

Impact of Academic Education Mismatch, English Proficiency and Employability Skills on Graduates' Job Failure: Bangladesh Perspective

by

Mohammad Milon

Department of Human Resource Management,
Faculty of Business Administration,
Jatiya Kabi Kazi Nazrul Islam University, Mymensingh, Bangladesh
E-mail: milon07mgt@gmail.com

Abstract

The study was undertaken to determine the significant impact factors that influence job failure among graduates in Bangladesh. In this study, academic education mismatch (inconsistency between academic curriculum and employee selection procedure), English proficiency (Good command on reading, writing, speaking and listening), Employability skills (skills that employers want) were stated as independent variables and graduates' job failure (failure to get an immediate job after completing Honors and Masters degree) was considered as dependent variable. In order to collect relevant data for this study a comprehensive questionnaire was circulated among 115 respondents comprising of graduates and post-graduates. Correlation analysis and stepwise regression were estimated to assess the hypothesis. The correlation analysis strongly supported to the entire hypothesis but the stepwise regression provided partial support to the hypothesis. After successfully scrutinizing the accumulated information, the study found that all the measured independent variables (i.e., academic education mismatch, English proficiency and employability skills) statistically and significantly correlated with Graduates' Job Failure. The study also found that poor employability skills had a great impact on graduates' job failure.

Keywords: Job Fields, Academic Education Mismatch, English Proficiency, Employability skills

1. Introduction

Academic education mismatch, poor English proficiency and less employability skills are the pivotal drawbacks for availing an immediate job as our job fields are very competitive and challenging. Most of the graduates fail to avail this challenging job after just completing graduation and post-graduation degree from any reputed university in our country. In this case, most of the graduates take one or two years to possess a good job after finishing their Honors and Masters degrees. In accordance with the report of World Bank (2014), having the right skills matched with the market demand is the prime requirement for holding a job post in any organization. Since the world's economy is shifting towards industry and service, the urgency of skilled employees is likely to increase in home and abroad for keeping a good pace with this economy based world. In the word of Hussain (2015), the absence of quality education and a skilled labor force are the prime causes of youth job failure in Bangladesh. According to the World Bank report (2014), more than 75% of business leaders claimed that a paucity of skilled graduates is a big challenge to provide a job position. In this regard, Ramlee et. al (2008) found that the graduates have a poor preparation in facing the challenge of globalization and the key-economy era. As a result, these graduates are facing a serious problem in availing a position in the working world.

Bangladesh has tremendous absent of adequate job fields. Consequently, this country is encountering a big challenge to assure employment opportunity to all current and up-coming graduates. Asian Development Bank report (2014) stated that the total workforce was 73.9 million and estimated 22.0 million new entrants between 2005 and 2016 was in job market. In this sense, graduates who want to avail this limited job opportunity must need to be expert in English as well as they should acquire that skills which can fulfill the demand of employers. According to (Stewart and Knowles, 2000) the prime motivation in attending university for the graduates is not only to study a particular subject in depth, but to enhance their employability skills. Therefore, there is a greater need for graduates to develop and enhance their employability skills from time to time.

Moreover, graduates should try to come out from the shell of academic education mismatch by being more conscious about their future job preparation. For this reason, graduates should take a strong preparation on Bangla, English, Mathematics, General Knowledge both national and international affairs, General Science, Computer knowledge and IQ etc. Because, all the job exams in Bangladesh are almost based on a strong preparation on Bangla, English, Mathematics, General Knowledge both national and international affairs, General Science, Computer knowledge and IQ etc. Since graduates do not get adequate scope to apply their academic course knowledge in job exam, the above subject knowledge can assure the job of Banks, Academia profession, BCS, PSC, MNCs, Telecommunication and Local Leading Companies etc.

2. Review of Related Literature

To keep a good pace with Bangladeshi perspectives, literature reviews were conducted considering some pivotal areas such as academic educational mismatch, graduates' English proficiency and employability skills.

2.1 Academic Educational Mismatch

According to McGuinness (2006) academic education mismatch is a situation where the education qualifications of an employee do not match the qualifications required for the job they do. In this study, the definition of academic educational mismatch is the inconsistency between academic curriculum and employee selection procedure. In the perspective of Bangladesh, in many job preliminary and written exams, no questions come from the graduates' academic courses except teaching. In this case a graduate cannot make the best use of his academic course knowledge in exam hall. As a result, they are bound to acquire enough knowledge on Bangla, English, Mathematics, General knowledge both national and international, General science, computer knowledge etc for obtaining the pass mark of preliminary and written exams. A typical example would be a person with a degree in engineering working in a job that requires no engineering knowledge at all.

