Factors Contributing Failure of Fresh Graduates at their First Workplace

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DECLARATION

I **Syed Rafaqat Hussain Shah** Registration No. PIDEFMBA2016 (3.5) 05 student of (MBA) HR session 2016- 2020, hereby undertake that, I have written this thesis entitled **"factors contributing to the failure of fresh graduates at their first workplace"** by myself under the guidance of my supervisor **Ms. Mariam Mohsin.** I have read it carefully and take all the responsibilities of the mistakes.

Syed Rafaqat Hussain Shah

DEDICATION

This report is dedicated to My Parents

My Father who always offered me unconditional love and support.

My Mother, for her motherly care and support

who is always a source of motivation and Strength for me.

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In the beginning, I would like to thank Allah Almighty for giving me ability and courage to complete this piece of work. I would like to pay gratitude to my supervisor **Ms. Mariam Mohsin** whose kind and consistent guidance made the task of completing this thesis easy and possible for me. She added a lot to my career, I owe her a lot. I am thankful to all of my teachers in **PIDE,** who opened my mind and enlightened it with their knowledge. I am grateful to my family especially my sister.

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ABSTRACT

This study aims to investigate factors contributing to the failure of fresh graduates at their first workplace with qualitative research method. The core purpose of this study is to explore job mismatches, any existing gap between business students' skills/competences provided by college of businesses and the needs of the employers. A semi-structured interview protocol was used in this study to find out the factors. In-depth interviews were conducted with a sample of 13 from Human Resource Managers and 13 fresh graduates from well-known Pharma organizations in Islamabad and Rawalpindi. The findings show that there are job mismatches which include education, qualification, specialization and interest mismatches towards job. Furthermore there are few specific soft and hard skills which is the requirement of employers. Moreover, employers and business educators differ on the relative importance of these skills. While employers emphasize the importance of the soft skills, business educators emphasize the importance of the hard skills. In addition to these finding, there are factors which are pertaining to organizations, educational institutions and society, which are the reasons of failure of fresh graduates.

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CHAPTER 1

INTRODUCTION

1.1. BACKGROUND OF STUDY

Regarding getting job, there are some specific requirements from employers, these may differ from time to time, space and job providers (McQuaid & Lindsay, 2005). We cannot say that this process is near towards solution and also there is no anybody who is always perfect for employability. Always there is at least one feature of a person's employment abilities which will need betterment (Pool & Sewell, 2007). This issue is a considerable factor for public educational institutions their students Poon (2014) reasoning is that, job providers are supposing that, when graduates are coming for job they are well equipped with required skills to do a job and are ready to perform their assigned job with minute help from supervisor (Andrews & Higson, 2008). We cannot say that this is only problem for job providers but at the same time it is waste of graduates' potential, who can play a vital role for economic growth of the country (Raza & Naqvi, 2011). Coming graduates don't own enough standard of skills and in result they are not ready to perform in practical working environment (Abas-Mastura et al., 2013). HR managers are actually more interest in technical skills but pretend interest in soft or general corporate skills (Poon, 2014; Bhanugopan & Fish, 2009). Employers show keen interest or prefer soft skills and personal abilities and pay less attention about subject of degree or degree's secured results (McMurray et al., 2016). There could be different factors regarding deprived working of graduates, not up to the mark performance of teachers is one of the reasons. (Raza & Naqvi, 2011). Eventually, higher studies educational institutions are responsible to enhance employability skills in coming graduates (Ayoubi et al., 2017). But when we talk about educational institutes, they are producing graduates without taking in account the needs of the business market (Boden & Nedeva, 2010). Subsequently , Fresh graduates faces acceptance of under qualify jobs or any job which may be not related just to

join the professional market (McKeown & Lindorff, 2011). As education and business market both are related with each other because input of the business industry is production or input of the educational institutes.. In view of this, Educational institutes must understand that what are the needs of industry Rosenberg et al., (2012); McQuade and Maguire, (2005) and should transfer such needed skills to the fresh graduates by their specific degree (Holmes, 2013).

Major division among hard skills and soft skills is that soft skills are generally associated with the personality and are transferable for every type of job and also for almost all levels of employment, secondly these skills are not specified for any one job but hard skills are related to a specific situation or context. There is another considerable difference in these two group of skills is that generally hard skills are more easy to acquire with the help of education and training, however the soft skills are not easy to learn and teach, these skills largely nurture with the help of experience with a collaborative enterprise atmosphere. Furthermore, the graduates who own appropriately-established soft skills will be able to find superior opportunities at organizations (Wikle & Fagin, 2014; Tsitskaria et al., 2016). Gaps of skill gaps are classified as unsatisfactory or not sufficient skill levels between employees to fulfill the needs of their ongoing jobs or occupations (McGuinness & Ortiz, 2016). As today world is global village and economy is global economy, so this world's economy is asking for very skilled and knowledgeable citizens so in economy of this world demands highly educated citizens who may own skills like communication, critical thinking and also includes adaptability (Velez, 2012). This requirement is affected by different things which may include trends and also challenges of current era further more computerization, globalization changes, changes in workplace and high expectations of business owners from fresh graduates. 21st century skills may comprise skills regarding knowledge, habits of work and character related traits these are vitally considerable in order to be successful in current world. All concerned stakeholders like graduates, teaching faculty and employers consider that such skills are mandatory and will must

be useable in whole life of graduates. Either in an educational, career or in their professional or practical life (The Glossary of Education Reform, 2016). Entrenching Twenty First century, many things into educational system are mandatory, to modernize our studies system and to enhance graduates' critical thinking skills, improve their creative thinking, excite their innovative thoughts and discover their new practical ideas which are very necessary if the nation is thinking about success in long-run (Ruppert, 2010). Due to skills gap there is potential to damage for a firm's output level, increases average workforce costs, due to this companies will require more labor per unit of production and subsequently it will reduce the profitability of the organization (McGuinness & Ortiz, 2016).

Traineeship or training programs or apprenticeship opportunities in businesses which have empowered fresh graduates and current employees to increase and learn skills, which are specifically demanded by the industry (Oslon, 2015). According to Malik & Venkatraman (2017), job providers who go to higher studies institutions for employments, revealed that graduates don't have the necessary skills demanded from the job market. According to Patacsil & Tablatin (2017). There is a consensus between the fresh graduates and employers regarding importance of soft skills. But on the other hand there is difference among both groups regarding importance of hard skills. Because graduates consider hard skills as more demanded and employers consider soft skills as mandatory skills. In this situation may be literature differs on may be it is regarding industry or educational institutes or maybe there is problem of collaboration among both of these which may cause skills gap mean differences of the perceptions. If we want to minimize the skills gap between both of these stakeholders , literature suggests activities which related to teamwork, active learning environment and there is also need of assimilating academia with practical work experience or training ship programs (Martz et al., 2017).

According to Alshare & Sewailem (2018) there is a set of employability skills, which has 20 skills and this set was discovered with the help of vast research and from the input of many concerned people. This set of skills may include, critical thinking, decision making, creativity, innovation, global business, real world problems knowledge, teamwork or collaboration, oral and written communication, social responsibility, professionalism, analytical thinking, leadership, volunteerism, information technology, planning and organizing, personal skills, interpersonal skills, multicultural awareness, technical skills, adaptability or flexibility. Educational institutes teach such skills to graduates with the help of content curricula-related knowledge.

As per Patil and Patil (2019) there are many graduates who are working in the jobs that would have been filled by the non-graduates in previous generations, this type of mismatch has be mentioned as vertical mismatch because of over education. But on the other hand there is a mismatch due to under education because in such cases the job holder owns lesser skills according to the requirement of job. There is also manifested that there is also another mismatch where the skills or education of the job owner are not according to the requirement of job. Graduates from educational institutes don't practice at their workplace what they learn during their education. Most of the cases this difference among schooling and workplace is natural. Many jobs just as according to their field of study may be include administrative work or may be duties assigned by the employer what graduate didn't learn during education. But there is chance that sometimes employees do not perform what they have learnt at educational institutions because they are in a job which is not related to their study. Research about match and mismatch has opened public discussions and talks about engineering and science workers lack and occupation related corridors. If graduates of engineering and science fields are not practicing their education during their job, this thing is indicating such a significant and severe waste of humanoid capital.

If there is no or minute job match, the result will may be early job leaving (Bender & Heywood 2017).

Dissatisfaction while doing a mismatched or unrelated job may impulse to job owner to move towards self-employment mean entrepreneurship. In Europe, the people who moves towards self-employment enhances their job matching and mostly related to the work what they have done in their job prior to self-employment (Sanchez et al., 2015).

According to Apoorva Anand at el, (2018) There is totally change and uncertainty in Corporate World, Which has steered to individual's predicament regarding selecting a career way. Personality assessment will familiarize the users with different careers and will also help them to select the related profession according to their personality. In this practice, the core features of human behavior and attitude, and analyzing are considered. The major aspects also comprise cognizant and also intuitive aspects they will be helping in order to find out one's aptitude and attitude. This analysis test used psychometric test (MBTI), aptitude test and also handwriting analysis. Consequently, by incorporating these three testing units results from such testing will provide an suitable career or profession option. This system applies these all three methods for personality and career planning in an incorporating approach. Ultimately this system provides an cohesive system from all three different approaches which is missing in our existing system.

1.2. RESEARCH GAP

The existing studies on job mismatch and employability skills has been conducted in Pakistan by different researchers on banking sector through quantitative approach and strongly focus on skills and mismatches.

There is need of a qualitative approach to explore further mismatches and core needed skills for survival at workplace and there is need to find failures at organizations' end, educational institutions failures and social factors behind the failure of fresh graduates.

1.3. OBJECTIVES OF THE STUDY

Objective of this study is to discover that what type of mismatches are existing which are the reason of failure of fresh graduates. There is also an objective to find out soft and hard skills which are mandatory for survival of fresh graduates at workplace. Furthermore this study has the objective that what are the problems at the end of organizations, educational institutes and society regarding failure of fresh graduates at their first workplace.

1.4. SIGNIFICANCE OF THE STUDY:

This study will be beneficial for graduates and HR managers of the organizations to understand job mismatches. In view of findings from this research, organizations can update their hiring policy and can avoid job mismatches.

Motivation behind this research on the one side, is to discover the level of soft skills which may be considered as non-technical skills required by pharmaceutical industry and on the other side there are skills which are taught by the educational institutes to the graduates, which may include hard skills, Finally, this study is focused on find the gap among the skills demanded by the managers of pharma companies and skills owned by the fresh graduates.

