

**Graduate Transition to Employment: Career Orientation, Employability
and Work Identity of Selected Graduates of Three Universities of
Economics (2010-2011 to 2015-2016) Academic Years**

Dr. Daw Soe Thu¹

Abstract

This study mainly examines the graduates' transition to employment of the selected subjects – 1270 out of the total 17320 graduates who graduated from Yangon/ Monywa/ Meikhtilar University of Economics between Academic Years 2010-2011 and 2015-2016. It studied the respondents' demographic profile, employability, career orientation types, perception of employability skills, and work identity level perceived by the respondents, the relationship among the career orientation types, employability skills and work identity. For data analysis, the study used both qualitative and quantitative data analysis methods. The study utilized the following statistical tools: Frequency and Descriptive Analysis in general, Kolmogorov-Smirnov test to check whether or not the data is distributed normally, Leven's test to use homogeneity (the variances in the two groups must be similar), Independent Samples Test procedure to test if there is a difference in a measured characteristic between two population (assumption of homogeneity is met), Welsh's test procedure to test if there is a difference in a measured characteristic between two population (assumption of homogeneity is not met and skewness values are both same sign), Pearson Correlation Coefficient to describe the extent to which two variables covey and the direction can be quantified mathematically. The secondary data used in the study were collected from the Department of Higher Education, Ministry of Education, Department of Students Affairs of Yangon / Monywa / Meikhtila University of Economics in mid-2017.

In relation to study the employability of the respondents, most graduates were found to be employed in their first jobs within 3 to 12 months after graduation. Concerning types of career orientation perceived by respondents, they represented only hesitation and learning career orientation types. Regarding employability skills of the respondents, their highest perception of personal skills were only concerned with how they could improve social network and soft skill necessarily required for

¹ Professor & Head, Department of Commerce, Yangon University of Economics

their working environment around the University of Economics that they had attended.

The core skills perceived by the respondents as the highest benefit to them was their critical thinking or logical reasoning and strategic thinking obtained from attending the training classes before going into the workplaces. Concerning the process skills perceived by each graduate, their feeling that they understand more about the business ethics that should have been practiced and held in market after graduation from University of Economics was the highest mean value perceived by each graduate among process skills mentioned. Concerning work identity level perceived by the respondents, all graduates agreed quite strongly that the interpersonal skills and social networking were kind of employability skills which were necessarily required and demanded by the employers at their workplaces, and most of these skills had been already obtained at university. The respondents from Group II responded that the highest work identity as perceived by them was the “problem solving skills gained in the University of Economics can be applied effectively to their current job”, Similarly, the respondents from Group I responded that skill of “teamwork spirit and behavior gained in the University of Economics can be practiced effectively at their current job”, which was their highest work identity. As many empirical studies had observed, there was a strong relationship between those two career orientation types and employability skills. Furthermore, employability skills and work identity level perceived by the graduates were strongly related to each other. From this analysis of relationship between hesitation career orientation and employability skills of personal, we believe that core and process skills were highly related to each other especially the relationship between hesitation career orientation type and personal skills and core skills perceived by the respondents. It could be seen that the type of the graduates who perceived themselves as hesitation of career orientation during attending the university had highly constructed attitudes and valued their social network, friendship, general knowledge and experience through taking part in social network, sports, art activities and study trip and touring with friends but they have never been absent to attend to a class. Therefore it could be concluded that if the graduates had the higher perception of hesitation career orientation type in them, the personal and core skills of all respondents would be relatively higher, as suggested by the graduates who had attended the Yangon / Monywa / Meikhtilar University of Economics.

Keywords: Graduates, Employability, Career Orientation, Employability Skills,
Work Identity

Introduction

Recently, higher education institutions (HEIs) have enhanced their emphasis on the careers of their graduates in the respective workplaces, especially in the knowledge based firms in 21st century. Accordingly, an increasing number of the populace everywhere have seen the tertiary level of education as an option for extending their job prospects, raising their social prestige, and quenching their thirst for shared knowledge and values. In fact, all the countries, both developed and developing, are reforming their higher education systems, seeking ways to improve access as a way of nurturing their human capitals and research capabilities, and thus fulfilling the HR requirements of their firms, industry and economy, which need to be more competitive and innovative, improve the quality of their products and services, be independent on overseas expertise, attract foreign investments, and uplift socioeconomic circumstances. Critically, university graduates employed at the respective workplaces should possess appropriate knowledge, skills and attitudes to survive everyday problems and grow in their career lives. Universities are now facing a great deal of both national and international pressures and challenges to adapt to more economical aims and to promote graduates' employability. It has therefore become a central developmental priority in any developing countries to boost the short- and long-term employability potential of their young people.

Regarding this, Myanmar is by no means an exception. A remarkable increase in the number of its universities and student enrollment stems from positive factors such as greater access to higher education institutions, and greater demand for advanced knowledge and skills, on the one hand, and from negative factors, such as lack of decent paying job and quality vocational education for high school graduate students having to continue with higher education, on the other hand. By using skilled human resources, a country can produce a variety of goods and services having high quality and a new technology that is necessary to bring development in country. This will support and complement higher academic education, which is necessary to meet the current and future labor market needs for skilled workers.

According to the findings of the HEGESCO project report (2009), employers still have surprisingly little knowledge of what to expect from graduates, and higher education institutions (HEs) have a similar low level of knowledge of what employers need. Policy makers, especially in higher education sector, should take these challenges and issues into account so that different stakeholders including governments, students and employers and their overall expectation regarding higher education would bring social and economic benefits to individuals and society, thus increasing productivity and competitiveness to companies and, consequently, to their nations.

In recent decades, there have been many discussions about the difficulties young people face when entering the labor market to find jobs related to their qualifications and competences they have acquired from their studies. From the demand side of the labor market, employers also have problems finding adequately skilled candidates. The countries require their policies to be reformed so as to produce knowledge workers with specialized industry and business skills, as well as to enhance employability in the HE sector.

Rationale of the Study

The 21st century is the knowledge age where everything is led by the human capitals or knowledge workers. It is led by whoever has a greater chance to learn higher education than never before and whoever is continuously learning and then better utilizing their learning. Such knowledge-based new economy demands people with new innovative ways of thinking, managing, working, and effective communication and leadership styles at their workplaces. The new changes to the knowledge based economy have caused the expectations of the employers to be different and distant from those of the employees. For there to be no big gaps between the expectations of the employers and those of the employees, graduates, employers, universities with the higher education, government and non-government communities are required to collaborate and support the countries' social, economic sector and education sector by overcoming any challenges and threats.

It is critical that graduates entering into the new workplace with the appropriate skills not only survive but also better their career (Richard James Rateau, 2011). All over the world, more and more people are pursuing higher education as a means to enhance their job- prospects, to raise their social prestige, and

to quench their thirst for advanced knowledge (Myo Myint, U 2015). University students and their parents expect to acquire the latest knowledge, edge technology and research methodology to secure well-paid jobs related to their fields of study. Employers also expect university graduates to be equipped with employable skills and use their new employees with minimal training. Then, employers want the hired graduates to become leaders qualified for the top level management of the country in the future. (Peter Murphy and David Gawthorpe, 2013). No one starts at the top so the graduates must take patience and time to be the future leaders. Countries also emphasize on graduates to possess the required knowledge and soft skills needed by their various sectors, and to be able to leapfrog to economic and social development, as return for the huge investments made in higher education (Myo Myint, U. 2015). Therefore, perfect outcomes (graduates) of universities with higher education must be qualified inputs or resources for the industries or employers.

Not all young students entered and passed through higher education are orientated to pursue their future and their careers in similar ways and, therefore, can be disposed towards employability in different ways (O'Regan, 2009). One of the main reasons why people apply to higher education is to enhance their career prospects, so career progression is a key driver for many graduates (Peter Murphy and David Gawthorpe, 2013). Career involves a process of progress and development of individuals, which is sometimes described as the life stories of people (Petre 2015). Career Orientation refers to an individual's job preferences and choices, or the way he or she orients him or herself in her career throughout her life (Saleena M and Dr. Mavoothu. D, 2015). Through the course of students' careers, they must express their employability, maintain and improve it overtime.

University graduates occupy an interesting position in the economy and there are still competing interpretations about the outcomes of graduates when they enter the labor market (Elias & Purcell, 2004; Brown and Hesketh, 2004). When graduates are entering with various skills into the labour market, employers are more satisfied with graduates who possess skills such as critical and creative thinking, interpersonal, and leadership skills than those who simply possess skills specific to their vocation (Paranto & Kelkar, 1999).

Employability means the development of skills and adaptable workforces in which all those capable of work are encouraged to develop the skills, knowledge, technology and adaptability to enable them to enter and remain in employment throughout their working lives (HM Treasury, 1997). But some graduates do not know how to utilize their knowledge and skills, or how to acquire the needed skills for success in their workplace. Consequently, there are expectation gaps between the employers and the employees, and then employers are facing many challenges about human resources (HR) section in an increasingly competitive marketplace. To diminish those gaps, educators and employers need to work together to prepare students for the complexities they will encounter as they leave school and enter the work place (Evers, Rush & Bedrow, 1998).

Employability is centered on the assumed transposition of skills and competences from the educational context into the workplace (Holmes 2000). This has challenged the relatively neat fit between the types of knowledge and skills acquired through higher education and its overall utility and transferability in jobs. By placing heavy emphasis on the rather mechanistic link between skills acquired in an educational context and its deployment in the job, the skills approach tends to downplay the way in which graduates become realized as skilled, employable workers.

Moreover, the graduate can accept the challenge, learn from it and shape his or her identity in their workplaces accordingly by employing the skills and attributes he or she has acquired at university. The development and emergence of the identity of a graduate actually involves a journey through various starting, transitional and ending identities during which the person's identity attributes play an important role in his/her work whilst they also develop and adapt to challenges (ElzaLourens, Magda Fourie-Malherbe, 2016).

According to Maura O'Regan (2010), there are three elements mainly to be investigated in the transition process of graduates towards employment after finishing university. They are their types of career orientation of the graduates before graduation, their employability after graduation and their work identity after getting employed in order to examine whether those university graduates studied were treated effectively and obtained the required academic knowledge and other employability skills such as personal qualities, core skills, and process skills which are basic

necessities demanded by employers in labor market during attending their university or not and, last but not least, the way they believed in themselves as professionals and are proud of being graduates of their university while taking their responsibility at the workplaces currently.

The employability of graduates has become an aim that governments around the world have, to varying extents, imposed on national higher education systems. This interest in employability reflects an acceptance of human capital theory (Becker, 1975). Under human capital theory, the task of a government is to foster conditions that encourage growth in the stock of human capital, since this is seen as vital to the performance of knowledge-based economies in a globalized society. According to HM Treasury (2000), there are two important sources for knowledge growth in this society; one is the learning-by-doing that takes place in innovative workplaces and the other one is the higher education system. The higher education system is subject to governmental steer in giving an emphasis to the enhancement of the employability of new graduates. Hervey et al. (1997) showed that employers in the UK tended to value generic skills more highly than disciplinary-based understanding and skills. For some employers (the computer industry and social work provide two contrasting examples, disciplinary knowledge and understanding are vital. This is consistent with the views of Reich (1991, 2002). In his more recent work, he argued that advanced economies need two sorts of high-level expertise: emphasizing discovery on the one hand, and focusing on exploiting the discoveries of others through market-related intelligence and the application of interpersonal skills on the other. Reich suggested a kind of professionals whom labor markets want to employ suited for in the knowledge-based economies, symbolic analysts, those who are imaginative and creative, have at their fingertips relevant disciplinary understanding and skills and the “soft” or generic skills that enable the disciplinary base to be deployed to optimal effect. Higher education’s key contribution to national prosperity lies in development of graduates with such achievement at their disposal. This means that undergraduate programmes should be concerned with four areas in particular: (1) abstraction (theorizing and /or relating empirical data to theory, and /or using formulae, equations, models and metaphors); (2) system thinking (seeing the part in the context of the wider whole); (3) experimentation (intuitively or analytically); and (4) collaboration (involving communication and team-working skills). Actually, educational institutions are not

always successful in preparing learners for the complexity inherent in the two main sorts of activity that Reich attributes to symbolic analysts' role. Learners are often expected to learn what is put in front of them and to work individually and competitively, and subject matter may be compartmentalized. Plainly, the education of symbolic analysts – who are likely to be those at the leading edge of economic developments of one kind or another – requires that institutions make a particular effort to foster the achievements that Reich highlighted. Higher education is, however, not only about the education of symbolic analysts. There are other ways in which it can contribute to economic development. As well as preparing graduates and diplomats for employment-related roles of various kinds (and definitely not only that of the symbolic analyst), it has an acknowledged role in lifelong learning – for example, in further educating the middle manager so that he or she can manage more effectively, in “up skilling” the teacher or process worker, facilitating the development of active citizenship, and so on.²

Concerning the higher education institutions involvement in the transition of graduate into employment, the project of HEGESCO (2009)³ pointed out that any university is an important entity that generates the specific competencies needed for successful entry into the labor market, better employability and active citizenship for their university graduates and tested that how these competences were related to characteristics of jobs and firms, to what extent higher education graduates possess these competences, and to what extent higher education institutions provides these competences. This project involved a large-scale quantitative survey among graduates 4-5 years after graduation. This large-scale survey was based on the methodology developed by the REFLEX network, which already conducted a comparable survey in 16 European Countries. This project identifies the major competencies that are required of HEIs graduates by employers and the extent to which HEIs has provided a solid basis for developing these competencies. The main key of this project was to

² Mantz Yorke (2010) : “ Employability in higher education: what it is – what it is not” Series One of Learning and Employability, published by Learning and Teaching Support Network (LTSN) and Enhancing Student Employability Co-ordination Team (ESECT), The Higher Education Academy, employability@heacademy.ac.uk.

³ HEGESCO (2009): “Competencies and Early Labor Market Careers of Higher Education Graduates” Report of Higher Education as a Generator of Strategic Competences, University of Ljubljana, Faculty of Social Sciences, Slovenia and European Commission, <http://www.hegesco.org>.

relate these competences to characteristics of the national higher education policy and systems, to the HEIs' graduate program design and curriculum followed as well as to specific modes of teaching, learning and assessment during the graduate programs course.

Sometimes, some people get confused about the difference of these two words of "Employment" and "Employability" and mostly those two were interchangeably used and interpreted even in labor markets. In reality, employability is not the same as employment at all. In the UK, a key performance indicator is the proportion of graduates obtaining job (HEFCE, 2001) – any jobs, rather than what would normatively be accepted as "graduate jobs" However, as Purcell and Elias (2002) pointed out, graduates from different disciplinary backgrounds tend to differ in the time they take to get a "graduate job", and for some the period of searching may take much longer than a few months. Local and regional fluctuations in economic buoyancy are superimposed on the national economic position, making employment in any case a problematic indicator. Getting a graduate job has been for sometimes, an irregular and sometimes slow process. The Linke Report from Australia, which is worth quoting as regards waiting time (length for graduate job) on the issue, said:

Whether at the aggregate level or by field of study there are serious problems in attempting to interpret institutional differences in graduate employment. There is a clearly a need for a better understanding of the relative impact of regional economic, institutional, field of study and individual factors on initial employment patterns before any meaningful interpretation could be made of institutional differences. And even then it would be necessary to monitor trends over time rather than rely on data from a single year. (Linke, 1991, Vol. 1, p.89)

However, employability implies something about the capacity of the graduate to function in a job, and is not to be confused with the acquisition of a job, whether a graduate job or otherwise. Some scholars denied that employability of graduates stem from the curricular system for a specific degree program in a particular field of study in higher education institutions. Len Holmes (2001) analyzed "graduates' employability" by using graduate identity approach to point out that the enhancement of an undergraduate curriculum in universities leads to increase employability of those graduates of the business school, University of North London. Employability is

a consequential effect of a curriculum designed in universities. Mantz Yorke (2010) argued that the curricular process has to facilitate the development of prerequisites appropriate to employment but does not guarantee it. Hence it is inappropriate to assume that university students are highly employable on the basis of curricular provision alone. It may be a good harbinger but it is not an assurance of employability. Employability derives from the ways in which the student learns from his or her experiences.

Myanmar's economy growth has led to the appearance of new local businesses and has affected businesses of all sizes. The government opens the policies and regulations that have led to an influx of international businesses and foreign investment. Therefore, lots of new jobs for educated youths are created. Some youths may be able to get jobs in their fields of study. There may be challenges for some young people to match their studies in university with job because of the more competition for a specific job, lack the necessary skills needed and/or demand higher salaries than employers are willing to provide, etc. Under these current labor market circumstances in Myanmar, the transition of graduates of the three Universities of Economics in Myanmar to employment after their graduation was worth studying to find out their types of career motivation before graduation, perception of their employability and competencies that related to the current job and working fields and their work identity on balancing job characteristics and employability skills. To be specific and effective, it can be proved that the types of career orientation, employability skills equipped from their university and work identity of the graduates studied from three Universities of Economics would be different significantly due to the difference between two groups of graduates those who were enrolled by different university entrance (matriculation examination) marks determined by particular university to be admitted, those who attended 3-year or 4-year schooling time to get degrees in their university of economics and those who learnt the courses in accordance with the old or new enhanced curriculum prescribed by university among the responded working graduates based on the assumptions mentioned below in the study.

Problem of the Study

Based on findings and recommendations of empirical studies on the transition of graduates to employment in European Countries, some problems were seen in analyzing those graduates' transition path towards their early jobs after graduation from Yangon University of Economics, Monywa University of Economics and Meikhtila University of Economics from 2010-2011 to 2015-2016. The issues and challenges occurred in the platform of graduates transition towards employment after graduation were one of the emerging socio-economical and employment issues to be resolved urgently for policy makers, management and practitioners of higher education institutions, employers, employment agencies in labor markets and parents and graduates themselves in both developed and developing countries nowadays. If those responsible entities and personnel involved in concerning graduates unemployment and underemployment looked into the problem immediately in every kind of labor markets in all countries, they would know the reasons why it appears in labor market and can find out the alternative ways of solution in getting jobs in shorter waiting time for fresher graduates equipped with diversity of specific knowledge and skills acquired in attending universities through investing that platform of graduate transition to employment and, consequently, issues and challenges occurred during this period for each graduate, since the knowledge based business enterprises and organizations could be produced as a result of productivity improvement, efficient usage of resources and effective management and administrative ways led by the self-disciplined and skilled young educated human capitals of any country.

Research Questions of the Study

In order to solve the problem of the study mentioned above, the following research questions were examined and analyzed.

- (1) How did Myanmar graduates come to specialize in Accounting, Business Administration, Commerce, Economics and Statistics, offered by the Yangon University of Economics, Monywa University of Economics and Meikhtila University of Economics got their first and early employment after graduation?
- (2) How long were they waiting for getting their first jobs according to the requirements necessarily requested by their first employers?

- (3) What kinds of career orientation types motivated the graduates during attending the university?
- (4) Did graduates have strong desire to get the job matched with his or her specific employability skills since they have been attending and studying at the university?
- (5) How did graduates perceive and evaluate themselves their employability skills which they learnt in, obtained at attending and equipped by the University of Economics?
- (6) How did graduates perceive his or her work identity while working as a specific position and role at a respective organization based on the knowledge and skills got in the University of Economics?
- (7) How graduates career orientation types before graduation while attending university were related to their perceived level of employability skills delivered by the university?
- (8) How did graduates gain employability skills before graduation while attending university related to their work identity was perceived positively by them for being employed at a workplaces based on his or her responsibility and skills required at work?

Assumptions of the Study

In addition to the common issues, challenges and problems found in the every platforms of graduate transition to employment, some assumptions could be added to consider in this study. According to the continuous trend of higher education development policies and leadership of Ministry of Education and the Department of Higher Education for all HEIs, various innovative performances and adjusted improvements and changes in developing curriculum system and degree programs designed and upgrading additional degree courses and increasing schooling time length for students have occurred in line with the requirements demanded by the emerging labor markets of knowledge based society today. Therefore, the study focused on investigating the period on academic years of 2010-2011 to 2015-2016. In 2010-2011, all three studied universities of economics simultaneously started a new education system especially for all undergraduate degree programs from running by the old performance in ways of learning and teaching by which students have been

treated and offered through existing curriculum, normal learning processes and designed courses to be finished a degree within three year of schooling time length into a new degree program system by which the students enrolled in academic year 2010-2011 have been offered and treated in learning oriented atmosphere consisting of new degree program courses designed by new curriculum developed to be completed a degree offered in university within a four-year schooling time length to produce more qualified graduates in order to cope with the demands of labor market currently.

Based on the significant changes performed in the selected three Universities of Economics since 2010-2011 Academic Year, the following assumptions could be considered as fundamental outlines of the study in order to find out the solutions of the research questions asked and mentioned above.;

1. Every graduate has a different type of career orientation during attending the university due to the difference of having the university entrance marks, taking schooling time to get degrees in university and learning courses in accordance with the curriculum prescribed by university among the responded working graduates.
2. Every graduate has a different perception of their employability skills or competencies due to the difference of having the university entrance marks, taking schooling time to get degrees in university and learning courses in accordance with the curriculum prescribed by university among the responded working graduates.
3. Every graduate has a different attitude and work identity due to the difference of having the university entrance marks, taking schooling time to get degrees in university and learning courses in accordance with the curriculum prescribed by university among the responded working graduates.

Objective of the Study

The main aim of this study is to examine how graduates specialized on academic field of Economics from three universities of economics in Myanmar got their job career after their graduation on the basis of the problem statement of the study, research questions and assumptions aforesaid. In order to make the examination more inclusive in the study, the following specific objectives are analyzed to identify the impact of having different university entrance marks, taking different schooling time and learning courses by different curriculum of graduates

between two groups on their career orientation types, their employability skills and work identity of each respondent in this study.

(1) To identify the kind of job, the job characteristics and the waiting time for getting their early job after graduation.

(2) To analyze the relationship between career orientation types and employability skills.

(3) To analyze the relationship between employability skills and work identity.

(4) To investigate whether the career orientation types, employability skills and work identity of the graduates responded are differently affected due to the impact of having different university entrance marks, taking different schooling time and learning courses by different curricula between two groups of graduates of three universities of economics during academic years of 2010-2011 to 2015-2016.

Background, Scope and Methods of the Study

The study is conducted to examine the transition of graduates to employment through investigation of the extent of career orientation types, employability skills and work identity of selected graduates of Yangon University of Economics, Monywa University of Economics and Meiktila University of Economics within academic years of 2010-11 and 2015-2016 in Myanmar.

Background of the Study

There are 192 higher education institutions in Myanmar.⁴ Among them, there are only three Universities of Economics in Myanmar, namely Yangon University of Economics (YUEco) which was established since 1962 in Yangon Division, Monywa University of Economics (MUEco) which was opened in 1996 at Sagaing Division, and Meiktila University of Economics (MEUEco) which was launched in 1999 at Meiktila in Mandalay Division. Annually, over thousands of students choose to attend Yangon University of Economics, Monywa University of Economics and Meiktila University of Economics.

Profile of the Three Universities of Economics

⁴ List of Universities in Myanmar by state/division (2017): https://en.wikipedia.org/wiki/List_of_universities_in_Myanmar

In Myanmar, there are three Universities of Economics which confer upon the undergraduate and postgraduate attendants various kinds of degrees in the academic fields of accounting, business administration, commerce, economics, and statistics mainly since each university established respectively. Later, each university of economics was extended to provide the specific degrees of graduate programs for the field of accounting, public administration, development studies, and population studies in order to provide the community with a diversity of knowledge in the mainstreams of Economics.

Yangon University of Economics was the foremost higher education institution among three HEIs in the study and it is a State University which is under the Department of Higher Education, Ministry of Education. Yangon University of Economics originated as Department of Economics under the University of Rangoon (Yangon) since 1924. In 1940, the Department of Economics began teaching Commerce as a special subject. Special courses in Statistics were given by the Department of Economics since 1953. In 1955, Department of Commerce was established separately; and Department of Statistics also was established officially in 1956. Also in 1958, another Department of Economics came into being in Mandalay along with the founding of Mandalay University. With the introduction of the new system of Education in 1964, all these departments were brought together and reorganized into as one as Yangon Institute of Economics. In 1988, the Department of Management Studies and Department of Applied Economics were set up. Currently, Yangon Institute of Economics is taking responsibility to teach the students who are from Yangon Division, Bago Division, Ayeyarwady Division, Kayan State, Mon State, Tanintharyi State and Rakhine State can attend to Yangon Institute of Economics. At present, there are 424 staff members including academic staff (231 members) and administration staff (213 members) in 2017.

Like Yangon University of Economics, Monywa University of Economics is a State University which is under the Department of Higher Education, Ministry of Education. Monywa University of Economics was secondly established in 1993 under the regime of State Law and Order Restoration Council (SLORC). It was started as Monywa Economics College in the east of Monywa, Nandawon Quarter, near Zalok village. The construction was started on July 1 1993 on the land area of 200 Acres. On September 28 1998, Monywa Economics College was promoted to the status of

Institute and renamed as Monywa Institute of Economics. In addition to its main duty of academic teaching, the institute has been performing in regional economic and social development of Sagaing region. Monywa Institute of Economics is taking responsibility to teach the students who come from Sagaing Division, Chin State, Kachin State and Northern Shin State can attend Monywa Institute of Economics. There are 350 staff members including academic staff (185 members) as of 2017.

In addition to the two universities of economics in Yangon for lower Myanmar and in Monywa for upper Myanmar, Meiktila Institute of Economics was established in 2001 as a State University which is under the Department of Higher Education, Ministry of Education in order to provide professionals who specialized in the academic fields in Business Administration, Commerce, Economics and Statistics for the regions located in middle of Myanmar. Meiktila Institute of Economics is located in Meiktila, Mandalay Region. It is situated near the Thapyawa village at the junction of Mandalay- Meiktila road and Mandalay-Thazi road. There is an Industrial Zone to the north, Yoekan village is to the south, Thapyawa village to the east and Kyunphopin village to the west. Meiktila Institute of Economics is taking responsibility to teach the students who are from Mandalay Division, Magway Division, Southern Shan State, Eastern Shan State and Kayah State. At present, there are 236 staff members including academic staff (117 members) and administration staff (119 members) as of 2017.

In 2014, Ministry of Education promoted these three Institute of Economics up to the level of University as Yangon University of Economics, Monywa University of Economics, and Meiktila University of Economics as Higher Education Institutions to get more opportunities in delivering more advanced knowledge and degrees as well as conducting researches and international research conferences and publishing research journals internationally, and thus getting more chances for cooperation jointly with international universities and organizations in the respective academic areas for each department in the university.

As the higher education institutions under the umbrella of Ministry of Education, three universities of economics have the same vision, mission and goals for implementing own degrees programs.

Organization Structure and Administration System of Three Universities of Economics

Each University is organized with the Rector, Pro-Rectors and Heads of Departments forming the Administrative Board (AB) and the Academic Board (Senate) in order to implement administrative and academic activities and projects. The administration team of each University includes the one Rector, two Pro-Rectors, admin officers and admin staff. Professors, Associate Professors, Lecturers, Assistant Lecturers and Tutors are appointed to perform the academic works as faculty members in the each department.

Academic Departments in Three Universities of Economics

Each University of Economics now has five major academic departments, namely, Economics, Commerce, Statistics, Applied Economics and Management Studies. The Department of Economics offers courses in economics and development studies. The Department of Commerce offers courses in commerce and accounting. The Department of Statistics offers courses in statistics and population studies. The Department of Management Studies offer courses in business administration. The Department of Applied Economics offer courses in public administration. The other supporting academic departments in each University of Economics are the Myanmar Language, English, Mathematics, and Geography Departments. There are also supporting departments of Student Affairs, Department of Examination and Convocation Conduct, Department of Sports, Department of Library, Department of Computer, Department of Administration (Servant Affairs), Department of Finance, Department of Engineer and Department of Security in each University of Economics.

Vision and Mission Statement of Each University of Economics

The same vision statement of all the three Universities of Economics is to create the intellectually and morally developed human resources that can be effectively utilized in development of national economy.

The mission statements of each University of Economics are described as follow;

- To be an internationally recognized institution
- To provide the educational services that can assure the quality of our students to the modern economic environment
- To enhance the development and welfare of faculty members

- To build up the required competence and skills needed in research that can be applied in the business community and the public sector
- To fulfill the interests of stakeholders and the society

Bachelor Degrees offered from Three Universities of Economics

Regarding the degrees offered by each university of economics, only Yangon University of Economics can offer eight kinds of bachelor degrees; Bachelor of Accounting, BAct, Bachelor of Business Administration, BBA, Bachelor of Commerce, BCom, Bachelor of Economics majoring in Economics, BEcon (Eco), Bachelor Economics majoring in Statistics, BEcon (Stats), Bachelor of Public Administration, BPA, Bachelor of Development Studies, BDevS, and Bachelor of Population Studies, BPS during academic years of 2010-2011 to 2015-2016.

Monywa University of Economics offers five kinds of bachelor degrees; Bachelor of Accounting, BAct, Bachelor of Business Administration, BBA, Bachelor of Commerce, BCom, Bachelor of Economics majoring in Economics, BEcon (Eco), and Bachelor Economics majoring in Statistics, BEcon (Stats) during academic years of 2010-2011 to 2015-2016.

Meiktila University of Economics offers only four kinds of bachelor degrees; Bachelor of Business Administration, BBA, Bachelor of Commerce, BCom, Bachelor of Economics majoring in Economics, BEcon (Eco), and Bachelor Economics majoring in Statistics, BEcon (Stats) during academic years of 2010-2011 to 2015-2016.

Students Enrolled in the Three Universities of Economics

Annually, each university of economics admits the specific numbers of students those who apply for specific university and specialization degrees based their location (specific regions) and their matriculation examination marks above or on par with the minimum university entrance marks imposed by each university of economics. The number of students admitted and enrolled in each university and the specification (amount) of minimum university entrance marks prescribed by each university are different from each other among those three universities of economics based on their location of university, capacities of administrative and academic system of each university and the preferences of students-parents in choosing and

applying for which university of economics as graduates to get early jobs as soon as possible after graduation.

According to the data surveyed from the Department of Higher Education, Yangon Office, Ministry of Education (2017), there were 1,48,111 students those who passed the matriculation examination in 2009 all over the country, only 3.25 percent out of the number of students, 1,00,187 those who applied for the admission of three universities. Among them, Yangon University of Economics admitted 1,860 (1.86%) students who passed their matriculation examination with lowest 300/600 marks, Monywa University of Economics 796 (0.79 %) students who passed their matriculation examination with lowest 300/600 marks and Meiktila University of Economics 684 (0.60%) students who passed their matriculation examination with lowest 300/600 marks respectively.

In 2010, even though there were 1,84,000 students those who passed the matriculation examination, only 4.14 percent out of the total number of matriculates (1,23,389) applied for the admission of three universities. Among them, Yangon University of Economics was applied for by 2,979 (2.41%) students who passed their matriculation examination with lowest 300/600 marks, Monywa University of Economics was applied for by 1,139 (0.92 %) students who passed their matriculation examination with lowest 316/600 marks and Meiktila University of Economics was applied for by 988 students (0.80%) who passed their matriculation examination with lowest 316/600 marks respectively.

In 2011, even though there were 1,65,005 students those who passed the matriculation examination, only 4.47 percent out of the total number of matriculates (1,02,984) applied for the admission of three universities. Yangon University of Economics admitted 2262 students (2.20%) who passed their matriculation examination with lowest 316/600 marks, Monywa University of Economics 1,144 students (1.11 %) who passed their matriculation examination with lowest 320/600 marks and Meiktila University of Economics 1,193(1.16%) students who passed their matriculation examination with lowest 325/600 marks respectively.

In 2012, even though there were 1,60,778 students those who passed the matriculation examination, only 5.85 percent of the total number of matriculates (92,018) applied for the admission of three universities. Yangon University of

Economics admitted 3,430(3.73%) students who passed their matriculation examination with lowest 330/600 marks, Monywa University of Economics 683 (0.74 %) students who passed their matriculation examination with lowest 350/600 marks and Meiktila University of Economics 1,267(1.38%) students who passed their matriculation examination with lowest 357/600 marks respectively.

In 2013, even though there were 1,70,043 students those who passed the matriculation examination, only 3.22 percent of the total number of matriculates (98,272) applied for the admission of the three economic universities. 1,279 students (1.30%) who passed their matriculation examination with lowest 383/600 marks were enrolled in Yangon University of Economics, 963 (0.98 %) students who passed their matriculation examination with lowest 350/600 marks, were enrolled in Monywa University of Economics and 923(0.94%) students who passed their matriculation examination with lowest 364/600 marks were enrolled in Meiktila University of Economics respectively.

In 2014, even though there were 1,71,647 students those who passed the matriculation examination, only 2.82 percent of the total number of matriculates (1,05,819) applied for the admission of three universities. Yangon University of Economics admitted 1,048(0.99%) students who passed their matriculation examination with lowest 395/600 marks, Monywa University of Economics 906 (0.86 %) students who passed their matriculation examination with lowest 350/600 marks and Meiktila University of Economics 1,027(0.97%) students who passed their matriculation examination with lowest 371/600 marks respectively.

In 2015, even though there were 2,24,847 students those who passed the matriculation examination, only 2.97 percent of the total number of matriculates (96,133) applied for the admission of three universities. Yangon University of Economics admitted 1,093(1.14%) students who passed their matriculation examination with lowest 403/600 marks, Monywa University of Economics 763(0.79 %) students who passed their matriculation examination with lowest 400/600 marks and Meiktila University of Economics 1,000(1.04%) students who passed their matriculation examination with lowest 406/600 marks respectively.

In 2016, even though there were 1,90,390 number of students those who passed the matriculation examination, only 2.56 percent of the total number of

matriculates (1,00,229) those who passed the matriculation examination and applied for the admission of three universities. Among them, Yangon University of Economics admitted 1,005(1.00%) students who passed their matriculation examination with lowest 421/600 marks, Monywa University of Economics 945(0.94 %) students who passed their matriculation examination with lowest 400/600 marks and Meiktila University of Economics 613(0.61%) students who passed their matriculation examination with lowest 402/600 marks respectively.