The prime job areas in Bangladesh can be divided into Government and private job areas. Among these job areas the pivotal jobs are Banking job both private and government, Academia profession both private and government, Bangladesh civil service (BCS), Public service commission (PSC), Multinational companies, local leading companies and telecommunication jobs etc. If graduates want to avail those jobs, they have to pass the preliminary exam, written exam and finally viva exam. This three parts of exam are mainly based on the knowledge of Bangla, English, Mathematics, General knowledge both national and international, General science, computer knowledge etc. In this case, no question comes from the graduates' university course curriculum but only in viva exam some academic questions can be discussed. As a result, graduates fail to utilize their academic knowledge in the job preliminary and written exams and an immediate job failure

happen for the graduates. Ultimately academic education mismatch plays a critical role in the process of recruitment and placement of graduates in any industry all over the world.

The abilities, skills, attitudes and knowledge possessed by graduates in the time of their higher education may be lower or higher are must required for their future jobs (Jim and Rolf 2001). But most of our graduates fail to make the best use of their academic curriculum knowledge in the job examination in our country. By this way academic educational mismatch cases a negative impact for the graduates in the time of availing an immediate job. In the word of (Khaled, 2015) graduates' success or failure for a good job is rely, to a great extent, on quality education, educational mismatch and job fields in any country. In this regard, Bangladesh is, no doubt, suffering a full of job shortage, academic educational mismatch as well as quality higher education. Limited job fields and low quality education, academic education mismatch are creating educated unemployment where high joblessness indicates that our country's human resources are not fully utilized. In addition to, lack of effective utilization of human, financial, physical and information resources, Bangladesh could not achieve its maximum output.

In this case, according to (Asif, 2015) there is a strong teaching or learning gap in our higher education and the curriculum is inadequate or a mismatch for the workplace. Many graduates have low skills in English literacy, computers, communications, problem solving and entrepreneurship knowledge, he added. In the word of Mpanju (2012) there is a mismatch between teaching in the institutions of learning and the needs of the labor market. He also added that majority of the graduates learn through lectures and academic textbooks and are academically sound but they have limited opportunities of acquiring practical experience by using machinery, equipment and practical techniques associated with the professions, there is lack of qualified teachers to teach brainstorming, innovative, entrepreneurship and job skills. It is recommended by the (Kartz-Gerro & Yaish, 2003) with the expansion of higher education, greater attention has to be paid to the labor market prospects since imbalances may be created between higher education and labor market demands. In this case Islam (2015) argue that the education system of our country is simply producing some types of graduates who are not enough capable for our job market. According the research conducted by Shujaat (2009), educational mismatch, English proficiency and employment skills (work-readiness) are the prime factors for graduates' job failure in any developing country. Shujaat (2009) also suggest that the curriculum at the higher educational institutions should be revamped as many of the graduates produced by the institutions did not meet a satisfactory level of job competencies.

2.2 English Proficiency

English language proficiency can be defined as the ability of students to use English language to communicate either in vocal and written context in concern for using the correct grammar and sentences structure (Arkoudis, S., et al, 2009). At present English is the dominant language of communication in a knowledge-based economy. In this regard Dustmann and Fabbri (2003) and Tainer (1988) argue that proficiency in English plays an influential role in career opportunities with higher earnings. On the other hand, English language difficulty is one of the important reasons for not getting job in any developing country (Ogbonna & Harris, 2006). Moreover, in recent time English language has generally been seen as one of the important determinants of employment in our country. Shields & Price (2002) state that English language has a direct impact on employment and earnings in all developing countries in which occupational success is mostly associated with English literacy.

However, in the present job market, language skills especially English is an essential tool as a strong communication skill. In this connection, (Tainer, 1988) state that English is a decisive factor

in employment opportunities with higher earnings and in organizations aiming at higher productivity. On the other hand, people who are incompetent in English face difficulty in finding jobs, especially well-paid jobs (Carliner, 2000; Leslie & Lindley, 2001). Proficiency in English therefore, is needed for employees to advance in both local and international companies and to improve their technical knowledge and skills. English provides a foundation for process skills, problem-solving and critical thinking skills that are needed to cope with the rapidly changing environment of the global workplace. English language aptitude works as one of the important determining factors to get a job, to earn higher salary, and to get other advantages in employment market. In the words of (Dustmann, 1999; Dustmann & Fabbr, 2003) English language fluency has been considered as human capital in an organization. This language plays a pivotal role in getting employed and to succeed in the job market with “the better the English, the higher the participation rates” (Schellekens, 2001).

