

1 Original Research Article
2 **Employability Analysis of Management External**
3 **Degree Holders of Sri Lanka: Longitudinal**
4 **Study based on University of Sri**
5 **Jayewardenepura**
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9

10 **ABSTRACT**
11

Aims: The purpose of this study is to examine the nature of employability of the graduates receiving external management degrees in the Faculty of Management Studies and Commerce, University of Sri Jayewardenepura.

Study design: The study used past three years' data gathered at the Convocation days held in year 2015, 2016 and 2017. It included graduates' demographic characteristics, employability and the nature of jobs engaged.

Results: The study provided quantitative results about the employability of external degree holders and the results showed that the employability rate of external degree holders was relatively high compared with the employability rate of the management graduate in Sri Lanka at the date of convocation. On the basis of findings, the study proves that business graduates possess average levels of employability skills in terms of technology and communication skills.

Conclusion: Although the results exemplify the initial step towards a description of employability of external degree holders, they shed light in terms of future development of the management external degree programmes. Presently, Sri Lanka meets the management employment expected, but in the future, management graduates need to realize that education is not all about to attain good marks but to explore and develop personal capabilities.

12
13 **Key words:** *Employability; External Degrees, Management, Longitudinal study*
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16 **1. INTRODUCTION**
17

18 There are great expectations for the role of education in promoting inclusive development of
19 a nation. Within that important role, the United Nations declared 2005-2014 as the 'Decade
20 of Education for Sustainable Development' [1, 2]. Derived from a neo-classical school of
21 thought, originally, in economics, human capital theory speculates that individuals invest in
22 training and education as a source of competitive advantage in the labor market [3]. In this
23 context, higher education institutions play a vital role in producing educated professionals [4]
24 with employment-ready skills [5]. These institutions are in a privileged position for generating
25 awareness in future leaders regarding the responsibilities and opportunities offered by
26 sustainable development [4, 6].

27 The field of management today is of paramount importance in the development process of
28 the nation. Empowering the business community of the country will result a strengthened
29 economy of the nation.
30

31 As far as concerning the Sri Lankan context, Sri Lanka has had a free education system
32 from kindergarten to undergraduate education since 1945 [7]. After completing 13th grade,
33 students have different higher education opportunities in both public and private universities
34 and institutions. However, tertiary education is still dominated by state-owned universities.
35 Students who want to study management discipline in Sri Lanka have an overwhelming
36 number of options to choose from. Nearly 80 percent of Sri Lanka's state universities and
37 other higher education institutions offer management related degree programs.

38

39 Among these higher education institutions, the Faculty of Management Studies and
40 Commerce (FMSC) of the University of Sri Jayewardenepura (SJP) spearheads the
41 development of management education in Sri Lanka. The FMSC is also the first and
42 foremost choice of the students who aspire to pursue their higher education in management
43 after secondary school. With the emerging requirements of the society particularly in higher
44 education sector, the FMSC offers 12 internal degree programmes in order to enhance the
45 knowledge in the sphere of management. However, due to a limited number of internal
46 placements, only few students are fortunate to realize their dream of continuing their
47 education at the premier management faculty in Sri Lanka. Chhinzer [8] stated that
48 individuals are constantly in a state of competition to maximize their position in the labor
49 market, thereby creating upward pressure on the education system and increasing demands
50 for higher levels of education.

51

52 In order to facilitate who have been deprived of pursuing higher education as an internal
53 student due to limited opportunities, the FMSC has taken a great effort to continue
54 conducting of External Degree programmes in Management. In spite of offers, the FMSC
55 offers 3 degree programmes for externally registered students since 1976. These
56 programmes are B.Sc. Business Administration (General) External Degree (BUS), B.Sc.
57 Management (Public) General (External) Degree (PUB) and the Bachelor of Commerce
58 (General) External Degree (COM) programme. These three degree programmes are
59 conducted by the Department of Business Administration, Department of Public
60 Administration and Department of Commerce respectively. Before 2014, there was no
61 restriction towards the student's registration for external degrees. However, in 2014, the
62 government imposed the student registration by limiting number of externally registered
63 students exactly to the internally registered. For example, if state universities register 1000
64 students for internal degree programmes, externally registered students need to be limit to
65 1000 for external degree programmes. It is worth to note that there is no age limit for
66 external students and they must meet the minimum entry requirement possessed by the
67 universities. Accordingly, by following the given rules and regulations, the FMSC continues
68 to secure the highest adult education attainment to provide a competitive advantage in the
69 labour market.

