



DOES MILLENNIAL MANAGEMENT GRADUATES (MMG) TRULY HARVESTING THE BENEFITS OF SKILL IMPROVEMENT INITIATIVES (SII) - ROLE OF SII IN ENHANCING EMPLOYABILITY

Sunkara. Nagarjuna* & Dr. A. Kanaka Durga**

* Research Scholar, Department of Commerce & Business Administration, Acharya
Nagarjuna University, Guntur Andhra Pradesh

** Assistant Professor, Department of Commerce & Business Administration, Acharya Nagarjuna University,
Guntur Andhra Pradesh

Cite This Article: Sunkara. Nagarjuna & Dr. A. Kanaka Durga, "Does Millennial Management Graduates (MMG) Truly Harvesting the Benefits of Skill Improvement Initiatives (SII) - Role of SII in Enhancing Employability", International Journal of Current Research and Modern Education, Volume 4, Issue 1, Page Number 22-29, 2019.

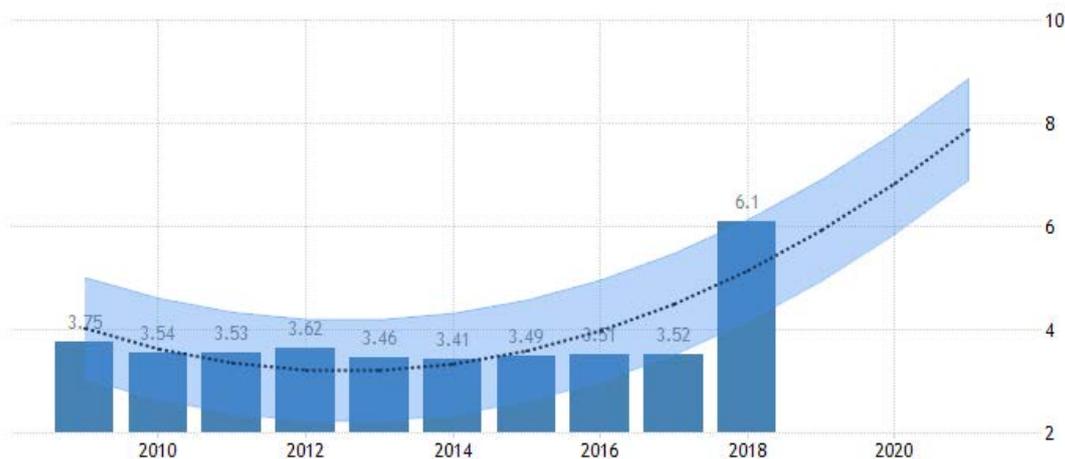
Copy Right: © IJCRME, 2019 (All Rights Reserved). This is an Open Access Article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Abstract:

An erudite population fittingly accustomed with knowledge and skill is not only indispensable to support economic growth, but it is substantial for growth to be encyclical since it is educated and skilled manpower who stand to enjoy the fruits of employment opportunities which growth furnishes. The main objective of this study is to identify the impact of skill development initiatives on employability skills enhancement, various definitions of employability skills, and to offer insights into the Indian skill index. Through a qualitative study using Survey method and structured interview methods, this research throws a light on how skill development initiatives to aid in enhancing employability skills. In this paper, efforts were made to investigate if the skills enhancement training provided in Andhra Pradesh is able to serve its purpose in first place. Questionnaires Survey, Mean score comparison, are used to find out the impact of above said training programs on the enhancement of among Management Graduates in Andhra Pradesh. Our results report a there is an exalting result in employability, and there is a significant need for creating awareness regarding skill enhancement programs to teach basic Employment Skills to meet the anticipations of the future labor market and affiliate learning platformsto modernize employability rate in MMG.

Key Words: Millennial Management Graduates, Higher Education, Skill Development Programs & Employability.

