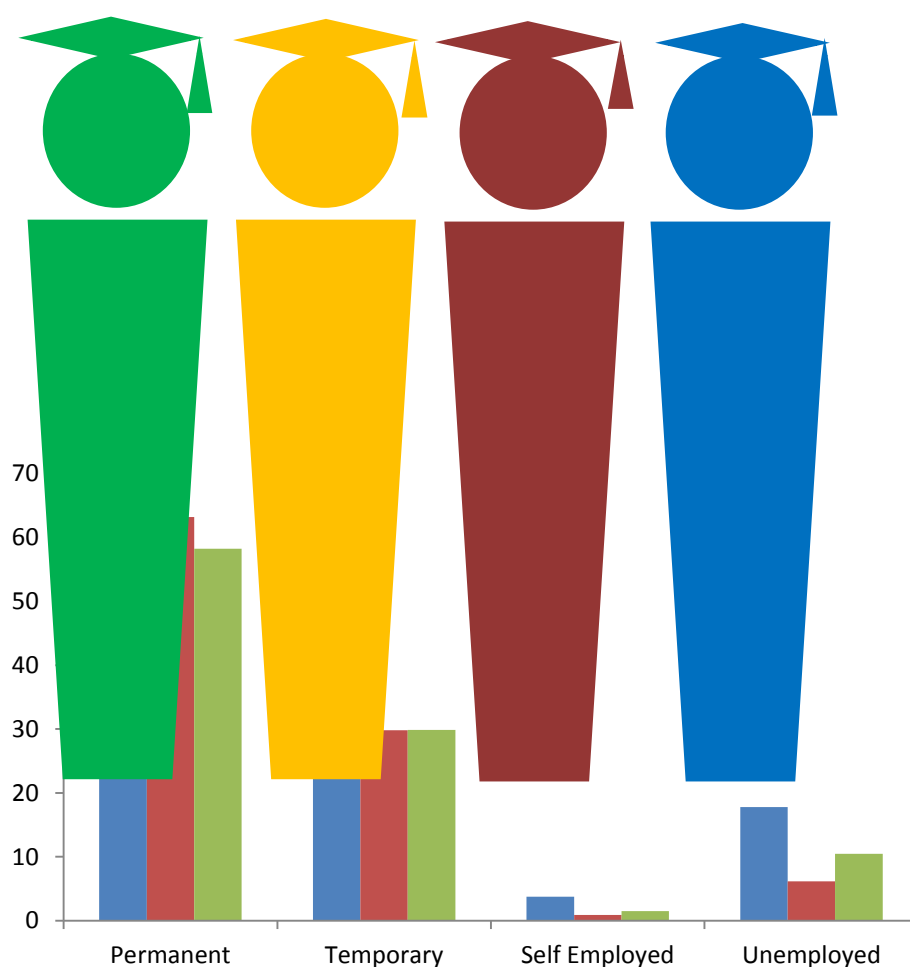


EMPLOYABILITY SURVEY REPORT WAYAMBA UNIVERSITY OF SRI LANKA



**External Affairs Unit
2018**



EMPLOYABILITY SURVEY REPORT

WAYAMBA UNIVERSITY OF SRI

LANKA

by

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2018

This report should be sited as;

Wijenayake W.M.H.K and Wickramasinghe I.P.M. (2018), Employability Survey Report of Wayamba University of Sri Lanka 2018.

Published by:

External Affairs Units
Wayamba University of Sri Lanka

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Preface

In the recent past there has been a significant shift in the view that university graduates should directly contribute to the economic development of the country by moving from passive job seeker role to active job creator role through commercialization of innovation and entrepreneurship. As a result entrepreneurship skills have been gradually introduced to curricula in many recent syllabus revisions. These changes deem necessary to sustain decent employability rates among graduates in years to come when the realities of world economic development trends are considered. The world's view of the purpose of higher education has demanded a more direct role from graduates to support economic development of the country. Graduate employability surveys of universities have been mandated in order to continuously monitor how fast fresh graduates integrate in to the society after graduation. Employability surveys are designed to estimate success rates of graduates to secure jobs soon after graduation. The graduate surveys can also be thought as a measure of effectiveness of state investment on higher education. Further, the universities should use the findings of employability surveys to improve relevance of their programs.

The challenge of realization of knowledge-based economy in Sri Lanka should be supported by universities through promotion of research and innovations into commercialized products and services. Thorough exposure for research and development will train university graduates in creating and developing innovative solutions that can be turned into marketable products. Therefore the universities naturally inherit the responsibility to guarantee that their graduates are equipped with the right knowledge, skills, and attitudes to support the realization of knowledge-based economy in the country. The university system is currently implementing mechanisms to probe the effectiveness of the education for making positive impact through the quality assurance schemes. Trends observed in employability surveys will reveal the effectiveness of such changes in near future.

The Wayamba University of Sri Lanka was established as the thirteenth national university in 1999. Wayamba University of Sri Lanka has ranked at the 8th place among Sri Lankan universities in some ranking as at 2018. The Wayamba University ranks better with respect to employability than the most of the young universities in the country. The Wayamba University of Sri Lanka currently consists of six faculties; Faculty of Agriculture and Plantation Management, Faculty of Applied Sciences, Faculty of Business Studies and Finance, Faculty of Livestock, Fisheries & Nutrition, and the newly established Faculty of Technology and Faculty of Medicine, which are yet to produce graduates. The institutional review completed in year 2018 rated the University with a B grade to recognize that the University has been performing well for the past five years.

This report shows the employability status of all the four faculties of Wayamba University of Sri Lanka that produced graduates in the year 2018 with a performance comparison to the past years. The findings of this employability report should be carefully considered in decision making processes to improve rate of acceptance of graduates by the society at large.

ACKNOWLEDGEMENTS

We are thankful to the Vice Chancellor and the Registrar of Wayamba University of Sri Lanka for the support given by providing necessary guidance, approvals, and support for the collection of information from the Faculties. Also we extend our sincere gratitude to the Deans of the respective Faculties for their facilitation and support given in the data collection process.

We really appreciate the role of the Senior Assistant Registrar - Examinations and his staff to hand over the questionnaires to the graduates in time for the survey. Also our special thanks go to the Assistant Registrars and their staff in the Faculty of Agriculture & Plantation Management, Faculty of Applied Sciences, Faculty of Business Studies & Finance and Faculty of Livestock, Fisheries & Nutrition for the support extended during the period of information collection.

A special thank goes to the Statistical Officer and the support staff of the Units of external affairs for the work related to data entering and analysis.

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ABBREVIATIONS AND ACRONYMS

FAPM	Faculty of Agriculture and Plantation Management
FAS	Faculty of Applied Sciences
FBSF	Faculty of Business Studies and Finance
FLFN	Faculty of Livestock, Fisheries, & Nutrition
WUSL	Wayamba University of Sri Lanka

INTRODUCTION

Unemployment among Sri Lankan graduates have been cited by many studies and analysis for over three four decades as a source that fuels youth unrest. In certain plausibly-exaggerated claims the number of underemployed or underemployed graduates is said to be as large as 50,000 at present. However, exaggerated or politically motivated to quote such figures, it is an undisputable truth that a certain percentage of graduates find it difficult to find a decent employment within first six months after their graduation. The University Grant Commission (UGC) of Sri Lanka has mandated all state sector universities to keep track of employability numbers annually and steer the systems to achieve the target of 95% overall graduate employability rate. To enhance opportunities for graduates to find employment, the quality and relevance of university education of the country have been consistently upgraded through various support mechanisms by the UGC.

The Wayamba University of Sri Lanka (WUSL) has been recording an above-average graduate employability rate starting from the early batches of graduates in its short history. However, in the recent past there have been apparent changes of employment rates that have been mainly caused by the inconsistencies of the time frames of conducting employability surveys due to numerous practical reasons. The only viable option to conduct the employability survey with 100% participation is to mandate submitting survey responses at the convocation. Though the generally acceptable time limit for conducting employability surveys is six months from graduation, the time elapsed from the date of completion of the degree to the date of convocation change every year by many unforeseeable factors in our system, and it contribute to fluctuations in the employability numbers of the Faculties. Thus the resulting employability numbers tend to portray distorted picture on trends. The WUSL has been monitoring the employability rates of the graduates for the last six years and the findings have been useful for taking strategic decisions to maintain healthy rates of employability among its graduates.

The overall employability is a critical indicator of the economic development of a country. Employability of the graduate population is considered to be a highly important factor in stability of a country. There had been certain global initiatives to recommend the universities in the world to transform their traditional strictly-academic curricula towards a blended form to emphasize practical application relevance along with the intellectual enlightenment. The United Nations Youth Employment Network has recommended that all countries review, rethink and redirect education, vocational training and labor market policies to prepare young people for adaptation to the labor market Work (UN 2001). Employability is seen as one of the developmental parameters, and low employability leads to social deterioration and disruption that hampers the development of a country. As a result, almost all higher education institutions worldwide have been closely monitoring their graduates' employability and are changing teaching and learning processes to increase the employability of their students (UNESCO, 2012, Charles Fernando 2007 McQuaid and Lindsay, 2005).

In Sri Lanka the notion of entrusting responsibility to the government for providing decent employment to all graduates have recently been heavily questioned. Instead the need for improving the quality and relevance of degree programs to enable any reasonable graduate to secure a suitable employment within prescribed time has been emphasized. This paradigm shift brings about an important sense of responsibility placed upon students for their education. Gauging employability of graduate populations may become subjective owing to the variability of nature of employment in a country. Employability is defined in several ways in literature. Canadian Employees Board (1994) defines employability as the relative ability of an individual to achieve meaningful employment given the interaction of personal circumstances and the job market. The British government defined the employability and development of skills and adaptive workforce in which all they enter into employment and remain able to work, develop skills, knowledge, technology and adaptability to be encouraged about their lives HM Treasury (1997). Hillage and Pollard (1998) defines employability as the ability to move on the labour market sufficiently to reach the potential through sustainable employment. For an individual, employability depends on knowledge, skills, and attitudes that define the way they use these assets and provides employers and context. McQuaid and Lindsay (2005) described employability as the ability of an individual to obtain initial employment, sustain employment, move between roles within the same organization, obtain new job when needed, and ensure work adequately and satisfactorily. All these definitions point to the need for a candidate's knowledge, skills, and attitudes to find employment in a competitive labour market.

Through number of elements in every degree program offered by the Wayamba University students are exposed to industrial environments and professionals before their graduation. With these exposures, close relations have been developed between the students, researchers and the industries. The environment thus becomes supportive for knowledge-based economy. Industry experts have engaged in many activities of the University to help identify necessary knowledge, skills, and attitudes for present-day graduates. In the context of the new technological and industrial development, higher education sector received more attention from the job market for seeking correct work force. It prompted higher educational institutes (HEIs) to revisit their curricular and re-think about producing capable graduates not only for the intellectual aspects but also people capable of facing challenging work environments. As a result HEIs started to offer more diverse opportunities in higher education, which are more applied, practical oriented and desired by the entrepreneurs. Therefore, new courses and degree programmes initiated in the recent past in the higher education have targeted the opportunities in the job market to ensure the employability and to contribute to the national development plans.

There were several funding programs such as Accelerating Higher Education Expansion and Development Operation (AHEAD) supported by World Bank have been channeled directly to the Universities to improve the quality of the graduates produced by the national universities.

To encourage the necessary changes in the university curricular and to improve the quality of graduates in accordance with the job market several competitive grants were initiated by the Ministry of Higher Education in Sri Lanka. As a new and the developing national university, Wayamba University of Sri Lanka was able to obtain several of such competitive grants and effectively improved the standards of the teaching and learning environment to enhance the quality of the graduates.

The four Faculties currently producing graduates namely; Faculty of Agriculture & Plantation Management, Faculty of Applied Sciences, Faculty of Business Studies & Finance and Faculty of Livestock, Fisheries & Nutrition; offered 14 degree programs and among the degree programmes two degrees are three years and others are four years in duration as shown in **Table 01**.

Table 01: Faculties and Departments with Degree Programmes Currently Having Graduating Students

Faculty	Departments Relevant for Survey	Degree Programmes (Duration)
Agriculture and Plantation Management	Plantations Management Horticulture & Landscape Gardening Biotechnology Agribusiness Management	BSc in Agriculture (<i>Four years</i>) BSc in Plantation Management (External) (<i>Three years</i>)
Applied Sciences	Industrial Management Mathematical Sciences Electronics Computing & Information Systems	BSc (General) (<i>Three years</i>) BSc (Joint Major) (<i>Four years</i>) BSc (Special) in Industrial Management (<i>Four years</i>) BSc (Special) in Applied Electronics (<i>Four years</i>) BSc (Special) in Mathematics with Statistics (<i>Four years</i>) BSc (Special) in Computer Science (<i>Four years</i>)

Business Studies and Finance	Business Management	BSc (Special) in Business Management (<i>Four years</i>)
	Accountancy & Business Finance	BSc (Special) in Accountancy and Business Finance (<i>Four years</i>)
	Banking & Finance	BSc (Special) in Banking and Finance (<i>Four years</i>)
	Insurance & Valuation	BSc (Special) in Insurance and Valuation (<i>Four years</i>)
Livestock, Fisheries and Nutrition	Aquaculture and Fisheries	BSc in Food Production and Technology Management (<i>Four years</i>)
	Livestock and Avian Sciences	
	Food Science and Technology	BSc in Food Science and Nutrition (<i>Four years</i>)
	Applied Nutrition	

In addition the four Faculties listed on **Table 01** there are two newly established Faculties; namely the Faculty of Medicine and the Faculty of Technology, and they are scheduled to produce graduates starting from the year 2021 and beyond. In addition to the undergraduate degree programmes, the University offers postgraduate programmes. All the Faculties have the provisions for granting Ph.D. and M.Phil. Degrees. The Faculty of Business Studies and Finance offers an MBA and Post Graduate Diploma in Business Management.

The uniqueness of the degree programmes offered by Wayamba University of Sri Lanka is their nature in job orientation. These degree programmes are different from conventional theory-based degrees and are tailored for industrial. The University has developed close relationships with industries both in private and public sectors through various programmes. Almost all the degree programmes offer industrial affiliations for undergraduates to have hands-on experience in actual working environments. The main objectives of these trainings are to prepare undergraduates for competitive job market and to get the attraction of the entrepreneurs. The feedback of the industries about the graduates helps to identify improvements needed to incorporate to the study programmes and the University always positively takes the constructive ideas from the entrepreneurs. The positive feedback of all these attempts taken by the university is reflected through the high employability rate of graduates of Wayamba University of Sri Lanka in the recent past. Graduates of Wayamba University reported 84%, 90%, 84%, 74%, and 68% of employability respectively in year 2012, 2013, 2014, 2015 and 2017. This is one of the highest employability rate reported among national universities in Sri Lanka. Currently the overall graduate employability remain around 64% in 2018 and due to various factors the employability rates recorded varies among faculties as described in the rest of the report.

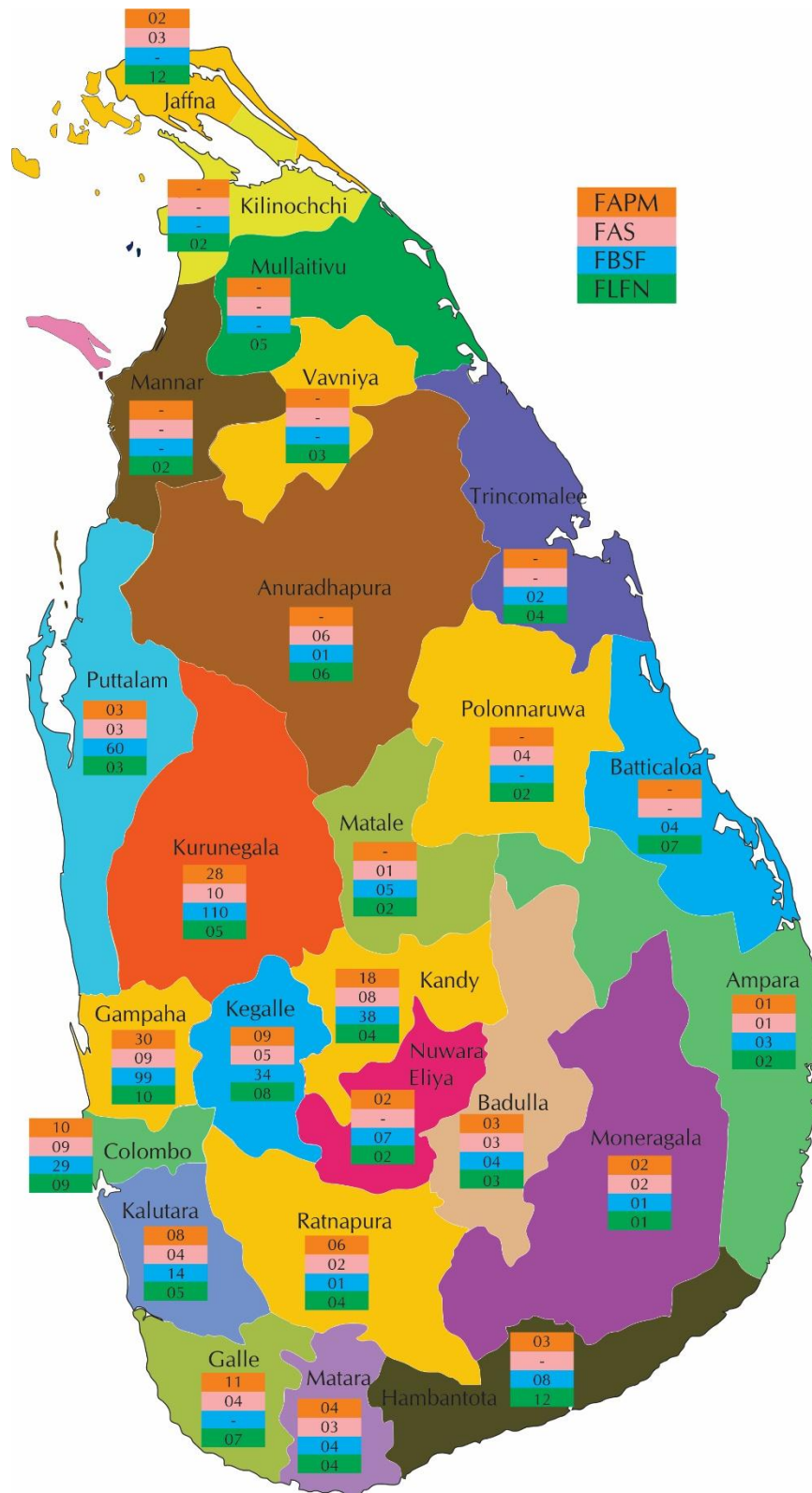
It is very important to note that there is a significant variation in times between the last dates of completion of degree to the date of conducting this employability survey among the Faculties. Therefore, it is not recommended to draw conclusions on performance of the Faculties by comparing the employability numbers recorded for graduates from different Faculties. **Table 02** lists the time elapsed between the date of completion of degree program to the date of conducting the employability survey.

The Wayamba University of Sri Lanka receives undergraduate students from almost all the administrative districts of Sri Lanka. The undergraduates from the batches of the academic year 2012/2013 of the University graduated in year 2018. **Figure 01** shows the distribution of the undergraduates among administrative districts based on their qualifying district at the university entrance.

Table 02: Time Elapsed from Date of Degree Completion Date to Date of Employability Survey

Faculty	Date of Completion of Degree	Time Elapsed from Date of Degree Completion to Survey
Faculty of Agriculture & Plantation Management	2018-04-25	04 months 05 days
Faculty of Applied Sciences:		
General	2018-01-09	07 months 21 days
Joint Major	2008-03-19	05 months 11 days
Special in mathematics with Statistics	2018-02-15	06 months 15 days
Special in Applied Electronics	2018-03-09	05 months 21 days
Special in Industrial Management	2018-01-09	07 months 21 days
Faculty of Business Studies & Finance	2018-05-01	03 months 29 days
Faculty of Livestock Fisheries & Nutrition	2017-12-30	08 months

The present report is nominally considered as the sixth employability report consecutively published by the Wayamba University of Sri Lanka from the year 2012. This report is produced based on the information gathered from the graduates at their convocation. In fact this report gives information of the employability status of graduates during a period of five to seven months after their final examination in the degree programmes of specialization. The almost all graduates have secured jobs soon after the graduation ceremony as indicated by the recent information.



Student representation from different administrative districts of the country, in the batch of the academic year 2012/2013, those who were graduated in year 2018 (Source: Statistical Handbook 2017, Wayamba University of Sri Lanka).

Methodology

Information needed for the preparation of the employability was collected through the questionnaire (Annexure I) where several new questions were introduced to gather more data compared to past years. Information from the students graduated in the year 2018 was subjected to this analysis and information pertaining to this study was based on the duration between the completion of the degree programme and the convocation. Questionnaires were handed over to students one week before the convocation. Completed questionnaires were collected by the Assistant Registrars of the Faculty of Agriculture & Plantation Management, Faculty of Applied Sciences, Faculty of Business Studies and Finance and Faculty of Livestock, Fisheries and Nutrition at the convocation. The time durations between the final examination and the convocation were different among four Faculties as shown in **Table 02** above.

Then the data collected survey questionnaire forms were entered into computers by the University statistical officer and her staff and the staff of Units of External Affairs. The data were then analyzed by the University statistical officer and the information were handed over to the Coordinators of the External Affairs for analysis and reporting. The information were analyzed and compared and reported by the Coordinators of the External Affairs.

Chapter 1

Employability Survey Results 2018: Faculty of Agriculture and Plantation Management (FAPM)

Response Rate of FAPM for Employability Survey

This census comprises the graduates of the Faculty of Agriculture and Plantation Management (FAPM). The questionnaire was distributed among all graduates eligible to obtain the degree at the General Convocation of the Wayamba University of Sri Lanka in 2018. Total number of eligible graduates for the convocation from the faculty was 132 and among them 130 responded for the distributed questionnaire. The percentage response for the questionnaire was 98.5%. **Table 1.1** indicates the number of students responded to the questionnaire from different specialization programmes offered by four departments.

Table 1.1: Response rates for the questionnaire by graduates in FAPM, who were eligible to obtain the degree at General convocation

Department	No. of Questionnaire Sent	No. of Questionnaire Received
Agribusiness Management	132	45
Biotechnology		12
Horticulture & Landscape Gardening		40
Plantation Management		33
Total	132	130

Demography of Graduates

Female student population was significantly higher in the FAPM. Females represented 72% of the total graduates in the Faculty. Composition of the gender of graduates in different specialization areas are given in **Table 1.2**.

Table 1.2 Composition of genders in the graduates of the FAPM.

Department	Female	Male	Total No. of graduates	% Female	% Male
Agribusiness Management	36	9	45	80	20
Biotechnology	7	5	12	58	42
Horticulture & Landscape Gardening	31	9	40	78	23
Plantation Management	20	13	33	61	39
Total	94	36	130	72	28

Age at the graduation of the 73% of students was fallen in to the category of 24-26 years and the rest of the students were in 27 -29 category (**Figure 1.3**).

Three ethnic groups were represented among the total graduates. Sinhala is the main ethnic category reported and was 97% of the total graduates from the FAPM in 2018. Muslim and Tamil ethnic categories were reported as 2% and 1% respectively (**Figure 1.4**).