70

71 As Kumara [9] emphasise, the returns of investments of education is a highly researchable
72 area and it is required to quantify the benefits of the investments to the nation as a whole. As
73 such, employable graduate is a key interest area over the state university system in Sri
74 Lanka [9] due to emergence of non-state universities, especially in management discipline.
75 The term 'employability' is defined as a set of achievements – skills, understandings and
76 personal attributes – that makes graduates more likely to gain employment and be

77 successful in their chosen occupations [10]. Lowden [11] defined employability as the
78 collection of skills, attributes, and characteristics that employers expect from workers. Thus,
79 the most immediate and relevant aspects to graduates' employability are finding a job and
80 becoming employed [12]. However, Chhinzer [8] argued that there is a lack of research to
81 indicate how employability may be uniquely defined for graduates and they highlighted that
82 professional maturity including overall communication, time management, teamwork,
83 attention to detail, acceptance of feedback, and willingness to work to create a holistic
84 awareness is the dominant factor considered by employers when assessing graduate
85 employability.

86
87 In line with internal degree programmes, the FMSC conducts regular analysis regarding
88 employability status, employability opinion and degree programme evaluation on internal
89 special degree holders [13, 9]. However, there is no enough evidence available in recent
90 analysis on external degree holders. Hence, the present study is conducted to overcome this
91 empirical gap. The purpose of this study is to analyze the nature of employability of external
92 degree holders of the FMSC in 2015, 2016 and 2017. Thus, the study also intends to
93 compare the employability and different demographic factors regarding those graduates in
94 order to improve the quality of the external graduates of the FMSC in the future.

96 **2. METHODOLOGY**

97
98 A quantitative research design was used to investigate the nature of employability of external
99 degree holders and compare the employability and different demographic factors regarding
100 those graduates. The study utilized purposive sampling in University of Sri Jayewardenepura
101 in Sri Lanka. This university is recognized as the one with the largest undergraduate
102 population in density and is recognised as a pioneer of higher education in management.
103 Further it is ranked among the top five universities in Sri Lanka [14]. A structured
104 questionnaire was prepared and it contained the demographic characteristics in terms of
105 age, gender, participation to the seminar programmes offered by the respective
106 Departments, participation to external supporting classes and employability and the nature of
107 jobs engaged by the graduates. In addition, the questionnaire included the items relating
108 computer and language competencies of graduates. The questionnaire was prepared in
109 Sinhala language since majority of external degree holders have obtained their degree in
110 Sinhala language. The total number of external graduates in 2015, 2016 and 2017 were
111 2182, 1486 and 1610 respectively. The survey was conducted at the Convocation days held
112 in year 2015, 2016 and 2017. There were 1545, 1425 and 1558 external degree holders
113 completed the questionnaire, giving the response rate 71%, 95% and 96% in 2015, 2016
114 and 2017 respectively. Data analysis was performed mainly in descriptive statistics where
115 SPSS version 21 was used as the statistical software.

116 117 **3. DATA ANALYSIS AND FINDINGS**

118 119 **3.1 Demographic Factor Analysis**

120 In terms of degree type, highest number of students follows BUS indicating 1335 degree
121 holders (86.4%) in 2015. Balance is divided among COM (153) and PUB (57) with
122 percentages of 9.9 and 3.7 respectively. In 2016, there were 1167, 63 and 193 graduates

123 from the BUS, PUB and COM and in 2017 there were 1320, 197 and 88 graduates from the
 124 BUS, PUB and COM respectively. The comparative analysis on demographic characteristics
 125 of the respondents in 2015, 2016 and 2017 were presented in the following Tables.
 126

127 Table 3.1 indicates gender-based analysis of external degree holders. The higher
 128 percentage of females has managed to complete the degree compared to male candidates
 129 in three degree programmes. Except PUB, there was no significant difference in graduation
 130 rate of male and female external degree holders.
 131
 132