Introduction:



SOURCE: TRADINGECONOMICS.COM | INTERNATIONAL LABOUR ORGANIZATION (ILO)

A country, howsoever rich it might be in regular assets, can't flourish if its resources are not put into profitable use. It is important to have vigorous business people who contribute successfully to the national thriving. Formal education particularly higher education is the most critical segment for social and economic transformation of any country. In higher education, the specialized course gives special chances to the young generation. In a wide sense, the term Professional courses are viewed as a course which enables an individual to end up a professional following the effective fulfillment of the course. Euromonitor approximates that India will turn out to be the world's biggest populace by 2025 and that its legal working-age will rise by 11.6% in 2013-2020 contrasted to 3.1% in China. Providing sufficient opportunities to the growing population like India is a tedious task unless handled with utmost care and persistence. India will soon have the world's biggest number

around 40 crores. Millennials unemployment rate estimated to be winged around 9%, (Indian Labor report 2018) it has caused mounting disappointment among the youth. In addition, there is always a problem of underemployment. However, India dawdles in major indicators containing Higher educational and infrastructure development.

By 2020 India's population - 1,388,858,917, among them Youth population (20-34 age group) 350,725,957. Majority of Professional employment opportunities demands (90 Percent) entail professional training, whereas the same level (90 percent) output has only classroom knowledge'. This demands for quietattention of the Educationists. According to the International Labour Organisation (ILO), "India had an unemployment rate of 3.5 percent in 2018, which is most likely to continue in 2019, the same which was seen in 2017 and 2016. There will be 1.89 crore jobless individuals in India by the end of 2019, a little more than 1.86 corer in 2018". Considering the future economic growth and developments in infrastructure and innovations in Agriculture sector, in the long-term, Unemployment rate in Indiais expected to be around 13.84 percent by 2020-2022, according to our econometric models (Tradingeconomics.com forecast, Feb 2019).

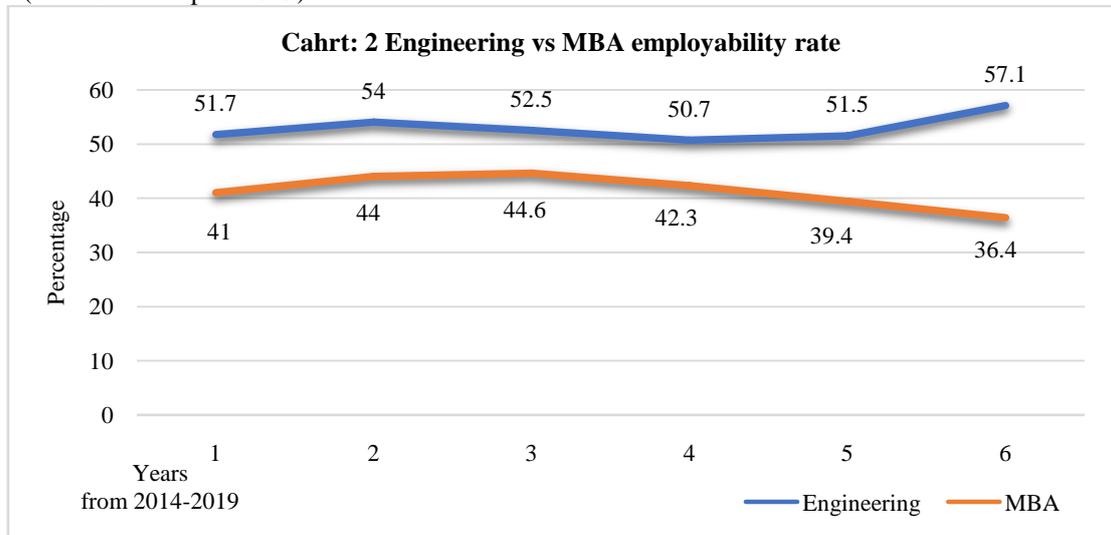
A trivial percentage of the people in the workforce is hired by the organized sector. The remaining is involved in the unorganized sector. Young Blood will definitely turn the tables in today's booming economy. For management graduates it is the need of the hour that their hard skills are accompanied by a good mix of personal traits and skills which can boost their employability (Harvey, 2001).

