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EMPLOYMENT SCENARIO IN BANGLADESH: A STUDY ON THE GAP BETWEEN EXPECTATIONS OF EMPLOYERS AND THE QUALITY OF GRADUATES

A. K. ZIAUDDIN AHMED¹ & MD. AZIM²

Abstract:

This study provides a view on the gap between the expectations of employers and the quality of graduates. Data were collected with the help of a questionnaire having both open-ended and close-ended questions. Collected data were analyzed with frequency tools of SPSS. The findings show that the most required qualities expected by employers from the graduate job seekers are academic qualification, experience, professional knowledge/competency, loyalty, sincerity and IT skills. However, a significant portion of the responding employers were of the opinion that there remains a substantial gap between the quality of fresh university graduates and the quality standard needed by the professional world. They also emphasized that the universities should update their curriculum to produce graduates having practical skills and professional knowledge. Integration of theory and practice through collaborative research with the participation of employers and universities is needed.

Keywords: Employment Scenario, Employers Expectations, Quality of Graduates Expectations, Employability Skills, Gap between Expectations of Employers and Quality of Graduates

1. Introduction

The idea of this study originated from two news reports (Asadullah, March 08, 2015)(Tribune Report, April 21, 2015). One report (The Economist Intelligence Unit Limited, 2014) said 47 percent graduates of Bangladesh were unemployed and the other (bdnews24, 15th July, 2015) said, quoting the Finance Minister, that many local companies needed to hire foreigners to meet their demand which caused an outflow of \$4 billion a year. These facts implied that there must be some gap between the expectations of employers and the quality of graduates in the country.

This study has attempted to provide a view of that gap. The literature review focuses on the expectations of the employers, the education system available for graduates, employability, employability skills, and professional skills to fulfill the expectations of the employers. The findings focus on the perceptions of the employers on various dimensions like required qualities of the graduate job seekers, qualities of existing employees, internship programs, training facilities, and role of educational institutions.

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2. Literature Review

There are many reasons for going to university, including – naturally – a love of the subject to be studied, and the opportunity to experience a different way of life. Higher education is much more than a production line for work-ready graduates. Many higher education programs are explicitly vocational, especially medicine, engineering, accountancy and law. Other courses are less directly vocational (Lowden, Hall, Dr Elliot, & Lewin, 2011). Nevertheless, they help students develop analytical, synoptic and presentational skills which are highly valued in the modern society. But is that enough? Some graduates and their employers are of the opinion that more could be done to develop students' wider skills and attributes, including team-working, communication, leadership, critical thinking and problem solving. These are known collectively as employability skills. Findings show that everyone seems to agree that work placements and internships make a huge difference to employability skills (Lowden et. al. , 2011). An important objective of many degree programs is to prepare students for the workplace. Students of professional study programs have what can be regarded as an additional benefit or advantage to join a particular profession and have a clearly identified career path—in return, employers often expect graduates of such programs to be instantly able to fee-earn. Academics involved with such programs have to balance such demands of employers with broader educational aims that will prepare graduates for not just the immediate work-entry years but a life-long career with suitable skills that will allow them to be adaptable to changing work practices and market skill needs (Davies, Csete, & Poon, 1999).

2.1 Expectations of Employers

Among the skills most important to employers are communication; people skills; basic reading, writing, and arithmetic; and industry-specific skills. In fact, more than nine in ten respondents indicated that the above-mentioned skills are important to their organization. Moreover, employers are also of the opinion that they do not have great difficulty finding applicants with these important skills. Larger business houses (those with more than 500 employees) are more likely to say that these skills are more important to their companies than smaller business entities (those with 20-499 employees) and they also found it difficult to attract applicants with these skills (Perron, 2011).

Employers want graduates with relevant subject specific skills, knowledge and understanding, but in addition to this are looking for well-developed generic skills in a number of areas (Harvey et al. , 1997). The Pedagogy for Employability Group (2004) provided a list derived from research carried out over the last 25 years and suggests that employers expect to find that the following generic skills have been developed in graduates: imagination/creativity, adaptability/flexibility, willingness to learn, independent working/autonomy, working in a team, ability to manage others, ability to work under pressure, good oral communication, communication in writing

for varied purposes/audiences, numeracy, attention to detail, time management, assumption of responsibility and for making decisions, planning, coordinating and organizing ability, and ability to use new technologies (not included in the list above but mentioned in many others and an important element).

Lan et al. (2011) indicated that English is widely used in the organizations surveyed because workplace tasks and transactions are carried out in English. All the four skills of speaking, writing, reading and listening are required for these tasks. In view of this, it is essential for graduates to be proficient in English to secure employment as well as to perform efficiently at work. However, most of them experience difficulties carrying out everyday workplace tasks due to a lack of proficiency in and mastery of the language. Their problems lie mainly in the area of speaking and writing skills.

The National Association of Colleges and Employers (NACE) identified sixteen characteristics that employers are looking for in potential employees. They are: Ability to communicate, Intelligence, Self-confidence, Willingness to accept responsibility, Initiative, Leadership, Energy level, Imagination, Flexibility, Interpersonal skills, Self-knowledge, Ability to handle conflict, Competitiveness, Goal achievement, Vocational skills, and Direction (The University of Texas at Austin, n. d.).