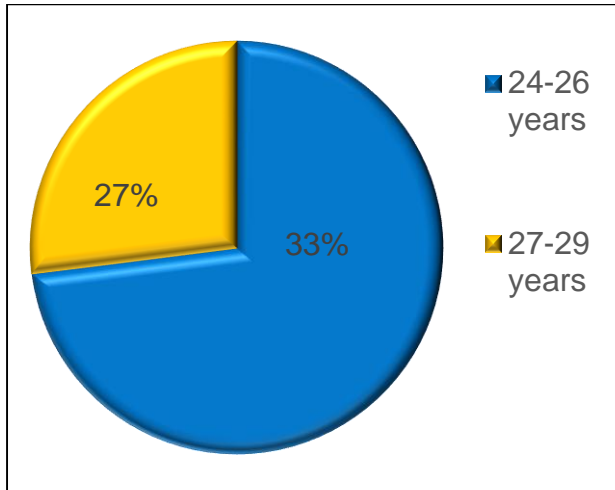


Figure 1.3: Age structure of the graduates of the FAPM.

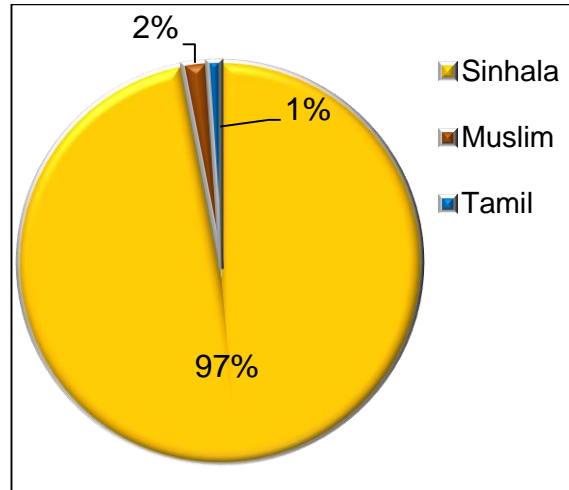


Figure 1.4: Representation of different ethnic groups in the FAPM.

Students from semi-urban areas were represented the highest proportion of the graduate population and was reported as 55%. Students from rural and urban areas were reported 23% and 22% respectively among the graduates of FAPM in 2018 (**Figure 1.5**)

Students who entered from second and third attempts in A/L examination represented the 85%. Among all 2018 graduates of FAPM, only 15% entered to the University from their first A/L attempt (**Figure 1.6**).

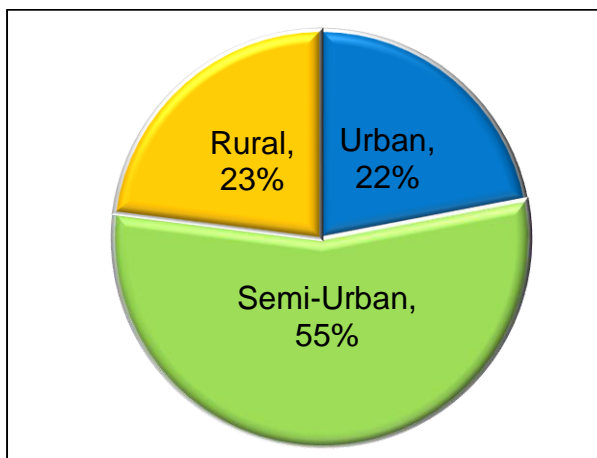


Figure 1.5. Residential areas of graduates

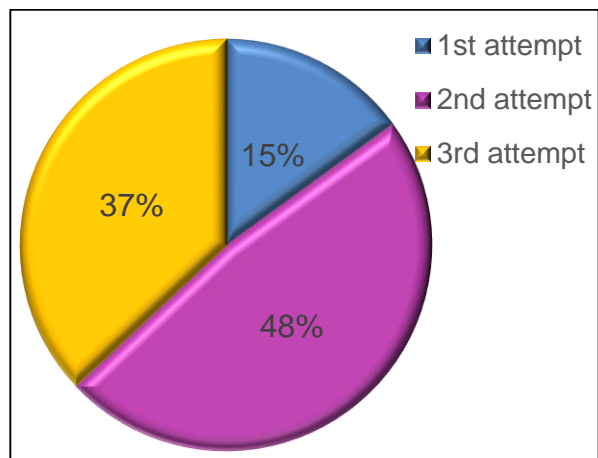


Figure 1.6. Number of A/L attempts for university entrance

Linguistic medium of the A/L examination of graduates is given in **Figure 1.7**. Majority (92%) of students sat for the A/L examination in Sinhala medium. Tamil and English medium students were reported as 5% and 3% respectively.

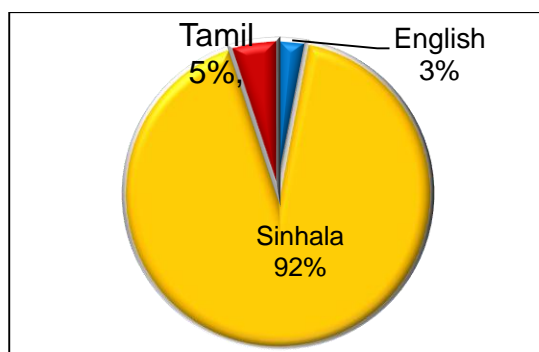


Figure 1.7. Linguistic medium of A/L examination of graduates

Academic Performances of Graduates

Among all responded graduates 128 have answered for this question. Prevalence of the first class passes in the final examination in 2018 in FAPM was 15%. Second Class Upper division passes were reported as 43%. Second Class Lower division and general passes were obtained by 17% and 25% of students respectively (**Table 1.3**). Percentage distribution of different grades in the final examination of FAPM is given in **Figure 1.8** according to the respective specialization areas.

Table 1.3. Overall performance of graduates in different degree programmes in FAPM

Department	First Class	Second Upper	Second Lower	Pass	Total
Agribusiness Management	10	23	6	6	45
Biotechnology	0	4	4	4	12
Horticulture & Landscape Gardening	6	16	8	10	40
Plantation Management	3	12	4	12	31
Total	19	55	22	32	128

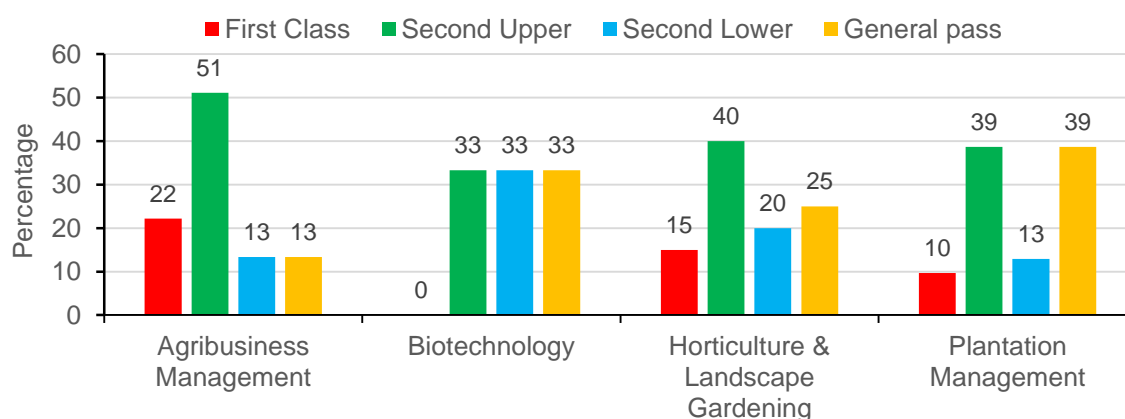


Figure 1.8. Percentages of different grades obtained by students in different degree programmes offered by FAPM.

Employability Status of Graduates

All respondents (130) had answered the question of their employability. Among all students graduated at the General Conversation in 2018, **65% of graduate secured jobs by 4 months and 5 days** from the date of completion of the degree. However, among total employed graduates (84), only 81 have indicated their job sector. **Table 1.4** indicates the different categories of employment of the graduates. Among 81 respondents, 40% have obtained permanent jobs. According to the survey 40% of employed graduates were in temporary jobs and 10% were on contract basis. 10% were in training periods (**Figure 1.9**). In this analysis graduates in training categories were considered as employed.

Table 1.4. Different categories of employments of graduates in FAPM

Department	Contract basis	Permanent	Temporary	Training	Un employed	Total
Agribusiness Management	6	10	11	2	15	44
Biotechnology	0	3	3	2	4	12
Horticulture & Landscape Gardening	1	7	11	3	17	39
Plantation Management	1	12	7	2	10	32
Total	8	32	32	9	46	127

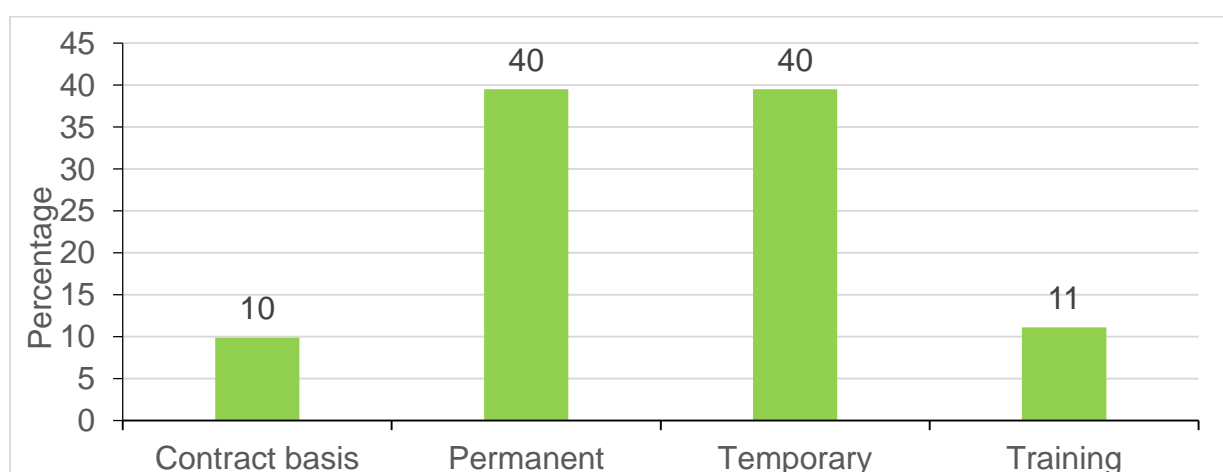


Figure 1.9. Percentage enrolments of graduates of FAPM in different employment categories.

Different sectors of employers

This question was answered by 77 from the total employed graduate population (84) of FAPM in 2018. Majority of graduates (57%) were employed by the private sector and the public sector job enrolment was reported as 27%. Job enrolment in semi-government institutions and NGOs were reported as 8% and 1% and the foreign sector and other were reported as 3% and 4% respectively among 2018 FAPM graduates (**Figure 1.10**).

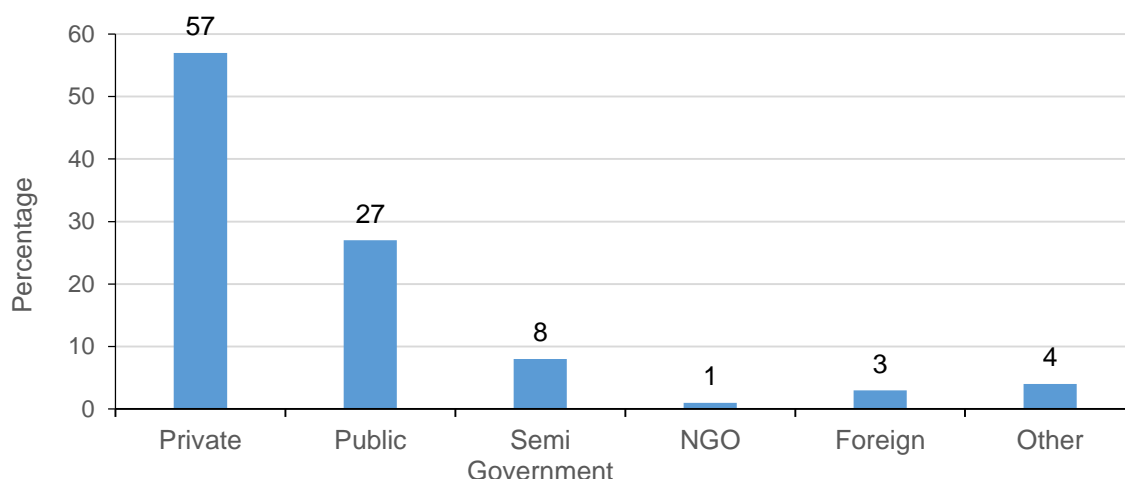


Figure 1.10. Percentage job enrolments of graduates of FAPM in different sectors employers.

Monthly Salary Levels of Employed Graduates of FAPM

From the total employed graduates (84) only 78 had answered this question. Salary level distributions among different specializations were indicated in the **Table 1.5**. Majority of the responded graduates were employed for the range of Rs. 30,000 to 40,000 salaries and reported as 62%. Among graduates 21% have obtained above Rs. 40,000 as the salary for their first job (**Table 1.5** and **Figure 1.11**).

Table 1.5. Salary levels of employed graduates from FAPM

Monthly Salary (LKR)	Agribusiness Management	Biotechnology	Horticulture & Landscape Gardening	Plantation Management
10000-19999	1	3	0	0
20000-29999	3	0	3	3
30000-39999	16	3	15	14
40000-49999	5	1	2	4
50000-59999	3	0	1	0
70000-79999	1	0	0	0
Total respondents from each department	29	7	21	21

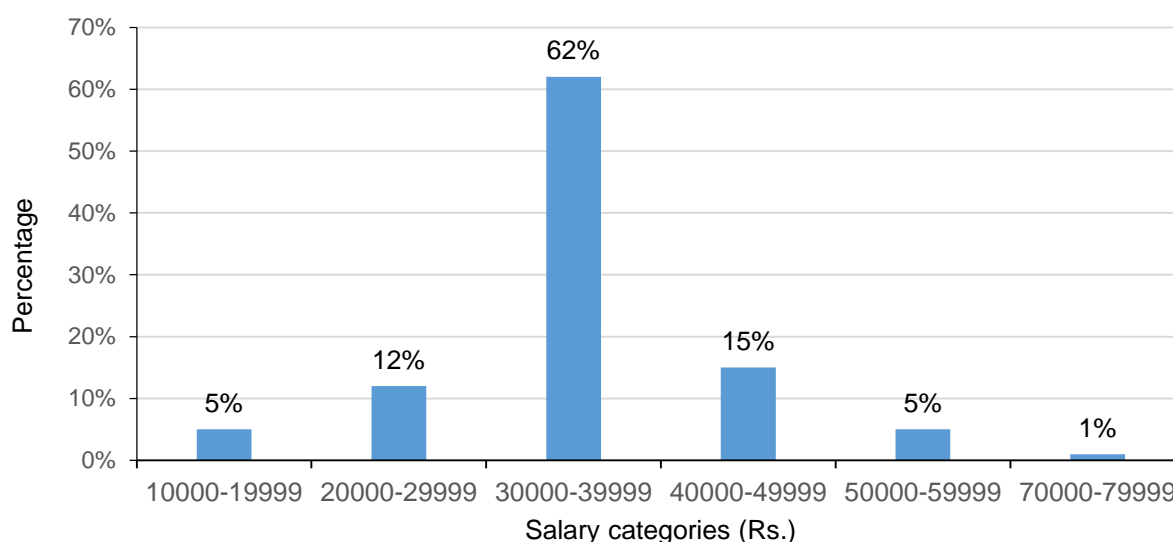


Figure 1.11. Percentage distribution of employed graduates in different salary levels

Matching of Degree Programme to Current Employments of Graduates of FAPM

Matching of the degree programme to the occupation of graduates is an indicator of how the existing training provided by the higher education institute fit with the current job market and the market requirements. There were 75 graduates have responded to this question and the statistics of their responds were given in **(Table1.6)**. Present survey has indicated that 72% of the graduates of FAPM were employed in jobs, which were highly matching with their degree programme and the specialization area. When consider the 50% relevance of their education to current occupation, it was reported as 91% **(Figure 1.12)**.

Table 1.6. Relevance of degree to employment

Department	Relevance of degree programme to employment					Total
	10%	25%	50%	75%	100%	
Agribusiness Management	3	2	2	10	8	25
Biotechnology	0	0	3	2	3	8
Horticulture & Landscape Gardening	1	0	3	6	11	21
Plantation Management	0	1	6	5	9	21
Total responses in each category	4	3	14	23	31	75

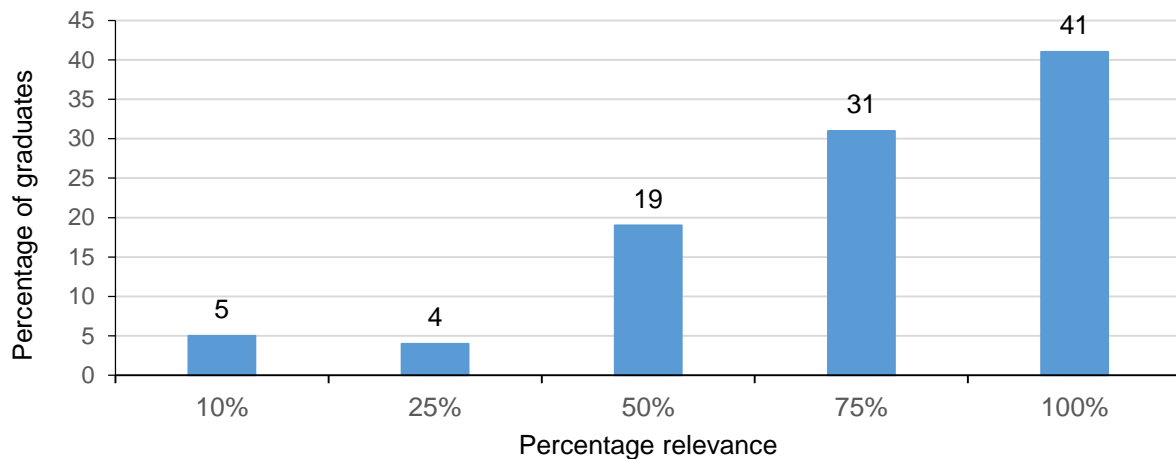


Figure 1.12. Percentage relevance of the degree to employment.

Level of Job Satisfaction among Graduates of FAPM

Total number of 82 graduates have answered to this question. Among all responds, 23% of them were highly satisfied with their current occupation while 40% of them were in satisfied category. Together with these two categories 63% of graduates were satisfied with their present job. Average level of satisfaction was reported as 33% and only 2% and 1% graduates have fallen in to dissatisfied and very dissatisfied about their current jobs (**Figure 1.13**).

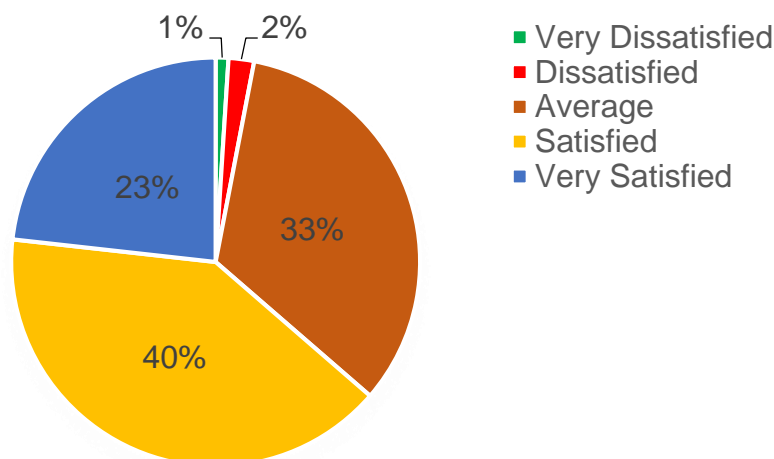


Figure 1.13. Level of satisfaction of the current employment

Most Influential Factors to Obtain Present Job

This question was answered by all employed graduates. Graduates could give multiple answers for this question. According to the answers different aspects related to university education have significant influence to find a job. Degree, field of study, personality and soft skills, proficiency in English, computer literacy, university research, research experiences have influence on finding a job. The traditional believes of the grade (class), reputation of

the university and personal contacts can be considered as less influence for finding a job by the graduates of FAPM (**Figure 1.14**). It is important to notice that the high influence of soft skill for finding a job.

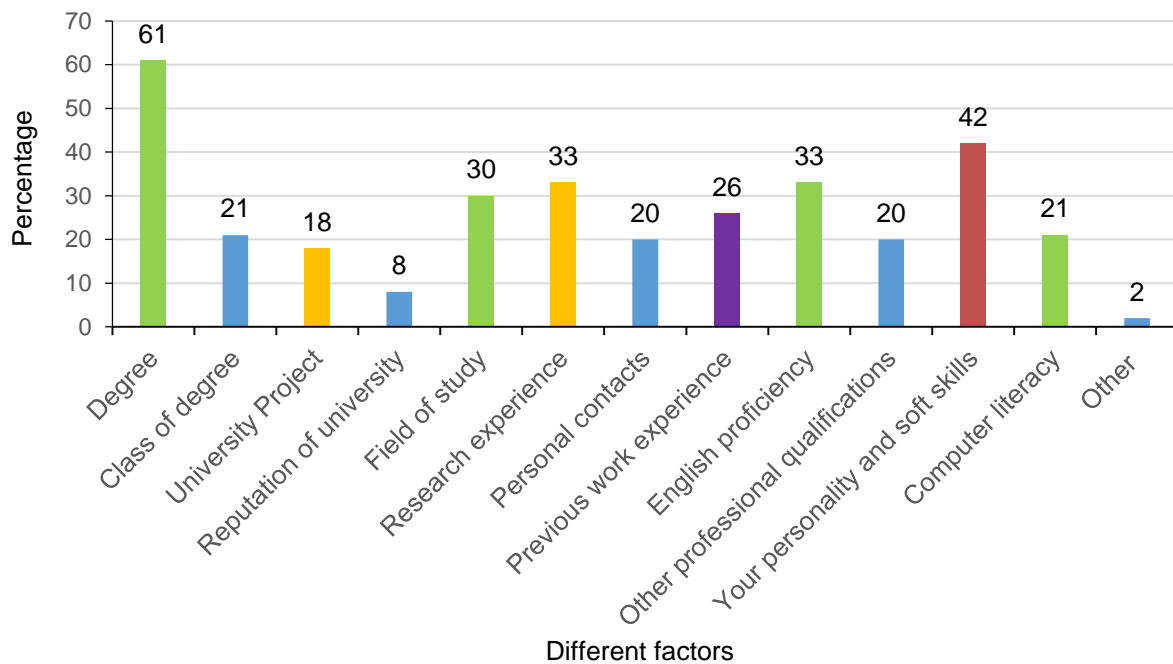


Figure 1.14. Most influential factors to obtain the present job.

Help from University Education to Career Development

Support of the degree programme to the career development was at satisfactory levels with scores above 4 out of the 5 Likert scale in four categories; support to get a job, for personal growth, for future career development and for starting period of employment. Support from the degree programme to develop entrepreneurial skills received the lowest rating indicating the need of further attention in that respect (**Figure 1.15**).