Millennial Workforce:

Millennials (Gen Y) occasionally refer to the representatives of the people who born in the late1980s. Some scholars put Millennials beginning years starting in 1982 to the end of the 1990s (Coomes, 2004; Danielsen, 2011; Giancola, 2006; Johnson & Johnson, 2010). By 2020, Millennials born between 1980 and 2000 will make it to half of the global labour force PwC (2011). This generation attained adulthood in the initial part of the 21st Century. Millennials are the next to thelargest being Baby Boomers generation presently in the labor force (Carolee Richendollar, 2010; U.S. Department of Vital Statistics, 2012).Researches reveal that Gen Xcherishin absorbing new things while Gen Y appreciatesminimal supervision over their work (Hanson & Leuty, 2012). According to Paulin et al (2014) millennials quickly adopt tonew online communication tools with social media being a leading way to keep up with companies.

Traditional strategies for educating may not concentrate on the learning tendencies of Millennialgraduates. Conventional teaching and ordinary classroom and laboratory experiment settings may not be able to serve the purpose of making them ready for future jobs. It can be achieved through more practical ways like online learning with real-time projects or situations. Graduates can be increasingly included and propelled to learn by offering real learning abilities as opposed to conventional teaching. We should consider structuring learner centred classroom settings to associate Millennials in more productive ways (NIU, 2018).

These steps seem distant dreams in India. Professional Institutes (MBA et al.) in India specially in Andhra Pradesh are far beyond techsavy Institutes. MBA courses have lost their appeal with fall in employability dropping by 3% (36.4 per cent against 39.40 per cent) over the last year (India Skill Report 2019). The survey showed that almost 64% of employers have a position outlook on hiring and it is predicted to be 15% higher contrastto last year across nine major sectors. Andhra Pradeshtoped in employability amongst many other state in terms of engineering graduates, but Management Graduates showed a continuous downfall form 2017. (India Skills Report-2019)



Source: Indian Skill Report 2019

According to 1986 policy Management education been a part of technical education and viewed as an integrated system, but in reality, engineering and management education function mostly, as two separated systems. Management courses in Andhra Pradesh are pursued with a 'gold digger' approach but at the same time feeble attention is given to make professionals suitable for employment. Andhra Pradesh is suffering the loss of students to other states like Karnataka and Tamil Nadu. To acquire a course in management, a great number of worthy students hailing to Bangalore, Delhi or Mumbai where they can have a better quality of education. Even though we have 894 MBA colleges, students feel that they will become employable only if they leave the state (P. Purushottam Rao, Osmania University, 2018). In the façade of the education explosion in the state, numerous educational establishments are producing unemployable professionals who later plead for jobs that only pay Rs 6000/ or less. Out of the 9.5 percent of the students, who registered in the state over 8 percent are unemployable (P M Bhargava, VC-NKC.)

It all rests on students' ingenuity and capability to get proficient after the syllabus prescribed by Universities. Management education calls for real-world knowledge, but most of the MBA colleges stipulate their teachings to bookish knowledge. Most educators whine of not being able to fill their capacity. Some start confessing nearly everyone who applies, starting a rancorous cycle of insignificant input leading to feeble placement which in turn leads to lesser employment rate in upcoming years. Sad truth about communication skills of Management graduates is, 70 per cent of the graduates fail to cross the minimum qualifying criteria. It can be seen in the above Table from India Skill report 2019 clearly mentioned the continuous downfall in employability rate in MBA students. In the year 2016, the rate is at all time high, then slowly started declining, it might be because of various reasons few being Demonetization and automation. Automation has replaced many KPO and BPO jobs which are the main sources of employment for MBA graduates. Since 2016, there is a continuous downfall in the employment rate 44.6 to 36.4 in 2019 almost 8.2 percent decline which is more than our country's economic growth.

Definitions of Employability:

Yorke and Knight (2003) define employability as a "A set of achievements – skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their preferred professions, which helps themselves, the workforce, the society and the nation".

The University of Exeter defined employability as; "The establishment of clear mechanisms by which students can develop their abilities to use and deploy a wide range of skills and opportunities to enhance their own academic learning and enable them to become more employable". (Lee, 2000).

Harvey (2001) mentioned in his report titled Employability and Diversity; "Employability has many definitions but they break down into two broad groups. The first relates to the ability of the student to get and retain and develop in a job after his/her graduation. The other employed with developing the graduates' attributes like skills, knowledge, attitudes and abilities and finally with inspiring the student as an essential life-long learner" (Hillage and Pollard, 1998; Harvey, 2001).