Secondly, this research is aimed to provide a solution to administrators, fresh graduates and educational institutions to make better their performance to incorporate preparation of career and requirements of career into the curricula of educational programs. Another core purpose of the research is to find out and ascertain that at what level 21st century skills are integrated in teaching or learning process of educational institutions, or we can say that , how far curriculum of educational institutions integrates the needs of employers? This study can also help to find out that if there is a skills gap and secondly how appropriately the core curriculum or educational programs of the higher studies are associated with the requirements of the employers.

This study will be beneficial for the educational institutions, society and state to revise their policies to meet the requirements of the employers. This study is strongly significant theoretically and practically. Because when we talk about statistical significance it reflects different new inputs of respondents which may be new due to qualitative study. And when there will be variation of sample because it cover both managers and failed graduates and they will share their experiences. And when this study is used in future for any policy making and decision making at any level like educational institutions or government level etc it will may be improve their decision making ability which reflects it importance practically.

CHAPTER 2

REVIEW OF RELEVANT LITERATURE

2.1. INTRODUCTION

This is the time when world is a global village, and due to growth of critical competitive competencies the competition level has also been raised. In view of detailed review of literature and feedback from managers or employers of different departments and graduates, different point of views of many countries have been inculcated in this literature review. Which include many missing skills, education-job miss match, over and under qualification, irrelevant curriculum, graduates' expected environment.

2.2. REQUIRED SKILLS:

When there is tough economic situation in the country, in such environment fresh graduates are required not only competent in academic, but at the same time they also must be prepared with the necessary individual traits that will enhance their skills to enter the job market (Zubaidah & Rugayah, 2008). Munir et al., (2005) specified the most important abilities and skills demanded from graduates in the arts and associated sectors (like communication skills, and Social Sciences, Humanities, Information Technology and Management knowledge) by local area employers. They also established that the, series of the list showed that the mainstream of employers believe on the quality value of graduates. It shows the level of capabilities of graduates required by the employers. Below are the abilities: They must have executive abilities, good skills to communicate, building relationship skills, good intellect, and also Information and communication and technology(ICT) abilities. At the same time, they discovered too that may be the proficiency level and graduates' skills changed on the basis on organization's type. For example, if industrial companies gives prestige to the individuals' characteristics (like supporting, learning, talent, amenable and obliging); but the service sector

gives great importance to managerial capabilities(for example distribution of work, positive attitude, and having skills to identify the potential of the rest of the team members).
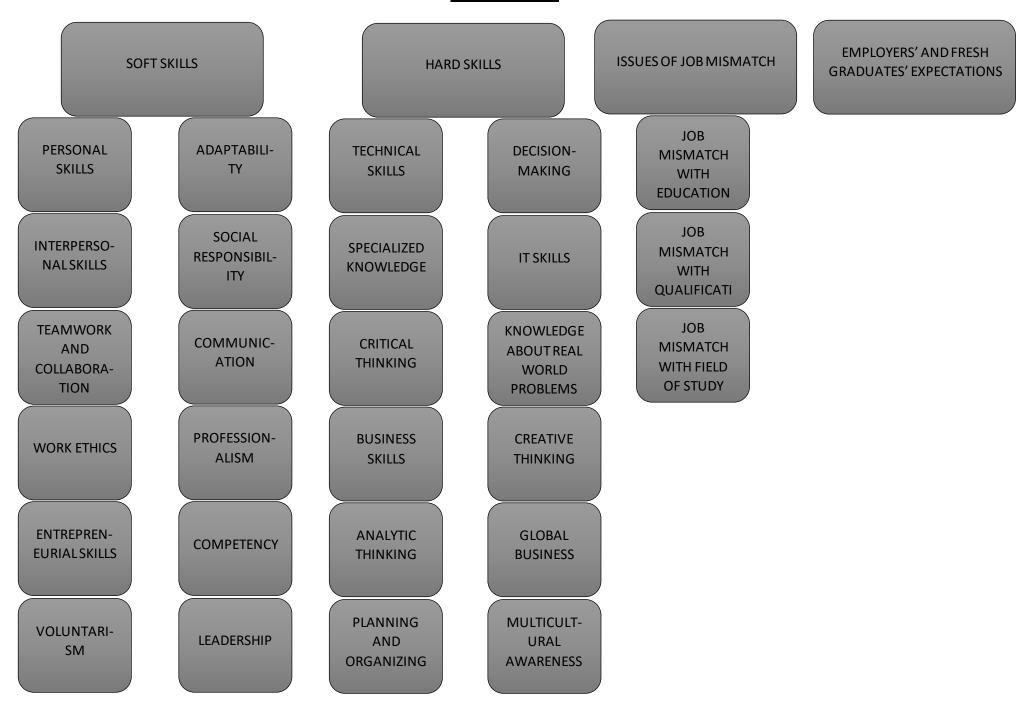
Main aim of business graduation program is to enhance value to the graduates and teach them certain capabilities to develop them as better managers and leaders (Baruch et al., 2005). Business education assists participants to enhance their basic management and administration abilities. Temtime & Mmereki, (2011). It is essential that the business program concentrate on educational development, job opportunity and improving leadership competencies (Macatangay, 2013). One of the basic concern for graduate employment is the good communication skills (Singh & Singh, 2008). Archer and Davison (2008) said in their research that employers consider competent communications as vital skill while employing fresh graduates. Ayiesah Ramli et al (2010) research conveys that communication skills include making effective and efficient presentation, the capability to convince and negotiate, skill to convey ideas in a face to face communication may be in front of an individual or a group and not ignoring written form of communication like email, reports and also include letters.

In view of research a detailed list of skills has been produced which is needed by the qualified graduates as part of the 21st century's labor force and they are also part of the global economy. Such skills are divided into two main categories, which are soft skills and hard skills. In group of soft skills research reflects people related skills which may include Communication, interpersonal skills, and personal skills, adaptability, work ethics, social responsibility, flexibility, professionalism, volunteerism, leadership and teamwork/collaboration according to research hard skills are further segregated in three skills. Which are Basic or fundamental skills, Conceptual skills and last one is Business skills. Basic or fundamental skills these are related to the technical skills and this skill also require specialization of the knowledge. In conceptual skills, IT skills, critical thinking, decision making, problem solving, analytical thinking and planning and organizing are included. And when we discuss about business skills, these skills

may comprise with creative thinking, real world problems, global business and multicultural awareness (Alshare, & Sewailem, 2018).

In view of Malaysian dynamics, Ministry of Higher Education of Malaysia is more emphasizing on their all higher education institution to give soft skills training to their undergraduates and make part of their syllabus. They recommended seven skills which are skills of good English Communication ; Problem-Solving Skills; Skills of teamworking; always Leadership skills, entrepreneurial skills, Learning and information management skills and moral and professional ethics(Wilson et.al, 2012).

FACTORS CONTRIBUTING FAILURE OF FRESH GRADUATES AT THEIR FIRST WORKPLACE AS PER LITERATURE REVIEW
FLOWCHART

SOFT SKILLS		HARD SKILLS		ISSUES OF JOB MISMATCH	EMPLOYERS' AND FRESH GRADUATES' EXPECTATIONS
PERSONAL SKILLS	ADAPTABILI-TY	TECHNICAL SKILLS	DECISION-MAKING	JOB MISMATCH WITH EDUCATION	
INTERPERSO-NAL SKILLS	SOCIAL RESPONSIBIL-ITY	SPECIALIZED KNOWLEDGE	IT SKILLS	JOB MISMATCH WITH QUALIFICATI	
TEAMWORK AND COLLABORA-TION	COMMUNIC-ATION	CRITICAL THINKING	KNOWLEDGE ABOUT REAL WORLD PROBLEMS	JOB MISMATCH WITH FIELD OF STUDY	
WORK ETHICS	PROFESSION-ALISM	BUSINESS SKILLS	CREATIVE THINKING		
ENTREPREN-EURIAL SKILLS	COMPETENCY	ANALYTIC THINKING	GLOBAL BUSINESS		
VOLUNTARI-SM	LEADERSHIP	PLANNING AND ORGANIZING	MULTICULT-URAL AWARENESS		

2.2.1. SOFT SKILLS INTRODUCTION

In view of a study conducted by a Minnesota college of USA, there is a set of three skills which are required by business leaders from their workforces; first one is technological skills on second business soft skills and finally skills which are need of the emerging business practices like green production (Sparks & Waits, 2011). Soft skills incorporate character qualities, attitudes, and actions or behaviors, instead of technical skills or knowledge. As per Robles, (2012) Soft skills are known as intangible and these are specifically personality skills and these skills are nontangible and with the help of these skills someone can ascertain individual's strength in facilitation, leadership, negotiation and mediation. As per James and James (2004) soft skills are a modern way to define a basket of capabilities or aptitudes by which an individual can be prominent in workplace.

According to Andrews & Hugson, (2008) these soft skills may include proficiency, trustworthiness, ability to handle uncertainty and able to manage duties under stress. Wellington (2005) refers in his study that the people who really enjoy advancement and success in their career must own best soft and technical skills. This is fact that, soft skills are basically vital because these are rated most crucial factor for potential job appointments in mostly all professions and businesses (Robles,2012). Diamond et al., (2009) conveys after his study that effective communication reflects good speaking and listening skills and shows empathy to listeners or respondents. Furthermore, there is also requirement of flexibility and sensitivity installation in graduating students. According to a research conducted by Salih (2008), Malaysian Ministry of Higher Education has also described soft skills as foundation related to cognitive which are associated with non-bookish skills. Below are the soft skills.

2.2.1.1. PERSONAL SKILLS

These skills are the skills which explain traits of a person like flexibility to adapt changed job environment, ability of leadership, work ethics, professionalism, social responsibility and

volunteerism. Salina et al., (2011) executed Importance-Performance Analysis (IPA) to find out the variation among the importance of employability expertise and success of graduates of business education background, on the capabilities used in their work after the graduation. They uncovered that matters like improvement in character and personal traits will have to be focused and will have to be improved in coming future. Furthermore, features like clear understanding, more work experience, with logical skills, hardworking, and have strength of emotions, these all will be needed and currently available resources will also have to be available.