In the perspective of Bangladeshi job market, English is the touchstone for getting a smart job. According to a research conducted by (Roshid & Chowdhury, 2013), the research reveals that Bangladeshi graduates have a strong weakness in English language and communication skill as compare to India, have difficulty to communicate with interpersonal relationship, have no strong initiative and flexibility skills. Again, one of the major factors towards jobless graduates is the lack of English language proficiency (Yassin et al., 2010; Sharif, 2005). In this regard, various surveys conducted by some experts on employers in underlying the unemployment problem among graduates. It was found that most of fresh graduates and workers have a strong lack of English language skills (Yasin, et al, 2010; MoHE, 2008; Tneh, 2008; The World Bank, 2005; Ambigaphaty & Aniswal, 2005; Sibat, 2005). Thus English language proficiency and communication skills are the crucial factors for graduates’ employment ability.

According to survey of human resource personnel and bosses conducted by JobStreet (2005), the main problems faced by employers in hiring fresh graduates were poor command of English with 56%, poor character, negative attitude or personality with 37%, demanding of salary with 33%, irrelevant Degree or educational mismatch with 30%, fresh graduates too choosy selecting jobs and company with 27% and no suitable job opportunities with 16%. In this survey poor command of English (56%) has been seen as a top problem faced by the employers at the time of hiring candidates. In this regard, ten primary factors can be considered for graduates’ job failure along with English proficiency such as management skills, problem-solving skills, communication, leadership, creativity, critical thinking, proactive, self-confidence and interaction skills. Another study conducted by Bangladesh Labor Market (2015) also found that the Bangladeshi graduates are less skilled as compared to the international graduates. The skills include technical skills, problem-solving skills and communication skills, especially in English language. In this connection, Ranjit (2009) mentioned that ten primary weaknesses of graduates’ jobless are in the aspect of management, problem-solving, communication, leadership, creativity, critical thinking, proactive, self-confidence and interaction skills.

2.3 Employability Skills

Employability skills are defined as the foundational academic, personal and teamwork skills that employers expect of workers and which they expect to be developed by the education system (Conference Board of Canada, 2000). Employability skills are those basic skills necessary for getting, keeping, and doing well on a job (Robinson, 2000). Employability skills are generic in nature rather than job specific and cut across all industries, businesses, job levels from the entry-level worker to the senior most position. In the words of (Sherer, & Eadie, 1987) employability skills such as oral and written communication, the ability to work with others and critical thinking skills are those skills that are foundational to both academic and workplace success. According to (Dearing,

1997) the ability of an individual to gain employment appropriate to his/her educational standard is called employability skill. The term employability is used to mean a set of achievements that comprise skills, understanding and personal attributes that make an individual more likely to secure and be successful in his/her chosen occupation to the benefit of him/herself, the workforce, the community and the economy (Yorke and Knight, 2004). In addition to Buck and Barrick (1987) state that employability skills are attributes of employees, other than technical competence, that make the man asset to an employer.

A good supply of skilled employable graduates is essential for national, economic and social well being and the failure to equip young people with employability skills has far-reaching consequences. Moreover, Dearing (1997) insisted that the present graduates should have oral communication, writing, reading, basic arithmetic, problem solving, creative and innovative thinking, learning skills, decision making, responsibility/dependability, positive attitude towards work, working as a team member, punctuality, self-confidence, ability to work without supervision, adaptability or flexibility etc. On the other hand, employability from the employers' perspective refers to 'work readiness', that is, possession of the skills, knowledge, attitudes and commercial understanding that will enable new graduates to make productive contributions to organizational objectives soon after commencing employment (Mason, Williams & Cranmer, 2006). Baxter and Young (1982) have indicated that employers need entry level workers who are dependable and trustworthy, have basic communication, thinking and problem solving skills, and have the desire to learn and advance the ability to work as part of a team, and possess a proper attitude. A report published by the US Department of Labor (2000) states that graduates must master employability skills, also called foundation skills, and competencies in order to find meaningful work. Foundation skills are basic skills, thinking skills, and personal qualities, while competencies include resource, interpersonal, information, systems, and technology competencies.

Today's generation of university graduates will be required to continuously update existing employability skills and obtain new skills and qualifications as a result of the rapidly changing economy and labor market (Roshid & Chowdhury, 2013). Employability skills are best developed when these skills are integrated across the curriculum. Effective teaching practices such as promoting active learning, using multiple teaching strategies and providing prompt feedback - all contribute to the skills development of university graduates. In this regard, university graduates, faculty members and employers can be more conscious in addressing the employability skills issue. Hillage and Pollard (1999) suggest three key elements of employability, i.e. the ability to gain initial employment, the ability to maintain employment and make transitions between jobs and roles within the same organization to meet new job requirements, and the ability to obtain new employment, if required, by being independent in the labor market and able to manage employment transitions between organizations. Employability of an individual depends upon assets in terms of knowledge, skills and attitudes; the way these assets are used and deployed; the presentation of assets to potential employers, and context within which the individual works.