Scope and Significance of the Study:

Few of the answers to the Management student's joblessness problem is to sign up themselves in skill enhancement programs, Train in Soft skills as well as Hard skills require for the trending jobs. Researchers and various studies demonstrated that stability and work permanence is no longer a substantial element of career progression and the shifting landscape of career prospects in multinational companies. As a result of this phenomenon Management students turn out to be more depressed and hopeless. Study on enhancing employability skills reveals the presence of certain qualities that differentiate a prospective employee from mere Graduates with just a degree in hand. There exists a dire need for well-defined policies and an able administration to implement for the ultimate benefit of students. Considering the influencing factors like learner's abilities and passions, desire to learn in a real time environment will definitely be helpful in skill development through online or offline training programs. It may not be an easy task as it seems to be there will be initial bottlenecks but when we clearly understand these barriers, other social factors and behavioral intentions to skill enhancement will definitely aid policymakers in formulating dynamic strategies to tone down or remove these barriers to boost up the employability rate in Management Graduates.

Literature Review:

Harvey (2001) noted that Employability skills promote absorbing new applications doable when these applications turn out to be progressively more vital, it authenticates the reality 'graduate attributes' are crucial than subject knowledge while in their graduation.

According to Kämäräinen, Attwell & Brown (2002) Transformation in managerial and employment construct was broadly acknowledged as the source of ever ending demand by employers for graduates with multifold of skills.

In view of van der Klink and Boon (2002: 1) current ambiguity in employment agreements demands that employees have a 'vibrant vision into their capabilities and into the potentials of upholding or refining their professional competencies'. Employers, on the other hand, are looking for multi-skilled employees, adaptable enough to keep up with the stride of change and progress capturing place in the workplace.

Modi (2009) concluded that fresh hires need at least 6 months to 2 years of training period to showcase involvement and but unfortunately, fresh hires hop off from the organization before they start screening results". This gap between theory and practice affecting the new hires in multiple folds. There is need for industry, R&D labs to take active part with the higher education institutes to support institutions in making the graduates with industry ready skills.

Paliwal (2009) has concentrated on harmonisation of the academic, industry and the government. He highlighted various requirements of future employers.

Cremin (2010) noted that employability addresses and hearten aspiring workers to create and identify with personalities that are strong minded by the standards of corporate managers. As these vary from organisation to organisation and over time and are not built on the core values of individuals themselves, the progression and involvement can be estranging. So, what is vended to graduates and job-seekers as a form of "empowerment" may actually be rather the opposite

Lowden (2011) When employers address employability outside issues of capability in the field, they frequently point concerning "soft skills" that they assume students will acquire.

According to Cole and Tibbi (2013) There exists a robust agreement that employability is about more than procurement of employment, and that educators should not focus simply on supporting students to get their first job but in its place backing them in fostering positive and meaningful careers and to contribute implicitly to the society.

Kalfa and Taksa (2015) Employability must emphasis on skills or human capital and claim that that it is more beneficial to view employability as the accretion of the cultural capital, the grasp of the cultural norms and anticipations of the workplace that graduates need in order to make the productive transition.

Lourens (2016) Employability, nevertheless, is not a promise to protected employment but only boosts employment probabilities.

Hooley (2017) Insights into the employability and its requirements provide individuals with the prospect and be conscious of one's abilities, skills, attitudes and knowledge to convert efficient residents and worker force.

India Skills Report (2018) Employment scene is transforming expeditiously, and new jobs are evolving with swift disruption in the business facsimiles around the world. Today's job market and in-demand skills are immensely diverse from the ones of 10 or even 5 years ago and the stride of transformation is only set to expediate. New jobs involve new abilities which either does not exist or the skilled workforce is niche. Creating a skilling system to correspond to the new obligations, a system that acts in response well to business requirements, whereas unlocking openings for all employable candidates is the need of the hour. Also transmuting the way employers devote to their workforce and utilizing the skills of their employees can help encounter new skill requirements.

