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GRADUATES' TEAMWORK SKILLS BOIL OVER IN CAMBODIA

Songheang Ai

SEAMEO TED, Phnom Penh, Cambodia.

Corresponding Email: song.heang@yahoo.com

Abstract

The aim of the study was to identify the required employability skills possessed by graduates, who are currently studying bachelor's and associate degrees and perceived by employers. The surveyed sample was analyzed using a principal component analysis to find out the latent constructs. The results showed that there were 6 factors apparently encompassing teamwork, problem-solving and critical thinking, initiatives and leadership, computing and technology, personal organization and time management, and communication and language literacy. Among them, graduates were good at teamwork, but poor at communication and language literacy and computing and technology.

Keywords: Employability Skill Perception, Teamwork, And Employability Skill Possession.

1. Introduction

Rapid changes in the industrial sectors such as in the field of technology, manufacturing, marketing, and information technology, have contributed towards a competitive borderless world (Mohamed & Jaafar, 2009). For this reason, Cambodia has its remarkable ambition to move up from a low-income country to a lower-middle income one in 2018, with its average economic growth of 7% per annum (Royal Government of Cambodia [RGC], 2013). Furthermore, RGC had a big commitment to push up some crucial skills for its youths' consideration; in 2018 the number of technical high schools, which partly absorb technical and vocational training students, will be increased to 7 with the increasing number of students to 2000 countrywide (National Strategic Development Plan [NSDP], 2014). All these enable relevant ministries to increase and upgrade its support budgets and activities for effective implementation.

For instance, the education sector's budget has increased to 20% comparing to the previous academic years recently (Khei, 2016) in order to upgrade youth with skilled mastery to get decent jobs. However, the mismatch between the education and skills of youth and the demands by employers is a common problem throughout the region (ILO, 2007). According to ILO (2016), The Global Partnership for Youth in the Post-2015 Development Agenda found that currently, youth often lack access to existing jobs due to lack of work experience and social capital, poor educational preparation, and relevant skills training or mentorship. Employers are not satisfied with the skills possessed by youth in Cambodia (Si, 2001). Most of the Cambodian youth currently worry about seeking jobs because of lacking communication and foreign languages skills in term of employment (Ly, 2016). According to Ith (2016), "Cambodian youth have obstacles in finding jobs comparing with other ASEAN countries' youth because they are short of soft skills such as foreign languages, teamwork, good attitude, multicultural perception, etc." Employers report that prospective applicants lack foreign language, leadership, teamwork,

problem solving, and manual dexterity skills (ADB, 2016). Therefore, they struggle to find talent with the right mix of skills and organizational fit (Sally, 2013).

Responding to this issue, Hang (2016) suggested that “we have to train the graduates with technical skills to be semi-skilled workers to meet the current labor market needs and soft skills such as critical thinking, problem-solving and teamwork should be considered for lifelong learning”. This requires a transformation of education and training to nurture skills towards holistic human development (UNESCO, 2014). First, the findings of this study will redound to the benefit of a sophisticated society, bridging the gap between the labor market needs and education and training. Thus, a private sector and education and training institutions can be skills-oriented towards a common dexterity. Second, policy makers and curriculum developers will be guided functionally on what should be emphasized by teachers, faculty, and trainers in the school curriculum. Third, for researchers, the study will help them to uncover a critical area in employability skills that researchers had not been able to explore before. Fourth, teachers, faculty, and trainers will be guided academically in lecturing and training students with right skills. Finally, a new theory on graduates’ employability skills may be arrived at.

Ultimately, this study explored the employability skills possessed by graduates and perceived by employers. Specifically, the objectives of the study are (1) to identify the graduates’ employability skill deficiency and proficiency; (2) to explore the graduates’ possession of employability skills; (3) and to explore the employers’ perception of employability skills.