Shukran et al., (2006) research says that employers have more hopes from graduates' aptitudes and abilities but the proficiency of such graduates is not up to the mark in scholastic papers. Some of the other issues are also other than academic syllabus, graduates must have information about such issues before they join or go to be a part of a workforce. These include, that graduates must take part in other than curriculum activities, practicing and modernization of plans, and many other programs that can enhance the graduates' skills. With the teaching of technical knowledge to a graduate the higher education institutions and learning institutions must focus on making students to take part in activities to build graduates with personal traits required by the active firms and rest related companies or agencies in the market.

2.2.1.2. INTERPERSONAL SKILLS

These are the skills which are related to people, suck skills are not usually consciously taught in highly well technical courses. Though, these skills are taught alongside well advanced and high technical content (Montfrans et al., 2018). In view of Robles (2012), these skills are also known as 'people skills' and such skills are treated as most considerable skills at any level of the organization. Hiring fresh graduates with interpersonal skills is key for success of the organizations and to preserve a competitive gain. A research which is done by Salleh, (2010) explains that these soft skills are interpersonal skills, skills related to technology and skills

related to communication and further said that in future demand for such skills in the professional market will rise. Ramli et al. (2013) and Ranasinghe (2011) studies refer that skills about solving of problems, interpersonal skills, skills about self-management are most primary needs which are required to own by every student who is passing as graduate. Finch et al. (2013) also supported the above point and designated soft skills as non-academic skills which are supposed to be very effective in workplace environment. And in result of their research , specifically soft skills which may influence working at workplace are good skills of communication, interpersonal and professional skills.

2.2.1.3. TEAMWORK AND COLLABORATION

In view of Yang et al. (2016) research teamwork and collaboration are ore requirements to appoint new employees. In success of the organization, employees of the organization will have to do teamwork with the help of their skills, expertise, their ideas, experiences in order to achieve their mutual goals (Matthews & Mclees, 2015). When Deepa & Seth, (2013) defined soft skills they stated that soft skills are the traits connected to the personality, characteristics and elevated degree of promise and commitment towards work, by which the applicant will stand out at the forefront among his peers. They furthermore mentioned that these skills also denote to traits that individuals can hold like skills of teamwork, good communication skills, leadership skills, skills to facilitate the customers and also skills to solve the problems.

According to the Holtbrugge and Mohr (2010) research, leadership skills, relationship building skills, teamwork skills, skills of communication and skills related to manage the information are known as soft skills. As per Education, (2012) the soft skills include teamwork, good presentation skills, skills of decision making, having skills to understand the career area and some other related skills. Leong & Kavanagh (2013) and Nathan & Taylor (2013) also favor this stance and they further add that these skills also include thought process even forward to

ending or finalization of a given assignment or task. Zubaidah and Rugayah (2008) likewise revealed that taking group responsibility, making collaboration between team members, and holding a leading role and supervising groups, were of great importance. Locally based and foreign companies these all put equally great worth on work responsibility.

2.2.1.4. WORK ETHICS

Human behavior, customs and priorities practiced while decision-making procedure or during execution of a task are known as ethics. Work ethics skills are considered as key skills for expansion of significant working environment furthermore this skill fixes the obligatory stages regarding good job atmosphere at workplace. Good ethics support the procedure for taking a decision and where authority who is responsible for decision making essentially consider the social responsibility and ethical angles while they are taking decision, consequently any decision which is taken on the basis of ethics looks to be more reliable in comparison of a decision taken avoiding ethical angle (Ferrell et al., 2011).

2.2.1.5. ENTREPRENEURIAL SKILLS

According to Drucker (1997) entrepreneurial skills help for transformation of private initiative mean an idea in mind to a business concept or may be into a new venture, which could may be enhance and expand a current business or enterprise with a higher rate of potential growing. This skill also denotes to the capabilities and knowledge demanded by the employer or entrepreneur for meaningful combination between available resources these may be production factors and also about the production and effective management of goods and services which are demanded. Entrepreneurial education reflects to the education type which is dealing with

learning of skills which can enhance the skills in fresh graduates to start an enterprise and also learning of techniques which re necessary for management of a business.

2.2.1.6. VOLUNTARISM

Volunteering includes actions which show participation in a matter, to help people to make trust worthy relation with others in a system (Grese et al., 2000). This skill enhances self-confidence in persons who are volunteers by the existence of a societal framework and therefore in result further well decisions could be exercised and actions can be positively made by minimum effort. By this skill motivation level of volunteers could be elevated, as well as rest of the members of the society who are the beneficiaries of the volunteer's activities. The wish to be volunteer supports to progress the acknowledgement among the beneficial society and voluntarism also encourages long-lasting existence and victory to individuals for volunteerism (Andronic & Andronic, 2011).

2.2.1.7. ADAPTABILITY

According to research of Bedwell et al. (2014), if the workers are flexible, in result they will be able to adapt every changed system at the organization. This skill is strongly anticipated because through this skill it is sure that organization can easily and successfully face any change.

2.2.1.8. SOCIAL RESPONSIBILITY

When managers or decision makers take any decision if they take in account that what will be the effects of expected outcomes, in result of their decisions on society instead of only thinking about their own profits or benefits and gains by giving damages to others, this is due to social responsibility skills (Friedman, 2007). As per Armstrong, (1977) by the help of this skill, decision makers can take best possible decisions and can choose alternatives in order to avoid or minimize the damaging or harmful effects on society. According to Giannarakis et al.,

(2009), With the help of this skill, organization will enjoy long term benefits like, customers trustworthiness, high sales rate and low employees turnover rate.

2.2.1.9. COMMUNICATION

Strong communication skills are leading to certify that a person can clearly and correctly forward information and thoughts to an array of listeners (Chan, 2011). Effective communication can also encourage operational affairs and collaboration. Additionally, such skills are very beneficial in recognizing the best approaches of communication to practice for fluctuating scenarios and changing spectators and the mode to take, when forwarding several types of information. Verbal communication skills are regarded as very dominant skills because these skills develop collaboration and communication in an organization and they are valuable while interacting with customers and dealing with their complaints, during preparing of verbal presentations, clarifying and negotiating, convincing and while debating over many important matters in the workplace (Chan, 2011). As per Deepa & Seth (2013) Written communication skills confirm competency in these forms of communication as letter writing, reports and emails between others. Consequently, many recruiters emphasize on communication skills during appointment of employees. Business educational institutions identified the need of communication skills and included these skills in their courses as one of their major learning outcomes.

2.2.1.10. PROFESSIONALISM

Professionalism is a way through which we can attain and maintain a proficient status by building a reliable and sensible approach between a group of people (Evetts, 2014). According to (Messum, Wilkes & Jackson, 2015) basic skills make eligible to employees to get awareness that how the different parts of organizations perform together. Sparks & Waits (2011) say in their study that if we realize the needs of industries, higher studies institution must also take

care of the students to give them professionally needed occupation related skills with knowledge of books. Understanding about worldwide business is required because international companies face more risks, problems and challenges than a national business. Thus, a vibrant learning atmosphere is needed to build global business competences and professionalism for workers in complicated global economies (Alshare, & Sewailem, 2018).

2.2.1.11. COMPETENCY

Competency is a basic attribute for an individual, which is related to effective and exceptional performance by such individual in a duty performing or in a situation. Fundamental abilities mean the competency is a impartially deep and long term part of an individual's personality and it can be predict behavior of the individual in a extensive variety of a situation and also assigned job duties and assigned tasks. In other words in result competency basically reflects a behavior and good performance. Criterion referenced reflects that the competency basically forecasts who will do a job in well or bad way, by measuring on some fixed standards or criterion Uzo–Okonkwo, (2014).

2.2.1.12. LEADERSHIP

These skills are considered as very important in all up-to-date organizations because as per their thinking all level employees should be able to lead in all situations what they are facing in modern business world. Team leading is also included in it, because through this leader can make sure Leadership skills comprise team leadership to make sure that the utilization of labor and non-labor resources to attain the fixed goals during planning (Sohmen, 2013). Employers are more interested to hire individuals who show optimum leadership potential (Sohmen, 2013; Kunnanatt, 2004).

2.2.2. HARD SKILLS INTRODUCTION

According to research of Vitiello (1997) there are two core types of skills or competencies which are developed by many skill inventories. According to this we can say that technical or "hard skills," are noted as particular abilities skills required in order to execute a particular task or group of tasks. These skills contain expertise gained by academia, proper trainings, and also may be through experience. According to research of Page et al. (1993) there is an observation that according to prior researches, graduates not mainly focus on soft skills because they consider that may be hard skills are more necessary in order to secure a job. Below are the hard skills.

2.2.2.1. TECHNICAL SKILLS

Technical skills are the skills which are obtained by an individual through knowledge of profession, continue practice and work experience during studying and training stage. Through these skills an individual can perform tasks in a better way, with greater rate of proficiency, in more safe and reliable way (Rajesh & Darzi, 2006). According to (Messum et al,. 2015) research, by the addition of technical skills workers can realize that how several segments of an organization perform jointly. Hence, Workers of an organization must acquire maximum technical skills to recognize the diverse constraints of the organization or of their workplace. Through these skills programming masters of the organization can quickly handle the challenges to the organization like threats of hacking through internet and cyber security. Furthermore, by these technical skills individuals can get an extra edge over competitors in labor marketplace (Bedwell et al. 2014).

2.2.2.2. SPECIALIZED KNOWLEDGE

As per Boystzis (1982), research, if there is an individual with proficient in term of theoretical knowledge, model and conceptualization and can convert these all to make a useable and

meaningful information, it is known as specialized knowledge. Performance simulations are connected with specialized knowledge in result the performance will be enhanced. Many studies about work performance indicates that linkage of specialized knowledge is close to the performance's management. Without any uncertainty we can say that educational institutions are also delivering specialized knowledge to their students in concerned fields during study.

2.2.2.3. CRITICAL THINKING

According to Snyder & Snyder (2008) this ability is used to decision making on daily basis. Critical thinking is a logical process for enthusiastically and full of skills theorizing, examining, implementing and integrating collected information. In view of Weaver & Kulesza (2014) in critical thinking an individual obtains ability to bring different feasible solution, these may by from simple or common to complex notions by a higher level of logical reasoning, with skills of decision making ,comprehension, thoughtful, learning, analysis, making combination and synthesis. According to Weaver & Kulesza (2014) corporate leaders are very strongly asking for critical thinking skills as a necessity for employment of individuals. Individuals will have to own some suitable skills and knowledge to get solutions for uncommon business situations in this modern world of business where next level is complicated. To achieve such skills students will have to install critical thinking skills in them.