It could be assumed that the number of students admitted to the three Universities of Economics has increasingly increased from 2009 to 2012 but those of admission rate of each University of Economics slowed down from 5.85 % in 2012 through 3.22 % in 2013 and 2.82 % in 2014 to 2.97 % in 2015 and 2.56 % in 2016 respectively. It could be seen that the minimum university entrance rate (Minimum matriculation examination marks of an applicant) of YUEco, MUEco and MEUEco is increasingly higher than that of previous one. This condition seems that the studied three universities specialized in economics are going to produce high quality graduates with skills equipped with required to needs of the employers in the labor market rather than quantities of number of graduates before. This study is only concerned with the graduates who completed their time of schooling in their respective universities, within six academic years from year of 2010-2011 to 2015-16.

Numbers of Graduates Offered by Degrees, Year of Graduation and University of Economics

As mentioned above, due to having different numbers of admitted and enrolled students in each university and different kinds of degrees offered by each university among the three universities, there is different number of graduates by degrees offered in the graduation year of 2010-2011 in each studied university. Table (1) shows the number of graduates offered by degrees, with the names of the universities in the academic year 2010-2011.

According to Table (1) shown below, in the academic year 2010-2011 Yangon University of Economics (YUEco) and Monywa University of Economics (MUEco) conferred degrees upon 202 graduates specialized in Accounting, Yangon University of Economics (YUEco) and Meiktila University of Economics (MEUEco) conferred degrees upon 266 graduates specialized in Business Administration, Yangon University

of Economics (YUEco) and Monywa University of Economics (MUEco), and Meiktila University of Economics (MEUEco) conferred degrees upon 715 graduates specialized in Commerce, Yangon University of Economics (YUEco) and Monywa University of Economics (MUEco), and Meiktila University of Economics (MEUEco) conferred degrees upon 310 graduates specialized in Economics, Yangon University of Economics (YUEco) and Monywa University of Economics (MUEco), and Meiktila University of Economics (MEUEco) conferred degrees upon 576 graduates specialized in Statistics, Yangon University of Economics (YUEco) only conferred degrees upon 88 graduates specialized in Public Administration, 76 graduates specialized in Development Studies and 86 graduates specialized in Population Studies respectively.

Table (1)

**Number of Graduates Offered by Degrees, University, and Graduation Year
(2010-2011)**

SN	Specializations	Yangon University of Economics	Monywa University of Economics	Meiktila University of Economics	Total
1	Accounting	115	87	--	202
2	Business Administration	209	-	57	266
3	Commerce	559	74	82	715
4	Development Studies	76	-		76
5	Economics	202	87	21	310
6	Public Administration	88	-		88
7	Population Studies	86	-		86
8	Statistics	266	81	29	576
	Total	1601	329	189	2119

Source: Survey Data (2017)

As total number of graduates by each university in 2010-2011 academic year, Yangon University of Economics (YUEco) offered (1,601) graduates, Monywa University of Economics offered (329) and Meiktila University of Economics delivered (189) graduates respectively. In the academic year three Universities of Economics there were (2,119) students graduated those were ready to enter the respective labor market for their employment.

Table (2) describes the number of graduates offered by degrees at each university of economics and their graduation year of 2011-2012 academic year.

Table (2)
Number of Graduates Offered by Degrees, University, and Graduation Year
(2011-2012)

SN	Specializations	Yangon University of Economics	Monywa University of Economics	Meiktila University of Economics	Total
1	Accounting	202	151	-	353
2	Business Administration	256	-	94	350
3	Commerce	966	142	102	1210
4	Development Studies	81	-	-	81
5	Economics	511	159	40	710
6	Public Administration	63	-	-	63
7	Population Studies	54	-	-	54
8	Statistics	529	130	31	690

	Total	2662	582	267	3511
--	-------	------	-----	-----	------

Source: Survey Data (2017)

According to Table (2) shown above, Yangon University of Economics (YUEco) and Monywa University of Economics (MUEco) offered 353 graduates specialized in Accounting, Yangon University of Economics (YUEco) and Meiktila University of Economics (MEUEco) conferred degrees upon 350 graduates specialized in Business Administration, Yangon University of Economics (YUEco) and Monywa University of Economics (MUEco), and Meiktila University of Economics (MEUEco) conferred degrees upon 1210 graduates specialized in Commerce, Yangon University of Economics (YUEco) and Monywa University of Economics (MUEco), and Meiktila University of Economics (MEUEco) conferred degrees upon 710 graduates specialized in Economics, Yangon University of Economics (YUEco) and Monywa University of Economics (MUEco), and Meiktila University of Economics (MEUEco) conferred degrees upon 690 graduates specialized in Statistics, Yangon University of Economics (YUEco) only conferred degrees upon 63 graduates specialized in Public Administration, 81 graduates specialized in Development Studies and 54 graduates specialized in Population Studies respectively in the academic year 2011-2012.

It could be seen that the total number of graduates by each university in 2011-2012 academic year, Yangon University of Economics (YUEco) offered 2,662 graduates, Monywa University of Economics offered 582 and Meiktila University of Economics delivered 267 graduates respectively. In the academic year 2011-2012, three Universities of Economics offered 3,511 graduates who are working currently in the respective workplaces.

Table (3) shows the number of graduates offered by degrees at each university of economics and their graduation year of 2012-2013 academic year. According to Table (3) shown below, Yangon University of Economics (YUEco) and Monywa University of Economics (MUEco) offered 278 graduates specialized in Accounting, Yangon University of Economics (YUEco) and Meiktila University of Economics (MEUEco) conferred degrees upon 388 graduates specialized in Business Administration, Yangon University of Economics (YUEco) and Monywa University of Economics (MUEco), and Meiktila University of Economics (MEUEco) conferred

degrees upon 1582 graduates specialized in Commerce, Yangon University of Economics (YUEco) and Monywa University of Economics (MUEco), and Meiktila University of Economics (MEUEco) conferred degrees upon (446) graduates specialized in Economics, Yangon University of Economics (YUEco) and Monywa University of Economics (MUEco), and Meiktila University of Economics (MEUEco) conferred degrees upon 553 graduates specialized in Statistics, Yangon University of Economics (YUEco) conferred degrees upon only 88 graduates specialized in Public Administration, 81 graduates specialized in Development Studies and 51 graduates specialized in Population Studies respectively in the academic year 2012-2013.

Table (3)

**Number of Graduates Offered by Degrees, University, and Graduation Year
(2012-2013)**

SN	Specializations	Yangon University of Economics	Monywa University of Economics	Meiktila University of Economics	Total
1	Accounting	124	154	-	278
2	Business Administration	265	-	123	388
3	Commerce	1266	168	148	1582
4	Development Studies	81	-	-	81
5	Economics	249	114	83	446
6	Public Administration	88	-	-	88
7	Population Studies	51	-	-	51

8	Statistics	288	148	117	553
	Total	2412	584	471	3467

Source: Survey Data (2017)

Table (3) shows that the total number of graduates by each university in 2012-2013 academic year, Yangon University of Economics (YUEco) offered 2,412 graduates, Monywa University of Economics offered 584 and Meiktila University of Economics delivered 471 graduates respectively. In the academic year 2012-2013, totally 3,467 undergraduate students graduated from the three universities of economics as new comers of the labor market in Myanmar.

In 2013-2-14 academic year three universities of economics, there was no students to be graduated for each degree offered. Since 2010-2011 academic year, all three universities of economics in the study changed their existing degree courses designed by new curriculum system and increased one year schooling time to offer more advance knowledge and skills required for their students to be employed in and demanded by the knowledge based working environment emerged nowadays in the current domestic labor market. Therefore, the first year students those who admitted in academic year 2010-2011 in each university of economics were firstly taught and treated by new degree courses designed by new curriculum system during 4-year schooling time. In fact all students enrolled in 2010-2011 and admitted by each university of economics as first year fresher students were not finished their graduation and they only have been attending the third year of learning cycle for graduation. Consequently, all students attended in each university of economics since 2010-2011 academic year were the beginners who got chance for learning by the better ways of treatment due to upgraded curriculum system and taking one year longer stays at school than those students who completed their studies with old curriculum system and learning designs within three year schooling time in each of the university of economics. Among the beginning learners admitted in 2010-2011, majority of them were graduated gradually in the academic year 2014-2015 in each university of economics. Table (4) describes the number of graduates offered by degrees at each university of economics in 2014-2015.

Table (4)

Number of Graduates Offered by Degrees, University, and Graduation Year (2014-2015)

SN	Specializations	Yangon	Monywa	Meiktila	Total
----	-----------------	--------	--------	----------	-------

		University of Economics	University of Economics	University of Economics	
1	Accounting	145	116	-	261
2	Business Administration	490	191	222	903
3	Commerce	1375	191	245	1811
4	Development Studies	62			62
5	Economics	460	205	122	787
6	Public Administration	69	-	-	69
7	Population Studies	74	-	-	74
8	Statistics	471	158	-	848
	Total	3146	861	808	4815

Source: Survey Data (2017)

According to Table (4) shown above, Yangon University of Economics (YUEco) and Monywa University of Economics (MUEco) offered 261 graduates specialized in Accounting. Since 2010-2011 academic year Monywa University of Economics started to offer the degree program specialized in Business Administration, the university firstly offered 191 graduates specialized in Business Administration in 2014-2015. Therefore, Yangon University of Economics (YUEco), Monywa University of Economics and Meiktila University of Economics (MEUEco) conferred degrees upon altogether 903 graduates specialized in Business Administration. Yangon University of Economics (YUEco) and Monywa University of Economics (MUEco), and Meiktila University of Economics (MEUEco) conferred degrees upon 1,811 graduates specialized in Commerce, Yangon University of Economics (YUEco) and Monywa University of Economics (MUEco), and Meiktila University of Economics (MEUEco) conferred 787 graduates specialized in Economics, Yangon University of Economics (YUEco) and Monywa University of Economics (MUEco), and Meiktila University of Economics (MEUEco) conferred degrees upon 848 graduates specialized in Statistics, Yangon University of Economics (YUEco) conferred degrees upon only 69 graduates specialized in Public Administration, 62 graduates specialized in Development Studies and 69 graduates specialized in Population Studies respectively in the academic year 2014-2015.

Table (4) points out that the total number of graduates by each university in 2014-2015 academic year, Yangon University of Economics (YUEco) offered 3146 graduates, Monywa University of Economics offered (861) and Meiktila University of Economics delivered 808 graduates respectively. In the academic year 2014-2015, totally 4,815 undergraduate students graduated from the three universities of economics as new comers of the labor market in Myanmar. As a consequences of starting new program design through modifying better curriculum system and increasing one year schooling time in order to provide a more qualified graduates equipped by required skills and knowledge in each university of economics, double amount of graduates number were outcome in the university for labor market in 2014-15.

In 2015-2016 academic year three universities of economics, the students enrolled in 2011-2012, second beginners of students were graduated gradually in the academic year 2015-2016 in each university of economics. Table (5) presents the number of graduates offered by degrees at each university of economics in 2015-2016.

Table (5)
Number of Graduates Offered by Degrees, University, and Graduation Year
2015-2016

SN	Specializations	Yangon University of Economics	Monywa University of Economics	Meiktila University of Economics	Total
1	Accounting	216	84	-	300
2	Business Administration	403	150	188	741
3	Commerce	503	172	197	872
4	Development Studies	58			58
5	Economics	291	139	172	602
6	Public Administration	82			82
7	Population Studies	67			67

8	Statistics	350	154	182	686
	Total	1970	699	739	3408

Source: Survey Data (2017)

According to Table (5) shown above, Yangon University of Economics (YUEco) and Monywa University of Economics (MUEco) offered (300) graduates specialized in Accounting. Yangon University of Economics (YUEco), Monywa University of Economics and Meiktila University of Economics (MEUEco) conferred altogether (741) graduates specialized in Business Administration. Yangon University of Economics (YUEco) and Monywa University of Economics (MUEco), and Meiktila University of Economics (MEUEco) conferred (872) graduates specialized in Commerce, Yangon University of Economics (YUEco) and Monywa University of Economics (MUEco), and Meiktila University of Economics (MEUEco) conferred (602) graduates specialized in Economics, Yangon University of Economics (YUEco) and Monywa University of Economics (MUEco), and Meiktila University of Economics (MEUEco) conferred (686) graduates specialized in Statistics, Yangon University of Economics (YUEco) only conferred (82) graduates specialized in Public Administration, (58) graduates specialized in Development Studies and (67) graduates specialized in Population Studies respectively in the academic year 2015-2016.

Table (5) presents that the total number of graduates by each university in 2015-2016 academic year, Yangon University of Economics (YUEco) offered (1970) graduates, Monywa University of Economics offered (699) and Meiktila University of Economics delivered (739) graduates respectively. In the academic year 2014-2015, total number of (3,408) undergraduate students graduated from the three universities of economics as new comers of the labor market in Myanmar.

Scope of the Study

As a scope of the study, the following discussion of what kind of population were definite, how it was collected and how many sampling units were chosen by statistical methods applied for definite population and which data analysis methods were applied for this research.

Population of the Study

The total number of graduates attended in Yangon University of Economics, Monywa University of Economics, and Meikhtila University of Economics and graduated in the academic years from 2010-2011 to 2015-2016 particularly are the population of the study. The total population numbers of graduates by each university can be seen in Table (6). As well, Table (7) shows the detail information of number of graduates whose year of enrollment and total number of students enrolled by academic year during 2008-2009 to 2015-2015 in each university of economics in the study.

It could be assumed that based on the data figures shown in Table (6) and Table (7) shown below, total number of graduates (2,119) offered in the academic year 2010-2011 those were outputs of number of students (2,838) those who were admitted and enrolled by each of three universities of economics in the academic year 2008-2009. In the academic year 2011-2012, total number of graduates (3,511) those were out of number of students (4,292) those who were admitted and enrolled by each of three universities of economics in the academic year 2009-2010. Similarly, total number of graduates (3,467) offered in academic year 2012-2013 those were outputs of number of students (4,037) those who were admitted and enrolled by each of three universities of economics in the academic year 2010-2011.

Table (6)

Numbers of Graduates Offered by Yangon, Monywa, and Meikhtila University of Economics (2010-11 to 2015-16)

Particulars	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	Total
YUEco	1,601	2,662	2,412	-	3,146	1,970	11,791
MUEco	329	582	584	-	861	699	3,055
MEUEco	189	267	471	-	808	739	2,474
Total	2,119	3,511	3,467	-	4,815	3,408	1,7320

Source: Survey Data (2017)

According to Table (6), it could be shown clearly that there were no graduates offered by each university of the study as the consequential effect of changing new

curriculum system and increasing one year schooling time from three years to four years in order to complete required number of courses and to finish required number of credit units designed by new curriculum to get a degree conferred by the University of Economics.

Therefore, according to Table (7), the total number of students (4,485) those who were enrolled in the academic year 2011-2012 in each university of the study were attending as third year students at their respective degree specialized programs and number of graduates (4,815) those were outputs of majority of (4,485) students enrolled in 2011-2012, were graduated in academic year 2014-2015 after attending 4-year degree programs offered in each of three universities of economics. In a similar way, there were number of graduates (3,408) in academic year 2015-2016 those were outputs of number of students (3,061) enrolled in academic year 2012-2013 in the each of three universities of economics in the study.

Table (7)

Number of Students Enrolled and Graduates Offered by Three Universities of Economics Academic Years (2008-09 to 2015-2016)

Name of University of Economics	Year enrolled	Year graduated	Year enrolled	Year graduated	Year enrolled	Year graduated	Year enrolled	Year graduated
	Students	Graduates	No. of Students	Graduates	Students	Graduates	No. of Students	Graduates
YUEco	2008-2009	2010-2011	2009-2010	2011-2012	2010-2011	2012-2013	2011-2012	2014-2015
	1860	1601	2975	2662	2262	2412	3430	3416
MUEco	2008-2009	2010-2011	2009-2010	2011-2012	2010-2011	2012-2013	2011-2012	2014-2015
	294	329	329	582	582	584	584	861
MEUEco	2008-2009	2010-2011	2009-2010	2011-2012	2010-2011	2012-2013	2011-2012	2014-2015
	684	189	988	267	1193	471	1267	808

Total	2008-2009	2010-2011	2009-2010	2011-2012	2010-2011	2012-2013	2011-2012	2014-2015
	2838	2119	4292	3511	4037	3467	4485	4815

Source: Survey Data (2017)

Based on the information given by Table (6) and Table (7) mentioned above, the responded graduates as population in the study could be divided into two groups in which the first group involved the graduates those who graduated between academic years of 2010-2011 and 2012-2013 and those who completed their learning within three year schooling time and old curriculum system and learning design in all universities. Another study group consisted of the graduates those who completed between academic years of 2013-2014 and 2015-2016 and those who were treated and trained by the new upgraded curriculum and degree courses designed within length of schooling time four year to get their respective degrees.

Table (8) presents these two types of graduates classified by their different university entrance minimum marks by academic year, difference between attending three years and four years schooling time length, and different treatment of old curriculum system and degree courses designed and upgrading new curriculum system and degree courses designed in each university of economics. (See Appendix-1(a) & I(b))

Table (8)

Number of Graduates into Grouping Classified by University Entrance Minimum Marks, Length of Schooling Time and Curriculum and Courses Designed for Each Degrees Offered by Three Universities of Economics

(2010-2011 to 2015-2016)

Particulars	Graduates Offered in 2010-11 and 2012-13 (Group I)	Graduates Offered in 2013-14 and 2015-16 (Group II)	Total Number of Graduates
YUEco	6,675	5,116	11,791
MUEco	1,495	1,560	3,055
MEUEco	927	1,547	2474
Total	9,097	8,223	17,320

Source: Survey Data (2017)

According to Table (8), there were (9,097) total number of graduates offered by each university of economics in academic year between 2010-2011 and 2012-2013 composing of (6,675) graduates offered in YUEco, (1,495) graduates delivered by MUEco, and (927) graduates conferred by MEUEco respectively. This graduates' number was assumed as Group I namely in the study. As Group II, there were (8,223) total number of graduates offered by each university of economics in academic year between 2013-2014 and 2015-2016 composing of (5,116) graduates offered in YUEco, (1,560) graduates delivered by MUEco, and (1,547) graduates conferred by MEUEco respectively. The degrees obtained of selected graduates from both groups are B.Act, Bachelor of Accounting, B.Com, Bachelor of Commerce, BBA, Bachelor Business Administration, BDevS, Bachelor of Development Studies, BEcon (Eco), Bachelor of Economics, BEcon (Stats) Bachelor of Statistics, BPS Bachelor of Population Studies, and BPA Bachelor of Public Administration in each university of economics in this study.

Sampling and Sample Units of the Study

The sampling method of the study is simple random sampling. By conducting by this sampling method, the numbers of respondents of graduates from each group were selected. Table (9) shows the number of selected respondents from Group I by each university of economics and they are graduated offered during in 2010-2011 to 2012-2013. Moreover, all selected respondents of the study from Group I were currently working at the respective field after graduation. Therefore, total sample units of working graduates from Group I were (650) out of population (9,097) graduates finished in the academic years of 2010-2011 to 2012-2013 by three universities of economics according to the following Sample Size Formula. In terms of the numbers that selected from population, the sample size n is given by $= \frac{Nx}{(N-1)E^2+x}$; where $x = Z(\frac{c}{100})^2 r (100 - r)N$ is the population size, r is the fraction of responses and $Z(c/100)$ is critical value for the confidence level c . The margin of error E is given by $E = \sqrt{(N - n)x/n(N - 1)}$. The required sample size is calculated by using sample size calculator in raosoft.inc to get the minimum recommended size of this study.

Table (9)

Respondents Graduated by Specialization and University attended within 3-year of schooling from 2010-11 to 2012-13 AY

SN	Specializations	Yangon University of Economics		Monywa University of Economics		Meiktila University of Economics		Total		Total
		Male	Female	Male	Female	Male	Female	Male	Female	
1	Accounting	13	54	5	1	-	-	18	55	73
2	Business Administration	34	51	4	2	1	2	39	55	94
3	Commerce	44	195	5	14	10	23	59	232	291
4	Development Studies	2	1	-	-	-	-	2	1	3
5	Economics	25	42	2	4	1	3	28	49	77
6	Population Administration	4	16	-	-	1	-	5	16	21
7	Population Studies	6	7	-	-	-	-	6	7	13
8	Statistics	25	43	7	-	3	-	35	43	78
	Total	153	409	23	21	16	28	458	458	650

Source: Survey Data (2017)

Table (10) also describes the number of selected respondents from Group II by each university of economics and they were graduated offered during in 2014-2015 to 2015-2016. Moreover, all selected respondents of the study from Group II were currently working at the respective field after their graduation. The total sample units of working graduates from Group II were (620) out of population (8,223) graduates finished in the academic years of 2014-2015 to 2015-2016 by three universities of economics according to the following Sample Size Formula. In terms of the numbers that selected from population, the sample size n is given by $n = \frac{Nx}{(N-1)E^2+x}$; where $x = Z(\frac{c}{100})^2 r (100 - r)$ N is the population size, r is the fraction of responses and $Z(c/100)$ is critical value for the confidence level c . The margin of error E is given by $E = \sqrt{(N - n)x/n(N - 1)}$. The required sample size is calculated by using sample size calculator in raosoft.inc to get the minimum recommended size of this study.

Table (10)

No. of Respondents Graduated by Specialization and University attended within 3-year of schooling from 2014-15 to 2015-136AY

S N	Specializations	Yangon University of Economics		Monywa University of Economics		Meiktila University of Economics		Total		Grand Total
		Male	Female	Male	Female	Male	Female	Male	Female	
1	Accounting	15	55	4	8	-	-	19	63	82
2	Business Administration	24	72	7	10	3	6	34	88	122
3	Commerce	20	70	5	10	5	20	30	100	130
4	Development Studies	5	20	-	-	-	-	5	20	25
5	Economics	20	62	1	1	3	4	24	67	91
6	Population Administration	6	13	-	-	-	-	-	-	19
7	Population Studies	7	10	-	-	-	-	-	-	17
8	Statistics	38	76	2	8	6	4	42	92	134
	Total	135	378	19	37	17	34	171	449	620

Source: Survey Data (2017)

Research Method of the Study

A detailed presentation of research method and procedures, which have been followed in conducting the study about the graduate transition to employment: career orientation, employability skills and work identity perceived by the selected graduates of three universities of economics are described in this section.

Analytical descriptive method has been used to sustain quantitative measurement and analysis. Required data have been composed through primary and secondary data. Primary data has been collected through structured questionnaire as a main tool for the research.

To fulfill the research objectives and to prove the postulated research hypotheses, structured questionnaire has been designed especially for this study and contains four parts. Part (1) contains to identify the respondent graduate's profile,

current working organization and waiting time for early job after graduation, part (2) includes analyzing the types of career orientation of respondents, part (3) examines the skills of employability perceived by each respondent graduate, and part (4) identifies the work identity perceived by each respondent. Five point Likert-style rating (“strongly disagree =1”, “disagree = 2”, “Neither agree nor Disagree = 3”, “Agree = 4” to 5 “strongly agree”) method of questionnaires was employed for three constructs of independent variables, four types of career orientation: Orientated toward Introspection, Orientated toward Hesitation, Orientated toward Learning, and Orientated toward Instrumentalism and three dependent variables of employability skills: core, process, and personal perceived by each respondent. The Likert-style rating method of questionnaire design enables to ask respondents on how strongly they agree or disagree with statement or series of statement. The advantage of the Likert-style rating questionnaire is that it enables numerical value to be assigned to case for easy quantitative analysis. (See Appendix-2). The questionnaire was pretested to check its content validity and modified accordingly by pilot test. The pilot sample has been exempted from the study sample.

As a sampling method, simple random sampling (SRS) was employed in this research. The required sample sizes are calculated by using sample size calculator in raosoft.inc to get the minimum recommended size of this study. After calculation the sample size with 5% margin of error and 95% confidence level, 650 out of 9097 graduates finished in the academic years of 2010-2011 to 2012-2013 and 620 out of population 8223 graduates finished in the academic years of 2014-2015 to 2015-2016 by three universities of economics are set up as study sample. In the process of sampling, 1270 questionnaire are distributed to each selected graduated from 2010-2011 to 2015-2016 academic years in Yangon University of Economics, Monywa University of Economics and Meikhtila University of Economics, who hold a different degrees offered by each university they attended and all are working at the respective working environment.

By way of a data collection method, face-to-face interview with the respondents and self-administrate survey that are distributed by hand delivery or online are mainly use to collect the data. Therefore, combination of the data collection method is used in this research. Enough time given to sampled respondents to fill the questionnaires to reduce sampling error. The questionnaires have been collected within four month with a response rate of (100) %.

After receiving the raw data from 1270 respondents, the next step was to input the data in software to carry out the data processing. The data is processed via SPSS version 22. The purpose is to ensure the data are in the standard of quality. The process includes checking, editing, coding and transcribing. Initially, check and review each questionnaire to verify its completeness and incomplete questionnaire will be discarded. No amendment is required as there is no missing data. And then coding process are made by identifying and assigning a numerical scores to make calculation and descriptive analysis. For this paper, for the gender of respondents in Section A, male has been coded as “1” while female as “2”. Lastly, the data are entered and transformed into a more suitable format for data analysis.

For data analysis, the frequency distribution table and multiple composite bar char, applied for the presentation on finding. Descriptive method is applied. 5 point Likert Scales Scale is used to get average score of each source. This study would use data analysis both qualitative and quantitative data analysis method. The study would utilize the following statistical tools:

1. Frequency and Descriptive Analysis
2. Kolmogorov-Smirnov test to check if the data is distributed normal
3. Leven’s test to use homogeneity (the variances in the two groups must be similar)
4. Independent Samples t Test procedure to test if there is a difference in a measured characteristic between two population (assumption of homogeneity is met)
5. Welsh’s test procedure to test if there is a difference in a measured characteristic between two population (assumption of homogeneity is not met and skewness values are both same sign)
6. Pearson Correlation Coefficient to describe the extent to which two variables covey and the direction can be quantified mathematically.

The secondary data used in the study were collected in the Department of Higher Education, Ministry of Education, Department of Students Affairs of Yangon University of Economics, Monywa University of Economics, and Meikhtila University of Economics during mid in 2017.

Literature Review of the Study

The study mainly focus to examine the employability of working graduates those attended in Yangon, Monywa and Meikhtila Universities of Economics and how they perceived their employability skills whether they get required skills and knowledge through attending university or learning by doing at specific workplaces after graduation. Moreover their employability skills could be related to their types of career orientation before graduation and to their work identity perceived by themselves during working in respective area. Moreover, those kinds of variables which used to involve in a transition period of a graduate into his or her early job after graduation can be assumed as factors influencing each other relatively. For better understanding of available data, this section has been categorized into subsections addressing major themes of this study.

The Importance of Employability

The world is changing and competitive overtime and occurs various challenges, opportunities and threats for different stakeholders including governments, employers, students and employees. Because of the changes and competitions, not only employers are searching for the employees or graduates with satisfied employability skills but governments are targeting to more economical aims. In the 21st century, people seem to be regarded as competency traders, meaning that employability depends on the knowledge, transferable skills, experience, and unique characteristics that are brought to the table (Symington 2012). Securing the required skills to achieve business objectives and a competitive edge has become critical. The essence of employability is the expectation that individuals will constantly develop and improve in order to adapt to the changing labor market demands. From this point of view, it becomes important to understand the skills required to ensure continued employment (Symington 2012). Organizations have changed as a result of downsizing, restructuring, and outsourcing, the emphasis on flexibility and similar employability skills has increased (Clarke, 2008). The connection between employability skills and economic success of the graduate is reflected in employers' willingness to pay a premium for such skills (Knight, & Mantz, 2002). Therefore, enhancing students' employability is vital to competing in the knowledge- driven economy (Hawkrigde, 2005). Preparing students for employability is a fundamental role of higher education (Nabi & Bagley, 1999).

In years past, employers wanted skills directed toward individual personality: honesty, good personal appearance, good attendance, pleasant attitude, and the ability to follow directions (Poole, 1993). Although employers continue to desire these characteristics in potential employees, a review of the literature reveals employers require new set of skills. Humanistic or soft skills (Centko, 1998) are just as important as technical or task-oriented skills:

- a) human skills or the ability to work with others in a positive manner to achieve a goal;
- b) negotiation skills that allow employees to overcome conflict by compromise, accommodating, Orientated toward Introspection
- c) Orientated toward Hesitation
- d) Orientated toward Learning
- e) Orientated toward Instrumentalism
- f) and collaborating with others;
- g) adaptability or the ability to adjust to a constant changing environment, sometimes acting as a change agent within an organization.

Knight and Yorke (2003, p. 8) argue that “higher education is primarily about developing advanced understandings of worthwhile subject matter, not about employability.”. Some graduates hold the degree but they don’t equip the required skills to enter the employment. Graduates must utilize their employability opportunities for their skill needed to enter employment by learning in the universities. Employers also want the qualified outputs or graduates of the universities as high quality inputs or employees for their industries. The grumbles of employers about the quality of graduates have been longstanding, though the evidence on the issue is uneven (Hesketh, 2000). Less well researched is the extent to which graduates may be dissatisfied with their lack of preparedness for the world of work. Initial findings from a survey of new graduates funded by HEFCE suggest that they experience difficulty with verbal communication, time management and ‘tasks juggling’ (Leon, 2002).

The dissatisfactions exist in relation to the transition between two kinds of culture, and may persist however much higher education is prevailed upon to address the ‘employability agenda’. The reason for this view is that much employability-related learning occurs at the workplace, and not in a higher education institution. There are,

of course, various approaches to bridging the gap, such as sandwich programmes and periods of work experience-but to exploit these to the full requires a degree of engagement by both employers and higher education that may not be achievable in practice.

1. The best that can realistically be achieved may be for higher education to facilitate the development in students of the understandings, skills and attributes that will help them to make a success of their careers. There comes a point in students' lives when they have to make step-change: higher education can take them so far, but then they are orientated toward Introspection
2. Orientated toward Hesitation
3. Orientated toward Learning
4. Orientated toward Instrumentalism

Then they have to deal with the challenges that employment throws up. The situation is a bit like a rocket-powered aircraft being lifted by a conventional one up into the stratosphere so that it can maximize its performance at altitude without a prohibitive expenditure of fuel to get there.

This view implies that there will, in most cases, be a discrepancy between what employers would ideally like (a graduate perfectly attuned to their needs) and what higher education can reasonably supply (a graduate prepared, in both senses of the word, to learn what the employer wants, and to perform accordingly). The corollary is that the employer has to expect that the graduate will need to be inducted into the particular organizational culture and given the support to succeed.

Concepts of Employability

Employability can be broken into the four parts that are (1) the ability to secure employment, (2) ability to maintain this employment, (3) ability to move between various jobs and roles within organizations, and (4) ability to secure a new role with an alternative organization, if needed. Employability has changed overtime, which can be attributed to changing labor market conditions and government policies. There are many interpretations of "employability". Those identified by Pierce (2002) and through ESECT's work are summarized and shown in Table (11)

Table (11)

Different Interpretations of Employability

Pierce, 2002	ESECT (2012)
1. Graduates obtaining jobs (measurable to some extent through first destination survey)	1. Getting a (graduate) job
2. Students being prepared for employment	2. Possession of vocational degree
3. Students gaining work experience (formal or informal, structured or not)	3. Formal work experience
4. Vocational [relevance]	4. Good use of non-formal work experience and/or voluntary work
5. Students becoming equipped with a defined range of skills	5. Possession of 'key skills' or suchlike
	6. Skilful career planning and interview technique
	7. A mix of cognitive and non-cognitive achievements and representations

Source: Mantz Yorke (2012): Employability in higher education: what it is –what it is not, series one, learning & employability, ESECT, The Higher Education Academy, pg6

In this Table (11) shown above, Mantz Yorke mentioned that there are arguably three superordinate constructs of employability that map somewhat fuzzily on to the listed items.

- employability as demonstrated by the graduate actually obtaining a job:
- employability as the student being developed by his or her experience of higher education (i.e. it is a curricular and perhaps extra-curricular process); and
- employability in terms of the possession of relevant achievements (and, implicitly, potential). Each concept of employability are depending each other and related each other.

Definitions of Employability

Employability is meant differently by researchers and authors. Their various definitions of employability are presented as follow. McGrath (2009) defines employability as the objective expectation, or more or less high probability that a person looking for a job can have of finding one was formulated by. Employability also refers to those proactive career behaviors and abilities that allow people to obtain or generate work through the optimal use of both occupation-related and career meta-competencies (Coetzee & Esterhuizen, 2010).

Harvey (2005, p. 13), in his review on employability, notes that “it is not just about getting a job, it’s about developing...about learning, and the emphasis is less on employ and more on ability”. Van der Heijde & Van der Heijden, 2006 stated that employability is the continuous fulfilling, acquiring or creating of work through the optimal use of competencies. According to Symington (2012), employability refers not only to the ability to secure and maintain employment or move between sectors but also to the continued ability to create work by means of occupation-specific skills and career meta-competencies.

In 1998, Hillage & Pollard meant that employability is about being capable of getting and keeping fulfilling work. More comprehensively, employability is the capability to move self-sufficiently within the labor market to realize potential through sustainable employment. Harvey and Knight (2003) state that employability is about graduates being ready to secure work of a suitable level within a reasonable time of graduation and being equipped to keep the post and develop within their chosen career. Employability as a concept is inclusive of the ability to continuously fulfil, acquire, and/or create work by means of optimal utilization of occupation-related and career meta-competencies, as argued by Coetzee and Bergh (2009).

According to the project of ESECT (2012), the following working definition of employability is being used in the light of the main themes of the research. Employability is taken as: *a set of achievements-skills understandings and personal attributes-that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.*

There are a number of points to be made regarding their working definition for employability.

1. It is probabilistic. There is no certainty that the possession of a range of desirable characteristics will convert employability into employment: there are too many extraneous socio-economic variables for that (e.g. national, regional and/or local economic health, and the demand/supply ratio for the characteristics in question).

2. 'Skills' and 'knowledge' should not be constructed in narrow terms. The richness of these concepts is elaborated below, and in the companion guide, Embedding employability into the curriculum.
3. The gaining of a 'graduate job', and success in it, should not be conflated. Higher education awards describe the graduate's past performance but some achievements vital for workplace success might not be covered, not least because of the difficulty of placing a grade on aspects such as drive, co-operative working and leadership. Large organizations may be able to fill in any gaps by recruiting through assessment centers, which use a greater range of (expensive) assessment techniques.
4. The choice of occupation is, for many graduated, likely to be constrained. They may have to accept that their first choice of post is not realistic in the prevailing circumstances, and aim instead for another option that calls on the skills etc. they have developed. (Note the value to the graduate of adaptability and flexibility.)
5. It may not be possible to maximize the benefits to all interested parties. The employer's interest in appointing a graduate implies its self-interest in maximizing the benefit. The return to the individual and the community are, from the employer's perspective, second-order, and the contribution of the individual appointee to the economy as a whole will be diffused to the point of invisibility (through, of course, human capital theory would expect economic benefit from the totality of appointments made by employers).