Table 3.1: Analysis on Gender

Description		2015		2016		2017	
		Female	Male	Female	Male	Female	Male
BUS	Count	1075	259	946	221	981	294
	% within Degree Programme	80.6%	19.4%	81.1%	18.9%	76.9%	23.1%
COM	Count	112	41	141	52	66	20
	% within Degree Programme	73.2%	26.8%	73.1%	26.9%	76.7%	23.3%
PUB	Count	45	12	42	21	160	37
	% within Degree Programme	78.9%	21.1%	66.7%	33.3%	81.2%	18.8%

133
 134 Table 3.2 illustrates the comparison of age groups and degree programmes.
 135

Table 3.2: Analysis on Age Groups

Age		Degree Programme								
		2015			2016			2017		
		BUS	COM	PUB	BUS	COM	PUB	BUS	COM	PUB
20-29	Count	940	117	24	562	129	10	246	67	95
	%	70.6%	76.5%	42.1%	48.2%	66.8%	15.9%	19.3%	77.9%	48.2%
30-39	Count	381	30	29	584	59	45	976	14	76
	%	28.6%	19.6%	50.9%	50.0%	30.6%	71.4%	76.6%	16.3%	38.6%
40-49	Count	10	6	4	19	5	6	49	4	23
	%	0.8%	3.9%	7.0%	1.6%	2.6%	9.5%	3.8%	4.7%	11.7%
< 50	Count	1	0	0	02	0	2	3	1	3
	%	0.1%	0	0	0.2%	0	3.2%	0.2%	1.2%	1.5%

136
 137 As shown in Table 3.2, by age, the majority of external degree holders fall into the age
 138 category of year 20 – 29 and year 30 – 39. In here, more than 50% of COM degree holders
 139 are age between Year 20 – 29. Further, more than 50% of PUB degree holders are age
 140 between Year 30 – 39.

141 Since externally students have no opportunity to participate the lecture series as internally
 142 registered students have been obtained, the three departments that the above mentioned
 143 have organized the regular seminar series. The seminar series were conducted at weekends
 144 for each degree part for the three degree programmes in order facilitate for knowledge
 145 acquiring. Hence, this study interested to see the pattern of participating for the seminar

146 series. Accordingly, almost 51% has participated where balance 49% have not. Among three
 147 programmes, PUB recorded the highest participation rate for all degree parts seminars. It was
 148 almost more than 85% in all degree parts. Seminar Part III participation in BUS and COM
 149 degree programmes were relatively higher than other two parts.

150 Further, the survey asked to indicate the reason/s for not participating the seminars. Majority
 151 of the respondents revealed that job constraints, transportation and accommodation issues
 152 and participating to tuition classes were main reasons for not attending the seminars. Only
 153 few respondents revealed that they had financial constraint as well as indicated that self-
 154 study helped them to complete the degree.

155
 156 In addition to the seminar participations, to support these externally registered students'
 157 attainment of a degree, non-state education institutions also provide learner support services
 158 by conducting external supporting classes during weekends. These classes are arranged
 159 across the country, mainly cities including high population density. In this manner, the study
 160 examined the participation trends of external support classes (Table 3.3).

161
 162 **Table 3.3: Participation of External Supporting Classes**

		Participate External Supporting Class					
		2015		2016		2017	
		Yes	No	Yes	No	Yes	No
BUS	Count	1253	80	1060	109	1114	159
	%	94.0%	6.0%	90.7%	9.3%	87.5%	12.5%
Degree COM	Count	96	56	84	109	43	43
	%	63.2%	36.8%	43.5%	56.5%	50.0%	50.0%
PUB	Count	44	13	37	26	83	114
	%	77.2%	22.8%	58.7%	41.3%	42.1%	57.9%
Total	Count	1393	150	1181	244	1240	316
	%	90.3%	9.7%	71.0%	29.0%	79.7%	20.3%

163
 164 Almost 90% of BUS Degree holders have claimed they participated to external supporting
 165 classes. The lowest participation rate of external supporting classes was recorded in COM
 166 degree programme (nearly 50%). However, in 2016 out of three external degree holders,
 167 71% holders indicated that they participate seminars conducted by the respective
 168 departments as well as external supporting classes and in 2017, it was 68%. Concerning the
 169 total rate in 2015, there was a significant drop down in participation rate in 2016 and 2017.
 170 This could be considered as a positive sign for the usefulness of the seminar series
 171 conducted by the respective departments.