2.2.2.4.BUSINESS SKILS

As per study of Ibrahim (2008) business related education incorporates knowledge, skills and attitudes which are required for all citizens for effective management of their enterprises or workplace and due to these they will effectively and efficiently play a considerable role in their economic structure. Business related education is a material of study by which individuals get which equips individuals with practical and moneymaking skills, attitudes and knowledge and

also values which open the doors for fresh graduates to work in the environment in which he or she understands that he or she can even create jobs instead of finding or seeking a job (Awojobi, 2011).

2.2.2.5.ANALYTIC THINKING

If an organization faces a short or long term problem and if an individual provides a prompt right decision for solution, it is due to analytic thinking capacity. So, employers are keen interested to hire to candidates who can place their organizations at a competitive edge in comparison of their competitor firms. Furthermore, individuals who own and bring in use their analytic thinking skills in given duties, these individuals will set high benchmark for their firms against their competitors. (Brown, 2006). Many decision makings in organization require information which is generated on the basis of situation's analysis and challenges.

2.2.2.6.PLANNING AND ORGANIZING

As per Uzo–Okonkwo (2014) research manager is a person who makes plans, organizes all the resources, directs or lead the project and finally controls to all resources these may be the human and material resources in a professional and efficiently and effectively in order to achieve firms' objectives. The jobs and obligations of a manger in a successful organization are very vital. As per Sannie (2009) manager are those persons whose basic duty is to get work done through the efforts done by the other persons. Ojukwu (2009), demarcated that the management is like a process of distributing an organizational input resources which may include human resources or material resources or may be both, by planning of job, organizing all inducted resources, directing to the other team member in other words we can say leading the team and finally controlling of the project or job assigned in order to get output (it may be goods or services or may be both) demanded by customers or job assigners, in result the objectives of the organization are accomplished. In view of this if a fresh graduate manages an organization through proper planning and organizing there is a significant chance that change

will occur and when this change will happen it could be leaded or directed and controlled in a proper way. In planning process we list and make complete map of a future job or task, and in organizing process we allocate and control resources for the planned job or task.

These both skills help in quick and effective planning and organizing for rapid and effective completion of given job or task for the workers of organization (Olusanya et al,. 2012). If firms and the employees plan and organize effectively their duties to minimize the allocated resources in shape of material and time, they will may be get more success and fruitful results.

2.2.2.7. DECISION-MAKING

Decision making influences every individuals' life as routine activity on regular basis.. As per results of research decision making skills could be improved with the help of cognitive and behaviorist approaches, which could be built with the help of learning and development (Kutty et al,. 2007). As per research of Wood & Bandura (1989), Through this skill we can stable an organization by improving the system of controlling and own-supremacy required for the procedure of decision making.

2.2.2.8. INFORMATION TECHNOLOGY SKILLS (IT SKILLS)

Modern organizations rely on high-tech productivity and modernization; due to this, demand for candidates who have more knowledge about information technology (IT) is growing. Business leaders and firms are preferring to the individuals who own extra IT courses with their core degrees (Conrad & Newberry, 2011). Processes of many organizations are currently computerized and depends on required technological abilities to operate such automated objects. Chatterjee et al. (2015) say in their studies that individuals will have to own ample knowledge of currently used computer programs, if they want to be successful in this modern world.

2.2.2.9. KNOWLEDGE ABOUT REAL WORLD PROBLEMS

Real world problems refers to real matters like uncertainty, complication and management of risk these matters people face on regular basis. All of these make crucial to people's performance and their daily professional life's activities; these people can handle these matters only if people have prior homework, learning with proper guidance in splitting with these matters. A useful learning attitude established on a prompt pushed syllabus and practical model exercises by using proper and ample handling can assist to handle future real issues (Gordon, 1998).

As per the research of Wood et al,. (1976), if we use tiered learning approach, we can develop advance level troubles or problems solving skills, where a variation of abilities works simultaneously. In this type of approaches individuals face real world circumstances by given task to use their problem and issues solving methodologies. If the students in educational institutions passes through the case studies methods and internships where they pass time in an actual business situation, their exposure towards real world will enhance.

2.2.2.10. CREATIVE THINKING

According to the research of Birgili (2015) when a person takes a group of logical actions and at the same time he keeps in his mind few definite situation, item and state, this is creative thinking or innovation in other words it could be said that when people response to a problem which doesn't occur in routine in a unique and proactive way, mean they have creative thinking skill. In current business era which is evolving very speedy, creative thinking or innovation as a competitive edge (Lee & Benza, 2015). At any workplace all workers should come up with lively ideas in order to participate in growing of businesses in current business world (Sripirabaa & Maheswari, 2015).

According to Lee & Benza (2015); Sripirabaa & Maheswari (2015) in present business market, innovation and creative thinking are considered as critical skill for graduates or job seekers to

get a job. Employers are more interested to hire such candidates who can add value of organization through their innovative and creative business ideas. Innovation's process may include open mindedness, creativity and creative thinking in graduates.

2.2.2.11. GLOBAL BUSINESS

As per the research of Ananthram & Nankervis (2014), international business needs sets of abilities for escalating professional and effective functions in today's complicated worldwide business environment. Learning institutions should design business curriculum should in a manner that meets the needs of global business skills as a result candidates will be able to meet the challenges of the worldwide business environment (Ortiz, 2004). As a reaction to the challenge, business certification organizations should ask that business learning institutions must include international business problems and issues learning in their education outcomes.

2.2.2.12. MULTICULTURAL AWARENESS

As much as globalization is increasing its mean that contemporary working environments are extremely diverse, and asking multicultural responsive employees and are able to deal with different backgrounds people (McAllister & Irvine, 2000). Moreover, globalization reflects that the people of an organization will have to interact to the respondents of differ cultural who are may be employed elsewhere in the world. Therefore, employees who know the cultural differences behaviors and work practices of other cultures are may be able to deal more effectively. Diverse culture knowledge make certain that an employee can cooperate, converse and consult with people from varied cultural environments, though maintaining professional skills and decent relationships.

Deepa & Seth (2013) study say that requirement for employees, who have different cultures awareness are predictable that they will accelerate in current jobs because as the globalization will expand and job diversification will be successful tool at every job level. If there is an organization whose workers are well informed about unknown cultural limitations are expected

to create and maintain a better business interactions. Higher studies institutions are required to design curricula that encourage cultural diversity (Yee et al, 2015).

2.3. ISSUES OF JOB MISMATCH

As per Farooq (2011) Job mismatch can be regarded in three aspects; first one is education-job mismatch, second mismatch is about mismatch of qualification towards job and last one is study's field mismatch with job.

2.3.1. JOB MISMATCH WITH EDUCATION

In this dimension of comparison we find mismatch between the attained education by an individual with his current job description. According to the experiential work as far as know relies on three core techniques through these we can determine the needed education in order to comply education-job matching. First one method is known as Job analysts (JA) Method which is objective approach, in this approach proficient job experts rank the jobs and suggest the least educational prerequisites for a particular job/employment (Battu et al., 2000). Job analyst method is associated to the information mentioned in the job descriptions, which is generally measured by job experts who examine the needed level of education for job situations through resources of occupation arrangements for the required level of qualification to do the specified job (Sala, 2011).

The next method is method of self-assessment which is subjective approach, according to this approach employees are directly asked d to provide information for least academic requirement for their currently on going job (Sicherman, 1991; Alba, 1993). This method is based on the employees self-assessment regarding academic needs for a specific job what they are performing currently. The employees' actual education includes comprises a core standard of education, indicating the required type and level of education. This method is directly related

to the subject who is occupying the job and education at the moment therefore this method is considered as subjective method as (Piracha & Vadean, 2012).

The last method is Realized match (RM), this method was developed by Verdugo and Verdugo (1989). This method measures the level mismatch of education towards job through a couple of factors; first one is number of years spent in schooling and rest one is occupation related group of a worker. Division of education is measured for each occupation individually; workers who are more far from the mean by greater than an ad-hoc value (usually one) standard deviation (SD) are considered as mismatched employees towards job (Verdugo and Verdugo, 1989; Kiker et al., 1997; and NG, 2001). We can say that, The RM approach is a statistical approach which is based on a mean or may be mode level of academic skills achieved by employees at their workplace or from their job (Sala, 2011).

2.3.2. JOB MISMATCH WITH QUALIFICATION

Qualification is very vast indicator of human capital's competences as it integrates rest of the elements of workers capital like experience, skills and formal schooling too. Educated employees can recompense their professional insufficiencies by supplementary training programs and learning while they are doing job; thus, formal education is considers as a portion of whole qualification (Ishikawa and Ryan, 2002; Neumark and Wascher, 2003).

The retained qualification by the employees of an organization, can possibly be above or below than the mandatory qualification in their targeted jobs. In this scenario, the employee will be considered as mismatched in qualification. In view of literature there are two measurement approaches for mismatch of qualification, first one is "overall qualification approach" which is based on employees' perception this is also known as subjective approach Green and McIntosh (2002); Lourdes et al. (2005), and according to Lourdes et al. (2005), Jim and Egbert (2005)

and Chevalier and Lindley (2006) other approach is specific approach in which there is measurement of many specific secured skills owned by the employees and needed skills in their ongoing jobs.

2.3.3. JOB MISMATCH WITH FIELD OF STUDY

According to the research by Farooq (2011) in this type of job mismatch we analyze level of mismatch or match among the person's field of study and her/his job description. The current three studies given by Martin et al., (2008); Jim and Robert (2004); and Robst, (2007) are agreed equally on education-occupation combination and subjective approach, in order to determine the job mismatch and field of study.

2.4. EMPLOYERS' AND FRESH GRADUATES' EXPECTATIONS

It is usually considered that when fresh graduates enter in to job market and get a job offer as per their needs and expectations, mean they are more lucky. Moreover, If an organization is planning to get more commitment towards job and want to satisfy their fresh graduated employees, the organization will have to make arrangements to provide solid and energetic motivation towards commitment by trainings and benefits at many levels (Shujaat et al., 2014). According to the Holland (1973, 1997), if the people will choose, to do a job in an environment and atmosphere according to their personality type, they will be more satisfy and considered as successful in the organization, mean should choose a workplace or environment where the rest of the employees are also of same personality type or remaining workers are like them. Holland (1973-1997) also suggested that most of the individuals pick a personality type from defined six personality types. These six personality types are: conventional personality, investigative personality, social personality, artistic personality, , enterprising personality and realistic. Realistic personality is personality type which in which individuals prefer to deal with the persons or people having realistic and practical approach, In investigative personality type

there are people who like to deal with logical people, the people who are investigative and govern them by their own self, In artistic personality type there are people who prefer to deal with individuals having creative mind and the people who deal with ideas, according to the social personality types there are personalities who give preference to contract with individuals like analysts, teachers and psychotherapists, in enterprising personalities there are such persons who priorities to deal with the individuals and objects concern to sales and finally conventional personality reflects to the personalities who give importance to narrate with data, objects and people like traditional and administrative people.