As alternative approaches to defining employability, Hillage and Pollard (1998) argued a definition of employability that is taken to refer to what is needed to secure 'graduate jobs'. Employability, to them, is about three abilities: (i) gaining initial employment, (ii) maintaining employment, and (iii) obtaining a new employment if required. Their definition of employability can be taken as referring to 'graduate jobs'. Therefore, both of them summarize that *employability is the capability to move self-sufficiently within the labour market to realize potential through sustainable employment.* (Hillage and Pollard 1998, p.2).

Brown et al. (2002) criticized this view as being ideologically loaded, arguing that it does not acknowledge that the condition of local, national and international labour markets is a powerful determinant of graduates' success. It seems, however,

that they are confusing employability and employment. This could stem from Hillage and Pollard's use of the ambiguous term 'capability'. 'Capability' can suggest, first, 'potential' or 'necessary characteristics. Hillage and Pollard seem to be covering both, Brown et al. seem to have taken the second, and this guide leans towards the first.

Following Brown and colleagues' argument, it concludes that the individual's characteristics affect the extent to which they may be employable, but the labour market and other considerations affect the probability that the graduate will be successful. They express this somewhat differently. They see employability as a combination of the absolute and the relative: the absolute dimension related to the individual's characteristics, the relative dimension related to the state of the labour market. Following Hirsch (1977), they point out that, where many possess degrees, a degree confers no positional advantage in the labour market: 'at best, it enables the individual to stay in the race' (Brown et al. 2002, p.9.). To this, the riposte, following Evelyn Waugh, might be 'Up to a point, Lord Copper', since the institution a graduate attended has a positional value. As Hesketh (2000) points out, some employers have a list of institutes from which they prefer to select graduates-and criteria such as the match of a curriculum to the employer's business and the reputation of the institution can affect the graduate's chances. Further, when a high proportion of the population has a degree, selection procedures can call into play criteria that reproduce a (maybe implicitly) preferred composition of the organization's workforce (see Brown and Scase, 1994, p.130.).

Hence, Brown and colleagues offer a different definition of employability as the relative chances of finding and maintaining different kinds of employment (Brown et al. 2002, p.9). *The Access to What?*, a project conducted by (Blasko et al., 2002), shows that these relative chances are not the same for all students with equivalent qualifications as some groups face systematic labour market disadvantage. By the same token, though, the programme choices that students make and their aspirations can also affect their relative chances. The recent UK initiatives to widen participation in higher education recognise that it is important to inform choices and aspirations, preparing those from disadvantaged groups to compete effectively in the labour market. Brown and colleagues' definition does, however, imply some detachment from a major (some politicians might say 'the key') task that faces higher education – that of helping students to maximize the chances that they will succeed

in the labour market. Higher education can contribute significantly to Brown and colleagues' 'absolute' dimension of graduate employability, even though its contribution to the 'relative' dimension is necessarily indirect.

Employability Skills

Employability resembles a steady move away from bureaucratic career structures and life-long employment and, to some extent, a shift away from the traditional psychological contract (Symington 2012). Employability skills can be developed and improved throughout one's career. In view of employability, a person cannot stop their learning and knowledge that which has been previously learnt. Overtom (2000) defined employability skills as transferable core skill groups that represent essential functional and enabling knowledge, skills and attitudes required by the 21st century workplace necessary for career success at all levels of employment and for all levels of education.

Yorke and Knight (2006), were further grouped into 3 categories, namely personal qualities or skills, core and process skills. These dimensions are said to be useful in the design and analysis of higher education curriculum (Yorke & Knight, 2006). These employability skills and qualities should be embedded in learning, thereby producing an overall employable graduate upon completion of a course. Yorke adapted three dimensions of employability skills for the graduates: personal skill, core skill, and process skill.

1. Personal Skills

Personal skills concern with how people manage and express themselves. Personal skills are things people are good at- their strengths, abilities, and attributes. These types of skills can abilities that people are born with, their natural talents, or things developing through their experiences and deliberate practice (Gretchen Hendricks). According to Yorke and Knight (2006), personal skills include the following criteria;

- a) Malleable self-theory: (belief that attributes, e.g., intelligence are not fixed, and can be developed).
- b) Self-awareness: (awareness of own strengths and weaknesses, aims, and values)

- c) Self-confidence: (confidence in dealing with the challenges of employment and life)
- d) Independence: (ability to work without supervision)
- e) Emotional intelligence: (sensitivity to others' emotions and the effects that the emotions can have)
- f) Adaptability: (ability to respond positively to changing circumstances and new challenges, flexibility)
- g) Stress tolerance: (ability to retain effectiveness under pressure)
- h) Initiative: (ability to take action unprompted and to lead others)
- i) Willingness to learn: (commitment to ongoing learning to meet the needs of employment and life, and to develop and adapt learning strategies)
- j) Reflectiveness: (the disposition to reflect on & evaluate the performance of oneself and others)

2. Core Skills

Core skills are essential for people to participate in society. People need to communicate effectively in many different ways, for diverse purposes, in a variety of contexts and to think critically about information and ideas (Commonwealth of Australia, 2009). Yorke and Knight (2006) presented the following criteria as the core skills.

- a) Reading effectiveness: (the recognition and retention of key points)
- b) Numeracy: (ability to use numbers at an appropriate level of accuracy)
- c) Information retrieval: (ability to access different sources)
- d) Language skills: (ability to speak more than a single language)
- e) Self-management: (ability to work in an efficient and structured manner)
- f) Critical analysis: (ability to "deconstruct" a problem or situation)
- g) Creativity: (ability to be original or inventive, and to apply lateral thinking)
- h) Listening: (focused attention in which key points are recognized)
- i) Written Communication: (clear reports, letters etc. written specifically for the reader, respond to different audiences & contexts)
- j) Oral presentations: (clear and confident presentation of information to a group)
- k) Explaining: (orally and in writing)
- l) Global awareness: (in terms of both cultures and economies)
- m)

3. Process Skills

Process skills are those used to manage and modify actions in the completing of daily living tasks, such as pacing oneself, choosing and using appropriate tools to complete a task, or organizing a task into a logical sequence for successful completion. The characteristics of the process skills according to Yorke and Knight (2006) are the following,

- a) Computer literacy: (ability to use a range of software)
- b) Commercial awareness: (understanding of business issues and priorities)
- c) Political sensitivity: (appreciation of how organizations work and acts accordingly)
- d) Ability to work cross-culturally: (both within and beyond the own country)
- e) Ethical sensitivity: (appreciates ethical aspects of employment and acts accordingly)
- f) Prioritizing: (ability to rank tasks according to importance)
- g) Planning: (ability to set achievable goals and structure action)
- h) Applying subject understanding: (use of disciplinary understanding from the Higher education programme)
- i) Acting morally: (has a moral code and acts accordingly)
- j) Coping with ambiguity and complexity: (ability to handle ambiguous and complex situations)
- k) Problem solving: (Selection and use of appropriate methods to find solutions)
- l) Influencing: (convincing others of the validity of one's point of view, take role of chairperson)
- m) Arguing for and/or justifying a point of view or a course of action: (see also j) oral presentation and k) explaining mentioned above as core skills)
- n) Resolving conflict: (both intra-personally and in relationships with others)
- o) Decision making: (choice of the best option from a range of alternatives, delegating)
- p) Negotiating: (discussion to achieve mutually satisfactory resolution of contentious issues)
- q) Team work: (can work constructively with others on a common task, adapting to the needs of the group)

In recent years, much has been made of the desirability of students acquiring skills. Despite having a fairly wide view of employability, the Dearing Report (NCIHE, 1997) chose to focus attention in these recommendations on the key skills of communication, numeracy, the use of information technology and learning how to learn. An inspection of Dearing's key skills shows that the first three are qualitatively different from the last. The first three can be seen as practical abilities that can fairly directly be demonstrated with degrees of skillfulness, whereas the last is primarily a self-enhancing ability that stands in a meta-relation to skillful practices in the workplace.

The Dearing approach to key skills is symptomatic of widespread failure to underpin key skills with theory. Various lists of skills appear in the literature relating to employment, but they seem to have been produced on an ad hoc basis. Wolf (2002, p.117ff) traces the public emphasis on skills in higher education back to 1989, when Kenneth Baker delivered a speech to the Association of Colleges in Further and Higher Education. Even though Baker himself seems to have forgotten 'core skills' (the preferred terminology at that time) fairly quickly, others in the business world and the political process pressed ahead in advocating them. The National Council for Vocational Qualifications built into a competence-based approach to National Vocational Qualifications (NVQ) curricula its own list of six core skills which it envisaged as being achievable at hierarchy of levels, with assessment becoming more technically accurate as a result. However, a range of theoretical objectives and problems in implementing these core skills, inter alia, gradually discredited the NVQ approach.

The Review of qualifications for 16-19 year olds (Dearing, 1996) mutated core skills into key skills, and led to qualifications that were supposed to overcome the long-asserted failure of young people to develop into fully effective employees. These key skills, it turned out, were also not without their difficulties. However, with problems of implementation necessarily showing up some time after promotion, it is perhaps not surprising that the notion of key skills migrated into the Dearing-led review of higher education that subsequently took place. In the 1980s attention was given to 'transferable' or 'generic' skills. The basic idea was that skills learned in one context could fairly readily be transferred to another, and this is captured in a definition put forward by the then Training Agency, which as transferable skills as:the generic

capabilities which allow people to succeed in a wide range of different tasks and jobs (Training Agency, 1990, p.5).

In an early discussion of transferability, Bridges (1993) differentiated between skills that were essentially context-independent (the use of world processing, say) and those that were context-dependent. Context-dependent skills can be exemplified by behavior that might be appropriate in one context (for example, challenging received wisdom in higher education) but that might not be well received in another (challenging an employer's way of going about things). Far from transfer being a simple translation, its potential applicability required an appreciation of how the change in context might impact. In the same vein, a recent analysis by Hinchliffe (2002) insists on the importance of developing situational understanding that are (at least potentially) able to cater for the unpredictability of happenings in the world.

Consideration of context-dependency led Bridges to a further category of skills which he termed 'transferring skills' – higher order skills that enable the person 'to select, adapt, adjust and apply [his or her] other skills to different situations, across different social contexts and perhaps similarly across different cognitive domains' (Bridges, 1993, p.50). He points out that the exercise of 'transferring skills' involves very sophisticated personal/intellectual achievements that are much more attuned to professional behavior than 'the atomistic list of "competencies" towards which we are sometimes invited to direct our enthusiasm' (ibid., p.51). This is another way of describing metacognition or self-regulation.

Whilst much writing on transferable or generic skills contains little more than 'which lists' constructed by interested parties, it is worth drawing attention here to two approaches which do try to make connections between employability and theories of learning: Bennett and colleagues' (2000) model linking

- disciplinary content
- disciplinary skills
- workplace experience
- workplace awareness
- generic skills and

Knight and Yorke's (2002, 2004) USEM model which interrelated

- understanding

- skills
- efficacy beliefs, personal skills and qualities
- metacognition

The Measurement of Employability Applied in the Study

The employability refer to skills, attitudes, and behaviors, other than technical capability, to enable an individual to engage and advance in the constantly changing demands of the work setting (CBC, 2000; Buck & Barrick, 1987; Gregson & Bettis, 1991)) and to remain as an asset to employers. These are skills that cut across all jobs from entry level to chief executive officer and that are necessary for both personal and career success and fundamental to good performance in the job.

In today's competitive world, a degree is no longer a guarantee of employability unlike decades ago when enrolling in almost any degree program ensures a choice of employment offers in the graduating year. Mastery of content areas solely by graduates will not totally respond to employer requirements for they need transferable skills to improve their job opportunities (Fallows and Steven, 2000).

Yorke & Knight (2004) separate aspects of employability into personal skills, core skills and process skills.

- (a) **Personal skills** are personal characteristics of an individual. They are what make up one's personality. They help a person get along in a new situation. Personal skills include malleable-self- theory, self- awareness, self-confidence, independence, emotional intelligence, adaptability, stress tolerance, initiative, willingness to learn and reflectiveness.
- (1) Malleable self-theory is belief that attributes [e.g. intelligence] are not fixed and can be developed.
 - (2) Self-awareness is the awareness of own strengths and weaknesses, aims and values.
 - (3) Self-confidence is the confidence in dealing with the challenges that employment and life throw up.
 - (4) Independence is the ability to work without supervision.
 - (5) Emotional intelligence is the sensitivity to others' emotions and the effects that they can have.
 - (6) Adaptability is the ability to respond positively to changing circumstances and new challenges.

- (7) Stress tolerance is the ability to retain effectiveness under pressure.
 - (8) Initiative is the ability to take action unprompted.
 - (9) Willingness to learn is the commitment to ongoing learning to meet the needs of employment and life.
 - (10) Reflectiveness is the disposition to reflect evaluative on the performance of oneself and others.
- (b) **Core Skills** are defined as systematically focused combinations of individual technologies and production skills that support a multitude of product lines of a company. Core Skills include reading effectiveness, numeracy, information retrieval, language skills, self- management, critical analysis, creativity, listening, written communication, oral presentations, explanations and global awareness.
- (1) Reading effectiveness is the recognition and retention of key points.
 - (2) Numeracy is the ability to use numbers at an appropriate level of accuracy.
 - (3) Information retrieval is the ability to access different sources.
 - (4) Language skills are the possession of more than a single language.
 - (5) Self-management is the ability to work in an efficient and structured manner.
 - (6) Critical analysis is the ability to ‘deconstruct’ a problem or situation.
 - (7) Creativity is the ability to be original or inventive and to apply lateral thinking.
 - (8) Listening is focused attention in which key points are recognized.
 - (9) Written communication is the clear reports, letters etc. written specifically for the reader.
 - (10) Oral presentations is the clear and confident presentation of information to a group
 - (11) Explaining is the explanation of orally and in writing presentation, reports and letters.
 - (12) Global awareness is the understanding and knowing global issues in terms of both cultures and economics.
- (c) **Process Skills** are observing or using the senses to gather information about an object or event. Process skills include computer literacy, commercial awareness, political sensitivity, ability to work cross culturally, ethical sensitivity, prioritizing, planning, applying subjects understanding, acting morally, coping with complexity, problem solving, influencing, arguing, resolving conflict, decision making and negotiating.
- (1) Computer literacy is the ability to use a range of software.

- (2) Commercial awareness is operating with an understanding of business issues and priorities.
- (3) Political sensitivity is appreciates how organizations actually work and acts accordingly.
- (4) Ability to work cross-culturally is the ability to work both within and beyond the countries.
- (5) Ethical sensitivity is to appreciate ethical aspects of employment and acts accordingly.
- (6) Prioritizing is the ability to rank tasks according to importance.
- (7) Planning is the setting of achievable goals and structuring action.
- (8) Applying subject understanding is the use of disciplinary understanding from the HE programme.
- (9) Acting morally has a moral code and acts accordingly.
- (10) Coping with complexity is the ability to handle ambiguous and complex situations.
- (11) Problem solving is the selection and use of appropriate methods to find solutions.
- (12) Influencing is the convincing others of the validity of one's point of view
- (13) Arguing for and/or justifying a point of view or a course of action
- (14) Resolving conflict is resolving both intra-personally and in relationships with others.
- (15) Decision making is making choice of the best option from a range of alternatives.
- (16) Negotiating is the discussion to achieve mutually satisfactory resolution of contention.

The Concept of Career Orientation

Students entered the various universities with various reasons and their feelings and experiences also differing from one to one. They did not orient the same career, and they have different career orientations in their universities life. Career involves a process of progress and development of individuals, which is sometimes described as the life stories of people (Petre 2015). Depending on their orientations, they learn their study, develop opportunities and combine the needed skills for their

careers. Many authors defined many definitions of career orientation, and classified the different career orientation types.

Career Orientation is an activity-based career exploration course designed to broaden students' knowledge about careers (Career and Technical Education). Career orientation is defined as a type of work-related values reflected in individual preferences regarding various job types, performance standards, and forms of recognition in the context of work careers (Gerpott, Domsch and Keller, 1988, p. 441). Saleena. M and Dr. Mavoothu. D, 2015 stated that career orientation refers to an individual's job preferences and choices, or the way he or she orients him or herself in her career throughout her life.

Briscoe et al., (2006) defined that career orientation is the way a person considers their career, even though these values and attitudes are not necessarily reflected in actual behavior. Feldman & Bolino defined the career orientation in 1996 that an individual's career orientation is an essential driving force behind their career intentions and, consequently, their career choice and career path. From an individual's perspective career orientation represents long-term values which reflect the interdependence between work, environment, and self-development (Carlson and Rotondo, 2001).

Based on the different studies between individuals, scientists have developed a series of patterns for career orientation, whereby people choose their profession because of life experience, interests, needs, values and other characteristics of their personality. More recently, several attempts have been made to measure different career orientations representing new forms.

Types of Career Orientation

According to the Career Pursuit of Maura O' Regan (2009), the students' transitional journey towards self-discovery, independence and identity confirmed they were in the making (Giddens, 1991). Some had settled into university life relatively easily and considered they were making progress personally, socially and academically, while others took longer to adjust to this new institutional environment. Some students were more career-focused and perceived themselves to be ready to act to pursue their chosen career. Others were less certain about what they wanted to do,

and varied in how much this concerned them. Not all students were concerned about their future employment or employability. Not only were the students at different stages of their career development, but they were also more or less enthusiastic about pursuing their career ideas.

Career Pursuit by Maura O' Regan studied how the students oriented to their careers and managed them while attending the universities. Maura O' Regan targeted the students' career orientation and explored the four types of career orientation. In this study, career orientation of universities students is divided into four types; introspection, hesitation, learning, and instrumentalism. The four types of career orientation are shown below in Figure (1).

Maura O' Regan (2008) showed four different orientations towards their interest in and motivation to pursue a career and engage with thinking about their futures. These are namely,

1. Orientated toward Introspection
2. Orientated toward Hesitation
3. Orientated toward Learning
4. Orientated toward Instrumentalism

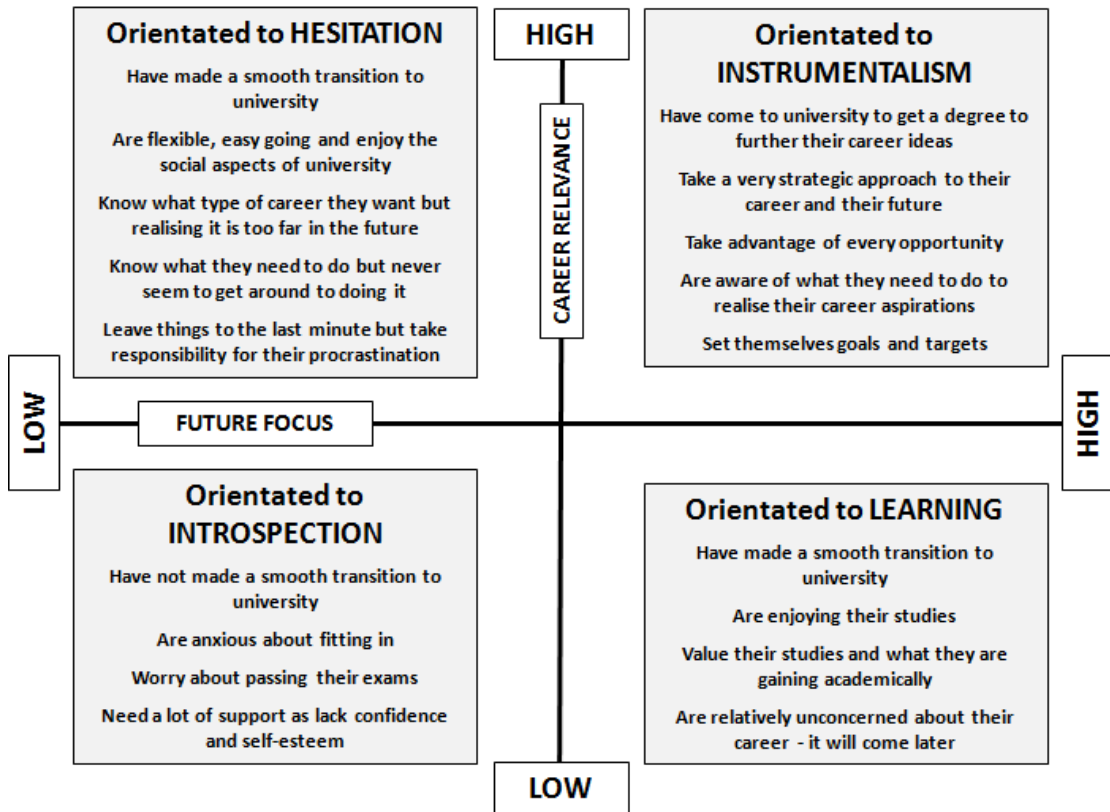
1. Orientated towards Introspection

Students orientated towards 'introspection' reflected on their current experiences and, although aware of the future, their priority was appraising and coping with the day to day personal, social and academic life of a student. They considered and reconsidered what they needed to do but remained focused on the present. They worried quite a lot about not getting around to doing anything about their career planning but found it difficult to make decisions or think that far ahead.

Their transition from school to university and living away from home had not been smooth and some were finding it difficult to make friends and integrate. They tended to lack confidence and self-esteem in new situations. Their resilience was low and they found it difficult to adapt to changing situations and needed support and reassurance. They were not ready to consider work and career planning until their confidence, self-esteem and insight have stabilized.

Figure (1)

Types of career orientation based on undergraduates' orientation towards their future and their prospective career



Source: O' Regan, M (2008): Undergraduates' pursuit and understanding of career: Perspectives on career theory and challenges for career practice. Paper presented at Institutional research Conference, Southampton Solent University,

2. Orientated toward Hesitation

Those orientated towards 'hesitation' knew what they had to do to realize their career ambitions but often postponed doing it. However, they took responsibility for their procrastination. They could have been more active in pursuing their career but were often distracted by what was happening around them. They were generally easy-going and had made a smooth transition to university and had integrated well. Hesitators may have had a perceived but not fully formed career identity.

They were simply postponing acting to realize their aspirations. Their insight appeared to be limited as goal-setting and taking action were often delayed. They were most likely resilient when pushed but could be inconsistent. They appeared to

have reasonable levels of confidence and self-esteem and were flexible and adaptable but could lack perseverance and persistence unless or until they made a conscious decision 'to go for it'.

3. Orientated toward Learning

Students orientated towards 'learning' were interested in studying. They were generally happy and enjoyed their university experience, particularly studying for their degree and developing intellectually. They preferred to postpone their career planning because they were concentrating on their education and obtaining a degree. They had handled the transition from school to university well and most likely made good friends. They were reasonably resilient and could adapt well to changing circumstances. Their career insight and identity were developing, but they were more motivated by being students than pursuing any career planning activities at that time. They valued their education and set a high priority on what they were gaining from university rather than spending time considering life after graduation which meant thinking about a 'career'.

4. Orientated toward Instrumentalism

Those orientated towards 'instrumentalism' consciously made career related choices and acted on them to realize their career aspirations. They were motivated and resilient in their current situation. Their conceptualization of career was more detailed and thought through than the other three groups. They were looking for financial security, opportunities for success and achievement, through further training, promotion and progression. They were actively involved in the process of moving on and pursuing opportunities and appeared very driven.

They took all the opportunities offered and were able to pursue alternative ones if necessary. They could be persistent and adaptable. From an early age they had sought opportunities to ensure their future. They had planned, prepared, consulted and negotiated their next steps. These were the students who took time to complete internship application forms, seek 'useful' volunteering opportunities and work experience. Once one transition was made, they are looking for the next one.

The Concept of Work Identity

Identity as a root construct in social science forms part of different terms that and explain individual and group behavior. Albert et al (2000) and Hogg et al. (1995) define as a key independent variable; identity is widely used in social and behavioral research.

Although identity has been receiving a lot of research interest that includes a vast array of conceptualizations (especially since 1990), Abdelal et al (2001) state that there is no consensus on the meaning of the term identity.

The term identity is used in different contexts: Firstly, the term identity refers to the existence of something that displays one or more attributes (characteristics). For example, organizational identity is a reference to all the attributes an organization may possess where attributes can include the values, goals, actions or descriptions of the organization or its members (Lane and Scott 2007). Secondly, identity is used as a reference to the self, the answer to the question “Who am I?” Thirdly, identity is used with reference to a social category that contributes to social identity, the answer to the question “Who are we?”(Ravishankar and Pan, 2008; Stryker and Burke, 2000).

Understanding the identity phenomenon is not straightforward, as it involves many different complex concepts, processes and role-players. Established theories suggest that an identity develops through the interaction (complex cognitive identity formation process) between an individual (with a distinctive self, self-concept and personal identity) and specific social foci or life spheres (e.g. the social and/or work-related environment). It also leads to a set of behavioral and cognitive outcomes. It is also clear that our working identities can change over time, our identity and behaviors as a young graduate are different from those of the professional expert and from those of the senior leader.

Work is the means through which their identity is shaped and exercised (Noon and Blyton, 1997; Pusey, 2003). It is a thread that runs throughout one’s life, weaving a unique sense of self that becomes one’s identity (Gini, 1998). It is an anchor of adulthood (Schwartz, 1982) and gives one a way to achieve success, status, power, financial security, learning, mental stimulation, self-fulfillment and to acquire knowledge (Stanford, 1989). It is primarily through work that adults discover their identities and build their characters as they internalize their work experiences (Gini, 1998). The relationship between an individual and their work is an interactive one, in that while work helps define an individual’s identity, so an individual’s identify

impacts on and helps shape their work, and their relationships with their employer, fellow employees, and the occupational group with which they work.

Definitions of Work Identity

Skorikov and Vondracek (2011) state that job identity (also referred to as occupational, work, vocational, professional, or career identity) represents a core identity domain for most people, strongly impacting self-definition and personal well-being. Within this domain, the personal facet of identity refers to awareness of oneself as a worker doing a specific kind of occupation, whereas the social facet consists of the strength of identifications with social groups, such as the work team and the organization as a whole.

Work identity is a “construct in the making” defined in the literature in multiple ways; it overlaps with constructs such as occupational identity so that they are often used interchangeably (Casey 2008).

Walsh and Gordon (2008) define that work identity, therefore, is a multidimensional work-based self-concept reflecting individual’s self-image that integrates organizational, occupational, and other identities shaping the roles and behaviors of individuals when they perform work.

An individual's work identity refers to a work-based self-concept, constituted of a combination of organizational, occupational, and other identities that shapes the roles a person adopts and the corresponding ways he or she behaves when performing his or her work. Identities, in general, refer to “who the individual thinks he or she is and who is announced to the world in word and action” (Charon, 1992, p. 85).

Types of Identities

The successful construction, transformation and maintenance of an identity are regarded as an achievement that enhances an individual the feeling of belonging somewhere and having an identity (Agostino 2004; Ashforth and Mael 1989; Hogg and Terry 2000; Kirpal 2004b). The higher the number of role identities a person holds, the stronger the sense of meaning and existence and its effect on mental health (Lang and Lee 2005). Work-related identities have a significant influence on employee behavior (Amiot et al. 2007), which in turn has an impact on subjective work outcomes and objective organizational outcomes. This implies that a collective

labor force work-based identity indirectly has a significant impact on organizational performance (Agostino 2004; Aryee and Luk 1996; Ashforth and Kreiner 1999; Wayne et al. 2006). People are tied organically through social identities to their groups and within their groups mechanically through their role identities (Stets and Burke 2000).

(1) Work Identity

Individual work identity refers to a work-based self-concept, constituted of a combination of organizational, occupational, and other identities, that shapes the roles individuals adopt and the corresponding ways they behave when performing their work in the context of their jobs and/or careers. Individual work identity is only one aspect of an individual's many personal identities; yet it is a central one that is evoked and applied when performing a job. It refers less to ways individuals think of themselves and act outside of their work, at home or at social or recreational activities, for example.

Individuals create their work identity by incorporating the identity offered by membership in various social groups. Our ideas are rooted in social identity theory, which holds that individuals create their self-concepts, in part, when they classify themselves into distinct social groups (Turner, 1982). Each social group offers a particular member-identity, which members can choose to incorporate into their own individual identities. Social groups can include demographically based ones (i.e., race, gender, and ethnicity), as well as organizational ones, such as clubs, religious groups, places of employment, or occupations (Bhattacharya, Rao, & Glynn, 1995; Turner, 1982).

(2) Career Identity

Career identity represents how individuals define themselves in career contexts. Acting as a “cognitive compass” career identity assists the individual in realizing, creating and using opportunities (Fugate et al. 2004:17). A career identity is longitudinal, as it makes sense of one's past and present, and gives future direction. It is not the sum of past work experiences but the incorporation of those experiences into meaningful and useful structures (Fugate et al. 2004).

The term career is interchangeable with the term vocational identity which refers to the self-perceptions an individual have over the course of their careers about their long-term skills, abilities and job needs (Thomas and Feldman 2007). Career identity is one of the dimensions of the concept employability (McArdle et al. 2007).

Vocational identity is defined as "...the possession of a clear and stable picture of one's goals, interests and talents" (Holland et al. 1980:1191). For this study, the definition of McArdle et al. (2007) is used which defines career identity as: The ability to gain and maintain employment, both within and across organizations (p. 248).

(3) Organizational Identity

Organizations tend to be structured around specific occupations, e.g. lawyer firms, human resources, procurement, construction, information technology and telecommunications businesses. Job titles, which are descriptive of an occupation, e.g. human resource specialist, technician, nurses, engineer, etc., serve as identity badges. Each occupation develops its own distinct culture, different from those of other social groups (Ashforth and Kreiner 1999; Brewer and Pierce 2005; Solomontos-Kountouri and Hurry 2008; Walsh and Gordon 2007). Occupational identity is derived from work experience where the knowledge, skills and abilities are not easily learned. With time, work shapes the individual, and in turn, the individual influences work structures and processes (Ashforth and Kreiner 1999; Kirpal 2004a, b).

Occupational identity is relatively stable over a period of time (Brown 2004), and an employee's occupational role impacts on their attitudes, values and behaviors (Martin et al. 2006). Solomontos-Kountouri and Hurry (2008) reported that there are significant differences between the genders perceptions of occupational identity amongst young Greek Cypriots. "In occupational identity, males were more likely to belong to diffusion status and females were more likely to belong to achievement status" (p. 255). The loss of an occupational identity is a source of depression and anxiety that can have a devastating effect on the individual (Brown 2004; Petee 2000).

Occupational identity, as one of an individual's many social identities, is defined by Ashforth and Kreiner (1999) as "...the set of central, distinctive and enduring characteristics that typify the line of work" (p. 417). For this study, the definition of Kirpal (2004b) was used which defines occupational identity as: A multi-dimensional phenomenon, with structural, social and individual-psychological components (p. 274).

(4) Professional Identity

Professional identity is one of an individual's many social identities (Ibarra 1999). The term professional identity describes both the "...collective identity of a profession and an individual's own sense of the professional role" (Feen-Calligan 2005 : 122). The development of a professional identity takes a long time during which the individual learn to become an expert in the field of the specific profession. This involves the acquisition of technical skills and the learning of behavior associated with the profession through formal and informal learning processes.

The identity is relatively stable over time (Beckett and Gough 2004 ; Coster et al. 2008 ; Crawford et al. 2008 ; Dobrow and Higgins 2005 ; Empson 2004 ; Feen-Calligan 2005 ; Hotho 2008 ; Marhuenda et al. 2004 ; Miller 1998 ; Pratt et al. 2006 ; Quinones and Mason 1994). Quinones and Mason (1994: 136) define professional identity "...as the acknowledgment and concern for improving the knowledge, skills and values of the profession". For this study, the definition of Ibarra (1999) was used which defines professional identity as:

The relatively stable and enduring constellation of attributes, beliefs, values, motives and experiences in terms of which people define themselves in a professional role (pp. 764–765).

(5) Organizational Identification

Organizations are defined as "...internally structured groups that are located in complex networks of inter-group relations characterized by power, status and prestige differentials" (Hogg and Terry 2000: 121) each with unique attributes (values, goals and actions) referred to as the organization's identity (Pratt and Foreman 2000). Organizational identity is often confused with related concepts such as organizational identification, organizational membership and organizational commitment. Organizational identity refers to the attributes of an organization which can include values, goals and actions, as well as descriptions of the organization or organizational members (Lane and Scott 2007).

Organizational identity is a fluid concept that changes with the organizational life cycle or change in response to external influences (Miller 1998). Organizational identification on the other hand is a cognitive identity formation process – the link between the individual and the organization they identify with (Dutton et al. 1994). This implies that the person's self-concept contains some of the organization's

identity (attributes), derived through a process referred to as identification. A person's organizational identification will be more salient than alternative identities if identification with the organization's organizational membership identity is strong (Dutton et al. 1994). Organizational membership indicates belonging to a specific organization. An individual may be a member of the organization, but not all individuals identify with their organization.

Organizational membership is also not a prerequisite for identifying with the focal organization, e.g. an art museum (Bhattacharya and Elsbach 2002). A person's organization may constitute an important source of an individual's identity (Hogg and Terry 2001; Olkkonen and Lipponen 2006). Organizational commitment "...is regarded as a psychological state of attachment or the binding force between the individual and the organization" which is a reference to the strength of the attachment (Macey and Schneider 2008: 8). In Japanese culture, work-identities revolve around organizational identity rather than work-role (job) identity (Ishikawa 2007). Dutton et al. (1994) define organizational identification as "...the degree to which a member defines him- or herself by the same attributes that he or she believes define the organization" (p. 239). This definition is based on self-perception and not the perception the individual has of the organization.

Conceptual Framework of the Study

The job market is rapidly changing with the new sectors emerging, changing the nature of work and the way employees perceive the workplace (Harvey et al., 1997). During the universities, an individual develops certain career concepts and exhibits an individually specific career orientation that influences the future work, and manages employability (Michael Tomlinson).

21st Century young people are work-ready, employable and to sustain their employability (Marock, 2008, Pool & Sewell, 2007). Employability is advantage for present performance on the job as well as for career and business outcomes (Van der Heijde & Van der Heijden, 2006). However, graduates who enter the world of work today face a number of challenges, like decreases in employment opportunities and job security, fast-changing technology an increasing personal responsibility for

continual up skilling and lifelong learning- as well as keeping with changes in their field of knowledge (Marock, 2008; Pool & Sewell, 2007).