Lockhart (2013) opined that employers aren't looking for a perfect employee; they are looking for the right employee. With some guidance and training, the student or young adult will become a great employee. Employers know employees. They know what their business needs to succeed. Employees must operate with employers' objectives. Employees can meet the objectives of the employers by: being on time – always, following directions and accept feedback, not texting or talking on cell phone when working, maintaining a positive attitude at all times, treating your supervisor and co-workers with respect, taking job responsibilities seriously, avoiding the “that's not my job!” mentality. Employers are looking for the right workforce to keep their operations running smoothly and provide their customers with an excellent experience. They usually prefer candidates who are: comfortable working as part of a team, able to follow or lead when appropriate, capable of hands-on participation – outside of their typical duties – when necessary, willing to pursue ongoing training and education, sensitive to diversity in the workplace and the community they live in, and aware of, and can articulate, personal career goals. Eraut (1994) observed that the norms of higher education tend to favor scientific or propositional knowledge rather than professional competencies. The knowledge base is likely to be couched in technical/scientific terms rather than practical terms. Typically, technical knowledge is capable of written codification and could be regarded as a kind of propositional knowledge, commonly expressed in curricula. Davis (1996) identified that most employers target candidates with similar qualifications and those with transferable skills are the most sought after—skills such as: strong interpersonal skills, team

players who can also lead a team, IT and language ability, good commercial awareness, problem-solving skills.

The University of Kent, UK summarized the skills which were most often deemed important based on a number of surveys on the skills required for graduates undertaken by Microsoft, Target Jobs, the BBC, Prospects, NACE and AGR and other organizations. They are: Verbal Communication, Teamwork, Commercial Awareness, Analyzing & Investigating, Initiative/Self-Motivation, Drive, Written Communication, Planning & Organizing, Flexibility, Time Management. Also some more skills are found important which are: global skills, negotiating and persuading, leadership, numeracy, computing skills, self-awareness, personal impact/confidence, lifelong learning, stress tolerance, integrity, independence, developing professionalism, action planning, decision making, interpersonal sensitivity and creativity.

Companies that expect to succeed in the long term must pay as much attention to their new hires as to existing personnel. Building and maintaining a strong and sustainable talent supply chain is dependent on better preparing and developing entry-level employees. With better planning and investments in the training and development of newer employees, companies can continue to keep their talent supply chain flowing in the years ahead (Smith, La Velle, & Abbatiello, 2014).

2. 2 Employability and Employability Skills

Rapid and drastic changes in economic growth nowadays are creating higher demands for employability skills in the workforce. Labor market is becoming more competitive and depends on quality of knowledge and skills as the globalization come across in all industry. The employers have high expectations on fresh graduates to perform in their organization soon after they are hired. Required employability skills are therefore necessary to remain competitive in global market. Employers' expectation and perception play an important role in determining the employability skills needed (Zaharim, Yusoff, Omar, Mohamed, & Muhamad, 2009).

Pool & Sewell (2007) defined 'employability' as possessing "a set of skills, knowledge, understanding and personal attributes that make a person more likely to choose and secure occupations in which they can be satisfied and successful." They also found that employability consists of four main elements. The first of these, a person's "employability assets", consists of their knowledge, skills and attitudes. The second, "deployment", includes career management skills, including job search skills. Thirdly, "presentation" is concerned with "job getting skills", for example CV writing, work experience and interview techniques. Finally, as Hill age and Pollard (1998) also argues that for a person to be able to make the most of their "employability assets", a lot depends on their personal circumstances (such as family responsibilities) and external factors (such as the current level of opportunity within the labor market).

Hampson and Junor (2010) described employability skills as “skills required not only to gain employment, but also to progress within an enterprise so as to achieve one’s potential and contribute successfully to enterprise strategic directions”

2. 3 Professional Skills

Employers have responsibilities to assist students through work placements or to help with the acquisition of work-ready skills. All graduates have to take personal responsibility in relation to career and self-management and self-assessment both within and outside university studies. Professional skills development of new university graduates is a shared responsibility between stakeholders such as universities, employers, professional associations and graduates themselves to maximize the development of these skills both during and after university. Universities could use approaches which foster flexible attitudes, self-autonomy and learning capacity. For example, simulated or real-life projects, internships, work placement experiences, role plays, teamwork and problem-solving tasks during project work or assignments are strategies used successfully by many faculties at Australian universities to develop ‘self-learning’ skills. At universities, learning occurs when graduates first learn theory from textbooks. But learning continues to occur when they actually put it into practice at their workplaces. For example, the communication skills graduates required at work were different from those learned at university. Universities have a responsibility to assist graduates to become professional learners so they can learn effectively at work and acquire and use knowledge (Nagarajan, Vilapakkam, & Edwards, 2015)

