International Journal of Sciences: Basic and Applied Research (IJSBAR)

ISSN 2307-4531
(Print & Online)

http://gssrr.org/index.php?journal=JournalOfBasicAndApplied

Employability Skills of Graduating Business and Accounting Students of Batangas State University

Romer C. Castillo, M.Sc.[a]*

[a]*Batangas State University, Rizal Avenue, Batangas City 4200, Philippines*
[a]*Email: romercastillo@rocketmail.com*

Abstract

This research determines and analyzes the level of employability skills of the graduating and senior students of BS Business Administration, BS Accounting Management and BS Accountancy of Batangas State University. It uses the descriptive method of research, with survey questionnaire as data gathering instrument, and employs the SPSS for the statistical analysis. Results show that the employability skills of the students, particularly fundamental skills, teamwork skills and personal management skills, as assessed by the students themselves and their on-the-job training supervisors or employers, are above average. It further reveals that according to the employers there is no significant difference on the employability skills of male and female students but there is significant difference on some skills when the students are grouped according to program and major. It is worthy to note also that the students and the employers have almost similar assessments. Aiming for excellence, the study recommends that further improvements on instructions, curricula, educational practices and activities are still necessary.

Keywords: employability skills; fundamental skills; personal management; teamwork

1. Introduction

Employability of graduates is a key issue in Higher Education Institutions (HEIs) in every part of the world. With or without an economic downturn, there is always an intense competition for jobs in the employment market. The key reason why many students invest in university education is to improve their employment prospects.

---

* Corresponding author. Tel.: +639192591573.
E-mail address: romercastillo@rocketmail.com

However, while achievement of good academic qualifications is highly valued, it no longer appears sufficient to secure employment.Yorke [9] defines employability as *a set of achievements – skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy*. Employability skills are the basic skills necessary for getting, keeping and doing well on a job and these can be divided into three categories: Basic Academic Skills, Higher-Order Thinking Skills, and Personal Qualities [7]. For Overtoom [6], employability skills are transferable core skill groups that represent essential functional and enabling knowledge, skills, and attitudes required by the 21st century workplace. These skills are necessary for career success at all levels of employment and for all levels of education. Generally, employability skills are needed by students to prepare themselves to meet the needs of many different occupations upon graduation.

Employers today are concerned about finding good workers who not only have basic academic skills like reading, writing, science, mathematics, oral communication and listening, but also higher order thinking skills like learning, reasoning, thinking creatively, decision making and problem solving. They are also looking for employees that have personal qualities that among all include responsibility, self-confidence, self-control, social skill, honesty, integrity, adaptability and flexibility, team spirit, punctuality and efficiency, self-direction, good work attitude, well-grooming, cooperation, self-motivation and self-management. However, many graduates are not aware of this current phenomenon whereby they sometimes don't see the connection on what they do in class with the real job that they will venture into later. It is, therefore, the duty of those in the academe to ensure that the students are well-equip with employability skills in order to succeed in their job field in the near future [4].

Research showed that industries are seeking more than technical skills. For instance, the Australian Chamber of Commerce and Industry developed a framework of employability skills as perceived by industries, and these included the key competencies such as team work and communication, problem solving and technical skills, but also identified self management, learning, initiative and enterprise, and also interestingly and most controversial, personal attributes such as loyalty, integrity and sense of humor, to name just a few [1].

A number of research works on employability skills have likewise been undertaken such as the researches of the Mayer Committee set up by the Australian Education Council and Ministers of Vocational Education, Employment and Training; of the British National Skills Task Force; and of the Secretary's Commission on Achieving Necessary Skills (SCANS) in the United States [5]. The Conference Board of Canada had also developed a checklist of employability skills that will be needed for one to enter, stay in, and progress in the world of work [2].

The current trend of employment's increased emphasis on such skills therefore dictates that the higher education curriculum incorporates opportunities to develop such skills in conjunction with subject-specific skills and knowledge. To this end, different academic programs in different universities have various strategies by, for example, offering work experience, work-related learning and employability skills modules, and 'ready for work' events, as well as involving employers in course design and delivery. In many cases, with employability skills

already embedded in the curriculum, universities employ a range of initiatives to make them more explicit to students [3].

In Batangas State University (BatStateU), the Industry-Academe Cooperating Education and Placement Office (IACEPO) instituted a one-semester On-the-Job Training (OJT) program for all students under the university's various degree programs. In order to gain work experiences and enhance their employability skills, every student must spend a total of 300 to 600 hours of training in a reputable industry or institution who has linkage with IACEPO. Under the College of Accountancy, Business, Economics and International Hospitality Management (CABEIHM), the OJT is scheduled at the last semester of the Bachelor of Science in Business Administration (BSBA) and Bachelor of Science in Accounting Management (BSAM) programs which is very advantageous for the students for a higher possibility of being hired as employees after the training. For Bachelor of Science in Accountancy (BSA) program, the OJT is scheduled at the second semester of their fourth year since they still have to prepare better for the Certified Public Accountant (CPA) Licensure Examination on their fifth year but the OJT experience also help them to better understand their chosen field.

Overtoom [6] added that more research is needed on creating and assessing curriculum that integrates the learning of employability skills contextually. Valid and reliable links must be forged between such curriculum and improved learner performance or competency attainment. Equally important, open and free-flowing systems of communication between research outcomes, educational institutions, employers and communities must be consciously and carefully crafted.

Various surveys have been conducted to identify the desired skills required for graduate employment and considerable agreement has been found among different employers, irrespective of the nature of the employment, on the skills valued most. However, it is important to ascertain whether students have similar views to employers regarding the skills industry needed and the skills students possessed [8]. Accordingly, this study focused on the perceptions not only of employers, but also of graduating or senior students, in order to recognize opportunities in the curriculum for developing and enhancing students' employability skills. Moreover, the employers selected here had specific links with BatStateU, particularly with IACEPO.

1.1. Objectives

The general objective of this research is to analyze the students' employability skills, particularly of the fourth year students of BSBA, BSAM and BSA programs undergoing OJT in different industries or institutions. The specific objectives of the study are as follows:

- To identify the level of employability skills of the students in terms of the fundamental skills, teamwork skills and personal management skills.

- To determine if there are significant differences on students' employability skills when grouped according to sex, program and major; and between the students' self-assessment and the assessment of their employers or OJT supervisors.

The data gathered and results of this study will also be compiled and kept for future use on instruction and curriculum development and for further research.

2. Materials and Methods

This research is a descriptive study using survey method. The checklist, Employability Skills 2000+, developed by The Conference Board of Canada (see [2]), was used as survey instrument for this study.

The respondents consisted of 102 out of the targeted 111 OJT students and their respective employers or industry-based training supervisors. Nine respondents from the industry did not respond or lost the questionnaire in the process. Of the 102 students, 29 were from BSBA, 47 from BSAM and 26 from BSA. Out of 102 students, 8 were majoring in Business Economics, 13 in Human Resource Development Management, 8 in Marketing Management and 73 in Accounting. Although the number of distinct industry is only 55 and the number of distinct employer or training supervisor is only 80, since there were students in the same company or under the same supervisor, the recorded number of respondent-employers is still 102 because they had rated or assessed the employability skills of each of the 102 students. The questionnaires for the OJT students were distributed to them by the researcher and were accomplished and returned immediately by the students. The questionnaires for the employers or training supervisors were distributed through the OJT students and were returned in a sealed mail envelop provided by the researcher.

The data collected were tabulated and kept on file at CABEIHM for possible future references. Appropriate statistical tools using SPSS were employed for data analysis. In particular, mean and standard deviation were used to identify the level of students' employability skills; analysis of variance (ANOVA) was utilized to determine if there are significant differences on students' employability skills when grouped according to degree program and major; and t-test was conducted to determine if there are significant differences on employability skills of male and female students, as well as, between students' self-assessment and their employers' assessment.

For the assessment of employability skills, the following scale was used:

Response		Mean Range		Interpretation
1	-	1.00 to 1.49	-	poor or unacceptable
2	-	1.50 to 2.49	-	fair
3	-	2.50 to 3.49	-	average
4	-	3.50 to 4.49	-	above average
5	-	4.50 to 5.00	-	excellent

3. Results and Discussions

Table 1 shows the selected demographics of the respondent students. These data will be used in determining the differences of students' employability skills based on sex, program and major.

The great majority of the respondent students are females. Many of the students belong to the BSAM program and majority of them have accounting as their major.

Table 1. Demography of respondent students

Categories	Frequency	Percent
Sex		
Male	19	18.6
Female	83	81.4
Program		
BSBA	29	28.4
BSAM	47	46.1
BSA	26	25.5
Major		
Business Economics	8	7.8
Human Resource Development Management	13	12.7
Marketing Management	8	7.8
Accounting	73	71.6

3.1. Level of students' employability skills

Table 2 shows the level of employability skills of the students in terms of fundamental skills, teamwork skills and personal management skills. With a mean of 4.28 to 4.46, the students rated themselves as *above average* in the three categories. The employers also rated the students as *above average* in the same categories with slightly lower mean of 4.19 to 4.35. Both the students and the employers gave higher rates in personal management skills, a little lower in teamwork skills, and the lowest in fundamental skills. This implies that they really belong to the group of people (i.e., the business people, generally) where management capabilities and working with a team are considered more important than the basic skills.

Table 2. Mean and standard deviation (SD) for the three categories of the students' employability skills, n = 102

Categories	Student-Trainee		Employer	
	Mean	SD	Mean	SD
Fundamental Skills	4.28	.457	4.19	.593
Teamwork Skills	4.37	.505	4.30	.579
Personal Management Skills	4.46	.435	4.35	.528
Overall	4.38	.427	4.28	.540

Table 3 shows the specific fundamental skills of the students. The students rated themselves *excellent* in *reading and understanding information presented in a variety of forms* and in *listening and asking questions to understand and appreciate the points of view of others*; and also higher rates in *sharing information using a range of information and communication technologies* and in *observing and recording data using appropriate methods, tools and technology*, but lower, although still *above average*, in *evaluating solutions to make recommendations and decisions*, *recognizing the human, interpersonal, technical, scientific and mathematical dimensions of a problem*, and *identifying the root cause of a problem*.

Table 3. Mean and standard deviation (SD) for fundamental skills, n = 102

Fundamental Skills	Student-Trainee		Employer	
	Mean	SD	Mean	SD
Communicating:				
1. Can read and understand information presented in a variety of forms	4.50	.625	4.26	.596
2. Can write and speak in a way that others pay attention and understand	4.36	.642	4.24	.663
3. Can listen and ask questions to understand and appreciate the points of view of others	4.50	.558	4.24	.706
4. Can share information using a range of information and communication technologies	4.39	.632	4.29	.669
5. Can use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas	4.23	.743	4.18	.695
Managing Information:				
6. Can locate, gather and organize information using appropriate technology and information systems	4.31	.629	4.26	.644
7. Can access, analyze and apply knowledge and explain or clarify ideal skills from various disciplines	4.21	.650	4.13	.713
Using Numbers:				
8. Can decide what needs to be measured or calculated	4.25	.681	4.28	.680
9. Can observe and record data using appropriate methods, tools and technology	4.39	.662	4.34	.589
Thinking and Problem Solving:				
10. Can assess situations and identify problems	4.30	.577	4.20	.718
11. Can seek different points of view and evaluate them based on facts	4.32	.662	4.10	.697
12. Can recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem	4.15	.737	4.11	.716
13. Can identify the root cause of a problem	4.08	.670	4.06	.768
14. Is creative and innovative in exploring possible solutions	4.24	.677	4.24	.773
15. Can readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions	4.19	.625	4.18	.695
16. Can evaluate solutions to make recommendations or decisions	4.17	.661	4.16	.728
17. Can implement solutions	4.20	.690	4.04	.757
18. Can check to see if a solution works, and act on opportunities for improvement	4.35	.655	4.11	.782

The employers also rated the students *above average* in all items giving higher rates also in *observing and recording data using appropriate methods, tools and technology* and in *sharing information using a range of information and communication technologies* but lower rates in *implementing solutions* and in *identifying the root cause of a problem*. This implies that the students are very good in technology but not so good in problem solving.

Table 4 shows the specific teamwork skills of the students. The students rated themselves *excellent* in *flexibility and trying to respect, be open to and supportive of the thoughts, opinions and contributions of others in a group* and in *recognizing and respecting people's diversity, individual differences and perspectives*. They rated themselves *above average* in all other items. The employers also rated the students *above average* in all items. Both the students and the employers gave their lowest rate in *leading or supporting when appropriate, motivating a group for high performance*.

In addition, both the students and the employers gave nearly excellent rating, 4.48 and 4.47, respectively, in *understanding and working within the dynamics of the group*. Truly, the students lived with BatStateU's core value: *teamwork and harmony*.

Table 4. Mean and standard deviation (SD) for teamwork skills, n = 102

Teamwork Skills	Student-Trainee		Employer	
	Mean	SD	Mean	SD
Working with Others:				
1. Can understand and work within the dynamics of a group	4.48	.625	4.47	.575
2. Can ensure that a team's purpose and objectives are clear	4.39	.632	4.40	.633
3. Is flexible and try to respect, be open to and supportive of the thoughts, opinions and contributions of others in a group	4.53	.640	4.30	.626
4. Can recognize and respect people's diversity, individual differences and perspectives	4.55	.574	4.41	.650
5. Can accept and provide feedback in a constructive and considerate manner	4.37	.659	4.35	.684
6. Can contribute to a team by sharing information and expertise	4.38	.676	4.31	.717
7. Can lead or support when appropriate, motivating a group for high performance	4.20	.690	4.15	.723
8. Can understand the role of conflict in a group to reach solutions	4.22	.684	4.18	.709
9. Can manage and resolve conflict when appropriate	4.25	.713	4.16	.700

Table 5 shows the specific personal management skills of the students. The students rated themselves *excellent* in 10 items and *above average* in all other items while the employers rated the students *excellent* in two items and *above average* in the rest of the items. Both the students and the employers gave *excellent* rates in *willingness to continuously learn and grow* and in *showing interest, initiative and effort*; both also gave the third highest rate in *awareness of personal and group health and safety practices and procedures, and acting in accordance with these*.

Both students and employers gave their lowest rates in *planning, designing or carrying out a project or task from start to finish with well-defined objectives and outcomes* and in *developing a plan, seeking feedback, testing, revising and implementing*. This is, of course, understandable since the students are just about to start their careers and the good thing is that they are very much interested and willing to learn and grow.

Table 5. Mean and standard deviation (SD) for personal management skills, n = 102

Personal Management Skills	Student-Trainee		Employer	
	Mean	SD	Mean	SD
Participating in Projects and Tasks:				
1. Can plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes	4.22	.623	4.12	.775
2. Can develop a plan, seek feedback, test, revise and implement	4.20	.661	3.97	.737
3. Can work to agreed quality standards and specifications	4.36	.626	4.26	.703
4. Can select and use appropriate tools and technology for a task or project	4.27	.662	4.26	.674
5. Can adapt to changing requirements and information	4.41	.586	4.30	.701
6. Can continuously monitor the success of a project or task and identify the ways to improve	4.31	.645	4.22	.726
Demonstrating Positive Attitudes and Behaviors:				
7. Can feel good about self and is confident	4.36	.701	4.38	.718
8. Can deal with people, problems and situations with honesty, integrity and personal ethics	4.51	.641	4.41	.650
9. Can recognize own and other people's good efforts	4.60	.633	4.41	.665
10. Can take care of personal health	4.61	.600	4.46	.557
11. Can show interest, initiative and effort	4.65	.574	4.55	.607
Being Adaptable:				
12. Can work independently or as part of a team	4.54	.624	4.39	.662
13. Can carry out multiple tasks or projects	4.38	.646	4.35	.624
14. Is innovative and resourceful and can identify and suggest alternative ways to achieve goals and get the job done	4.33	.635	4.20	.614
15. Is open and can respond constructively to change	4.40	.601	4.33	.586
16. Can learn from own mistakes and accept feedback	4.62	.564	4.45	.607
17. Can cope with uncertainty	4.32	.662	4.32	.632
Learning Continuously:				
18. Is willing to continuously learn and grow	4.76	.470	4.59	.514
19. Can assess personal strengths and areas for development	4.55	.669	4.41	.635
20. Can set own learning goals	4.49	.625	4.41	.650
21. Can identify and access learning sources and opportunities	4.49	.641	4.37	.612
22. Can plan for and achieve own learning goals	4.54	.624	4.40	.664
Working Safely:				
23. Is aware of personal and group health and safety practices and procedures, and act in accordance with these	4.65	.520	4.47	.592

3.2. Differences on students' employability skills

Table 6 shows the differences on male and female students' employability skills base on the assessment of the students themselves. Both male and female students are *above average* in fundamental skills and teamwork skills. The males are *excellent* in personal management skills while the females are *above average* in that category. At 0.05 level of significance, there is a significant difference on fundamental skills but there is no significant difference on teamwork skills and personal management skills and on overall employability skills. The males are more fundamentally skilled than females.

Table 6. Differences on students' employability skills when grouped according to sex as assessed by the respondent students, $\alpha = 0.05$

Categories	Sex	n	Mean	SD	df	t	Sig
Fundamental Skills	Male	19	4.47	.426	100	1.993	.049
	Female	83	4.24	.456			
Teamwork Skills	Male	19	4.46	.579	100	.834	.406
	Female	83	4.35	.488			
Personal Management Skills	Male	19	4.56	.416	100	1.146	.255
	Female	83	4.44	.438			
Overall	Male	19	4.51	.431	100	1.481	.142
	Female	83	4.35	.423			

However, Table 7 shows that at 0.05 level of significance, the employers see no significant difference on the employability skills of male and female students.

Table 7. Differences on students' employability skills when grouped according to sex as assessed by the employers, $\alpha = 0.05$

Categories	Sex	n	Mean	SD	df	t	Sig
Fundamental Skills	Male	19	4.14	.556	100	-.395	.694
	Female	83	4.20	.604			
Teamwork Skills	Male	19	4.15	.531	100	-1.272	.206
	Female	83	4.34	.586			
Personal Management Skills	Male	19	4.25	.469	100	-.902	.369
	Female	83	4.37	.541			
Overall	Male	19	4.19	.489	100	-.806	.422
	Female	83	4.30	.552			

Table 8 shows the differences on employability skills as seen by the students belonging to the three programs. At 0.05 level of significance, the fundamental skills, teamwork skills and personal management skills of BSBA, BSAM and BSA students, as assessed by the respondent students, have no significant differences.

Table 8. Differences on students' employability skills when grouped according to program as assessed by the respondent students, α = 0.05

Categories	Sources	Sum of Squares	df	Mean Square	F	Sig
Fundamental Skills	Between Groups	.070	2	.035	.164	.849
	Within Groups	21.046	99	.213		
	Total	21.115	101			
Teamwork Skills	Between Groups	.028	2	.014	.053	.948
	Within Groups	25.699	99	.260		
	Total	25.726	101			
Personal Management Skills	Between Groups	.021	2	.011	.055	.946
	Within Groups	19.092	99	.193		
	Total	19.113	101			
Overall	Between Groups	.015	2	.008	.041	.960
	Within Groups	18.382	99	.186		
	Total	18.397	101			

However, Table 9 shows that as assessed by the employers, at 0.05 level of significance, there are significant differences on the employability skills of the three groups of students, particularly on fundamental skills and personal management skills.

Table 9. Differences on students' employability skills when grouped according to program as assessed by the employers, α = 0.05

Categories	Sources	Sum of Squares	df	Mean Square	F	Sig
Fundamental Skills	Between Groups	2.298	2	1.149	3.428	.036
	Within Groups	33.191	99	.335		
	Total	35.489	101			
Teamwork Skills	Between Groups	1.898	2	.949	2.945	.057
	Within Groups	31.903	99	.322		
	Total	33.801	101			
Personal Management Skills	Between Groups	1.721	2	.860	3.223	.044
	Within Groups	26.430	99	.267		
	Total	28.151	101			
Overall	Between Groups	1.848	2	.924	3.310	.041
	Within Groups	27.642	99	.279		
	Total	29.490	101			

Table 10 shows that at 0.05 level of significance, the students when grouped according to major see no significant difference on the three categories of employability skills.

Table 10. Differences on students' employability skills when grouped according to major as assessed by the students themselves, $\alpha = 0.05$

Categories	Sources	Sum of Squares	df	Mean Square	F	Sig
Fundamental Skills	Between Groups	.116	3	.039	.181	.909
	Within Groups	20.999	98	.214		
	Total	21.115	101			
Teamwork Skills	Between Groups	.055	3	.018	.070	.976
	Within Groups	25.671	98	.262		
	Total	25.726	101			
Personal Management Skills	Between Groups	.293	3	.098	.509	.677
	Within Groups	18.820	98	.193		
	Total	19.113	101			
Overall	Between Groups	.149	3	.050	.267	.849
	Within Groups	18.247	98	.186		
	Total	18.397	101			

But on the assessment by the employers as shown in Table 11, at 0.05 level of significance, there is a significant difference on the fundamental skills when the students are grouped according to major, although on overall employability skills, there is still no significant difference.

Table 11. Differences on students' employability skills when grouped according to major as assessed by the employers, $\alpha = 0.05$

Categories	Sources	Sum of Squares	df	Mean Square	F	Sig
Fundamental Skills	Between Groups	2.758	3	.919	2.752	.047
	Within Groups	32.731	98	.334		
	Total	35.489	101			
Teamwork Skills	Between Groups	1.587	3	.529	1.610	.192
	Within Groups	32.213	98	.329		
	Total	33.801	101			
Personal Management Skills	Between Groups	1.160	3	.387	1.404	.246
	Within Groups	26.991	98	.275		
	Total	28.151	101			
Overall	Between Groups	1.652	3	.551	1.939	.128
	Within Groups	27.838	98	.284		
	Total	29.490	101			

Table 12 shows that generally at 0.05 level of significance, there is no significant difference on the assessment by the students and by the employers. In addition, all rates in the three categories and on overall employability skills are *above average*. This implies that what the students think they have acquired from their BatStateU education are what the employers also see on them.

Table 12. Differences on the assessments of respondent students and employers on the students' employability skills, $\alpha = 0.05$

Categories	Respondent	n	Mean	SD	df	t	Sig
Fundamental Skills	Student	102	4.28	.457	202	1.293	.198
	Employer	102	4.19	.593			
Teamwork Skills	Student	102	4.37	.505	202	.931	.353
	Employer	102	4.30	.579			
Personal Management Skills	Student	102	4.46	.435	202	1.617	.107
	Employer	102	4.35	.528			
Overall	Student	102	4.38	.427	202	1.432	.154
	Employer	102	4.28	.540			

4. Conclusions and Recommendations

Based on the results of the study, the following conclusions were drawn:

4.1. On the level of students' employability skills

- In overall, the level of employability skills is above average. Further, the students' fundamental skills, teamwork skills and personal management skills are all above average but among the three, the students have highest ratings in personal management skills and lowest in fundamental skills.
- In fundamental skills, the students are rated higher in understanding and using technologies and lower in problem identification and solving.
- In teamwork skills, the students are rated higher in understanding and respecting the other members of a group but lower in leading and motivating a group for high performance.
- In personal management skills, the students are rated higher in showing interest, initiative and effort and willingness to continuously learn and grow but lower in developing a plan and carrying out a project or task.

4.2. On the differences on students' employability skills

- According to the students, males are more skilled than females. However, the employers see no significant difference on their employability skills.
- According to the students, there is no significant difference on all the three categories of employability skills when the students are grouped according to program. However, the employers see significant differences on the fundamental skills and personal management skills of BSBA, BSAM and BSA students, but no significant difference on teamwork skills.
- According to the students, there is also no significant difference on all the three categories of employability skills when the students are grouped according to major. For the employers, there is a significant difference on fundamental skills but none on the teamwork skills and personal management skills of business economics, human resource development management, marketing management and accounting students.

- The self-assessment made by the students and the assessment given by the employers have no significant difference.

In view of the foregoing results and conclusions, the following recommendations are made:

- Further improvements on instruction and curriculum should be made aiming for excellent employability skills of students and graduates as outcome with special emphasis on the fundamental skills.
- Educational practices and activities to be carried out by the administration, faculty and students should include those that will enhance the skills of students in critical thinking and problem solving, systematic information management, group leadership and motivation, and plan or project development and implementation.
- Faculty and staff of the three programs should made extra effort to help their students further improve their employability skills.
- Similar studies and/or periodic evaluation or assessment of the employability skills of students and graduates should be conducted.

References

[1] Australian Chamber of Commerce and Industry & Business Council of Australia. Employability skills for the future. 2002. http://www.acci.asn.au/text_files/reports/Employability_Skills.pdf

[2] Conference Board of Canada. Employability skills 2000+. 2000. http://www.conferenceboard.ca

[3] S. Cranmer. (2006) Enhancing graduate employability: Best intentions and mixed outcomes. *Studies in Higher Education*, vol. 31 (2), pp. 169-184, 2006.

[4] A.S. Latisha and N. Surina. Employability awareness among Malaysian undergraduates. *International Journal of Business and Management*, vol.5 (8), pp. 119-123, 2010.

[5] S. Majumdar. Emerging generic skills for employability in the knowledge society. 2010. http://www.cpsctech.org

[6] C. Overtoom. Employability skills: An update. *ERIC Digest No.* 220, 2000. http://www.ericacve.org/fulltext.asp

[7] J.P. Robinson. What are employability skills. *Alabama Cooperative Extension System*, vol. 1 (3), 2000. http://www.aces.edu/crd/workeforce/publication/employability_skills.pdf

[8] V. Saunders and K. Zuzel. Evaluating employability skills: Employer and student perceptions. 2010. http://www.bioscience.heacademy.ac.uk/journal/vol15/beej-15-2.pdf

[9] M. Yorke. Employability in higher education: What it is – what it is not. *Learning and Employability Series* I. York: Higher Education Academy, 2006. http://www.employability.ed.ac.uk