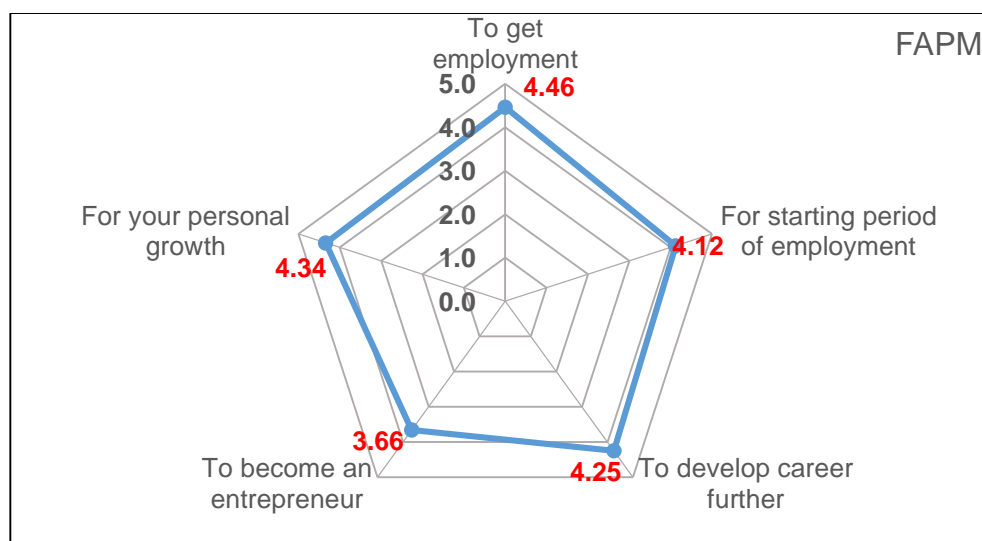


Figure 1.15. Support from the university education to career development as rated by FAPM graduates

Additional Qualifications (Postgraduates, Professional or other) held by Graduates of FAPM

Considerable number of students graduated from the FAPM had additional qualifications and 25 of them were being following such programmes and 53 of them have completed diploma level courses at the time of the survey. Among additional qualification holders, 20 students have some other qualifications, which have not been categorically indicated (**Table 1.7**). This information indicates the attentiveness of students about their career development and the intention to be more skilful and knowledgeable personal for the competitive society.

Table 1.7. Additional qualifications of graduate at the period of survey. (C denotes the completed and R denotes the continuation of the programmes).

Department	Diploma		Chartered Accountancy	LLB	CIMA	MSc	Other	
	C	R	C	R	R	R	C	R
Agribusiness Management	12	5	0	2	3	2	8	0
Biotechnology	3	1	1	0	0	1	3	0
Horticulture & Landscape Gardening	10	5	0	0	0	0	3	2
Plantation Management	8	3	0	0	0	0	6	1
Total	33	14	1	2	3	3	20	3

Chapter 2

Employability Survey Results 2018: Faculty of Applied Sciences (FAS)

Response Rate of FAS for Employability Survey

The questionnaire was distributed among all students eligible to receive degrees at the General Convocation of the Wayamba University of Sri Lanka in 2018. This senses comprised of all specialization programmes offered by FAS. The response rate for the questionnaire was high in all degree programmes and overall response rate was 94% (**Table 2.1**).

Table 2.1 Response rates for the questionnaire by graduates in FAS, who were eligible to obtain the degree at General convocation

Degree programme	No. of Questionnaire Sent	No. of Questionnaire Received
B.Sc. (General)	120	55
B.Sc. (Joint Major)		43
B.Sc. (Special) in Applied Electronics		05
B.Sc. (Special) in Mathematics with Statistics		05
B.Sc.(Special) in Industrial Management		05
Total	120	113

Demography of Graduates

Among the total graduates of the FAS, 45% were females and 55% were males. More females were enrolled in specialization programmes according to statistics (**Table 2.2**).

Table 2.2: Gender composition of graduates of FAS.

Degree Program	Female	Male	Total no. of graduates	% Female	% Male
B.Sc. (General)	19	36	55	35	65
B.Sc. (Joint Major)	21	22	43	49	51
B.Sc. (Special) in Applied Electronics	3	2	5	60	40
B.Sc. (Special) in Mathematics with Statistics	4	1	5	80	20
B.Sc.(Special) in Industrial Management	4	1	5	80	80
Total	51	62	113	45	55

Majority of the students were within the age range of 24-26 and reported as 78%. Of the total graduates 20% were in the age group of 27-29 years. There were 2% of graduates fallen in to age category above 30 years in FAS (**Figure 2.1**).

Three ethnic groups were represented among the total graduates and namely Sinhala, Tamil and Muslim. Sinhala, Tamil and Muslim ethnic groups were represented as 92%, 5% and 3% were respectively in graduate population (**Figure 2.2**).

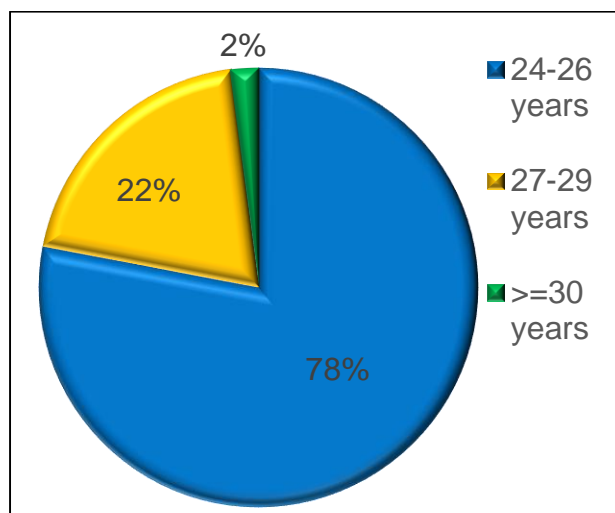


Figure 2.1. Age structure of the graduates of the FAS.

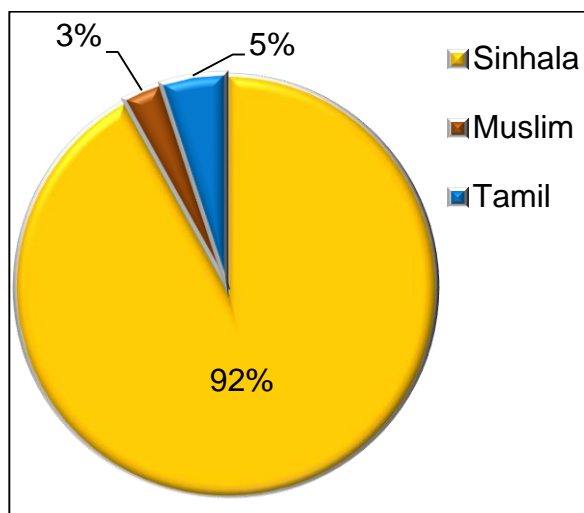


Figure 2.2. Representation of different ethnic groups in the FAS.

Students from semi urban areas have represented 54% of the graduate population in 2018. Students from rural and urban areas were reported as 19% and 26% respectively (**Figure 2.3**).

Among total graduate population in FAS, 29% had single attempt in Advance Level Examination. Majority of Students (55%) had second attempt and 16% was reported as the third attempt (**Figure 2.4**) in their Advance Level examination.

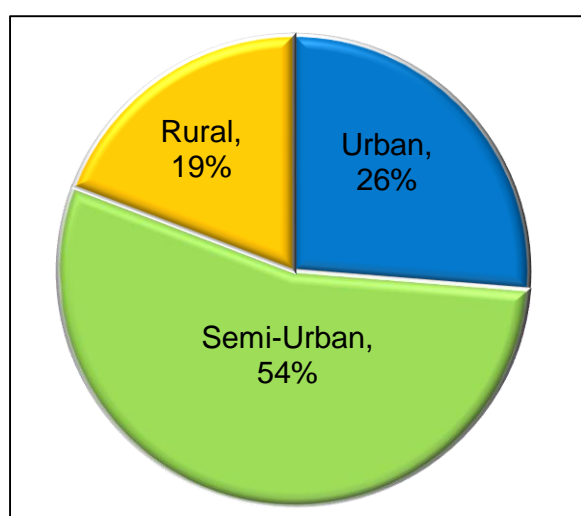


Figure 2.3. Residential areas of graduates

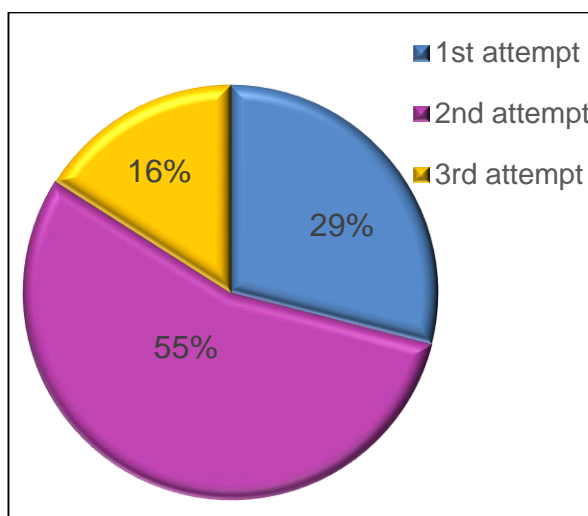


Figure 2.4. Number of A/L attempts for university entrance

Linguistic medium of A/L education of the majority (90%) of graduates was in Sinhala. Tamil and English medium A/L candidates were reported as 7% and 3% respectively (**Figure 2.5**).

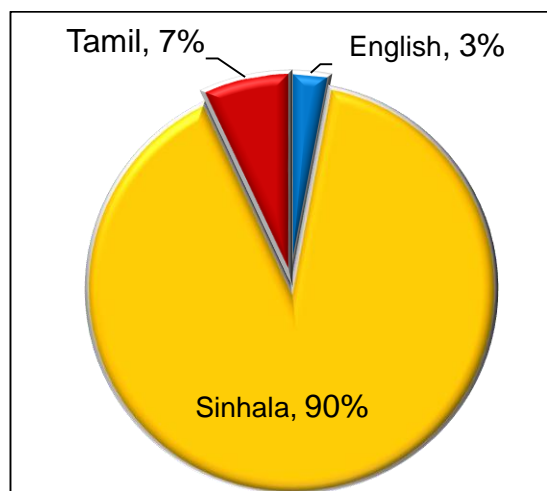


Figure 2.5 Linguistic medium of A/L examination of graduates

Academic Performances of Graduates

There were no first classes reported among 108 respondents. Second Class Upper Parses were reported as 13% while 21% obtaining Second Class Lower Parses at General Convocation in 2018. Other students (66%) had obtained General Passes in the final examination. **Table 2.3** indicates the number of students with their respective grades at the final degree examination and **Figure 2.6** indicates the percentages of different grades among degree programmes of FAS.

Table 2.3: Overall performance of graduates in different degree programmes in FAS

Degree	First Class	Second Upper	Second Lower	General Pass	Total
B.Sc. (General)	0	2	11	62	75
B.Sc. (Joint Major)	0	1	10	7	18
B.Sc. (Special) in Applied Electronics	0	4	1	0	5
B.Sc. (Special) in Mathematics with Statistics	0	5	0	0	5
B.Sc.(Special) in Industrial Management	0	2	1	2	5
Total	0	14	23	71	108

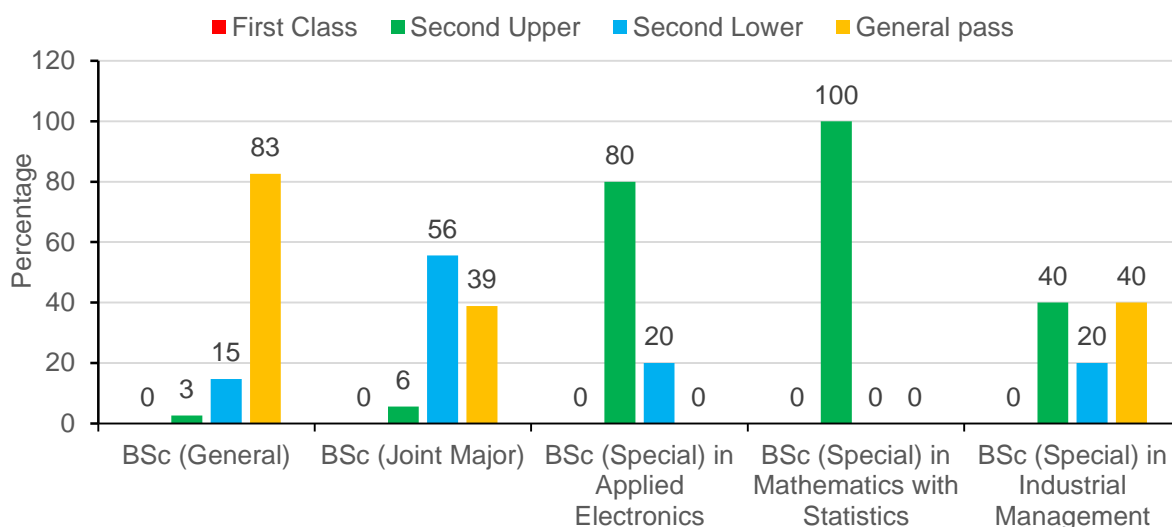


Figure 2.6: Percentages of different grades obtained by students in different degree programmes offered by FAS.

Employability Status of Graduates

Among 120 total graduates 113 were answered for the question, which was related to their employability. Employability status of the graduates in FAS at the general convocation of 2018 was **71% after a period ranging from 05 months and 21 days to 07 months and 21 days from the date of completion of the degree**. Among 113 responded graduates for the questionnaire, only 110 graduates had indicated their employment categories (**Table 2.4**). Of the all employed graduates responded to this question 33% have obtained permanent jobs and 21% of them were in temporary positions, 5% in contract basis and 19% were in trainings (**Figure 2.7**).

Table 2.4: Different categories of employments in relation to the field of study

Degree	Contract basis	Permanent	Temporary	Training	Unemployed	Total
B.Sc. (General)	5	28	8	10	20	71
B.Sc. (Joint Major)	0	4	6	4	10	24
B.Sc. (Special) in Applied Electronics	1	2	2	0	0	5
B.Sc. (Special) in Mathematics with Statistics	0	1	2	1	1	5
B.Sc.(Special) in Industrial Management	0	1	3	0	1	5
Total	6	36	21	15	32	110

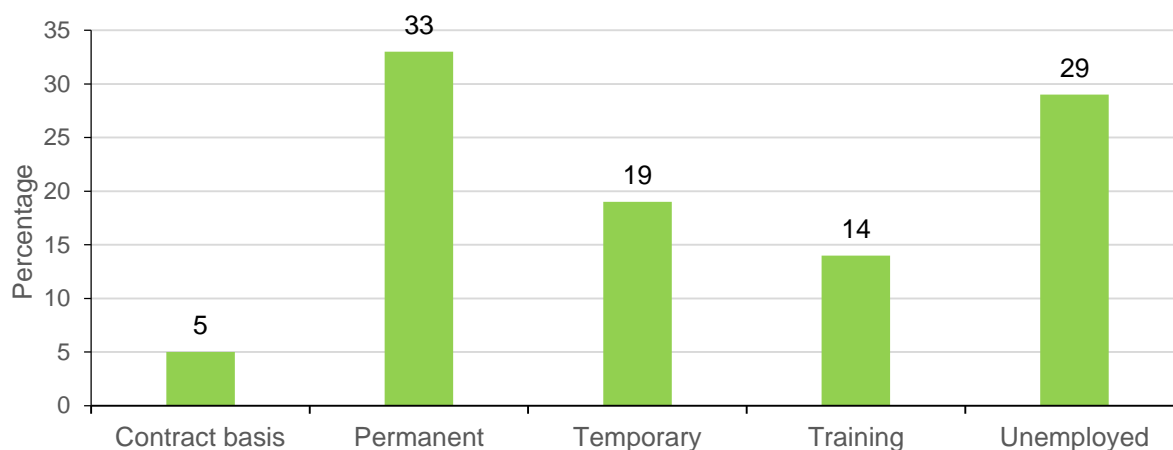


Figure 2.7. Percentage enrolments of graduates of FAS in different employment categories.

Different sectors of Employers

Total of 78 graduates had answered for this question. Among the responded graduates for this question, percentage employed in private sectors was 67%. Percentage employability in public sector and semi government sector were reported as 11% and 22% respectively (**Figure 2.8**).

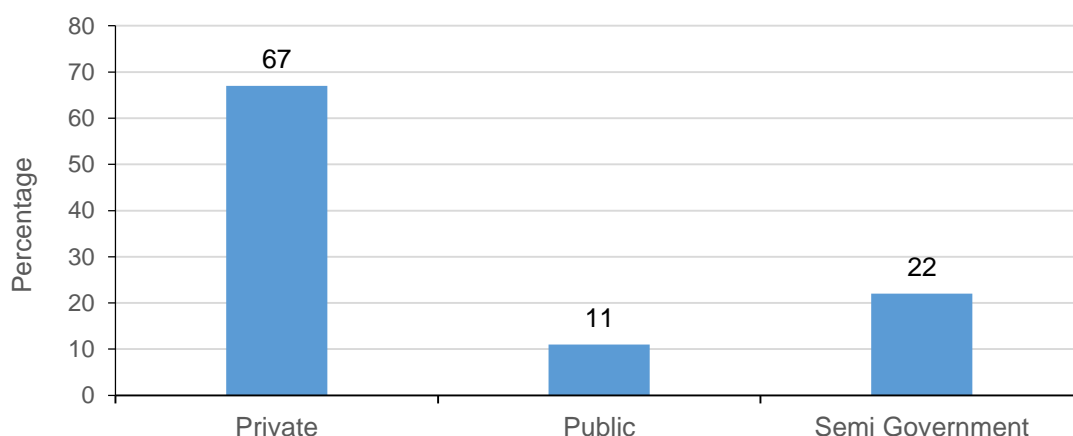


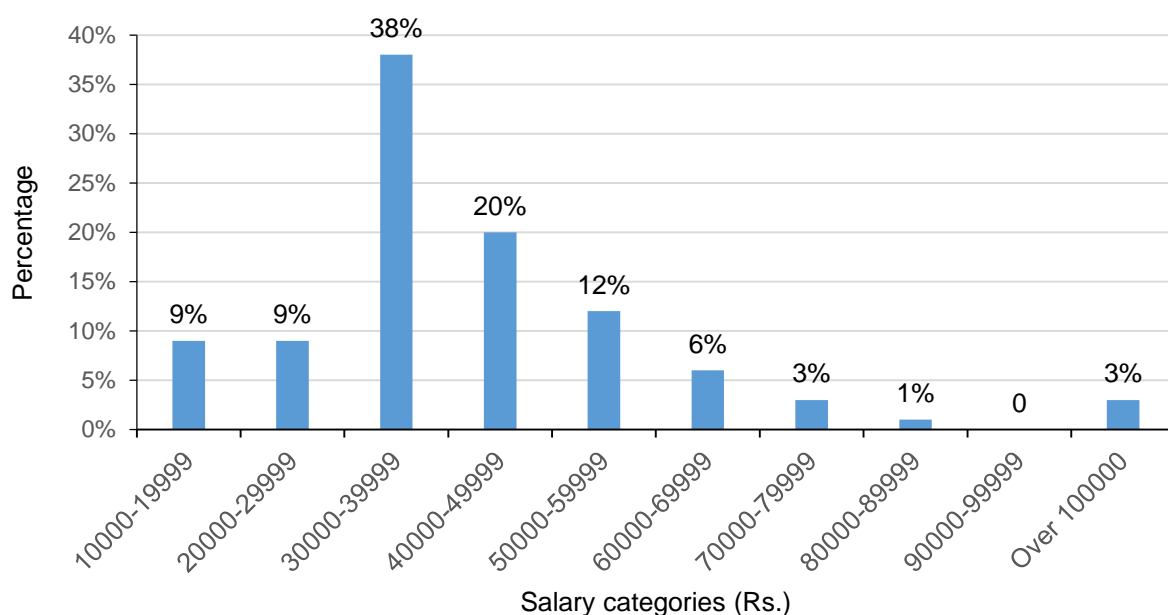
Figure 2.8. Percentage job enrolments of graduates in different sectors of employers.

Monthly Salary Levels of Employed Graduates of FAS

Among all employed graduates of FAS in 2018, 69 graduates had answered for this question. **Table 2.5** indicates the distribution of graduates among different salary scales. Majority of students (38%) had received salaries between Rs. 30,000 to 39,999 scales and the salaries of 20% graduates were fallen in to Rs. 40,000 to 49,999 category. Salaries of 23% students were above Rs. 50,000 and only two students have exceeded Rs. 100,000 (**Figure 2.9**).

Table 2.5: Salary levels of employed graduates of FAS

Monthly Salary (LKR)	B.Sc. (General)	B.Sc. (Joint Major)	B.Sc. (Special) in Applied Electronics	B.Sc. (Special) in Mathematics with Statistics	B.Sc.(Special) in Industrial Management
10000-19999	5	1	-	-	-
20000-29999	5	1	-	-	-
30000-39999	13	7	2	2	2
40000-49999	9	5	-	-	-
50000-59999	7	-	-	-	1
60000-69999	4	-	-	-	-
70000-79999	1	-	1	-	-
80000-89999	-	-	1	-	-
90000-99999	-	-	-	-	-
< 100000	2	-	-	-	-
Total respondents	46	14	4	2	3

**Figure 2.9.** Percentage distribution of employed graduates in different salary levels

Matching of the Degree Programme to Current Employments of Graduates of FAS

Relevance of the degree programme to the employment indicates employers' recognition of the knowledge and training provided by the degree programme. Its direct indication is the matching of the training given by the University to the needs of the industry. Majority of the students graduated from FAS in different degree programmes had high relevance to the job and their knowledge gained from the University (**Table 2.6**). **Figure 2.10** indicates the

percentage of students in relation to different levels of relevancy of the job to the study programme. Among the responds for this question, 57% of graduates were employed in jobs with the relevance of higher than 75%. More than 92% employed graduates in the faculty had over 50% relevance of their jobs to the study programme. Only 9% of students had indicated the low levels of matching their Degree to the current occupation. (**Figure 2.10**).