2. 4 Education Systems Available for Graduates

According to the Economist Intelligence Unit report for the British Council (2014), the Education quality is low in universities and employers lament over two types of skills shortages: (a) not enough graduates in specialized skills needed within high growth sectors, and (b) where graduates have these skills, they are still not employable because English language, computer and other softer skills such as communication and problem-solving abilities are missing. It is not uncommon for South Asian universities to review curriculum only once every five years. It is also not uncommon for professors and lecturers to have no real work experience when teaching job-oriented degrees. This has led to substandard quality of education found in universities, with skills that have limited real-world application. Course grades are often almost wholly based on the performance in a final exam, instead of encouraging presentations, case studies and other types of analytical assignments. Public universities are especially unaccustomed to change, while private universities have proven to be more enterprising. In both public and private universities, however, internships and other career development services are just starting to take shape and importance. There is a shortage of skilled ICT workers in South Asia according to experts. This is an example of the broader trend of the discrepancy between the kind of skills demanded by labor markets and the number of graduates in

key disciplines for South Asia. The problem starts with nascent labor market information systems, and is compounded by the lack of coordination at all levels of government. There is a unanimous consensus that collaboration between industry and academia is critical, but how to achieve this effectively remains unclear. Specific examples where this is done well exist, but replication of successes is a challenge. The global labor market is changing rapidly and ensuring graduates have both technical skills and softer, employable skills will remain a challenge.

An assessment done by Shah Al Mamun (2015) on receiving justice in respect to the investment by the students of Bangladesh on education showed that most of the educational institutions, be it public or private, are stuck with concrete subjects and the delivery method depends solely on lecture. This subject based education is completely ignoring the required skills. Thus students are becoming subject specialists but are not able to convert their knowledge into skills and are failing to meet the requirements of the job. Not only that, they are failing to contribute to their families, which strived many years to ensure that the students get quality education to contribute to the nation. Teachers mostly deliver students theories with few examples but there remains lack of activities in the class to put those theories into practice. For lack of teacher training, teachers in most cases do not even realize how to design class activity and how to assess students' learning in respect of skills to demonstrate their learning in real life scenario. Lessons and courses are not objective based and at the end of the course it remains unknown of what skills the students could gain from those lessons and courses. Assessments are currently done based on theoretical knowledge and not on demonstration of skills. This practice is encouraging students to focus solely on theory.

3. Methodology

This study utilized a qualitative approach whereby a survey questionnaire was sent by mail or handed over personally to employers or HR managers of 50 renowned organizations. These sample employers or HR managers were selected randomly. The organizations include group of companies, public companies, partnership firms and sole proprietorship firms in the sectors like readymade garments, power generation, knitting, dyeing, washing, spinning, asset management, service provider, brick manufacturers, IT, consumer goods manufacturer, telecom, arts, and trading. There were 28 responses and the number of employees or executives in those sample organizations were in the range of 10 to 16, 000.

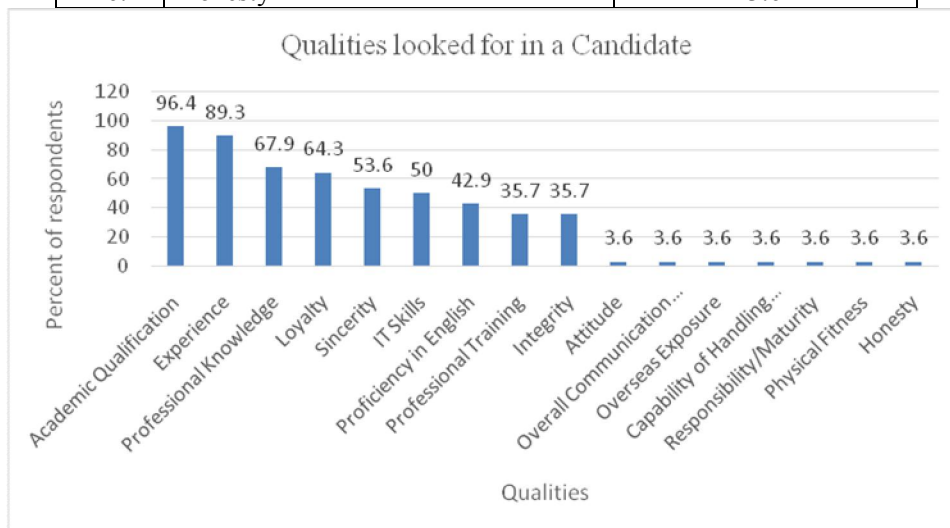
There were two sections in the questionnaire. The questions in the first section sought to obtain general information such as the name and designation of the respondent with the name of the organization. The questions in the second section were designed to get information on the expectation of the employers and HR managers. The questionnaire included both close-ended and open ended questions in the format of Multiple Choice Question, Dichotomous Question, Likert Question, Contingency Questions, and Matrix Questions.

The data collected were analyzed with the use Frequency tools of SPSS. The data were tabulated and coded, after which, they were computed and presented in the form of frequencies. The findings were presented in graphical and descriptive form.

