



Socioeconomic Determinants of Employment and Further Study Status of University Graduates: Evidence From a Higher Educational Institute of Nepal

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Abstract

Background: There has been a tremendous expansion of higher education in Nepal over the years and this expansion has increased the number of graduates entering the job markets.

Objective: Within this context, the objective of this paper is to find socioeconomic determinants of employment and opportunities for further studies on the status of management graduates of Pokhara University, a relatively young university in Nepal.

Method: The survey instrument was adapted using the questionnaire developed by the University Grants Commission of Nepal. The primary data was collected from 261 graduates, who were graduated in 2017 and 2018, from the School of Business, Pokhara University. The determinants of being employed and pursuing higher study were carried out using logistic regression analysis.

Result: Of the total 261 respondents, the study had a well-balanced gender distribution with females making up 51%, a majority (58%) of respondents were from Bachelor level, and Brahmin comprised around half. Most of the graduates (87%) are being involved either in a job or pursuing further studies. Nearly one-third (31%) of the graduates were pursuing further studies. The logistic regression analysis revealed that gender and graduation level are significant predictors of employment and pursuing further study. Male graduates are more likely to be employed compared to female graduates (Adjusted Odds Ratio=1.44). In contrast, concerning pursuing further study, being females, they are 56% more likely to pursue their further study compared to male graduates (Adjusted Odds Ratio=1.56).

Conclusion: The status of management graduates is very good as most of the graduates (87%) are already employed or pursuing further studies. However, male graduates have better job opportunities than female graduates and this indicates the socio-economic status such as gender discrimination that reflects the national scenario.

Key Words: Education status, Employment status, Higher education, Pokhara University, Young graduates.

Paper Types: Research Paper

JEL Classification: I21, I23, J2

Introduction

Education is generally perceived as one of the most well-developed services to make people more conscious cognitively and it is an important indicator of national development (Power, 2014; United Nations Educational, Scientific and Cultural Organization [UNESCO], 2013). Similarly, education makes individuals more productive and it has a considerable impact on individual well-being and determines the wealth of nations (Groot & van den Brink, 2009). Higher education plays important role in the development of a nation by producing competent human resources in national as well as global contexts, encouraging and promoting research in the different areas of education (Upadhyay, 2018). Moreover, in this era of globalization, the employability of higher education graduates is considered imperative in strengthening economies and in increasing their competitiveness (Mishra & Braun, 2021).

Nepal has adopted the concept of a multi-university system to produce skilled human resources and academic scholars since 1990. The human resource with the broader national development goals of the country has been the focus of higher education in recent years (Bajracharya, 2020). Nepal has a history of higher education of about one hundred years. In 1919, the Trichandra campus, affiliated with Patna University, India, was established as the first higher education in the country. In 1959, Tribhuvan University was established. After its establishment, many colleges came into existence in various parts of the country and launched different programs. For promoting Sanskrit education, the government of Nepal established Mahendra Sanskrit University (currently called Nepal Sanskrit University) in 1985. After the restoration of democracy in 1990, under the concept of multi-university, three more universities Kathmandu University, Purbanchal University, and Pokhara University were established, and currently, these universities have been offering various programs in different parts of the country. Recently, the government has also established some other universities such as Lord Buddha University, Mid- Western University, and Far-Western University and these universities have launched various academic programs across the country. This scenario indicates a tremendous expansion of higher education in Nepal in the last two decades. However, we do not have enough research studies on the way these universities have served the community through their higher education programs.

Pokhara University (PU), established in 1997 runs higher education programs in Management, Science and Technology, and Liberal Arts. According to the preamble of Pokhara University, it encourages the private sector to develop education as one of the investing sectors (Pokhara University Act, 1997). Pokhara University aims to be a leading educational institution in the country by excelling in teaching-learning and research, innovation, and continuing activities and contributing to the national development process by producing market-oriented, responsible, productive, and committed human resources (Pokhara University, n.d.).

Having these aims, Pokhara University is running different programs in various parts of the country. The Faculty of Management Studies (FMS) was established in 1999 at Pokhara University under the Faculty of Management Studies, School of Business (SOB). The SOB has been offering the Bachelor of Business Administration (BBA) program since 1999 and the Master of Business Administration (MBA) program since 2000, and the Bachelor of Business Administration in Banking and Insurance (BBA-BI) since 2010.