2. Literature Review

2.1. Employers’ Perception of Employability Skills

Today’s employers require employees to have soft or non-technical skills in addition to technical skills (El & Dean, 2016). Employers want entry-level workers to possess employability skills rather than technology competencies (Yassin et al, , 2008). Intensively, employers are likely to consider employability skills to be more valuable than specialist skills (California Postsecondary Education Commission, 2007 as cited in Stuart, Ronald, & Elsa, 2012). Specifically, employers struggle to find talent with the right mix of skills and organizational fit (Sally, 2013). Research highlighted that there is a general need among employers for graduates to possess and demonstrate skills that are relevant and applicable to working in their organizations, but this need is not being met (Maxwell, Scott, Macfarlane, & Williamson, 2009). Consequently, employers were reported to complain that graduates are poorly prepared for work (Hartnett & Strassner, 2004 as cited in Pitan & Adedeji, 2012). For instance, Kamoche (2001); Nguyen (2011); Trung and Swierczek (2009); and World Bank (2008) found that Vietnamese employers perceived the levels of problem-solving, decision making and learning skills of graduates to be low (as cited in Christine, Helga, & Phil, 2014). However, Chung and Yet (2009) argue that the skills such as critical thinking, planning, problem-solving, oral communication, decision making, and negotiating showed different perception between employers and graduates (as cited in Chavan & Surve, 2014). The study provides basic needs of employers in terms of employability skills over time. However, it does not include certain skills required by employers to be hired prior recruitments.

2.2. Graduates’ Possession of Employability Skills

Individuals are now more likely to change jobs frequently either by choice or by necessity in light of a struggling work economy (Rossier et al, , 2012 as cited in Allan & Kyoung, 2013). It has resulted from certain reasons. For instance, Robinson and Garton (2008) found that graduates perceived that they were most competent at working independently, relating to their supervisors, working with their colleagues, listening, and setting priorities and least competent at identifying political implications of the decisions to be made. However, Pitan and Adedeji (2012) found that university graduates are not adequately prepared for work with respect to

skills demand of the labor market. In this regard, Cambodian youth lack critical thinking necessary for their work (Khieng et al, 2015). Therefore, graduates do not specify particular skills that they are poor or good at in conjunction with the labor market required by employers.

Many students believe that the development of soft skills is a key factor in the progression of their careers (National Association of Black Accountants, 2006 as cited in Ann, Barbara, & Marion, 2009). Young people don't think they are getting enough help and advice from their schools (NSP, 2014). For this reason, university graduates are unemployed because they do not possess the right degrees (Chang, 2004 as cited in Adebakin et al, 2015). The reality is that university graduates mostly have textbook theoretical knowledge which is not supported by sufficient practical work experience (Paadi, 2014). In order to enhance competitive advantage for graduate employment, students need to develop employability skills in addition to the acquisition of subject-specific knowledge (Susima, 2009).

2.3. Employability Skills Framework

Exploring opportunities with well-developed employability skills enable people to make better job choices in their journey of work and life (Allan & Kyoung, 2013). They include computing and technology skills, time management, critical thinking and inferencing skills, language capability, and also presentation and broad communication skills (Bill, 2015). This includes knowledge of scientific literacy, ICT literacy, civics and citizenship and employability skills (including planning and organizing; teamwork; initiative and enterprise; self-management; and learning) (Gabrielle & David, 2009).

Arcodia, Barker, and Tanuja (2003) also categorized three types of skills: general skills, practical skills, and personality attributes (as cited in Ching, 2013). Ananiadou and Claro (2009) grouped skills and competencies into three different categories as follows: (1) ICT functional skills; (2) ICT skills for learning; and (3) 21st-century skills. Another research divided individual attributes into two categories: cognitive and behavior skills (Berkitt, 1996 as cited in Muhammad, 2014). Cognitive skills include technical skills, analytical/ constructive skills, and appreciative skills, while behavioral skills are associated with personal skills, interpersonal skills, and organizational skills. One research from India found that employers prioritized 5 main skills currently possessed by graduates consisting of master skills and knowledge in the discipline, innovation and creativity skills, communication and language skills, social and leadership skills, and inter-cultural competence (Somalingam & Shanthakumari, 2013). Intensively, the 2002 report identified an employability skills framework consisting of eight key skills: communication, teamwork, problem-solving, initiative and enterprise, planning and organizing, self-management, learning, and technology (Gabrielle & David, 2009).

2.4. Employability Skills at Higher Education

The employability skills are the most focused one of the 21st century skills that all educational institutions are adhesive to in order to instill their graduates to enter the labor market successfully. In this regard, Robinson and Garton (2008) found that the employability skills which are in the greatest need of curricular attention, according to graduates, were problem solving and decision making. Universities can improve the employability of students by focusing on the development of their metacognitive abilities, that is, by helping them to learn how to learn and by promoting their self-confidence (Silva et al., 2013). Therefore, the acquired competencies of graduates can have a substantial impact on the ability to successfully perform in a given job (Aamodt, Hovdhaugen & Bielfeldt, 2010 as cited in El & Dean, 2016).