Employability skill can be developed and improved throughout one's career (Nicola Syming Ton, 2012). If one's career orientation is change to next one and his or her present employability cannot be developed, improved or matched their careers in life; his or her must be up skill or reskill the employability. According to Alan Brow, Barabara Merrill, Jenny Bimrose (2004), up skilling means developing a skill set where the major source of expertise remains unchanged, while reskilling involves constructing a skill set around a new disciplinary, occupational or technical pole.

In this study, the association between employability and work identity will be studied. Employability will be divided into three skills: personal skills, core skills and process skills. Personal skills that asked to respondents are improving self-confidence through the experiences from Yangon University of Economics, making self-decision, improving social skills through joining Yangon University of Economics, communicating and working together without gender discrimination through the experiences from Yangon University of Economics, leading and carrying out responsibilities by self through the experiences from Yangon University of Economics.

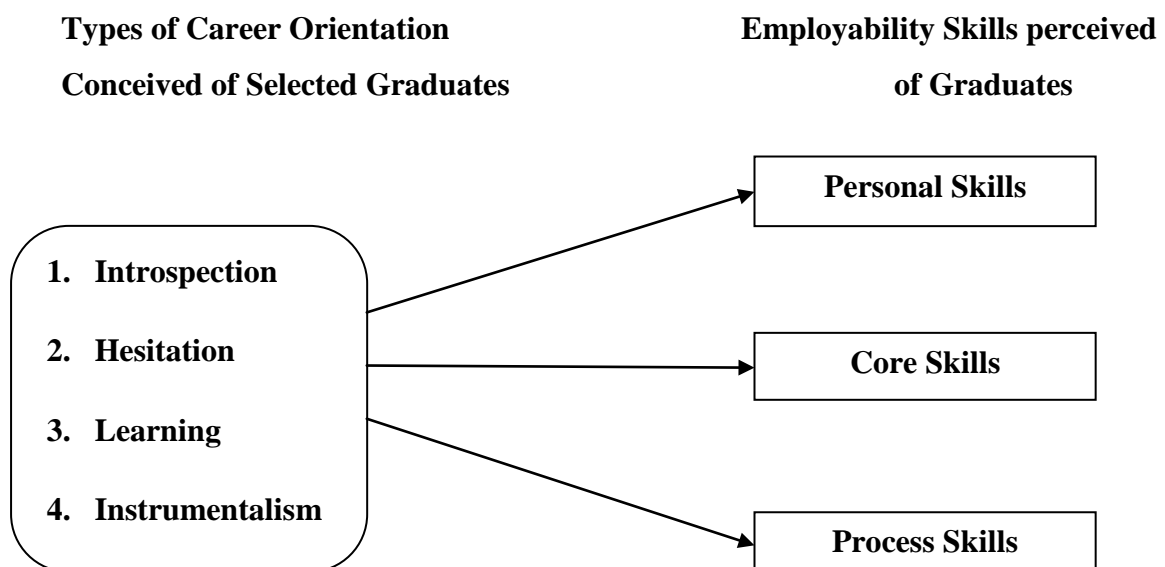
Core skills that asked to respondents are improving language skills, improving critical thinking about work, solving the problems by creative and better ways, discussing presentations bravely because of the experiences that got from Yangon University of Economics and improving knowledge about other countries and person through the experiences from Yangon University of Economics. Process skills that are asked to respondents understand business conditions, understanding about the political economy and understanding about business ethics and give advice developing short-term and long- term plans and new methods through joining Yangon University of Economics.

Graduates' Work Identity that are asked to respondents are proud of work, importance of work, optimistic of work, performance of work, having good relationships with people at work, being a valued member in the organization and having a future in current line of work.

Based on the literature review of Employability, Career Orientation and Work Identity those might be involved, would be passed through and could be convinced for every university graduate before and after graduation as well as during working at their current career in the transition to employment period could be related each other. Especially in accordance with the main objectives and assumptions of the study, the employability skills perceived of a graduate after graduation could be influenced by the different types of his or her career orientation perceived before graduation and those two factors could be related each other. Similarly the employability skills perceived of a graduate after graduation could be influenced by the identity of his or her work perceived after graduation and those two factors could be related each other. Therefore in the study there are two analytical models: one representing for the relationship between employability skills perceived after graduation and types of career orientation convinced by a graduate before graduation could be shown in Figure (2.2) and another relationship between employability skills perceived after graduation and job identity convinced by a graduate during working at specific job could be shown in Figure (2.3).

Figure (2)

Analytical Frameworks of types of Career Orientation and Employability Skills of Graduates in the Study

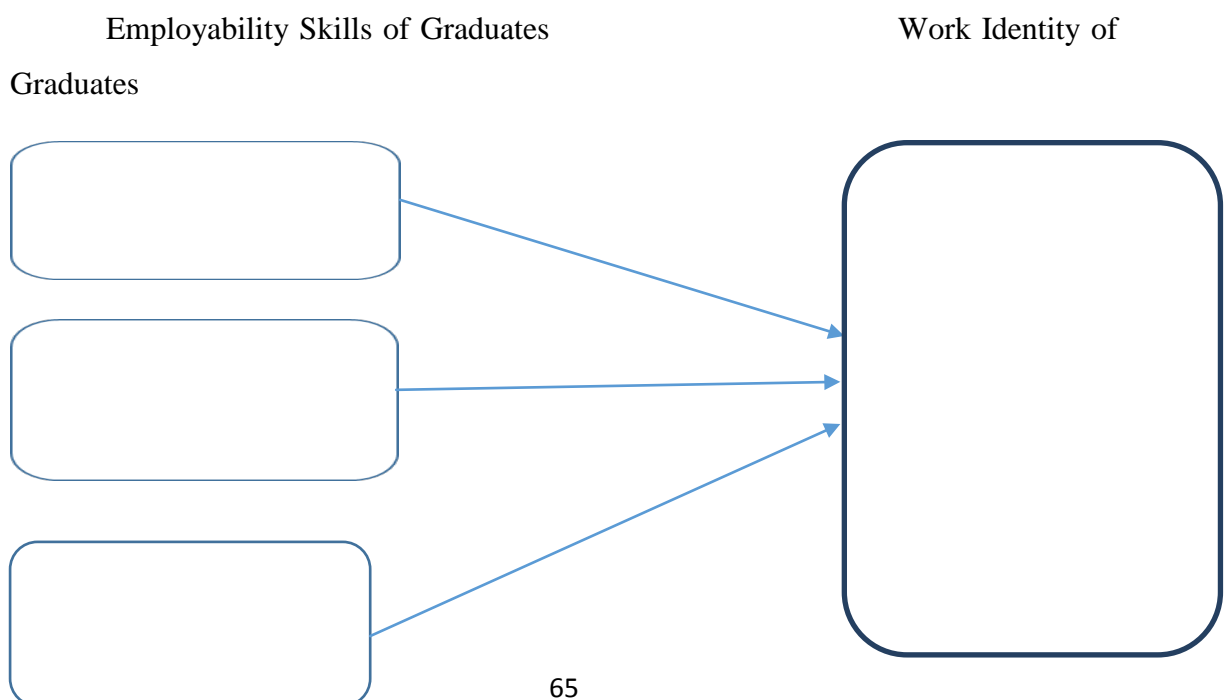


Source: Own compilation (2017)

In this study, the career orientation and employability of selected graduates from the Yangon, Monywa and Meikhtila Universities of Economics are analyzed. Career orientation of the graduates is categorized into the four types; introspection, hesitation, learning and instrumentalism. Employability of them is also classified into three skills; personal skill, core skill and process skill. And then, the study examine whether the four types of career orientation and each employability skill are related to each other. Particularly, the relationship of career orientation types of graduates and their employability skills perceived by themselves between Group I and Group II of graduates in the study which had already mentioned in the section 1 previously would be tested and proved by using SPSS analytical methods in order to investigate how employability skills and career orientation types of graduates specialized in the accounting, business administration, commerce, economics and statistics those who are working in the respective career environment in labor market were affected by the treatment of changes in university entrance marks, enhancement of curriculum and courses designed in specific degree program and increasing schooling time from 3 years to 4 years to be graduated in the university.

Figure (3)

**Analytical Frameworks of Employability Skills and Work Identity
Perceived by Graduates of the Study**



Source: Own compilation (2017)

In this study, the employability skills and work identity perceived of selected graduates from the Yangon, Monywa and Meikhtila Universities of Economics are analyzed. Employability skills were classified into three skills; personal skill, core skill and process skill. Measuring work identity can be perceived by responded graduates working at different respective jobs through perception of balancing responsibility of current work and knowledge, skills, experiences obtained at attending university or learning by doing at workplaces. And then, the study examine whether the three employability skills are related to perception of graduates' work identity about balancing responsibility and knowledge, skills and experiences acquired in university or workplaces. Moreover, the relationship of each employability skill perceived by responded graduates and perception of work identity between Group I and Group II in the study which had already mentioned in the section 1 previously would be tested and proved by using SPSS analytical methods in order to investigate how employability skills and work identity of graduates specialized in the accounting, business administration, commerce, economics and statistics those who are working in the respective career environment in labor market were affected by the treatment of changes in university entrance marks, enhancement of curriculum and courses designed in specific degree program and increasing schooling time from 3 years to 4 years to be graduated in the university.

Working Definitions of Key Terms of the Study

The key terms commonly used in the study could be defined as based on literature reviews, conceptual and analytical frameworks stemmed from and conceived by theoretical backgrounds of these study are as follow;

Graduate

“Anyone who was admitted enrolled and attended to learn a specific academic field designed to get a first degree offered by a University, Degree College and College after completing all courses to be finished within a limited schooling time according to the existing curriculum & syllabus, credit units to be required relatively

in line with directions, rules, regulations and standing education laws for Higher Education Institutions under Ministry of Education in Myanmar could be assumed as graduate in the study.”

Employability

“Employability could be defined as a concept of being graduates who are ready to secure work of a suitable level within a reasonable time of graduation, being equipped to keep the post and develop within their chosen career and having the ability to continuously fulfil, acquire, and/or create work by means of optimal utilization of occupation–related and career competencies.”

Employability Skill

“Employability skill could be defined as skills which are embedded in learning, thereby producing an overall employable graduate upon completion of a course has three dimensions of employability skills for any graduates, namely personal qualities or skills, core and process skills, which are said to be useful in the design and analysis of higher education curriculum personal skills, core skills, and process skills.”

Personal Skills

“Personal skills could be assumed as abilities which concern with how people manage and express themselves such as being good at their strengths, abilities, and attributes, natural talents originally since graduates are born, or things developing through their experiences and deliberate practice.”

Core Skills

“Core skills kind of abilities which are essential for people to participate in society, to communicate effectively in many different ways, for diverse purposes, in a variety of contexts and to think critically about information and ideas.”

Process Skills

“Process skills could be defined as those used to manage and modify actions in the completing of daily living tasks, such as pacing oneself, choosing and using appropriate tools to complete a task, or organizing a task into a logical sequence for successful completion.”

Career Orientation

“Career orientation could be defined as an essential driving force behind graduates’ career intentions, consequently, their career choice and career path representing long-term values which reflect the interdependence between work, environment, and self-development.”

Work Identity

“Work identity of a graduate refers to a work-based self-concept constituted of balancing of his or her responsibility assigned at work and knowledge, skills and experience obtained from attending university or learning by doing at work that shapes the roles of a graduate adopts and the corresponding ways he or she behaves when performing his or her work”.

Hypotheses of the Study

Depending on the theories, concepts and empirical studies with regard to employability, career orientation and work identity of university graduates before and after graduation towards employment as well as the rationale and objectives of the study, the following hypotheses were set up to be analyzed and tested in accordance with the analytical frameworks mentioned above.

- H1: The career orientation type chosen by selected graduates involved in Group II is higher than those of selected graduates involved in Group I in the study.
- H2: The overall employability skills level perceived by selected graduates involved in Group II is higher than those of selected graduates involved in Group I in the study.
- H3: The overall work identity level perceived by selected graduates involved in Group II is higher than those of selected graduates involved in Group I in the study.
- H4: The higher overall level of perception of the employability skills after graduation perceived by selected graduates attended in YUEco, MUEco and YEUEco, the higher overall level of their work identity perceived by those graduates while working currently in the respective area.

H5: The higher the career orientation type before graduation perceived by selected graduates attended in YUEco, MUEco and YEUEco, the higher overall level of perception of their employability skills in the study.

Analysis on Graduate Transition To Employment of Respondents

This section distinguishes into three parts, in which the first one presenting the demographic profile of respondents such as gender, age group, marital status, parents' education level, their parents' occupation level, degrees offered by three universities of economics, and the university attended among three universities of economics whereas the second one examining about their waiting time to get first job after graduation, types of working organization, functional area to be responsible at work, their job description, their income level at the current and as well the final portion of this analysis is to investigate the types of career orientation, skills level of their employability and work identity level perceived by the selected respondents in the study. In the beginning of the analysis on how graduate transition to employment of respondents appeared after their graduation, the explanation of this analysis were done through comparing the findings between the graduates involved in Group I and those involved in Group II of the study.

Demographic Profile of Respondents

Table (12) shows the number of graduates selected from the Yangon University of Economics, Monywa University of Economics, and Meikhtila University of Economics grouping into Group I and Group II in the study. It could be said that (70%) out of total sample units of each group of respondents are female and the rest are male (30%) of the total sample unit of the study. Figure (4) shown below also explains the graphical figures presenting the gender level of selected graduates in the two studied groups of the study. According to the comparative studies in number of admission, enrolment and graduates per academic year in each university of economics collected in each of the student administration departments of three universities of economics, the number of female composition in total number of students are always triple sizes of those of male students.

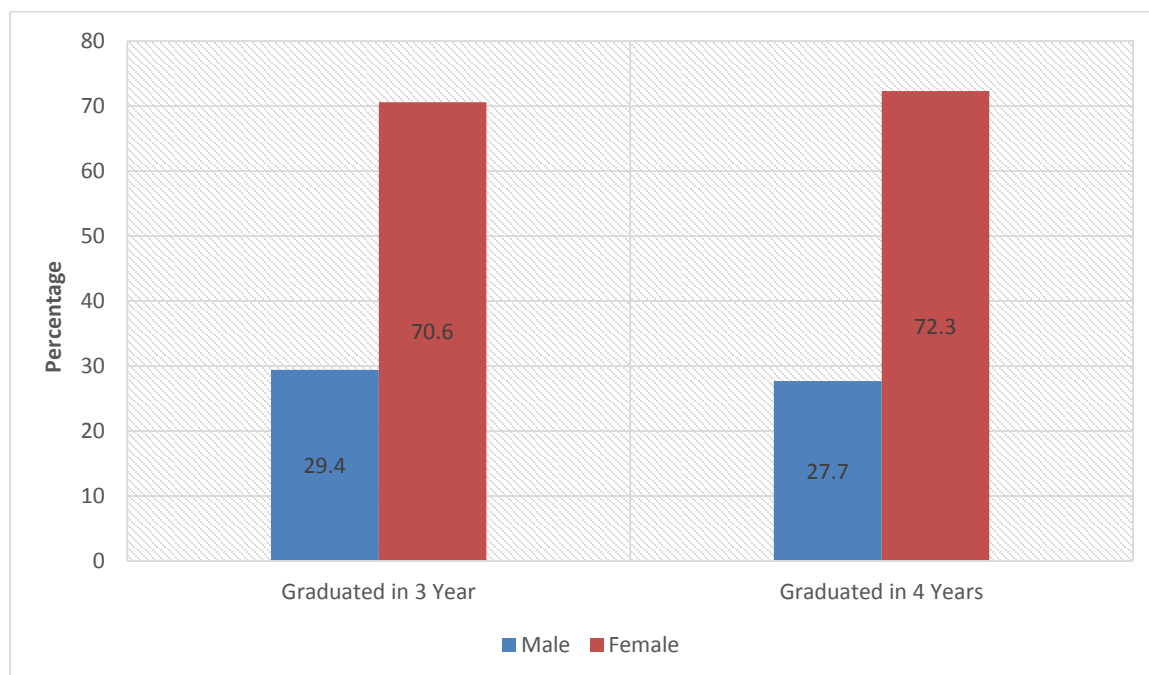
Table (12) Number of Respondents by Gender

Gender	Group 1 Graduated in 3 years	Group 2 Graduated in 4 years	Overall

	Frequency	Percent	Frequency	Percent	Frequency	Percent
Male	191	29.4	171	27.7	362	28.5
Female	459	70.6	449	72.3	908	71.5
Total	650	100.0	620	100.0	1270	100

Source: Surveyed Results (2018)

Figure (4) Number of Respondents by Gender



Source: Surveyed Results 2018

Concerning the age group of studied Group I and Group II, Table (13) shows the number of respondents by their age group of the study. According to the information found in Table (13), the age group of all respondents from two groups can be ranged from under 23 years to over 28 years.

Table (13) Number of Respondents by Age Group

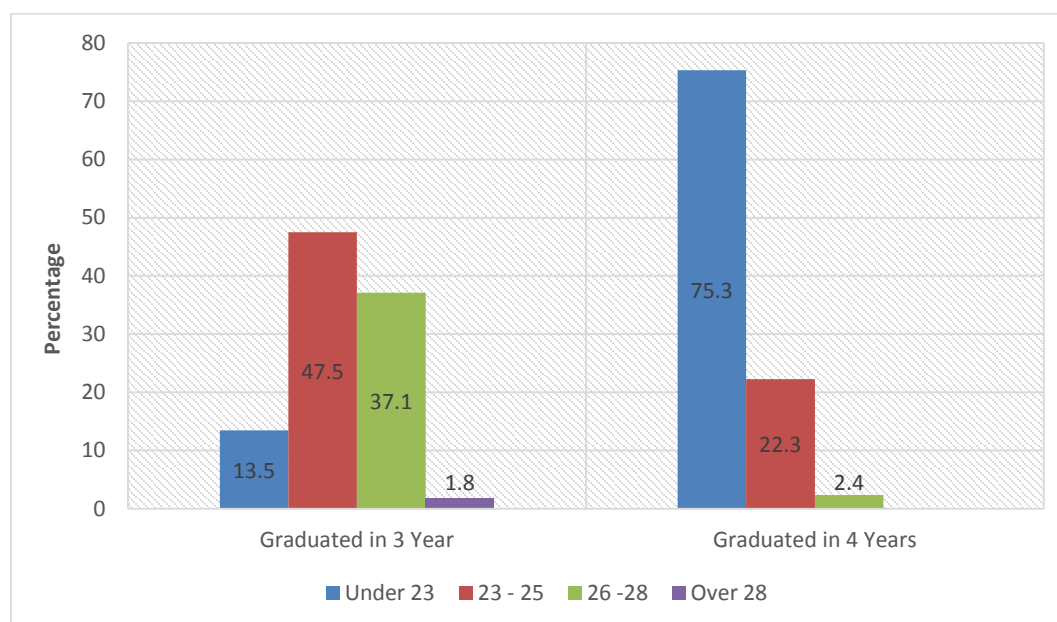
Age Group (Years)	Group 1		Group 2		Overall	
	Graduated in 3 years		Graduated in 4 years			
	Frequency	Percent	Frequency	Percent	Frequency	Percent
>= 23	88	13.5	467	75.3	555	43.7
23 – 25	309	47.5	138	22.3	447	35.2
26 – 28	241	37.1	15	2.4	256	20.2

Above 28	12	1.8	-	-	12	0.9
Total	650	100.0	620	100.0	1270	100

Source: Surveyed Results 2018

Because among them from two groups even the eldest group of graduates who finished their degree since 2010-2011 and the youngest ones finished their school since 2015-2016 academic year. Therefore, all respondents of the study are very fresher graduates those who already joined in their respective workplaces. Based on the findings shown in Table (13) and Figure (5) below, it could be convinced that almost of graduates from each group in the study got their early job as soon as they graduated.

Figure (5) Number of Respondents by Age Group



Source: Surveyed Results 2018

Regard to the marital status of respondents, Table (13) presents the number of graduates who got married and still being single while working at a job after their graduation shown as below. Figure (5) also shows the marital status of graduates selected in the study as graphically. According to the information seen from these data sources, it could be concluded that only (5%) out of total respondents in the study got married after their graduation while working at the respective job whereas the (95%) of total respondents are working as single. As we mentioned earlier above, since it could be noticed that their age group lies on lower limit of the youngest age group (23 years old) and the upper limit of the eldest age group (over 28 years old) and they just

graduated and got their first career meanwhile, it seems the majority of all respondents from Group I and Group II are struggling to get better job and try to get more salary than never before. Moreover, two - third of the respondents are female graduates and almost of them are taking the role as the more responsible persons at workplaces than those of male respondents. This finding concluded partly that the real socio-economic patterns of Myanmar educated working youth and their life style nowadays.

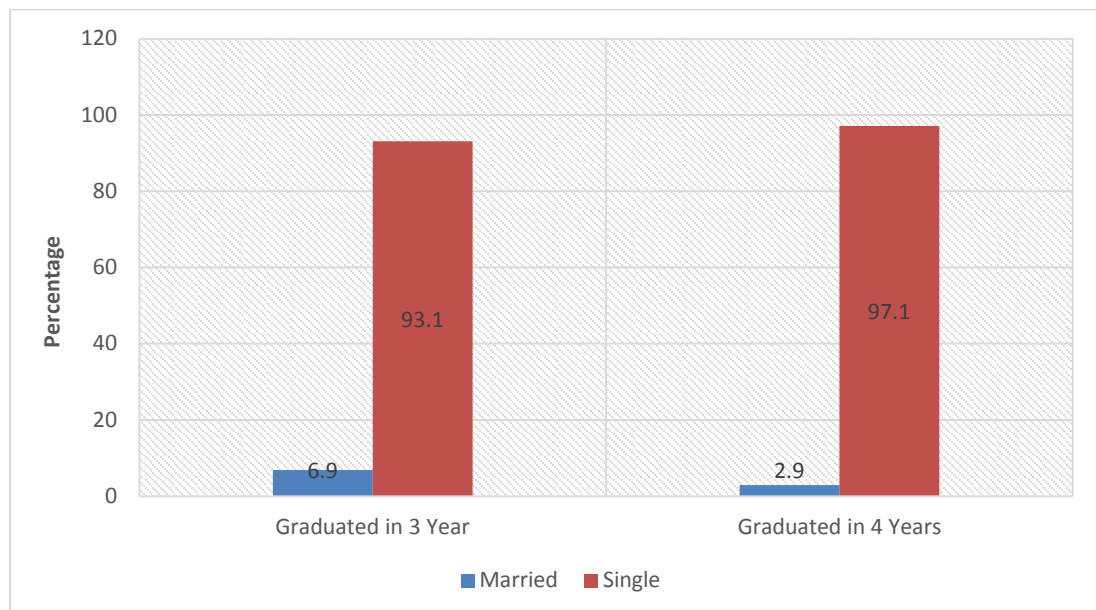
Table (14) Number of Respondents by Marital Status

Marital Status	Group 1 Graduated in 3 years		Group 2 Graduated in 4 years		Overall	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Married	45	6.9	18	2.9	63	5.0
Single	605	93.1	602	97.1	1207	95.0
Total	650	100.0	620	100.0	1270	100.0

Source: Surveyed Results 2018

With regard to their parents education level and occupation level of selected respondents, Table (14), (15), (16) and (17) show whether their parents education level was higher than those of graduates in each group or not and what kind of occupation their parents are working now or performed when they was young in the study.

Figure (6) Number of Respondents by Marital Status



Source: Surveyed Results 2018

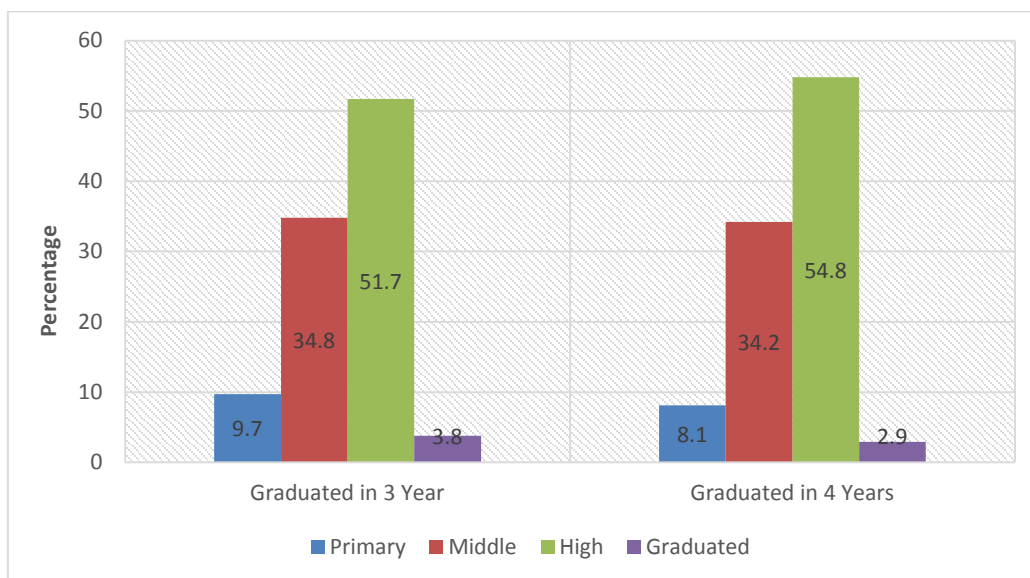
Also Figure (6), (7), (8) and (9) presented their parents education level and occupational level graphically.

Table (15) Number of Respondents by Father’s Education

Education Level	Group 1 Graduated in 3 years		Group 2 Graduated in 4 years		Overall	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Primary	63	9.7	50	8.1	113	8.9
Middle	226	34.8	212	34.2	438	34.5
High	336	51.7	340	54.8	676	53.2
Graduated	25	3.8	18	2.9	43	3.4
Total	650	100.0	620	100.0	1270	100.0

Source: Surveyed Results 2018

Figure (7) Number of Respondents by Father’s Education



Source: Surveyed Results 2018

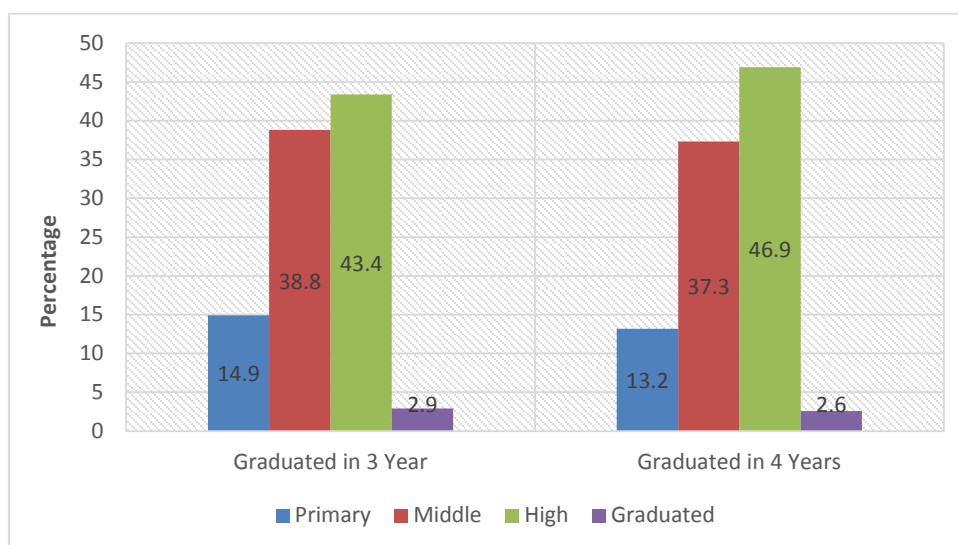
Table (16) Number of Respondents by Mother’s Education

Education Level	Group 1 Graduated in 3 years		Group 2 Graduated in 4 years		Overall	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Primary	97	14.9	82	13.2	179	14.1
Middle	252	38.8	231	37.3	483	38.0
High	282	43.4	291	46.9	573	45.1
Graduated	19	2.9	16	2.6	35	2.8
Total	650	100.0	620	100.0	1270	100.0

Source: Surveyed Results 2018

According to the figures described in Table (15) and (16) and Figure (7) and (8) as well, the fathers and mothers of selected respondents from each group attended only in primary and middle level as the highest level they attended. Only minimum number of parents learnt in university level of education.

Figure (8) Number of Respondents by Mother's Education



Source: Surveyed Results 2018

Relatively comparing their parents' educational level, the selected respondents got more chances to learn higher education than their parents. On the other hand, nearly (6%) of respondents selected in the study might overcome some difficulties in the transition from graduate to employment for survival because of the losing of their

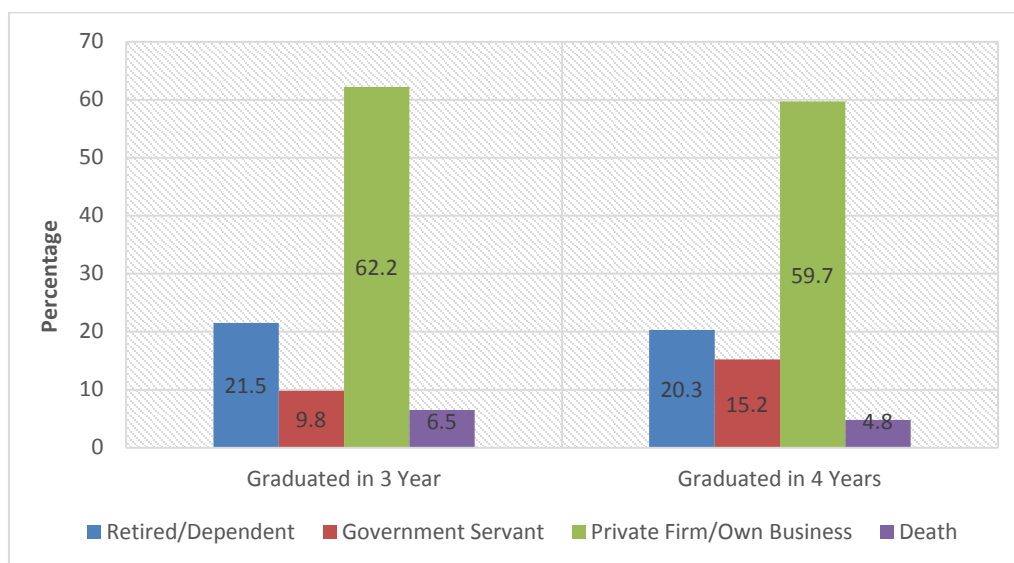
father who are mainly responsible person for earning to survive a family according to the Myanmar culture and customs.

Table (17) Number of Respondents by Father’s Occupation

Education Level	Group 1		Group 2		Overall	
	Graduated in 3 years		Graduated in 4 years		Frequency	Percent
	Frequency	Percent	Frequency	Percent		
Dependent/Retired	140	21.5	126	20.3	266	20.9
Government Servant	64	9.8	94	15.2	158	12.4
Private Firm/Own business	404	62.2	370	59.7	774	60.9
Death	42	6.5	30	4.8	72	5.8
Total	650	100.0	620	100.0	1270	100.0

Source: Surveyed Results 2018

Figure (9) Number of Respondents by Father’s Occupation



Source: Surveyed Results 2018

As shown in Table (17) and Figure (9), the (60%) of total respondents’ fathers from each group are working at own business and private firms, (20%) out of total respondents’ fathers are independent and retired from their jobs and (10%) of those fathers of respondents from Group I and (15%) of out of total selected graduates’ fathers from Group II are working at the governmental organizations now. According to the findings of Table (17) and Figure (9) shown above, because of the majority of

respondents' fathers reaches at the workable ages and they must have a certain amount of income level to let their children to attend and study the higher education.

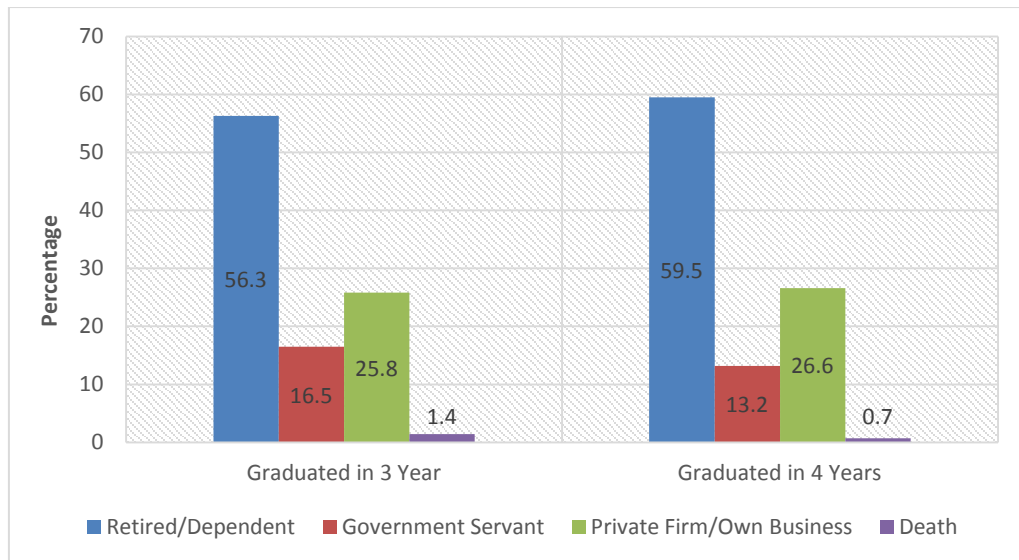
Table (18) and Figure (10) show the occupational level of respondents' mothers from each group in the study. According to the surveyed result, over (58%) out of total number of respondents' mothers are independents but working at home as housewives for looking after their families and kids. Over (25%) of respondents' mothers from each group have own businesses at their hometowns and some are working at the private firms as employees. Among them, (15%) out of graduates' mothers of respondents are working as staff of governmental offices. Only (1%) out of total number of respondents had no mothers who passed away while the survey was being conducted last year.

Table (18) Number of Respondents by Mother's Occupation

Education Level	Group 1		Group 2		Overall	
	Graduated in 3 years		Graduated in 4 years			
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Dependent/Retired	366	56.3	369	59.5	735	57.9
Government Servant	107	16.5	82	13.2	189	14.9
Private Firm/Own business	168	25.8	165	26.6	333	26.2
Death	9	1.4	4	0.7	13	1.0
Total	650	100.0	620	100.0	1270	100.0

Source: Surveyed Results 2018

Figure (10) Number of Respondents by Mother's Occupation



Concerning the levels of education and occupation of their parents of selected graduates, it could be concluded that not only graduates and their parents expect to acquire the latest knowledge, certain employability skills advanced technology and methodology to secure some kinds of well-paying job related to their studied fields.