The expansion of higher education has increased the number of graduates entering the job markets in Nepal (University Grants Commission [UGC], 2018). The linkage between demand and supply of graduates instill a great significance in any study of higher education (Paudel & Yadav, 2011; School of Business, 2010). The increasing trend of graduates may ultimately lead to high competition in the job market. This competition in job markets offers options for employers searching for new employees. However, in the context of Nepal, this area has not been adequately empirically explored to understand the way job markets absorb the graduates. The trend in available literature is to explore the challenges

and policy intervention part. With this context, the study investigates to identify the determinants of employment status management graduates of SOB, PU.

It is widely believed that SOB has helped in building a nucleus of professionals in the field of management and administration in Nepal and abroad (School of Business, 2019). Though up-to-date information regarding the placement of PU graduates is not available, it can be assumed that the graduates from SOB have been working in the various positions in the field of service, manufacturing, academic, and NGO/INGOs sectors in reputed and well established national and international organizations. Furthermore, some graduates have started their own business and some are helping in their family business. In this scenario, this study explores the current status (employment, entrepreneurial, further education, social involvement, etc.) and the efficacy of the knowledge and skills acquired during the study in the executive, managerial, professional, further educational, and social life. The findings of the study could be useful to the university authorities, policymakers, planners, and concerned bodies of the University and help the University to create a network of alumni to collaborate with the different national and international organizations.

The main objective of this study was to explore the status of the management graduates after graduating from the School of Business, Pokhara University in 2017 and 2018. The study also investigates the factors affecting employment and pursuing higher studies in terms of the program, gender, ethnicity, and age of the graduates.

This study incorporated only the graduates of MBA, BBA, and BBA-BI of the year 2017 and 2018 as per the requirement of the University Grants Commission of Nepal regulations. The study mainly explored the dimensions of higher education as available through the questionnaire provided by the University Grants Commission and thus the findings may not be reflective of the holistic or wide array of higher education in Nepal. Despite various efforts to trace out the graduates, out of 326 graduates only 261 graduates (80%) were traced. The study had a wider scope since it covered cross-sectional data from graduates working in Nepal, Australia, other South Asian countries, Europe, and the United States of America. There were a substantial number of female graduates in both the target population and respondent graduates. This information could be of immense use for gender analysis on various aspects of education and the professional advancements of graduates from the School. The study team as formed by the office of SOB did all possible efforts to collect the questionnaire using all forms of a communication system such as emails, phone calls, and social media like Facebook and Twitter, regular posts, and other ways like personal contact. This report has been prepared based on the latest questionnaire recommended by the UGC.

This paper is organized as follows: The following section describes the methodology used in this study. After that, in the following section, we present the results according to socioeconomic characteristics. The results have been presented using chi-square tests and multivariate logistic regression to determine the association of selected socioeconomic characteristics of employment and pursuing higher studies. We conclude the paper with a discussion of the implications of results on future efforts to design and implement graduate employment studies in Nepal.

Research Methods

Study Area and the Questionnaire

This was a cross-sectional survey of 261 students who graduated from the School of Business, Pokhara University in 2017 and 2018, and the study was primarily based on a quantitative approach. The primary data was collected from the survey instrument as developed by University Grants Commission (UGC) Nepal, and it was slightly modified in its layout for ease of handling. The questionnaire included both close-ended and open-ended questions. The questionnaire comprised six sections namely: student's personal information, employment status, further study status, graduates' opinion

towards the betterment of their studied organization, the possible contribution from the graduates to the organization, and contact address of some of their colleagues who graduated in the same year (such as mobile, email id, etc.). The questionnaire also comprised of the other two sections- namely student's college records and team leader's information.

Data Collection Techniques

Before collecting the primary data, a study team was formed by the office of the SOB consisting of faculty members under the leadership of the first author. The faculty members of the SOB administered the questions and interview sessions were conducted either face to face or through telephonic conversation depending on the situations and availability of the respondents. In many cases, questionnaires were also sent through e-mail and were returned to the study team after being filled up. For this purpose, an official e-mail account was also created. In addition to the above-mentioned approaches, we also used social networking sites such as Facebook to get information from their peer groups. Whenever possible, the research team requested the graduates to submit the appointment letters. Around one-fifth of the graduates refused to provide such documents because of their organizational secrecy. In such cases, we further requested to provide a photocopy of their identity card or visiting card whichever was comfortable to them.