According to (Cox and King, 2006) educational institutions have come under intense pressure to equip graduates with more than just the academic skills. A number of reports issued by employers have urged universities to make more explicit efforts to develop the 'key', 'core', 'transferable', 'soft', 'employable' and/or 'generic skills' needed in many types of employment. Therefore, it is important for educational institutions to have a working relationship with industry to meet the requirements and needs of the employers. According to Bailey Mitchell (2006), to succeed in this ever changing, increasingly competitive business environment, organizations must demand employees with competencies which will lead to a high return on the employee investment". In this case university can do the task of Curriculum revisions, organizing industry-related lecture series,

organizing job fairs with the help of industry participation, Industry placement, Workshops, Mock interviews/tests organizing university industry consultative session. On the other hand, employers can do the task of sponsoring training after hiring, hosting employer events in universities, participating in university industry consultative session.

Harvey (2000) states that students should acquire higher education for enhancing their knowledge, skills, attitudes, abilities. In this case (Cox and King, 2006; Hegarty and Johnston, 2008) suggest that the universities should get employers involved in the design, delivery and assessment of courses, need to demonstrate the programs of study comply with requirements for benchmarking, professional and statutory bodies, level descriptors, and academic review. Stephens and Hamblin (2006) and Brine and Feather (2002, 2003) also suggest that students can document skills using personal development portfolios. Currently, Institution of higher learning grows concern on the issue of employability among graduates where graduates are not able to secure jobs once they graduated. One of the reasons behind this issue is the lack of employability skills among graduates which below average from the employer's expectation.

Genuinely, graduate expects that they acquired necessary skills and knowledge to meet their employer's expectation in performing their jobs and advance their careers once they finish their study in university (Rosenberg, Heimler & Morote, 2011; Bok, 2006). However, not all graduates' employability meets the employer's expectation and this result to unemployment among graduates.

3. Research Questions

This study proposed to investigate the following research questions:

1. Is there any significant relationship between academic education mismatch and graduates' job failure in the context of job fields of Bangladesh?
2. Is there any significant relationship between English proficiency and graduates' job failure in the context of job fields of Bangladesh?
3. Is there any significant relationship between employability skills and graduates' job failure in the context of job fields of Bangladesh?

3.1 Hypothesis

The hypotheses derived from the research questions are:

1. There is a significant relationship between academic education mismatch and graduates' job failure in the context of job fields of Bangladesh.
2. There is a significant relationship between English proficiency and graduates' job failure in the context of job fields of Bangladesh.
3. There is a significant relationship between employability skills and graduates' job failure in the context of job fields of Bangladesh.

3.2 Conceptual Framework

The conceptual framework shows the relationship between the independence variable and the dependent variables. On the basis of the literature reviewed, it is clear that academic education mismatch, English proficiency and employability skills have strong impact on graduates' job failure. To understand the impact of independent variables on dependent variables, a theoretical framework has been developed.

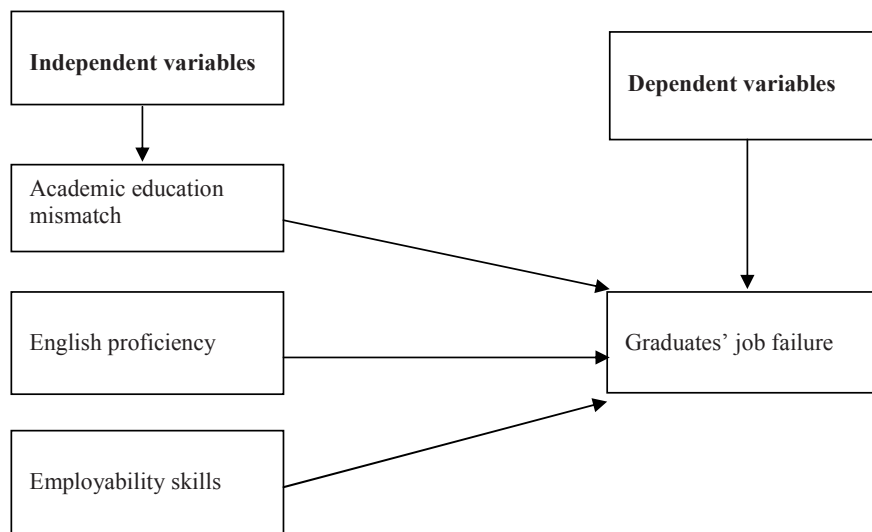


Figure 1 Schematic Diagram of the conceptual framework

The above framework represents the graduates' job failure that is influenced by academic education mismatch, English proficiency and employability skills.