Jabeen (2011) conducted research on mismatch fresh graduates' perceptions and appointing authorities' expectations about skills which make them successful to get employed by using non-parametric approaches, As per her research there are considerable differences among the perceptions of the graduates and expectations of the employers regarding required skills. Punctuality, management of time, positive attitude, oral communication and discipline are the skills which are strongly ranked by the employers at top priority.

According to the research of Amen (2014) the expectations and priorities of the employers have altered with the new evolving trends of the businesses. Fresh appointed MBAs are not arbitrated on their educational achievements or behavioral and technical skills but on the basis of newly developed combination of non-intellectual skills which has gain preference. In current era looking way of these skills has transformed but the idea is still available. These days, the enterprises world and the market are doing work on the similar basics of localized worldwide platform. Amen (2014) further mentioned in her studies that the wide-ranging competition and non-stop change demands innovative or modern approach to catch the demanded abilities, aptitudes and skills by the employers. Hiring authorities and business holders are in search of the candidates who own the competencies to get the job itself and shows a character outside the projections or thinking of the employers. According to the

research there is a noting that graduates are not developing them in both educational and practical areas simultaneously. Students are only focused on educational knowledge but they don't have or have minimum practical knowledge.

Dissatisfaction in job, a lot of absentees, large number of complaints and job tensions are communal difficulties of employees in any internal environment of organization and these all of these problems leave major consequences on the productivity of the organization (Govindarajulu et. Al., 2004). Organization's environments can assist workers with sure mental health complications, minimization in stress, focused attention, and societal relationships (Ramsay, 2009).

Involvement of employees is new concept which reflects to employees' involvement and replaced previous style of management according to old concept there was an centralized and authoritative panache of management, which was relying on growing the efficiency of the workforce but on the other hand pulling down the cost of workforce, but workers involvement generates loyalty regarding job which enhances the productivity and efficiency features of the organization (Guerrem et. al., 2004). Workers' involvement is a distinct arrangement of representation, in which subordinates own a appropriate right and autonomy of monitoring and speaking to minimize the gap of communication among the management and their subordinates (Kuye et. al., 2011).

2.5. SUMMARY

In this chapter we review the literature from worldwide studies which reflect the factors contributing failure of fresh graduates at their first workplace. In which main focus seen on skills. Skills are further divided in two types, one is soft skills which are related to the personality of the graduate. Other type is technical skills, these skills are pertaining to the professional knowledge of the job. Furthermore there is also another factor which is

contributing failure of fresh graduates which is joining a field as professional career without personality testing. There are also mismatches between job and education, job and qualification and job and specialized knowledge. Last factor according to the literature is employers' and fresh graduates 'expectations.

CHAPTER 3

METHODOLOGY

Core purpose of the research is to investigate the perceptions or reasons from Human Resource Manager towards fresh graduates failure at workplace, and from fresh graduates about their failure reasons at their first workplace.

As I was keen interested to grasp the factors and reasons contributing failure of fresh graduates at their first workplace in detail. For the reason, I used interpretivism philosophy to understand people it attempts to capture reality in interaction, in this scenario qualitative approach was helpful 'to find out and recognize the sense of individuals or may be of a specific groups regarding a problem pertaining to the human or a society Creswell & Clark, (2011), and provides a strong narrative based on respondents' experience (Lapan et al,. 2012). Because my research was only by qualitative methods, thus, this research used the mono methodology. Due to qualitative approach and interpretivism philosophy I conduct in-depth interviews in this study using semi-structured interview questions (Creswell, 2014). This study conducted to indicate that what are the problems at the end of the organizations. In this study questions regarding, reasons of failure, missing skills, educational institutions responsibilities and social causes were asked.

Overall 26 interviews were conducted from Pharmaceutical companies of Islamabad and Rawalpindi. 13 from managers or HODs of HR departments and 13 from fresh graduates in different disciplines, who left their first job within one year. Out of these 26 interviews 23 interviews were conducted face to face 2 interviews were conducted over telephonic call and i conducted through written conversation, this last category's respondent was not available for face to face as well as telephonic interview. Semi structured questions with request were sent to every participant prior to interview, in order to get prepare for the interview.

3.2. SUMMARY

This research was planned to explore the reasons or factors behind the failure of fresh

graduates at their first workplace. In order to do this I chosen interpretivism philosophy to get

inside from the people who are concerned. And I selected monomethod qualitative approach.

In this regard I conducted semi structured interviews to probe through purposive sampling.

CHAPTER 4

DEMOGRAPHICS, RESULTS AND DISCUSSIONS

4.1. DEMOGRAPHICS

TABLE 1

S. No	Age (Years)	Gender	Manager/Graduate	Marital Status	Experience
01	31-40	Male	Manager	Married	16 Years
02	31-40	Male	Manager	Single	11 Years
03	41-45	Male	Manager	Married	14 Years
04	46-50	Male	Manager	Married	22 Years
05	31-40	Male	Manager	Married	15 Years
06	46-50	Male	Manager	Married	25 Years
07	51-55	Male	Manager	Married	27 Years
08	31-40	Male	Manager	Married	12 Years
09	41-45	Male	Manager	Married	18 Years
10	31-40	Female	Manager	Married	16 Years
11	31-40	Male	Manager	Married	13 Years
12	31-40	Male	Manager	Married	8 Years
13	31-40	Female	Manager	Married	10 Years
14	21-25	Male	Graduates	Single	1.5 Years
15	26-30	Male	Graduates	Single	11 Months
16	26-30	Female	Graduates	Single	2 Year
17	26-30	Female	Graduates	Single	17 Months
18	26-30	Male	Graduates	Single	1.5 Years
19	21-25	Male	Graduates	Single	08 Months

20	26-30	Male	Graduates	Single	9 Months
21	26-30	Male	Graduates	Single	18 Months
22	31-35	Male	Graduates	Single	3 Years
23	26-30	Female	Graduates	Single	1.5 Years
24	26-30	Male	Graduates	Single	14 Months
25	21-25	Male	Graduates	Single	11 Months
26	26-30	Male	Graduates	Single	13 Months

4.2. RESULTS

This study reflects that what factors or the reasons which are strongly contributing the failure of fresh graduates or becoming the reason of their dissatisfaction or even the employers' dissatisfaction. Such findings also explains that may be some of the things are not directly related to these graduates but indirectly affecting the performance of these graduates. Below Table 2 of this study précises the core themes and sub themes with specimen experiences shared by the respondents on the basis of their experiences and perceptions in the organization. Below are the themes and sub themes in view of empirical study.

TABLE 2

Themes	Sub-Themes	Respondents' Responses
Job Mismatch	• Education • Qualification • Specialization • Interest	"If we talk about 5-10 years ago yes this practice was in our organization but later we sought out that what is reason of high turnover. Mis match of education was one of the reason. Then our management decided that in future we will not compromise on our selection criteria. As currently you can get bulk of candidates, who are fulfilling your all requirements. But yes, still there are

		organizations who compromise on it are facing huge number of graduates failure." (ID-05) "In case of small organizations, they select underqualified candidates, in result these graduates are unable to fulfill the requirements of given job and ultimately they get failed. Similarly if there is an overqualified graduate joins a job, just to enter in practical field may be get fed up later due to mismatch of qualification." (ID-13) "We take an example of MBBS doctor who is specialized in brain surgery. Do you think s/he will be able to do surgery of heart?, even cardiac surgeon is also an MBBS doctor but his/her specialization is different. So according to my view mismatch of specialization is not only failure of graduate but also a damage for organization." (ID-09) "I did Pharma-D and started job in a private hospital in clinical field but later after 10 months I realized that my interest is not in this field, I left the job and joined new job in manufacturing department even out of my city." (ID-23)
Soft Skills.	• Personal skills • Teamwork • Work ethics • Communication	"Personal skills are a set of skills, which include all skills which are related to workspace. Professionalism is one of the major part of such skills which is mandatory requirement for any organization." (ID-17)

	• Adaptability		"For example if there is a team playing football match and only one player is moving ball and not passing to other team mates, do you think such team will win against the team who is playing with passes? No. So team work is mandatory for success of employee and company both." (ID-12) "I think every organization is much focused on work ethics and there is no compromise in case of harassment, corruption, or use of illegal way to benefit and theses all are the parts of work ethics." (ID-19) "More or less the products of an industry are same in quality and functions, but only if there is difference in sale, that is just due to communication skills of the sales and marketing team. These days communication is like a competitive edge." (ID-11) "According to my experience one of the major issue behind fresh graduates leaving job is their adaptability because in start they are not enough flexible to accept the changes between a practical and educational life." (ID-04)
Hard Skills	• Specialized knowledge • Technical skills • Creative thinking		"We can polish technical skills of a graduate, if s/he has specialized knowledge but if s/he has no special knowledge about specific field, there is least possibility about survival of such employee." (ID-02)

		"After my graduation when I visited for job interview, selectors always asked me about technical skills during interview and I think they prefer such candidates who are technically sound." (ID-23) "As a company captures market by innovation or new idea product, similarly a graduate can capture and survive in a job through skill of creative thinking because it will be as his/her competitive edge." (ID-01)
Organizational Environment	• Selection team failure • Lack of training • Manager fault • Policies about salary and employee retention • Employee involvement	"If a fresh graduate or employee fails at workplace there is core responsibility of selector and his manager. Mean either selector was not able to pick a suited employee or the manager was unable to manager the employee correctly. In result consequences faces the employee." (ID-07) "My cousin joined IBM, their one of the requirement to apply for the job was passport, because they send to selected candidates Malaysia for initial training. But in private organizations in our country, there is huge lack of initial training of employee and ask for performance after a minor training." (ID-12) "I left my first job just due to attitude of my immediate boss, because his attitude towards me was very harsh and non-supportive, he was not aware how to handle subordinate." (ID-18)