4. Findings and Discussion

Table 1: Percent Distribution of Respondents Based on Their Preferences of Quality in Candidate for Employment

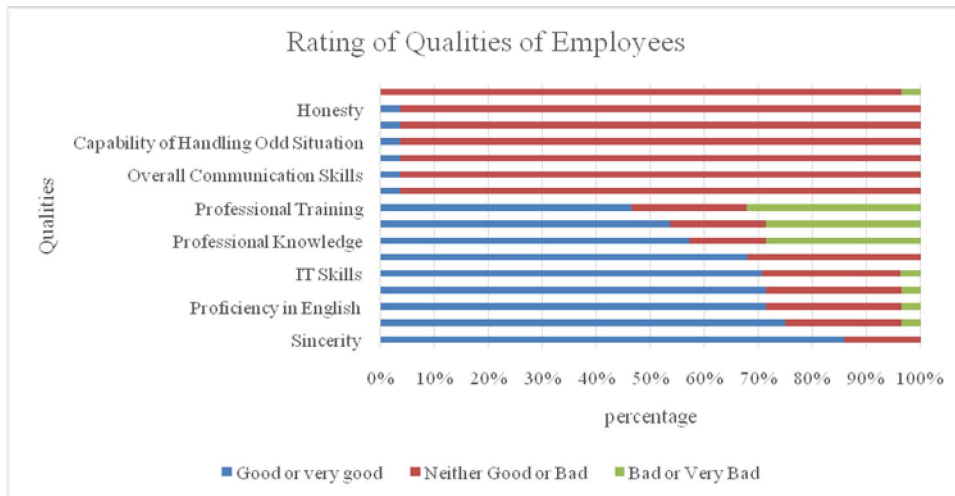
Sl. No.	Qualities	Percent of respondents
1.	Academic Qualification	96.4
2.	Experience	89.3
3.	Professional Knowledge	67.9
4.	Loyalty	64.3
5.	Sincerity	53.6
6.	IT Skills	50.0
7.	Proficiency in English	42.9
8.	Professional Training	35.7
9.	Integrity	35.7
10.	Attitude	3.6
11.	Overall Communication Skills	3.6
12.	Overseas Exposure	3.6
13.	Capability of Handling Odd Situation	3.6
14.	Responsibility/Maturity	3.6
15.	Physical Fitness	3.6
16.	Honesty	3.6



On being asked about what are the qualities employers look for in a candidate for employment, 96. 4% of the responding employers looked for Academic Qualification, 89. 3% for Experience, 67. 9% for Professional Knowledge, 64. 3% for Loyalty, 53. 6% for Sincerity, 50% for IT Skills, 42. 9% for Proficiency in English, and 35. 7% each for Professional Training and Integrity. The other qualities that were looked for by the responding employers are Attitude, Communication Skills, Overseas Exposure, Capability of Handling Odd Situations, Responsibility/Maturity, Physical Fitness, and Honesty.

Table 2: Distribution in Percentage of Existing Employees Based on Ranking in terms of Different Qualities

Qualities	Good or very good	Neither Good or Bad	Bad or Very Bad
Sincerity	85.8%	14.2%	0%
Loyalty	75%	21.4%	3.6%
Proficiency in English	71.4%	25%	3.6%
Integrity	71.4%	25%	3.6%
IT Skills	68.4%	25%	3.6%
Academic Qualification	67.9%	32.1%	0%
Professional Knowledge	57.1%	14.3%	28.6%
Experience	53.5%	17.9%	28.6%
Professional Training	46.4%	21.4%	32.2%
Attitude	3.6%	96.4%	0%
Overall Communication Skills	3.6%	96.4%	0%
Overseas Exposure	3.6%	96.4%	0%
Capability of Handling Odd Situation	3.6%	96.4%	0%
Physical Fitness	3.6%	96.4%	0%
Honesty	3.6%	96.4%	0%
Responsibility/Maturity	0%	96.4%	3.6%



Existing employees were rated good or very good in terms of Sincerity by 85. 8 percent of the responding employers, in terms of Loyalty by 75 percent, in terms of both Proficiency in English and integrity by 71. 4 percent, in terms of IT Skills 68. 4 percent, in terms of Academic Qualification 67. 9 percent, in terms of Professional Knowledge 57. 1 percent, in terms of Experience 53. 5 percent, and in terms of Professional Training 46. 4 percent. On the other hand, only 3. 6 percent of the responding employers rated Attitude, Communication Skills, Overseas Exposure, Capability of handling Odd Situation, Physical Fitness, and Honesty as good or very good. However, no respondent rated their employees as good or very good in terms of Responsibility/Maturity.

From Table 1 and Table2 we can make an interesting comparison of the rankings of the top qualities the employers want to have in their employees and the rank of those qualities they got in them:

Table 3: Ranking of Qualities Sought in Graduate Job Seekers vs. Ranking of Qualities Found in Existing Employees