Objectives of the Study:

The present study focuses on the level of satisfaction of the different commuters towards the services offered by the Southern Railways. Based on these objectives of the study are enumerated below:

- To study the demographic profile of the respondents.
- To study placement criteria based on gender.
- To establish the relationship between Enrolment in Skill development programs and Placement.
- To offer suggestions based on the findings of the study.

Hypotheses of the Study: Based on the research objectives, the following Null hypotheses were framed:

Null Hypothesis 1: Male and Female respondents do not differ in placements

Null Hypothesis 2: There is no significant association between the Enrolment in skill development programs and Placement of the respondents.

Research Methodology:

This research cascades under "Exploratory Research" and was assumed to understand insights and ideas. The exploratory study is predominantly helpful in unravelling broad, indefinite problematic statements into slighter, more detailed sub problem statement. This kind of research is helpful to illuminate the perceptions in a better manner. Exploratory research trails a flexible structured than descriptive research. This approach operates well in a setting when the topic is unique, and it is hard to spot the research path. In supplement to contributing the essential information on a topic, this may also deliver path for a more conventional research effort.

Sources of Data:

Primary Sources:

Primary Data congregating methodologies consist of interviews, questionnaires and opinions. This source denotes to fundamental data stemmed for a new research study and gathered directly from personal experience at the source, as contrasting to previously published material. For this research, study data was gained through a cross section of respondents involved in the field of management, namely, Students,

Entrepreneurs and Heads/Coordinators of Management Institutes across a couple of districts of Andhra Pradesh.

Secondary Sources:

- Statistical Data available through various applicable and related Departments, Institution and Authorities
- Published Books, Monographs and Reports of various committees on the subject including those appointed by the Government of India.
- Deliberations and Proceedings of various Workshops and Seminars, Internet and websites. Secondary data was collected using Management Institutes Websites, Prospectus, Placement Brochure, and Internet Search Engines, to name a few.

Sample Size: 708 MBA students, from Guntur & Krishna Districts together

Statistical Analysis: Statistical Package for Social Sciences (SPSS) version 25 used for statistical analysis. The statistical tools applied for the study for drawing statistical inferences are descriptive statistics, Chi-square test.

Table 1.1

Variables	Group	N	%
Gender	Male	322	45.5
	Female	386	54.5
Age	Under 21 years	79	11.2
	21-23 years	587	82.9
	24-25 years	37	5.2
	26 and Above	5	7
Nativity	Rural	489	69.1
	Urban	219	30.9
	Total	708	100

Above table shows that among total respondents' majority of respondents are females followed by 45.5% Males within the 21-23 age group. It can be interpreted from the above table that the majority of respondents hail from Rural backgrounds.

Table 1.2: Gender * Awareness of skill development programs

		Yes	No	Total
Gender	Male	124	198	322
	Female	161	225	386
Total		285	423	708

Table 1.3: Nativity * Awareness of skill development programs

		Yes	No	Total
Nativity	Urban	92	127	219
	Rural	163	252	415
	Semi-Rural	30	44	74
Total		285	423	708

It can be seen from Table-1.2 that while 59.8% of the students were not aware of any Skill Development programs, 40.2% exhibited they are aware of Skill development programs. It is also identified that almost 70% of respondents were hailed from rural areas. When compared to respondents from urban areas, rural students were unaware of skill development programs in Andhra Pradesh.

Table 1.4: Cross tabulation Gender and placement

		Placement		Total	
		Yes	No		
Gender	Male	Count	38	284	322
		% within Placement	34.5%	47.5%	45.5%
		% of Total	5.4%	40.1%	45.5%
	Female	Count	72	314	386
		% within Placement	65.5%	52.5%	54.5%
		% of Total	10.2%	44.4%	54.5%
Total		Count	110	598	708
		% within Placement	100.0%	100.0%	100.0%
		% of Total	15.5%	84.5%	100.0%

1.5: Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	6.280 ^a	1	.012		
Continuity Correction	5.769	1	.016		
Likelihood Ratio	6.396	1	.011		
Fisher's Exact Test				.013	.008
Linear-by-Linear Association	6.271	1	.012		
N of Valid Cases	708				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 50.03.