In Table (19) and Figure (11) shown as below, the number of graduates from Group I and Group II who got a specific degree among the different programs offered by the each selected university of economics in the study.

According to the survey result shown in Table (19) and Figure (11), there are eight types of degree programs offered by three universities of economics in the undergraduate level. Among the different degree holders of the study, the number of Bachelor of Commerce (BCom), (33%) out of (1270) total number of graduates are significantly involved as the largest size, (17%) out of (1270) total number of respondents are Bachelor of Business Administration (BBA) and Bachelor of Statistics (BEcon (Stats)) involved as the second largest size,(13%) out of (1270) total number of respondents are Bachelor of Economics (BEcon (Eco)) accounted as in third largest ones and the number of Bachelor of Accounting (BAct) are involved fourthly largest size respectively in the study.

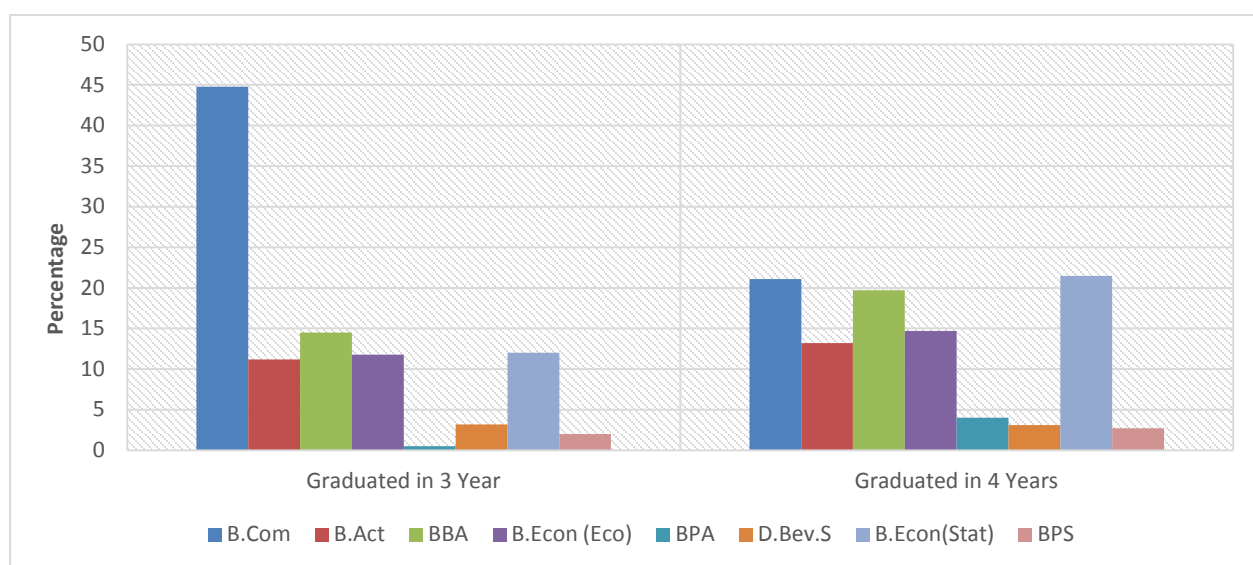
Table (19) Number of Respondents by Graduate’s Degree

Degree	Group 1	Group 2	Overall
--------	---------	---------	---------

	Graduated in 3 years		Graduated in 4 years			
	Frequency	Percent	Frequency	Percent	Frequency	Percent
B.Com	291	44.8	131	21.1	422	32.95
B.Act	73	11.2	82	13.2	155	12.2
BBA	94	14.5	122	19.7	216	17.1
B.Econ (Eco)	77	11.8	91	14.7	168	13.25
BPA	3	.5	25	4.0	28	2.25
B.Dev.S	21	3.2	19	3.1	40	3.15
B.Econ (Stat)	78	12.0	133	21.5	211	16.75
BPS	13	2.0	17	2.7	30	2.35
Total	650	100.0	620	100.0	1270	100.0

Source: Surveyed Results 2018

Figure (11) Number of Respondents by Graduate's Degree



Those five degree programs are being conferred by the each University of Economics and they are original and optional degree programs offered by the University of Economics since the year of establishment of each university. Moreover, graduates had right to choose the degree program what they prefer to learn according to their university entrance marks to be admitted by each of degree program. The other programs of Bachelor of Population Studies, Development Studies and Public Administration are extended new degree program which only are provided by the Yangon University of Economics only and started since 1990s. The

rest of two universities of economics in Monywa and Meikhtilar could not provide those extended degree programs yet.

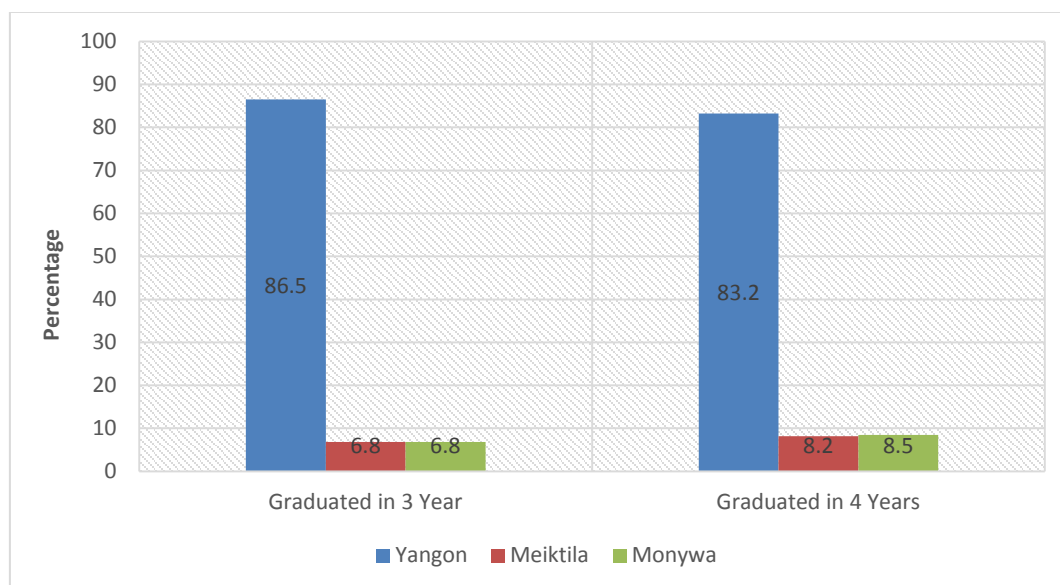
Table (20) Number of Respondents by their University

University	Group 1		Group 2		Overall	
	Graduated in 3 years		Graduated in 4 years			
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yangon	562	86.5	516	83.2	1078	84.85
Meiktila	44	6.8	51	8.2	95	7.5
Monywa	44	6.8	53	8.5	97	7.65
Total	650	100.0	620	100.0	1270	100.0

Source: Surveyed Results 2018

Table (20) and Figure (11) shown above describe the number of graduates whose university attended and learnt for their first degree.

Figure (11) Numbers of Respondents by their University



Clearly it could be seen that over (83%) of number of graduates involved from Group I and Group II were outputs of Yangon University of Economics whereas the largest amount of students were accepted to admit and the second longest length of time spent as outstanding as a university of the country after being existence of Yangon University which have been lasting for 100 years nearly in Myanmar. Regardless of the location of University of Economics attended and responded graduates in the

study, it could be assumed that there are no differences for all students skills, knowledge and experiences obtained in teaching and learning the courses designed for a specific degree program at each university because all of graduates are treated by same ways of teaching and learning design and methods through using a typical curriculum and syllabus system prescribed and approved by the Board of Studies of three Universities of Economics.

Analysis of Responded Graduates' Employability of the Study

This section investigates how respondents waited for getting their first job after graduation, which types of organizations they were working, what functional field they were assigned to work based on their specific degree in the respective academic field at work, at what position they were assigned to be responsible at work and how much they earned the income as salary per month as they were compensated at work through analyzing Group I and Group II separately.

Table (21) describes the number of graduates having experience of different waiting time for getting their first job after graduation. According to the information found in Table (21), only 10 out of 650 graduates from Group I and 32 out of 620 graduates from Group II got their first job within (3) months, 71 out of 650 graduates from Group I and 104 out of 620 graduates from Group II got their first job within (6) months later, 244 out of 650 graduates from Group I and 302 out of 620 graduates from Group II got their first job within (9) months later, 166 out of 650 graduates from Group I and 112 out of 620 graduates from Group II got their first job within (1) year later, 140 out of 650 graduates from Group I and 52 out of 620 graduates from Group II got their first job within (1.5) years later, 19 out of 650 graduates from Group I and 18 out of 620 graduates from Group II got their first job within more than (2) years later after their graduation respectively. By comparing the number of graduates whose waiting time is shorter than other ones between Groups I and II, (88.7%) out of total graduates (620) in Group II and (75.6%) out of total 650 graduates from Group I were employed by their employers within 1 year as possible as they tried to searched for first job after graduation.

It could be concluded that almost of responded graduates who graduated in 3 years from Group I and who graduated in 4 years from Group II got their first job within (3) months and (12) months after graduation. Moreover, it seems that the graduates who

was enrolled because of having higher matriculation examination marks than minimum entrance marks and treated by new enhancing curriculum and modified courses within 4 years schooling time had more chance to get the their career as soon as they graduated than those of graduates who was enrolled because of having equal to the minimum entrance marks of matriculation examination and treated by old curriculum and courses within 3 years schooling time in the study. Therefore, it could be assumed that the employability of responded graduates of the study was affected by and strongly relative to the higher learning skills of students as much as they were outstanding before joining the university, learning and teaching through courses enhancements designed by newly modified curriculum and syllabus to be completed within time limits appropriately.

Table (21) Number of Graduates by their Waiting Time for Early Job

Time	Group 1		Group 2		Overall	
	Graduated in 3 years		Graduated in 4 years			
	Frequency	Percent	Frequency	Percent	Frequency	Percent
3 months	10	1.5	32	5.2	42	3.35
6 months	71	10.9	104	16.8	175	13.85
9 months	244	37.6	302	48.6	546	43.1
1 years	166	25.6	112	18.1	278	21.85
1.5 years	140	21.5	52	8.4	192	14.95
2 years and above	19	2.9	18	2.9	37	2.9
Total	650	100.0	620	100.0	1270	100.0

Source: Surveyed Results 2018

Table (22) shown below explains that number of graduates who working at the different types of organizations currently. According to the survey data, more than (80%) of total graduates from each Group I or Group II are working in the private forms. (12%) of graduates from Group I and (5.6%) of graduates from Group II are working at the Governmental organizations as staff. (1.8%) of graduates from Group I and (8.7%) of total graduates from Group II are working their own businesses, (1.1%) of Group I and (1.5%) from Group are working in the NGO (Nongovernmental

Organizations) and (1.4%) from Group I and (1%) from Group II are working at other kind of business such as part time consultant or trainers like free-lance workers respectively.

Table (22) Number of Respondents by their Working Organization

Organization	Group 1		Group 2		Overall	
	Graduated in 3 years		Graduated in 4 years			
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Owner	12	1.8	54	8.7	66	5.25
Private	544	83.7	516	83.2	1060	83.45
Government	78	12.0	35	5.6	113	8.8
NGO	7	1.1	9	1.5	16	1.3
Others	9	1.4	6	1.0	15	1.2
Total	650	100.0	620	100.0	1270	100

Source: Surveyed Results 2018

It could be concluded that almost of total responded graduates who hold a different kinds of degrees specialized in Accounting, Business Administration, Commerce, Economics and Statistics etc. after attended in the three Universities of Economics located in Yangon, Monywa, and Meikhtila are working at private businesses. Upcoming Table (23) shown below explores the number of graduates by their management level of responsibility assigned to take part in their working activities.

Table (23) Number of Respondents by Level of Responsibility Assigned

Level of Responsibility	Group 1		Group 2		Overall	
	Graduated in 3 years		Graduated in 4 years			
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Operations	551	84.8	601	96.9	1152	90.85
Middle Management	92	14.2	15	2.4	107	8.3

Top Management	7	1.1	4	0.7	11	0.85
Total	650	100.0	620	100.0	1270	100.0

Source: Surveyed Results 2018

Table (23) shows obviously that nearly 85% of total respondents from Group I and nearly 97% of total respondents from Group II were assigned to take part in the operations level of management whereas 14% of total graduates from Group I and only 2% of graduates from Group II were promoted to take part in the middle level of management in their work places. Only 7 out of 650 from Group I and 4 out of 620 from Group II are taking the responsibility of top management level in the study. It could be seen that all respondents from both studied Groups have a specific degree in each six years ago from the university. Normally they all have to wait for one year in average to get their early job so that their skills required and working experiences are so far still lack to be assigned to the higher level of management rather than assigning to take part in the basic operations level of workplaces as fresher graduates for getting chance of doing by learning in their job. As exceptional case in the study, some of the outstanding graduates were assigned and promoted to participate as managers or leaders of middle level and top level of management in their respective area.

Table (24) expresses the number of respondents by their functional responsibility assigned to perform at their work shown above. (65%) out of total graduates of Group I and (56%) out of total graduates of Group II are responsible to perform in the function of accounting and auditing, (8.8 %) out of total graduates of Group I and (8.2 %) out of total graduates of Group II are responsible to make decisions as managers in top and middle level of management, (5.2 %) out of total graduates of Group I and (8.2 %) out of total graduates of Group II are responsible to take part in the function of marketing and sales, (2.6 %) out of total graduates of Group I and (4.2 %) out of total graduates of Group II are responsible to take part in the function of HRM, (2.6 %) out of total graduates of Group I and (1.5%) out of total graduates of Group II are responsible to take part in the function of production, (9.1 %) out of total graduates of Group I and (12.1%) out of total graduates of Group II are responsible to take part in the function of office administration, (0.8 %) out of total graduates of Group I and (0.3 %) out of total graduates of Group II are responsible to take part in the function of distribution, (6.8 %) out of total graduates of Group I and

(9.4%) out of total graduates of Group II are responsible to take part in the functions of negotiating, education, training, communication, customer services and public affairs respectively in their work places.

Table (24) Number of Respondents by their Functional Responsibility

Functional Responsibility	Group 1		Group 2		Overall	
	Graduated in 3 years		Graduated in 4 years			
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Management	57	8.8	51	8.2	108	8.5
Marketing/Sales	34	5.2	51	8.2	85	6.7
Accounting	417	64.2	348	56.1	765	60.1
HRM	17	2.6	26	4.2	43	3.4
Production	17	2.6	9	1.5	26	2.05
Distribution	5	0.8	2	0.3	7	0.55
Office Work	59	9.1	75	12.1	134	10.6
Others	44	6.8	58	9.4	102	8.1
Total	650	100.0	620	100.0	1270	100.0

Source: Surveyed Results 2018

It could be concluded that the majority of graduates finished from the University of Economics are taking part in the working environment where could be deployed their employability skills, knowledge and experience acquired in learning in the class attending university and doing at work assigned by their employers.

The following Table (24) explains the number of respondents who have different years of working experience based on their various joining time to the job after graduation. Since Group I consisted of the graduates who attended 3 years in the university and they are seniors who got early their first job more than 3 years than the graduates involving in Group II attended 4 years in the university later than 3 years later. Therefore it could be clearly seen that the years of working experience of graduates from Group I have 3 years longer than those of graduates from Group II. In the other hand, 160 out of total 650 graduates of Group I and 348 out of 620 graduates of Group II have only one year working experiences. At the same time, 224 out of total 650 graduates of Group I and 157 out of 620 graduates of Group II got two year working experiences, 166 out of total 650 graduates of Group I and 83 out of 620

graduates of Group II have three years working experiences, 71 out of total 650 graduates of Group I and 24 out of 620 graduates of Group II have four years working experiences respectively. Only 19 out of total 650 graduates of Group I had five years in services, only 9 out of 650 graduates of Group I have six years old in services and only one graduate from Group I got seven longest years services in work.

Table (24) Number of Respondents by Years of Working Experience

Years of Working Experiences	Group 1		Group 2		Overall	
	Graduated in 3 years		Graduated in 4 years			
	Frequency	Percent	Frequency	Percent	Frequency	Percent
1	160	24.6	353	56.9	508	40.0
2	224	34.5	159	25.6	383	30.2
3	166	25.5	84	13.6	250	20.0
4	71	10.9	24	3.9	95	7.5
5	19	2.9	-	-	19	1.5
6	9	1.4	-	-	9	0.7
7	1	0.2	-	-	1	0.1
Total	650	100.0	620	100.0	1270	100.0

Source: Surveyed Results 2018

It could be seen that only (15%) of total graduates 650 from Group I got their first job as soon as they graduated. Also, only (18%) of total graduates 620 were employed in their early job as soon as they finished their degree. Moreover comparing the employability level of graduates between two Groups after their graduation, the larger number of graduates from Group II got more employability to employment within few months after graduation than those of graduates from Group I.

Table (25) analyzes the number of graduates counting by their different income level they earned per month after joining their employment shown below. According to the data shown in the Table (3.15), the highest range of monthly income of working graduates from both groups was more than 400,000 MMKs and the lowest income level per month of graduates they earned from both groups was less than and equal to 200,000 MMKs.

Table (25) Number of Respondents by Income Level per month

Monthly Income (MMKyats)	Group 1 Graduated in 3 years		Group 2 Graduated in 4 years		Overall	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Less than and equal to 200,000	319	49.1	475	76.6	794	62.85
200,001– 300,000	220	33.8	125	20.2	345	27
300,001 – 400,000	75	11.5	13	2.1	88	6.8
More than 400,000	36	5.6	7	1.1	43	3.35
Total	650	100.0	620	100.0	1270	100.0

Source: Surveyed Results 2018

Comparing the income level per month of the graduates from Group I and Group II, (84%) of graduates from Group I and (97%) of Graduates from Group II are getting in 2000,000 MMKs to 300,000 MMKs as their monthly income compensated by their employers. Only (18%) of graduates from Group I and (3%) of total graduates from Group II earned the amount of between 300,000 and 400,000 in MMKs as their income per month. It could be concluded that the income level for per month of respondents of the study are getting the more reasonably amount of income than those of other graduates who finished degrees specialized on art and sciences learnt in the University since they are joining and working as professionals in the private firms even though their income per month were lower than those of the famous kind of careers or more knowledge based professionals such as medical doctors, engineers, computer and IT programmers in our country. .

Analysis on Graduates' Career Orientation before their Graduation

This section emphasizes to examine the different types of career orientation of respondents of the study since then they joined a particular university according to their location where they live in the country and matriculation university entrance examination marks. Before identifying specific career orientation type for each responded graduate in the study, it should be explained that before the prioritized reasons of why they chose to attend the University of Economics they attended in 3 years or 4 years although they had choices to select to attend other higher education institutions as universities or collages. Table (26) shows the reasons of choosing to attend the particular university of economics of respondents according to their priority.

Table (26) Reasons of Choosing to Attend the University of Economics

Reasons of Choosing and Attending University of Economics	Priority in Order (%)				
	1	2	3	4	5
Having more than enough entrance marks of matriculation examination	26.5	30.1	22.5	14.2	6.7
Due to having guidance of guardianship	10.2	13.7	19.1	25.7	31.3
Getting just a degree from any university	3.9	8.3	17.2	29.5	41.2
Having willingness to learn management/ business management	44.9	16	14.4	13.6	11.1
Making easy for getting any job after graduation	14.3	31.7	26.9	16.9	10.2

Source: Surveyed Results 2018

There are five main reasons for all respondents in the study as their criteria in choosing to attend the university of economics where he or she have to attend due to his or her location where they stay currently at that time. They are; (1) *having willingness to learn management/ business management*, (2) *making easy for getting any job after graduation*, (3) *having more than enough marks of matriculation university entrance examination*, (4) *Due to having guidance of guardianship* and (5) *getting just a degree from any university* according to their priority of mean scores as they perceived in order. (45%) of total graduates (1270) in the study showed their main reason to choose to attend the university of economics is *having willingness to learn management/ business management*, as their first priority and secondly, (32%) of total graduates (1270) in the study expressed their second reason to choose to attend the university of economics is *making easy for getting any job after graduation* as their second priority, thirdly (27%) of total graduates (1270) in the study expressed their third reason to choose to attend the university of economics is *to make easy for getting any job after graduation* as their third priority. As same as (22.5%) of total graduates (1270) in the study expressed their third reason to choose to attend the University of Economics is as *having more than enough entrance marks of matriculation examination* their third priority. Fourthly, (29.5%) of total graduates (1270) in the study responded their fourth reason to choose to attend the University of Economics is *to get just a degree from any university* as their fourth priority. Similarly (26%) of total graduates (1270) in the study responded their fourth reason to

choose to attend the University of Economics is *due to having guidance of guardianship* as their fourth priority. Finally (41%) of total graduates (1270) in the study answered their final reason to choose to attend the University of Economics is *to get just a degree from any university* as their fifth priority. Likewise of (31.3%) total graduates (1270) in the study responded their final reason to choose to attend the University of Economics is *due to having guidance of guardianship* as their fifth priority.

It could be assumed that based on the responds of selected graduates concerning the main reasons of choosing to attend the University of Economics, the (80%) above of total (1270) selected graduates in the study decided to attend the university of economics mainly to learn management / business management related courses which become applicable and more useful in the knowledge based private firms to get employed with high salary. Moreover, some of them assumed that if they had chance to learn any degree programs offered by any university of economics, those lessons, knowledge and learning experience obtained from their specific degrees they chose could upgrade them as skilled labor whom employers wanted those HR to be employed for business. Because they do believe that every graduate holders offered by University of Economics can get the job what they want to do easier than those of other graduates in market. Moreover, the respondents must have higher marks of matriculation university entrance examination than ever minimum marks of matriculation university entrance examination in order to be admitted and have a choice to select a specific degree program as they preferred to learn in the university.

There is a clear picture to identify the different types of career orientation of respondents because each student had various reasons, values and perception in choosing their university of economics since they joined to attend for getting a specific degree after schooling. According to Maura O' Regan (2008) explored the students' career orientation and four types of career orientations; orientated toward introspection, orientated toward hesitation, orientated toward learning, and orientated toward instrumentalism based undergraduates' orientation towards their interest in a career and motivation to pursue a prospective career and engage with thinking about their futures. In determining the four types of career orientations; orientated toward introspection, orientated toward hesitation, orientated toward learning, and orientated toward instrumentalism perceived by each responded graduate, the questionnaire was

designed to set up the characteristics dominated by each type of career orientation. Therefore, the preparation of the questionnaire takes into account questionnaire forms used in similar studies and commonly accepted measure met in the literature. Specifically, questioned are raised to explore the proper attitude and behavior significantly representing the types of each career orientation perceived by each respondent using a 5-point Likert scale to inquire how much they agreed on each statement expressing their value, attitudes, habit or behavior representing dominantly to identify each type of career orientation they performed while attending in the respective university by investigating in a scale ranging as (1= Absolutely False, 2= Sometimes False, 3= Depending on situation, 4= Mostly True, 5= Absolutely True). (See Appendix-1)

Table (27) shows the mean value of respondents' perception on the value, belief, attitude and behavior of Introspection Career Orientation for a university student based on his or her future career expectation perceived. Concerning this type of Introspection Career Orientation, there is no different perception between Group I and Group II. Because the overall mean value of respondents' perception on the Introspection Career Orientation type given in the study is only (1.99) from Group I and (2.06) from Group II respectively. That means that both graduates from two groups did not agreed on it that they all never been like such kind type of career orientation of introspection representing the student who had difficulty and worries during the learning process and did not have self-confidence also throughout his schooling year and always self-stressed throughout his learning process because of the courses were so hard to understand and difficult to learn them when teachers explain and discuss them comparing with the theories and practices in a class especially as well as they tried hard to pass an exam which was so difficult to answer due to the questions were never understood for them.

Table (27)

**Mean and Standard Deviation of Introspection Career Orientation Perceived
by the Respondents**

No.	Statement	Group 1 Graduated in 3 years		Group 2 Graduated in 4 years	
		Mean	Std. Dev	Mean	Std. Dev

1.	I had difficulties and worries during the learning	2.56	1.18	2.63	1.12
2.	I attended the extra course because of the learning difficulties.	2.69	1.39	2.89	1.36
3.	I faced the social and health problems because of the learning difficulties.	1.60	0.97	1.63	1.03
4.	I did not have self-confidence in learning process throughout my schooling years in university.	1.49	1.05	1.57	1.08
5.	I felt so tried to pass the exam and I used to pass by sitting the supplementary examination.	1.62	1.22	1.58	1.23
Overall Mean Value		1.99		2.06	

Although both groups perceived that they were never been difficult in learning process before their graduation, the graduates from each Group I and Group II admitted that they had attended the extra courses outside in the weekends (or) evening time because they had some problems faced in attending the daily classes for example, when they did not understand some particular subjects such as accounting and more complex problems in accounting to be solved so they need to consider better so that they attended and learnt outside of the class. And both groups replied equally that that's problems of attending extra courses made them a little stress and worries that had during the learning period. The graduates from each Group I and Group II responded that all of them had never been this type of career orientation. It could be concluded that all selected graduates in the study were not assumed as type of introspection career orientation.

Table (28) describes the mean value perceived by the respondents regarding the value, belief, attitude and behavior those university students can have during attending as type of hesitation career orientations shown below.

According to the their responses perceived by the graduates from each Group I and Group II all students from each group in the study almost agreed that they all passed every examinations they sat without having any experience of failure in the exam. Concerning with the statement of "I succeeded the exam annually without failing the exam", the mean value of Group I was (4.54) and those of Group II was (4.68). Moreover, both groups agreed strongly that their social networks and

friendship such all social experiences was so successful and they got broader relationship than never before for them during attending the University of Economics. Therefore concerning with this perception, the mean value of Group I was (4.22) and those of Group II was (4.40). Although all graduates replied the same way especially for those two conditions and their experiences mentioned above, the responses of the graduates from Group II were more strongly significant than those graduates from Group I.

Table (28)
Mean and Standard Deviation of Hesitation Career Orientation
Perceived by the Respondents

No.	Statement	Group 1 Graduated in 3 years		Group 2 Graduated in 4 years	
		Mean	Std. Dev	Mean	Std. Dev
1.	My social network and friendship was broader during attending the University of Economics than ever before	4.22	1.09	4.40	0.95
2.	I got much general knowledge and experiences like travelling to other places with friends during attending the University of Economics	3.62	0.72	3.91	0.64
3.	I always took part in the sports, events and every art activities during attending the University of Economics.	3.57	0.69	3.72	0.66
4.	I was never absent to attend the class regularly and learnt self-study and so that I passed the exam well.	3.30	1.46	3.65	1.40

5.	I succeeded the exam annually without failing the exam.	4.54	1.08	4.68	0.92
Overall Mean Value		3.85		4.07	

And also both groups agreed on following conditions such as, they got general knowledge and experiences like travelling to other places with teachers and friends, they had great chance to take part in the sports. They preferred to compete in events and art activities as well during attending the University of Economics. Among the statements supporting to represent the type of hesitation career orientation, concerning their absenteeism during attending the University, both of the groups responded slightly that they agreed that they all were never absent to attend the class regularly and learnt self-study and so that they never failed the exam yearly when they were attending in the University. It could be concluded that based on the responses perceived by the graduates from Group I and Group II, all of them from both groups could be assumed as the type of hesitation career orientation. But, here, it could be seemed that obviously, the perception of the graduates from Group II was stronger and more significant than those of graduates from Group I. Because, the overall mean value of Group I is (3.85) and the overall mean value of Group II is (4.07) respectively.

Table (29)
Mean and Standard Deviation of Learning Career Orientation
Perceived by the Respondents

No.	Statement	Group 1		Group 2	
		Graduated in 3 years	Graduated in 4 years	Mean	Std. Dev
1.	I usually learnt well and was interested in each subject taught during attending the University of Economics.	4.08	0.94	4.15	0.79
2.	I tried so hardly to get higher marks in the exam for each subject during attending the University of Economics.	3.52	1.03	4.04	0.54
3.	I studied hard to understand each and every subject conceptually rather than	3.79	1.01	3.93	0.93

	to get a job after my graduation.				
4.	I used to work hard in attending lecture class and learning the courses and I never miss to work any tutorials and to sit for any mid-term tests.	4.00	0.97	4.12	0.88
Overall Mean Value		3.85		4.06	

Table (29) also shows that the mean value perceived by selected graduates in order to identify their type of learning career orientation in the study shown below. According to their perception on the given statements which can identify who they were during attending the University, all students involved in both groups studied strongly agreed that they all usually learn well and were interested in each courses that have to be learned for each year while attending in the University . Because the mean value perceived by the students from Group I was (4.08) and those of Group II was (4.15) concerning the statement of “I usually learnt well and was interested in each subject taught during attending the University of Economics”. Moreover, concerning their experiences of attendance lectures class and tutorials class, both of them from Group I and Group II had strong responses. In regard to the statement of “I tried so hardly to get higher marks in the exam for each module during attending the University of Economics , the graduates from Group II responded strongly that they agreed on it but those from Group I also agreed on it although their replies was not so much strong than Group II. Therefore, the mean value of the graduates from Group I was (3.52) and the mean value of those of Group II was (4.04).

Concerning the statement of “I studied hard to understand each and every subject conceptually rather than to get a job after my graduation”, all students from Group I and II agreed on that slightly by seeing that the mean value of Group I was (3.79) and those of Group II It could be seem that all respondents from each studied group agreed that they were type of learning carrier orientation because they had good experience in learning and study time in attracting the university. Although sometimes and for some courses which could be difficult for them, they must have hard experience to understand them conceptually to pass the exam, all of them could be assumed of the students who really learnt well their studies and courses while attending the university. At the same time, comparing the responses of each group on this type of carrier orientation, the mean value of the graduates from Group I was

(3.85) and those of Group II was (4.06) respectively. Although it could be concluded that the graduates from Group II had stronger attitudes and behavior of type of Learning Carrier Orientation than those of graduates from Group I, both of respondents from two Groups attended in the Yangon University of Economics, Monywa University of Economics, and Meikhtilar University of Economics were not the kind of students who easy riders without any effort to pass an exam during attending. Moreover, all of them had very good attitude and behavior of well-organized learners to get a degree within 3 years or 4 years regularly whereas they built a friendship and social networks with many friends meanwhile participation in various sports, art and sciences events and competitions.

The graduates of each Group were being tested whether they were type of instrumentalism career orientation before their graduation based on their perception of given statements in the structured questionnaires in the study.

Table (30) shows the mean value of the respondent's perception on the type of instrumentalism carrier orientation which the graduates perceived in the study. According to the responses of the selected graduates from Group I and Group II concerning on the statement of "I attended the external courses that can support me to get the job for example computer IT training, communication skills and foreign language skills such as English, Chinese, Korea etc., after graduation as soon as possible tired hard and as much as I could for getting early job.", the graduates from Group II agreed strongly because their mean value was (4.23) larger than (4.0) those of graduates from Group I.

It could be assumed that both graduates from both groups agreed on that statement. But concerning the statement of " My ultimate goal of choosing and attending the University of Economics was to be professionals as a particular carrier and to get higher earnings from my job", both of respondents almost agreed that as the mean value of Group I was (4.07) and those of graduates from Group II was (4.16). Similarly mentioned above, all graduates from both Groups agreed on it. But as usual, the graduates from Group II had stronger mean value them those of graduates from Group I. Regarding the statement of " I decided to attend the University of Economics because I have already determined a specific carrier where I wanted to work and what I always wanted to be in my future" likewise the same responses mentioned above, both group agreed on it but it could be seen that the mean value of response of graduates from Group I was (4.01) that was larger enough than those of graduates'

mean value (3.85) of graduates from Group II. This seems that the ultimate goal of choosing the University of Economics of the graduates from Group I was more than those of graduates of Group II. Regarding the testing of the statement of “I joined with any contact of job agencies to get the job as soon as I got my first degree from the University of Economics”, the mean value responded and perceived by the graduates from Group II was (3.85) stronger and larger than (3.39) those of graduates from Group I.” It could be realized that the overall mean value of the graduates from two groups in the study concerning their value, attitudes and perception on the type of instrumentalism carrier orientation showed that all graduates agreed that they could assumed as good learners those who already had well plan to be professionals in the respective area and they had already preparing to get the job as soon as they finished the school. But comparing the mean value of each group, the graduates from Group II had strongly greater than those of graduates from Group I.

Table (30)

**Mean and Standard Deviation of Instrumentalism Career Orientation
Perceived by the Respondents**

No.	Statement	Group 1 Graduated in 3 years		Group 2 Graduated in 4 years	
		Mean	Std. Dev	Mean	Std. Dev
1.	I joined with any contact of job agencies to get the job as soon as I got my first degree from the University of Economics.	3.39	0.95	3.85	0.75
2.	I attended the external courses that can support me to get the job (i.e., IT and Communication Skill and foreign languages) after graduation as soon as possible I tried hard and as much as I could for getting job.	4.00	1.28	4.23	1.16
3.	My ultimate goal of choosing and attending the University of Economics was to be professionals as a particular career and to get higher earning form my job.	4.07	1.08	4.16	1.06
4.	I decided to attend the University of Economics because I have already determined a specific career where I	4.01	1.15	3.85	1.26

	wanted to work and what I always wanted to be in my future.				
Overall Mean Value		3.87		4.02	

A Comparative Study of Graduate’s Career Orientation Types between Group I and Group II

This section concerns to test the hypotheses of the study mentioned underneath of explanation of the conceptual and analytical frameworks of the study. Among the five proposed hypotheses, H1 was mostly investigated whether which graduates attended in the University of Economics for three years or four years got greater perception of any kind of four types of career orientation during attending the school before graduation or not to be proved that *“The career orientation type chosen by selected graduates involved in Group II is higher than those of selected graduates involved in Group I in the study”*

Testing Hypothesis (H1):

To examine there is a significant difference in graduate’s career orientation between graduated person who are graduated in 3 years and 4 years at University of Economics, the independent samples t-test was conducted. For this test, the graduates should be selected randomly with each population.