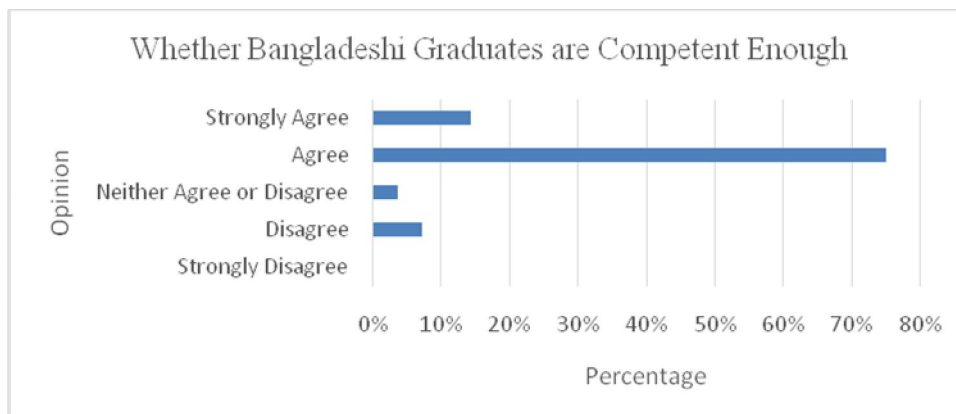
Qualities	Percent of responding employers looking for the particular quality among the graduate job seekers	Percent of respondents rating the particular quality as very good or good among their existing employees
Academic Qualification	96.4	67.9
Experience	89.3	53.5
Professional	67.9	57.1

Knowledge		
Loyalty	64.3	75.0
Sincerity	53.6	85.8
IT Skills	50.0	68.4
Proficiency in English	42.9	71.4
Professional Training	35.7	46.4

It appears that though the employers rank academic qualification, experience, and professional knowledge as top three qualities they look for but they got sincerity, loyalty, and proficiency in English as the top three qualities among their existing employees. Among the existing employees academic qualification, experience, and professional knowledge ranks 5th, 7th and 6th respectively. The IT skills ranks 4th among the employees whereas it is in 6th rank on employers priority list. The cause of these differences may be the selection process where the order of qualities emphasized might have been different.

Table 4: Distribution of Respondents Based on Their Perception Regarding Competence of Bangladeshi Graduates in Taking the Challenges of Modern Job Requirement

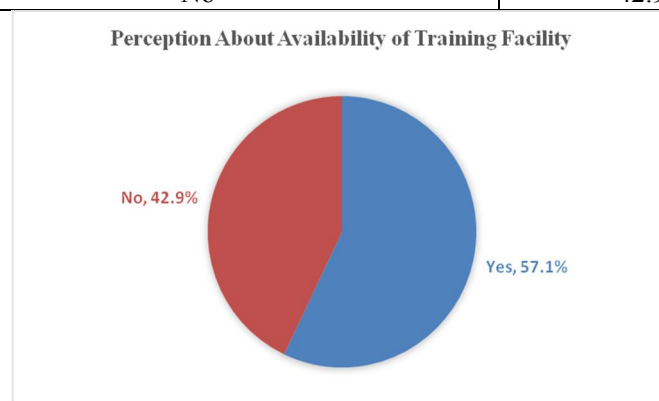
Competence Level Perception	Percentage
Strongly Disagree	0.00
Disagree	7.1
Neither Agree or Disagree	3.6
Agree	75.0
Strongly Agree	14.3
Total	100



On being asked whether the employers think that the graduates in Bangladesh are competent enough in taking challenges of modern job requirement, 89.3% agreed that the graduates are competent enough. However, 7.1% of the responding employers disagreed, and 3.6% remained neutral on this issue. Thus, the employers have enough confidence on the potentials of the Bangladeshi university graduates.

Table 5: Distribution in Percentage of Respondents Based of Their Perception Regarding the Availability of Training Facility for Employees Perception Regarding Availability of Training Facility Percentage

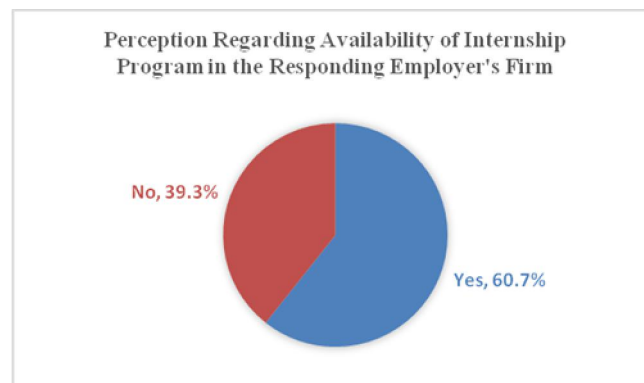
Perception Regarding Availability of Training Facility	Percentage
Yes	57.1
No	42.9



On being asked whether there were training facilities for employees in the organization, 57.1% and 42.9% replied in the positive and in the negative respectively.