Table 2.6. Relevance of the job to the study programme

Degree	Relevance of the job to the study program					Total
	10%	25%	50%	75%	100%	
BSc (General)	0	5	18	10	9	42
BSc.(Joint Major)	0	1	4	7	3	15
BSc (Special) in Applied Electronics	0	0	1	2	2	5
BSc (Special) in Mathematics with Statistics	0	0	0	2	2	4
BSc (Special) in Industrial Management	0	0	1	1	1	3
Total responses in each category	0	6	24	22	17	69

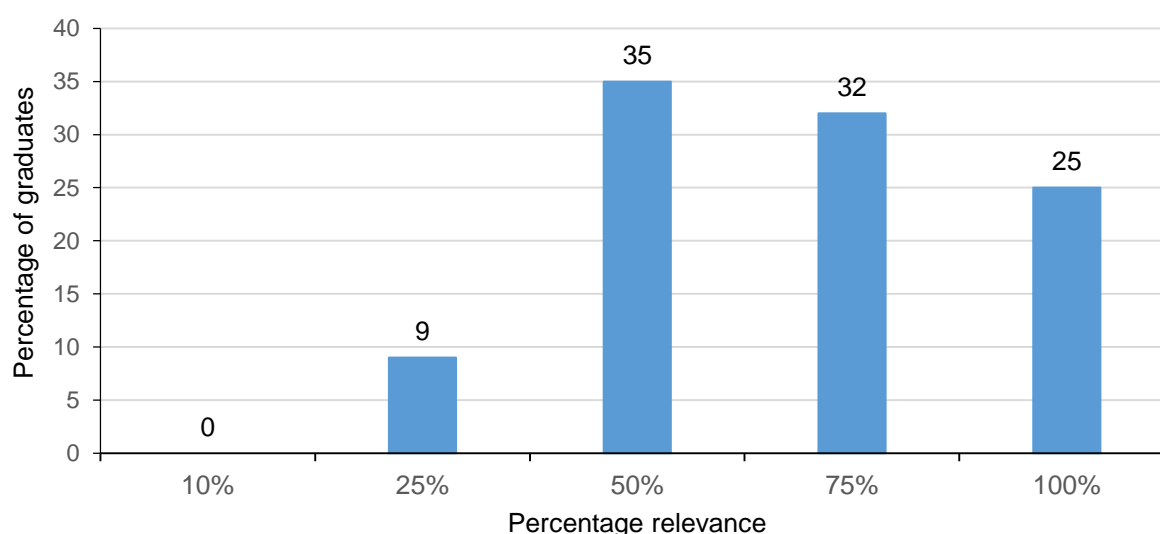


Figure 2.10 Percentage relevance of the job to the study programme.

Level of Job Satisfaction among Graduates of FAS

This question was answered by 80 students. Among all respondents 16% were very satisfied about the present job and 44% percent of graduates were satisfied with the current employment. Present survey indicated that 36% of graduates had average satisfaction about their employment. 3% percent of graduates were dissatisfied and 1% percent of graduates were very dissatisfied with the current employment (**Figure 2.11**).

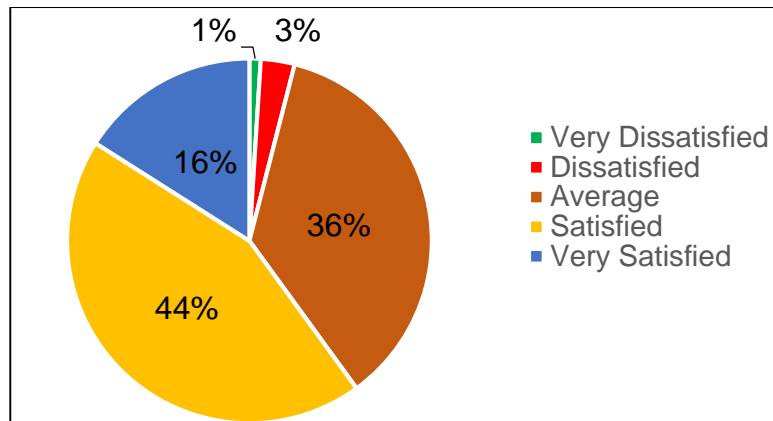


Figure 2.11. Level of satisfaction of the current employment

Most Influential Factors to Obtain Present Job

This question was answered by 81 students. Students could give multiple answers for this question (Annexure 1). From the frequency of the answers; Degree, field of study, personality and soft skills, proficiency in English and computer literacy were main influencing factors to obtain the current occupation (**Figure 2.12**). Most importantly the class of the degree, reputation of the university, personal contacts had minor influences in finding the jobs of the graduates from FAS according to their responses.

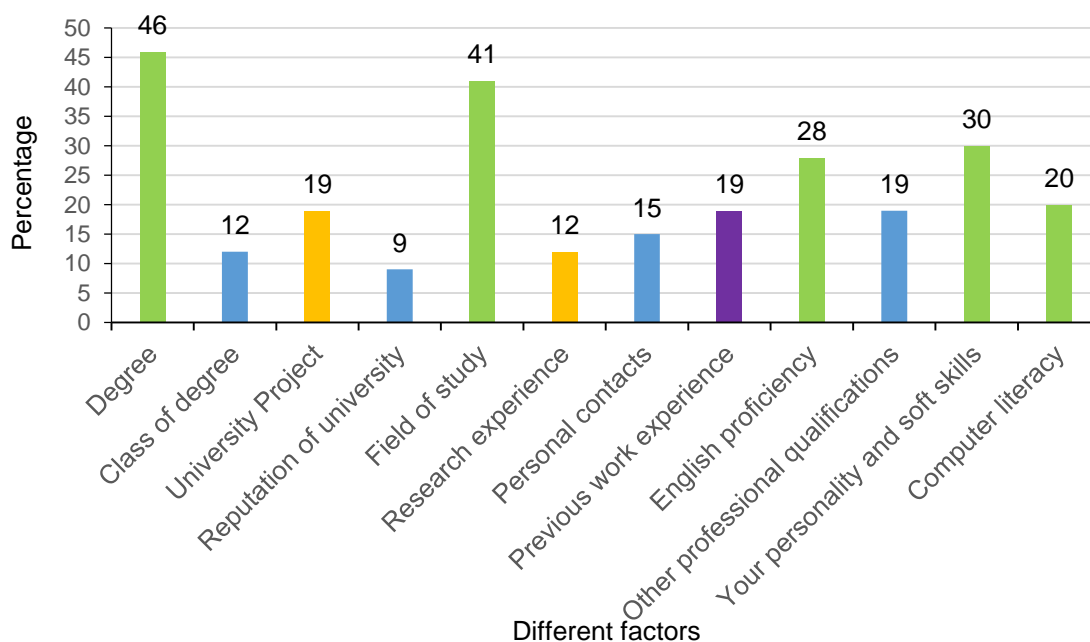


Figure 2.12. Most influential factors to obtain the present job.

Help from University Education to Career Development

Support of the degree programme to the career development was at satisfactory levels with average scores of nearly 4 out of the 5 Likert scale. Graduates have indicated that the university education has high influence on personal growth and to develop the career

further. The entrepreneurial skills obtaining through the degree programme was received low rates. As such, the faculty have to pay considerable attention to this aspects and provide opportunities for the students to improve necessary competencies (**Figure 2.13**).

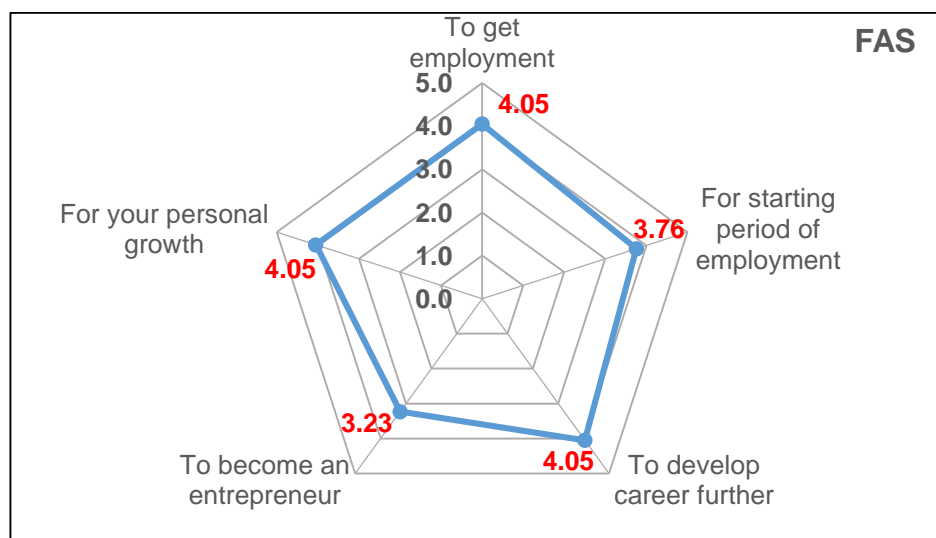


Figure 2.13. Evaluation of the university education for the career development of graduates of FAS

Additional Qualifications (Postgraduates, Professional or other) held by Graduates of FAS

Considerable number of students graduated from the FAS had additional qualifications. Among the graduates of FAS 35 of them have completed Diploma level courses and 17 of them are reading for different kind of proficiency at the period of survey (**Table 2.7**). This information indicates the eagerness of students to be more skilful, knowledgeable and proficient in their career paths and to be an empowered personal to excel in competitive world.

Table 2.7. Different additional qualifications of graduate at the period of survey. (C denotes the completed and R denotes the continuation of the programmes).

Degree	Diploma		CIMA	CMA	MPhil	MBA	MSc	Other
	C	R	R	R	R	R	R	R
B.Sc. (General)	25	7	3	6	-	-	-	4
B.Sc. (Joint Major)	5	-	-	1	-	-	-	-
B.Sc. (Special) in Applied Electronics	1	1	-	-	-	-	-	-
B.Sc. (Special) in Mathematics with Statistics	2	-	-	-	-	-	-	-
B.Sc.(Special) in Industrial Management	1	-	-	-	1	1	1	-
Total	35	8	3	7	1	1	1	4

Chapter 3

Employability Survey Results 2018: Faculty of Business Studies and Finance (FBSF)

Response Rate of FBSF for Employability Survey

Graduates of four Departments of the Faculty of Business Studies and Finance were subjected to this study. The questionnaire was distributed among all students eligible to receive degrees in the General Convocation of the Wayamba University of Sri Lanka in 2018. The response rate for the questionnaire was high in all degree programmes and was 96% (Table 3.1).

Table 3.1. Response rates for the questionnaire by graduates in FBSF, who were eligible to obtain the degree at General convocation

Department	No. of Questionnaire Sent	No. of Questionnaire Received
Accountancy	164	159
Banking & Finance	37	36
Business Management	209	199
Insurance & Valuation	21	20
Total	431	414

Demography of Graduates

Among the total graduates of the faculty of Business Studied & Finance 63% were females and 37% were males. Significantly high number of female enrolment in Banking and Finance Degree programme and Insurance & Valuation degree programmes were reported. There were 97% and 70% respectively female students enrolled in these degrees (Table 3.2).

Table 3.2: Composition of two gender in the graduates of the FBSF

Degree	Female	Male	Total	% Female	% Male
Accountancy	85	74	159	53%	47%
Banking & Finance	35	01	36	97%	3%
Business Management	128	71	199	64%	36%
Insurance & Valuation	14	6	20	70%	30%
Total	262	152	414	63%	37%

Age structure at the graduation for FBSF in 2018 is given in the **Figure 3.1**. Majority of the students were within the age range of 24-26 years and reported as 94%. Others were in the age range of 27-29 years.

Three ethnic groups were represented among the total graduates in FBSF. Sinhala, Muslim, Tamil ethnic groups were reported as 96%, 3%, and 1% respectively (**Figure 3.2**).

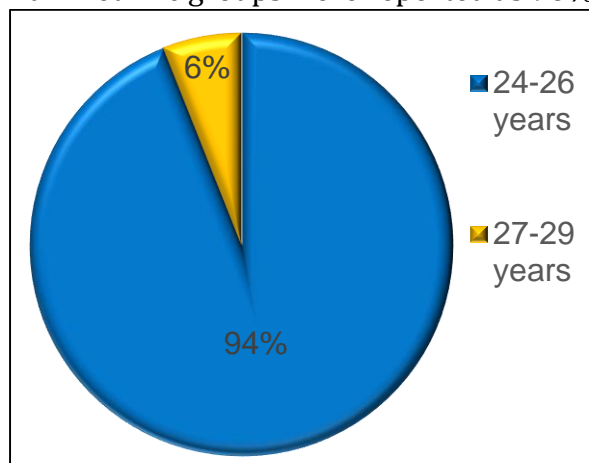


Figure 3.1. Age structure of the graduates in the FBSF.

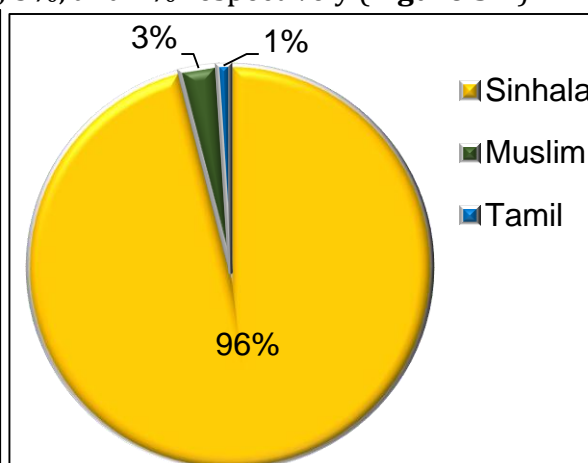


Figure 3.2. Representation of different ethnic groups among the graduates

Majority of the students graduated in FBSF came from semi-urban areas of the country and was reported as 51%. Students from rural and urban areas were reported as 32% and 17% respectively among graduates (**Figure 3.3**).

Majority of the graduates in year 2018 were entered to the university at their first attempt in A/L examination and was 73%. Students entered to the university at second A/L attempt were reported as 23% and students in third attempt were reported as 4% (**Figure 3.4**).

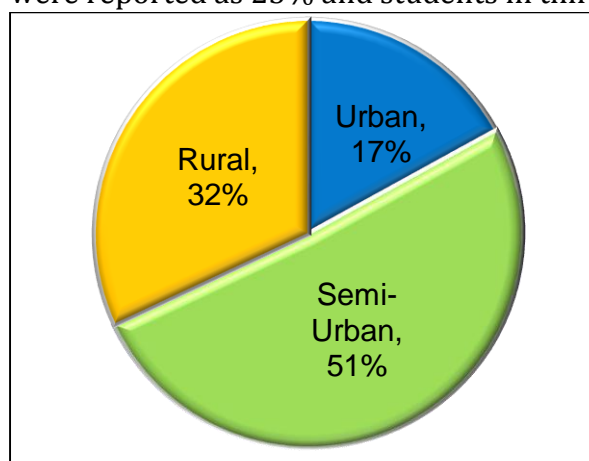


Figure 3.3. Categories of residential areas of graduates

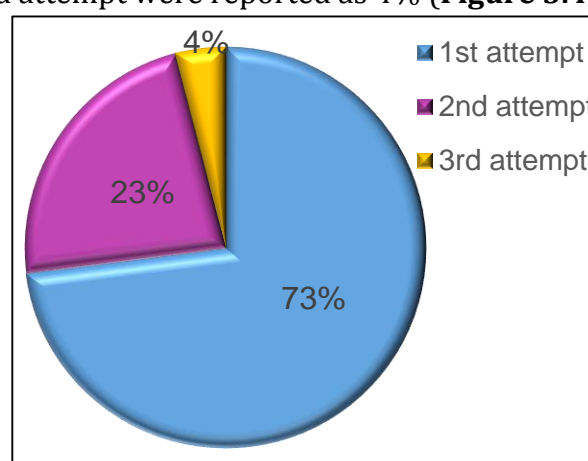


Figure 3.4. Number of A/L attempt for university entrance

Medium of A/L education of the majority (92%) of graduates were in Sinhala. Tamil and English medium A/L candidates were reported as 5% and 3% respectively (**Figure 3.5**).

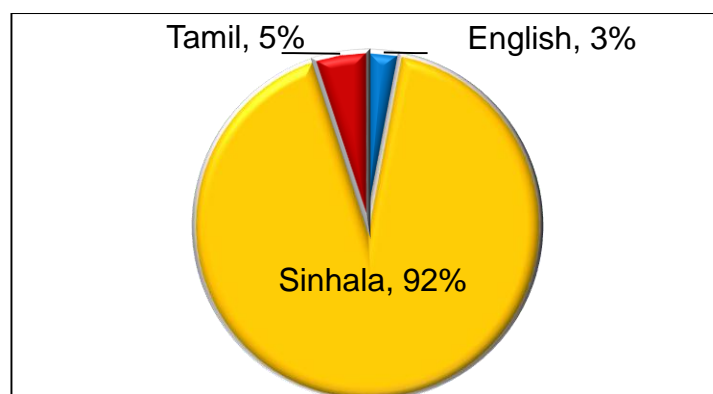


Figure 3.5. Medium of A/L examination of graduates

Academic Performances of Graduates

This question was answered by 409 graduates. **Table 3.3** indicates the academic performance of the students of FBSF at General Convocation in 2018. Out of the FBSF graduates in 2018, 11% have obtained first class pass and 36% have obtained second class upper pass (**Table 3.3**). Among all 21% have obtained second class lower pass and 33% reached to level of general pass. **Figure 3.6** indicates the percentage distribution of different grads among graduates in different specialization programmes of FBSF.

Table 3.3. Overall performance of graduates in different degree programmes in FBSF

Department	First Class	Second Upper	Second Lower	General Pass	Total
Accountancy	18	42	27	70	157
Banking & Finance	04	20	08	04	36
Business Management	20	79	44	53	196
Insurance & Valuation	02	07	05	06	20
Total	44	148	84	133	409

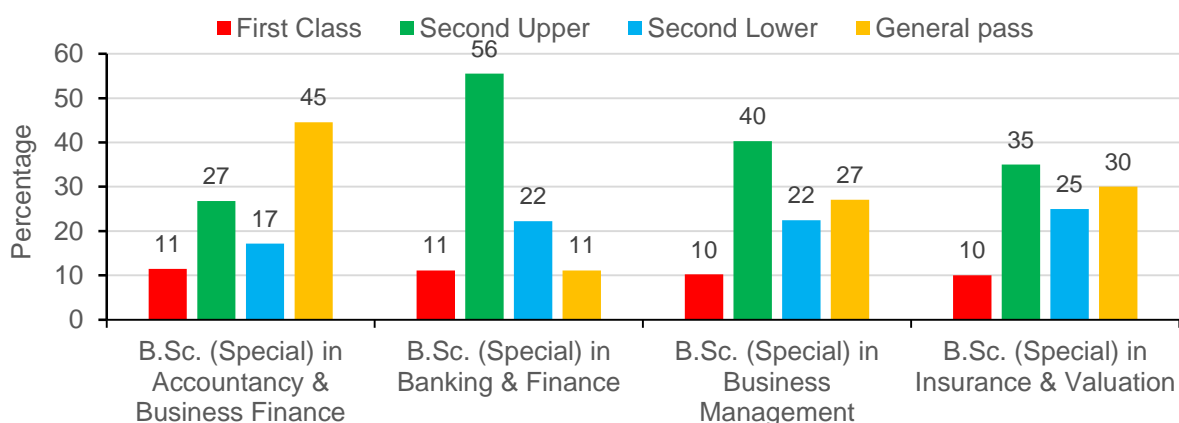


Figure 3.6. Percentages distribution of grades among graduates in different specialization programmes offered by FBSF.

Employability Status of Graduates

Total number of 412 students have answered for this question Employability status of the graduates in FBSF at the general convocation of 2018 were given in the **Table 3.4**. Among all graduates of **FBSF 60% were employed after 4 months from the date of completing the degree program to the time of the survey**. Detail categories of employment was indicate by 249 students in this survey. Of the all responded graduates 33% have obtained permanent jobs and 4% of them were in temporary positions, 6% in contract basis, 16% were in training (**Figure 3.7**).

Table 3.4. Different categories of employments in relation to the field of study

Department	Contract basis	Permanent	Temporary	Training	Part-time	Un employed	Total
Accountancy	10	48	06	38	0	54	156
Banking & Finance	02	11	02	05	0	14	34
Business Management	12	66	10	17	01	89	195
Insurance & Valuation	02	10	0	01	0	06	19
Total	26	135	18	63	01	163	406

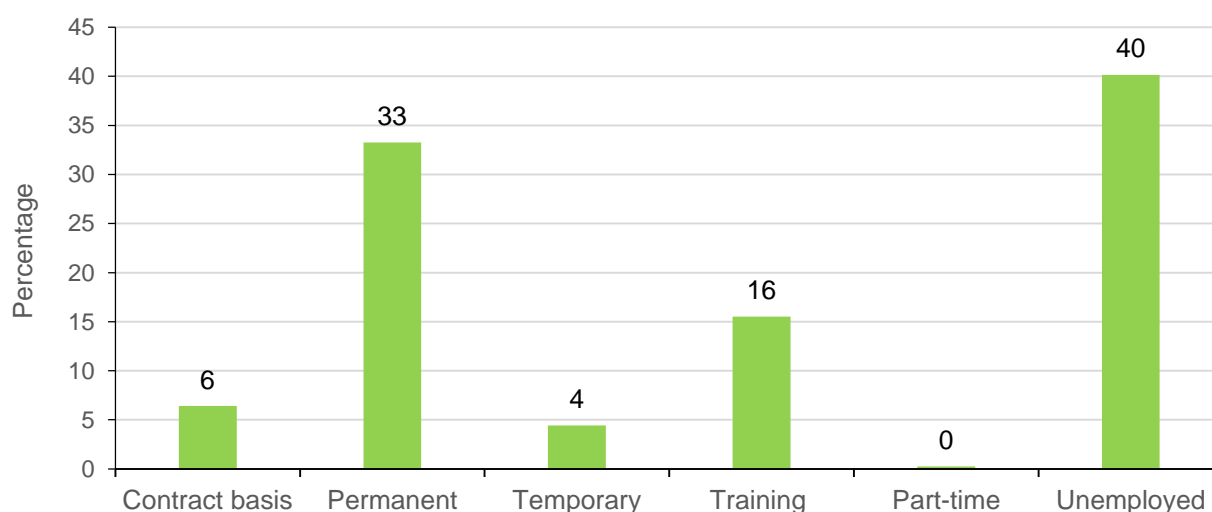


Figure 3.7. Percentage enrolments of graduates of FBSF in different employment categories.

Different sectors of Employers

Among responded graduates 238 had answered for this question. Majority (82%) of graduates were employed in private sector institutions. Comparatively low employability was reported in public and semi-government sectors and reported as 11% and 6% of the employability of graduate in FBSF (**Figure 3.8**).

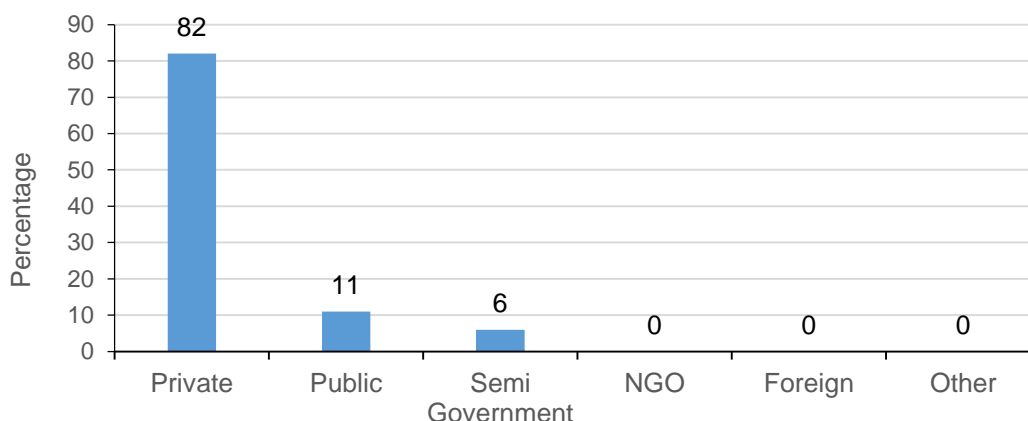


Figure 3.8. Percentage job enrolments of graduates in different sectors of employers.