		"Graduates are always looking for financial growth. Most of the grads join big organizations like our organization and after one year when get good salary in may be a small company they move. So organizations must try to keep market competitive salaries and should retain their experienced employees because training of new employee is may be more expensive." (ID-08) "If I talk about my organization, there is clock building system instead of time telling system, every employee is involve in decision maker in his/her job. There are only specified policies from management, otherwise we are working on decentralized approach. There is no involvement of higher authorities in day to day matters, until any major issue. This thing improves loyalty and working of employees." (ID-05)
Educational Institutions' Factors	• Personality assessment • Difference in theory and practical • Irrelevant knowledge • No detailed knowledge.	"If I give example of developed countries there is a system of personality assessment at educational institutions and, these institutions suggest specialization of education according to the personality of the students." (ID-20) "There is difference in bookish knowledge and practical, but educational institutes only focus on the theory, even we graduates are very advance in theory but in practical they don't know the things they use during practical work." (ID-25)

		"Our educational institutes are using books of old time like 1995-2000 but after IT advancement things have been changes instantly." (ID-19) "In most of our educational institutes, these days there is culture of slides or notes, due to this students don't read things in details because they are not reading books, in result their knowledge remain limited and sometime their concept remain unclear." (ID-10)
Social Factors	• Lack of face to face coordination • No focus on interest discovering • Quota system • Race of grades(change of mindset)	"Due to more focus of our young generation on gadgets use, as they learn everything from these gadgets like mobile or internet, but there are few core things which you can only learn from experienced people through probing, by social interaction which is may be very helpful about survival at workplace." (ID-05) "In our society people are not interested to focus on choose profession according to interest of their children due to less awareness and parents are not ready to compromise on their demands, like every parents want to make their children, doctor or engineer, and when someone joins a profession without interest will be unable to perform as per his/her potential." (ID-11) "After getting admission on quota system, these students will may be get degree and even job but at workplace these graduates are compared with graduates of developed areas of the country, in result most of the

| | | graduates cannot perform same as graduates of developed area in result these graduates can't survive at workplace." (ID-07)

"Our society is more focused on grades not on learning due to which our graduates may get good marks but can't learn and may be unable to get things conceptually." (ID-01) |
|---|---|---|

4.2.1. JOB MISMATCH

This theme indicates and proves that due to different mismatch reflected in sub themes are the reason of failure of fresh graduates at their first workplace. And also shows that what is the incidence of this reason. Managers and fresh graduates are fully agreed that mismatched of any factor mentioned in sub theme may be reason of failure, and even still this practice is going on in Pakistan specially in small level organization.

In first sub theme, mismatch of education is highlighted and indicated as one of the basic mismatch. For example the following respondent who is working in pharmaceutical company and expresses that mismatch of education is a reason of failure of fresh graduates and even still exists.

"In my perception, our current generation is in hurry and they are not mentally prepare about realities of the system, they can't wait for 4-6 months. They get annoyed if they can't get a job according to their education within small time and ultimately they choose a job which is not even related to their education and in result mostly they can't survive in such job for long time." (ID-03)

It reveals that mismatch in skills or education of the job holder refers that skills or education are not as per the needs of the job (Patil & Patil, 2019).

Secondly there is mismatch of qualification, this could may be over qualification and under qualification. This issue is also common in small scale organizations. Sometime this mismatch takes place in under qualification and frequently exists as overqualified mismatch. According one of the respondent:

"Yes, according to my experience this is a considerable problem which may cause failure of fresh graduates, because under qualified will be unable to manage the work and over qualified will may be once accept a job below his/her qualification but at later he will may be annoyed and once he gets chance to move, he will avail it." (ID-06)

There is also another mismatch which is about specialization. In this type of mismatch graduates join their first job which is not related to their specialization. And due to unemployment and poverty in our country graduates still choose this type of mismatch. According to one of the graduate respondent from a pharma company:

" I did MBA in HR but as in our country there is no career guidance, graduates of HR thinks that we can serve only in HR department of a company. I tried in different companies for HR job I couldn't find a job relating to HR finally due to financial crises, I joined a job in audit department, basically this job was related to MBA (Finance). Eventually I was unable to perform well in such department with my full strength. When I got offer from my current organization in HR department, I left my previous organization." (ID-16)

Last sub theme of job mismatch is related to least or not interested field. This mismatch is a step after education, qualification and specialization mismatch. Due to making things easy and check in depth there is sub departmentalization. According to a graduate of pharma company:

I joined a pharma organization and my department was production but I was not satisfied with my work because I was not interested to do same work on daily basis. Therefore I resigned from my job and joined a trainee management program. In this program my organization

rotated me in different departments, finally my optimum performance was in R&D development, because there was creative work." (ID-14)

Above all the responses from the respondents in view of their experiences and perspectives are strongly referring that any type of job mismatch mentioned in above first sub theme may be reason of failure of fresh graduates at their first workplace.

4.2.2. SOFT SKILLS

Soft skills are the skills which are totally related to the personality of an individual. These are the skills which are not easy to learn or change. There are many soft skills which are related to a person. Maximum soft skills are required for optimum performance but according to the respondents below re the mandatory soft skills to survive at workplace. Most of the employers and managers are interested in these skills instead of hard skills according to their interviews. This is fact that, soft skills are basically vital because these are rated most crucial factor for potential job appointments in mostly all professions and businesses (Robles,2012).

On top priority personal skills are focused to survive at workplace or even in society. As these skills are set of skills which may include professionalism, patience, good behavior and learning etc. These all skills are mandatory to be successful at job. A respondent is proving importance of personal skills with the help of an argument in view of his experience:

"These skills are more mandatory to survive in the job as dressing, punctuality, learning, competency and commitment are much important and currently these are missing in current graduates and may cause for their failure at job." (ID-13)

. Salina et al., (2011) executed Importance-Performance Analysis (IPA) uncovered that matters like improvement in character and personal traits will have to be focused and will have to be improved in coming future.

Teamwork or collaboration is also one of the obligatory skill in order to fulfill the requirement of a job and this is one of the key soft skill which can support to learn other soft skills. This could be between people of a department or between employees of an organization, lack in any of these may cause a damage for the organization. Below is the significance of this skill according the response of respondent:

"I strongly recommend teamwork and collaboration. Because if we are familiar with this soft skill, you can learn all of the rest soft skills. Here we take example of cogwheels, they are connected with each other, may be some of these will be small and some will be big, 1st cogwheel will run, it runs to send and then 3rd and so on, and finally these all run a machine. These all cogwheels are doing teamwork. And if there is a single teeth of a cogwheel gets faulty, it will make a noise but due to help of other cogwheel, it will still moving, but if it were alone, it were useless, same thing is applied on employees in a team, may be 1 person will be unable to do work due to missing of some skill but with the help of other team members, such member can learn that missing skill. (ID-05)

Leong & Kavanagh (2013) and Nathan & Taylor (2013) also favor this stance and they further add that teamwork skills also include thought process even forward to ending or finalization of a given assignment or task.

Work ethics is one of the crucial skill from soft skills this skill is considerable from very old times but there was no proper definition and there was no proper attention on it but since near past most of the organizations are giving much priority to this skill and even fire their employees if they notice any unethical activity in workplace from the employee. Following participant explaining her point of view regarding importance of work ethics:

" Very bad situation about this, even as society we don't consider it until there is proper monitoring and surveillance. Most of our firings are related to missing of this skill. Highlighted

reasons are misconduct with seniors and colleagues secondly and secondly disobey of company's policies." (ID-11)

Work ethics skills are considered as key skills for expansion of significant working environment (Ferrell et al., 2011).

Communication is also one of the vital skill from soft skills. This skill consist of two types skills verbal and nonverbal communication. These both are very important for survival and understanding from others is also very important for success at workplace. Below is the response of

"In view of my experience this skill is very important because it helps you and others to understand quickly and accurately if there is lack of this skill, it will may be cause misunderstanding and in case of weak oral communication and lack of confidence you will may be unable to express your product in result you will miss your opportunity. (ID-20)

Strong communication skills are leading to certify that a person can clearly and correctly forward information and thoughts to an array of listeners (Chan, 2011).

Most of the graduates are unable to adapt change in their routine. Due to this reason in current time adaptability is considered as one of the surviving soft skill at workplace.

"According to my experience, adaptability is important and prior in all soft skills because, when I completed my education and joined organization, I was unable to changes like to sit consistently at my seat as there was no restriction to stay at same place whole day, but this was one of the requirement of my job as I was in quality assurance department. And there was also a problem for me to get up and go office early in the morning. In result I left my job in order to find a job where I can manage these problems." (ID-24)

According to research of Bedwell et al. (2014), if the workers are flexible, in result they will be able to adapt every changed system at the organization.

In view of above all responses, above mentioned soft skills in themes can play vital role in survival of fresh graduates at their first workplace.

4.2.3. HARD SKILLS

Hard skills are purely related to the skills which are related to the profession, these skills could be learnt and enhance through learning in short time in comparison or soft skill. Practical knowledge through books, experienced people and videos are techniques to acquire these skills and practical is the major and more authentic method to learn such skills. In contrast of managers' demand, graduates think that managers or employers are more interested in hard skills during they select graduates or employees.

In these skills specialized knowledge about a specific job is considered most important because technical skills could be enhanced in case graduate has understanding with basics. According to respondent:

"According to my own experience, I can say that technical skills could be enhanced through polish and by doing practical in second or third attempt but if an employee doesn't own basic knowledge or we can say specialized knowledge, maybe he will unable to do practically until unless he gets specialized knowledge and in private organizations there is no ample time to give specialized knowledge, in this situation graduate will be unable to continue his/her job." *(ID-10)*

One of the priority in hard skill is given to technical skills, managers or employers ask educational institutes to give technical skills to their students with technical knowledge by practical working. According to an HR Manager of a pharma company:

"I have studied in a foreign institute and there is system of teaching for 15 credit hours in a 30 credit hours semester and practical for rest of the 15 credit hours but there is no practice of such type in Pakistani higher education institutes, and when these graduates come to the market they start from zero, but organizations don't give them enough time to get trained and eventually they become unable to handle situation and resign or get fired from the organization." (ID-12)

According to (Messum et al,. 2015) research, by the addition of technical skills workers can realize that how several segments of an organization perform jointly.