172
 173 **3.2 Employability Analysis**

174
 175 The most important analysis of this study was the employability comparison of the three
 176 degree programmes. Hillage [15] defined employability as the ability to find and retain
 177 employment and De Vos [16] conceptualised employability as the continuous fulfilling,
 178 acquiring or creating of work through the optimal use of competencies. In line with that,
 179 result in Table 3.4 indicated that almost 67% has confirmed that they are employed either at
 180 private or government sector and this trend almost same for the selected three years. In line

181 with that, a considerable percentage of 33 remains unemployed after obtaining the degree.
 182 In terms of type of the degree and employability, nearly 68% of BUS, 53% of COM and 80%
 183 PUB degree holders are employed. As shown, relative three degrees, COM recorded the
 184 highest unemployed rate (almost 46%). Concerning the sector, public sector claims highest
 185 percentage of employability which is 54% where private sector also accounts for 46%.
 186
 187

Table 3.4: Analysis on Employability

			Doing a job or not					
			2015		2016		2017	
			Yes	No	Yes	No	Yes	No
Degree Type	BUS	Count	907	422	794	372	907	422
		%	68.2%	31.8%	68.1%	31.9%	68.2%	31.8%
	COM	Count	81	71	140	50	81	71
		%	53.3%	46.7%	73.7%	26.3%	53.3%	46.7%
	PUB	Count	46	11	56	7	46	11
		%	80.7%	19.3%	88.9%	11.1%	80.7%	19.3%
Total	Count	1035	504	990	429	1035	504	
	%	67.3%	32.7%	69.8%	30.2%	67.3%	32.7%	

188
 189 Concerning the sector, public sector claims highest percentage of employability for the three
 190 programmes which is nearly 54% where private sector also accounts for 46%.
 191
 192

Table 3.5: Analysis on Job Category

			Job Category							
			2015		2016			2017		
			Public	Private	Public	Private	Own Business	Public	Private	Own Business
Degree	BUS	Count	468	439	399	388	9	474	416	40
		%	51.6%	48.4%	50.1%	48.7%	1.1%	51.0%	44.7%	4.3%
	COM	Count	46	35	61	75	4	22	27	2
		%	56.8%	43.2%	43.6%	53.6%	2.9%	43.1%	52.9%	3.9%
	PUB	Count	40	6	50	6	0	116	39	0
		%	87.0%	13.0%	89.3%	10.7%	0.0%	74.8%	25.2%	0.0%
Total	Count	554	481	510	469	13	612	482	42	
	%	53.5%	46.5%	51.4%	47.3%	1.3%	53.9%	42.4%	3.7%	

193
 194 Further, Table 3.5 indicates that public sector claims highest percentage of employability in
 195 BUS and PUB Degrees, which is more than 50%. However, COM Degree holders claimed
 196 the highest employability in private sector. It is interesting to highlight that, relative to 2015
 197 and 2016, 42 degree holders are engaging with their own business in 2017. The graduates
 198 expressed their view of entrepreneurial intention being in part about the credentials of their
 199 degrees and this credential would assist our nation to uplift the opportunities in labour
 200 market.

201 Meanwhile, the study examined the nature of job position of external degree holders. In
 202 terms of degree programmes type and nature of job position, the majority of degree holders
 203 in three degree programmes are employed as clerks which accounts 54.3%, 44.6% and 33%

204 in 2015, 2016 and 2017 respectively. The second highest job position is executive officers.
 205 Within COM degree holders, job position of teacher recorded the considerably significant
 206 portion (nearly 10%). It is also notified that few of these graduates are employed as laborers
 207 as well. There was a gradual increment in the labour job position, where in 2015 it was
 208 counted as 1.2%, in 2016 1.5% and 1.6% in 2017. Moreover, when analyzing data related to
 209 gender and nature of job involved, nearly 85% of females are employed as clerks where
 210 males have the highest record in technical officer (51%).