4. Materials and Methods

4.1 Research Design

This study was designed to analyze the research questions, test the hypothesis and investigate the relationship between academic qualification mismatch, English proficiency, employability skills and graduates' job failure within the context of job fields of Bangladesh by conducting a co-relational research. Cooper and Schindler (2003) state that, a co-relational research is the study of relationship between two or more variables that provides a measure of the degree between two or more variables. So co-relational research design is considered to find out the appropriate answer of research questions and test the hypotheses. As the purpose of this study is to investigate the causal relationship among the measured variables, in this case, academic education mismatch, English proficiency, employability skills were considered as independent variables and graduates' job failure was considered as dependent variable. Therefore, the present study was based on a co-relational study.

4.2 Sampling Method

In this study since the total number of respondents varies to their status and profession, the researchers selected the simple random sampling method to determine the sample size from the population and the sample size was 115. Among the total sample respondents, 07 respondents did not fill up the research questionnaires. So the actual the number of respondents were 108.

4.3 Data Collection and Analysis

This is a field work research conducted in Dhaka city covering different universities graduate and post-Graduate students. A questionnaire survey was conducted for data collection in which academic education mismatch, English proficiency, employability skills, Graduates' job failure were considered for data collection. Both the primary and secondary data were used in the present study. A structured questionnaire was used for collecting primary data. In this case, five point Likert scale was used, where 1= strongly disagree, 2=disagree, 3= neutral (neither agree nor disagree), 4= agree, and 5= strongly agree. In this study, there are several statistical technique has been used to analyze collected data such as frequency analysis, reliability test, descriptive statistics, correlation test and regression. In this study, Pearson's Correlation analysis was used to find out whether any relationship exists between the independent and dependent variables. Then correlation matrix for the variables was prepared and the researchers used enter and stepwise regression to test the strength of associations between the study variables. The Statistical Package for Social Science (SPSS) version 16 was applied to analyze the collected data from the survey.

5. Findings and Discussion

5.1 Demographic findings of the Respondents

In the questionnaires, a respondents' profile was prepared to get an idea about the respondents' gender, age, marital status, professional status, types of expected job fields etc. Total number of respondents is 108 and among them male is 63 and female is 45.

Table 1 Demographic Findings of the Respondents

		Frequency	Percentage	Total No. of Respondents	Total Sample Respondents
Gender	Male	63	57.27	108	115
	Female	45	48.60		
Age	20-25	57	61.56		
	25-30	33	35.64		
	30-35	18	19.44		
Marital Status	Single	83	89.64		
	Married	25	27.00		
Types of Respondents					
Graduate Students		73	78.84		
Post-Graduate Students /Job seekers		35	37.80		

The most salient demographic finding according to Table-1 is 63 of respondents (n=63) are male and 45 of respondents (n= 45) are female. Out of total respondents, 61.56 percent of the respondents were between 20 and 25 where 35.64 percent of respondents were between 25 and 30 and 19.44 percent of respondents were between 30 and 35 years range. Similarly, 89.64 percent of respondents were single while married accounted for 27.00 percent. Graduate students were 78.84 percent and post-graduate students and job seekers were 37.80 percent.

5.2 Respondents' desired job fields

According to questionnaire survey and literature review, the following respondents' desired job fields and their job preference were found-

Table 2 Percentage distribution of respondents' desired job fields

Types of respondents' desired job fields as career	Frequency	Percentage	Total No. of Respondents
Bank jobs both government and private	42	45.36	108
Academia Profession (teaching)	13	14.04	
Bangladesh Civil Service (BCS)	22	23.76	
Public Service Commission (PSC)/Govt. jobs	08	08.64	
Multi-national companies Job (MNCs)	18	19.44	
Local Leading Company	03	03.24	
Telecommunication sectors	02	02.16	

From the above table, most of the business graduates' desired jobs are private sectors' jobs such as bank (45.36%), and Multinational companies (23.76%). Additionally, though some have a good intention to do the Government job but very fewer have a strong intention to develop career in telecommunication and local leading job sectors. In this case, some respondents have shown their keen interest in teaching profession (14.04%).

5.3 Reliability Coefficients and Descriptive Statistics

The following table indicates the calculated value of alpha, mean and standard deviation of the variables. In this calculation a 5 point Likert scale was used along with the survey questionnaires for the respondents.