One more hard skill is considered as important during my interviews which is creative thinking. They think that as current era of IT and innovation creative thinking is considered as one of the vigorous hard skill because it will provide smart working and ideas about problem solving to the organization. As per manager of a pharma organization:

"When I see start of my career there was no use of IT but in this time there is everything is going through IT at the same time there is time of innovation, graduates of employees with old ideas will be unable to survive in this era so they must work on creative thinking because it will be helpful in making working smart and will give innovative ideas to solve problems." (ID-03)

Literature also support this argument as mentioned, In this time when business is growing very instantly, in this time creative thinking or innovation is considered as competitive edge (Lee & Benza, 2015). In any organization employees should come forward with strong new ideas through which they can participate in growth of business and also business world (Sripirabaa & Maheswari, 2015).

4.2.4. ORGANIZATIONAL ENVIRONMENT

There are many organizational factors which are may be the reason of failure of fresh graduates at their first workplace.

This factors start from the first step through which a fresh graduate enter into the organization and as per respondents failure of fresh graduate is incompetency of selector or selection committee. According to a respondent:

"If a fresh graduate or employee is unable to perform in a well manner, there is fault at the end of selection team because during entry test or interview they were unable to trace the ineligibility of the candidate, there is question mark on competency of selection committee." (ID-09)

Another factor behind failure of fresh graduates at their first workplace is in view of organizations is lack of training. According to the graduates there is lack of initial training by private sector organizations. One of the graduate who responded in interview as:

"Organizations of private sector of Pakistan don't invest proper time on fresh graduates' training and ask for output after just basic orientation or a small piece of training and ask for a professional output, which is not possible for a fresh graduate. In result such organizations think that these graduates are failed to perform assigned tasks and fire such employees." (ID-17)

If a graduate is failed at workplace ultimately this is the failure of the immediate boss or manager of such graduate, this factor is also regarding organization's environment. Managers and graduates are agreed on that if there is failure of graduate or any employee, there is fault of team leader because s/he is unable to handle his player. One of the respondent says:

"If a graduate fails at workplace, manager of such graduate is responsible for such failure because manager don't have leadership and management skills due to this lack he/she is unable

to handle and get output from his/her subordinate, mean if team member fails mean caption of the team failed." (ID-06)

Salary factor is also at the end of organizations. According to the input of graduates and even managers of the selected organizations for this study, most of the times graduates are doing jobs to get financial benefits as due to part of third world country parents are investing on their children to get good job and good salaries. A graduate gives his input as below:

"When I did my degree, my parents paid my fee and other study charges for 17-18 years because after getting such degree, I will be able to get good job with good financial benefits and this is my right to switch if any organization is giving good salary according to my qualification and experience. If any organization want to retain its employee should must offer market's prevailing salaries and other fringe benefits." (ID-15)

Last factor highlighted by participants of this research regarding organization's environment is employee involvement. According to the participants employee involvement is a considerable through which an organization can win confidence of an employee and can retain an employee. One of the graduate responses as respondent of this study:

"Good salary or financial benefits are not top priority of every graduate, may be some of the people are doing job to serve the organization, and nation in a broader way, and if an organization gives right or power to perform in full strength and allow involvement of employee in decision making for betterment of the organization, this practice can retain many graduates" (ID-18)

Organization's environments can assist workers with sure mental health complications, minimization in stress, focused attention, and societal relationships (Ramsay, 2009).

According to the literature involvement of employees enhances their loyalty and interest in their job and also output of the company. Involvement of employees generates loyalty of the

employees about their job, which may enhances the efficiency and productivity of the organization (Guerrem et. al., 2004).

4.2.5. EDUCATIONAL INSTITUTES' FACTORS

As educational institutes are the main stakeholders of this process because output of these institutes is the input of the industry. In view of this there are few factors according to the respondents of this research which may contribute for the failure of fresh graduates at their first workplace.

In these factors, first one is practice of personality assessment when selecting any student for further studies. According to the participants of this study, practice of personality test is mandatory to save the wastage of young workforce, otherwise this strength will remain in wrong direction.

"No doubt, our education system is a key responsible and also there is not equal education system. There are three major classes in society, like lower middle, middle class and rich class. But parents of every class want that their sons should be either doctor or engineers and put pressure on their children. But if there is personality assessment in our all education institutions they will inform to parents and will educate to parents about interest of their children in view of personality assessment, in result our youth will be utilized in right direction. Otherwise these graduates will be unable to perform at work place according to their potential because they will may be least interested in their current profession if their profession is not their passion. In result may be they will get failed at their workplace." (ID-05)

According to Apoorva Anand at el, (2018) Personality assessment will familiarize the users with different careers and will also help them to select the related profession according to their personality.

Most of the respondents are agreed that there is major difference in in our education and practical. According to respondents may be a technician will be more successful in problem solving than an Pharm-D because, technician learned the things on the basis of practical but Pharm-D studied these things from theory. According to a respondent:

" According to my experience a technician can solve problem at production system more successfully in comparison of a Pharm-D because technician started his learning with theory and practical but Pharm-D studied these things from books and may be unfamiliar with the names of the machines in production department." (ID-09)

Irrelevant knowledge is also a factors which is a cause of failure of fresh graduates from educational institutions. Participants are not satisfied with the curriculum designing, because according to their experience there must be system of practical type or case studies and internship. A respondent describes:

" Our graduates are only focused on books, in which they only read that what are the systems and procedures to do work, may be organizations can train them in these things too, and as this is time of artificial intelligence, machines can also work on fixed systems and procedures but the problem is when there is any problem in these designed systems and procedures, how to solve these problem. So there is lack of use of case study method from our educational institutions and internship are also helpful in this regard." (ID-11)

Last factor from educational institutes is, no detailed knowledge, which may be a reason of failure of fresh graduates failure. According to the respondents of my study there are different approaches to get detailed knowledge only slides or books are not enough to get detailed knowledge. According of one of respondent:

"There are many sources for detailed knowledge but our educational institutes are only focused on slides or books but to meet the requirement of current industry, institutes must use,

seminars, counselling sessions, visits to the industrial organizations and similarly exams should be on concept basis. In order to check concept clarity of graduates." (ID-18)

4.2.6. SOCIAL FACTORS

Last theme of the findings is indicating some social factors which could may be reason of failure of fresh graduates at their first workplace according to the respondents of this study.

In this first sub theme is least face to face coordination. As our nation is already not enough good in coordination and now due to IT our young generation is not investing their time to learn things from their ancestors. In view of one of the respondent:

"In our current youth, trend of sitting with experienced people or ancestors is very smallest due to IT generation. But this is reality we cannot learn everything from Youtube or internet, there is no alternate of experience so our society should take measures to arrange lectures or sittings of our youth with experience people." (ID-11)

Everybody wants to do things according to their own schedule and pace, failing in which they become anxious. Face to face communication is avoided by the young mass, which is not good for the society (Erickson, 2012).

Another major social factor which is becoming the reason of our generations including fresh graduates is no focus on interest discovering of our young students or even children. The reason may be not awareness or may be no importance for this issue. A participant is giving his views regarding this factor:

"According to my perspective mostly our people or decision makers are not aware about personality assessment and another factor is that they are least interested to practice this test

for their children to discover the interest of their children, they want that their children should choose career according to their wish, in result at the end s/he may be get failed at profession which was decided by his/her ancestors." (ID-5)

Another factor of our society which may be pertain to our government regarding failure of fresh graduates is quota system. Which is producing ineligible graduates. As these students come from low developed areas and their initial exposure and education is not according to the students of developed areas of the country and after getting graduate they get jobs according to their education but they can't perform according to the students of developed areas. According to the one of the manager:

"I have an experience that in one of my previous jobs, our firm completed a project of road making but later we received a complaint regarding sewerage system of road, when we checked in details there was fault at the end of civil engineer, when we checked his degree and details he secured degree on quota system basically he was from a low developed area of Pakistan. Eventually company fired him due to his negligence." (ID-07)

This system may be producing ineligible graduates and neglecting merit system. Such graduates can't give good performance in comparison of the graduates of developed areas due to low quality basic education and low exposure. Elimination of quota system was recommended (Abdullah et al,. 2018).

Last sub theme of social factors' theme is race of grades. According to the participants of the study, there is major part of our graduates getting failed due to race of grads, in result they become psycho. According to a respondent:

" Our society is totally grades oriented, mindset of our society only gives prestige to high grades not high learning, if our students can't get good grades they feel that they are failed in society and can't do anything bigger and started to underestimate them but maybe they will be

very good in practical learning but due to losing their confidence they become psycho and finally, they cannot perform well at workplace and get fail." (ID-22)

4.3. DISCUSSION:

This study shows that there are five major things which may become the reason of failure of fresh graduates at their first workplace. Job mismatch is first one and one of the dominant factor behind the failure of fresh graduates, this finding is further expanded in four categories in which first one is failure due to mismatch of education and job. In this mismatch graduates join job which is not related to their education. Graduates can't survive at workplace due to mismatch of education. Similarly there is another reason found for failure of fresh graduates under finding of job mismatch which is mismatch of job and qualification. In this mismatch joins a job in which job owner is under or over qualified. In third category, there is mismatch of specialization or in other words we can say that mismatch of field of study. In this specialization of a graduate is not according to the requirement of the job. These findings are also accordingly in light of study of Farooq (2011) & Patil & Patil (2019). There is also another sub finding behind the failure of fresh graduates which is job mismatch towards there interest. Mean when graduates choose a field of education and later job which is not according to their interest.

In second finding there is a set of soft skills which is mandatory for survival of fresh graduates at their first workplace. According to Deepa & Seth, (2013) soft skills are the skills are traits concerned with personality, good characteristics and supreme degree of commitment and promise towards work. First one soft skill for survival of fresh graduates is Personal skills, according to the respondents this skill is the set of skills which may include professionalism, learning, patience and good behavior, if a graduate is failed to own these skills may be s/he will be failed at workplace. Send skill of soft skills is Teamwork and collaboration. This skill is considered as core skill according to the views of participants of the study. Successful

collaboration may be helpful to learn other soft and even hard skills. Third one soft skill is work ethics, according to respondents this skill is not very considerable but MNCs or local big organizations are very strict about implementation of this skill because they don't compromise on failure of this skill. Next one is communication skill, companies ask about this skill on priority basis, according to their responses this skill also include interpersonal skills. Last skill of soft skills is adaptability, according to experiences of respondents, adaptability is one of the major reason of failure of fresh graduates at their workplace, because they are unable to change their habits of educational career. These are the soft skills which are mandatory for fresh graduates to survival at their first workplace according to my study.

