



A Pathway to Identify Employability Skills of Business Graduates Based on Subject Specialization

Dr. Shagufta Ghauri

Assistant Professor & HOD
Management & HR Department
College of Business Management
Institute of Business Management, Karachi
Pakistan

Dr. Nadia Ayub

Associate Dean & Professor
College of Economics & Social Development
Institute of Business Management, Karachi
Pakistan

Abstract

In recent times, it has become imperative for universities to develop and offer curricula that contain a larger proportion of applied focus; hence business schools tend to be at the forefront of such deliberation. Today, many higher educational institutions, researchers, accreditation bodies as well as professional organizations have raised their concern regarding the requirement to produce exceptionally skilled graduates capable of handling more challenging issues in a complex and dynamic modern world. High demand has been made for higher education institutions to become more market responsive, with functional and vocational training being highlighted. This study focuses to identify differences in employability based on the specialization area of the business students. The total population of the study was 600 MBA regular students acknowledged from the top fifteen business universities of Pakistan. The sample of the study consisted of 235 MBA regular students who were purposively selected to represent the sample, the sample size was computed through the RAOSOFT sample size calculator. The tool used in this study is known as Student Outcome Employability Measurement (SOEM) tool and it is administered on a sample of 235 respondents. The tool comprises four scales that assess different employability skills like communication skills, leadership, teamwork, and critical thinking. The difference in employability based on the specialization area of business students was tested through ANOVA. The results show a significant difference between the business area of specialization affects communication skills ($F(3, 232) = 4.358, p=.000$); and Critical thinking ($F(3, 232) = 3.390, p=.000$). There was no significant difference between business area of specialization and Leadership ($F(3, 232) = 1.499, p=.000$); Team Work ($F(3, 232) = 1.946, p=.000$).

Keywords: Employability, employer, business school, subject specialization, curriculum

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Introduction

During the past years, the world economy has suffered serious setbacks. Unemployment rates have been consistently rising in developing countries including Pakistan. It has become difficult to find jobs in any particular field including business because of lower investments and rate of growth. At a general level, higher education has additionally become a prerequisite for getting a job in any field. In the education domain higher-level competency, experience and a better understanding of the tools and methodology is becoming imperative.

Education can be stated as an organized process of communicating knowledge for the enhancement of expertise and knowledge in any specific area. Amongst the different systems of education, professional education remains distinct, as it is expected to assist people in acquiring professional skills and conduct, in addition to a reasonable degree of proficiency. Professional education helps people achieve the means of livelihood in the present time of cut-throat competition and scarce resources by dealing with challenges and benefitting from opportunities (Khan, Shah & Azam, 2011). The role of universities has been redefined due to globalization (Marginson & Rhoades, 2002). Previously, universities were viewed as generators of theory and knowledge. In knowledge-based economies particularly in developed countries, there is growing consideration being given to the significance of higher education (Dunning, 2002; Harvey Locke & Morey, 2002). The predicament of university graduates' employability, however, has become a matter of great concern, impacting diverse social, economic, national, and cultural aspects of life in most countries (Hiew et al, 2021; Asonitou, 2015; Garrouste & Rodrigues, 2014; Pavlin & Svetlik, 2014; Farcnik & Domadenik, 2012). Universities worldwide are progressively required to produce exceptionally skilled graduates capable of handling more challenging issues in a complex and dynamic modern world (Possa, 2006; Sleezer et al., 2004).

There have been several questions raised in the previous two decades regarding the rapid growth in higher education concerning the quality and ability of their graduates to meet employers' needs (Elias & Purcell., 2004; Teichler, 2003). Severe concerns are elevated regarding the broad 'gap' between the capabilities and skills of business graduates and their employability as deemed by employers (Yunus & Li, 2005; King, 2003). On the agenda of higher education and industry, talent development is a top priority, which is why they increasingly work in partnership now to accomplish this goal, using a variety of initiatives. Ascertaining students' attributes and skills needed for employability in today's ambiguous, complex, vague, and volatile environment is of utmost significance.

Business students are not prepared for the work environment due to a deficiency in certain skills required by the workplace (Hiew et al, 2021; Abas- Masturaetal, 2013). Human Resource (HR) managers have been enthralled with business students' technical knowledge, but have expressed concern regarding their lack of 'soft skills' (Poon, 2014). Minimal importance has been placed on degree subjects or courses and results or grades obtained by students (Saeed, 2015), with employers tending to place significant prominence on 'personal attributes' and 'soft skills' of graduates (McMurray et al, 2016; Jackson, 2016). Eventually, it is the accountability of Higher Education Institutions (HEIs) to inculcate the anticipated employable skills in their students (Ayoubi et al, 2017). However, education in most business schools is being imparted without analyzing the market need. The skill gap persists. Subsequently, business students accept inferior jobs or are ready to step into any job available in the job market. Industries and education institutions are inter-linked. The output from the education institutions is the input of the industry. Business schools need to recognize the needs of the employer, prepare students to meet those needs throughout their specific program of study, and be prepared to handle the challenges of the industry (Mtawa & Wilson, 2021). Human Capital theory has been used for the theoretical underpinning of this research.



Literature Review

Employability

Employability skills are also recognized as core skills, competencies, vital skills, generic skills, 21st-century skills, transferable skills, life skills, and necessary skills. These skills consist of teamwork, leadership, enterprise, communication, problem-solving, critical thinking, and lifelong learning skills (DeGuzman, Allan B., Choi & OK, 2013). It is vital to identify significant ‘transferable’ skills and abilities to bridge the skill gap which is important in terms of employability (Andrew & Higson, 2008). It is very important to recognize the skills that are vital for employability and integrate them in the business universities’ programs to match the labor market needs and is of grave importance in increasing the probabilities of graduate employability. This necessitates added receptiveness to the type of skills employers in the service sector would like university business graduates to possess (Azevedo et al., 2012; Poon, 2012). According to the findings of the study, communication skills appeared to be one of the vital competencies required for employability. There are various challenges due to growing globalization not only on businesses but on the employability of business graduates.

The Employer Perspective

In the present variable workplace, environment recruiters keep on facing increasing rivalry from the global economy. For various businesses, the present economic condition provides a very tough environment wherever they rely heavily on an informed, able, and inventive labor force. Recruiters, therefore, look for skillful candidates from a pool of possible candidates. Quick changes in technology, information, and a borderless economy, have kept recruiters on their toes while looking for relevant skills and skills to develop in this rapidly changing business atmosphere (Hiew et al, 2021; Bowers-Brown & Harvey, 2004/2005; Hodgkinson et al. 1995). However, many papers on this topic of recruiters’ viewpoint have been fixated on the opinions of huge national companies and multinationals (Brown et al. 2003). This is mainly due to the circumstances that in the past employers of large national companies have hired graduates, for instance, companies in the Top 100 Graduate Recruiters (High Fliers, 2014). Large employers’ opinions dominate so much that the opinions of smaller employers have been snubbed.

Pakistan’s Higher Education

In Pakistan, higher education has had a very modest commencement. At the period of the partition of the subcontinent in 1947, there was only one teaching university in the territory that became Pakistan – the University of Punjab. It took several years to surge the number of universities in the country. Since, the inception, Higher Education Institution of Pakistan has been threatened due to the scarcity of competent faculty, quality of research and teaching, and dearth of interested students (Hoodbhoy, 2009).

Business Education in Pakistan

Business education faces challenges the way other disciplines are facing in Higher Education. Despite emphasis being laid by pertinent authorities on the quality of education, the business schools have not achieved the anticipated level of excellence and quality. Business schools have grown rapidly across Pakistan in the last two decades. According to the Higher Education Commission list, there are approximately 60 institutes and universities imparting business education in the country (Saeed, 2015). Business institutes’ growth success factor is consistent due to the high demands of their graduates that differentiate high ranking universities from the ordinary ones. The criterion is that these high-ranked universities produce graduates who



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are in great demand as cited in the report “The Challenge of Establishing World-Class Universities” (Salami, 2011).

The populace of university graduates has increased day by day (Shaw, 2011; Ehrenberg, 2005; Government of Pakistan, 2001). They recognize university degrees as an important basis for employability (Saunders & Zuzel, 2010). Job markets are diversified and employers require dynamic graduates who are ready to face the chaotic world, creating a huge gap amid the supply of and demand for candidates (Raza, Majid & Zia, 2010). Different specialized individuals are required by the organizations to carry out the functions. In business school subject specialization focuses on one area, allowing the student to study and explore a subject area of their interest and make infinite progress in their career. This upsurge enhances the competitive advantage and productivity of an economy or firm. Subject specialized business graduates are usually job-oriented and make sure that they are getting customized qualifications which they put into maximum practical use at the workplace.

With subject specialized employees, the real load of work is taken off and the stress level is reduced as the employee is more focused on creating a better work environment and delivering results from their targeted markets (Hamel, 2008). Human capital theory (HCT) is selected for this research study. There is a clear link between economic development and the employability of individuals. This link has been discussed by economic decision-makers in previous studies and researches carried out on the subject. (Tomlinson, 2012; Brown, Lauder & Ashton, 2010; Boe, Cook & Sunderland, 2008; Brown, Hesketh & Williams, 2003; Woodhall, 2001). Therefore, HCT directly relates economic development with increased investment in developing individuals through training and education (Jackson & Wilton, 2017; Nafukho et al. 2004; Becker & Luthar, 2002). Due to this reason, higher education institutes need to develop the skills of individuals to enhance the overall productive capacity of the labor force within an economy.

The HCT allows us to align with the point of view of the maker, which connects the human capital of graduates to an increase in economic growth. Employers want to seek business graduates that are adaptable, specialized, independent, synthesize information quickly, and are critical thinkers (Kolachi & Wajidi, 2008). According to employers, those business schools are trusted that provide students with the above-mentioned abilities and skills (Kolachi & Wajidi, 2008).

Based on the above literature, the specific aims of this paper is:

H1: There is a significant difference between the business area of specialization and communication skills.

H2: There is a significant difference between the business area of specialization and adaptability.

H3: There is a significant difference between the business area of specialization and leadership.

H4: There is a significant difference between the business area of specialization and teamwork.

H5: There is a significant difference between the business area of specialization and critical thinking.

H6: There is a significant difference between the business area of specialization and work ethics.

H7: There is a significant difference between the business area of specialization and work-related attitude.

Methodology

Research Design

A quantitative exploratory research design was applied in this study. It is the most desired design used by the researchers. The study aimed to investigate are business universities preparing



students for employability according to the SOEM paradigm. This research study design recommended the researcher explore and identify numerous variables of the evident fact in general. Additionally, it was reinforced in determining the objective, sample selection, and measure in a very reliable method so that the variables of the study could be explored.

To gather relevant data from the field, strategies for exploratory research were used. In the social science field, the survey research method is believed to be one of the most vital measures. It comprises a procedure to question to identify and explore the discernible facts within a broader framework. Consequently, this study aimed to investigate the discernible fact and the most suited research design for the study is the exploratory research design.

Several researchers have recommended and supported that exploratory research design is done when minimum information is available. It also answers the questions like “what was” and “what is” and the evidence is not known about the discernible fact. In this research study, the researcher attempts to answer the important question in the observable fact. In this research study, the researcher tried to attempt those discernible facts that have very little information accessible and have not been studied (Bickman, Hedrick & Rodge, 1998; Nieświadomy & Bailey, 2008). At a similar time, the conclusion relationship of the discernible fact is to be deliberated (Bowling, 2000).

Sample

The total population of the study was 600 MBA regular students identified from the top fifteen business universities of Pakistan. The sample of the study consisted of 235 MBA regular students computed from the online sample size calculator RAOSOFT. There is no consensus regarding the sample size among authors (Hair et al., 2010; Pathak et al., 2012). The least sample size of 30 participants for each variable is recommended when carrying out multivariate analysis (Sekaran & Bougie, 2016). RAOSOFT is statistical software, used to determine and calculate the sample size. The margin of error, confidence level, population, and the response distribution is four factors used by RAOSOFT in sample size calculation (Fatoki, 2010). Pathak et al (2012) explain that the sample size of 235 is adequate for a population of any size with +_ 5% margin of error and 95% confidence level. The existing research has a sample size of 235 respondents which is quite beyond the minimum requirement. It will be purposive based sampling.

The scale was administered on a sample of 235 business students. The sample included females (36.6%) and males (63.4%). Participants' age range was between 20 to 22 years (15.3%), 23 to 25 years (51.1%), 26 to 28 years (21.7%) and 29 years and above (11.9%).The total number of participants from each University were as follows: University 1(8.9%), University 2 (9.4%), University 3 (3.8%), University 4 (7.2%), University 5 (4.7%), University 6, (7.7%), University 7 (8.1%), University 8 (14.0%), University 9(5.1%), University 10 (4.7%), University 11(3.4%) University 12 (6.4%) University 13 (5.5%) University 14 (3.4%), University 15 (7.7%).The participants area of specialization was Human Resource Management (40%) Finance (32.3%) and Marketing (27.7%) as their area of specialization. All the participants were in their last semester of MBA.

Table 1. Demographic Characteristics of Participants (N=235)

Demographic Variables		N	%
Age	20 to 22 years	36	15.3%
	23 to 25 years	120	51.1%
	26 to 28 years	51	21.7%
	29 and above	28	11.9%
University	University 1	21	8.9%

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	University 2	22	9.4%
	University 3	9	3.8%
	University 4	17	7.2%
	University 5	11	4.7%
	University6	18	7.7%
	University 7	19	8.1%
	University 8	33	14.0%
	University 9	12	5.1%
	University 10	11	4.7%
	University 11	8	3.4%
	University 12	15	6.4%
	University 13	13	5.5%
	University 14	8	3.4%
	University 15	18	7.7%
Gender	Female	86	36.6%
	Male	149	63.4%
Area of Business	MBA Human Resource	94	40.0%
	MBA Finance	76	32.3%
	MBA Marketing	65	27.7%

Measures

The tool used in this study is known as Student Outcome Employability Measurement (SOEM) tool and it is administered on a sample of 235 respondents. It is administered to investigate are business universities preparing students for employability according to SOEM paradigm. The tool comprises four scales that assess different employability skills like communication skills, leadership, teamwork, and critical thinking. Responses were measured by using 5-point Likert (1=strongly disagree to 5= strongly agree).

Procedure

The authorities of the university were contacted through telephone, after their consent, letters were sent for seeking approval. Permission was pursued from the Dean, Heads of Departments, and faculty members. In order to facilitate the participants and data collection, the consent form, demographic form and the questionnaire were created on Google Docs. These forms were sent to the students whose list was provided by the concerned authorities. It was assured to the participants that their information is confidential and their participation is entirely voluntary and can withdraw any time through the email that accompanied the Google docs' link. The SOEM tool was administered on a sample of 235 business students.

Results

The business area of specialization difference on the employability skills of business students was tested through ANOVA. The results show a significant difference between business areas of specialization affecting communication skills ($F(3, 232) = 4.358, p=.000$); and Critical thinking ($F(3, 232) = 3.390, p=.000$). There was no significant difference between the business area of specialization and Leadership ($F(3, 232) = 1.499, p=.000$); Team Work ($F(3, 232) = 1.946, p=.000$). Results are presented in tables from 27-33.

Table 2. Summary of Analysis of variance for the variables between Area of Specialization and Communication



Skill	Area of Specialization	N	M	SD	df	F	Sig
Communication	HR	94	60.82	7.560			
	Finance	76	58.12	7.005	3, 232	4.358	.014
	Marketing	65	61.42	7.108			

Table 3. Post Hoc Tukey's HSD analysis between Area of Specialization and Communication

Area of Specialization		MD	SE	Sig.
HR	Finance	2.701*	1.120	.044
	Marketing	-.596	1.171	.867
Finance	Marketing	-3.297*	1.227	.021

Note. There was a statistically significant difference between groups as determined by one-way ANOVA ($F(4,155) = .951, p = .436$).

Table 4. Summary of analysis of variance for the variables between Area of Specialization and Adaptability

Skill	Area of Specialization	N	M	SD	df	F	Sig
Adaptability	HR	94	36.98	4.109			
	Finance	76	35.92	4.644	3, 232	1.967	.142
	Marketing	65	37.12	3.165			

Table 5. Post Hoc Tukey's HSD analysis between Area of Specialization and Adaptability

Area of Specialization		MD	SE	Sig.
HR	Finance	1.058	.627	.212
	Marketing	-.144	.655	.974
Finance	Marketing	-1.202	.686	.188

Note. There was a statistically significant difference between groups as determined by one-way ANOVA ($F(4,155) = .951, p = .436$).

Table 6. Summary of analysis of variance for the variables between Area of Specialization and Leadership



Skill	Area of Specialization	N	M	SD	df	F	Sig
Leadership	HR	94	57.61	6.245			
	Finance	76	55.88	6.755	3, 232	1.499	.226
	Marketing	65	56.63	6.592			

Table 7. Post Hoc Tukey's HSD analysis between Area of Specialization and Leadership

Area of Specialization		MD	SE	Sig.
HR	Finance	1.725	1.004	.201
	Marketing	.976	1.050	.622
Finance	Marketing	-.749	1.100	.775

Note. There was a statistically significant difference between groups as determined by one-way ANOVA ($F(4,155) = .951, p = .436$).

Table 8 Summary of analysis of variance for the variables between Area of Specialization and Team Work

Skill	Area of Specialization	N	M	SD	df	F	Sig
Team Work	HR	94	54.51	6.378			
	Finance	76	52.71	6.476	3, 232	1.946	.145
	Marketing	65	52.95	6.582			

Table 9. Post Hoc Tukey's HSD analysis between Area of Specialization and Team Work

Area of Specialization		MD	SE	Sig.
HR	Finance	1.725	1.004	.201
	Marketing	.976	1.050	.622
Finance	HR	-1.725	1.004	.201
	Marketing	-.749	1.100	.775

Table 10. Summary of analysis of variance for the variables between Area of Specialization and Critical Thinking



Skill	Area of Specialization	N	M	SD	df	F	Sig
Critical Thinking	HR	94	66.74	8.228			
	Finance	76	63.54	7.944	3, 232	3.390	.035
	Marketing	65	64.60	8.439			

Table 11. Post Hoc Tukey's HSD analysis between Area of Specialization and Critical Thinking

Area of Specialization		MD	SE	Sig.
HR	Finance	3.205*	1.264	.032
	Marketing	2.145	1.322	.238
Finance	Marketing	-1.061	1.385	.724

Table 12. Summary of analysis of variance for the variables between Area of Specialization and Work Ethics

Skill	Area of Specialization	N	M	SD	df	F	Sig
Work Ethics	HR	94	59.80	7.105			
	Finance	76	58.80	7.593	3, 232	.479	.620
	Marketing	65	59.85	7.742			

Table 13. Post Hoc Tukey's HSD analysis between Area of Specialization and Work Ethics

Area of Specialization		MD	SE	Sig.
HR	Finance	.995	1.148	.662
	Marketing	-.048	1.201	.999
Finance	Marketing	-1.044	1.258	.685

Table 14. Summary of analysis of variance for the variables between Area of Specialization and Work Related Attitude



Skill	Area of Specialization	N	M	SD	df	F	Sig
Work Related Attitude	HR	94	51.48	5.767			
	Finance	76	49.45	6.334	3, 232	3.095	.047
	Marketing	65	49.66	5.380			

Table 15. Post Hoc Tukey's HSD analysis between Area of Specialization and Work Related Attitude

Area of Specialization	MD	SE	Sig.	
HR	Finance	2.031	.903	.065
	Marketing	1.817	.945	.134
Finance	Marketing	-.214	.989	.974

Discussion

The hypothesis of the study was to identify differences in employability skills based on the specialization area of business students. The participants of the study were from three areas of specialization in business i.e. Marketing, HR and Finance. According to the findings of our study there is a significant relationship seen amid marketing specialization and communication skill. Students with marketing subject specialization have good communication skills rather than HR and Finance. According to the research study conducted by Truong, Laura & Shaw (2018), there are 'soft skills' valuable to some fields of business and may not be of same significance for others. For instance sales staff in marketing needs to be well prepared with written and verbal communication. Marketing staff beside market research and critical thinking should have strong communication skills. This research supports the conclusions of the study that the students who have selected marketing as their specialization field have a significant relationship with communication skills.

Another finding of the study discloses that there is a significant relationship seen amid the HR area specialization students' and critical thinking. Critical thinking is the ability to evaluate objectivity, differing viewpoints, consider facts and reach a sound logical conclusion. In every part of the workplace you need critical thinkers, may it be a boss or an intern. Critical thinking gives you supremacy to make a positive contribution to the organizations.

It is acknowledged that publicized employability skills profiles differ not only by industry but also by country over time (Rear, 2013; Varje, Turtianen, & Vaananen, 2013; Ahmed, Capritz, Boultif, & Campbell, 2012). As stated by Truong, Laura & Shaw (2018), there are rare programs currently being taught in business schools related to 'soft skills'. These subjects include Business Administration, Human Resource administration, Marketing, Philosophy, Leadership and Management Psychology. Soft skills also vary in terms of businesses for instance marketing staff requires good communication and critical thinking skills. This research study contradicts with the present study that reveals that HR area specialized students have a significant relationship with critical thinking. Workers in the HR are responsible for hiring and retaining diversified talents, determining pay raises, working and motivating temporary workers, and dealing with workers who have violated company policies. Each of these situations needs deliberate critical thinkers.



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The existing research study also disclosed non-significant difference were found amid area of specialization i.e. Marketing, HR, and Finance with leadership and teamwork. In this era of fierce competition and swift change, business students' efforts to acquire certain competencies will not only create self-assurance but also confidence. This will be an additional advantage in the job interview. Employers are seeing those individuals who are passionate, focused about the career they aspire to take. Another employability skill is leadership skill. A skill that requires motivating, assigning and delegating work according to the capabilities of the individual. According to Kotter (2013), there is a difference amid management and leadership. Today's organization requires leaders for the creation of vision and makes individuals buy into the vision, empowerment and capable of creating valuable change. Leadership is about behavior not attributes (Kotter, 2013). Moreover, employers seek to select those individuals who are team players, motivators and lead by example, irrespective of any area of specialization they belong to. In the current scenario, business students need to display leadership skills that contribute to procure a desired image appropriate for the existing times. Business students should organize events, participate in extracurricular activities on and off campus that will help them to explore their leadership, enterprising and interpersonal skills.

To develop team spirit, business institutes are supposed to be the best place. Ownership of team spirit is one of the chief skills (Rao, 2010). According to Abell & Napoleon (2008), the feeling of being valued and being part of a group is a simple need of individuals. When team spirit is created, individuals identify themselves as a part of a group striving towards a mutual goal rather than competing against individuals (p.62). Moreover, by creating team spirit, students can display honest and open communication from everybody (2008). Regardless of subject specialization students learn to work as a team in the classes and by playing several games like football, cricket etc. Furthermore, the university provides the students with massive opportunities for contributing in numerous academic and diverse informal and formal events.

This research study is not devoid of limitations and the outcomes made by this study must be regarded in light of these limitations. Firstly, there was a lack of pertinent literature on employability from Pakistan perspective; barely research studies are published in journals. Whereas, a lot of work was done in other parts of the world which definitely helped to synthesize the concept. The data was collected through self-report procedures that might have focused towards the common method of variance and thus overestimated the reported relationship amid independent and dependent variables. The respondent might distort the result to show consistency among their responses or present themselves in a positive way, in spite of their true feelings (Buchanan & Bryman, 2009). As the study was conducted in an underdeveloped country, there might have been cultural values that inclined the hypothesized variables.

This study wants to augment the existing understanding of this perspective within an environment, there is much scope to further develop work in this area for the development of future research. Firstly, all the stakeholders' perspective of employability could have been taken like graduate perspective, alumni perspective, and employer perspective and curriculum developers' perspective. Consequently, another possible area for future research could also be undertaking a longitudinal study that would enhance the understanding of how curriculum developers', employers and graduates' views change over time. Secondly, what is the influence of the existing economic climate in the long term upon graduate employability and does subject specialization play an important role, is also another area that could be tested in future and will also support in the enhanced understanding of employability concept. Economic conditions are not static, particularly long term, hence the conditions of the labor market are subject to transform continuously. Therefore, continuous research in this area is important to be abreast of the current development and perspective associated with graduate employability. Thirdly, there is limited



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literature on the graduate and alumni view point links with different employability stakeholders, is also an interesting area to be researched to enrich the concept of employability. There should be a think tank for enhancing employability skills be set up, where the expectation and participation of the stakeholders can be identified for the improvement of the curriculum and evaluation study may be determined on the implementation of certain innovative teaching methodologies for the precise, adjusted course for the academic curriculum.

Conclusion

There was a significant difference seen in the employability based on the specialization area of business students. In recent years it has been witnessed that policy makers in the developed countries are encouraging closer university business collaboration and this is seen as a promising solution for skills deficiencies. In spite of this effort conversely, employer criticisms persevere. This study has recognized that there are fundamental issues which explicate why the condition has not moved adequately over the years. Without a complete awareness and understanding of the stakeholders' viewpoints, the conception of graduate employability will vary and the neglect of the graduate perspective has been a grave constraint in the frame of literature.

The universities need to explore that faculty mentoring and interaction play a significant role in developing ability among students (Dugan & Komives, 2010). Implementation based projects should be given to the students that builds confidence which is a significant precursor to leadership. The faculty should spend important time with the sponsors defining a suitable project possibility and connecting it to the student early in the time period and encouraging thought out adjustments while making incremental adjustments as a part of the learning process. Projects should be clearly framed without telling them how they need to move but still providing handrails to go in the correct direction. Universities should try to manage the expectation of the staff and students, specific attention to be given to project management and its dynamics, there should be careful balance of class timing while using system thinking as a connecting thread. Universities should build a culture of 'learning' which values individual ambition, personal goals, personal achievements and most significant personal rewards. Prospects for teamwork should be made part of the curriculum that offer students a chance to progress interpersonal and communication skills, leadership skills and interactive group learning.

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