Particularly, Khieng, Srinivasa, and Chhem (2015) found that Cambodia's education system is not imparting to its youth appropriate employability skills. Higher education is the last phase of the education system that should provide graduates with suitable skills before graduating to find decent jobs. However, Khieng et al, (2015) also found that [...] most graduates lack key

employability skills. The studies provide a lack of employability skills at higher education over time, but they don't include certain sub-skills that universities should provide and the sub-skills that graduates should be adhesive to.

3. Methods

3.1. Participant Selection

The primary data was collected by distributing 2 similar types of questionnaires to graduates and employers. Each questionnaire was compiled with 84 similar types of employability skills distributed to employers from a public and private sector and graduates who are currently studying bachelor's and associate degrees in Cambodia. Ultimately, employers refer to those who supervise, manage, lead, and own one's businesses overseeing at least a few employees who were bachelor's or associate degree graduates. The paper-based questionnaires were distributed directly to graduates for filling out, but for employers, some questionnaires were sent by e-mail for filling out and sent back, and some were distributed directly, but in other cases, some employers were interviewed directly with the authors. Once developed, the valid and filled questionnaires were returned deploying a purposive sampling technique with 535 graduates and 73 employers. There were two different numbers of both respondents because it was more difficult to access to employers than that to graduates for Cambodian context. Particularly, among 25 municipality and provinces countrywide, 9 of them were selected purposively to survey 535 graduates at higher education institutions under supervision of 6 ministries.

3.2. Scale Construction

The research design used in this study was ex-post factor with data collected using the survey method. After reviewing the literature on employability skills and competencies, 27 items of the questionnaires were decided to follow Gurvinder & Sharan's employability skill model (2008) in order to construct items for a new scale. For example, one's "Ability to cope with uncertainty." Furthermore, 15 items were extracted from CAREER wise Education (2016), 2 from Cameron (2008) like "Business letter and report writing capacity for meeting or communicating", 1 from Zaharim, Yusoff, Omar, Mohamed, Muhamad, & Mustapha (2009) like "Being entrepreneurship-minded.", 1 from Smith & Comyn (2002) like "Ability to control and manage stresses as a team member", 2 from American Institutes for Research [AIR] (2016) like "Ability to be self-disciplined for performance", and 2 from Andreas & Hiroshi (2011) like "Oral and written communication for information exchange". Totally, the items extracted from the previous literature accounted for 50 with a Cronbach's Alpha of .96. The rest of them were generated by the authors and other previous literature, modified adapting to Cambodia's context, accounting for 34 like "Decisiveness reasonably to complete tasks" with a Cronbach's Alpha of .94. The Likert-type scale was employed and the respondents were required to state the extent to which they strongly agreed by a score of 5 to strongly disagreed by giving a score of 1. At the end of each item, the space was provided for respondents' comments.

4. Results

4.1. Descriptive Statistics

SPSS version 23.0 was deployed to analyze data. Table 1 showed a demographic profile for Graduates and Table 2 showed a demographic profile for employees.

Table 1. Graduates' Demographic Profile (n=535)

Profile	Classification	Frequency	Percentage
Gender	Male	253	47.3
	Female	237	44.3
	Missing	45	8.4
Age	Below 20	165	30.8
	21-30	322	60.2
	31-40	12	2.2
	41-40	3	.6
	Missing	33	6.2
	Social Affairs	44	8.2
Academic Majors	Fine Arts	33	6.2
	Health and Medicine	14	2.6
	Agriculture	39	7.3
	TVET Skills	82	15.3
	Management &IT	234	43.7
	Education	66	12.3
	Missing	23	4.3
Institution Type	Private	169	31.6
	Public	366	68.4
Academic Degrees	Bachelor's	446	83.4
	Associate	87	16.3
	Missing	2	.4
Institution Location	Phnom Penh	237	44.3
	Provinces	298	55.7

Note: Academic majors consisting of Social Affairs (social affairs and community development), Fine Arts (architecture, urbanization, artist, interior design, and telecommunication design), Health & Medicine (medicine and medical doctor), Agriculture (veterinary medicine, agricultural sciences, agronomy, animal science, rural development, and agricultural economics), Management & IT (IT, finance & banking, accounting and management, business management, economics, law, and public administration), and Education (Khmer literature, English literature, and Korean literature).