Third finding is related to the hard skills, these skills are purely related to the nature of job. These skills could be learned or enhance easily through books or experience. First skill in this set is specialized knowledge. In this skill organizations ask that when a fresh graduate comes in an organization s/he must own specialized knowledge because with the help of this skill a fresh graduate can learn technical skills. Secondly the organizations ask for technical skills, in other words the organizations which are asking experienced graduates are looking for this skill. And third and last hard skill which is mandatory for fresh graduates to survive at their first workplace according to the participants is creative thinking. According to their view this skill is considered as competitive edge of a graduate in current market of innovation. As per Spark & Waits (2011) creative thinking is a skill about how to solve the problems, generation of creative ideas and bringing innovation.

Fourth main finding indicates organizational environment as a factor which may cause failure of fresh graduates at their first workplace. In this, first reason is fault of selection committee, mean why selection committee selected wrong person and they are responsible for the failure of fresh graduate. Second factor pertaining to organizational environment is lack of training, This is one of the major issue of the participated graduates of my study. According to their

point of view private organization don't invest much time for training of fresh graduates and ask to perform duties after an orientation session and a small piece of training. Third factor which is may be contributing failure of fresh graduates at their first workplace is Manager's fault. Mean if team failed basically manager failed. Because always leader is responsible for team members, so if graduate is unable to perform mean manager is failed to utilize skills of graduate. Fourth one is policies about salary and employees' retention. According to this factor organizations don't have same salaries policies, in result when an employee get offer of higher salary s/he moves to new firm, if the organizations will offer market competitive salary according to the experience and qualification of employee it will be helpful to retain the employees, because when an organization will hire new employee in replacement will may be more expensive than to retain old one. Next one is employee involvement, which is indicating decentralized organization system in which employee has the right to take decisions regarding his domain, this practice can enhance loyalty of an employee.

Fifth main finding is related to the factors contributing for failure of fresh graduates at their first workplace by the educational institutes. First factor is personality assessment, there is no any system in most of the educational institutes about personality test of students, which may cause choosing irrelevant career due to not proper guidance. According to Apoorva Anand at el (2018), This system has the ability to prove to be strongly effective about assisting individuals to make correct decision making about career. This system also a helping hand to get awareness about type of personality and their attributes and understanding of these things will be very useful for the users in a productive approach. Second factor is difference in theory and practical education. There is huge difference in theory and practical education but in most of the programs educational institutions are only focused on theory but not on practical education, which is also a major factor for failure of fresh graduates. When a teacher delivers a lecture in class which contains theory is example of bringing outside world into

classroom and secondly when students go out for field work mean practical and apply guidance of teachers, they gave in classroom. Both of these are very critical for engagement and learning of the students, but these days missing in our educational institutes **(Oliver et al,. 2018)**. Third one is irrelevant or inactive in other words outdated knowledge, in this educational institutes are giving outdated and old knowledge to students like old books and even in few cases bookish knowledge is not more important than practical knowledge to get concept clarity. A study based on comparison of years reflects that applying active learning mechanisms in teaching and evaluation are very advantageous (Fuller et al., 2000). Last and fourth one factor is not detailed knowledge this is purely related to the limited knowledge, which is going on in our educational institutes in shape of slides and notes. According to the participants there must be use of updated books to teach and clear concept of students about a topic and secondly must use seminars and counselling sessions etc for detailed and fresh knowledge about a topic. There are three leading drawbacks of slides in class room, students are focused on slides instead of lesson or learning in topic, overloading of effects and third one is material dumping (Trang, 2015).

Last one finding is related to our society. In this finding participants highlighted the factors related to society, which are reasons of failure of fresh graduates at their first workplace. In this finding first factor is least face to face interaction with experienced people, seniors and ancestors due to high use of social media and gadgets. If there are advantages of using social media similarly there are some disadvantages, due to this may be there is lack of nonverbal framework learning, isolation problem due to reliability on social media and major drawback is of socialization (Wainner, 2018). Society must discourage this practice in order to educate their youth on the basis of experience sharing. Second factor is least or no focus on interest discovering. As we are third world country, in our society most of the people are not aware about this step and if remaining people are aware, they are not interested to do this practice

because they want that their children should adopt career according to their wish because they want to make or stay in statuesque. Third one is quota system. There is a problem in our country about quota system, this is a problem from our government, because government is not paying attention to improve educational system of less developed areas, to cover that thing government is adopting quota system in which there is no equality. Fourth and last factor of society which is may be reason of failure of fresh graduates at their first workplace is race of grades. Our society is totally focused on grades, according to the participants of this study we are focused on grades instead of learning. In result produced graduates gets very high marks but don't have any learning, ultimately they get failed at their job due to lack of learning.

CHAPTER 5

CONTRIBUTION & LIMITATIONS

5.1. CONTRIBUTION

The existing studies on job mismatch and employability skills has been conducted in Pakistan by Shujaat Farooq in 2011 a case study and by Farhad Khurshid Abbasi, Amjad Ali and Naila Bibi in 2018 on banking sector through quantitative approach.

My study added further mismatch of interest and sets of hard and soft skills for survival of fresh graduate at their first workplace. Few further reasons were discovered in this study which may include, organizational failures, educational institutions failures and social factors behind the failure of fresh graduates. Another major reason came out which not discovering of interest of a child, which is almost related to these all three stakeholders.

5.2. LIMITATIONS

There was time constraint due to which I limited my research only for Pharma companies of twin cities (Islamabad/Rawalpindi).

This study couldn't be generalized because sample size was very small and single industry of limited area was chosen.

This study is only applicable on Pharma industry because sample was taken from Pharma industry.

Scope of this study is very narrow because only HR managers and fresh graduates who stopped their job within one year are selected.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

6.1. CONCLUSION

This study intends to identify factors behind the failure of fresh graduates in Pharma industry, for this purpose a qualitative approach was used for this research. On the basis of interviews conducted with managers and fresh graduates, this study proves that fresh graduates in Pharma industry have different problems, which may cause their failure at first workplace, in which first one is job mismatch, in which they choose job which is mismatched with their education, qualification, field of specialization and interest.

Secondly this study proves that these fresh graduates who fails at first workplace may don't own sufficient level of demanded soft and hard skills from the employer. In soft skills Personal skills, teamwork and collaboration, work ethics, communication and adaptability are strongly demanded by employer and in hard skills Specialized knowledge, technical skills and creative thinking are demanded skills.

On third, this study also shows that there some factors at the end of the organization which may become the reason of failure of fresh graduates, which includes selection committee's fault that why they selected wrong person for particular job, secondly lack of training mean these organizations don't give enough training to their appointed fresh graduates and put them at workplace. Next one is manager's fault, mean simply if team member is failed it shows incompetency and lack of leadership skills of the manager. Forth factor from organization side is policy about salaries and employee retention, mean there is no proper similarity of salaries in market on the basis of education and qualification, which may become the reason of employees job switching. And next one is employee involvement, which may be helpful to retain an employee, but if missing may be reason of employee switching.

Study also shows that there are few factors at educational institutions' end, these are playing vital role in failure of fresh graduates at their first workplace, which include not personality assessment and only giving admissions on the basis of their previous marks and test performance, secondly there is difference in theory and practical but theses institutes are only focused on theory. Next reason is irrelevant knowledge mean these institutes are using old books as part of curricula and also old methods of teaching like only book reading no practical work or interaction sessions with industry. Last one is limited knowledge, as these days there is culture of slides and notes which is not sufficient for concept clarity until a student don't read the topic in detail with the help of book.

This research also indicates few social factors which are somewhere reason for failure of fresh graduates, which may include lack of face to face communication with experience people or seniors due to use of gadgets, second one is missing of interested career discovering, mean our society is not paying attention to discover interest of their children, next one is quota system which is also a reason of failure because society is not trying to develop education system of low developed areas of Pakistan and covering this issue with quota, which is producing ineligible graduates. Last factor at society's end is race of grades, our society is grades oriented instead of learning oriented which is reason of failure of fresh graduates due to lack of learning things conceptually.

6.2. RECOMMENDATIONS FOR FUTURE STUDIES

Future researcher can may be select different sector and other areas of the country.

Further study could be conducted about, what are the problems for educational institutes to change their syllabus as per the recommendations of the industry.

Further study could be conducted about, how to make possible implementation of personality assessment policy and what will be the benefits of the policy.

ANNEXURE

Below are the semi structured questions asked during study interviews:

1. Gender?
2. age?
3. qualification?
4. Nature of qualification either technical or non-technical?
5. Position either managerial or non-managerial?
6. Department suppose sales, accounts etc?
7. What is nature of job, technical or non-technical?
8. Tenure of current job?
9. Overall work experience?
10. Tenure of first job if previous job experience?
11. Reason of previous job leaving or termination, if any?
12. Any internship experience during degree or after degree?
13. What are the pros and cons of internship on first regular job?
14. Do you think fresh graduates often fail to meet performance standards at their first jobs?
15. What is professionally missing in fresh graduates who recently joined your organization?
16. What skills are mandatory for fresh graduates to fulfill expectations of employers in view of your experience?
17. Do you hire people whose degrees do not match the kind of jobs that you offer them?
18. What happens when there is mismatch between qualification and job of fresh graduates at workplace?
19. What are the expectations of employers from fresh graduates at workplace?
20. What do employers suggest to educational institutes about designing their curriculum?
21. What will be the impact, if fresh graduates join jobs as per their personality type? Do you conduct personality tests when hiring employees?
22. What are mismatches between fresh graduates' perceptions and employers' expectations?
23. What are the effects of workplace environment on the performance of employees?
24. What are the pros and cons of employees' involvement in organization?
25. What are the challenges that fresh graduates face during their first jobs?

Below is request form submitted to every organization's HR department for interview appointment.

Head of department

Human resource department

SUBJECT: REQUEST FOR RESEARCH INTERVIEW PERMISSION.

Respected Sir,

Reference to above mentioned subject.

I **Rafaqat Hussain** student of MBA in Pakistan Institute of Development Economics, Pakistan is doing research as part of my degree and my research topic is "**Factors contributing failure of fresh graduates at their first workplace**".

In view of above I have selected **Pharma companies' offices** in **twin cities (Islamabad/Rawalpindi)** as my research pool.

Kindly permit me to conduct research interview from **HR department's rep** (at managerial post) of your esteemed organization and schedule a meeting accordingly. I will be very thankful to you for your act of kindness.

Note: Your given input will be purely for academic research purpose, and there will be no leakage of your given information and name, ID etc.

Kind Regards

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