.
- MBA graduates have suggested to design extended class hours for the quality improvement and if possible residential MBA should also be planned for better improvements in academic environment.

- The School should also have major changes in the teaching pedagogies by involving new pedagogical approaches such as case studies, simulation, project work, seminars and workshops to enhance the academic quality of MBA and BBA.

CHAPTER V
CONCLUSION AND RECOMMENDATIONS

The tracer study results reveal that the academic quality and employment status of the graduates from School of Business, Pokhara University is satisfactory. The programs of the school are found to be successful in imparting sound conceptual foundation and job related skills to the students. The employment status of its graduates is highly satisfactory because it is found that most of the graduates are either employed or pursuing further studies. The job placement of the school is relatively found to be effective because commendable proportion of the students graduating from MBA are working at the managerial level. The programs offered by the school are found contributory in imparting personal and professional requirements of the graduates. Graduates who have passed from the school have much satisfaction with their current job. Relatively current job satisfaction is higher in the public, INGO/NGO, and the government sector and the satisfaction in private sector is lower.

School of Business is found to be stronger at teacher student relationship, ranges of courses offered, quality of education, relevance of the program in enhancing professional requirements and the teaching learning environment. Whereas, the school is relatively weaker at imparting problem solving skills, work placement related matters, and extracurricular activities. For institutional reform and academic quality enhancement, management education institutions should focus on designing new pedagogical approaches such as case studies, simulation, project work, seminars and workshops to enhance the academic quality and competency of higher education institutions. Library resources and the infrastructural facilities are also the major elements in improving the academic quality; therefore it is advised to the institutions to design programs that support its development.

It is recommended for the educational institutions involved in higher studies to emphasize more on designing and developing courses and program offering entrepreneurial skills. Furthermore, it seems more plausible for the government and its representative organizations to foster and include entrepreneurial practices among the graduates. The representation of female, scheduled castes and other minorities are found to be less in higher education. Hence, encouraging and supportive environment

is much needed for attracting female graduates towards higher education. The government and educational authorities of the country should design more inclusive programs to attract female, scheduled castes and minorities towards higher education.

Skill development, conceptual foundation and academic environment are found to be highly associated with educational quality which finally promotes better work placement opportunities. Therefore, it is suggested to the higher education institutions to invest more of their resources and expertise in improving skill development, conceptual foundation and academic environment in order to prepare workplace or market-oriented graduates possessing sound conceptual foundation as well as job related skills. The higher educational institutions and government authorities of the country is suggested to focus in the continuous quality improvement of the faculties by organizing skillful training, motivating and encouraging faculties involved to the further higher education and inculcating research skills and activities among them to improve the educational quality.

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