Monthly Salary Levels of Employed Graduates of FBSF

Total number of students responded to this question was 249. **Table 3.5** indicates the distribution of graduates among different salary scales. Majority of students (58%) had obtained salaries between Rs. 20,000 to 40,000. Salaries of 6% of students have exceeded Rs. 50,000 (**Figure 3.9**). Among the responded graduates 17% obtained salaries in the range of Rs. 10000 to 20000 and 10% of graduates obtained less than Rs. 10,000 and three students obtained salaries in the range of Rs. 90,000 to Rs. 100,000 (**Table 3.5** and **Figure 3.9**).

Table 3.5. Salary levels of employed graduates from FBSF

Monthly Salary (LKR)	Accountancy	Banking & Finance	Business Management	Insurance & Valuation	Total
0-9999	12	2	10	1	25
10000-19999	26	7	8	1	42
20000-29999	31	6	31	7	75
30000-39999	26	3	36	4	69
40000-49999	5	2	14	1	22
50000-59999	1	1	7	0	9
60000-69999	2	0	1	0	3
80000-89999	0	0	1	0	1
>=100000	2	0	1	0	3
Total	105	21	109	14	249



Figure 3.9. Percentage distribution of employed graduates in different salary levels

Matching of the Degree Programme to Current Employments of Graduates of FBSF

Matching of the degree programme to the employment indicates employers' recognition of the knowledge and training provided by the university as relevant to the needs of the industry. Among all employed graduates of the Faculty, 226 had responded for this question. Majority of the graduates from the faculty had employed in jobs, which had high matching to the university studies (**Table 3.6**). **Figure 3.10** indicates the overall applicability of the study programme to the job. Among the respondents (226), 65% of graduates were employed in jobs with higher than 75% matching to the field of study. More than 91% employed graduates in the faculty had over 50% of matching their jobs to the study programme. Low percentage of students (9%) were employed in jobs, which has less than 25% of relevance to the field of study (**Figure 3.10**).

Table 3.6. Matching of the job to the study program

Department	Relevance of the job to the study program					Total
	10%	25%	50%	75%	100%	
Accountancy	3	4	19	51	21	98
Banking & Finance	1	0	2	4	10	17
Business Management	2	9	36	43	7	97
Insurance & Valuation	0	1	2	3	8	14
Total responses in each category	6	14	59	101	46	226

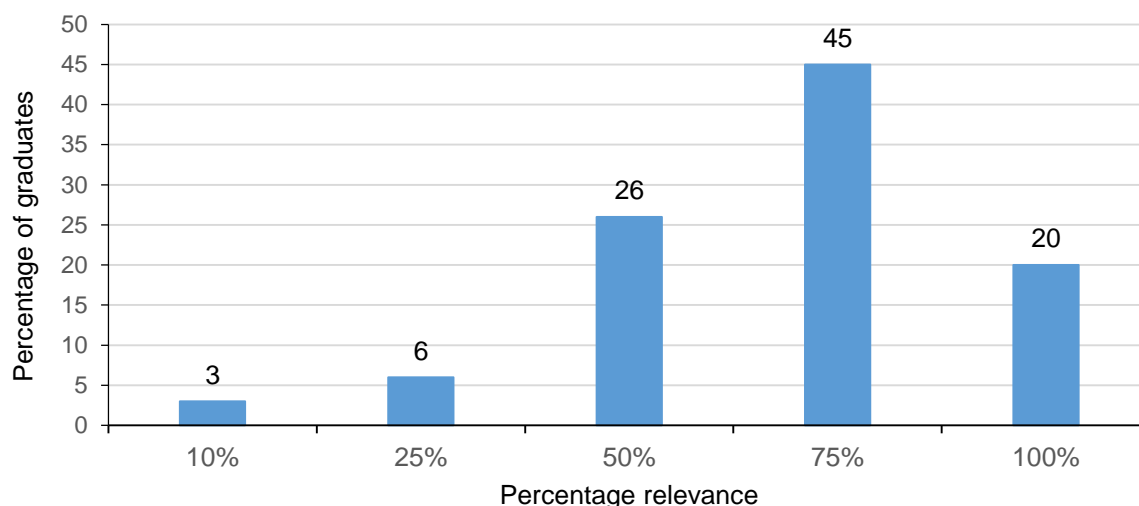


Figure 3.10 Percentage relevance of the job to the study programme.

Level of Job Satisfaction among Graduates of FBSF

Total number of graduates answered for this question was 238. Of this total responds 13% of them were very satisfied and 45% of graduates were satisfied with their jobs. Average satisfaction levels were reported as 37%. Students in dissatisfied and very dissatisfied categories were 3% and 1% respectively (**Figure 3.11**).

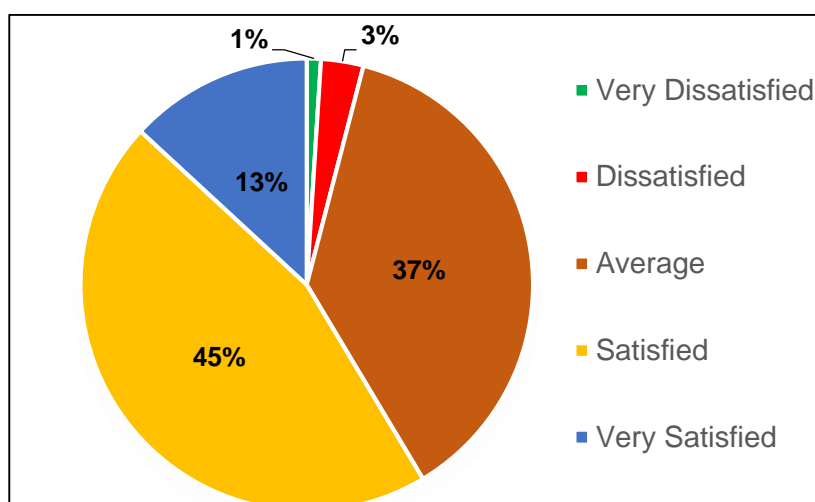


Figure 3.11: Level of satisfaction of the current employment

Most Influential Factors to Obtain Present Job

This question was answered by 249 graduates. Degree programme, field of study, English, soft skills computer literacy, professional qualifications and work experience have been indicated as important factors to obtain a job by the graduates of FBSF. Class of the degree, university project, reputation of the university, research experiences and personal contacts were had minor influence in finding a job for the graduates in FBSF (**Figure 3.12**).

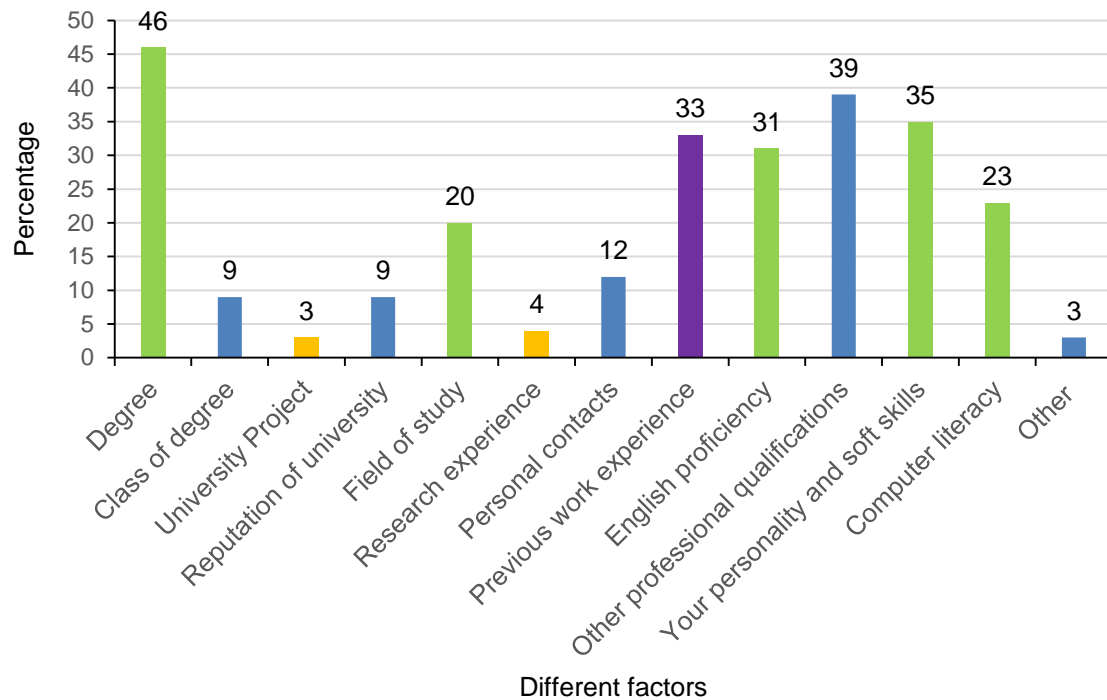


Figure 3.12. Most influential factors to obtain the present job.

Help from University Education to Career Development

Support of the degree programme to the career development was at satisfactory levels with average scores of nearly 4 out of the 5 Likert scale. Support to the degree programme to develop the entrepreneurial ship was received the lowest value indicating the need of further attention in the study programme to improve entrepreneurial skills (**Figure 3-13**). This results indicate that there is a room for further improvements to empower the graduates with necessary skills and attitudes to be successful in their future career.

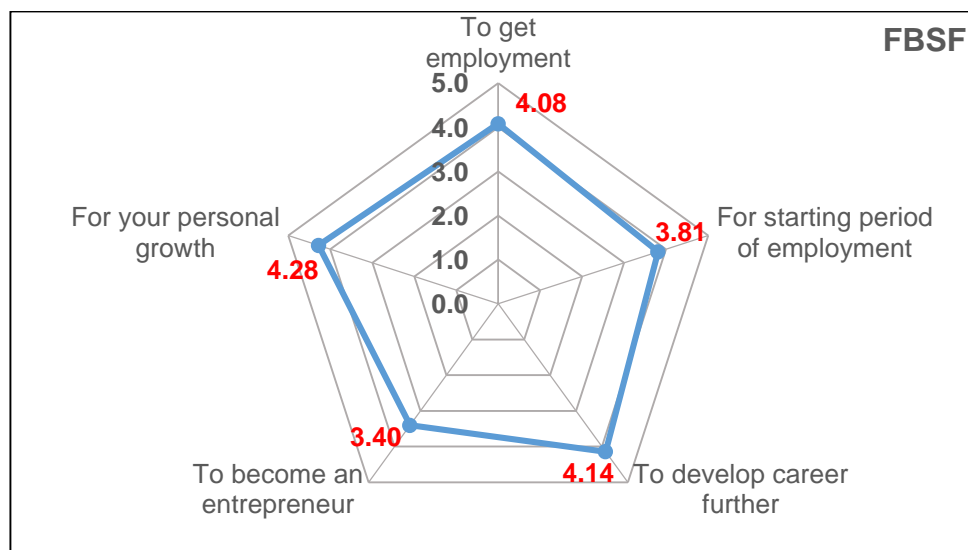


Figure 3.13. Evaluation of the university education for the career development graduates of FBSF

Additional Qualifications (Postgraduates, Professional or other) held by Graduates of FBSF

Most of the graduates were following professional, post graduate or other additional courses. Chartered Accountancy courses are the most popular among the students, who have followed the accountancy and business management degree programmes. Extra qualifications in this fields has an added advantage to find jobs according to the present survey (**Figure 3.12**). This would be a factor to pursue additional qualifications by graduates in the FBSF. **Table 3.7** shows the responses on additional qualifications of the graduates.

Table 3.7. Different additional qualifications of graduate at the period of survey. (C denotes the completed and R denotes the continuation of the programmes).

Department	Diploma		Chartered Accountancy		CIMA		CMA		MSc	MBA	LLB		Other	
	C	R	C	R	C	R	C	R	R	R	C	R	C	R
Accountancy	34	2	22	131	2	9	7	52	0	0	0	0	23	2
Banking & Finance	11	5	4	12	0	2	0	1	0	0	0	0	12	14
Business Management	52	5	19	84	1	15	3	12	1	1	1	1	34	17
Insurance & Valuation	3	4	0	9	0	0	1	1	0	0	0	0	2	4
Total	100	16	45	236	3	26	11	66	1	1	1	1	71	37

Chapter 4

Employability Survey Results 2018: Faculty of Livestock, Fisheries, & Nutrition (FLFN)

Response Rate of FLFN for Employability Survey

This census comprises the graduates of four Departments of Faculty of Livestock, Fisheries & Nutrition. Questionnaire was distributed among all students eligible to obtain degrees in the General Convocation of the Wayamba University of Sri Lanka in 2018. The response rate for the questionnaire was high in all degree programmes and was 100% (**Table 4-1**).

Table 4.1. Response rates for the questionnaire by graduates in FLFN, who were eligible to obtain the degree at general convocation

Degree	No. of questionnaires sent	No. of questionnaires received
B.Sc. in Food Science & Nutrition	86	86
B.Sc. in Food Production & Technology Management	38	38
Total	124	124

Demography of Graduates

Female percentage was significantly higher among the graduates in the faculty. Similar observations were observed in employability surveys in previous years. Among the graduates of FLFN in 2018, females were reported as 68% and males were reported as 32%. The gender distribution among different specialization programmes are given in the following table (**Table 4.2**).

Table 4.2. Composition of genders in the graduates of the FLFN.

Department	Female	Male	Total No. of graduates	Percentage female	Percentage male
Applied Nutrition	33	9	42	79	21
Aquaculture & Fisheries	13	5	18	72	28
Food Science & Technology	25	19	44	57	43
Livestock & Avian Sciences	13	6	19	68	32
Total	84	39	123	68	32

Majority of graduates were in the range of 24-26 years at their graduation. Percentage of graduates in this age group was reported as 74%. Students in 27-29 years of age were the second category and were reported as 26%. **(Figure 4.1).**

Three ethnic groups were represented in the graduates' population. They were represented in Sinhala, Tamil and Muslim ethnic groups as 62%, 27% and 12% respectively **(Figure 4.2).**

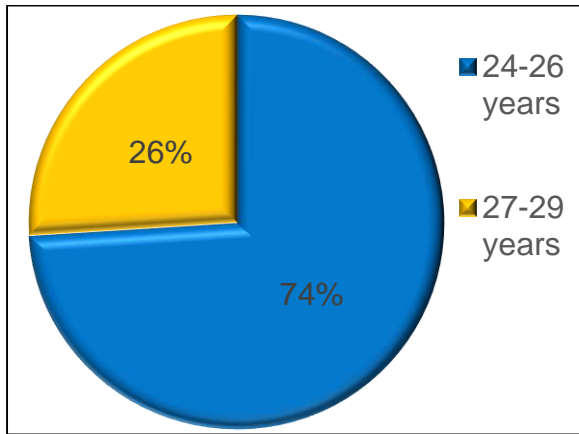


Figure 4.1. Age structure of the graduates in the FLFN.

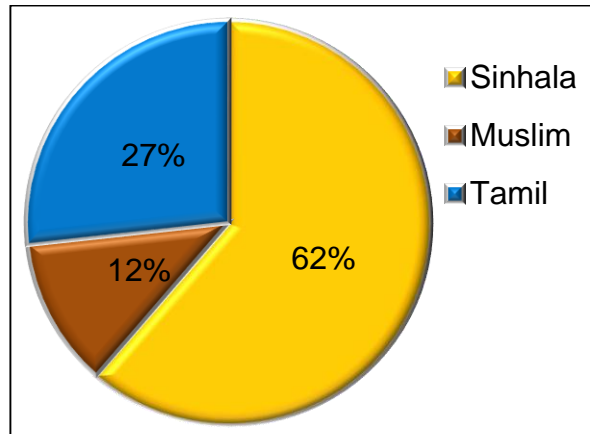


Figure 4.2. Representation of different ethnic groups in FLFN

Majority of the graduates from the FLFN were located in semi-urban areas of the country. Semi-urban population was represented 48% of the total graduates of the FLFN. Graduates from urban and rural populations were represented as 15% and 37% respectively **(Figure 4.3).**

Majority of students had three attempts in the A/L examination and was reported as 42%. Students had two A/L attempts was 38% and 20% of graduates in the faculty had entered the university at their first attempt **(Figure 4.4).**

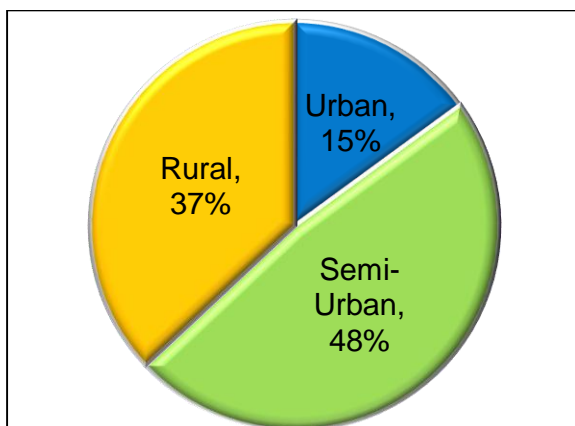


Figure 4.3. Categories of residential areas of graduates

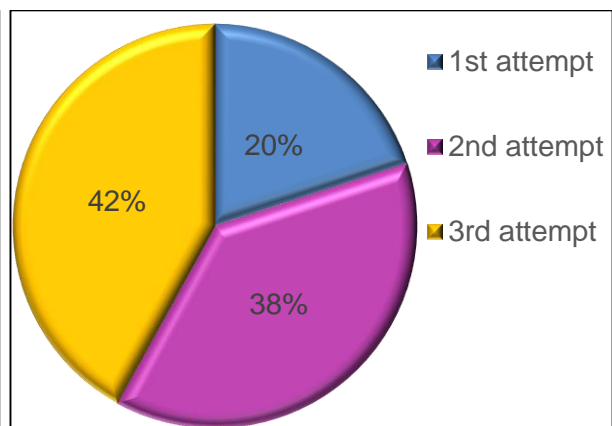


Figure 4.4. Number of A/L attempt for university entrance

Linguistic medium of A/L education of 66% of graduates were in Sinhala. Tamil and English medium A/L candidates were reported as 32% and 2% respectively (**Figure 4.5**).

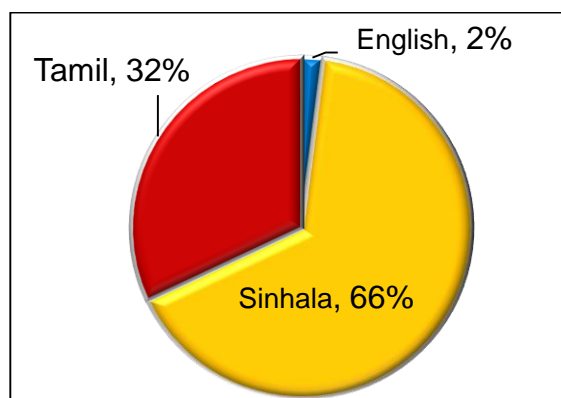


Figure 4.5 Medium of A/L examination of graduates

Academic Performances of Graduates

This question was answered by 94 students and 2% of them have obtained first class passes. Of the total graduates from the FLFN, 23% of them have obtained second class upper pass and 26% have obtained second class sower pass. Among all graduates of the Faculty 49% have obtained General Pass. **Table 4.3** indicates the number of students with their respective grades at the graduation and **Figure 4.6** indicates the percentage distribution of the final grades among different specialization programmes in FLFN.

Table 4.3 Overall performance of graduates in different degree programmes in FLFN

Department	First Class	Second Class Upper	Second Class Lower	General Pass	Total
Applied Nutrition	0	7	12	23	42
Aquaculture & Fisheries	0	8	3	8	19
Food Science & Technology	0	1	4	9	14
Livestock & Avian Sciences	2	6	5	6	19
Total	2	22	24	46	94

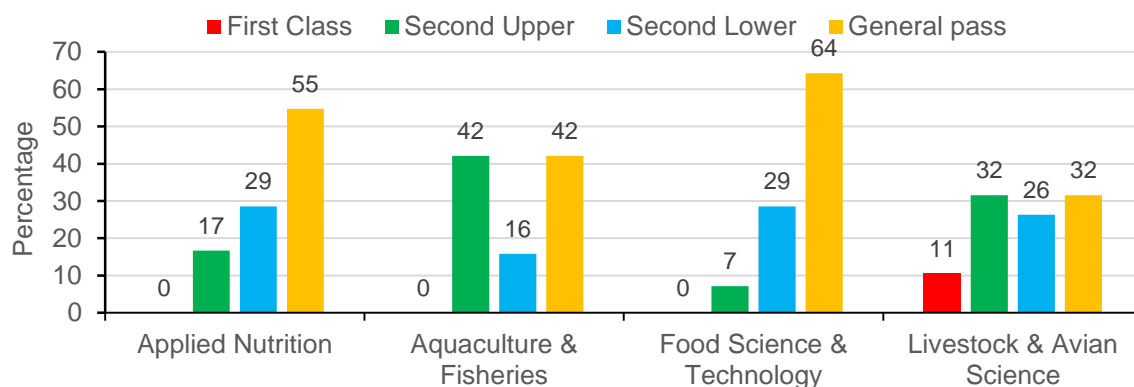


Figure 4.6. Percentages of different grades obtained by students in different specialization programmes offered by FLFN.

Employability Status of Graduates

This question was answered by 86 employed graduates. Employability status of the graduates in FLFN at the general convocation of 2018 is given in the **Table 4.4**. Among all graduates of FLFN **69% were employed after 8 months from the date of completing the degree program to the time of the survey**. Of the all employed graduates 28% have obtained permanent jobs and 41% of them were in temporary positions (**Figure 4.7**).

Table 4.4. Different categories of employments in relation to the field of study

Department	Contract basis	Permanent	Temporary	Training	Unemployed	Total
Applied Nutrition	8	7	4	2	21	42
Aquaculture & Fisheries	2	6	8	0	3	19
Food Science & Technology	3	16	15	2	8	44
Livestock & Avian Sciences	1	6	6	0	6	19
Total	14	35	33	04	38	124

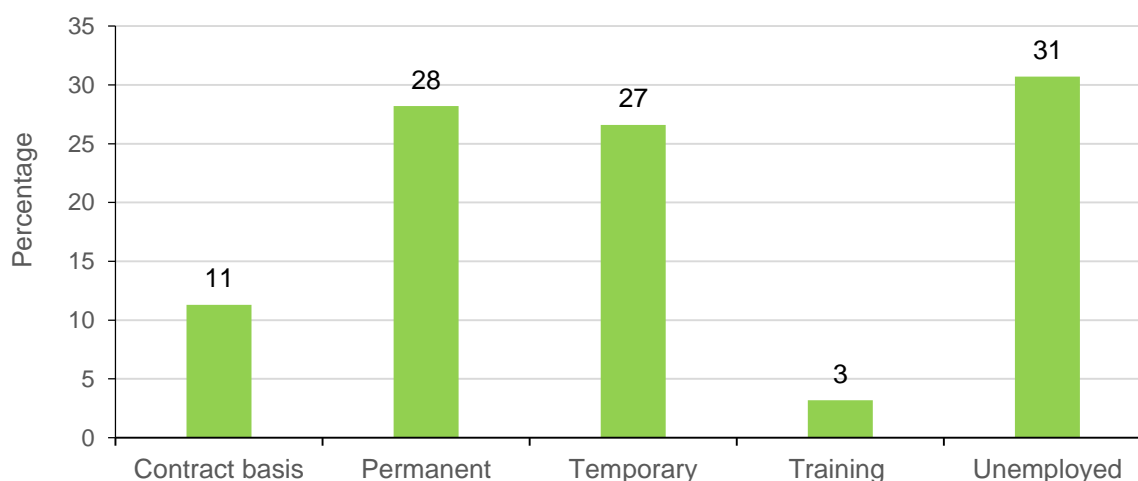


Figure 4.7. Percentage enrolments of graduates of FLFN in different employment categories.