Table 6: Distribution in Percentage of Respondents Based on Their Perception Regarding Availability of Internship Program in the Responding Employer's Firm

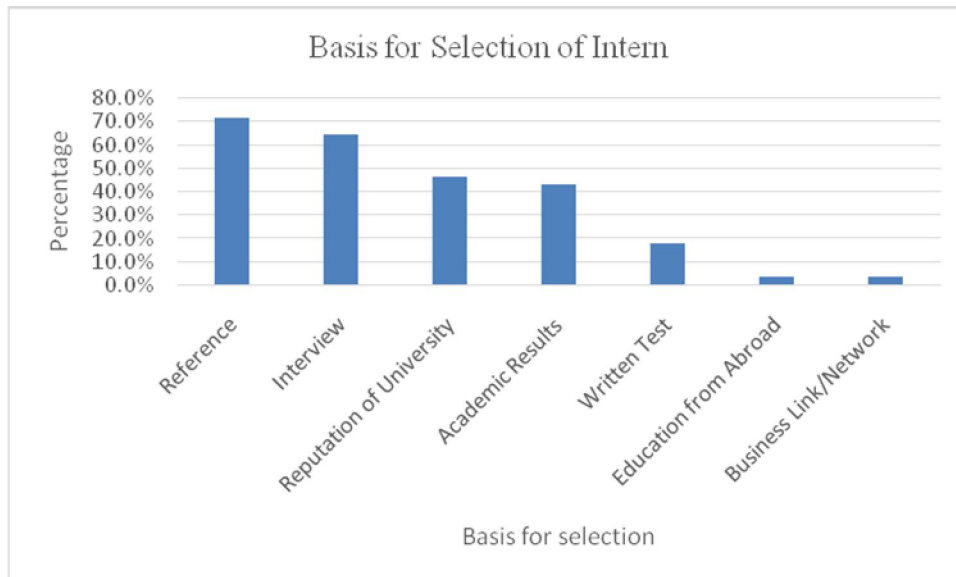
Perception Regarding Availability of Internship Program	Percentage
Yes	60.7
No	39.3



On being asked whether there were arrangements for internship program for fresh graduates, 60. 7% of the respondents replied in the affirmative while 39. 3% replied in the negative. Moreover, the sample employers were asked about the percentage of their employees taken from the interns. From their responses it came out that only 8% of total employees were initially taken as interns.

Table 7: Distribution in Percentage of Respondents Based on Their Opinion Regarding the Bases of Selecting Interns in the Responding Employer's Firm

Criteria/Bases of Selecting Interns	Percentage
Reference	71.4
Interview	64.3
Reputation of University	46.4
Academic Results	42.9
Written Test	17.9
Education from Abroad	3.6
Business Link/Network	3.6

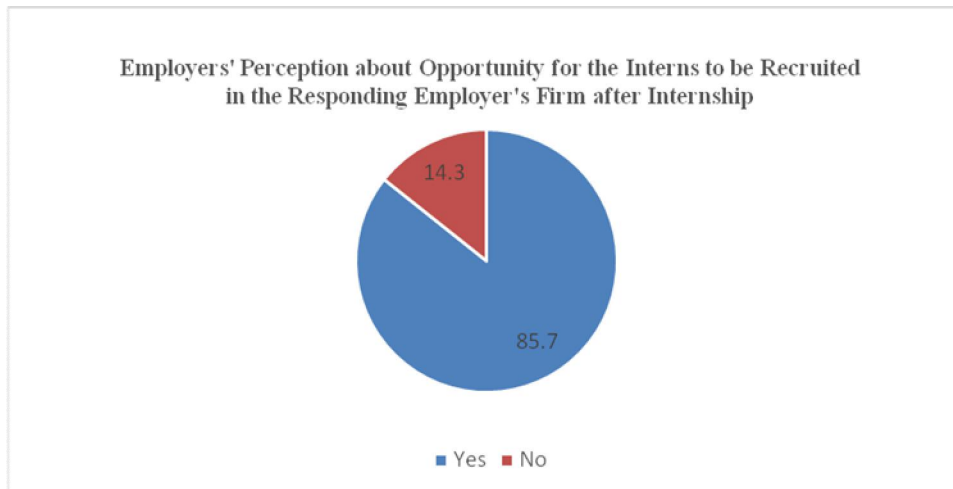


On being asked about the criteria for selecting interns, 71.4% of the respondents said Reference, 64.3% said Interview, 46.4% said Reputation of the University, 42.9% said Academic Results, 17.9% said Written Test, and 3.6% each said Degree from foreign country and Business Links.

It may be noted that from the responses to the question # 1 academic qualifications came out as top most quality sought by employers among the candidates for employment but for interns it is the fourth sought after quality for the same.

Table 8: Distribution in Percentage of Respondents Based on Their Perception Regarding the Opportunity for the Interns to be Recruited in the Responding Employer's Firm

Perception Regarding the Opportunity for the Interns to be Recruited	Percentage
Yes	85.7
No	14.3