The chi-square test is used to find out the significant relationship between Gender and Placement. The calculated chi-square value is 6.280 and p value is 0.012 which is less than 0.05. Therefore, the null hypothesis is rejected at 5% level of significance. Hence, it is concluded that there is a significant difference between Gender and Placement in Millennial Management Graduates.

1.6: Enrolled in skill development programs and Placement

		Placement		Total	
		Yes	No		
Enrolled in skill development programs	Yes	Count	110	178	288
		% within Placement	100.0%	29.8%	40.7%
		% of Total	15.5%	25.1%	40.7%
	No	Count	0	420	420
		% within Placement	0.0%	70.2%	59.3%
		% of Total	0.0%	59.3%	59.3%
Total		Count	110	598	708
		% within Placement	100.0%	100.0%	100.0%
		% of Total	15.5%	84.5%	100.0%

1.7: Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	189.925 ^a	1	.000		
Continuity Correction	187.025	1	.000		
Likelihood Ratio	228.536	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	189.656	1	.000		
N of Valid Cases	708				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 44.75.

1.8: Phi and Cramer's V value

		Value	Approximate Significance
Nominal by Nominal	Phi	.518	.000
	Cramer's V	.518	.000
N of Valid Cases		708	

The chi-square test is used to find out the significant relationship between Enrolment in skill development programs and Placement of the respondents. The calculated chi-square value is 189.925 and p value is 0.0001 which is less than 0.05. Therefore, the null hypothesis is rejected at 5% level of significance. Hence it is concluded that there is a significant association between Enrolment in skill development programs and Placement of the respondents. The Phi and Cramer's V value indicates their Enrolment in skill development shown the high effect on placement.

Research Findings:

- Majority of respondents are females followed by 45.5% Males within 21-23 age group. It can be interpreted from the above table that the majority of respondents' hail from Rural backgrounds.
- While awareness among students in rural colleges on Skill development programs is considerably low compared to Urban college Students. It can be seen from Table-1.2 that 44% of respondents were enrolled in at least one skill development program, while 56% were not part of any skill development program. The enrolment ratio is comparatively high in Urban area respondents.
- There is a significant difference between male and female respondents with respect Placement. It is identified that Female respondents showed almost double the rate than Male respondents in placements.

- There is a significant association between Enrolment in skill development programs and Placement of the respondents. It is identified that out of 288 respondents enrolled in at least one skill development program 38.19 percent respondents i.e. 110 were placed. It is also clear that those who didn't enroll in any of the programs didn't show any improvement in skills and didn't place anywhere.

Suggestions:

- Experiential Learning enables students to deal with ambiguities that arise in a professional environment. Graduates get a more practical preview of actual job functions in a chosen field through this system, while they are still in the college.
- Through participatory experience, a management student develops certain competencies and skills like critical thinking, presentation skills, interpersonal communication, teamwork, leadership, self-confidence and cultural awareness.
- Lack of awareness is the strong reason beside poor support from college management in educating and making students aware of Skill development programs like in Urban areas.

In light of these findings there were few viable solutions to make more students from both rural and urban settings to enhance their employability skills and have a chance to embrace their Entrepreneurial abilities. While having conversations with few of the respondents it is observed that apart from learning new skills there are much more interested in leaving their own mark on society by establishing their own Business. Being Management graduates and having a little bit of theoretical knowledge regarding running a small organization boosted their passion towards having their own establishment. Few of the students took part in APSSDC training programs on Entrepreneurial skill development.

Conclusion:

To truly prepare students to enter the employment market, it is important to discuss these issues fully and openly. Understanding about worker rights, adopting to the working environment, People Skills, the discovery of personal values, and critical thinking should also have a spot in this procedure. Else, we take the risk of persuading management graduates to believe that fitting and remaining employed requires transforming themselves into "products" that adapt to ever-changing market requirements, which is certainly not a concept that should be left unopposed. Employers are eyeballing for applicants with sound technical skills baked up with strong people skills, in this regard engaging in skill development initiatives boost up one's employability in many folds. Collaborative efforts of Students and educators supported by Government organizations will be an effective move towards achieving highest employability. Employers need to interact with institutions to make constructive feedback on curriculum as well as skill requirements in accordance with the dynamic business environment.