Different sectors of Employers

Among responded graduates 85 had answered for this question. Percentage employability of graduates in private sector, public sector and semi government sectors were reported as 64%, 4% and 22% respectively. Among all graduates in FLFN 11% were employed in NGOs (**Figure 4.8**).

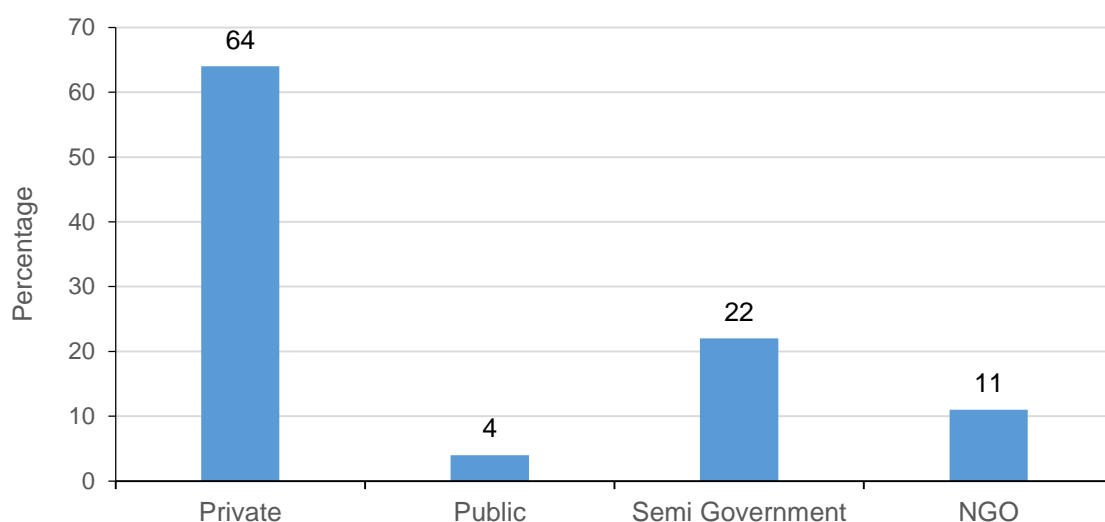


Figure 4.8. Percentage job enrolments of graduates in different sectors of employers.

Monthly Salary Levels of Employed Graduates of FLFN

This analysis was done based on the responses of 80 graduates. **Table 4.5** indicates the distribution of graduates among different salary scales. Majority of students (48%) had obtained salaries between Rs. 30,000 to 39,999. Second most employed salary range was 40,000 to 49,999 and 23% graduates were employed in this category. Employments in less than Rs. 20,000 was 11% among all employed graduates in FLFN during the period of survey. Only 6% of students have exceeded Rs. 60,000 of monthly salary (**Figure 4.9**).

Table 4.5. Salary levels of employed graduates from FLFN

Monthly Salary (LKR)	Applied Nutrition	Aquaculture & Fisheries	Food Science & Technology	Livestock & Avian Sciences	Total
10000-19999	1	0	1	0	2
20000-29999	4	1	0	1	6
30000-39999	4	11	20	3	38
40000-49999	2	4	7	5	18
50000-59999	5	0	6	0	11
60000-69999	1	0	0	2	3
70000-79999	0	0	0	1	1
90000-99999	1	0	0	0	1
Total respondents	18	16	34	12	80

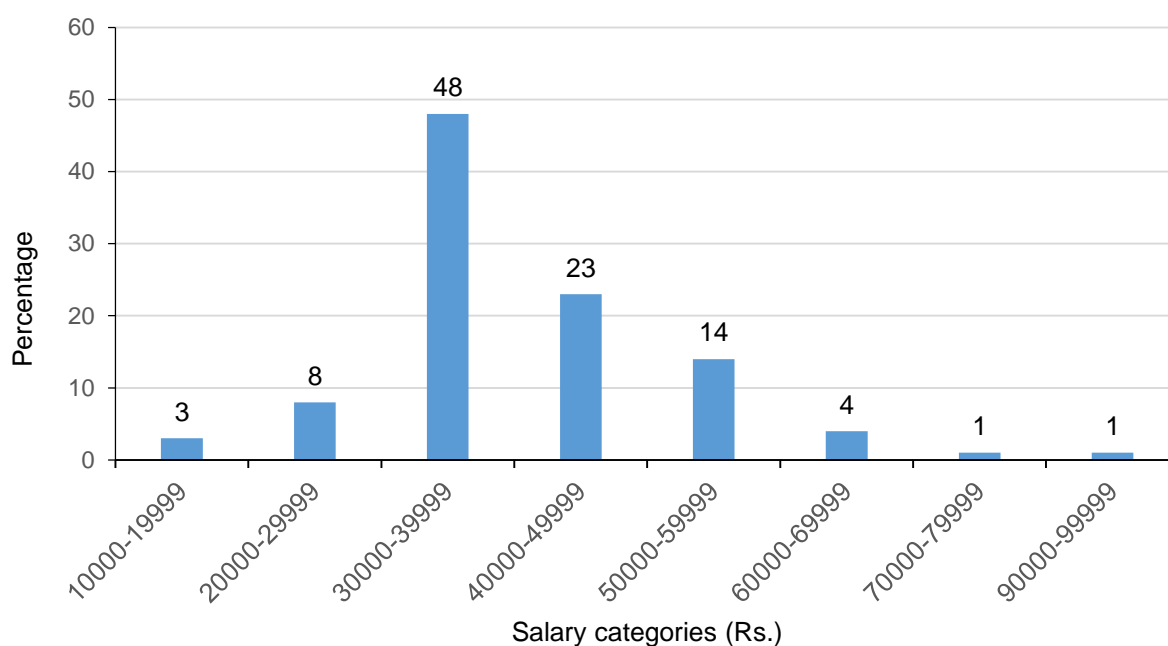


Figure 4.9. Percentage distribution of employed graduates in different salary levels

Matching of the Degree Programme to Current Employments of Graduates of FLFN

Relevance of the degree programme to the employment indicates employers' recognition of the knowledge and training provided by the degree programme as relevant to the needs of the industry. Majority of the students graduated from FLFN in two degree programmes were employed in jobs with high relevance to their field of study (**Table 4.6**). **Figure 4.10** indicates the percentage of students in relation to different levels of relevancy of the job to the study programme. Among the respondents (81), 73% of graduates were employed in jobs with the level of relevance higher than 75%. More than 96% employed graduates in the faculty had over 50% relevancy of their jobs to the study programme (**Figure 4.10**).

Table 4.6. Relevancy of the job to the study programme

Department	10%	25%	50%	75%	100%
Applied Nutrition	0	1	1	5	12
Aquaculture & Fisheries	0	0	5	4	6
Food Science & Technology	1	0	11	12	10
Livestock & Avian Sciences	1	0	2	4	6
Total respondents	2	1	19	25	34

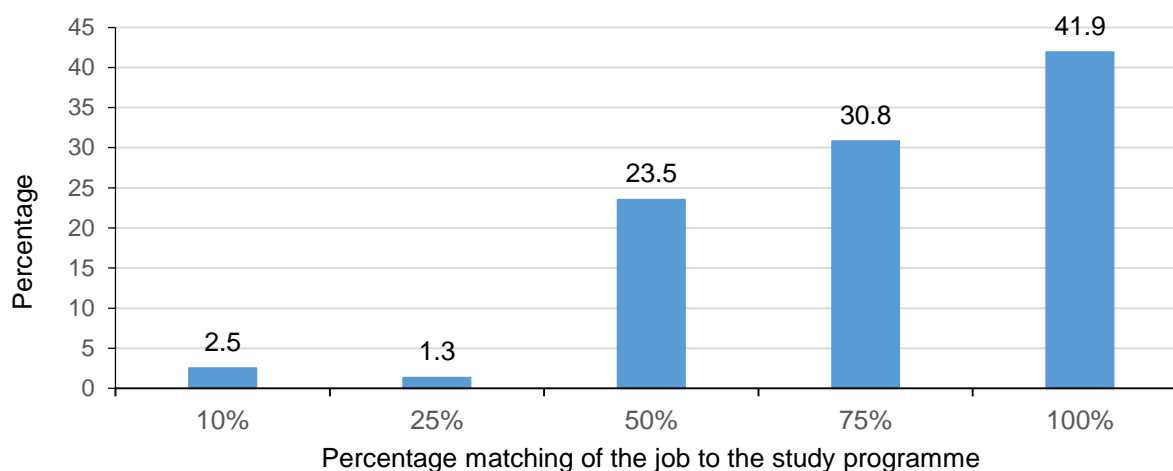


Figure 4.10. Percentage relevancy of the job to the study programme.

Level of Job Satisfaction among Graduates of FLFN

Job satisfaction is the main factor to continuing the same job for long duration. Among the students graduated from the faculty only 7% were very satisfied with the present occupation and 46% were in the category of satisfied. However, 41% of students were in average satisfaction with their job. 2 % and 4 % graduates were in the categories of dissatisfied and very dissatisfied respectively (**Figure 4.11.**).

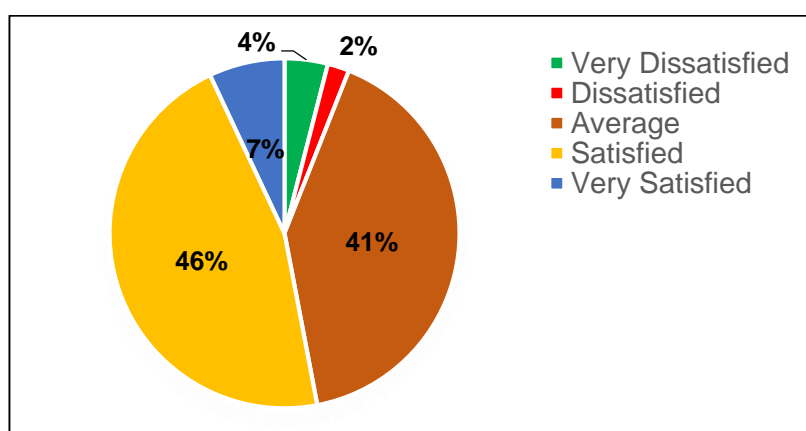


Figure 4.11. Level of satisfaction of the current employment

Most Influential Factors to Obtain Present Job

This question was answered by 62 students. Students could give multiple answers for this question (Annexure 1). From the frequency of the answers; Degree, field of study, personality and soft skills and proficiency in English were indicated as the most influential factors to obtain a job for graduates of FLFN. Computer literacy received less influence and it was significant deviation from the answers of other faculties (**Figure 4.12**). Most importantly the final year project, class of the degree, reputation of the university, personal contacts had minor influences in finding the jobs of the graduates from FLFN according to their responses.

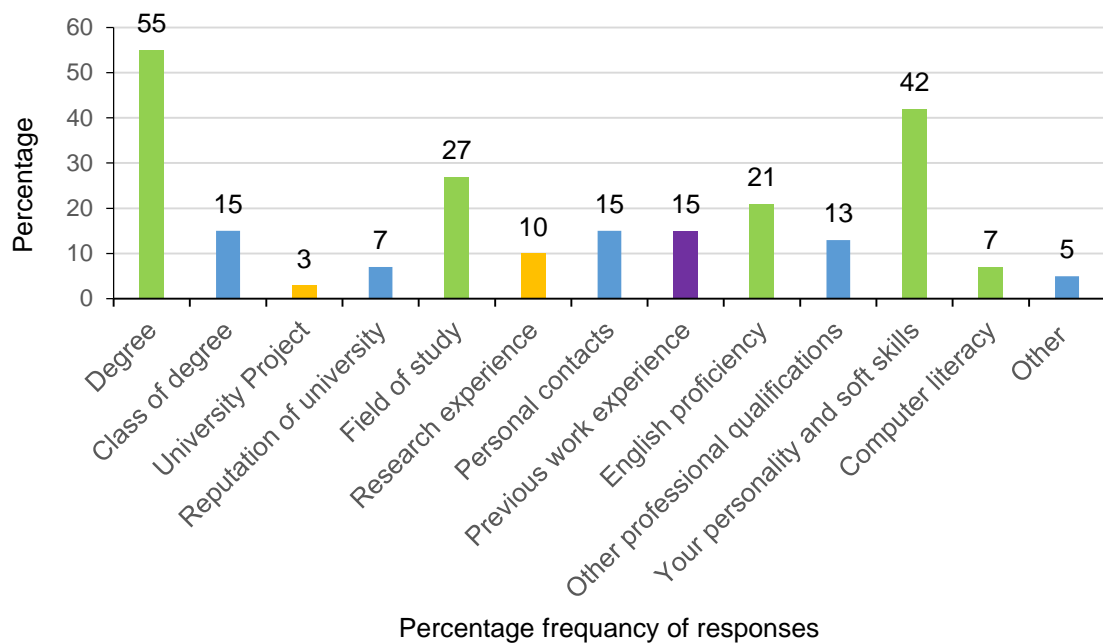


Figure 4.12. Most influential factors to obtain the present job.

Help from University Education to Career Development

Support of the degree programme to the career development was at satisfactory levels with average scores less than 4 out of the 5 scale. Support to the degree programme to develop the entrepreneurial ship was received the lowest value (3.39) indicating the need of further attention in the study programme to improve entrepreneurial skills. Also other actors have given low marks comparatively compared to other three faculties (**Figure 4.13**). This results indicate the need of further development to empower the graduates with necessary skills and attitudes to be successful in their future career. It is important to have a feedback survey to obtain the suggestions of graduates for improving necessary skills for career development. Necessary improvements will be further enhanced by incorporating the stakeholder feedback in future curriculum revision.

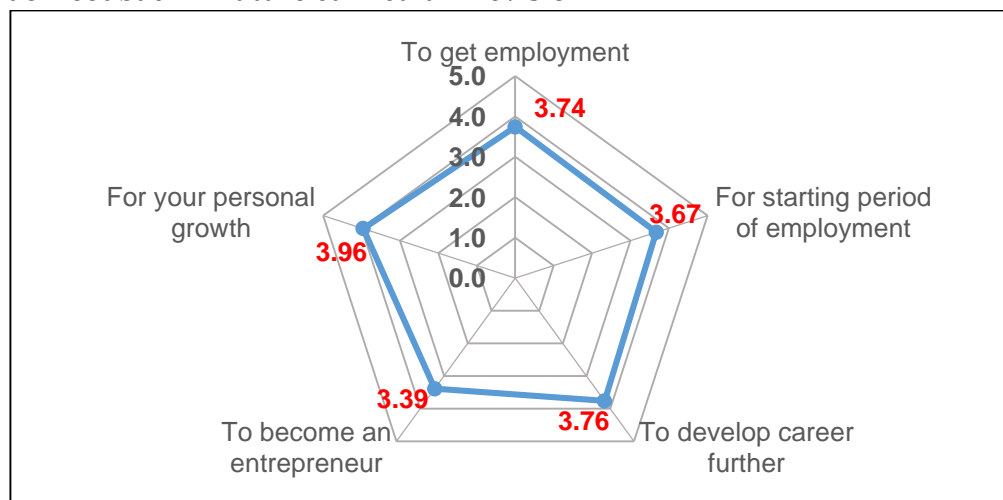


Figure 4-13. Evaluation of the university education for the career development graduates of FLFN

Additional Qualifications (Postgraduates, Professional or other) held by Graduates of FLFN

Among the graduate of the FLFN, 27 had additional qualifications and 16 of them are reading for such kind of proficiency at the period of the survey (**Table 4.7**). This information indicates the eagerness of students to be more skilful, knowledgeable and proficient in their career paths and to be an empowered personal to excel in competitive world.

Table 4.7. Different additional qualifications of graduate at the period of survey. (C denotes the completed and R denotes the continuation of the programmes).

Department	Diploma		CIMA		LLB	MBA	MSc	Other	
	C	R	C	R	R	R	R	C	R
Applied Nutrition	9	2	1	0	1	0	1	2	2
Aquaculture & Fisheries	2	2	0	0	1	0	1	0	0
Food Science & Technology	2	2	0	0	0	0	0	2	0
Livestock & Avian Sciences	7	1	0	1	0	1	0	2	1
Total	20	7	1	1	2	1	2	6	3

Chapter 5

Overall and Individual Faculty Level Comparison of Indicators from 2012 to 2018

Comparison of Overall Employability from 2012 to 2018

This analysis is based on data of the employability reports published by Wayamba University of Sri Lanka in 2012 and 2013 (Jayakody 2012, 2013 and Wijenayake and Perera 2014, Wijenayake and Pallegedara 2015, Wijenayake and Wickramasinghe 2017). Data for the year 2018 were obtained from the present employability survey. The highest overall job enrolment of the graduates in Wayamba University of Sri Lanka was reported in the year 2013 and was reported as 90%. However, the trends cannot be easily established by the recorded employability numbers because the time elapsed from the date of completion of the degree to the time of survey varies significantly over the years due to various factors. Gradual reduction of overall job enrolment at General convocation can be observed during the period of 2014 to 2018. Permanent job positions have been reducing from 2014 to 2018. However, there was no observable increase in the temporary jobs or increasing self-employments. This statistics indicated that the reducing trend in overall job enrolment of graduates. However, this surveys have been conducted at the time of General Convocation and follow up surveys of the graduates after one year period of graduation may helpful to see a clear picture about employability. The practical difficulty of follow up surveys will be the low response rates.

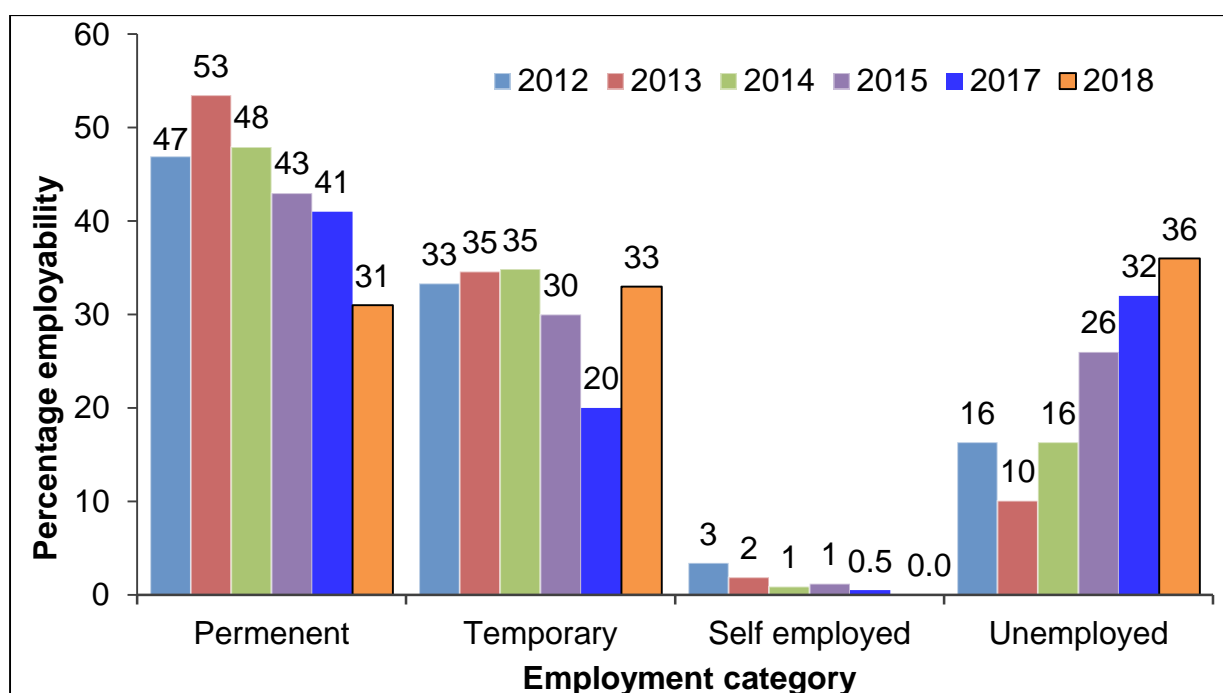


Figure 5.1. Mean employability of graduates of Wayamba University of Sri Lanka from year 2012 to 2018.

Among the unemployed graduates in the all faculties, six (06) were planning to start their own business, Fourteen (14) were planning to go abroad and six (06) were not looking for jobs. Rest of the graduates were seeking for jobs during the period of the survey.

Employability Rate of Graduates in Individual Faculties from 2012 to 2018

When comparing the employability in each faculty, increasing trend of unemployed at the graduation have been reported by FAS, FBSF and FLFN. However, graduates of FAPM have been showing a trend of reducing unemployment from year 2015. FLFN have shown its lowest employability rate in this year. The reduction of the job enrolment was reported as 10% compared to the previous year. Similarly FAS has reported noticeable increase of unemployed graduates at the time of the census and was 6%. Graduates of FBSF have shown the lowest job enrolment in 2018 survey. Following graphs indicate the individual performances of four faculties in employability changes over the years (**Figure 5.2**).