Table 3 Reliability Coefficients and Descriptive Statistics

Variables	Number of Items	Alpha Values	Mean	Std.Deviation
Academic education mismatch	05	0.9136	5.3353	1.42546
English proficiency	05	0.9167	4.8035	1.71338
Employability skills	10	0.5406	6.2377	0.73032
Graduates' job failure	02	0.8537	4.7300	1.66778

n= 115

Here the alpha values represent the reliability of each studied variable ranged from 0 to 1. The value of alpha nearest to 1 represents the better reliability. According to (Churchill, 1979) If the alpha value is low, either there are too few items or there is very little commonality among the items. At the same time, Nunnally (1978) suggested that the reliability of 0.50-0.60 is sufficient, although a coefficient of 0.7 or above is desirable (Hair et al., 1998). The total alpha of the study is 0.9483. Again, the calculation of means has done taking the average of all the answers of the questions in each variable where the results of standard deviation means how much respondents' opinion differs from the mean value. Here, the calculated mean for academic education mismatch is 5.3353 with a standard deviation of 1.42546. This calculation indicates that on an average respondents think fairly positively about academic education mismatch. The calculated mean for English proficiency is

4.8035 and has a standard deviation of 1.71338. So it indicates that respondents have a general positive perception about English Proficiency. Finally, the calculated mean for employability skills is 6.2377 and a standard deviation of 0.73032. This shows that respondents have a strong consideration about employability skills. Last but not the least the calculated mean value for graduates' job failure is 4.7300 with a standard deviation of 1.66778. This gives the idea that respondents have on an above average reaction about job failure.

5.4 Correlation Analysis

Correlation analysis is the statistical tool that can be used to determine the level of association of two variables (Levin & Rubin, 1998). It was done by considering all variables to explore the relationship between two variables such as the independent variables with dependent variable. The bivariate correlation procedure was prepared based on a two tailed of statistical significance at two different levels, highly significant ($p < 0.01$) and significant ($p < 0.05$).

The guidelines suggested by Rwoonree (1981) were followed to interpret the strength of relationships between variables. His classification of the correlation coefficient (r) is: 0.0 to 0.2 (Very weak, negligible), 0.2 to 0.4 (Weak, low), 0.4 to 0.7 (**Moderate**), 0.7 to 0.9 (Strong, High Marked), 0.9 to 1.0 (Very strong, very high)

Table 4 Correlation Analysis

Academic education mismatch	English proficiency	Employability skills	Graduates' job failure
Overall academic education mismatch	0.500**	0.832**	0.478**
Overall English proficiency	-	0.635**	0.756**
Overall Employability skills		-	0.817**
Graduates' job failure			-

** . Correlation is significant at the 0.01 level (2 tailed)

The above table shows the results of correlation analysis for all the variables. Here, overall employability skills are significantly and strongly positively correlated with the dependent variable graduates' job failure ($r = 0.817$, $p < 0.01$). Again, overall English proficiency is fairly and positively correlated with graduates' job failure ($r = 0.756$, $p < 0.01$). Again, overall academic education mismatch is weakly and positively correlated with graduates' job failure ($r = 0.478$, $p < 0.01$). In addition to, overall academic education mismatch is significantly and positively correlated with employability skills ($r = 0.832$, $p < 0.01$) where it is moderately correlated with English proficiency ($r = 0.500$, $p < 0.01$). However, finally overall English proficiency is highly correlated with Employability skills ($r = 0.635$, $p < 0.01$).

5.5 Linear Regression (enter method)

The linear regression shows how much independent variable is influencing dependent variable. In the following table R^2 shows that overall academic education mismatch, overall English proficiency, and overall employability skills had 72.3% influences on graduates' job failure.

Table 5 Linear Regression (enter method)

Variables	R	R ²	Adjusted R ²	Std. error of the estimate
Overall academic education mismatch Overall English proficiency Overall employability skills	0.860	0.723	0.710	0.93438

In the above table R square (R²) or adjusted R square (R²adj) show how well the linear combination of independent variables in the regression analysis predicts the percentage of total variance of dependent variables, in which a change in R² indicates the difference between an R² for a set of predictors and an R² for a subset of these predictors.

5.6 Stepwise Regression

Stepwise regression was prepared to find out which one of the three components highly influences the respondents as a key antecedent of Graduates’ job failure.

Table 6 Stepwise Regression of graduates’ job failure

Independent variables	Dependent variable (graduates’ job failure)			
	B	SEB (Standard Error of the Beta)	β (Beta)	R ²
Overall employability skills	0.960	0.079	0.817**	0.734

From the above analysis, employability skills (p<0.01) is significantly related with graduates’ job failure, while the rest two (academic education mismatch and English proficiency) were excluded from this regression analysis because of being less significance. So the table indicates that the respondents strongly consider employability skills is the prime factors for graduates’ job failure.

From the R² it is apparent that, overall employability skills explain 73.4% of the variance of the graduates’ job failure. Regression coefficient (B) reflects the relative impact of independent variables on dependent variables.