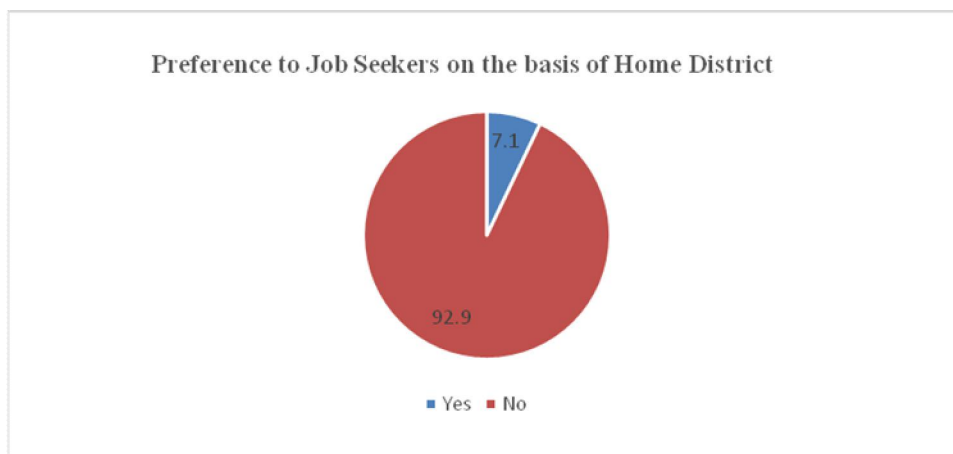


On being asked whether there is opportunity for the interns to be recruited in the firms after internship, 85.7% and 14.3% of the respondents replied in the affirmative and negative respectively. The responding employers, however, appeared to be very much concerned about certain qualities among candidates for selection. The following diagram represents the qualities based on each responding employer's preference for the best quality among recruits.

Employers' Perception about Vital Qualities among New Recruits

Table 9: Distribution in Percentage of Respondents Based on Their Preference to Job Seekers on the Basis of "Home District"

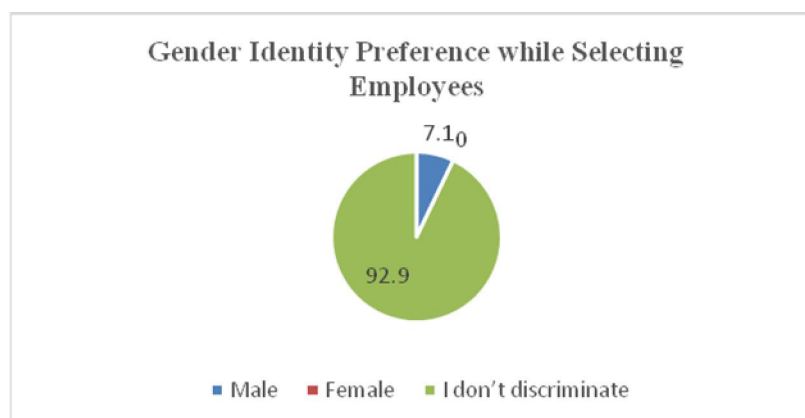
Preference to Job Seekers on the Basis of "Home District"	Percentage
Yes	7.1
No	92.9



On being asked whether there is any preference to job seekers on the basis of Home District, most (92. 9%) of the respondents said they don't make any discrimination on the basis of Home District.

Table 10: Distribution in Percentage of Respondents Based on Their Preference to Particular Gender while Selecting Employees

Preference to Particular Gender while Selecting Employees	Percentage
Male	7.1
Female	0.0
I don't discriminate	92.9

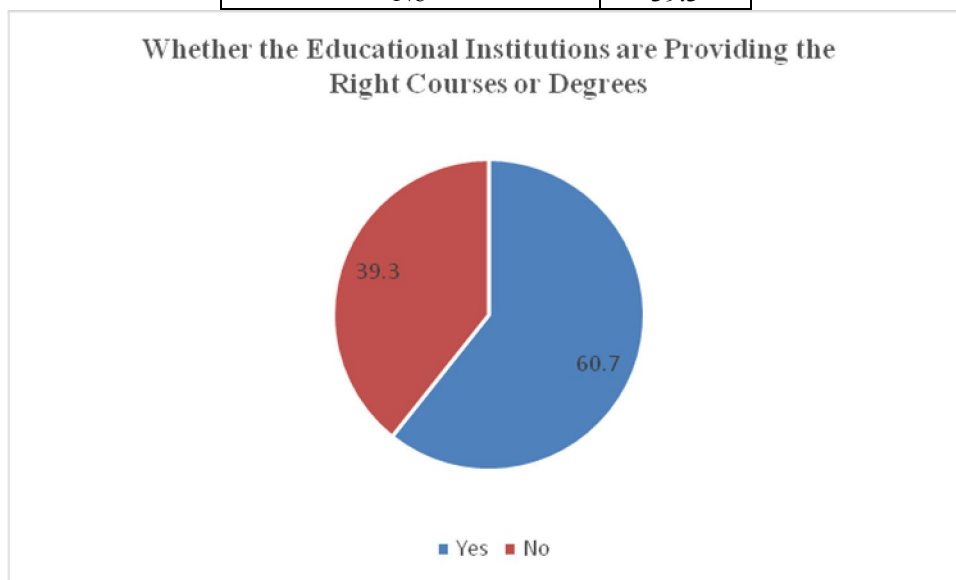


On being asked whether there is any preference on the basis of gender in selecting employees, most (92. 9%) of the respondent employers claimed that they don't make any such discrimination. However, 7. 1% respondents declared preference for male

candidates.

Table 11: Distribution in Percentage of Respondents Based on Their Opinion as to Whether the Educational Institutions are Providing the Right Courses or Degrees to Make the Graduates Competent Enough to Meet Demand of Job Sectors

	Percentage
Yes	60.7
No	39.3



On being asked whether the educational institutions are providing the right courses or degrees to make the graduates competent enough to meet demand of job sectors, 60.7% of the employers responded positively. However, 39.3% responded negatively on this issue. The employers who responded negatively provided suggestions as to how educational institutions can produce competent graduates for the job market. They are: changing in the syllabus or program, reducing the gap between real professional world/practice and academic standard, modernizing the education in terms of practical knowledge to meet the demand of job market, introducing the teaching method which will increase intelligence rather than memorizing, developing policies and practices of the education system according to the present need and crisis, blending the teaching method with the latest technology available, introducing skill and practical based education, encouraging students to be entrepreneur so that they can contribute to the economy of the country which will help to reduce the unemployment problem and uplift the general mass above the poverty line, emphasizing on developing the communication skills of students, aligning the

curriculum with the industry need, introducing case study and field work for the students, and offering professional courses etc.

5. Interpretations and Conclusion

The findings of this study conclude that in Bangladesh there are large number of young people who have tertiary education but no employment and on the other hand there are large number of jobs to be filled requiring highly qualified people for those industries (a significant portion of which has been occupied by migrant workers). Thus, there seems to be some gap somewhere that needs to be found and removed but this study shows that majority (60. 7%) of the sample employers were of the opinion that the educational institutions were offering right courses or degrees to their students in terms of employability and rest of them (39. 3%) thought that there was a gap between the quality of our university graduates and the needs of the practical world. In this regard, suggestions were given from the employers to change syllabus and also the teaching methods by introducing case study and field work for the students, using latest available technology, and introducing skill and practical knowledge to meet the demand of the job market. They also suggested encouraging students to be entrepreneurs so that they can contribute to the economy of the country and help reduce unemployment.

The responsibility of enhancing quality of graduates in terms of employability or industry needs should not be vested solely on the universities. The employers and the industries also can play an effective role here. From our survey we have found that the employers (57. 1% in case of internship and 60. 7% in case of training) are providing efforts and initiatives to develop skills and professional knowledge of fresh graduates and employees through internship programs and trainings respectively. So the rest of the employers should expand and intensify internship programs and in-house skill development undertakings. Above all it is very encouraging to note that around 90% of the employers had confidence in Bangladeshi graduates in terms of their capacity to meet the challenges of modern job requirements.

However, both sides need to do more. The employers, while trying to select employees and interns on the basis of required skills and education appropriate for the jobs, the educational institutions should update their curriculum and teaching methods using latest available technology and emphasizing more on case studies and field works for the students.

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Appendix

The format of the questionnaire is given below:

Good day to you! This is a questionnaire which has been designed to get a clear view of the expectation of the employers from the graduate job seekers. The purpose of this study is to provide a view of the expectation gap between the employer and the graduate job seekers. Your response will be used only for research purpose. Your name and institution will be kept anonymous.

Name of the respondent:

Designation:

Organization:

1. How many officers/executives are working in your organization?.
2. What are the qualities that you look for in a candidate for employment? (Please tick appropriate items)
 - ☐ Academic Qualifications
 - ☐ Professional Training
 - ☐ Professional Knowledge
 - ☐ IT Skills
 - ☐ Experience
 - ☐ Proficiency in English
 - ☐ Integrity
 - ☐ Loyalty
 - ☐ Sincerity
 - ☐ Others 1 (Please specify):. ☐ Others 2
 - (Please specify):.

3. How would you rate your employees in terms of following qualities? Please rate on a 5 point scale:

	Rating (5 for very good, 4 for good, 3 for neither good nor bad, 2 for bad, 1 for very bad)
Academic qualification	
Professional Training	
Professional Knowledge	
IT Skills	
Experience	
Proficiency in English	
Integrity	
Loyalty	
Sincerity	
Others 1, please specify:	
Others 2, please specify:	

4. Bangladeshi graduates are competent enough to take the challenge of modern job requirement:- do you agree?

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

5. Do you have any training facility for your employees?

- ☐ Yes
☐ No

6. Do you have any internship program in your firm for students?

- ☐ Yes
☐ No (If your answer is 'No', please go to question#11)

7. If yes, How many interns do you take every year?

8. What percentage of your employees were initially taken as intern?

9. On what basis do you select the interns? (Please tick appropriate items)

- ☐ Academic results
☐ Reputation of the university at which the student is studying.
☐ Reference
☐ Written test
☐ Interview
☐ Others 1 (Please specify):
☐ Others 2 (Please specify):

10. Is there any opportunity for the interns to be recruited in your firm after internship?

- ☐ Yes
☐ No

11. If you are asked to identify a single quality in a candidate for which you will hire him/her, what would be that?

12. Do you give any preference to any job seeker on the basis of "Home District"?

- ☐ Yes
☐ No

13. Which gender identity do you prefer while selecting employees?

- ☐ Male
- ☐ Female
- ☐ I don't discriminate

14. Do you think the educational institutions are providing the right courses or degrees to make the graduates competent enough to meet demand of job sectors?

- ☐ Yes
- ☐ No

15. If your answer is "No" for the above question, please suggest what the academic institutions should do to make their graduates competent enough to meet the job market demand:

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