Firstly, independent samples t-test required the data to be distributed normal. In SPSS, two test procedures are available to test if the data is distributed normal: Shapiro-Wilk test and Kolmogorov-Smirnov test. Usually, the Shapiro-Wilk test is used when the sample size is small, generally less than 50. The Kolmogorov-Smirnov test can be used when the sample size is large. Therefore, this study samples size are 650 for 3 years graduated and 620 for 4 years graduated that are greater than 50. Therefore, Kolmogorov –Smirnov test are used to check the normality assumption for each type of career orientation to examine the postulated hypothesis. If p-value (Sig.) of the test is more than 0.05, the data is said to be distributed normal.

The following Table (31) is shown the test for normality by using Kolmogorov-Smirnov Test.

Table (31)

Mean Value and SD of Four Type of Career Orientation for Group I and Group II

No.	Career Orientation	Group 1 Graduated in 3 years		Group 2 Graduated in 4 years	
		Mean	SD	Mean	SD
1.	Introspection Career Orientation	1.99	0.70	2.06	0.67
2.	Hesitation Career Orientation	3.85	0.55	4.07	0.49
3.	Learning Career Orientation	3.85	0.72	4.06	0.52
4.	Instrumentalism Career Orientation	3.87	0.720	4.02	0.65

Because of Table (32) shown below, p values of the all test are 0.200 which is greater than 0.05. Hence, the data is distributed normal. Therefore, it can be concluded that normality can be assumed for those data set and provided t test assumption are satisfied; a parametric t test can be used.

Table (32)

Test for Normality of each Type of Career Orientation

Career Orientation	Graduated Year	Kolmogorov-Smirnov Test		
		Statistic	df	Sig.
Introspection	3 years	.156	650	.200*
	4 years	.143	620	.200*
Hesitation	3 years	.077	650	.200*
	4 years	.069	620	.200*
Learning	3 years	.107	650	.200*
	4 years	.101	620	.200*
Instrumentalism	3 years	.081	650	.200*
	4 years	.122	620	.200*

Table (33)

**T test for Comparison of Introspection Career Orientation Type
between Group I and Group II**

Group	N	Mean	SD	Leven's Test		t	df	Sig
				F	Sig.			
Graduated in 3 years	650	1.99	0.66	.206	.650	1.674	1268	.094
Graduate in 4 years	620	2.06	0.70					

Table (33) presented the “t” value for comparison of introspection career orientation between graduated in 3 years and 4 years. The p value of the Leven’s Test for equality of variance is 0.650, which is more than 0.05. Hence, the assumption of equality of variances is met. Therefore, for the test of equality of means, the statistics in the equal variance assumed will be used. The mean difference is 0.06451 and standardized difference, $t = 1.674$. The two tailed p value of the test is 0.094, which is less than 0.10 that is 10% level of significance. Thus, it was found that there was significant difference between graduated in 3 years and 4 years at the 10% level of significance.

Table (34)

**T test for Comparison of Hesitation Career Orientation Type
between Group I and Group II**

Group	N	Mean	SD	Leven's Test		t	df	Sig
				F	Sig.			
Graduated in 3 years	650	3.85	0.55	4.89	.027	7.592	1263	.000
Graduate in 4 years	620	4.07	0.27					

Table (34) presented the “t” value for comparison of hesitation career orientation between graduated in 3 years and 4 years. The p value for the Leven’s Test for equality of variance is 0.027, which is less than 0.05. Hence, the assumption of equality of variances is not met. Therefore, the Welch’s test can be used that is the statistics in the equal variance not assumed will be used. The mean difference is 0.22

and standardized difference, $t = 7.59$. The two tailed p value of the test is 0.00, which is less than 0.05. Thus, it was found that there was significant difference of hesitation career orientation between graduated in 3 years and 4 years.

Table (35)

**T test for Comparison of Learning Career Orientation Type
between Group I and Group II**

Group	N	Mean	SD	Leven's Test		t	df	Sig
				F	Sig.			
Graduated in 3 years	650	3.84	0.02	4.028	0.065	6.02	1268	.000
Graduate in 4 years	620	3.65	0.82					

Table (35) presented the “ t ” value for comparison of learning career orientation between graduated in 3 years and 4 years. The p value for the Leven’s Test for equality of variance is 0.065, which is more than 0.05. Hence, the assumption of equality of variances is met. The mean difference is 0.21 and standardized difference, $t = 6.02$. The two tailed p value of the test is 0.00, which is less than 0.05. Thus, it was found that there was significant difference of learning career orientation between graduated in 3 years and 4 years.

Table (36)

**T test for Comparison of Instrumentalism Career Orientation Type
between Group I and Group II**

Group	N	Mean	SD	Leven's Test	t	df	Sig
-------	---	------	----	--------------	---	----	-----

				F	Sig.			
Graduated in 3 years	650	3.87	.027	7.730	.006	4.04	1268	.000
Graduate in 4 years	620	3.678	0.77					

Table (36) presented the “t” value for comparison of instrumentalism career orientation between graduated in 3 years and 4 years. The p value for the Leven’s Test for equality of variance is 0.006, which is less than 0.05. Hence, the assumption of equality of variances is not met. Therefore, the Welch’s test can be used that is the statistics in the equal variance not assumed will be used. The mean difference is 0.154 and standardized difference, $t = 4.04$. The two tailed p value of the test is 0.00, which is less than 0.05. Thus, it was found that there was significant difference of instrumentalism career orientation between graduated in 3 years and 4 years.

All results that could be found in Table (33), (34), (35), and (36) shown above respectively in the study, supported to prove that *“The career orientation type chosen by selected graduates involved in Group II is higher than those of selected graduates involved in Group I in the study”*

Analysis of Employability Skills of the Respondents of the Study

This section was analyzed to identify the differences of employability skills perceived by the respondents according to Yorke and Knight (2006). These employability skills and qualities should be embedded in learning, thereby producing an overall employable graduate upon completion of a course. Moreover, Yorke adapted three dimensions of employability skills for the graduates: personal skill, core skill, and process skill. Therefore, the preparation of the questionnaire takes into account questionnaire forms used in similar studies and commonly accepted measures met in the literature. Specifically, questioned are raised to explore the proper attitude and behavior significantly representing each employability skills perceived by each respondent using a 5-point Likert scale to inquire how much they agreed on each statement expressing their value, attitudes, and behavior representing dominantly to identify each type of employability skills they perceived as a degree holder specialized in the economics of the respective university by investigating in a scale

ranging as (1= Absolutely False, 2= Sometimes False, 3= Depending on situation, 4= Mostly True, 5= Absolutely True). (See Appendix-1). Yorke and Knight were further grouped into 3 categories, namely personal qualities or skills, core and process skills.

Table (37) shows the value of mean and standard deviation of personal skills perceived by the respondents of the study given below. Concerning one of the personal skills perceived by each graduate, the statement of “I improved social network and soft skill necessarily required for my working environment because of attending the University of Economics” was the highest mean value perceived by each graduate from Group I and Group II among personal skills mentioned. Therefore, the mean value perceived by the graduates from Group I was (3.97) and those perceived by Group II was (4.20). Regarding the statement of “I used to make decisions myself because of those exposure and experiences gained by attending the University of Economics.”, the respondents from Group II strongly agreed with it as their secondly highest mean value perceived by them whereas the graduates from Group I mentioned that personal skill was agreed to mention as their fourthly high mean value. Therefore, the mean value of Group II perceived was (4.13) and those of Group I perceived was (3.61) respectively. Regard to the ability of making own decision because of having exposure and experience gained by attending the University of Economics as one of personal skills perceived by the respondents in the study, the younger graduates who finished in 2014-2015 later on and learnt a new curriculum system designed in line with the changes and challenges in the political, economic, socio-cultural environments by attending four years, thought that such kind of skill was the ability they could apply well in reality and obtained best secondly rather than the older graduates who completed in 2010-2011 to till 2012-2013, and learnt an old existing curriculum within three years.

Table (37)

Mean and Standard Deviation of Personal Skills Perceived by the Respondents

No.	Statement	Group 1		Group 2	
		Graduated in 3 years		Graduated in 4 years	
		Mean	Std. Dev	Mean	Std. Dev

1.	I increased self-confidence, experiences and great exposure by attending the University of Economics.	3.65	0.58	4.15	0.92
2.	I used to make decisions myself because of those exposure and experiences gained by attending the University of Economics.	3.65	0.58	4.02	0.86
3.	I improved social network and soft skill necessarily required for my working environment because of attending the University of Economics.	3.75	0.56	4.44	0.19
4.	I can communicate anyone whom I need to work together at workplace and work more with them regarding less of their gender, age, religion, nationals, languages, education level and position with respect or without any discrimination or biased cases after joining the University of Economics.	3.69	0.68	4.24	1.45
5.	My leadership skill as well as teamwork spirit, self-disciplines and self-managed power at workplace have been improved at my workplace through attending at the University of Economics.	3.55	0.76	3.65	1.05
Overall Mean Value		3.66		4.10	

At the same time, concerning the statement of “I can communicate anyone whom I need to work together at workplace and work more with them regarding less of their gender, age, religion, nationalities, languages, education level and position with respect or without any discrimination or biased cases after joining the University of Economics”, the mean value of the respondents from Group I was (3.81) they perceived as their secondly highest ability and core skill for them while the mean value of the respondents from Group II was (3.72) perceived as their fifthly highest core skills among the given core skills. It could be concluded that having best communication skill for working with anyone with respect or without any discrimination or biased cases obtained after joining the University of Economics was necessarily required skill for the graduates those who attended in three years and were treated and learnt with the regular teaching systems designed by the old existing curriculum. It could be said that if they would like to get their early job in the market as soon as they graduated, they would have urgently needed to have such kind of communication skills as a key core skill for them. Concerning one of the personal skills of the statement of “I increased self-confidence, experiences and great exposure by attending the University of Economics, the respondents from both Groups agreed almost on it as their thirdly highest mean value perceived so that the mean value of the graduates from Group I was (3.76) and those of the graduates from Group II was (3.87) respectively. Similarly, regarding the statement of “My leadership skill as well as teamwork spirit, self-disciplines and self-managed power at workplace have been improved at my workplace through attending at the University of Economics”, both groups agreed almost it as their fourthly highest mean value and the personal skill they learnt as importantly as they needed to apply it to participate actively in the respective job.

It could be concluded that based on the overall mean value of perceived personal skills of the respondents in the study, both groups of graduates from Yangon University of Economics, Monywa University of Economics, and Meikhtilar University of Economics totally agreed that all of personal skills were very important for their employment and they obtained all of them as well since they have studied in the university.

Table (38) shows the value of mean and standard deviation of core skills perceived by the respondents of the study given below. Concerning one of the core skills perceived by each graduate as the statement of “their problem solving skill and creativity to do better ways at workplace were improved because of the experiences and knowledge gained in the University of Economics” was given as the highest mean value perceived by each graduate from Group I and Group II rather than other skills mentioned as core skills. Therefore, the mean value perceived by the graduates from Group I was (3.75) and those perceived by Group II was (4.44). In regard to the statement of “They can make any presentations with full confidence among the audience at workplace because of the experience and knowledge gained in the University of Economics”, both Groups agreed with it as secondly highest mean value perceived by them. Therefore, the mean value of Group I perceived was (3.69) and those of Group II perceived was (4.24) respectively. The mean value perceived by both Groups as third highest value was concerned with the statement of “My skills in reading, writing, speaking and listening to English language were improved after learning the specific modules as course works during attending the University of Economics.” So that the mean value perceived by the graduates from Group I was (3.65) and (4.15) was given by respondents of Group II. As fourth highest mean value perceived by both groups in relative to the statement of “My critical thinking and strategic thinking necessarily required at the work also improved by joining and studying the University of Economics.” Therefore the respondents from Group I gave as their perceived mean value was (3.65) and those from Group II responded as their fourth highest mean value as (4.02) respectively. As the lowest mean value perceived by both Groups mentioned was (3.35) given by Group I and (3.65) perceived by Group II respectively regarding the statement of “I had foreign exposures and international networking at the workplace because of the experiences and knowledge got in the University of Economics”. It could be seen that both graduates attended in the Yangon University of Economics, Monywa University of Economics and Meikhtila University of Economics did not get enough skills obtained through foreign exposures and international networking during attending each respective university they attended from 2010-2011 to 2015-2016 within these academic years. Except that skill only, the other core skills of “problem solving skills and creativity for better way”, “communication and presentation skills with full confidence “, improving skills in reading , writing, speaking, listening to English language through studying in a

class” and understanding more about skills of critical and strategic thinking acquired and necessarily required to the specific job type what they preferred to be employed after their graduation, were assumed as main core skills strongly agreed as their common employability skills perceived by the respondents from both groups. Therefore, the mean value of core skills perceived by Group I was (3.36) and Group II was (4.10) respectively expressed in the study. But the mean value of core skills perceived by Group II was higher than those of the graduates perceived by Group I.

Table (39) shows the value of mean and standard deviation of process skills perceived by the respondents of the study given below. Concerning one of the process skills perceived by each graduate, the statement of “I improved social network and soft skill necessarily required for my working environment because of attending the University of Economics” was the highest mean value perceived by each graduate from Group I and Group II among personal skills mentioned. Therefore, the mean value perceived by the graduates from Group I was (3.97) and those perceived by Group II was (4.20). Regarding the statement of “I used to make decisions myself because of those exposure and experiences gained by attending the University of Economics.”, the respondents from Group II strongly agreed with it as their secondly highest mean value perceived by them whereas the graduates from Group I mentioned that personal skill was agreed to mention as their fourthly high mean value. Therefore, the mean value of Group II perceived was (4.13) and those of Group I perceived was (3.61) respectively. Regard to the ability of making own decision because of having exposure and experience gained by attending the University of Economics as one of personal skills perceived by the respondents in the study, the younger graduates who finished in 2014-2015 later on and learnt a new curriculum system designed in line with the changes and challenges in the political, economic, socio-cultural environments by attending four years, thought that such kind of skill was the ability they could apply well in reality and obtained best secondly rather than the older graduates who completed in 2010-2011 to till 2012-2013, and learnt an old existing curriculum within three years. At the same time, concerning the statement of “I can communicate anyone whom I need to work together at workplace and work more with them regarding less of their gender, age, religion, nationals, languages, education level and position with respect or without any discrimination or biased cases after joining the University of Economics”, the mean value of the respondents from Group

I was (3.81) they perceived as their secondly highest ability and core skill for them while the mean value of the respondents from Group II was (3.72) perceived as their fifthly highest core skills among the given core skills. It could be concluded that having best communication skill for working with anyone with respect or without any discrimination or biased cases obtained after joining the University of Economics was necessarily required skill for the graduates those who attended in three years and were treated and learnt with the regular teaching systems designed by the old existing curriculum. It could be said that if they would like to get their early job in the market as soon as they graduated, they would have urgently needed to have such kind of communication skills as a key core skill for them. Concerning one of the personal skills of the statement of “I increased self-confidence, experiences and great exposure by attending the University of Economics, the respondents from both Groups agreed almost on it as their thirdly highest mean value perceived so that the mean value of the graduates from Group I was (3.76) and those of the graduates from Group II was (3.87) respectively. Similarly, regarding the statement of “My leadership skill as well as teamwork spirit, self-disciplines and self-managed power at workplace have been improved at my workplace through attending at the University of Economics”, both groups agreed almost it as their fourthly highest mean value and the personal skill they learnt as importantly as they needed to apply it to participate actively in the respective job. It could be concluded that all graduated respondents from three University of Economics totally agreed that all of personal skills were very important for their employment and they obtained all of them as well since they have studied in the university.

Table (38)

Mean and Standard Deviation of Core Skills Perceived by the Respondents

No.	Statement	Group 1	Group 2
-----	-----------	---------	---------

		Graduated in 3 years		Graduated in 4 years	
		Mean	Std. Dev	Mean	Std. Dev
1.	My skills in reading, writing, speaking and listening to English language were improved after learning the specific modules as course works during attending the University of Economics.	3.10	0.92	4.12	0.33
2.	My critical thinking and strategic thinking necessarily required at the work also improved by joining and studying the University of Economics.	3.51	0.75	4.31	0.21
3.	My problem solving skill and creativity to do better ways at workplace were improved because of the experiences and knowledge gained in the University of Economics.	3.22	0.86	4.14	0.35
4.	I can make any presentations with full confidence among the audience at workplace because of the experience and knowledge gained in the University of Economics.	3.10	0.90	3.56	0.73
5.	I had foreign exposures and international networking at the workplace because of the experiences and knowledge got in the University of Economics.	3.61	0.49	4.15	0.35
Overall Mean Value		3.31		4.06	

Table (39)

Mean and Standard Deviation of Process Skill Perceived by the Respondents

No.	Statement	Group 1		Group 2	
		Graduated in 3 years	Graduated in 4 years	Mean	Std. Dev
		Mean	Std. Dev	Mean	Std. Dev

1.	I understand more about concepts and practices of current microeconomic situations because of attending the University of Economics.	3.76	1.05	3.87	0.60
2.	I understand more about the relationship between macroeconomic frameworks because of joining the University of Economics.	3.61	1.14	4.13	0.85
3.	I understand more about the business ethics that should have been practiced and held in market after graduation from the University of Economics.	3.97	0.98	4.20	0.39
4.	I do apply all my knowledge and skills learnt for (3) or (4) years in the University of Economics when I do my job.	3.83	1.13	3.72	0.98
5.	I can advise more about how to determine the short-term and long-term plans and new or innovative ideas & methods as well in my workplace because of being graduates of the University of Economics.	3.35	1.04	3.81	1.15
Overall Mean Value		3.70		3.95	

A Comparative Study of Graduate’s Employability Skills between Group I and Group II

This section concerns to test the hypotheses of the study mentioned underneath of explanation of the conceptual and analytical frameworks of the study. Among the five proposed hypotheses, H2 was investigated whether which graduates attended in the University of Economics for three years or four years got greater perception of three kinds of employability skills such as personal, core and process during attending the school before graduation or not to be proved that “*The*

employability skills level by selected graduates involved in Group II is higher than those of selected graduates involved in Group I in the study”

Testing Hypothesis (H2):

To examine there is a significant difference in graduate’s employability skill between graduated person who are graduated in 3 years and 4 years at University of Economics, the independent samples t-test was conducted. For this test, the graduates should be selected randomly with each population.

Firstly, independent samples t-test required the data to be distributed normal. In SPSS, two test procedures are available to test if the data is distributed normal: Shapiro-Wilk test and Kolmogorov-Smirnov test. Usually, the Shapiro-Wilk test is used when the sample size is small, generally less than 50. The Kolmogorov-Smirnov test can be used when the sample size is large. Therefore, this study samples size are 650 for 3 years graduated and 620 for 4 years graduated that are greater than 50. Therefore, Kolmogorov –Smirnov test are used to check the normality assumption for each type of career orientation to examine the postulated hypothesis. If p-value (Sig.) of the test is more than 0.05, the data is said to be distributed normal. The following Table (40) is shown the test for normality by using Kolmogorov-Smirnov Test.

Table (40)

Mean and SD of Three Employability Skills Perceived by Respondents

No.	Skill	Group 1 Graduated in 3 years		Group 2 Graduated in 4 years	
		Mean	SD	Mean	SD
1.	Personal Skill	3.66	0.45	4.10	0.83
2.	Core Skill	3.30	0.57	4.06	0.53
3.	Process Skill	3.70	0.78	3.95	0.45

Table (41)

Test for Normality of each Type of Employability Skill Perceived by Respondents

Skills	Kolmogorov-Smirnov Test		
	Statistic	df	Sig.
Personal Skill	.177	1270	.200*
Core Skill	.166	1270	.200*
Process Skill	.151	1270	.200*

*. This is a lower bound of the true significance.

Because of Table (41), p values of the all test are 0.200 which is greater than 0.05. Hence, the data is distributed normal. Therefore, it can be concluded that normality can be assumed for those data set and provided t test assumption are satisfied; a parametric t test can be used.

Table (42)

T test for Comparison of Personal Skill Perceived between Group I and Group II

Group	N	Mean	SD	Leven's Test		t	df	Sig
				F	Sig.			
Graduated in 3 years	650	3.66	0.45	2.170	0.148	11.66	1268	.000
Graduate in 4 years	620	4.10	0.83					

Table (42) presented the “t” value for comparison of personal skill between graduated in 3 years and 4 years. The p value of the Leven’s Test for equality of variance is 0.148, which is more than 0.05. Hence, the assumption of equality of variances is met. The mean difference is 0.44 and standardized difference, $t = 11.81$. The two tailed p value of the test is 0.00, which is less than 0.05. Thus, it was found that there was significant difference of personal skill between graduated in 3 years and 4 years.

Table (43)

T test for Comparison of Core Skill Perceived between Group I and Group II

Group	N	Mean	SD	Leven's Test		t	df	Sig
				F	Sig.			

Graduated in 3 years	650	3.30	0.57	2.254	0.618	24.209	1268	.000
Graduate in 4 years	620	4.06	0.53					

Table (43) presented the “t” value for comparison of core skill between graduated in 3 years and 4 years. The p value of the Leven’s Test for equality of variance is 0.618, which is more than 0.05. Hence, the assumption of equality of variances is met. The mean difference is 0.75 and standardized difference, $t = 24.21$. The two tailed p value of the test is 0.00, which is less than 0.05. Thus, it was found that there was significant difference of core skill between graduated in 3 years and 4 years.

Table (44)

T test for Comparison of Process Skill Perceived between Group I and Group II

Group	N	Mean	SD	Leven’s Test		t	df	Sig
				F	Sig.			
Graduated in 3 years	650	3.70	0.45	4.605	0.463	6.751	1268	.000
Graduate in 4 years	620	3.95	0.78					

Table (44) presented the “t” value for comparison of process skill between graduated in 3 years and 4 years. The p value of the Leven’s Test for equality of variance is 0.463, which is more than 0.05. Hence, the assumption of equality of variances is met. Therefore, for the test of equality of means, the statistics in the equal variance assumed will be used. The mean difference is 0.242 and standardized difference, $t = 6.751$. The two tailed p value of the test is 0.000, which is less than 0.05. Thus, it was found that there was significant difference between two group’s process skills.

All results that could be seen in Table (41), (42), (43), and (44) shown above respectively in the study, supported to prove that *“The employability skills level by selected graduates involved in Group II is higher than those of selected graduates involved in Group I in the study”*

Analysis of Work Identity Perceived by the Respondents

Among the milestones of the graduate transition to employment, the career orientation types, employability skills and work identity perceived by the selected graduates conferred by the selected university of economics located in Yangon, Monywa, and Meikhtilar, even though the perception of career orientation types and employability skills by the graduates themselves from Group I and Group II were already discussed above, the last milestone of graduate transition to employment, perception of their work identity level by themselves were not analyzed yet. Therefore this portion of the study focused on investigation of whether the respondents were happy at their workplaces joining as soon as after graduation. Table (45) shows the number of the satisfied graduates as regards their current responsibility in the workplaces.

According to the finding that could be seen in Table (45), (90.2%) out of total graduates from Group I and (91%) out of total graduates from Group II responded that they were satisfied with their current responsibilities that must be well fitted and matched with their first degree in the respective area, specific skills and knowledge gained with it altogether since they finished the university. It could be seen that almost respondents were so proud of having a prestigious position at the work places as a graduate who specialized in the academic fields learnt at the University of Economics. Based on this information, it could be analyzed that how all respondents evaluated their work identity level by investigating whether their knowledge, skills and techniques/methods which were necessarily required to perform their duties assigned at work have been already acquired since they attended their first degree at the university or not and whether those knowledge, skills and techniques/methods learnt in university could be really applied in their respective work assigned in their respective jobs or not.

Table (45)

Number of the Satisfied Graduates as regards their Current Duty at Work

Opinion	Group 1		Group 2		Overall	
	Graduated in 3 years		Graduated in 4 years			
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	586	90.2	564	91.0	1150	90.6

No	64	9.8	56	9.0	120	9.4
Total	650	100.0	620	100.0	1270	100.0

Source: Surveyed Results 2018

Table (46) describes the mean value and standard deviation of work identity level perceived by the respondents through analyzing whether the core knowledge, employability skills, academic theories/methods/techniques that could be applied well at their assigned duties have been obtained already since they attended in the university as shown below.

According to the information shown in Table (46), all graduates responded that the highest mean value of what they perceived was concerned the statement of “interpersonal skills and social networking required to apply at my current workplace that have been already gained since I attended my first degree.” The highest value given as Group I was (4.28) and (4.39) as Group II did perceptively. It could be seen that all respondents from both Groups agreed strongly that the interpersonal skills and social networking were kind of employability skills which were necessarily required and demanded by the employers for workplaces were highly obtained already since they attended in the university before employment.

Table (46)

Mean Value of Perception of Work Identity by Respondents through analyzing Whether the Knowledge, Skills, Methods/Techniques required to the duty assigned at current job which have been obtained since they attended the University?

No.	Statement	Group 1		Group 2	
		Graduated in 3 years	Graduated in 4 years	Mean	Std. Dev
1.	Theories/methods/techniques learnt relative to the academic subjects that were required to apply at current workplace since I attended my first degree	4.02	0.88	3.99	0.76
2.	Problem solving skill that were required to practice at current workplace since I	3.79	0.78	3.78	0.70

	attended my first degree				
3.	Doing research practices that were required to apply at current workplace since I attended my first degree	3.42	0.67	4.10	0.30
4.	Learning capability that were required to practice at current workplace since I attended my first degree	3.85	0.75	4.03	0.55
5.	Interpersonal skills and social networking that were required to practice at current workplace since I attended my first degree	4.28	0.77	4.39	0.67
6.	Informational technology and qualities that were required to practice at current workplace since I attended my first degree	3.47	1.09	3.82	1.09
7.	Teamwork spirit and behavior that were required to practice at current workplace since I attended my first degree	4.28	0.78	4.37	0.70
Overall Mean Value		3.87		4.07	

Exceptionally, the respondents from Group I responded also that another skill of teamwork spirit and behavior which have been gained since they learnt in the university as they given as the highest mean value whereas the respondents from Group II perceived that kind of teamwork spirit and social networking skill was given as the secondly highest mean value for them.

At the same time, the second highest mean value perceived by graduates from Group I was related to the statement of “theories/methods/techniques relative to the academic subjects that were required to apply at my current workplace since I attended my first degree” and their value given was (4.02) while the respondents from Group II gave as the fifth highest mean value as (3.99) as they perceived.

Doing research practices done while attending the university was the third highest mean value as (4.03) perceived by the respondents from Group II which was evaluated as the least highest mean value as (3.42) perceived by the Group I respectively in the study. Concerning “the problem solving skill learnt while attending the university which could be applied very well at their workplaces”, the respondents of Group I agreed that it was their fourth highest mean value perceived as (3.79) and

those from Group II perceived it as their least high mean value given as (3.78) well respectively. Moreover the skill concerned with the statement of “Learning capability that were required to practice at current workplace since I attended my first degree”, the respondents from Group I perceived it as the thirdly highest mean value given as (3.85) whereas those graduates from Group II evaluated that kind of learning capabilities as their fourthly highest mean value given as (4.03). Even though the respondents of Group I assumed the statement of “Informational technology and qualities that were required to practice at current workplace since I attended my first degree” as their fifthly highest mean value given as (3.47), the graduates from Group II perceived this kind of IT and computer skills gained through attending the university was given as the sixth highest mean score and those from Group I did it as their fifthly highest mean value respectively. Based on the findings and information given in Table (3.36), the skills relative to the interpersonal skills and social networking, teamwork spirit and theories/methods/techniques learnt and really required to perform their duties at the current workplaces were perceived by all respondents as the knowledge and skills as they highly received since they attended in the university.

Table (47) describes the mean value of work identity level perceived by the respondents whether the knowledge, personal skills, methods/techniques learnt at the university that could be applied well at their assigned duties at workplaces or not as shown below. According to the information shown in Table (47), the graduates from Group II responded that the highest mean value of what they perceived was concerned the statement of “problem solving gained in the University of Economics can be applied effectively at my current job.” Therefore the highest value given as Group II was (4.61) although (3.74) as Group I did perceptively. The respondents from Group I responded that skill of “teamwork spirit and behavior gained in the University of Economics can be practiced effectively at my current job” as they given as the highest mean value whereas the respondents from Group II perceived that kind of skills and practices was given as the secondly highest mean value for them. Concerning the statement of “theories/methods/techniques learnt relative to academic subjects learnt in the University of Economics can be applied effectively at my current job,” the respondents from Group I perceived as their thirdly highest mean value given as (4.0) although the respondents from Group II evaluated that knowledge and skills learnt relative to the academic subjects as their fifth highest mean value for them. It could

be seen that “teamwork spirit and behavior, problem solving skills, interpersonal skills and social networking and theories/methods/techniques learnt relative to academic subjects learnt and gained in the University of Economics were mostly well applied effectively at their current job.

Table (47)

Mean Value of Perception of Work Identity by Respondents through analyzing Whether the Knowledge, Skills, Methods/Techniques acquired by attending the University which could be applied to perform the duty assigned at current job?

No.	Statement	Group 1 Graduated in 3 years		Group 2 Graduated in 4 years	
		Mean	Std. Dev	Mean	Std. Dev
1.	Theories/methods/techniques learnt relative to academic subjects learnt in the University of Economics can be applied effectively at my current job.	4.00	0.82	4.04	0.86
2.	Problem solving skills gained in the University of Economics can be applied effectively at my current job.	3.74	0.14	4.61	0.92
3.	Analysis and evaluation on organizational performance understood by attending in the University of Economics that can be applied effectively at my current job.	3.77	0.78	3.91	0.86
4.	Learning capability for internal & external	3.80	0.75	3.69	0.921

	environments attained in the University of Economics that can be applied effectively at my current job.				
5.	Interpersonal skills and social networking gained in the University of Economics that can be practiced effectively at my current job.	4.22	0.78	4.21	0.88
6.	Informational technology and qualities got in the University of Economics can be applied effectively at my current job.	3.73	1.08	4.18	0.38
7.	Teamwork spirit and behavior gained in the University of Economics can be practiced effectively at my current job.	4.25	0.79	4.29	0.90
Overall Mean Value		3.93		4.13	

A Comparative Study of Graduate’s Work Identity between Group I and Group II

This section concerns to test the hypotheses of the study mentioned underneath of explanation of the conceptual and analytical frameworks of the study. Among the five proposed hypotheses, H3 was investigated whether which graduates attended in the University of Economics for three years or four years got greater perception of work identity level through analyzing whether knowledge, skills, methods/techniques required to the duty assigned at current job which have been obtained since they attended the University or whether those knowledge, skills, methods/techniques acquired by attending the University which could be applied to perform the duty assigned at current job to be proved that *“The overall work identity level perceived by selected graduates involved in Group II is higher than those of selected graduates involved in Group I in the study”*.

Testing Hypothesis (H3):

Firstly, independent samples t-test required the data to be distributed normal. Kolmogorov –Smirnov test are used to check the normality assumption for job identities to examine the postulated hypothesis. If p-value (Sig.) of the test is more

than 0.05, the data is said to be distributed normal. The following Table (48) is shown the test for normality by using Kolmogorov-Smirnov Test.

Table (48)

Test for Normality of Work Identity Level Perceived by the Respondents

	Kolmogorov-Smirnov Test		
	Statistic	df	Sig.
Job Identities	.184	1270	.200*

*. This is a lower bound of the true significance.

Because of Table (48), p values of the all test are 0.200 which is greater than 0.05. Hence, the data is distributed normal. Therefore, it can be concluded that normality can be assumed for those data set and provided t test assumption are satisfied; a parametric t test can be used.

Table (49)

T test for Comparison of Work Identity Level Perceived by Group I and Group II

Group	N	Mean	SD	Leven's Test		t	df	Sig
				F	Sig.			
Graduated in 3 years	650	3.90	0.45	2.235	0.135	8.97	1268	.000
Graduate in 4 years	620	4.10	0.83					

Table (49) presented the “t” value for comparison of job identities between graduated in 3 years and 4 years. The p value of the Leven’s Test for equality of variance is 0.135, which is more than 0.05. Hence, the assumption of equality of variances is met. The mean difference is 0.2 and standardized difference, $t = 8.97$. The two tailed p value of the test is 0.00, which is less than 0.05. Thus, it was found that there was significant difference of job identities between graduated in 3 years and 4 years.

All results that could be seen in Table (48) and (49) shown above respectively in the study, supported to prove that “*The overall work identity level perceived by*

selected graduates involved in Group II is higher than those of selected graduates involved in Group I in the study”.

Analysis on Relationship between Employability Skills & Career Orientation Types and Employability Skills & Work Identity Perceived by the Respondents

As we analyzed the literature reviews mentioned earlier section to understand more about the relationship between employability skills and career orientation types as well as between employability skills and work identity perceived by the respondents, many empirical studies made by scholars proved that there was a strong relationship between those two independent variables of career orientation types and dependent variables of employability skills and between independent variables of employability skills and dependent variable of work identity level perceived by the graduates as well.

Testing Hypothesis (H4)

Therefore the following section would discuss the analysis of relationships among those independent and dependents variables of employability skills, career orientation types and work identity perceived by the graduates whether they attended in the Yangon University of Economics/ Monywa University of Economics/ Meikhtilar University of Economics or not and whether they finished their graduation during three years or four years with old existing curriculum system or newly enhancing one for them through using by statistical correction methods. The findings as results from the analysis on relationship between career orientation types of the graduates and their employability skills perceived themselves would support the following hypothesis (H4): *The higher the career orientation type before graduation perceived by selected graduates attended in YUEco, MUEco and YEUEco, the higher overall level of perception of their employability skills in the study.*

An Analysis on Relationship between Career Orientation and Employability Skills Perceived by the Respondents

In this section relationship between graduate's career orientation and employability skill are described. The purpose of this analysis is aim to look at the

each carrier orientation and its relationship with three type of employability skills. To perform this analysis, Pearson correlation is used as inferential analysis. A Pearson correlation coefficient will indicate the direction, strength and significant of the bivariate relationships among all the variables that were measured at an interval or ration level. The rule of thumb about the coefficient range and the strength of the relationship are shown as in following Table (50).

Table (50)

Rules of Thumb about Pearson Correlation Coefficient

Coefficient Range	Strength of Relationship
±0.91 to □1.00	Very Strong
±0.71 to □0.90	High
±0.41 to □0.70	Moderate
±0.21 to □0.40	Small but definite relationship
±0.01 to □0.20	Slight, almost negligible

Table (51) shows the relationship between introspection career orientation and employability, there is small and negative but definite relationship between introspection carrier orientation and personal skill.