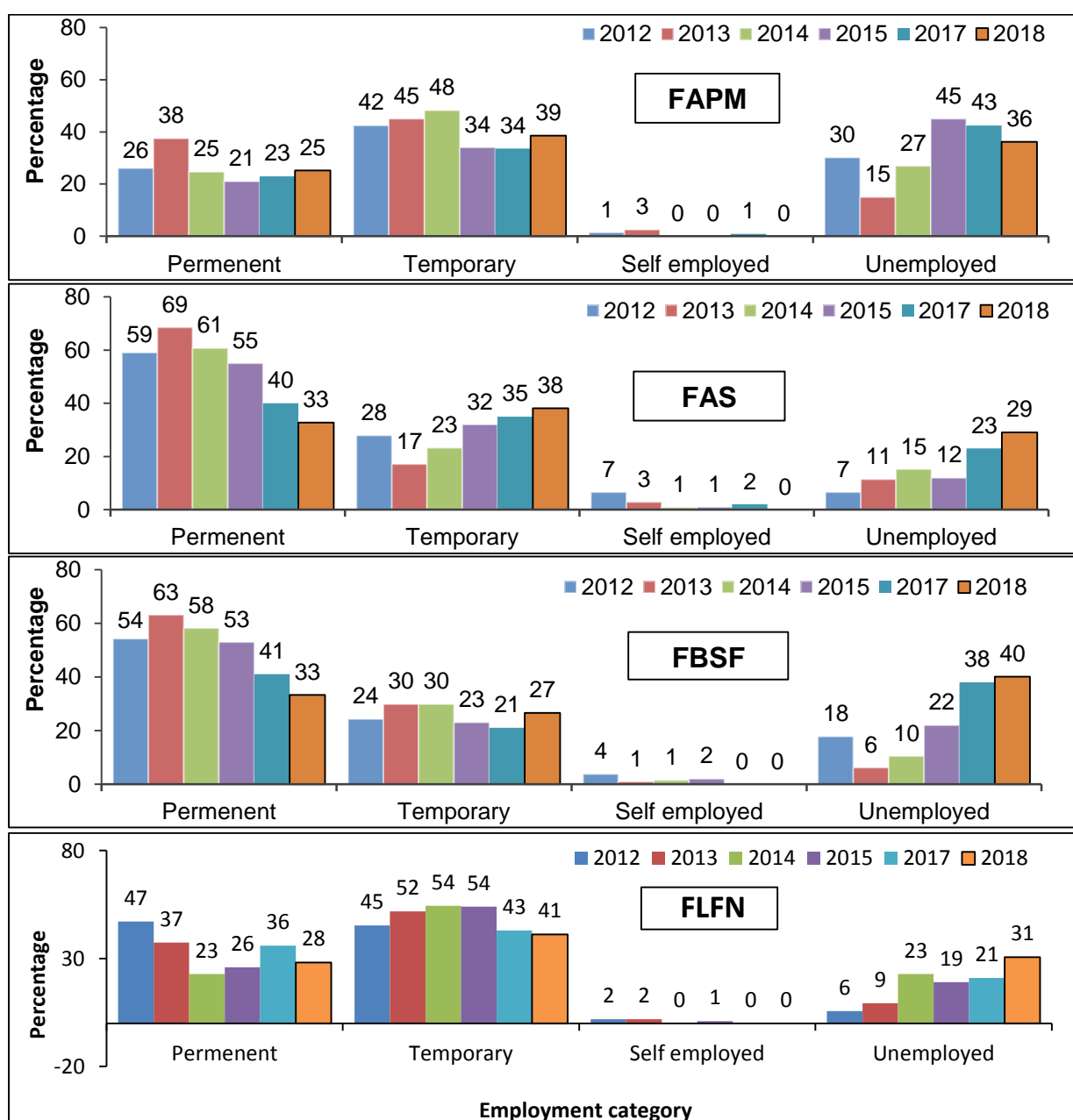


Figure 5.2. Employability rate of graduates in different faculties from 2012 to 2018.

Comparison of Overall Salary Levels of Graduates from 2012 to 2018

During the period of 2012 to 2018 the salaries obtained by the graduates have been increased. When compared to the year 2012 main salary category (Rs. 20,000 – 29,999) had shifted to the salary category of Rs. 30000.00 –39,999 (**Figure 5.3**). Percentage number of graduates above Rs. 30,000 salary was increased from 29% in year 2014 to 64% in year 2018. Distribution of graduates above Rs. 40,000 salary categories have been shown gradual increase and in year 2012 it was reported as 12% and in 2018 the it was reported as 26%. Salaries less than Rs. 20,000 was 33% in 2012 and in 2018 the value reported as 16% (**Figure 5.3**).

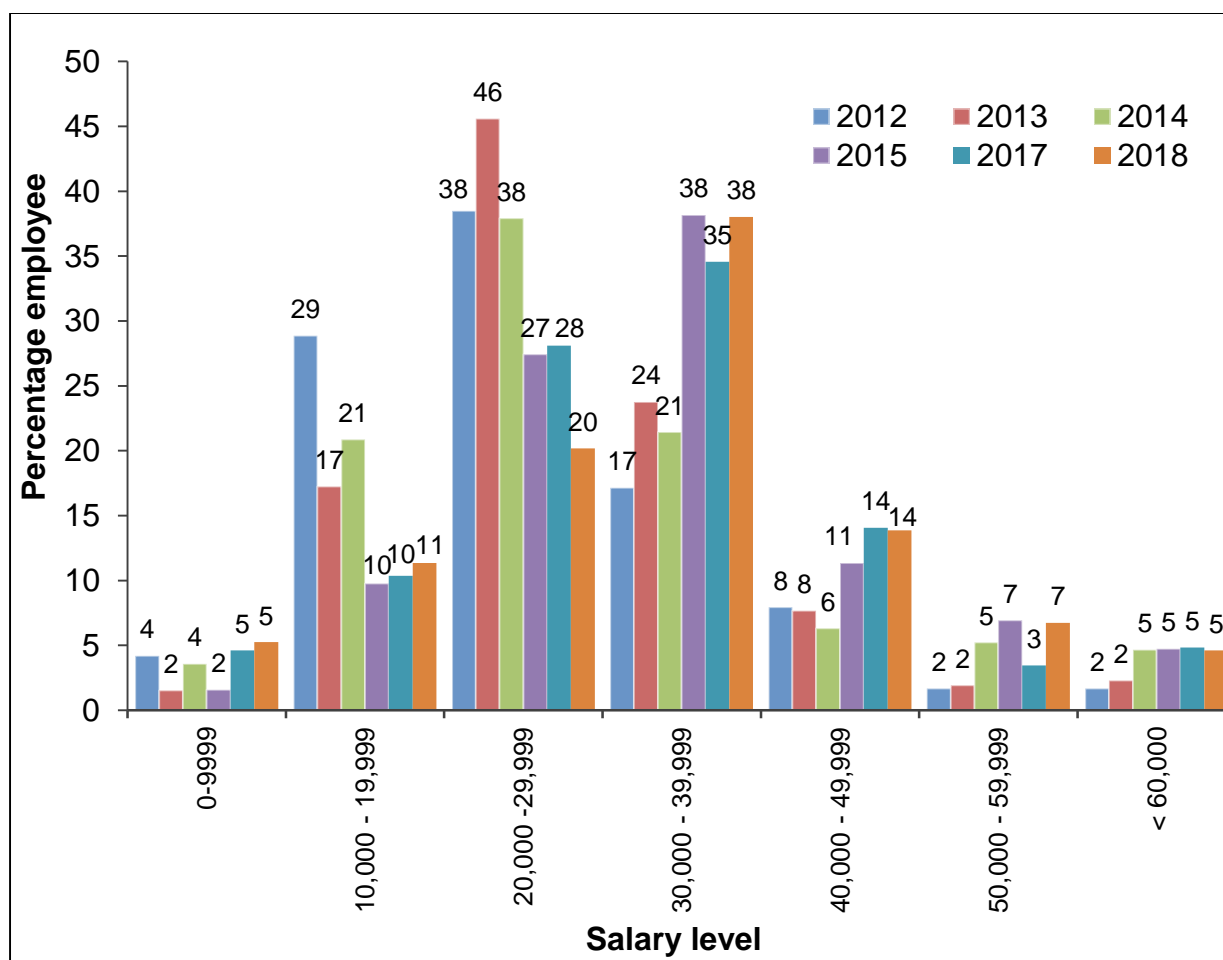


Figure 5.3. Salary levels of graduates during the period of 2012 to 2018

Comparison of Salary Levels of Graduates in Individual Faculties from 2012 to 2018

Among the four faculties, students graduated from the Faculty of Applied Sciences obtained comparatively high level of salaries. However, a significant difference of salary levels cannot be observed among this four faculties. Increase of salary levels of graduates can be observed in the four faculties during the period of 2012 to 2018 (**Figure 5.4**).

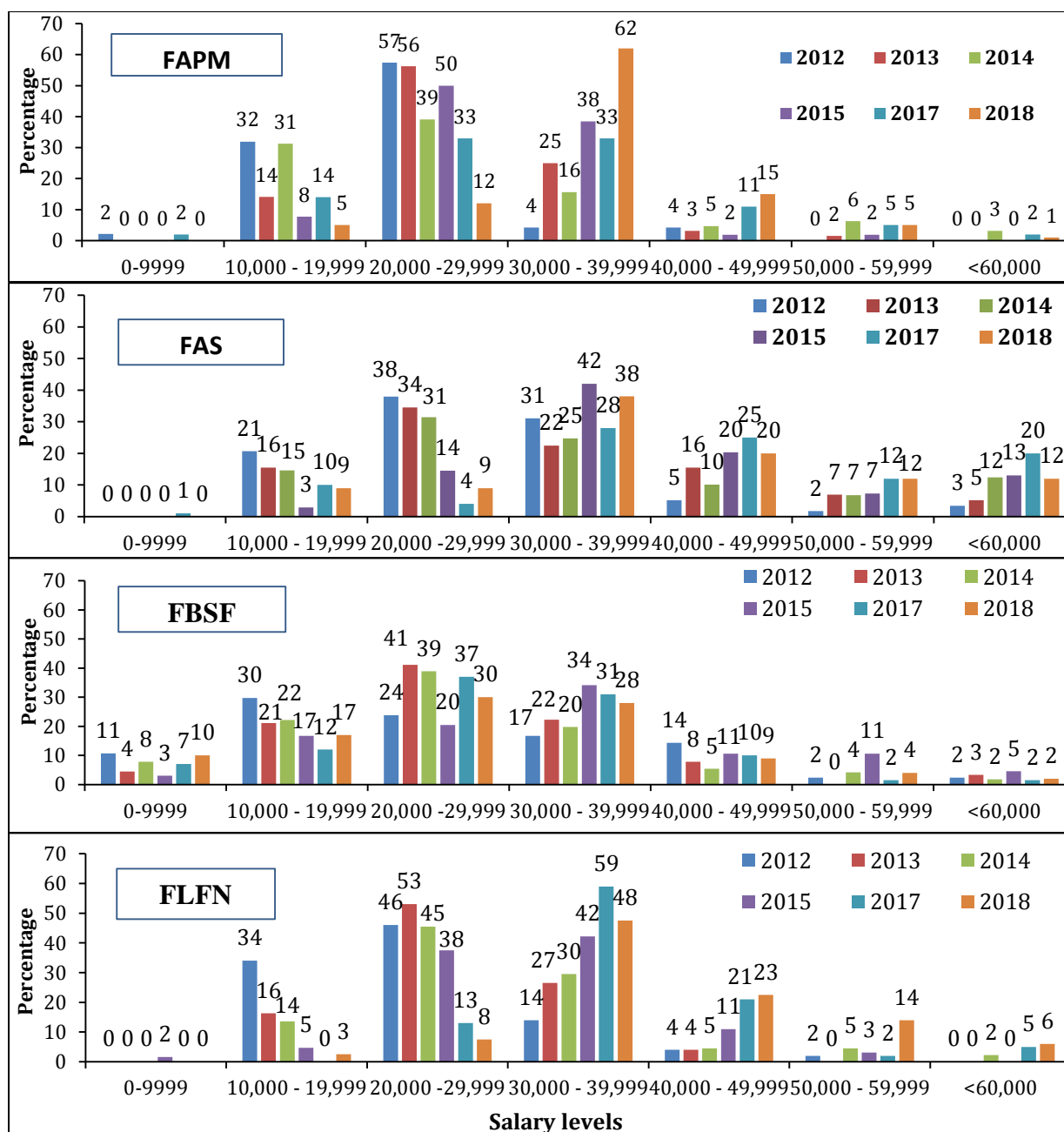


Figure 5.4. Different salary levels obtained by graduates in individual faculties.

Comparison of Relevance of Degree to Employment During 2012 to 2018

High relevance of the job to the field of study can be obtained from the statistics during the period of year 2012 to year 2018. There were some fluctuation during the relevance of the job to the field of study. In the year 2012 more than 63% students were obtained jobs above 75% relevance to the field of study and it was reported as 59% in year 2018. This statistics had a slight reduction in 2018 compared to 2015 and 2017, which were reported as 65% and 66% respectively. This results indicate the acceptance of “Wayamba graduates” by the job market and the recognition of the knowledge and skills of them by employers (**Figure 5.5**).

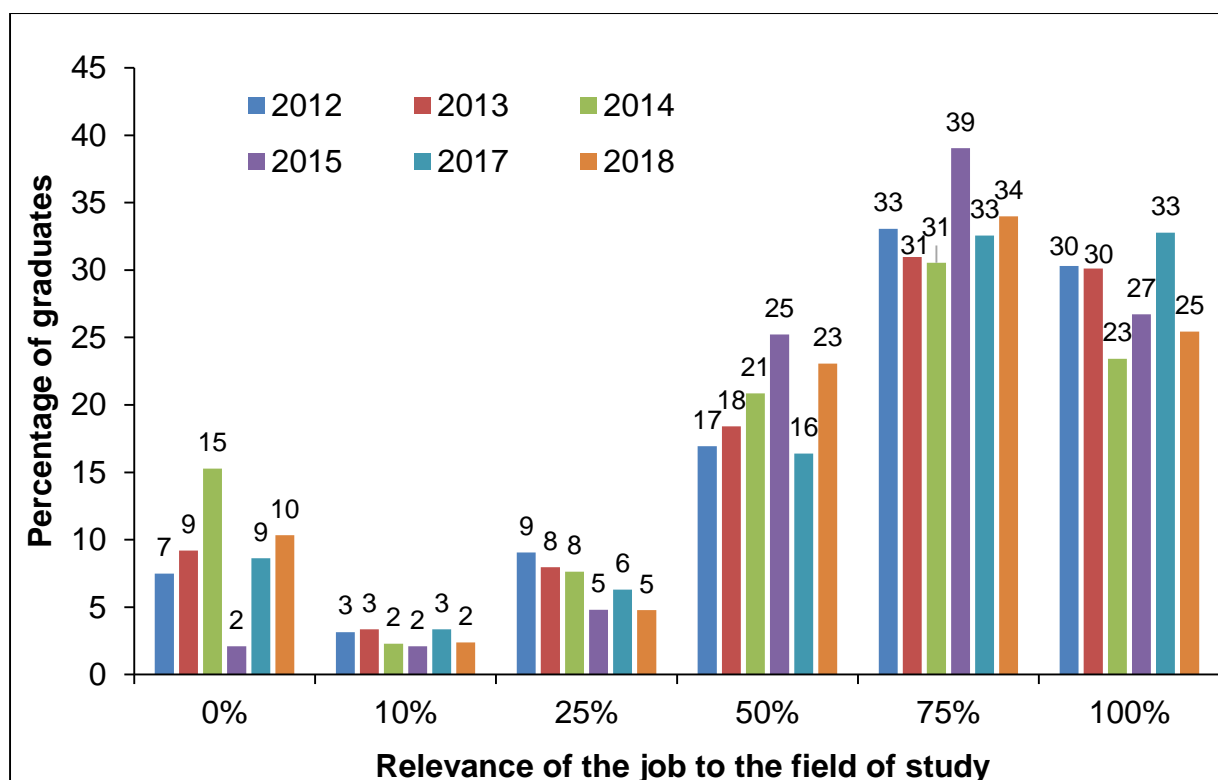
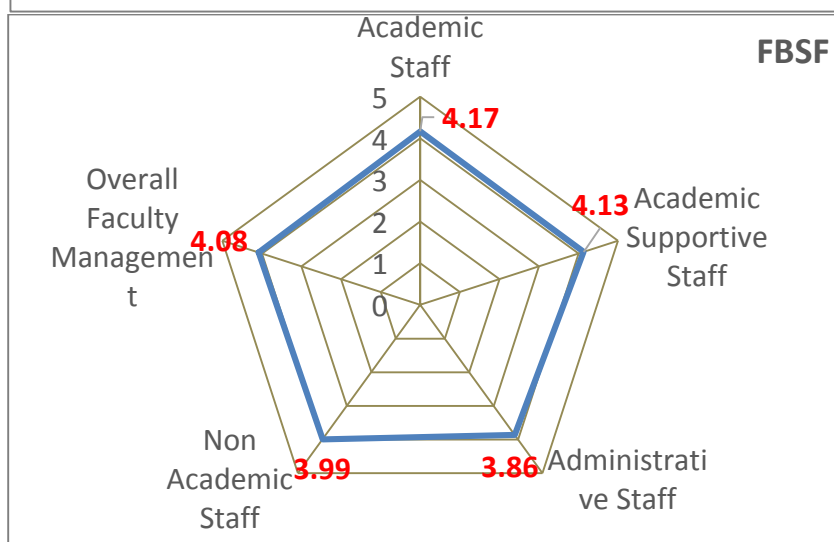
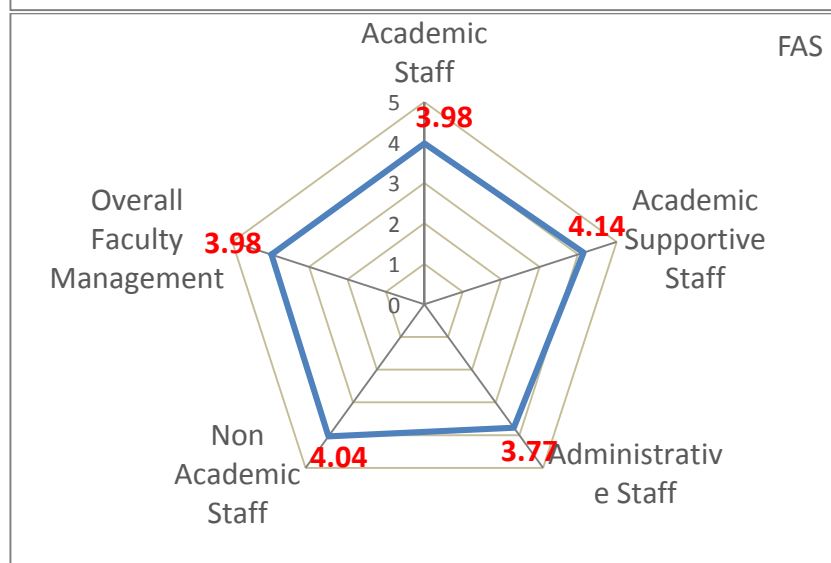
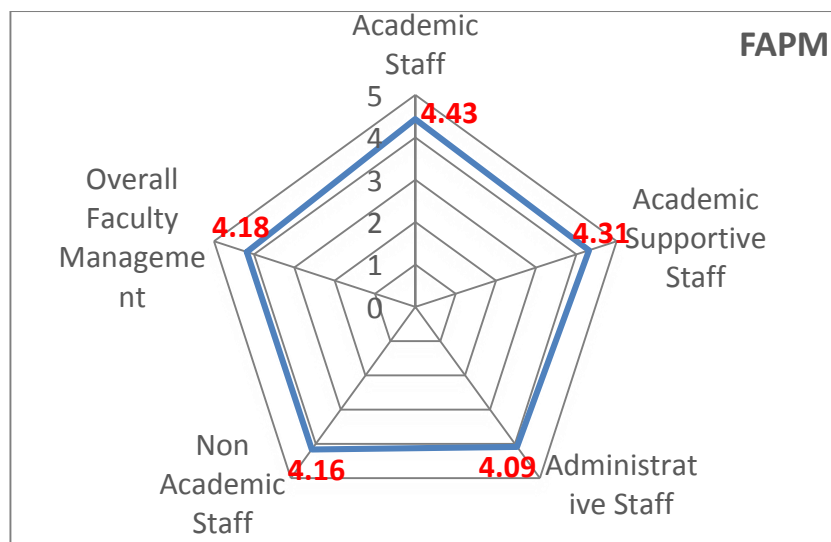


Figure 5.5. Comparison of percentage relevance of jobs to the field of study in the four faculties during the period of 2012 to 2018.

Levels of Satisfaction over Faculty Services as Rated By Graduates

Some selected services rendered by the faculties were checked through this survey. Five category Likert scale was used to rate the different services. The selected services were at satisfactory levels according to the scores granted by the students (**Figure 5.6**). When compared to other three faculties FLFN have received the lowest scores for all identified services (**Figure 5.6**). Academic and academic supportive services obtained marks above 4 in FAPM and BSF while FAS and FLFN received less than 4. Among all faculties, FLFN academic staff received the lowest scores. Administrative services of FAPM received scores above 4 and all other faculties have received scores less than 4. Still there is a room to improve all services provided by the university and this should be considered under staff development activities and provide regular trainings to university staff. Also good self evaluation on each services will help to identify the drawbacks and improve the service to students.



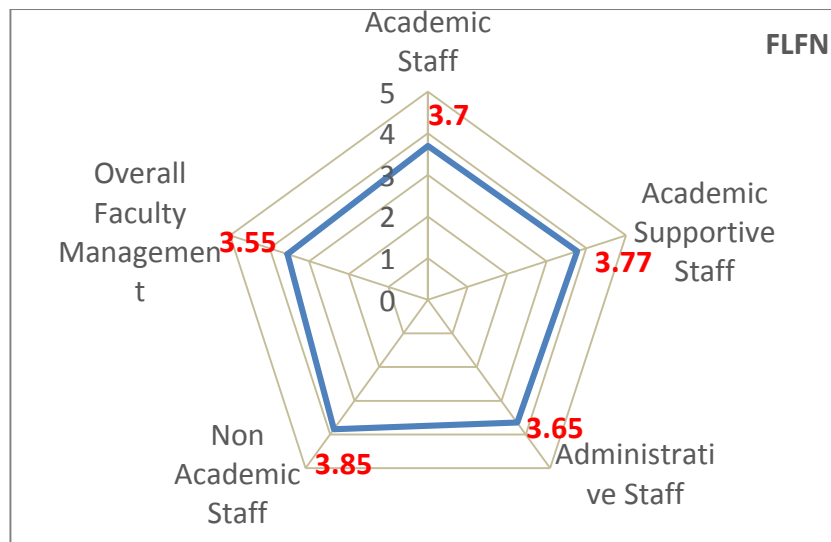
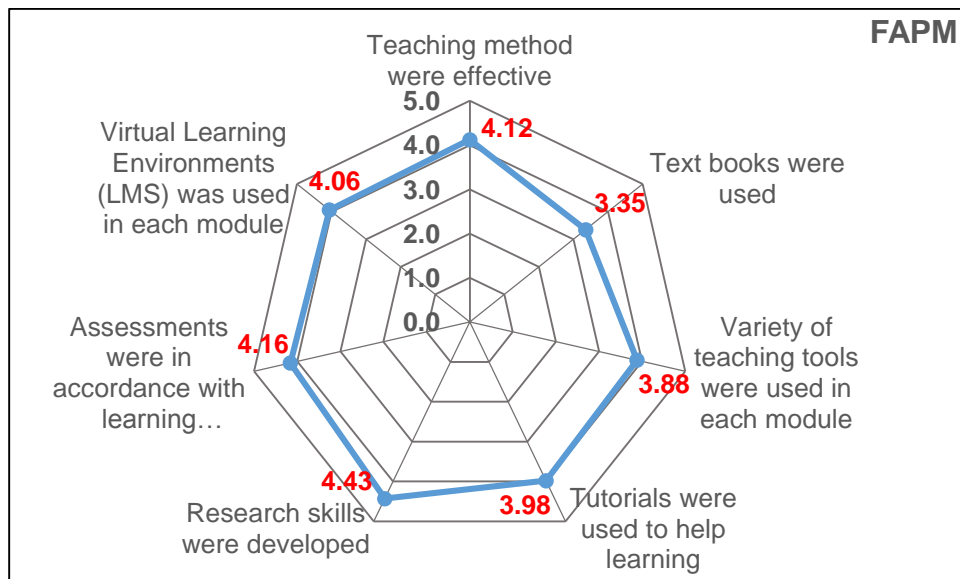


Figure 5.6. Satisfactory levels of different services provided by faculties.

Evaluation of Undergraduate Teaching

Overall evaluation of teaching techniques used in different faculties were done through this survey. According to the evaluations all faculties have at satisfactory levels of using different teaching methods and strategies. However, results indicate that the rooms for further developments in these aspects (**Figure 5.7**).