Table 2. Employers' Demographic Profile (n=73)

Profile	Classification	Frequency	Percentage
Gender	Male	49	67.1
	Female	23	31.5
	Missing	1	1.4
Age	21-30	13	17.8
	31-40	41	56.2
	41-50	12	16.4
	Above 51	7	9.6
Organization Type	Private	45	61.6
	Public	28	38.4
Organization Function	Service	69	94.5
	Manufacturing industry	1	1.4
	Handicraft	2	2.7
	Agriculture	1	1.4
Organization Size	Below 100	44	60.3
	101-500	19	26.0
	Above 500	10	13.7
Organization Ownership	Local	65	89.1
	Multi-national	5	6.8
	International	3	4.1
Employers' Positions	CEO/Manager	10	13.7
	Supervisor	32	43.8
	Team Leader	16	21.9
	Boss/Owner	15	20.5
Employers' Academic Degree	Master's	21	28.8
	Bachelors'	23	31.5
	Associate	2	2.7
	Baccalaureate	16	21.9
	Grade 9 certificate	3	4.1
	Missing	8	11.0
Working/business Period	Below 1 year	1	1.4
	1-5 years	20	27.4
	6-10 years	28	38.4
	Above 11 years	14	19.2
	Missing	10	13.7
Organization Category	Phnom Penh	30	41.1
	Provinces	43	58.9

4.2. Reliability

The 84-item scale reported a reliability of $\alpha = .97$ ($n=608$), supporting internal reliability within the scale for both employers and graduates. George and Mallery (2003) provided a rule of thumb that if α is more than .90, it is excellent for internal consistency for all items within the scale (as cited in Joseph & Rosemary, 2003). Furthermore, the significance levels of Kolmogorov-Smirnov and Shapiro-Wilk's test were .000 for all 84 items ($P < .05$). It means that data is normal for further analysis.

In addition, the single-factor test was conducted to check for the common method bias of the data. The results of Harman's single-factor test indicated that different scale items in this study didn't load into one common factor (employers ($n=73$), with about 31% and graduates ($n=535$), with about 43% of total variance explained) because the total variance explained didn't exceed 50%.

The KMO test for employability skills of employers and graduates yielded a score of .96, which is greater than 0.60. A value close to 1 indicates that patterns of correlations are relatively compact and so factor analysis should yield distinct and reliable factors (Field, 2005). Moreover, the Bartlett's Test of Sphericity yielded a significant level of .000, which is less than .05 ($P < .05$). Therefore, a factor analysis is appropriate for data. To extract the initial factors from 84-item questionnaires from both graduates and employers, a principal component analysis was used (Roger & Gregory, 1995). After conducting a factor analysis, 7 factors were decided to be extracted from the 84-item scale with total eigenvalues of 49.772% of the variance as shown in Table 3.

Table 3. Total Variance Explained ($n=608$)

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	26.914	32.040	32.040	26.914	32.040	32.040
2	4.888	5.819	37.859	4.888	5.819	37.859
3	2.788	3.320	41.178	2.788	3.320	41.178
4	2.166	2.579	43.757	2.166	2.579	43.757
5	1.941	2.310	46.067	1.941	2.310	46.067
6	1.603	1.909	47.976	1.603	1.909	47.976
7	1.509	1.796	49.772	1.509	1.796	49.772

On the format subcommand, we used the option blank (.40), which tells SPSS not to print any of the correlations that are .40 or less as shown in Table 4. Therefore, it removed the clutter of low correlations that are not meaningful. For this reason, the statements that load highly on factor 1 seem to all relate to teamwork (Mastura et al., 2013). The statements that load highly on factor 2 seem to all relate to problem-solving and critical thinking (CAREERwise Education, 2016; Stuart et al., 2012; RSD, 2016). Factor 3 relates to initiatives and leadership. Particularly, factor 4 relates to computing and technology (Bill, 2015). Factor 5 relates to personal organization and time management (Gurvinder & Sharan, 2008; Venetia & Kathrine, 2010). Furthermore, factor 6 relates to communication and language literacy (Somalignam & Shanthakumari, 2013). Finally, factor 7 relates to entrepreneurship (Andreas & Hiroshi, 2011; Sarah, 2015).