211

212 Considering the role of education as a proxy measure for an individual's employability and
 213 the growth in graduate level education as a competitive advantage in the labor market, it is
 214 important to determine how graduates assess their competency in computer applications.
 215 This is very much important because there have been concerns raised by many scholars
 216 that the knowledge of the discipline of management is not sufficient without it being
 217 accompanied by technology skills and competencies that enable students to apply it in a
 218 real-world technological setting [17]. With that much of concerns, the study intended to
 219 examine the computer competency of the degree holders and this examination was
 220 conducted in 2017 survey. The computer application competency was measured with ability
 221 to working with MS office tools, internet usage and dealing with online transactions. All items
 222 are used subjective measures with a scale ranging from 'poor' to 'excellent'. Table 3.6
 223 illustrates the level of computer competency of the degree holders.

224

Table 3.6: Analysis of Computer Competency

			Computer Skill		
			Poor	Average	Excellent
Degree	BUS	Count	4	661	600
		%	0.3%	52.3%	47.4%
	COM	Count	0	47	38
		%	0.0%	55.3%	44.7%
	PUB	Count	2	74	117
		%	1.0%	38.3%	60.6%
Total	Count	6	782	755	
	%	0.4%	50.7%	48.9%	

225

226 As shown in Table 3.6, **little more than** 50% of respondents recorded the average
 227 competency level of their computer skills. In line with that, PUB Degree holders (60.6%)
 228 indicated that they have excellent computer skill. It is interested to note that very few
 229 graduates have poor confidence on their computer skills. The result shows that external
 230 degree holders possess average basic computer literacy. This provides evidence that it is
 231 not enough to only having the knowledge of the management discipline, knowledge should
 232 be accompanied with technology skills and competencies. As such, possibility of being
 233 employable graduate is influenced by technological competency, therefore as Miller [18]
 234 stated, graduates need to be assisted in setting realistic expectations for what is required of
 235 them.

236 In spite of technological skills, Bennett [19] further revealed that communication as the top
 237 most skill requirement for management jobs and it is the most frequently used skill to
 238 investigate employability [20]. Similarly, communication skill is reported as the most
 239 requirement for fresh graduates in management discipline [21]. This is also applicable into

240 workplace in Sri Lankan context [22] in terms of English language competency. Further, it is
 241 also important to understand the English language competency of external degree holders
 242 because the majority of degree holders have obtained their external degree in Sinhala
 243 language. Good communicator requires to be a good reader, writer, listener and speaker
 244 [23]. Thus, this survey also investigated the English language competency of the degree
 245 holders with respect on reading, writing, listening and speaking skill (Table 3.7).
 246 Aforementioned, desired items are used subjective measures with a scale ranging from
 247 'poor' to 'excellent'.
 248
 249

Table 3.7: Analysis of English Language Competency

		Degree			Total	
		BUS	COM	PUB		
Reading	Excellent	Count	577	44	110	731
		%	45.4%	51.2%	57.0%	47.2%
	Average	Count	690	41	83	814
		%	54.3%	47.7%	43.0%	52.5%
	Poor	Count	4	1	0	5
		%	0.3%	1.2%	0.0%	0.3%
Writing	Excellent	Count	450	34	91	575
		%	35.4%	39.5%	47.2%	37.1%
	Average	Count	811	51	102	964
		%	63.9%	59.3%	52.8%	62.2%
	Poor	Count	9	1	0	10
		%	0.7%	1.2%	0.0%	0.6%
Listening	Excellent	Count	415	31	93	539
		%	32.8%	36.0%	48.2%	34.9%
	Average	Count	840	52	99	991
		%	66.4%	60.5%	51.3%	64.1%
	Poor	Count	11	3	1	15
		%	0.9%	3.5%	0.5%	1.0%
Speaking	Excellent	Count	201	16	41	258
		%	15.9%	18.6%	21.2%	16.7%
	Average	Count	994	63	147	1204
		%	78.5%	73.3%	76.2%	77.9%
	Poor	Count	71	7	5	83
		%	5.6%	8.1%	2.6%	5.4%

250
 251 As shown in Table 3.7, three external degree holders have confirmed that their English
 252 language competency in reading, writing, listening and speaking were at average level. The
 253 highest excellent level of competence was recorded in English reading skill, whereas the
 254 highest poor competence level was recorded for speaking skill. Jobs in public and private
 255 sector organizations are based on coordinated work with public, clients, colleagues and top-
 256 level management. The result of this study extends the prior findings [24, 20] that
 257 communication skills exert highest influence on employability of graduates.
 258
 259