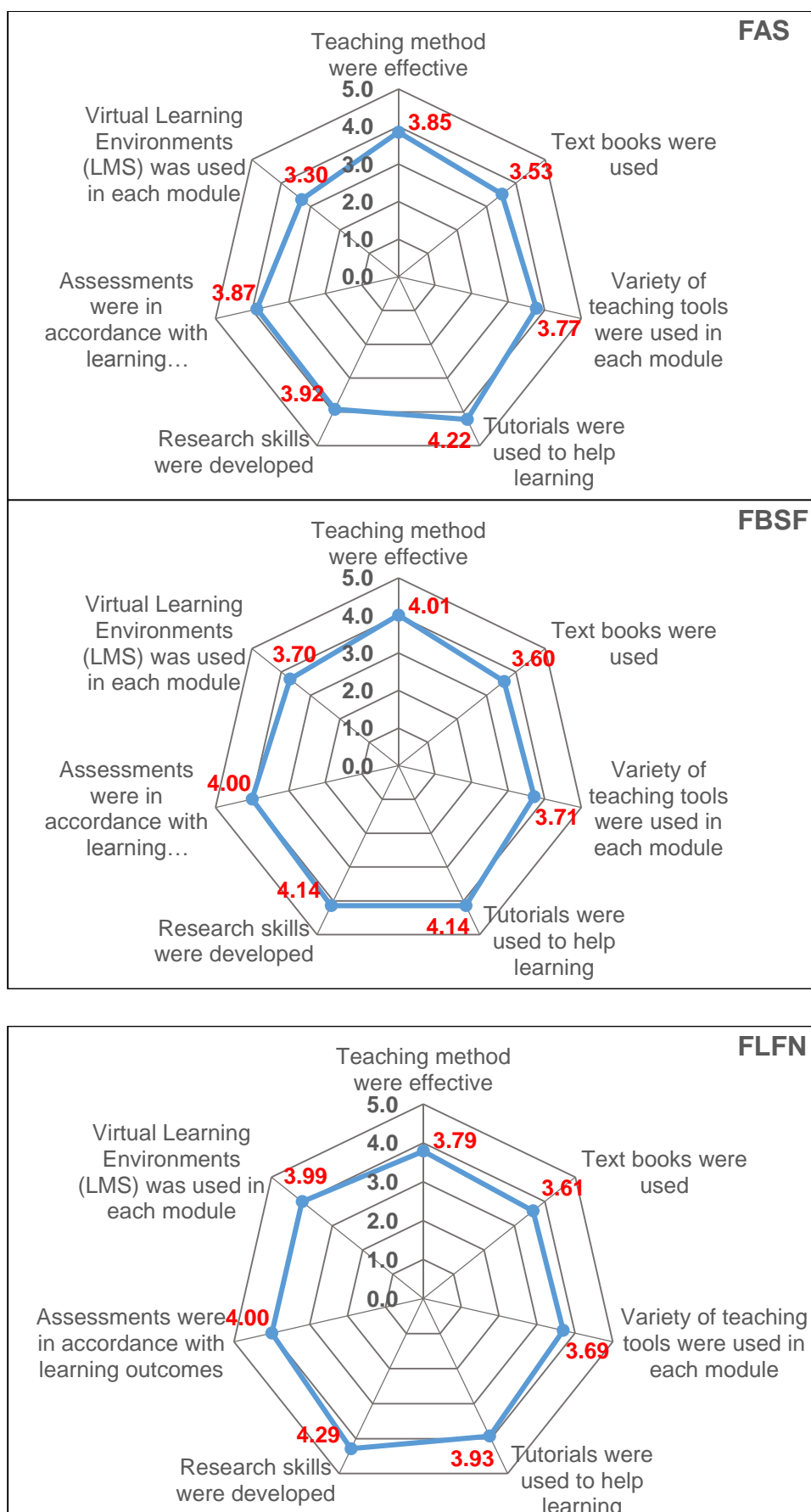
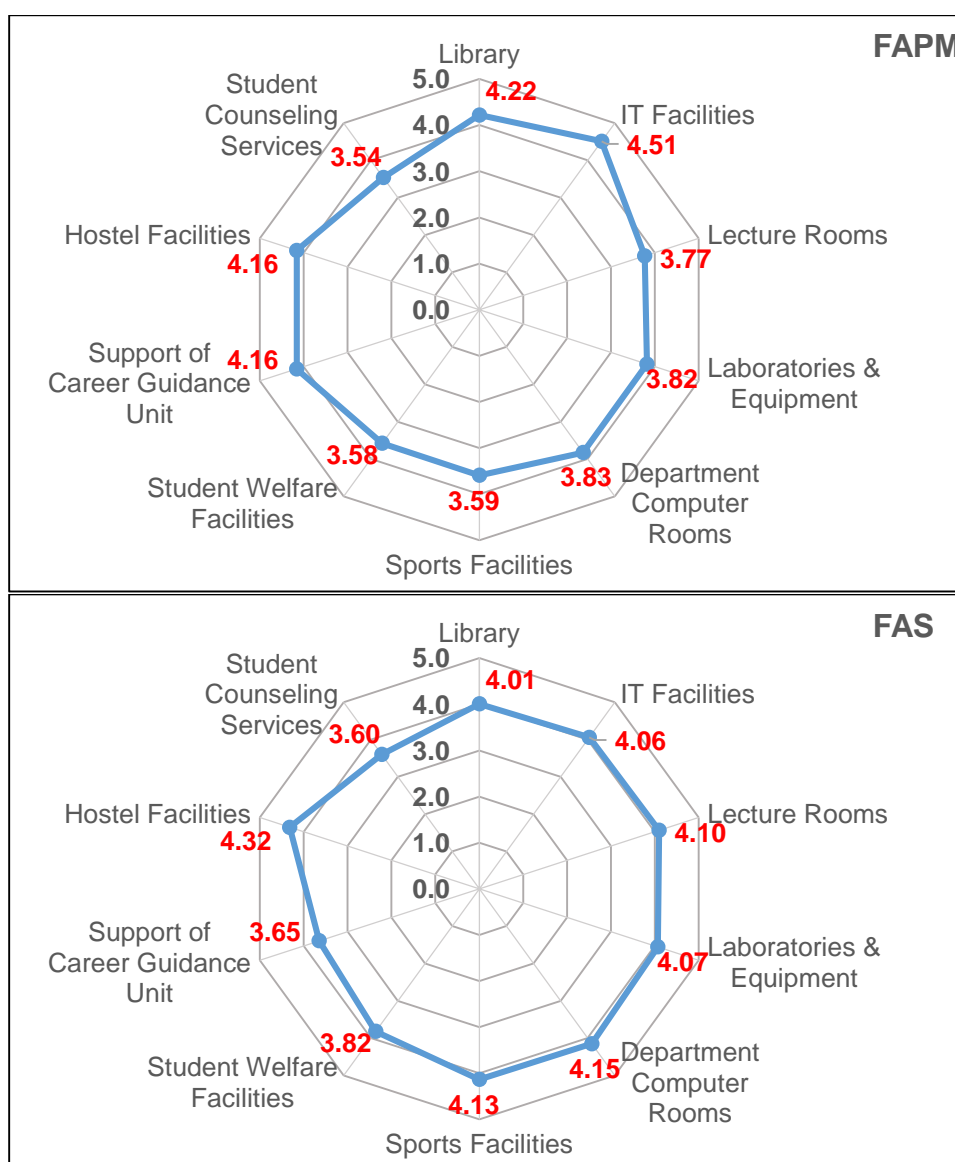


Figure 5.7. Evaluation of faculty teaching strategies

Levels of Satisfaction over Faculty Facilities As Rated By Graduates

Following radar charts indicate the student's satisfaction on selected facilities in four faculties (**Figure 5.8**). According to the evaluations, students counselling services received comparatively low marks among selected criteria in all faculties and there is a need to give a proper attention to this aspect by all faculties. Critical analysis on the existing students counselling mechanism and changes are necessary to improve proper academic mentoring and counseling in all faculties. Career guidance services were also received low rates (less than 4 in likert scale with five marks) except by FAPM. Therefore, further attention to improve the career guidance activities according to the requirements of the respective faculties to be considered in future (**Figure 5.8**). Students' welfare facilities need to be given further attention based on the results of this survey. Satisfaction of the sports facilities at Makandura premises received comparatively low marks than two faculties in Kuliyaipitiya. Physical education unit of the university can study further on this matter and make necessary improvements at makandura premises.



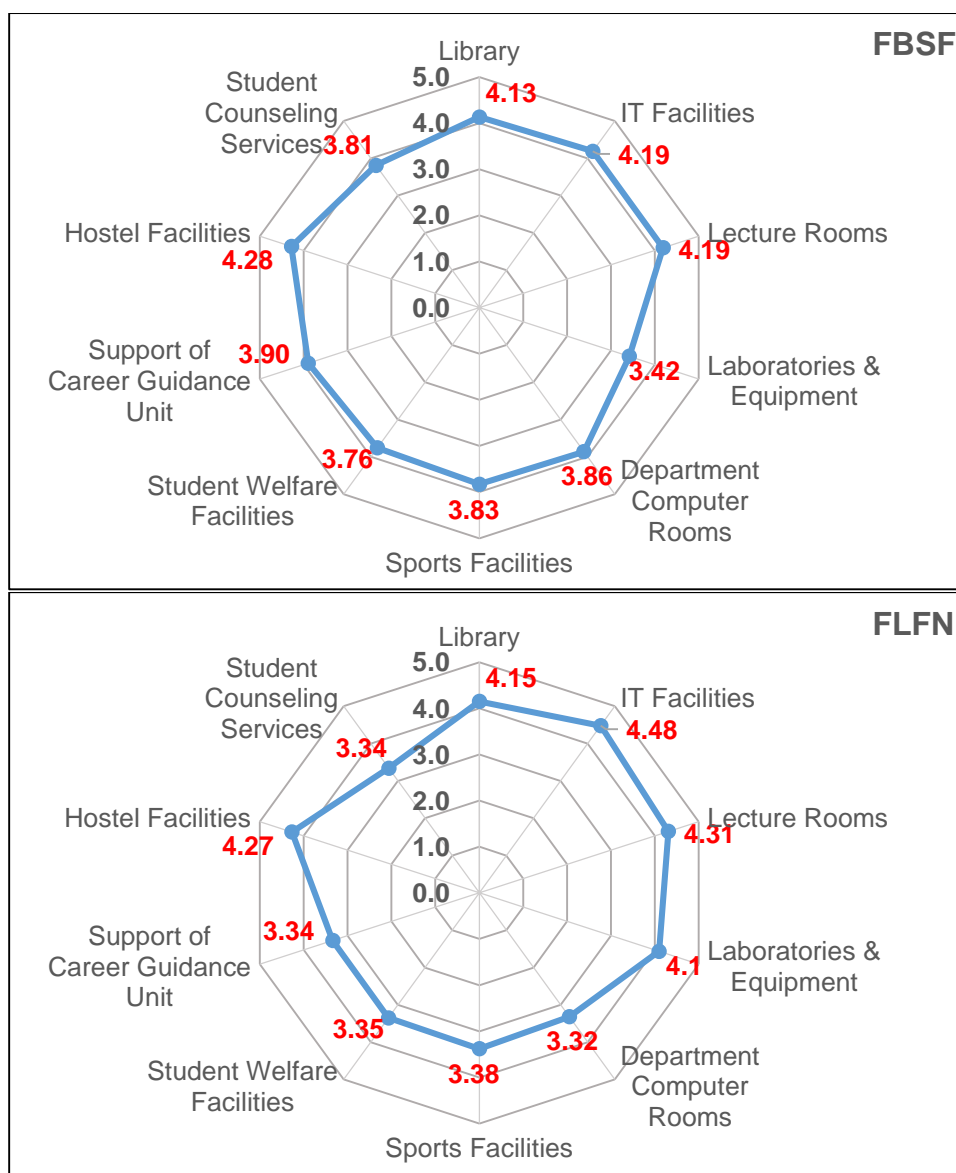


Figure 5.8. Satisfactory levels of different facilities available in faculties.

General and Specific Competencies/Skills Earned Through Degree programmes

There were fifteen competencies/skills, which were thought to be more useful in the working environment were checked in this survey. According to the responses of the graduates, level of improving skills during the undergraduate period is at satisfactory stands. **Figure 5.9**, indicates the students responses for all sixteen skills in four faculties. graduates of Facultu of Agriculture and Plantation Management were highly satisfied the competencies they obtained during their study period and only three criteria received less than eighty percent marks (**Figure 5.9**). Less than 80% of graduates in FAS and FLFN have indicated comparatively low satisfaction on seven(08), nine(09) and ten(10) competancies (**Figure 5.9**). Present results indicats the need of indivigual attention of faculties to improve the skills, where it is necessary to facilitate the future employability and the career performances of grduates of Wayamba University of Sri Lanka.

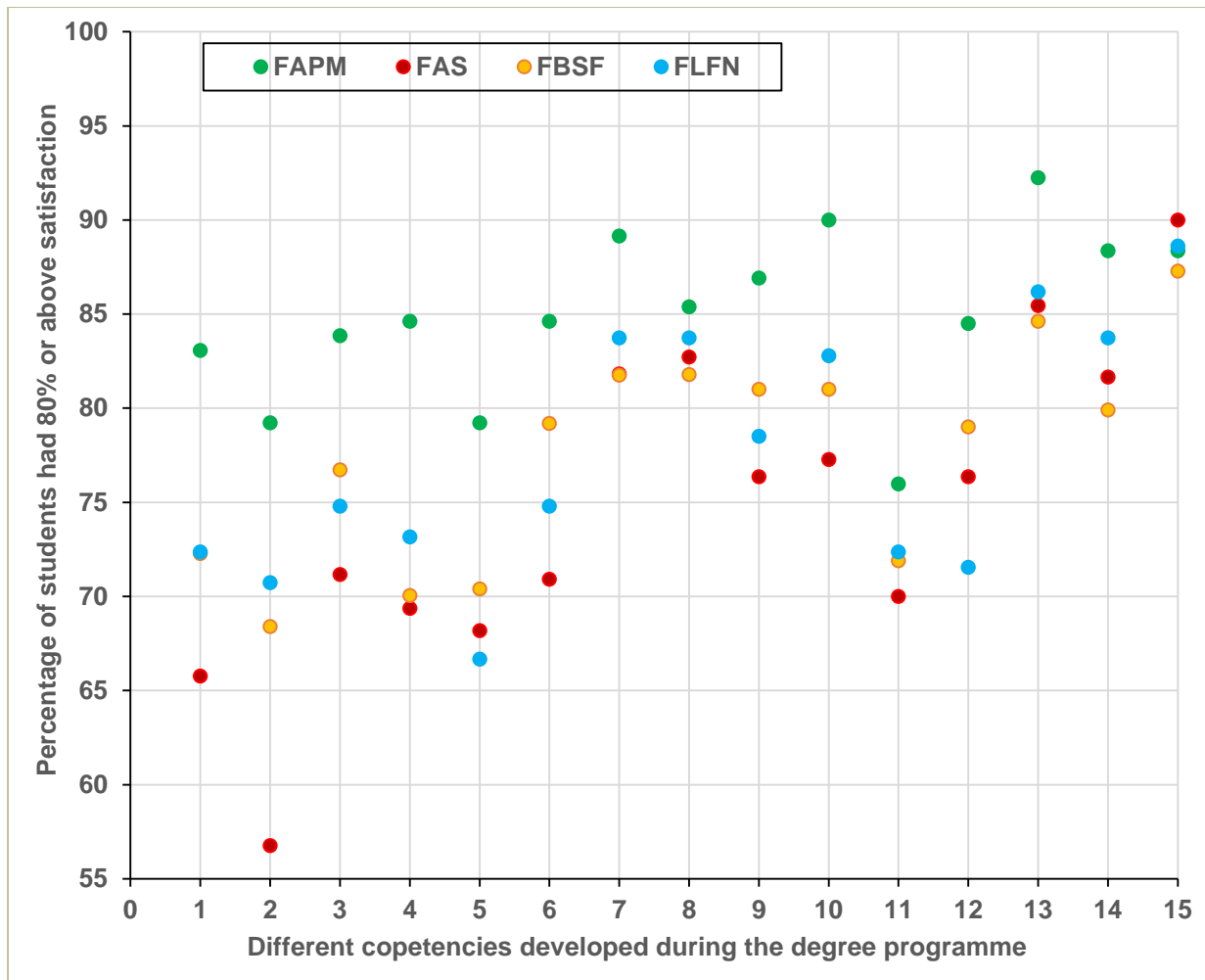


Figure 5.9. Percentage of students, who have 80% or above satisfaction of the support given by the study programme to improve their skills. Numbers denotes following proficiencies/skills;

- 1- Proficiency in your field
- 2- Training in your field
- 3- Knowledge in related fields
- 4- Analytical thinking ability
- 5- Ability to create new ideas and solutions
- 6- Ability to quickly acquire knowledge
- 7- Ability to work under pressure
- 8- Ability to use time efficiently
- 9- Ability to coordinate activities
- 10-Ability to be productive when cooperating with others.
- 11-Ability to establish your authority
- 12- Ability to express yourself clearly
- 13-Ability to work with computer & internet
- 14-Ability to write notes, reports and documents
- 15-Ability to work with people with various backgrounds

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EMPLOYABILITY SURVEY – QUESTIONNAIRE

The External Affairs Unit of the WUSL conducts an employability survey on recent graduates. The information gathered from this survey will help the University and UGC to steer future university degree programmes to be more effective. As a proud fresh graduate of the Wayamba University, you are kindly invited to take part in the survey by filling this questionnaire. Please provide accurate information to the best of your knowledge. The University will keep all your private details confidential.

01.

Personal Details and Contact Information															
Name with initials															
Gender (Mark with √)	Male		Female		Age										
In which sort of area you grew up	Urban			Semi-Urban			Rural			Foreign Country					
Ethnicity				District						AGA division					
Permanent Postal Address															
Phone	Mobile							Home							
Private Email															

02.

University Education Information									
University Index Number/ Registration Number									
Name of Degree									
Academic year									
Type of Degree (Mark with √)	General		Joint Major		Special		Other		
Faculty									
Duration of Degree Programme (Mark with √)			3 years				4 Years		
If you have obtained a four-year degree, please indicate the department(s) of specialization.									
Year and Month of Registration at University					Year and Month of Last Examination at University				
Honor Grade of Degree (Mark with √)					First Class				
					Second Upper				
					Second Lower				
					Pass				

03. (a) Are you presently employed (or self-employed)? (Mark with √)

Yes		No	
-----	--	----	--

(b) If no, please give reasons: (Mark with √) ☐ Looking for jobs, but haven't got a one yet
☐ Planning to start business ☐ Planning to go abroad ☐ Not looking for a job
☐ Other:

(c) If your answer for the question No. 03 (a) is 'YES", please provide following information.

Job title and workplace	
Type of employment (Permanent/Temporary/ Contract-basis / Part-time/ Training)	
Please give information if you are an Entrepreneur or Self Employed	
Sector (Private/Public/Semi-government /NGO/ Foreign/Other)	
Date of first appointment	
Date of current appointment	
Monthly Salary (or income) (Rs.)	

04. How did you learn about the vacancy for the present job (If applicable)?
☐ Newspaper ☐ Gazette ☐ Online ☐ Personal contacts ☐ Competitive Exam
☐ Via Internship (training) ☐ Via University ☐ Job fair/Career Guidance
☐ Continuing with same job held during university education
☐ Other If other, please specify
.....
.....

05. What do you consider as the most important factor(s) in getting the present job (if applicable)?
(Please check all that applies)
☐ Degree ☐ Class of degree ☐ University Project ☐ Reputation of university ☐ Field of
study ☐ Research experience ☐ Personal contacts ☐ Previous work experience ☐ English
proficiency ☐ Other professional qualifications ☐ Your personality and soft skills
☐ Computer literacy ☐ Other if other, please specify
.....

06. (a) To what extent did your degree provide a support for the followings;

	Not at all				Very much
	1	2	3	4	5

To get employment					
For starting period of employment					
To develop career further					
To become an entrepreneur					
For your personal growth					

07. (a) Is your degree relevant to your present occupation:

(b) If yes, indicate the percentage relevancy of the degree to your current occupation

10%		25%		50%		75%		100%	
-----	--	-----	--	-----	--	-----	--	------	--

08. How satisfied are you with your present job?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very	Dissatisfied	Average	Satisfied	Very Satisfied

Please give reasons for your response:

.....

09. Do you have additional Educational / Professional qualifications?

Yes		No	
-----	--	----	--

10. If yes please specify the additional qualification(s):

Qualification	Name of the Qualification	
	Completed	Reading
Diploma		
M.Sc.		
M.Phil		
MBA		
Ph.D		
LL.B		
CIMA		
Chartered Accountancy		
CMA		
Other		

11. Your G.C.E. (A/L) results and details at entry to University:

School Attended				
Year of A/L Examination				
Subjects				
Grade				
Entry Attempt (1,2,3)				
Medium				
District				
Z Score				

12. Your English language proficiency levels and details:

a) Oral: ☐ ☐ ☐ ☐ ☐
 Very Poor V Poor Average Good Very Good

b) Written: ☐ ☐ ☐ ☐ ☐
 Very Poor V Poor Average Good Very Good

c) Medium of G.C.E. (A/L):.....

d) Grade for G.C.E. (O/L) English Language:

13. General satisfaction on the university degree programme.

	Not at all				Very much
	1	2	3	4	5
(a) I was satisfied with the study programme:					
(b) Satisfaction levels on services					
Academic Staff					
Academic Supportive Staff					
Administrative Staff					
Non Academic Staff					
Overall Faculty Management					
(c) Satisfaction level on facilities					
Library					
IT Facilities					
Lecture Rooms					
Laboratories & Equipment					
Department Computer Rooms					
Sports Facilities					
Student Welfare Facilities					
Support of Career Guidance Unit					
Hostel Facilities					
Student Counseling Services					
(d) Rate the followings regarding teaching & learning:					
Teaching methods were effective:					
Text books were used					
Variety of teaching tools were					
Used in each module:					
Tutorials were used to help					
Learning:					
Research skills were developed:					
Assessments were in accordance					
with learning outcomes:					
Virtual Learning Environments					
(LMS) was used in each module					

14. General and specific competences obtained during your study programme.

Very Low					Very High																			
1					2					3					4					5				
a.	Proficiency in your field																							
b.	Training in your field																							
c.	Knowledge in related fields																							
d.	Analytical thinking ability																							
e.	Ability to create new ideas & solutions																							
f.	Ability to quickly acquire knowledge																							
g.	Ability to work under pressure																							
h.	Ability to use time efficiently																							
i.	Ability to coordinate activities																							
j.	Ability to be productive when cooperating with others																							
k.	Ability to establish your authority																							
l.	Ability to express yourself clearly																							
m.	Ability to work with computer & internet																							
n.	Ability to write notes, reports and documents																							
o.	Ability to work with people with various backgrounds																							

15. Were you involved in extracurricular activities in your university life?

Description	Yes	No	Remarks
Student Associations			
Organizing Workshops & Seminars			
Charities			
Sports			
Cultural activities			
Other			

16. Did you receive any awards/ recognition of achievements?

Description	Award/ Achievement

17. Please provide suggestions for any improvements needed in the study programmes and anything else you need to communicate to the faculty:

.....

.....

Signature:.....

Date: