

# **EMPLOYMENT OPPORTUNITIES FOR GRADUATES OF CO-OPERATIVE UNIVERSITY, THANLYIN**

## **1. Introduction**

Nowadays, universities, institutes, colleges, and vocational training schools play an increasing role for nurturing the educated persons to support the national socio-economic development. Increasing levels of education provide the country with the skills it needs to meet globalization challenges. As a consequence of a vast increase in the number of science and technologies, modern factories in economic sector which include more skilled labor force, many universities and colleges need to fulfill the job requirements in the labor market. Nurturing qualified human resources and skilled workers from universities and colleges in higher education is an important task to fulfill the needs of labor market. Therefore, universities' leaders drew attention to design the curriculum that meets job requirements to enhance the workers competence in many countries.

Employment opportunity is an important concept for employers, employees, job applicants and universities' leaders. Better employment opportunities are important since their careers may give them a lot of money or a very satisfactory life. However, people cannot be successful to the extreme their lifetime without getting a university degree. Good education can give better job opportunities and higher earning wages, higher standard of living and prestige of an educated person in the long-term. University graduates will find good employment opportunities if they have expertise in any field such as higher great point, work-based learning, subject matter expert, great point average (GPA) and Curriculum Support (Applicability of Knowledge) that they can be obtained from the university education.

University education is not only essential for each individual, but also it is essential for the country to assist the students to live the best professional in the life. It teaches not only the prescribed lessons but also the external knowledge. And the university education can give really skill, knowledge, attitude, and experience for working at any job after graduation.

People define education is the invaluable thing. Yes, it can't appreciate with anything. In the knowledge age, everybody can penetrate only with education into the international level. Knowledge plays an increasing important role and we may undergo the various kinds of problems everywhere. Therefore, everyone should emphasize in university education. In turn, it obtains many advantages for achieving human resource development.

And also economic development depends on the standard of education of the country. Education is the basic importance to improve the nation's economy. Therefore, university education can generate the best students who can provide for the country.

Younger generation is very important for building modern develop nation. Everybody must educate in the knowledge age. If so, everybody can make right decisions. Human Resource Development is essential to face the challenges of the knowledge age. Investment in human capital is necessary for everybody as well as our country. It is opportunity for the future country.

Producing qualified people is important for building modern developed nation. But producing human being is more difficult than producing products. Morality, mental and desire are more complicated. Therefore, all the teachers have to encourage, generate, instruct and look after for next generation to build up good environment.

### **1.1 Rationale of the Study**

The upcoming ASEAN Community will pave the way for the free movement of goods, capital, and services within one ASEAN market in the near future. Globalization and regionalism have not only increased interconnectivity between countries and regions, but established global and regional for goods, capital, labor and services, including higher education. The opportunity and challenges that comes with this regional integration process require strengthening and harmonizing ASEAN member countries national higher education systems. Transparency, comparability, relevance of national higher education systems, improving qualifications in human resource development, the development of skills recognition system, and increasing strong labor market and knowledge-bases economies are increasingly important to support national development plans. Since the large supply of graduates to access to better job opportunities for them such as competent sales person, cashier, accountant, supervisor, manager, entrepreneur, executives occupations etc, everywhere becomes crucial not only in Myanmar but also ASEAN countries.

In Myanmar, there are thousands of graduate students nurtured from many universities. Co-operative Universities are implementing with the aim to nurture the youth to be educated persons with national and social spirit, to produce graduates who are aware of independent employment and business opportunities to undertake responsibilities in companies and organizations, to produce graduates who possess ethical qualities and are competent in solving problems based on facts and ideas and also to participate actively in raising the standard of education of our nation by generating educated persons.

The ‘quality’ of graduates from certain universities continues to influence transitions into employment of the nation. Universities can seek to enhance employability skills in their students by providing academic staff with relevant support and resources, integrating these skills into curriculum and course design, providing students with job placements and advice and guidance through professional settings and job services.

There are 1187 male and 4540 female, totally 5727 number of graduates in Business Science until 2016 in Co-operative University, Thanlyin. Although the job opportunities and careers choice studied by researchers, there has been no other prior study in Co-operative University, Thanlyin which looked into the employment opportunities for graduates. In addition, what the employment opportunities of co-operative graduates are and whether or not there is a strong relation between employment opportunities and variables of great point average (GPA), Curriculum, Subject Matter Expert, Applicability of knowledge and some demographic factors become important questions for this study. Therefore, we chose this topic and studied influencing factors on the co-operative graduates’ employment and current employment status of graduates of Co-operative University, Thanlyin.

I sincerely believed that this study will be useful for university planners/ leaders to offer job-oriented education from Co-operative University, Thanlyin. In addition I believe that this study will be able to expose that graduates can apply the knowledge and information of University to their job. Also, it is expected to provide information to policy makers how to redesign the existing curriculum to help students’ employability from this research.

## **1.2 Objectives of the Study**

- ◆ To explore which sectors have more employment opportunities for university graduates
- ◆ To examine the relationship between the graduates’ employment opportunities and influencing factors on it
- ◆ To provide information to policy makers how to redesign and develop the existing curriculum for better to help students’ employability

## **1.3 Methodology**

This study investigated the influencing factors of employment opportunities for graduates of Co-operative University, Thanlyin. In addition, this study examines the

relationship between the employment opportunities and some demographic variables, GPA, Curriculum, Subject Matter Expert, and Applicability of knowledge. The dependent variable in current research was the employment opportunities for graduates of Co-operative University, Thanlyin. Independent variables in the study involved demographic factors such as gender and age, GPA, Curriculum, Subject Matter Expert and Applicability of knowledge affecting the graduates' employment opportunities.

To study this paper, the primary data and information were collected from the students who have learnt in the CUT during from 2007-2008 academic year to 2012-2013 academic year by using telephone survey based on experiences of the students who helped their feeling and thinking regarding their education and their job by answering questionnaires to obtain important information for this paper. And other needed information, the list of total graduates obtained from the graduation record of Student Affairs of Co-operative University, Thanlyin and theoretical concepts were studied through the secondary data obtained from online website, reference books and library research.

Descriptive analysis method, convenience sampling method and telephone survey method were applied in this study to determine the employment opportunities of the graduates. The data analyzed from survey questionnaire with Pearson's chi-square test of independence to mention interpretation with inferential statistics for research objectives.

Significance levels equal to 0.01, 0.05, or 0.10; but any value between 0 and 1 can be used. The chi-square test for independence to determine whether there is a significant relationship between two categorical variables was used in this analysis.

#### **1.4 Scope and Limitation of the Study**

There are 1187 male and 4540 female, totally 5727 number of graduates in Business Science until 2016 in Co-operative University, Thanlyin. This study is conducted with only graduates of 2007-2008 year to 2012-13 year of graduation. It is reported that the results of analyzing the data focused on the survey of 500 graduates using structured questionnaire which include general information of graduates, relationship between students' education and job, quality of course curriculum, employability of graduates, relevance of degree to the Job, minimum qualifications, and satisfaction of graduate in the job and so on.

In this study, employment opportunities are measured based on six factors: (1) employed in Public sector, (2) employed in Private sector, (3) employed in Co-operative sector, (4) Self-employed in own business, (5) employed in Oversea and (6) employed in NGOs. This research explores some demographic variables, great point average (GPA),

Curriculum support (Applicability of knowledge), and Subject Matter Expert that might influence employment opportunities of graduates who have attended at Co-operative University, Thanlyin from 2007-2008 academic year to 2012-2013 academic year. These factors are very important for enhancing the role of graduates to be able to support partially the economic development of the nation from the multiplier effects of undertaking the functions of curriculum design and development for better to help students' employability by the planners/ leaders of curriculum design and development project in Co-operative University, Thanlyin.

## **2. Literature Review for Factors affecting Graduates' Employment**

Investment in higher education brings expected economic benefits to employers, the economy and individuals (Helen Connor & Richard Brown (2009), "The Value of Graduates and Postgraduates", Council for Industry and Higher Education, London). Most conclude that improved productivity is a function of a combination of factors such as strategic repositioning, investment in R&D and in capital, including in human capital.