5.7 Assessment of research hypotheses

Hypothesis 1

There is a significant relationship between overall academic education mismatch and graduates’ job failure in the context of job fields of Bangladesh. The result of correlation analysis depicts that overall academic education mismatch is positively but weakly correlated with graduates’ job failure (r = 0.478, p<0.01). It is obvious that a positive correlation exists between overall academic education mismatch and graduates’ job failure because of having inconsistency between academic curriculum and employee selection procedure. Thus, the result of correlation analysis provided support for hypothesis 1. However, the result of stepwise regression describes that overall academic education mismatch and graduates’ job failure in the context of job fields of Bangladesh failed to enter into the regression equation which indicates that it is not significantly associated with graduates’ job failure. Therefore, the result of stepwise regression analysis provided no support for hypothesis 1. Based on theory and previous empirical studies, it should support the hypothesis but

may be the negligible responses of the respondents created this unsupportive result of regression analysis.

Hypothesis 2

There is a significant relationship between overall English proficiency and graduates' job failure in the context of job fields of Bangladesh. The result of correlation analysis depicts that overall English proficiency is positively and strongly correlated with graduates' job failure ($r = 0.756$, $p < 0.01$). Thus, the result of correlation analysis provided support for hypothesis 2. However, the result of stepwise regression explains that overall English proficiency and graduates' job failure in the context of job fields of Bangladesh failed to enter into the regression equation which indicates that it is not significantly associated with graduates' job failure. Therefore, the result of stepwise regression analysis provided no support for hypothesis 2. Based on theory and previous empirical studies, it should support the hypothesis but may be the negligible responses of the respondents created this unsupportive result of regression analysis.

Hypothesis 3

There is a significant relationship between overall employability skills and graduates' job failure in the context of job fields of Bangladesh. The result of correlation analysis depicts that overall employability skills is positively and strongly correlated with graduates' job failure ($r = 0.817$, $p < 0.01$). Because poor employability skills (*Skills that employers want*) are the prime drawback for graduates' job failure and most of the graduates fail to acquire those skills through their long academic study. Thus, the result of correlation analysis provided a strong support for hypothesis 3. Moreover, the result of stepwise regression also indicates that employability skills ($p < 0.01$) is significantly related with graduates' failure. Again positively and highly related predictor variable such as employability skills represents 73.4% of the graduates' job failure. So the result of stepwise regression strongly supports for hypothesis 1.

6. Conclusion and Recommendations

The objective of the study was to investigate the impact of academic education mismatch, English proficiency and employability skills on graduates' job failure. However, the following recommendations are made on the basis of the above study.

Business graduates should keep a strong awareness regarding employability skills and for this reason they need to try to acquire all the pivotal skills that employers want from inception of their under graduation study. Because from this study, the result of stepwise regression indicates that employability skills are the prime impact factors for graduates' job failure. Business graduates should acquire a good command on English language such as reading, writing, speaking and listening because from this study English proficiency is the second key factors for graduates' job failure. Both the universities' course curriculum as well as employers' selection procedure should be consistent. For example, universities' course knowledge should be considered for pass marks in job preliminary and written exam question and the final selection procedure or viva exam should give more importance on graduates' academic course knowledge. Business graduates should fix a career target as to their expected job fields at the inception of their under graduation. For instance, if any graduate wants to be banker/BCS cadre/teacher, he/she needs to prepare himself/herself from the 1st semester of his/her university education. Graduates should divide their study routine into two sections such as academic study and job study. Here regular academic study will ensure a good

CGPA and regular job study (Bangla, English, Math, General knowledge both national and international affairs, General science, Computer knowledge and IQ) will ensure the pass mark of future job preliminary and written exam. By this way they will achieve their future target. For minimizing job failure or availing the immediate job after completing Hours and Masters Degrees, graduates should be innovative, brain storming, excellent presentation oriented job candidates.

In time of conducting research especially in data collection, the following limitations were considered- The respondents were limited to their sample size and composition. Moreover, some respondents were reluctant to fill up the questionnaires. In addition to that since data collection was limited to Dhaka city only; it may fail to represent the real results of the relationship between measured variables.