Table (51)

Analysis on Relationship between Introspection Carrier Orientation and Employability Skills Perceived by the Respondents

Variables	Correlation Coefficients	Strength of Relationship
Introspection Vs Personal Skill	.328**	Small but definite relationship
Introspection Vs Core Skill	.316**	Small but definite relationship

Introspection Vs Process Skill	.283**	Small but definite relationship
--------------------------------	--------	---------------------------------

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

The resulted P value (0.00) is more than $\alpha=0.01$ (1% level of significant). This means that correlation coefficient between the introspection carrier orientation and personal skill is significant at 1% level of significance. Moreover, there is inversely and weakly but definite relationship between introspection carrier orientation and core skill. The relationship between introspection carrier orientation and core skill is a significant at 1% level because the resulted p value is 0.000 that is less than alpha value 0.01. And, there is small but definite and inverse relationship between introspection carrier orientation and process skill. The resulted P value (.000) is more than $\alpha=0.01$ (1% level of significant). This means that correlation coefficient between the introspection carrier orientation and process skill is insignificant at 1% level of significance. From this analysis of relationship between introspection career orientation and employability skills of personal, core and process skills were inversely related to each other. It could be seen that the type of the graduates who perceived themselves as introspection of career orientation during attending the university has lower perception of their personal, core and process skills required for employability. The higher the perception level of introspection career orientation of the graduates, the lower their employability skills of personal, core and process of all respondents in the study. According to the finding described in Table (27), all responded graduates from Group I and Group II disagreed that all of them were not the type of introspection career orientation type of students while attending university. In conclusion, all studied graduates attended and graduated in three universities of economics could not be assumed as introspection career orientation type having perception of being difficult and worried to pass the exam regularly and who originally has lower perception level on their employability skills especially in process skills such as skills in problem solving, teamwork, communication, critical thinking strategically and creativity that were required to apply in their respective workplaces currently.

Table (52) presents the information based on the analysis of relationship between hesitation career orientation types and each skill of employability perceived by the respondents in the study.

Table (52)

Analysis on Relationship between Hesitation Career Orientation and Employability Skills Perceived by the Respondents

Variables	Correlation Coefficients	Strength of Relationship
Hesitation Vs Personal Skill	.828**	High
Hesitation Vs Core Skill	.816**	High
Hesitation Vs Process Skill	.683**	Moderate

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

Through studying from Table (52) shown above the relationship between hesitation career orientation and three type of the skills of employability, there is positively and highly relationship between hesitation carrier orientation and personal skill. The resulted P value (0.00) is more than $\alpha=0.01$ (1% level of significant). This means that correlation coefficient between the hesitation carrier orientation and personal skill is significant at 1% level of significance. Moreover, there is highly and directly direct relationship between hesitation carrier orientation and core skill. The resulted P value (0.00) is more than $\alpha=0.01$ (1% level of significant). This means that correlation coefficient between the hesitation carrier orientation and core skill is significant at 1% level of significance. There is moderately and directly relationship between hesitation carrier orientation and process skill. The resulted P value (0.00) is more than $\alpha=0.01$ (1% level of significant). This means that correlation coefficient between the hesitation carrier orientation and process skill is significant at 1% level of significance.

From this analysis of relationship between hesitation career orientation and employability skills of personal, core and process skills were highly related to each other especially the relationship between hesitation career orientation type and personal skills and core skills perceived by the respondents. It could be seen that the type of the graduates who perceived themselves as hesitation of career orientation during attending the university has high attitude and value their social network, friendship, general knowledge and experience through taking part in social network, sports, art activities and study trip and touring with friends but they have never been absent to attend to a class. Therefore it could be concluded that if the graduates had the higher the perception of hesitation career orientation type in them, the personal

and core skills of all respondents would be relatively higher positively in the study. Nevertheless the relationship between hesitation career orientation type of students and their process skills were moderately related to each other because the main characteristics of process skills could be obtained normally by learning in a class and doing at workplace. Therefore the perception level of respondents those who had hesitation career orientation before graduation might be only moderately or indirectly related to that skill of process acquired through working and learning by doing for them.

Continuously following Table (53) presents the finds through analysis on relationship between learning carrier orientation and employability Perceived by the Respondents. By analyzing that how the perception of learning oriented students while attending the university could be related to his employability skills of personal, core and process that required to apply them in their job currently after graduation.

Table (53)
Analysis on Relationship between Learning Carrier Orientation and Employability Skills Perceived by the Respondents

Variables	Correlation Coefficients	Strength of Relationship
Learning Vs Personal Skill	.624**	Moderate
Learning Vs Core Skill	.827**	High
Learning Vs Process Skill	.924**	Very Strong

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

Regarding the relationship between learning career orientation type perception and employability skills perceived by the respondents, there is moderately and directly related to learning carrier orientation and personal skill of each graduate. The resulted P value (0.00) is more than $\alpha=0.01$ (1% level of significant). This means that correlation coefficient between the learning carrier orientation and personal skill is significant at 1% level of significance. Moreover, there is highly and directly relationship between learning carrier orientation and core skill. The resulted P value (0.00) is more than $\alpha=0.01$ (1% level of significant). This means that correlation coefficient between the learning carrier orientation and core skill is significant at 1% level of significance. There is very strongly and directly relationship between learning

carrier orientation and process skill. The resulted P value (0.00) is more than $\alpha=0.01$ (1% level of significant). This means that correlation coefficient between the hesitation carrier orientation and process skill is significant at 1% level of significance.

From this analysis of relationship between learning career orientation and employability skills of personal, core and process skills were directly and strongly related to each other especially the relationship between learning oriented students and their process skills perceived by the respondents. It could be seen that the type of the graduates who perceived themselves as learning career orientation during attending the university has highly value, belief, and attitude in learning as well as education. The reasons of their choosing, attending the University of Economics in Yangon, Monywa, and Meikhtiar and trying hard to get a particular degree in the respective academic fields were for learning purpose only. That kind of learning oriented students were strongly confident in education and knowledge gained through learnt in a class which only could uplift their lifelong improvement and had strong career goals to work and participate in the type of knowledge based services industry like Google, Microsoft and etc.,. Therefore it could be concluded that if the graduates had the higher the perception of learning career orientation type they had, the process skills of all respondents would be relatively strongly higher in the study. As a consequence of having the learning career orientation in the minds of students could encourage highly to get core skills in detail such as their critical and logical reasoning, creative thinking and problem solving skills which were demanded by the employers of knowledge based businesses to all fresher graduates all over the world nowadays. But the students' learning orientation level was moderately related to their personal skills. As conclusion it could be found that the higher the graduates had learning career orientation before graduation, the higher their core and process skills acquired through mainly learning in a class and wherever they have been as well.

Table (54)

Analysis on Relationship between Instrumentalism Carrier Orientation and Employability Skills Perceived by the Respondents

Variables	Correlation Coefficients	Strength of Relationship
-----------	--------------------------	--------------------------

Instrumentalism Vs Personal Skill	.252**	Small but definite relationship
Instrumentalism Vs Core Skill	.407**	Moderate
Instrumentalism Vs Process Skill	.519**	Moderate

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

Table (54) presents the investigation of whether the respondents having higher perception of instrumentalism carrier orientation type before the graduation had higher skills of personal, core and process of employability perceived themselves relatively. Regarding the relationship between perception of instrumentalism career orientation type and employability skills perceived by the respondents, there is small but definite direct relationship between instrumentalism carrier orientation and personal skills. The resulted P value (0.00) is more than $\alpha=0.01$ (1% level of significant). This means that correlation coefficient between the instrumentalism carrier orientation and personal skill is significant at 1% level of significance. Moreover, there is moderate and direct relationship between instrumentalism carrier orientation and core skill. The resulted P value (0.00) is more than $\alpha=0.01$ (1% level of significant). This means that correlation coefficient between the instrumentalism carrier orientation and core skill is significant at 1% level of significance. There is moderate and direct relationship between instrumentalism carrier orientation and process skill. The resulted P value (0.00) is more than $\alpha=0.01$ (1% level of significant). This means that correlation coefficient between the instrumentalism carrier orientation and process skill is significant at 1% level of significance.

It could be concluded that based on the results of the analysis on the relationship between perception of instrumentalism career orientation type and employability skills perceived by the respondents, the graduates having instrumentalism orientation before graduation had moderately direct relation to their process skills and core skills especially. Because that kind of instrumentalism oriented students were more emphasized on getting early job aggressively and even their ultimate purposes of attending and choosing to attend the University of Economics wherever it is located in Yangon, Monywa, and Meikhtilar were to be professionals in the respective academic fields so that they had attended already external courses such as computer, IT, communication and languages trainings that can support them to get a job as soon as they finished besides learning courses designed to the enhancing

curriculum system internally and all the time try to get a contact from job agencies. According to the finding that could be seen in Table (3.20) earlier, the respondents of the study from Group I and Group II agreed that they were kind of instrumentalism oriented students for getting early job after graduation. Unfortunately, it could be concluded that if a university student had stronger instrumentalism orientation during attending the school, their perception level of process and core skills which really required to be professionals at works could not be directly and strongly supported but there were some moderate relation between them and even the relationship between the graduates' personal skills and his or her instrumentalism type of career orientation could be assumed that they were definitely related to each other.

In conclusion, the reliable results outcome by the testing on certain relationship between the graduates' career orientation types perceived during attending the university and their perceived employability skills obtained by attending the university shown in Table (50), (51), (52), (53) and (54) supported to prove the proposed hypothesis (H4): *“The higher the career orientation type before graduation perceived by selected graduates attended in YUEco, MUEco and YEUEco, the higher overall level of perception of their employability skills in the study.”*

Testing Hypothesis (H5)

This section discussed the analysis of relationships between those independent variables of employability skills and work identity perceived by the graduates whether they attended in the Yangon University of Economics/ Monywa University of Economics/ Meikhtilar University of Economics or not and whether they finished their graduation during three years or four years with old existing curriculum system or newly enhancing one for them through using by statistical correction methods. The findings as results from the analysis on relationship between their employability skills perceived themselves and work identity level would support the following hypothesis (H5): *“The higher overall level of perception of the employability skills after graduation perceived by selected graduates attended in YUEco, MUEco and YEUEco, the higher overall level of their work identity perceived by those graduates while working currently in the respective area.”*

An Analysis on Relationship between Employability Skills and Work Identity Perceived by the Respondents

In this section the relationship between graduate's employability skills and their overall work identity level was discussed. The analysis aims to look for how each of employability skills were related to the work identity level perceived by the respondents through the Pearson correlation that is used as inferential analysis. A Pearson correlation coefficient will indicate the direction, strength and significant of the bivariate relationships among all the variables that were measured at an interval or ratio level. The rule of thumb about the coefficient range and the strength of the relationship are shown as in following Table (56).

Table (56)

Analysis on Relationship between Employability Skills and Work Identity Perceived by the Respondents

Variables	Correlation Coefficients	Strength of Relationship
Personal Skill Vs Work Identity Level	.754**	High
Core Skill Vs Work Identity Level	.824**	Very Strong
Process Skill Vs Work Identity Level	.877**	Very Strong

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

Regarding the relationship between employability skills and work identity level perceived by the respondents, there is highly and directly relationship between the graduates' personal skill and their work identity level. The resulted P value (0.00) is more than $\alpha=0.01$ (1% level of significant). This means that correlation coefficient between the personal skill learnt by attending the university and work identity level is significant at 1% level of significance. Moreover, there is very strongly and direct relationship between the graduates' core skill and their work identity level. The resulted P value (0.00) is more than $\alpha=0.01$ (1% level of significant). This means that correlation coefficient between the core skills obtained by attending the University of each Respondent in the study is significant at 1% level of significance. Similarly, there is very strongly and directly between process skills acquired by learning in a class and applying them at their work and their work identity level perceived by the

respondents. The resulted P value (0.00) is more than $\alpha=0.01$ (1% level of significant). This means that correlation coefficient between the process skills perceived by the graduates is significant at 1% level of significance.

It could be concluded that based on the information as analysis results found in Table (56), the responded graduates having higher and stronger perception of the employability skills in personal, core and process in them highly and strongly believed in the knowledge, skills and theories/methods/techniques taught and learnt in the university before graduation were necessarily needed to learn for them and those all kinds of knowledge, skills and theories/methods/techniques taught in a class were applied and fitted in where they took the specific responsibility in the respective labour market. The consequential result of this analysis can support well to prove proposed hypothesis (H5): *“The higher overall level of perception of the employability skills after graduation perceived by selected graduates attended in YUEco, MUEco and YEUEco, the higher overall level of their work identity perceived by those graduates while working currently in the respective area.”*

Conclusion of the Study

The study was an investigation firstly that mainly examines the graduates transition to employment of selected graduates working currently at the various kinds of workplaces after graduated in Yangon University of Economics, Monywa University of Economics, and Meikhtilar University of Economics during academic years from 2010-2011 to 2015-2016 in which their demographic profile, employability, the career orientation types, employability skills, and work identity level perceived by the responded graduates in the study were focused to analyze.

Findings of the Study

During six years between 2010-2011 and 2015-2016, there were (17320) graduates specialized in a degree program of BAct, BBA, BCom, BEcon(Eco), and BEcon (Stats) conferred by Yangon University of Economics, Monywa University of Economics, and Meikhtilar University of Economics. In the study, those total number of graduates were divided into two groups as the respondents of Group I who were admitted with 300 minimum university entrance marks resulted in the matriculation

exam, attended only 3 years, learnt an old combination set of courses designed in line with the curriculum system, and graduated since 2010-2011, 2011-2012, and 2012-2013 respectively and another respondents of Group II who were admitted because of having 400 minimum university entrance marks at the matriculation exam, attended 4 years, learnt a new combination set of courses designed relative to the newly enhancement of curriculum system and graduated in 2014-2015 and 2015-2016 from those three universities of economics in Myanmar. Therefore, total sample units of working graduates from Group I (650) out of population (9097) graduates and (620) out of population (8223) graduates as working graduates from Group II were selected using by the sample size calculator in raosoft.inc to get the minimum recommended size of this study. Therefore the findings presented to get more understanding on the respondents' demographic profile, the respondents' employability, career orientation types of respondents, perception of employability skills, and work identity level perceived by the respondents were analyzed by Group I and Group II in the study. Moreover, the relationship among the career orientation types, employability skills and work identity level perceived by the responded graduates were analyzed in order to prove whether the hypotheses proposed in the study were true or not based on the findings.

Regarding the **demographic profile of the respondents**, the gender ratio of the graduates of the study was 3:1 that represents the number of female and male in total number of students attending in each University of Economics and it could be noted that was also one of the well-known symbolic features of any University of Economics. Concerning the age group ranging from under 23 years to over 28 years, the eldest group of graduates who finished their degree since 2010-2011 and the youngest ones finished since 2015-2016 academic year. Therefore, all respondents of the study are very fresher graduates those who already joined in their respective workplaces. It could be convinced that almost of graduates got their early job as soon as they graduated. With regard to the marital status of respondents, it could be found that only (5%) out of total respondents got married after their graduation while working at the respective job whereas the (95%) of total respondents are working as single. Because their age group lies on lower limit of the youngest age group (23 years old) and the upper limit of the eldest age group (over 28 years old) and they just graduated and got their first career meanwhile. Therefore the majority of all respondents are struggling to get better job and try to get more salary than never

before. Moreover, two - third of the respondents are female graduates and almost of them are taking the role as the more responsible persons at workplaces than those of male respondents. Based on the finding, it could be concluded probably that the real socio-economic patterns of Myanmar educated working youth and their life style nowadays. Relatively comparing their parents' educational level, the selected respondents got more chances to learn higher education than theirs. Nearly (6%) of respondents might overcome some difficulties in the transition from graduate to employment for survival because of the losing of their father who are mainly responsible person for earning to survive a family according to the Myanmar culture and customs. (60%) of total respondents 'fathers from each group are working at own business and private firms, (20%) out of total respondents' fathers are independent and retired from their jobs and (10%) of those fathers of respondents from Group I and (15%) of out of total selected graduates' fathers from Group II are working at the governmental organizations now. Because of the majority of respondents' fathers reaches at the workable ages and they must have a certain amount of income level to let their children to attend and study the higher education. Concerning occupational level of respondents' mothers, over (58%) out of total number are the independents but working at home as housewives for looking after their families and kids. Over (25%) of respondents' mothers from each group have own businesses at their hometowns and some are working at the private firms as employees. Among them, (15%) out of graduates' mothers of respondents are working as staff of governmental offices. Only (1%) out of total number of respondents had no mothers who passed away while the survey was being conducted last year. Concerning the levels of education and occupation of their parents of selected graduates, it could be concluded that not only graduates and their parents expect to acquire the latest knowledge, certain employability skills advanced technology and methodology to secure some kinds of well-paying job related to their studied fields. Regarding the number of graduates who got a specific degree among the different programs offered by the each selected university of economics in the study, there are eight types of degree programs offered by three universities of economics in the undergraduate level. Among the different degree holders of the study, the number of Bachelor of Commerce (BCom) are significantly involved as the largest size, Bachelor of Business Administration (BBA) and Bachelor of Statistics (BEcon (Stats)) involved as the second largest size, Bachelor of Economics (BEcon (Eco)) accounted as in third largest ones and the

number of Bachelor of Accounting (BAct) are involved fourthly largest size respectively in the study. Those five degree programs have been conferred by each University of Economics as original and optional ones offered by the University of Economics since their establishment year. Moreover, graduates had right to choose the degree program what they prefer to learn according to their university entrance marks to be admitted by each of degree program. The other programs of Bachelor of Population Studies, Development Studies and Public Administration are extended new degree program which only are provided by the Yangon University of Economics only and started since 1990s. The rest of two universities of economics in Monywa and Meikhtilar could not provide those extended degree programs yet. Among the graduates in the study over (83%) of graduates were outputs of Yangon University of Economics whereas the largest amount of students were accepted to admit and the second longest length of time spent as outstanding as a university of the country after being existence of Yangon University which have been lasting for 100 years nearly in Myanmar. Regardless of the location of University of Economics attended and responded graduates in the study, it could be assumed that there are no differences for all students skills, knowledge and experiences obtained in teaching and learning the courses designed for a specific degree program at each university because all of graduates are treated by same ways of teaching and learning design and methods through using a typical curriculum and syllabus system prescribed and approved by the Board of Studies of three Universities of Economics.

In relative to study the **employability of the respondents**, the following analyses of how long the respondents waited for getting their first job after graduation, which types of organizations they were working, what functional field they were assigned to work based on their specific degree in the respective academic field at work, at what position they were assigned to be responsible at work and how much they earned the income as salary per month as they were compensated at work were made. Almost of responded graduates who graduated in 3 years as well as 4 years got their first job within (3) months and (12) months after graduation. Moreover the graduates who was enrolled because of having higher matriculation examination marks than minimum entrance marks and treated by new enhancing curriculum and modified courses within 4 years schooling time had more chance to get the their career as soon as they graduated than those of graduates who was enrolled because of having equal to the minimum entrance marks of matriculation examination and

treated by old curriculum and courses within 3 years schooling time in the study. Therefore, it could be assumed that the employability of responded graduates of the study was affected by and strongly relative to the higher learning skills of students as much as they were outstanding before joining the university, learning and teaching through courses enhancements designed by newly modified curriculum and syllabus to be completed within time limits appropriately. According to the organization types employed for respondents, more than (80%) of total graduates are working in the private forms. (12%) of graduates from Group I and (5.6%) of graduates from Group II are working at the Governmental organizations as staff. (1.8%) of graduates from Group I and (8.7%) of total graduates from Group II are working their own businesses, (1.1%) of Group I and (1.5%) from Group are working in the NGOs (Nongovernmental Organizations) and (1.4%) from Group I and (1%) from Group II are working at other kind of business such as part time consultant or trainers like free-lance workers respectively. Almost total responded graduates who hold different kinds of degrees specialized in Accounting, Business Administration, Commerce, Economics and Statistics etc. after attended in the three Universities of Economics located in Yangon, Monywa, and Meikhtila are working at private businesses. Concerning the working function assigned for respondents, nearly 85% of total respondents from Group I and nearly 97% of total respondents from Group II were assigned to take part in the operations level of management whereas 14% of total graduates from Group I and only 2% of graduates from Group II were promoted to take part in the middle level of management in their work places. Only 7 out of 650 from Group I and 4 out of 620 from Group II are taking the responsibility of top management level in the study. It could be seen that all respondents from both studied Groups have a specific degree in each six years ago from the university. Normally they all have to wait for one year in average to get their early job so that their skills required and working experiences are so far still lack to be assigned to the higher level of management rather than assigning to take part in the basic operations level of workplaces as fresher graduates for getting chance of doing by learning in their job. As exceptional case in the study, some of the outstanding graduates were assigned and promoted to participate as managers or leaders of middle level and top level of management in their respective area. Concerning the functional responsibility assigned to perform at their work of the respondents, (65%) out of total graduates of Group I and (56%) out of total graduates of Group II are responsible to perform in the

function of accounting and auditing, (8.8 %) out of total graduates of Group I and (8.2 %) out of total graduates of Group II are responsible to make decisions as managers in top and middle level of management, (5.2 %) out of total graduates of Group I and (8.2 %) out of total graduates of Group II are responsible to take part in the function of marketing and sales, (2.6 %) out of total graduates of Group I and (4.2 %) out of total graduates of Group II are responsible to take part in the function of HRM, (2.6 %) out of total graduates of Group I and (1.5%) out of total graduates of Group II are responsible to take part in the function of production, (9.1 %) out of total graduates of Group I and (12.1%) out of total graduates of Group II are responsible to take part in the function of office administration, (0.8 %) out of total graduates of Group I and (0.3 %) out of total graduates of Group II are responsible to take part in the function of distribution, (6.8 %) out of total graduates of Group I and (9.4%) out of total graduates of Group II are responsible to take part in the functions of negotiating, education, training, communication, customer services and public affairs respectively in their work places. It could be concluded that the majority of graduates finished from the University of Economics are taking part in the working environment where could be deployed their employability skills, knowledge and experience acquired in learning in the class attending university and doing at work assigned by their employers. Regarding the number of respondents who have different years of working experience based on their various joining time to the job after graduation, Group I consisted of the graduates who attended 3 years in the university and they are seniors who got early their first job more than 3 years than the graduates involving in Group II attended 4 years in the university later than 3 years later. Therefore it could be clearly seen that the years of working experience of graduates from Group I have 3 years longer than those of graduates from Group II. In the other hand, 160 out of total 650 graduates of Group I and 348 out of 620 graduates of Group II have only one year working experiences. At the same time, 224 out of total 650 graduates of Group I and 157 out of 620 graduates of Group II got two year working experiences, 166 out of total 650 graduates of Group I and 83 out of 620 graduates of Group II have three years working experiences, 71 out of total 650 graduates of Group I and 24 out of 620 graduates of Group II have four years working experiences respectively. Only 19 out of total 650 graduates of Group I had five years in services, only 9 out of 650 graduates of Group I have six years old in services and only one graduate from Group I got seven longest years services in work. It could be seen that only (15%) of total

graduates 650 from Group I got their first job as soon as they graduated. Also, only (18%) of total graduates 620 were employed in their early job as soon as they finished their degree. Moreover comparing the employability level of graduates between two Groups after their graduation, the larger number of graduates from Group II got more employability to employment within few months after graduation than those of graduates from Group I. In relative to analyze the number of graduates counting by their different income level they earned per month after joining their employment, the highest range of monthly income of working graduates from both groups was more than 400,000 MMKs and the lowest income level per month of graduates they earned from both groups was less than and equal to 200,000 MMKs. Comparing the income level per month of the graduates from Group I and Group II, (84%) of graduates from Group I and (97%) of Graduates from Group II are getting in 2000,000 MMKs to 300,000 MMKs as their monthly income compensated by their employers. Only (18%) of graduates from Group I and (3%) of total graduates from Group II earned the amount of between 300,000 and 400,000 in MMKs as their income per month. It could be concluded that the income level for per month of respondents of the study are getting the more reasonably amount of income than those of other graduates who finished degrees specialized on art and sciences learnt in the University since they are joining and working as professionals in the private firms even though their income per month were lower than those of the famous kind of careers or more knowledge based professionals such as medical doctors, engineers, computer and IT programmers in our country. .

Concerning **types of career orientation perceived by respondents** while attending the university, there are five main reasons (1) having willingness to learn management/ business management, (2) making easy for getting any job after graduation, (3) having more than enough marks of matriculation university entrance examination, (4) Due to having guidance of guardianship and (5) getting just a degree from any university as their criteria in choosing to attend the university of economics where he or she have to attend due to his or her location where they stay currently at that time. (45%) of total graduates' main reason to choose to attend the university of economics is having willingness to learn management/ business management, as their first priority and secondly, (32%) of total graduates expressed their second reason to choose to attend the university of economics is making easy for getting any job after graduation as their second priority, thirdly (27%) of total graduates described their

third reason to choose to attend the university of economics is to make easy for getting any job after graduation as their third priority. (29.5%) of total graduates responded their fourth reason to choose to attend the University of Economics is to get just a degree from any university. Finally (41%) of total graduates answered their final reason to choose to attend the University of Economics is to get just a degree from any university. It could be assumed that based on the responds of selected graduates concerning the main reasons of choosing to attend the University of Economics, the (80%) above of total (1270) selected graduates in the study decided to attend the university of economics mainly to learn management / business management related courses which become applicable and more useful in the knowledge based private firms to get employed with high salary. Moreover, some of them assumed that if they had chance to learn any degree programs offered by any university of economics, those lessons, knowledge and learning experience obtained from their specific degrees they chose could upgrade them as skilled labor whom employers wanted those HR to be employed for business. Because they do believe that every graduate holders offered by University of Economics can get the job what they want to do easier than those of other graduates in market. Moreover, the respondents must have higher marks of matriculation university entrance examination than ever minimum marks of matriculation university entrance examination in order to be admitted and have a choice to select a specific degree program as they preferred to learn in the university. There is a clear picture to identify the different types of career orientation of respondents because each student had various reasons, values and perception in choosing their university of economics since they joined to attend for getting a specific degree after schooling. According to Maura O' Regan (2008) explored the students' career orientation and **four types of career orientations** were clarified based undergraduates' orientation towards their interest in a career and motivation to pursue a prospective career and engage with thinking about their futures. In determining the four types of career orientations; orientated toward introspection, orientated toward hesitation, orientated toward learning, and orientated toward instrumentalism perceived by each responded graduate. Concerning this type of **Introspection Career Orientation**, there is no different perception between Group I and Group II. That means both graduates from two groups strongly disagreed that they all never been like such kind type of career orientation of introspection representing the student who had difficulty and worries during the learning process

and did not have self-confidence also throughout his schooling year and always self-stressed throughout his learning process because of the courses were so hard to understand and difficult to learn them when teachers explain and discuss them comparing with the theories and practices in a class especially as well as they tried hard to pass an exam which was so difficult to answer due to the questions were never understood for them. Although both groups perceived that they were never been difficult in learning process before their graduation, the graduates from each Group I and Group II admitted that they had attended the extra courses outside in the weekends (or) evening time because they had some problems faced in attending the daily classes for example, when they did not understand some particular subjects such as accounting and more complex problems in accounting to be solved so they need to consider better so that they attended and learnt outside of the class. And both groups replied equally that that's problems of attending extra courses made them a little stress and worries that had during the learning period. The graduates from each Group I and Group II responded that all of them had never been this type of career orientation. It could be concluded that all selected graduates in the study were not assumed as type of introspection career orientation. Regarding the type of **hesitation career orientations perceived** by the respondents, the graduates from Group I and Group II almost agreed that they all passed every examination they used to sit without having any experience of failure. Moreover, both groups agreed strongly that their social networks and friendship such all social experiences was so successful and they got broader relationship than never before for them during attending the University of Economics. Also both groups agreed on following conditions such as, they got general knowledge and experiences like travelling to other places with teachers and friends, they had great chance to take part in the sports. They preferred to take part in the competition events and art activities as well during attending the University of Economics. In analyzing the type of **hesitation career orientation**, concerning their absenteeism during attending the University, both of the groups responded agreed that they all were never been absent to attend the class regularly and learnt self-study and so that they never failed the exam yearly when they were attending in the University. The respondents could be assumed as the type of hesitation career orientation. Concerning the type of **learning career orientation**, all students involved strongly agreed that they all usually learn well and were interested in each course that have to be learned for each year while attending in the University. Moreover, concerning their

experiences of attendance lectures class and tutorials class, both of them from Group I and Group II had strong responses like that “I tried so hardly to get higher marks in the exam for each module during attending the University of Economics, the graduates from Group II responded strongly that they agreed on it but those from Group I also agreed on it although their replies was not so much strong than Group II. Concerning the statement of “I studied hard to understand each and every subject conceptually rather than to get a job after my graduation”, all students from Group I and II agreed on that slightly. Therefore all respondents agreed strongly that they were type of learning carrier orientation because they had good experience in learning and study time in attracting the university. Although sometimes and for some courses which could be difficult for them, they must have hard experience to understand them conceptually to pass the exam, all of them could be assumed of the students who really learnt well their studies and courses while attending the university. Specifically, although the graduates from Group II had stronger attitudes and behavior of type of Learning Carrier Orientation than those of graduates from Group I, both of respondents from two Groups attended in the Yangon University of Economics, Monywa University of Economics, and Meikhtilar University of Economics would not be identified as the kind of students who easy riders without any effort to pass an exam during attending. Moreover, all of them had very good attitude and behavior of well-organized learners to get a degree within 3 years or 4 years regularly whereas they built a friendship and social networks with many friends meanwhile participation in various sports, art and sciences events and competitions. Regarding the type of **instrumentalism career orientation**, the graduates had strong agreement with the condition of “attending the external courses that can support to get the job for example computer IT training, communication skills and foreign language skills such as English, Chinese, Korea etc., after graduation as soon as possible tired hard and as much as they could for getting early job.”, especially for the graduates from Group II agreed stronger than those of graduates from Group I. Concerning their ultimate goal of choosing and attending the University of Economics was to be professionals as a particular carrier and to get higher earnings from their job”, both of respondents almost strongly agreed that. But as usual, the graduates from Group II had stronger desire to prove that than those of graduates from Group I. Regarding the condition of “ they decided to attend the University of Economics because they had already determined a specific carrier where they wanted to work and what they always wanted

to be in future” both group agreed with it. This seems that the ultimate goal of choosing the University of Economics of the graduates from Group I was more than those of graduates of Group II. Regarding the situation of “they joined with any contact of job agencies to get the job as soon as they got the first degree from the University of Economics”, both groups agreed slightly on it. As the type of instrumentalism carrier orientation showed that all graduates agreed that they could be assumed as good learners those who already had well plan to be professionals in the respective area and they had already preparing to get the job as soon as they finished the school.

To examine there is a significant difference in graduates’ career orientation types between graduated person who attended 3 years and 4 years at the University of Economics using by the Kolmogorov-Smirnov test, all calculated results and findings supported to prove that the first hypothesis proposed (H1); that the career orientation type chosen by selected graduates involved in Group II is higher than those of selected graduates involved in Group I in the study.

Through the analysis of **employability skills of the respondents**, in order to identify the differences of employability skills perceived by the respondents, three dimensions of employability skills for the graduates: personal skill, core skill, and process skill were analyzed in the study. First of all, the perception of **personal skills** of the respondents recommended as their favorite one as personal skills cleared found in them was the condition of “they improved social network and soft skill necessarily required for their working environment because of attending the University of Economics” for all respondents. Regarding the perception of “they used to make decisions themselves because of those exposure and experiences gained by attending the University of Economics.”, all respondents agreed with it as their secondly highest personal skill. With regard to the ability of making own decision because of having exposure and experience gained by attending the University of Economics as thirdly highest one of personal skills perceived by the respondents in the study, the younger graduates who finished in 2014-2015 later on and learnt a new curriculum system designed in line with the changes and challenges in the political, economic, socio-cultural environments by attending four years, thought that such kind of skill was the ability they could apply well in reality and obtained best secondly rather than the older graduates who completed in 2010-2011 to till 2012-2013, and learnt an old existing curriculum within three years. Concerning one of the personal skills that

stands for “they increased self-confidence, experiences and great exposure by attending the University of Economics, the respondents from both Groups agreed almost on it as their thirdly highest skill for all of them. Similarly, regarding the condition of “their leadership skill as well as teamwork spirit, self-disciplines and self-managed power at workplace have been improved at their workplace through attending at the University of Economics”, the respondents agreed almost it as their fourthly highest mean value and the personal skill they learnt as importantly as they needed to apply it to participate actively in the respective job. It could be concluded that based on the overall mean value of perceived personal skills of the respondents in the study, both groups of graduates from Yangon University of Economics, Monywa University of Economics, and Meikhtilar University of Economics totally agreed that all of personal skills were very important for their employment and they obtained all of them as well since they have studied in the university.

Secondly, concerning the **core skills perceived by the respondents** as the highest perceived to them was their critical thinking or logical reasoning and strategic thinking obtained by attending the class which was necessarily needed to apply at the workplaces. Concerning the perception of “they can communicate anyone whom they need to work together at workplace and work more with them regarding less of their gender, age, religion, nationalities, languages, education level and position with respect or without any discrimination or biased cases after joining the University of Economics”, the respondents perceived as their secondly highest ability and one of the core skill for them. It could be concluded that having best communication skill for working with anyone with respect or without any discrimination or biased cases obtained after joining the University of Economics was necessarily required skill for the graduates those who attended in three years and were treated and learnt with the regular teaching systems designed by the old existing curriculum. If they would like to get their early job in the market as soon as they graduated, they would have urgently needed to have such kind of communication skills as a key core skill for them. Concerning one of the core skills perceived by the graduates as the condition of “their problem solving skill and creativity to do better ways at workplace were improved because of the experiences and knowledge gained in the University of Economics” was given as the secondly highest core skill they gained while attending the university. With regard to the statement of “they can make any presentations with full confidence among the audience at workplace because of the experience and

knowledge gained in the University of Economics”, both Groups agreed with it as thirdly highest core skill. In relative to the condition of their skills in reading, writing, speaking and listening to English language were improved after learning the specific modules as course works during attending the University of Economics.” was given as their thirdly highest core skill for respondents. Their fourthly highest core skill perceived by both groups was relatively concerned the statement of “they had foreign exposures and international networking at the workplace because of the experiences and knowledge got in the University of Economics”. It could be assumed that both graduates attended in the Yangon University of Economics, Monywa University of Economics and Meikhtila University of Economics did not get sufficient core skills obtained through foreign exposures and international networking during attending each respective university they attended from 2010-2011 to 2015-2016 within these academic years.