Duration of the Study

This was a cross-sectional survey of graduates from the School of Business, Pokhara University. The survey was conducted from May to November 2019 among 261 students who graduated from the School of Business, Pokhara University in 2017 and 2018.

Data Entry and Analysis

The data was entered and analyzed using SPSS 20. Relevant information for all possible socioeconomic characteristics on employment and further studies have been reported in proportions or percentages. Significance tests have been carried out to determine the difference or association of selected variables using the chi-square (χ^2) test. Further, since both the dependent variables in this study were binary, the determinants of being employed and pursuing further studies were carried out by using logistic regression analysis. Because this study was designed to be a descriptive assessment of SOB graduates, tests of significance have been conducted for a limited number of factors.

Data Analysis and Results

Socioeconomic Characteristics

The socioeconomic distributions of the graduates are presented in Table 1. More than two-fifths (42%) of the graduates were MBA. The majority of the graduates (58%) were from Bachelor level. Slightly more than half of the graduates were female and 49% were male. The distribution of ethnicity shows that slightly more than one in two (54%) were from the Brahmins group. Chhetris and indigenous ethnic groups (Gurung, Newar, and Magar) constitute approximately equal shares. Only 5% of the graduates were from the scheduled castes. Concerning the age distribution of the graduates, the majority were within the age of 25 to 29 years, whereas nearly two in five (40%) of the graduates were within the age group of 20 to 24 years. The mean and standard deviation of the age of the graduates were 25.9 and 2.7 years with a corresponding median age of 25 years.

Table 1: Distribution of the Graduates by their Selected Socioeconomic Characteristics

Characteristics	Number	Percent
Type of programs completed		
BBA	106	40.6
BBA-BI	45	17.2
MBA	110	42.1
Graduation level		
Bachelors	151	57.9
Masters	110	42.1
Gender		
Male	128	49.0
Female	133	51.0
Caste/Ethnicity		
Brahmin	142	54.4
Chhetri	49	18.8
Indigenous	58	22.2
Scheduled caste	12	4.6
Age group in years #		
20-24	97	40.2
25-29	118	49.0
30 or more	26	10.8
Total of each characteristic	261	100.0

20 graduates did not mention their age (or date of birth).

Current Status of the Graduates

The distribution of the graduates according to their current status either employed or pursuing further studies is presented in Table 2. The distribution of the graduates by their current status reveals that nearly half of the graduates are currently employed in an organization whereas 7.3% are currently self-employed. The overall percentage of the graduates being employed is 56%. Nearly one-third of the graduates (31%) are currently pursuing further study. In other words, most of the graduates (87%) are involved either in a job or pursuing further study. Only 13% of graduates are currently unemployed.

Table 2: Distribution of the Graduates by their Current Status

Current Status	Number	Percent
Employed- Service in an organization	126	48.3
Self-employed	19	7.3
Pursuing further studies	81	31.0
Currently unemployed	35	13.4
Total	261	100.0

Employment Status

A large number of graduates is employed in public organizations as compared to the other type of organizations concerning their current job (Table 3). Public organizations mainly refer to the public limited companies especially financial institutions. Nearly three out of four graduates (74%) are currently employed in public organizations. The involvement or presence of graduates either in NGO/ INGO or being employed in government organizations is negligible. About the organization sector,

most of them (about 82%) are employed in the service sector concerning their current job. Nearly two in ten graduates are employed in the manufacturing sector concerning.

About three-fifths (64%) of graduates employed in financial institutions are working in A-class (1st class) commercial banks followed by B-class development banks (29%). The presence of graduates in insurance services seems to be minimal. Most of the graduates (95%) are full-time employees. Concerning the designation level of the graduates, approximately half of the graduates (44%) are working as officers' or higher level. Nearly two-fifths of the graduates are employed at the assistant level and 12% of the graduates are senior assistants.