References

- Allen, J., & van der Velden, R. (2001). Educational mismatches versus skill mismatches: effects on wages, job satisfaction, and on-the-job search. *Oxford Economic Papers*, 53 (3), 434-452.
- Arkoudis, S. (2006). *Teaching International students: Strategies to enhance learning*. Melbourne: Centre for the Study of Higher Education.
- Arkoudis, S., Hawthorne, L., Baik, C., Hawthorne, G., O'Loughlin, K., Leach, D., & Bexley, E. (2009). *The impact of English language proficiency and workplace readiness on the employment outcomes of tertiary international students*. Melbourne: Department of Education, Employment and Workplace Relations.
- Asif, 2015, Graduates mismatch with job market demand viewed in April 21, 2015 from <http://archive.dhakatribune.com/business/2015/apr/21/graduates-mismatch-job-market-demand>.
- Baxter, M. & Young J.L. (1980). *High school curriculum study*. Hattiesburg: The University of Southern Mississippi.
- Baxter, M. Young J.L. (1982). What do employers expect from high school graduates? *NASSP Bulletin*, 66, 93-98.
- Buck, L. & Barrick, R.K. (1987). They're trained but are they employable? *Vocational Education Journal*, 62(5), 29-31.
- Cabral Vieira, Jose A. 2005. "Skill Mismatches and Job Satisfaction." *Economics Letters* 89 (1): 39-47.
- Casale, D., & Posel, D. (2011). English language proficiency and earnings in a developing country: The case of South Africa. *The Journal of Socio-Economics*, 40, 385-393.
- Cooper, D.R., & Schindler, P. S. (2003). *Business Research Methods* (8thed.). McGraw-Hill.
- Cox, S. and King D. (2006). Skills sets: An approach to embed employability in course design. *Journal of Education and Training*, 48(4), 262-274.

Dearing, R. (1997), "Higher education in the learning society", Report of the National Committee of Enquiry into Higher Education, HMSO, Norwich.

Dustmann, C., & Fabbr, F. (2003). Language proficiency and labour market performance of immigrants in the UK. *The Economic Journal*, 113(489), 695-717.

Farooq, S., Javid, A., Ahmed, U. and Khan, M.J., 2009. Educational and qualification mismatches: Nonmonetary consequences in Pakistan. *European Journal of Social Sciences*, 9(2), 275-291.

Harvey, L (2000). New realities: The relationship between higher education and employment. *Tertiary Education and Management*, 6(1), 3-17.

Harvey, L. &, Bowes, L. (1998). *The impact of work experience on the employability of graduates*. Birmingham: University of Central England.

Hersch, Joni. 1991. "Education Match and Job Match." *Review of Economics and Statistics* 73:140-144.

Hillage, J. and Pollard,E.(1998),"Employability : developing a framework for policy analysis", Research Brief No.85, Department for Education and Employment, London, available at: www.dfes.gov.uk/research/data/upload_files/RB85.doc (accessed 2 February 2007).

Ismail, N.A., 2011. Graduates' characteristics and unemployment: A study among Malaysian graduates. *International journal of business and social science*, 2(16).

Katz-Gerro, T. and Yaish, M., 2003. Higher education: is more better? Gender differences in labour market returns to tertiary education in Israel. *Oxford Review of Education*, 29(4), pp.571-592.

Khaled, 2015, Graduates mismatch with job market demand viewed in April 21, 2015 from <http://archive.dhakatribune.com/business/2015/apr/21/graduates-mismatch-job-market-demand>.

Knight, P. and Yorke, M. (2004), *Learning, Curriculum and Employability in Higher Education*, Routledge Falmer, London.

Mason, Geoff. Williams, Gareth. Crammer, Sue. (September 2006). *Employability skills initiatives in Higher Education: What Effects Do They Have On Graduate Labour Market Outcomes?*

McGuinness, S. (2006). Over education in the labor market. *Journal of Economic Surveys*, 20(3), 387-418.

Mpanju, A., 2012. Employment Impact of Foreign Direct Investment, Lambert, *Academic Publishing*, vol. 28, pp, 207-236.

Ogbonna, E., & Harris, L. C. (2006). The dynamics of employee relationships in an ethnically diverse workforce. *Human Relations*, 59(3), 379-407.

Rosenberg, S., Heimler, R., & Morote, E. S. (2011). Basic Employability skills: a triangular design approach. *Journal Education and Training*. 54(1), 7-20.

Roshid, M., M. and Chowdhury, R. (2013). English language proficiency and employment: A case study of Bangladeshi graduates in Australian employment market. *Mevlana International Journal of Education (MIJE)*, Vol. 3(1), pp. 68-81.

Schellekens, P. (2001). English language as a barrier to employment, educational and training. Norwich: Department for Education and Skills.

Sherer, M., and Eadie, R. (1987). Employability skills: key to success. *Thrust*, 17(2), 16-17.

Shields, M. A., & Price, S. W. (2002). The English language fluency and occupational success of ethnic minority immigrant men living in English metropolitan areas. *Population Economics*, 15, 137-160.

Stephens, D. and Hamblin, Y. (2006), "Employability skills :are UK LIM departments meeting employment needs? The results of a survey of employment agencies identifies gaps in UK LIM curricula in the UK", *New Library World*, Vol.107 Nos5/6, pp.218-27.

Tainer, E. (1988). English language proficiency and the determination of earnings among foreign-born men *The Journal of Human Resources*, 23 (1), 108-122.

Yorke, M. and Knight, P.T. (2002), "Employability through the curriculum", *Skills Plus: Tuning the Undergraduate Curriculum*, June 2002 edition.