Concerning the **process skills perceived by each graduate**, the situation of “They understand more about the business ethics that should have been practiced and held in market after graduation from University of Economics” was the highest mean value perceived by each graduate from Group I and Group II among process skills mentioned. Regarding the situation of “They understand more about the relationship between macroeconomic and microeconomic frameworks because of joining the University of Economics.”, the respondents from Group II strongly agreed with it as their secondly highest mean value perceived by them whereas the graduates from Group I mentioned that process skill was agreed to mention as their fourthly highest process skill. Regard to the ability of making own decision because of having exposure and experience gained by attending the University of Economics as one of process skills perceived by the respondents in the study, the younger graduates who finished in 2014-2015 later on and learnt a new curriculum system designed in line with the changes and challenges in the political, economic, socio-cultural environments by attending four years, thought that such kind of skill was the ability they could apply well in reality and obtained best secondly rather than the older graduates who completed in 2010-2011 to till 2012-2013, and learnt an old existing curriculum within three years. At the same time, concerning the statement of “They understand more about concepts and practices of current microeconomic situations because of attending the University of Economics”, the respondents from both Groups perceived as their thirdly highest ability as process skill for them. It could be

concluded that having more and more understanding of concepts and practices of current microeconomic environment obtained after joining the University of Economics was necessarily required skill for the graduates those who attended in three years and were treated and learnt with the regular teaching systems designed by the old existing curriculum. It could be said that if they would like to get their early job in the market as soon as they graduated, they would have urgently needed to have such kind of knowledge and concept of microeconomic environment to be fitted at their work. Concerning one of the process skills of the statement of “They can advise more about how to determine the short term and long term plans and new or innovative ideas and methods as well in my work place because of being graduates of the University of Economics, the respondents from Group I agreed almost on it as their fifthly highest process skill even though the graduates from Group I perceived as their fourthly highest process skill respectively. Similarly, regarding the statement of “They do apply all their knowledge and skills learnt for (3) years or (4) years in the University of Economics”, Group I agreed almost it as their secondly highest process skill as well as Group II slightly agreed that as their fifthly highest process skills they learnt as importantly as they needed to apply it to participate actively in the respective job. In conclusion that all graduated respondents from three University of Economics totally agreed that all process skills were very important for their employment and they obtained all of them as well since they have studied in the university.

In order to prove that there is a significant difference in graduates’ employability skills between graduated person who attended 3 years and 4 years at the University of Economics using by the Kolmogorov-Smirnov test, all calculated results and findings supported to prove that the second hypothesis (H2); the employability skills level by selected graduates involved in Group II is higher than those of selected graduates involved in Group I in the study.

Before analyzing **work identity perceived by the respondents**, the last milestone of graduate transition to employment, the study focused whether the respondents were satisfied with their workplaces after graduation. (91%) out of total graduates responded that they were happy with doing their current responsibilities that must be well fitted and matched with their first degree in the respective area, specific skills and knowledge gained with it altogether since they finished the university. It could be seen that almost respondents were so proud of having a prestigious position at the work places as a graduate who specialized in the academic fields learnt at the

University of Economics. Based on this information, it could be analyzed that how all respondents evaluated their work identity level by investigating whether their knowledge, skills and techniques/methods which were necessarily required to perform their duties assigned at work have been already acquired since they attended their first degree at the university or not and whether those knowledge, skills and techniques/methods learnt in university could be really applied in their respective work assigned in their respective jobs or not.

Concerning **work identity level perceived by the respondents**, all graduates agreed strongly that the interpersonal skills and social networking were kind of employability skills which were necessarily required and demanded by the employers for workplaces were highly obtained already since they attended in the university before employment. Similarly, the respondents from Group I answered that as their highest work identity as another skill of teamwork spirit and behavior whereas the respondents from Group II perceived that kind of teamwork spirit and social networking skill was given as their secondly highest identity of work. The second highest work identity perceived by graduates from Group I was related to the statement of “theories/methods/techniques relative to the academic subjects that were required to apply at my current workplace since I attended my first degree” whereas the respondents from Group II perceived it as their fifth highest work identity. Doing research practices done while attending the university was the third highest identity perceived by the respondents from Group II although it was evaluated as their least high work identity by the Group I respectively. Concerning “the problem solving skill learnt while attending the university which could be applied very well at their workplaces”, the respondents of Group I agreed that it was their fourth highest work identity even though Group II perceived it as their least high work identity level respectively. Moreover the skill concerned with the statement of “Learning capability that were required to practice at current workplace since I attended my first degree”, the respondents from Group I perceived it as the thirdly highest one whereas those graduates from Group II evaluated that kind of learning capabilities as their fourthly highest work identity. Even though the respondents of Group I assumed the statement of “Informational technology and qualities that were required to practice at current workplace since I attended my first degree” as their fifthly highest identity level concerning work. The graduates from Group II perceived this kind of IT and computer skills gained through attending the university was given as the sixth highest

work identity to perform their duties at the current workplaces were perceived by all respondents as the knowledge and skills as they highly received since they attended in the university.

Similarly the work identity level perceived by the respondents whether the knowledge, personal skills, methods/techniques learnt at the university that could be applied well at their assigned duties at workplaces could be analyzed as follows; the graduates from Group II responded that the highest work identity as perceived was concerned the “problem solving gained in the University of Economics can be applied effectively at my current job.” The respondents from Group I responded that skill of “teamwork spirit and behavior gained in the University of Economics can be practiced effectively at my current job” as they given as the highest work identity whereas the respondents from Group II perceived as the secondly highest one for them. Concerning the statement of “theories/methods/techniques learnt relative to academic subjects learnt in the University of Economics can be applied effectively at my current job,” the respondents from Group I perceived as their thirdly highest work identity although the respondents from Group II evaluated that knowledge and skills learnt relative to the academic subjects as their fifth highest work identity. It could be seen that “teamwork spirit and behavior, problem solving skills, interpersonal skills and social networking and theories/methods/techniques learnt relative to academic subjects learnt and gained in the University of Economics were mostly well applied effectively at their current job.

To examine there is a significant difference in graduates’ work identity level between graduated person who attended 3 years and 4 years at the University of Economics using by the Kolmogorov-Smirnov test, all calculated results and findings supported to prove that the third hypothesis proposed (H3); “The overall work identity level perceived by selected graduates involved in Group II is higher than those of selected graduates involved in Group I in the study”.

As we analyzed the literature reviews mentioned earlier section to understand more about the relationship between employability skills and career orientation types as well as between employability skills and work identity perceived by the respondents, many empirical studies made by scholars proved that there was a strong relationship between those two independent variables of career orientation types and dependent variables of employability skills and between independent variables of employability skills and dependent variable of work identity level perceived by the

graduates as well. Therefore the analysis of relationships among those independent and dependents variables of employability skills, career orientation types and work identity perceived by the graduates whether they attended in the Yangon University of Economics/ Monywa University of Economics/ Meikhtilar University of Economics or not and whether they finished their graduation during three years or four years with old existing curriculum system or newly enhancing one for them through using by Pearson Correction Method to test the fourth hypothesis (H4): The higher the career orientation type before graduation perceived by selected graduates attended in YUEco, MUEco and YEUEco, the higher overall level of perception of their employability skills in the study. From this analysis of relationship between introspection career orientation and employability skills of personal, core and process skills were inversely related to each other. It could be seen that the type of the graduates who perceived themselves as introspection of career orientation during attending the university has lower perception of their personal, core and process skills required for employability. The higher the perception level of introspection career orientation of the graduates, the lower their employability skills of personal, core and process of all respondents in the study. All responded graduates from Group I and Group II disagreed that all of them were not the type of introspection career orientation type of students while attending university. In conclusion, all studied graduates attended and graduated in three universities of economics could not be assumed as introspection career orientation type having perception of being difficult and worried to pass the exam regularly and who originally has lower perception level on their employability skills especially in process skills such as skills in problem solving, teamwork, communication, critical thinking strategically and creativity that were required to apply in their respective workplaces currently. The relationship between hesitation career orientation and three type of the skills of employability, there is positively and highly relationship between hesitation carrier orientation and personal skill. Moreover, there is highly and directly direct relationship between hesitation carrier orientation and core skill. This means that correlation coefficient between the hesitation carrier orientation and core skill is significant at 1% level of significance. There is moderately and directly relationship between hesitation carrier orientation and process skill. This means that correlation coefficient between the hesitation carrier orientation and process skill is significant at 1% level of significance.

From this analysis of relationship between hesitation career orientation and employability skills of personal, core and process skills were highly related to each other especially the relationship between hesitation career orientation type and personal skills and core skills perceived by the respondents. It could be seen that the type of the graduates who perceived themselves as hesitation of career orientation during attending the university has high attitude and value their social network, friendship, general knowledge and experience through taking part in social network, sports, art activities and study trip and touring with friends but they have never been absent to attend to a class. Therefore it could be concluded that if the graduates had the higher the perception of hesitation career orientation type in them, the personal and core skills of all respondents would be relatively higher positively in the study. Nevertheless the relationship between hesitation career orientation type of students and their process skills were moderately related to each other because the main characteristics of process skills could be obtained normally by learning in a class and doing at workplace. Therefore the perception level of respondents those who had hesitation career orientation before graduation might be only moderately or indirectly related to that skill of process acquired through working and learning by doing for them. By analyzing that how the perception of learning oriented students while attending the university could be related to his employability skills of personal, core and process that required to apply them in their job currently after graduation. Regarding the relationship between learning career orientation type perception and employability skills perceived by the respondents, there is moderately and directly related to learning carrier orientation and personal skill of each graduate. This means that correlation coefficient between the learning carrier orientation and personal skill is significant at 1% level of significance. Moreover, there is highly and directly relationship between learning carrier orientation and core skill. This means that correlation coefficient between the learning carrier orientation and core skill is significant at 1% level of significance. There is very strongly and directly relationship between learning carrier orientation and process skill. This means that correlation coefficient between the hesitation carrier orientation and process skill is significant at 1% level of significance. From this analysis of relationship between learning career orientation and employability skills of personal, core and process skills were directly and strongly related to each other especially the relationship between learning oriented students and their process skills perceived by the respondents. It could be

seen that the type of the graduates who perceived themselves as learning career orientation during attending the university has highly value, belief, and attitude in learning as well as education. The reasons of their choosing, attending the University of Economics in Yangon, Monywa, and Meikhtiar and trying hard to get a particular degree in the respective academic fields were for learning purpose only. That kind of learning oriented students were strongly confident in education and knowledge gained through learnt in a class which only could uplift their lifelong improvement and had strong career goals to work and participate in the type of knowledge based services industry like Google, Microsoft and etc.,. Therefore it could be concluded that if the graduates had the higher the perception of learning career orientation type they had, the process skills of all respondents would be relatively strongly higher in the study. As a consequence of having the learning career orientation in the minds of students could encourage highly to get core skills in detail such as their critical and logical reasoning, creative thinking and problem solving skills which were demanded by the employers of knowledge based businesses to all fresher graduates all over the world nowadays. But the students' learning orientation level was moderately related to their personal skills. As conclusion it could be found that the higher the graduates had learning career orientation before graduation, the higher their core and process skills acquired through mainly learning in a class and wherever they have been as well. Regarding the relationship between perception of instrumentalism career orientation type and employability skills perceived by the respondents, there is small but definite direct relationship between instrumentalism carrier orientation and personal skills. This means that correlation coefficient between the instrumentalism carrier orientation and personal skill is significant at 1% level of significance. Moreover, there is moderate and direct relationship between instrumentalism carrier orientation and core skill. This means that correlation coefficient between the instrumentalism carrier orientation and core skill is significant at 1% level of significance. There is moderate and direct relationship between instrumentalism carrier orientation and process skill. This means that correlation coefficient between the instrumentalism carrier orientation and process skill is significant at 1% level of significance. It could be concluded that based on the results of the analysis on the relationship between perception of instrumentalism career orientation type and employability skills perceived by the respondents, the graduates having instrumentalism orientation before graduation had moderately direct relation to their process skills and core skills

especially. Because that kind of instrumentalism oriented students were more emphasized on getting early job aggressively and even their ultimate purposes of attending and choosing to attend the University of Economics wherever it is located in Yangon, Monywa, and Meikhtilar were to be professionals in the respective academic fields so that they had attended already external courses such as computer, IT, communication and languages trainings that can support them to get a job as soon as they finished besides learning courses designed to the enhancing curriculum system internally and all the time try to get a contact from job agencies. According to the finding the respondents of the study from Group I and Group II agreed that they were kind of instrumentalism oriented students for getting early job after graduation. Unfortunately, it could be concluded that if a university student had stronger instrumentalism orientation during attending the school, their perception level of process and core skills which really required to be professionals at works could not be directly and strongly supported but there were some moderate relation between them and even the relationship between the graduates' personal skills and his or her instrumentalism type of career orientation could be assumed that they were definitely related to each other. In conclusion, the reliable results outcome by the testing on certain relationship between the graduates' career orientation types perceived during attending the university and their perceived employability skills obtained by attending the university supported to prove the proposed fourth hypothesis proposed (H4): "The higher the career orientation type before graduation perceived by selected graduates attended in YUEco, MUEco and YEUEco, the higher overall level of perception of their employability skills in the study."

The analysis aims to look for how each of employability skills were related to the work identity level perceived by the respondents through the pearson correlation that is used as inferential analysis. Regarding the relationship between employability skills and work identity level perceived by the respondents, there is highly and directly relationship between the graduates' personal skill and their work identity level. This means that correlation coefficient between the personal skill learnt by attending the university and work identity level is significant at 1% level of significance. Moreover, there is very strongly and direct relationship between the graduates' core skill and their work identity level. This means that correlation coefficient between the core skills obtained by attending the University of each

Respondent in the study is significant at 1% level of significance. Similarly, there is very strongly and directly between process skills acquired by learning in a class and applying them at their work and their work identity level perceived by the respondents. This means that correlation coefficient between the process skills perceived by the graduates is significant at 1% level of significance. It could be concluded that the responded graduates having higher and stronger perception of the employability skills in personal, core and process in them highly and strongly believed in the knowledge, skills and theories/methods/techniques taught and learnt in the university before graduation were necessarily needed to learn for them and those all kinds of knowledge, skills and theories/methods/techniques taught in a class were applied and fitted in where they took the specific responsibility in the respective labor market. The consequential result of this analysis supported to prove the fifth hypothesis proposed (H5): “The higher overall level of perception of the employability skills after graduation perceived by selected graduates attended in YUEco, MUEco and YEUEco, the higher overall level of their work identity perceived by those graduates while working currently in the respective area.”

Suggestions and Recommendations of the Study

By studying graduate transition to employment of the (1270) respondents who graduated within last six academic years beginning with 2010-2012 to 2015-2016 in the University of Economics located Yangon, Monywa, and Meikhtilar in Myanmar, many more findings and some valuable information were outcome from the research which was very first tracking analysis of graduates purposely focusing on how the graduates got their early jobs, where they are working now in which type of organizations and whether they gained enough knowledge, skills and experience required to apply at their work or not and whether higher education institutions (HEIs) in Myanmar are promising universities/colleges/degree colleges those which are still standing for those graduates for employment or not, there could be resulted as outcomes as some suggestions to the various service providers, administrators from universities and recommendation to the policy makers of higher education department and ministry of education in Myanmar.

As well as the well-known proverb of “garbage in garbage out” for any transformation systems in which mainly containing the elements of input,

transforming process, output and feedback, is always true and should be applied in determining its efficiency and effectiveness especially for higher education institutions as universities/colleagues level. That is why every higher education institutions all over the world has specific university entrance or admission and enrollment system for getting those outstanding students who already had capabilities mentally and physically as well to learn advanced higher education in the particular academic field. Moreover, it is also so important to have an effective transforming process of the fresher students into reliable graduates who are ready to work after their graduation. In this transforming process of a university, it could be called as lecturers' teaching & students' learning process which are mainly depending on a set of courses designed by a curriculum and syllabus intended for a specific degree yearly, schooling time length and teachers' quality and teaching styles for producing quality products and providing outstanding graduates. Concerning that point, this survey results and findings proved that every higher education institutions under control of Higher Education Department of the Ministry of Education in Myanmar have a good quality system of transformation of students into graduates already and had set up the education strategies, tactics as well as long-term and short-term plans and goals which are going to implement in near future since 2020 generally intended for all basic and higher education institutions around the country.

The specific suggestions for the administrators and management of the Universities of Economics based on the outcome results in this study are as following;

- (1) There could be set up a feedback system that was lacking in the transformation system to produce valued added products like as a quality control unit in the university, that has to perform the following activities such as setting relationship between teachers-students, doing researches and conducting surveys for better learning & teaching styles and methods, curriculum development, students' career orientation & expectation, supply chain in labor market, graduates' employability, employers' satisfaction and so on to find out more and relevant information and knowledge for better decisions making and solutions for problems and issues occurred in the students' transformation process to reliable and capable graduates for their employment in the labor market.
- (2) In order to obtain the talented students for the different degree programs delivered by the University of Economics in Yangon, Monywa, and Meikhtilar, there should be ruled to use same university entrance rate for admission, same curriculum

and syllabus system for teaching, learning, examination & evaluation methods and giving equal chances for internship, scholarship and job fairs among those three schools. It could be noted that except prescribing same curriculum system through conducting Board of Studies (BOS) which used to organize in every university including internal and external scholars and academicians in the respective fields yearly for discussion, suggestion, evaluation and decisions for getting better and better solutions approved in order to develop or change the new innovative knowledge sharing schemes and implementation among those three universities of economics.

(3) Based on the graduates' perception of career orientation types, employability skills, and work identity surveyed in the study, the majority of responded graduates conferred by the University of Economics preferred to be assumed highly as hesitation, learning and instrumentalism types of career orientation by themselves except introspection career orientation. Those graduates committed in the types of hesitation, learning and instrumentalism career orientation were those students who were happily attending regularly the class in the university although while participating in social network, friendship, study tours, short trips act activities and sports conducted in the university. Nevertheless they had strong desire to pass the examinations without failing so that they worked hard to learn their courses for more understanding and attended the extra classes in their free time of schooling. Moreover, they used to study the knowledge relative to the subjects of accounting, computer IT and language trainings during their holidays to fulfil the necessary capacity that really required to be employed at the job they wanted to be as soon as they graduated. Therefore all respondents in the study were employed in their early jobs after waiting for 3 months at least and one year and 6 months at most. Almost the respondents agreed strongly that they got sufficiently skills of personal and core of employability already by taking part in the social networks and art and sports activities and study tours and being a university students if they had chance to stay hostels in the compound of the respective University with other students and teachers in 24 hours, they could get more chance to learn those personal and core skills. At the same time, they apologized commonly that only just attending the class regularly was not enough to gain process skills like technical ability that was required to perform best in the job so that they need to learn their studies by practical approaches and case studies and self-participation in presentation and discussion with their teachers inside or outside classes. In this way the graduates got fulfilled the necessary skills of processes.

Therefore, it could be suggested only the hesitation, learning and instrumentalism types of career orientation in the students could bring the skills of employability such as personal, core and process for them highly and they are directly positively relative to each other between those career orientation types and their employability skills perceived by them. Additionally, having highly those types of career orientation and personal, core, and process skills in the graduates can affect directly on their positive work identity perceived by themselves at their workplaces. Therefore, over 90% of total responded graduates in the study answered that they were satisfied with doing at their current jobs because of believing in all knowledge/skills/theories/methods/techniques learnt in the university of economics were well applied in their jobs and themselves that they all were capable those knowledge and skills in not only learning and also applying in performing and taking their roles and duties at their respective works.

In conclusion, this kind of study of graduate transition to employment through analyzing the relationships among the types of career orientation, employability skills and their work identity perceived by the respondents graduated in the Yangon University of Economics, Monywa University of Economics and Meikhtilar University of Economics should be conducted as a feedback how to review the challenges, problems and opportunities for the university students, develop and change the comprehensive better ways of outstanding students' transformation into capable graduates who perform best in the respective knowledge based business organizations in labor market.

REFERENCES

1. Abdelal, R., Herrera, Y. M., Johnston, A. I., & Martin, T. (2001): Treating identity as a variable: Measuring the content, intensity, and contestation of identity.
2. Adelman, C. (2001): The medieval guild in cyber clothes: international dimensions of industry certification in information Technology. *Tertiary Education and Management* 7(3), 277-292.
3. Albert, S., Ashforth, B. E., & Dutton, J. E. (2000): Organizational identity and identification: Charting new waters and building new bridges .*The Academy of Management Review*
4. Allen, J. I. M., & De Weert, E. (2007): What do educational mismatches tell us about skill mismatches? A cross-country analysis. *European Journal of Education*
5. Atkins, M. J. (1999): Oven-ready and self-basting: Taking stock of employability skills. *Teaching in Higher Education*
6. Beach, K. (1993): Becoming a bartender: The role of external memory cues in a work-directed educational activity. *Applied Cognitive Psychology*
7. Beach, K. (1999): Chapter 4: Consequential transitions: A sociocultural expedition beyond transfer in education.
8. Becker , G.S. (1975): *Human capital*. Chicago University Press.
9. Bennett, N., Dunne, E. and Carre, C. (2000): *Skills development in higher education and employment*. Buckingham: SRHE and Open University Press.
10. Bimrose, J. et al. (2004): What is effective guidance? Evidence from longitudinal case studies in England. London: Department for Education and Skills; Warwick Institute for Employment Resea
11. Blackwell, A., Bowes, L. &Havey, L. (2001): *Transforming Work Experience in Higher Education*. *British Educational Research Journal*
12. Blake, J. & Brooks, R. (2012): Current perspectives on embedding employability into the curriculum. In: *Association of Business Schools 'Innovation in Challenging Times*
13. Blasko, Z. with Brennan, J, Little .B. and Shah, T. (2002): Access to what analysis of factors determining graduate employability [A report to HEFCE]. London: Open University, Center for Higher Education Research and information.
14. Bloom, B.S (1956): *Taxonomy of educational objectives. Handbook 1: cognitive domain*. London: Longmans.
15. Blunkett, D. (2001): Educational into employability: the role of the DFEE in the economy. Speech at the Institute of Economic Affairs, London, 24 January (mimeo).
16. Bothma, F. C. (2011): *The consequences of employees' WI* . Unpublished doctoral thesis, University of Johannesburg, Johannesburg.

17. Bransford, J. D., & Schwartz, D. L. (1999): Rethinking transfer: A simple proposal with multiple implications. *Review of Research in Education*
18. Bridges, D. (1993): Transferable Skills: a Philosophical perspective. *Studies in Higher Education*, 18 (1), 43-51.
19. Bridgstock, Ruth. (2015):“The Graduate Attributes We’ve Overlooked: Enhancing Graduate Employability through Career Management Skills.”31 Mar 2009, November.
20. Briscoe, J. P., Hall, D. T. & Frautschy DeMuth, R. L. (2006): Protean and boundaryless careers: An empirical exploration. *Journal of Vocational Behavior*.
21. Brook, A. T., Garcia, J., & Fleming, M. (2008). The effects of multiple identities on psychological well-being. *Personality and Social Psychology Bulletin*,
22. Brown, P and Hesketh, P (2004): *The Mismanagement of talent: employability and jobs in the knowledge economy*, Oxford University Press
23. Brown, P., Hesketh, A. & Williams, S. (2003): Employability in a knowledge-driven economy. *Journal of Education and Work*
24. Brown, P., Hesketh, A. and Williams, S. (2002): Employability in a knowledge-driven economy. In Knight, P. (compiler) *Notes from the 13th June 2002 `Skills plus conference, Innovation in education for employability held at Manchester Metropolitan University*.
25. Brown,P.and Scas, R. (1994): *Higher education and corporate realities :class, culture and the decline of graduate careers*. London: UCL Press.
26. Buck, L. L., & Barrick, R. K. (1987): They're trained, but are they employable? *Vocational Education Journal*
27. Coetzee, M. & Bergh, Z. (2009): Psychological career resources and subjective work experiences of working adults: an exploratory study [Electronic version]. *Southern African Business Review*.
28. Coetzee, M. & Esterhuizen, K. (2010): Psychological career resources and coping resources of the young unemployed African graduate: an exploratory study [Electronic version]. *SA Journal of Industrial Psychology*
29. Cole, D., & Tibby, M. (2013): *Defining and developing your approach to employability: A framework for higher education institutions*. Heslington: The Higher Education Academy.
30. Dearing, R. (1996): *Review of qualifications for 16-19 years olds [Full Report]*. London: School Curriculum and Assessment Authority.
31. Duke, R. D., & Greenblat, C. S. (1979): *Game-generating-games: A trilogy of games for community and classroom* .Beverly Hills: Sage.
32. Elias, P. & Purcell, K. (2004): *The earnings of graduates in their early careers: researching graduate careers seven years on (research paper no. 4, ESRC/IER)* (University of West of England and Warwick University, Warwick Institute for Employment Research).
33. Evers, F. T., Rush, J. C., & Berdrow, I. (Eds.). (1998): *The bases of competence: Skills for lifelong learning and employability*. San Francisco: Jossey-Bass

34. Fallows, S., & Steven, C. (2000): Building employability skills into the higher education curriculum: a university-wide initiative. *Education+ training*
35. Feldman, D. C., & Bolino, M. C. (1996): Careers within careers: Reconceptualizing the nature of career anchors and their consequences. *Human Resource Management Review*
36. Fugate, M., Kinicki, A. & Ashforth, B. (2004): Employability: A psycho-social construct, its dimensions, and applications. *Journal of Vocational Behavior*
37. Gazier, B. (1999): Employability: Concepts et politiques, *Information MISEP*
38. Gerpott, T. J., Domsch, M., & Keller, R. T. (1988): Career Orientations in Different Countries and Companies. An Empirical Investigation of West-German, British and US industrial R-and-D professionals. *Journal of Management Studies*.
39. Giddens, A. (1991): *Modernity and self-identity: self and society in the late modern age*. Cambridge: Polity Press
40. Gloria Jean, Davis. (2010): *The Perceptions of Recent Business Graduates of the Transition Experience from the Collegiate Environment to the Work Environment*. University of North Florida.
41. Harvey, L. (2000): *New realities: The relationship between higher education and employment*. Tertiary Education and Management
42. Harvey, L. (2005): *Embedding and integrating employability [Electronic version]*. New Directions for Institutional Research.
43. Harvey, L., Moon, S. & Geall, V. & Bower, R. (1997): *Graduates' Work: Organization change and students' attributes*. Birmingham, Centre for Research into Quality and Association of Graduate Recruiters.
44. Harvey, Lee. (2010): *Defining and Measuring Employability*. *Quality in Higher Education*, August.
45. Hawkrigde, D (2005): *Enhancing students' employability: the national scene in business, management and accountancy*, Higher Education Academy.
46. HEFCE (2001): *Indicators of employment*. Bristol: Higher Education Funding for England, Report 01/21.
47. Hesketh, A.J (2000): *Recruiting an elite? Employer's perception of graduate education and training*. *Journal of Education and Work* 13 (3), 245-271.
48. Higher Education Quality Council (1997): *Graduate Standards: Final report [two volumes]*. London: HEQC.
49. Hillage, J. & Pollard. (1998): *Employability: developing a framework for policy analysis*.
50. HIM Treasury (2000): *Productivity in the UK: the evidence and the Government's approach*.
51. Hinchliffe, G. (2002): *Situating skills*. *Journal of Philosophy of Education*, 36(2), 187-205.
52. Hirsch, F. (1977): *Social limits to growth*. London: Rutledge and Kegan Paul.
53. HM Treasury (1997): *Productivity in the UK: the evidence and the Government's approach (London, UK Treasury)*.

54. Hogg, M. A., Terry, D. J., & White, K. M. (1995): A tale of two theories: A critical comparison of identity theory with social identity theory. *Social Psychology Quarterly*,
55. Holmes, L. (2001): Reconsidering graduate employability: the Graduate Identity approach.
Industrial Teacher Education
56. Jessup, G. (1991): Outcomes: NVQs and the emerging model of education and training.
57. Kahn, W. A. (1990): Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*
58. Knight, P. T., & Mantz, Y. (2002): Employability through the Curriculum. *Tertiary Education and Management*.
59. Knight, P.T. and Yorke, M. (2004): Learning, curriculum and employability in higher education. London: Routledge Falmer.
60. Knight, T.P & Yorke , M (2003): Employability and Good Learning in Higher Education
61. Lane, V. R., & Scott, S. G. (2007): The neural network model of organizational identification. *Organizational Behavior and Human Decision Processes*,
62. Leon, P. (2002): Graduates say degrees leave them short o skills. *The Times Higher Education Supplement* (22 November), p.6.
63. Linke, R. [Chair] (1991): Performance indicators in higher education [Report of a trail evaluation study commissioned by the Commonwealth Department of Employment, Education and Training, 2 vols.] Canberra: Australian Government Publishing Service.
64. McGrath, S. (2009): What is employability? UNESCO Centre for Comparative Education Research, School of Education, University of Nottingham. Retrieved August 22, 2010.
http://www.nottingham.ac.uk/shared/shared_uccer/epa_docs/what_is_employability.pdf
65. Morely, L. (2001): Producing new workers: quality, and employability in higher education. *Quality in higher Education*, 7(2), 131-138.
66. Nabi, G. R., & Bagley, D. (1999): Graduates' perceptions of transferable personal skills and future career preparation in the UK. *Education + Training*.
67. NCIHE (1997): Higher education in the learning society [Report the National Committee of Inquiry into Higher Education: 'The Dearing Report'] Norwich: HMSO.
68. O' Regan, Maura (2010): Graduates Transitions to Employment; Career Motivation, Identity, and Employability.
69. O'Regan, Maura. (2009): Career Pursuit: Towards an Understanding of Undergraduate Students' Orientation to Career. University of Reading PhD Thesis.
70. Paranto, S., & Kelkar, M. (1999): Employer satisfaction with job skills of business college graduates and its impact on hiring behavior. *Journal of Marketing for Higher Education*.
- 71.

72. Pescitelli, D. (1996): An analysis of Carl Rogers' theory of personality
73. Peter Murphy and David Gawt (2013): Entering the Job Market: Matching Graduates and Employer Expectation, <http://www.theguardian.com/global-development>.
74. Petre, Cristian. (2015): The Identitary Motivation for Teaching Career. A Study on Primary and Preschool Pedagogy Students.
75. Petrova, P. & Ujma, D. (2006): Students. Awareness of the Importance of Transferable Skills for Employability. Employability Case Study for the Higher Education Academy
76. Poole,(2013): Developing Employability Skills, Education Northwest.
77. Price, D. (2002): Employability: higher education and careers service. Abridged version of a report prepared for AGCAS (mimeo).
78. Purcell, K. and Elias, P. (2002): Seven years on...Marking sense of the new graduate labour market. Graduate Recruiter, 8 (October), 22-23.
79. Purcell, K. and Pitcher, J.(1996): Great expectations: the new diversity of graduate skills and aspirations. Coventry: Institute for Employment Research, University of Warwick.
80. Ravishankar, M. N., & Pan, S. L. (2008): The influence of organizational identification on organizational knowledge management (KM). The International Journal of Management Science
81. Reich, R.B, (1991): the work of nations. London: Simon and Schuster.
82. Reich, R.B. (2002): The future of success. London Vintage.
83. Richard James Rateau (2011): Understanding the Employability of College Graduates for Success in the Workplace
84. Robbins L, [Chairman] (1963): Higher education [Report of the Committee appointed by the Prime Minister under the chairmanship of Lord Robbins, 1961-63]. London: HMSO.
85. Saleena. M, and Dr. Mavoothu. D. (2015); Effects of Career Orientation on Intrapersonal Issues of Re-Entry Women and Their Career Penalty.
86. Savickas , M.L. (1997). Career adaptability: an integrative construct for life-span, life space theory. The Career Development Quarterly
87. Stephenson, J. (1998): The concept of capability and its importance in higher education. In Stephenson, J. and Yorke, M. (eds.) Capability and quality in higher education. London: Kogan Page, 1-13.
88. Stets, J. E., & Burke, P. J. (2003): A sociological approach to self and identity. In M. Leary & J. Tangney (Eds.), Handbook of self and identity.
89. Støren, L. A., & Aamodt, P. O. (2010): The Quality of higher education and employability of graduates. Quality in Higher Education,
90. Stryker, S., & Burke, P. J. (2000): The past, present and future of an identity theory. Social Psychology Quarterly
91. Symington, Nicola. (2012): Investigating Graduate Employability and Psychological Career Resources. University of Pretoria.

92. Tajfel, H., & Turner, J. C. (1985): The social identity theory of intergroup behavior. In S. Worchel & W. G. Austin (Eds.), *Psychology of intergroup relations*
93. Tomlinson, M. (2007): Graduate employability and student attitudes and orientations to the labour market. *Journal of Education and Work*
94. Tomlinson, M. (2012): Graduate employability: A review of conceptual and empirical themes. *Higher Educational Policy*
95. Training Agency (1990): *Enterprise in Higher Education: key features of Enterprise in Higher Education proposals*. Sheffield: Training Agency.
96. Tymon, A. (2013): The student perspective on employability. *Studies in Higher Education*.
97. U Myo Myint, (2015): The Global New Light of Myanmar *Journal from* <https://www.facebook.com/globalnewlightofmyanmar>
98. Van der Heijde, C.M. & Van der Heijden, B.I.J.M. (2006): A competence-based and multidimensional operationalization and measurement of employability
99. Van Knippenberg, D., Van Knippenberg, B., De Cremer, D., & Hogg, M. A. (2004): Leadership, self, and identity: A review and research agenda. *The Leadership Quarterly*
100. Wolf, A. (2002): Does education matter? Myths about education and economics growth.
101. Yorke, M. & Knight, P.T. (2006): *Embedding employability into the curriculum*. York: The Higher Education Academy.
102. Yorke, M. and Knight, P (2003): *Employability in Higher Education*. Learning and Employability Series. Retrieved July, 24, 2010 from [http://www.heacademy.ac.uk/resources/publications/learning and employability](http://www.heacademy.ac.uk/resources/publications/learning_and_employability)
103. Yorke, M., & Knight, P. T. (2014): *Learning & Employability: Embedding employability into the curriculum*.

Websites

www.medical-dictionary.thefreedictionary.com

www.study.com/.../what-are-personal-skills

<https://www.cpsisc.com.au/Resources/CPSISC>

www.cardiff.ac.uk/academicschools/socsi/publications/workingpaperseries/numeric21-30.html