References:

1. Asma, A. & Lim, L. (2000). Cultural dimensions of Anglos, Australians, and Malaysians. *Malaysian Management Review*, December 2000, 9-17.
2. Audu, R., Yusri, K. & Muhammad Sukri, S. (2013). Acquisition of employability skills in technical vocational education: Necessity for the 21st century workforce. *Australian Journal of Basic and Applied Sciences*, 7(6), 9-14.
3. Bakar, A. R., Mohamed, S., & Hanafi, I. (2007). Employability skills: Malaysian employers' perspectives. *The International Journal of Interdisciplinary Social Sciences*, 2(1), 263-274.
4. Bardan, S. (2009). Governance and government: Employer's perspective of graduates' employability. *Malaysian Employers Federation*.
5. Bernama (2015). Graduates among 400,000 currently unemployed in Malaysia, says minister. Retrieved June 1 2014
6. Coughlan, S. 2013. Fall in graduate vacancies sees 85 apply for each job. *BBC News*. (Access date: 15th April 2015) < <http://www.bbc.co.uk/news/education-23247176> >
7. Cunningham, S., Tunch, O. and Gallacher, D. 2013. Empowering bioscience students to develop employability skills through volunteering – voices of experience. *HEA STEM Annual Conference 2013*, 16-17 Apr 2013, Birmingham, UK.
8. Denzin, N. and Lincoln, Y. 2000. *Handbook of Qualitative Research* (2nd ed.). London: Sage.
9. Fallows, S., & Steven, C. (2000). *Integrating key skills in higher education*. London: Kogan Page.
10. Goon, J. (2014). Three E's to employability. *The Star Online*, January 26, 2014. Retrieved May 1 2014
11. Gilbert A. Churchill, Jr. and Dawn Lacobucci, *Marketing Research*, 2004
12. Harvey, L. (2001). Defining and measuring employability. *Quality in Higher Education*, 7(2), 97-109.
13. Jir O'Neill and Tushar Poddar (2008), Ten Things for India to Achieve its 2050 Potential, *Global Economics*, Paper No: 169, June 16 Goldman Sachs Economic Research
14. JobStreet.com. (2010). Retrieved December 24, 2010, from <http://www.intanbk.intan.my/i-portal/dl/ppa2010/chookyuhng.pdf>.
15. Ken, S. T. T., & Cheah, Y. Y. (2012). Business graduates' competencies in the eyes of employers: An exploratory study in Malaysia. *World Review of Business Research*, 2(2), pp. 176-190.

16. Kumar, A. (2009). Engaging students in SOA Ring for employability. Graduate Market Trends, Autumn 2009, 8 -10.
17. Lees, D. (2002). Graduate employability: aLiterature review. Retrieved December 28 2010 from <http://www.palatine.ac.uk/files/emp/1233.pdf>.
18. Modi Sanjay (July 04, 2009). The task of shaping skills & employability, The Financial Express, July 04, 2009.
19. Warn, J., & Tranter, P. (2001). Measuring quality in higher education: A competency approach. Quality in Higher Education, 7(3), 191 – 198.
20. Wye, C. K., & Liew, C. S. (2005). Undergraduates' perceptions of the importance and development of generic skills: A case study at the Faculty of Economics and Business in UKM. In Proceeding on Human Resource Development:Practices and Directions for a Developed Malaysia (pp. 200 – 207), Serdang: Universiti Putra Malaysia Press.
21. Paliwal Udailal (Mar 2009). Educated youth and unemployment in Ethopia, The Indian journal of commerce, Vol 62 – No. 1. 55.
22. Patil, M. R. and Popker, T. M. (1998). Business education: Emerging challenges, The Indian journal of commerce, Vol 51 – No. 1.
23. Yorke, M. (2001). Employability in the first cycle higher education, Working paper for the 'Skills plus' Project, Liverpool John Moores University, United Kingdom.
24. <http://www.themalaymailonline.com/malaysia/article/graduates-among-400000-currently-unemployed-in-malaysia-says-minister>.
25. www.thestar.com.my/News?education/2014/01/26/Three-E's-to-employability/.
26. http://timesofindia.indiatimes.com/articleshow/66700408.cms?utm_source=contentofinterest&utm_medium=text&utm_campaign=cppst