Table 4. Rotated Component Analysis

Rotated Component	1	2	3	4	5	6	7
Cooperating well and sharing information loyally as a team member	.701						
Enjoying working as a team	.698						
Getting well with otehr team members	.672						
Taking constructive criticism	.636						
Sociability and friendly with all team members as equal	.630						
Valuing and accepting diversities of approaches and ideas of others	.613						
Volunteering and devoting physical and mental efforts to achieve objectives	.589						
Networking and partnership building for inforamtion	.556						
Being aware of precaution of personal health and safety at work	.513						
Being minded in an organization's mission and visions	.462						
Willingness to contribute to personal health and safety at work	.421						
Ability to solve current challenge soon		.700					
Persuasive and negotiating skills as a colleague		.627					
Being trustworthy and reliable for capacity and performed tasks		.625					
Self-awareness and assessment for performed tasks		.588					
Alert to others' reactions to changes		.573					
Ability to take risks for achievement		.459					
Maintaining poitude towards frustration and failure		.447					
Competency in planning resources to complete assigned tasks		.446					
Identifying alternative ways to meet objectives			.667				
Ability to respond and adapt to change			.643				
Ability to identify new approaches to problem			.628				
Motivating and encouraging others to work effectively			.578				
Being creative to improve job performance			.575				
Preferring taking up new challenges and responsibilities			.557				

Ability to cope with uncertainty		.553			
Understanding the situations, feeling and suffering of others		.553			
Initiating changes to enhance productive outputs		.466			
Problem and solution identification without getting assistance		.465			
Giving directions and guidelines effectively to others		.458			
Hard working & endurance to meet the objectives		.442			
Action planning for project work		.425			
Competency on the Internet (e-mail, Facebook, Google, ...) for communication			.786		
Competency in Microsoft Offices (Excel, Words, etc.) for work			.757		
Competency in using smartphones, iPod, etc. for effective communication			.715		
Typing ability for completing tasks successfully			.702		
Competency in power point presentation for meeting or workshops			.675		
Competency in printers, fax machines, photocopiers, scanners, telephones, etc. to solve problems			.657		
Competency in hardware, software, programming, repairing, etc.			.648		
Ability to do information retrieval and analysis for achieved tasks			.604		
Technological innovation perception relevant to work performance			.572		
Ability to arrive at work on time				.640	
Ability to be self-disciplined for performance				.610	
Controlling personal behavior and performance				.583	
Prioritizing the scheduled tasks				.535	
Using time and materials to the best advantages of the organization				.512	
Ability to meet deadlines for task completion				.510	
Ability to be self-motivated and rewarded				.446	
Ability to work under pressure as a subordinate				.445	
Self-confident and assertive for what having done				.438	

Business letter and report writing capacity for meeting or communicating					.679
Listening and responding to effective work					.636
Oral and written communication for information exchange					.634
Ability to communicate with others in foreign languages					.556
Cross-cultural communication for workflow					.556
Ability to generate documents (letters, regulations, etc.) in foreign languages					.532
Being able to read, write, speak, listen, and understand the assigned tasks					.497
Inventory planning for payment and profits					.588
Being entrepreneurship-minded					.438
Ability to do a project work					.433
Budget allocation for project and activity implementation					.426
Being minded in intellectual property and plagiarism					.411

Seven components emerged ranging Cronbach's Alpha from .74 to .91, as shown in Table 5. According to Hayton, Allen, and Scarpello (2004), extracting too few can result in distorted loadings due to factors that are not included in the model (as cited in Andrew, Ian, & Frances, 2008).

Table 5. Reliability coefficients and inter-item correlation within the same construct (n=608)

No.	Component	Cronbach's Alpha (α)	Inter-item correlation in magnitude
1	Teamwork	.90	.45
2	Problem Solving and Critical Thinking	.91	.46
3	Initiative and Leadership	.90	.42
4	Computing and Technology	.90	.52
5	Personal Organization and Time Management	.86	.41
6	Communication and Language Literacy	.82	.40
7	Entrepreneurship	.74	.37

Regarding convergent validity, component 7 (entrepreneurship) was deleted with Cronbach's alpha of .74 and inter-item correlation within the same construct in magnitude of .37, as shown in Table 6. A set of variables presumed to measure the same construct shows convergent validity if their inter-correlations are at least moderate in magnitude (Kline, 2011). Therefore, Table 7 shows 6 components of employability skills after Screening data with 61 sub-skills.

Graduates rated themselves low for item 3 (2.93), 4 (2.98), 7 (2.88), 8 (2.64), 35 (2.62), and 37 (2.78), but high scores for *Enjoying working as a team* and *Getting well with other team*

members. Employers rated graduates low for item 7, item 8, and item 35, but high for *Decisiveness reasonably to complete tasks* and *Getting well with other team members*.

At the end of each statement of the questionnaire and the overall comments provided were addressed to respondents requesting them to suggest their choices. Employees mentioned skill mismatch (73%) and practice (9%) while graduates mentioned academic strength and weakness (52%) and academic preparation (3%).

5. Discussion

Our empirical results encapsulated six factors of employability skills (teamwork, problem-solving and critical thinking, initiatives and leadership, computing and technology, personal organization and time management, and communication and language literacy) with 61 sub-skills; among which, graduates were good at *teamwork* and but poor at *communication* and *language literacy* and *computing and technology*. In other words, all six factors are the most stringently focused in Cambodia private and public sector because almost all organizations when posting job openings, their criteria and requirements include most of them. These results are consistent with previous findings that found 10 skills consisting of academic foundations; communications; problem-solving and critical thinking; information technology applications systems; safety; health and environmental; leadership and teamwork; ethics and legal responsibilities; employability and career development; and technical skills (Achieve, 2012). Somewhat interestingly, they agree well with another study suggesting 7 components encompassing problem solving and adaptative skills, human skills, English language proficiency and literacy, ICT skills, personal organization and time management, leadership skills, and communication skills (Gurvinder & Sharan, 2008). A large proportion of graduates perceived their strength and weakness in terms of employability skills. It can be seen that employability skills are taken into account by the graduates that required them to be aware of employability skills before seeking for jobs. Moreover, the skill mismatches between the labor market need and education and training system, suggested by a majority of employers, still persisted. This implies that employers require the aforementioned factors in order to be employed productively, but the graduates didn't obtain all of them. The role of education and training are essential in preparing students for an active working life (Silva et al., 2013).

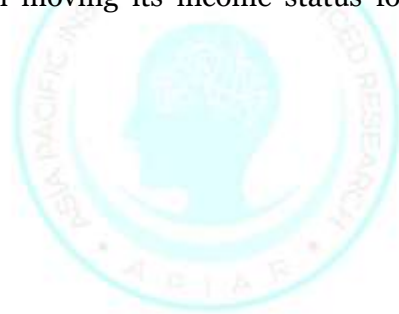
In particular, employers from both private and public sectors and graduates have the same perception of graduates' employability skills because they rated graduates' employability skills at the same level (good at teamwork, but poor at communication and language literacy and computing and technology). They are consistent with Saunders and Zuzel's study (2010) found a strong correlation between employers and sandwich students/graduates' perceptions of the relative priorities amongst employability skills. The largest technological force currently shaping work is the computer (Levy, 2010). Employers rated graduates' employability skills possession good. Likewise, Kevin, Stuart, Dely and Jon (2011) found that the majority of employers are satisfied with their graduate recruits. In other words, there is a different perception of employability skills between graduates' genders. It may be the result of a male dominated perspective at higher education level in Cambodia. There is the same perception of employability skills between graduates and employers. However, it is significantly different from Gurvinder and Sharan's study (2008), who found that graduates and employers have different perception of employability skills. It may be due to human error. In turn, out of academic qualifications, employability skills such as communication and language literacy, and computing and technology are critical catalysts that are prioritized for recruitment regardless of job types in Cambodia society.

These findings provide practical implications to graduates, employers, and the faculty of higher education institutions. First, graduates and faculty should academically exert physical and mental efforts learning and teaching communication and language literacy skill and computing

and technology, especially English and computer, by practicing doing assignments and homework in English. English is the most prominent soft skill required (Harald et al., 2012). Second, employers should provide English or computer intensive training course for employees or interns in a certain period of time. Third, regarding a skill mismatch, employers and faculty should talk together to come out with the common required skills prior the university commencement. Finally, employability skills should be developed at secondary education level by integrating it into the national curriculum as a compulsory subject.

Some limitations derived from the result related to generalization should be taken into account. The graduates' institutional type was limited in terms of demographic characteristics (68.4% public) and it was limited to academic degrees (83.4% bachelors). Finally, the employers' organizational types were limited (94.5% service).

The present attempt to identify the graduates' employability skills resulted in bridging a gap because the skills mismatch posed apparent challenges for employers who unsatisfactorily recruit new staff in Cambodian society. The gap between academic education and required skill sets in industry has been addressed on several occasions (Harald et al., 2012). In particular, our findings are key points exploring the skill sets and the strength and weakness of graduates in terms of employability skills. One way of enhancing a successful school-to-work transition is by means of proper career preparation, since a better preparation can help individuals to successfully seek and find employment, enhancing career outcomes (Jessi et al, 2012). Through the skills and employment-oriented process, Cambodia was able to provide the people with decent jobs, allowing it to gain high employment rate. This prosperity led to a dramatic increase in economy and may result in moving its income status forward to a lower-middle income country afterward.



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