260 **4. CONCLUSION**

261

262 The main purpose of this study is to present the employability and different demographic
263 factors of external graduates with reference to the passed-out graduates of the B.Sc.
264 Business Administration (General) External Degree, B.Sc. Management (Public) General
265 (External) Degree and the Bachelor of Commerce (General) External Degree in 2015, 2016
266 and 2017. Since the study used longitudinal data, it captured the student expectation in
267 higher education in terms of teaching quality, course quality and administrative quality and
268 confirm the variance of perceptions over time.

269 The study performed comparative analysis on critical areas such as age, gender,
270 participation to the seminar programmes offered by the respective Departments,
271 participation to external supporting classes, employability and the nature of jobs engaged by
272 the graduates of the three external degree programmes. The results indicated that higher
273 percentage of females has managed to complete the degree compared to male candidates
274 and the majority of the degree holders fall into the age category of year 20 – 39. This is
275 emphasized that the FMSC generated young educated output to the management discipline.
276 There were no significant changes in overall seminar participation in BUS and PUB degree
277 programmes. However, overall seminar participation rate in COM has been declined. This
278 sheds light to pay special attention towards the seminar conducting process by the
279 Department of Commerce. Further, when analysing three years figures, both BUS and COM
280 degree programmes have to consider special attention on Degree Part I and II seminar
281 series participation. It is interesting to notify that private class participation in three degree
282 programmes was getting declined relative to 2015. This declining trend needs to be
283 addressed by the three departments in order to uplift the interest of students to participate
284 seminar programmes conducted by the departments.

285 Overall, at the date of convocation, the employability rate of external degree holders was
286 higher. Generally, employability rate of the management graduate in Sri Lanka at the date of
287 convocation is 66% [14]. There was a slight change in overall employability rate of three
288 degree programmes. However, with respect to the individual programmes, PUB and COM
289 degree holders' employability rates were increased significantly. Further, private sector
290 employability rate was increased compared to 2015. The analysis on gender and
291 employability indicated that both male and female degree holders' employability rate were
292 increased compared to 2015. In line with that, the majority of the degree holders were
293 employed as clerks, hence the nature of the job position was not significantly changed
294 during the desired time period.

295 Identification of employability skills can also be used as a developmental tool to make
296 graduates think about employability in terms of their strengths and possible areas for
297 improvement [25]. The analysis of this study suggested that fresh graduates of today need to
298 realize that education is not all about to attain good marks but to explore and develop
299 personal capabilities such as technological and communication skills, for achieving success
300 in career and life as well [26]. Therefore, employability support in higher education
301 institutions should be more holistic and go beyond the set of skills that one can acquire or be
302 taught [27]. This might be somewhat critical for externally registered students because the
303 universities are unable to view these students' requirements with serious attention as
304 internally registered students. Thus, this provides challenges for the universities that offered
305 external degrees as they try to play a vital role in producing educated professionals with
306 employment-ready skills to take on the challenges of modern-day employment. Meanwhile,

307 in is interested to note that, all stakeholder now accept that existing skill gaps do not
308 represent a failure of universities only but the outcome of poor collaboration among
309 educationists, employers and graduates [28]. As such, this argument sheds light in terms of
310 future development of the management external degree programmes with the collaboration
311 of relevant stakeholders.
312

313 Despite contributing insights to the higher education literature, this study suffers from some
314 limitations that are worthwhile to mention. While this research is novel in external degree
315 holders' perspective, the post-hoc nature of the assessment limits the results in following
316 ways. First, the sample used in the survey was limited to the external degree holders in
317 single state university in Sri Lanka, which may result in limited generalizability. Hence, future
318 studies would be benefited by collecting data and replicating the study in other universities
319 that offer external degree which would lead to develop a unified view on a higher educational
320 system's success. Second, eventhough the study used longitudinal data to capture the
321 variance of perceptions in terms of teaching quality, course quality and administrative quality
322 over time, it was only designed to capture the perception of the graduates alone. Thus,
323 future studies can incorporate the other stakeholders' view on external degree holders
324 including society, employers, and government agencies.
325

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