Table 3: Distribution of the Graduates by their Current Employment Status (n=126)

Characteristics	Number	Percent
Organization type		
Private	19	15.1
Public	93	73.8
Others	14	11.1
Organization sector (Employment sector)		
Government services	7	5.6
Financial services	97	77.0
Others (Manufacturing)	22	17.4
Financial institution type #		
A-class	62	63.9
B-class	28	28.9
C-class	3	3.1
Insurance	4	4.1
Employment type		
Full Time	120	95.2
Part-Time	6	4.8
Designation level ##		
Assistant	53	43.4
Senior assistant	15	12.3
Officer level	37	30.3
Managerial/Executive	17	13.9
Total of each characteristic	126	100.0

29 graduates are currently employed in non-financial institution type

4 graduates did not mention their designation level

Further Study Status

Table 4 presents the distribution of the graduates according to their continuation of further study status. Nearly one-third (31%) of the graduates are currently pursuing higher studies after graduating from Pokhara University. Among those who are currently pursuing further studies, a significant number (41%) of graduates are currently pursuing their higher studies in foreign universities, particularly in Australian universities. Within Nepal, a large number of graduates prefer Pokhara University.

Table 4: Distribution of the Graduates according to their Further Study Status

Further Study Status	Number	Percent
Currently pursuing further study		
No	180	69.0
Yes	81	31.0
Total	261	100.0
Universities for higher studies		
Pokhara University	42	51.9
Other Nepalese universities	6	7.4
Australian universities	20	24.7
Other foreign universities except Australia	13	16.0
Total	81	100.0
Nepalese or foreign university		
Nepalese Universities	48	59.3
Foreign Universities	33	40.7
Total	81	100.0

Table 5: Employment Status by Selected Socioeconomic Characteristics (n=261)

Characteristics	Current Employment Status	
	Not employed	Employed
Type of program completed ***		
BBA	63.2%	36.8%
BBA-BI	68.9%	31.1%
MBA	16.4%	83.6%
Level of higher study***		
Bachelors	64.9%	35.1%
Masters	16.4%	83.6%
Gender**		
Male	38.3%	61.7%
Female	50.4%	49.6%
Ethnicity/Caste		
Brahamin	38.7%	61.3%
Chhetri	59.2%	40.8%
Indigenous	44.8%	55.2%
Scheduled	50.0%	50.0%
Age group***		
20-24 years	66.0%	34.0%
25-29 years	31.4%	68.6%
30 or more years	15.4%	84.6%

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$. p value is based on Chi-square statistic

Employment by Socioeconomic Characteristics

Table 5 shows apparent differences across the subgroups of graduates concerning their current employment status. The variable such as level of the higher study reveals that a higher proportion of Master level graduates are currently employed compared to the Bachelor level graduates. For example, among the Master graduates, 84% are employed while it is only 35% among the Bachelor level

graduates with a significant difference of 49 % points. The differences are also significant according to their completion of the type of program. However, the differences are insignificant between BBA and BBA-BI graduates though a slightly higher proportion of BBA graduates are currently employed compared to BBA-BI graduates. The gender of the graduates shows significant differences in terms of receiving employment with a higher proportion of males (62%) as compared to females (50%) are currently employed. The ethnicity is found to be independent of current employment though Brahmins have higher chances of being employed in comparison to the other ethnic groups. Older graduates are more likely to be employed compared to younger graduates.

Pursuing Higher Studies by Socioeconomic Factors

As expected, higher proportions of BBA and BBA-BI graduates are currently pursuing further studies compared to MBA graduates (Table 6). Nearly half of the BBA/BBA-BI graduates are currently pursuing further studies. On the other hand, only 12% of MBA graduates continue their further studies. Female graduates (37%) were more likely to pursue further studies than male ones (25%), a difference of 12 % points. The analysis of the data did not significant differences based on ethnicity concerning the status of further studies. The age of the graduates showed large differences concerning their further studies. The graduates of the age group of 20-24 years were the highest (51%) pursuing higher studies. On the other hand, only 15% of graduates of the age group 30 and above preferred continuing further studies.

Table 6: Further Study Status by Selected Socioeconomic Characteristics (n= 261)

Characteristics	Current Further Study Status	
	Not pursuing	Pursuing further study
Type of program completed ***		
BBA	54.7%	45.3%
BBA-BI	55.6%	44.4%
MBA	88.2%	11.8%
Level of higher study***		
Bachelors	55.0%	45.0%
Masters	88.2%	11.8%
Gender**		
Male	75.0%	25.0%
Female	63.2%	36.8%
Ethnicity/Caste		
Brahamin	74.6%	25.4%
Chhetri	59.2%	40.8%
Indigenous	65.5%	34.5%
Scheduled	58.3%	41.7%
Age group***		
20-24 years	49.5%	50.5%
25-29 years	80.5%	19.5%
30 or more years	84.6%	15.4%
<i>*p<0.10, **p<0.05, ***p<0.01. p value is based on Chi-square statistic</i>		

Determinants of Employment Status: Results from Logistic Regression Analysis

This section presents the analysis from binary logistic regression for the determinants of the employment status of the graduates. In the analysis, the dependent variables i.e., the employed graduate is coded 1, or the not employed graduate is coded 0. The explanatory variables are level of higher study, gender, ethnicity, and age group of the graduates. Each explanatory variable was dummy coded.

The results of the logistic regression predicting the odds of being employed for a sample of 261 graduates have been presented in Table 7. The corresponding adjusted odds ratio (AOR) has also been presented for its robustness. The logistic regression model yielded a range of determinants linked with being employed and the model correctly classified by 72.8%, and that is accepted as a measure of goodness of fit. In other words, the percentage correctly predicted the value of the model at 72.8%. The percentage correctly predicted that the values are the proportion of true predictions to total predictions.

The regression analysis reveals that male graduates are more likely to be employed compared to female graduates while other things remaining constant. Being male, they are 44% more likely to be employed compared to female graduates. Master-level graduates are 9.38 times more likely to be employed as compared to Bachelor level graduates. Graduates of the age group of 30 and above are more likely to be employed as compared to the graduates of the age group of 20-24 years. However, the relationship is insignificant.

Table 7: Determinants of Employment Status-Results from Logistic Regression Analysis

Characteristics	Adjusted Odds Ratio
Graduation level	
Bachelors=Ref	1.00
Masters	9.38***
Gender	
Female =Ref	1.00
Male	1.44*
Ethnicity	
Indigenous or others=Ref	1.00
Brahmin/Chhetri	1.01
Age group	
20-24 years=Ref	1.00
25-29 years	0.93
30 or more years	1.12

*p<0.10, **p<0.05, ***p<0.01. Ref= Reference category, Model correctly classified =72.8%.

Determinants of Pursuing Higher Studies: Logistic Regression Analysis

This section presents the analysis from binary logistic regression for the determinants of pursuing further study status of the graduates. The outcome or dependent variable is whether the graduate is currently pursuing further studies (coded as 1) or not pursuing (coded as 0). The explanatory variables are level of higher studies, gender, ethnicity, and the age group of the graduates. Each of the explanatory variables is dummy coded. The result of the logistic regression predicting the odds of pursuing further study for a sample of 261 graduates is presented in Table 8. The corresponding adjusted odds ratio (AOR) has also been presented for its robustness. The model can correctly be classified by 71.3%.

Table 8: Determinants of Pursuing Further Study- Results from Logistic Regression Analysis

Characteristics	Adjusted Odds Ratio
Graduation level	
Bachelors=Ref	1.00
Masters	5.47***
Gender	
Female =Ref	1.00
Male	1.56*
Ethnicity	
Indigenous or others=Ref	1.00
Brahmin/Chhetri	0.75
Age group	
20-24 years=Ref	1.00
25-29 years	0.79
30 or more years	1.18
*p<0.10, **p<0.05, ***p<0.01. Ref= Reference category, Model correctly classified =71.3%.	

The regression analysis reveals that master-level graduates are less likely to continue their higher studies compared to bachelor-level graduates. The graduates of Bachelor level are 5.47 times more likely to pursue their higher studies compared to Master level graduates (Adjusted odds ratio=5.47). Female graduates are more likely to pursue further study compared to male graduates while controlling other factors. Being female, they are 56% more likely to pursue further studies compared to male graduates (Adjusted odds ratio=1.56). The other factors such as ethnicity and age are not associated with further study status of the graduates.

Discussions

The study found that most of the graduates (87%) are employed, or pursuing further studies whereas, only 13% of the graduates are currently unemployed and a majority of them are women. These findings are slightly higher than the findings reported in the previous study in a South African University. The study found that about 11.2 % of the sampled graduates were unemployed (Mncayi, 2016). Thus, the result is also comparable to the settings of a foreign country. Furthermore, female graduates remain vulnerable to employment. Nearly one-third of the graduates are currently pursuing further studies. Among those who are currently pursuing further study, a significant proportion of graduates (41%) are pursuing their higher studies in foreign universities.

The determinants of being employed and pursuing further studies have been assessed using logistic regression because both of them are qualitative. The predictor variables are level of higher studies, gender, ethnicity, and the age group of the graduates. Among the selected socio-economic factors, gender and level of higher studies, as key factors, affect the status of being employed. The study found that male graduates are more likely to be employed compared to female graduates while other things remain constant. Being male, they are 44% more likely to be employed compared to female graduates (Adjusted odds ratio=1.44). This result is consistent with the previous studies conducted by the World Economic Forum in Iran and the United Arab Emirates that female graduates are almost three times unemployed compared to male graduates revealing the gender discrimination among graduates (World Economic Forum [WEF], 2019). Further, in many Eastern countries, unemployment rates continue to reflect large gender disparities (O'Sullivan et al., 2011; World Bank, 2013). Gender disparities are significant that labor force participation rates for males are 15.6% higher compared to females (International Labor Organization [ILO], 2014; International Monetary Fund [IMF], 2013).

This study also found that MBA graduates are 9.38 times more likely to be employed as compared to bachelor level graduates (Adjusted odds ratio=9.38). This finding is similar to the findings of WEF (2019) that people with higher education qualifications have better chances of getting a job. Stampini and Verdier-Chouchane (2011) found that university education is often associated with a high rate of employment. Specifically, people with higher education are more likely to have higher employment rates than those with primary or secondary education (Kingdon & Knight, 2000). This could be the reason that education often shapes opportunities i.e., those with higher education have a higher chance of being employed in higher positions (Filmer & Fox, 2014).

The logistic regression analysis further reveals that female graduates are more likely to pursue their further studies compared to male graduates while controlling the effect of other factors. Being female, they are 56% more likely to pursue further studies compared to male graduates. Concerning the Bachelor level graduates, they are more likely to continue their higher studies compared to master level graduates (Odds Ratio=5.47). This result is similar to the study carried out in the South African context that found young female graduates seem to be more educated than young males (Statistics South Africa [Stats, S.A.], 2016). The other factors such as ethnicity and age are not associated with further study status of the graduates in this study.

The analysis of the unstructured questions of the questionnaire asking for recommendations for improvement of the organization reveals that most of the graduates suggested that the organization should impart practical education, reduce political interference, strengthen curricula, take measures to improve the quality of faculty, and manage the library resources better. The study found that the programs of the School of Business are satisfactorily matching the needs of the job market and the School imparts job-related skills efficiently.

Conclusions and Recommendations

The results of the study show that the status of management graduates of the SOB is satisfactory as most of the graduates (87%) are either employed or pursuing further studies, or self-employed. The gender difference in terms of employment reflects the high gender discrimination prevalent in Nepali society. Further, to increase the participation of female graduates in employment, the policymakers and the University need to formulate appropriate women-friendly policies so that the female graduates will not be further discriminated. The insignificant ethnic differences in the employment status indicate that there is no need to have ethnic concerns among the SOB graduates.

The results reveal that the academic quality and employment status of the graduates from the School of Business, Pokhara University is satisfactory. The programs of the school are found to be successful in imparting sound conceptual foundation and job-related skills to the students. The job placement of the school is relatively found to be satisfactory because a majority of MBA graduates are working at the officer or higher level. The programs offered by the School contribute to the professional development of the graduates.

Based on the results of this study, we recommend expanding the MBA programs of Pokhara University because of the high demand of the majority of graduates from the Bachelor's level. However, Pokhara University should not compromise the academic quality in the name of expansion to sustain the image of the University. Similarly, future studies can be carried out by incorporating other factors such as students' performance, family size, household income, and so on. The UGC needs to initiate preparing a detailed questionnaire such that holistic research can be carried out in the days to come. For this, UGC can make a coordination committee incorporating research-oriented faculties from different universities of Nepal, freelancing academicians, as well as researchers from different organizations.

We also recommend that the educational institutions imparting higher studies require to emphasize more on designing and developing courses and programs that offer entrepreneurial skills. Furthermore, it seems more plausible for the government and its representative organizations to foster and include entrepreneurial practices among the graduates. The representation of females, scheduled castes, and other minorities needs to be increased in higher education. Hence, creating a women-friendly academic environment should be promoted in the University for attracting females to higher education. The government and educational authorities of the country should design more inclusive programs to attract female, scheduled castes, and minorities towards higher education.

The higher educational institutions and government authorities of the country require to focus on the continuous quality improvement of the faculties by organizing skill-oriented training, motivating and encouraging faculties to continue higher education, and inculcating research skills and activities among them to improve the educational quality.

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Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this manuscript.

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