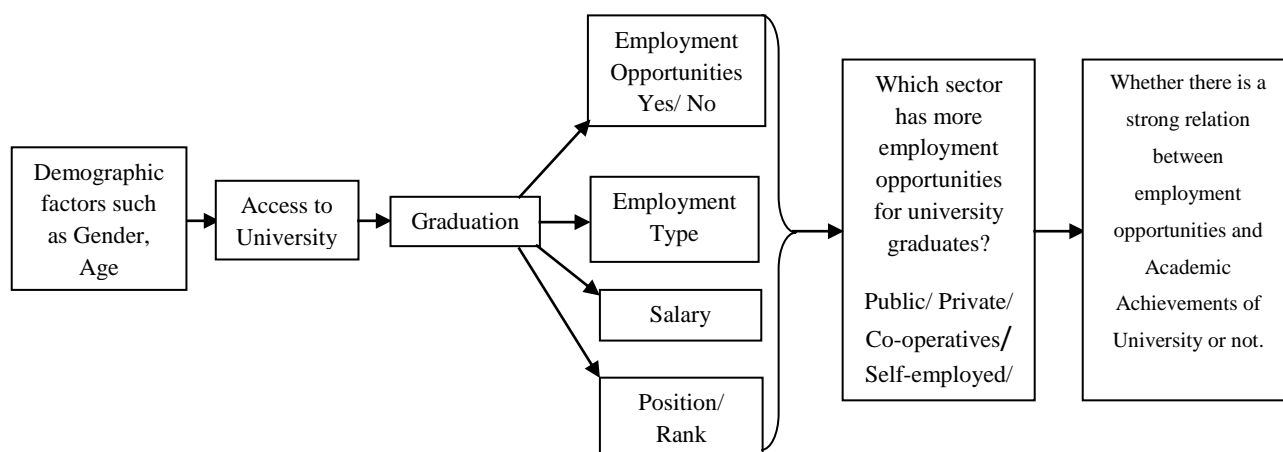
Bradley and Nguyen (2004) present the males from high quality schools are less likely to enter the labor market compared to the females in England. They are more likely to stay unemployed. Conversely, Zhou (2003) reveals that male graduate's find jobs more easily than female graduates in China. Min et al.(2006) also show the percentage of male graduates signing job contracts is higher than female's figure. Ghazala (2006) finds that gender gaps in unemployment rates have risen in the past 20 years in many European countries.

This study is especially based on the concept that four variables influenced employment opportunities of the graduates. These variables are demographic factors, GPA, curriculum support (applicability of knowledge), and subject matter expert. Firstly, the research is to explore which sector has more employment opportunities for university graduates among public, private, co-operatives, self-employed etc, in this study. In addition, the research explores whether there is any relationship between the variables such as their demographic factors including gender and age, GPA, subject master expert, curriculum support (applicability of knowledge) and employment opportunities of co-operative graduates by using Chi-square independent test to ascertain the level of significance and the result findings based on the analysis.

Although there are many factors affecting the graduates' employment opportunities, it is assumed that four variables are independent variables that are collectively influenced on

the dependent variable – employment opportunities of graduates in this study. Therefore, figure. 1 shows the conceptual framework of the research.

**Figure 1 Conceptual Framework of the Study**



**Source: Own Compilation**

### 3. Analysis of Employment Opportunities for Co-operative Graduates

The data was analyzed with descriptive statistics to mention interpretation with inferential statistics for objectives such as to find out which sectors have more employment opportunities for university graduates:- how many of them have got in private sector, co-operative sector, government sector, NGOs , etc., and explore some demographic factors and academic achievements that influence on the graduates' employment opportunities on these sectors. Also, structured questionnaires were used to collect data from 500 Co-operative graduates who have attended at Co-operative University, Thanlyin from 2007-2008 academic year to 2011-2012 academic year. Furthermore, Chi square for independent test was carried out to determine whether there is a significant relationship between two categorical variables, for example, two variables of employment opportunities and Subject Matter Expert.

#### 3.1 Graduates by Year of Graduation

**Table 1 Graduates by Year of Graduation**

Academic Year	Number of Graduates	
	Number	Percent

2007-2008	22	4.40
2008-2009	29	5.80
2009-2010	57	11.40
2010-2011	138	27.60
2011-2012	203	40.60
2012-2013	51	10.20
Total	500	100.00 %

Source: Survey Data (September, 2013)

According to Table 1, out of 500 respondents in the sample, it is found that 203 graduates are from 2011-2012 graduation year in percentage, 40.60 % that is most of the students covered in the survey, followed by 138 graduates are from 2010-2011, 57 from 2009-2010, 51 from 2012-2013, 29 from 2008-2009, 22 from 2007-2008 respectively.

### 3.2 Graduates by Gender

**Table 2 Graduates by Gender**

Gender	Number of Graduates	
	Number	Percent
Male	162	32.40
Female	338	67.60
Total	500	100.00 %

Source: Survey Data (September, 2013)

Table 2 shows graduates by gender. It is found that there are 162 male respondents and 338 female respondents. In percentage, male respondents are about 32.40 % whereas female is about 67.60 %. The gender composition of current sample is very similar in schools and universities in Myanmar. That is, percentage of female students is normally higher than that of male students. Also, the majority of students in the Co-operative University, Thanlyin are female students. Historically, percentage of female is normally higher than male of population in Myanmar. According to 2014 census, female population is higher than that of male in Myanmar; this survey has found more females than males in university which could possibly be due to Myanmar's tradition.

### 3.3 Graduates by Age

**Table 3 Graduates by Age**

Age	Number of Graduates	
	Number	Percent
20-25	422	84.40
26-30	77	15.40
30-35	1	00.20
Total	500	100.00 %

Source: Survey Data (September, 2013)

Table 3 shows graduates by age, according to 2013 survey data. Most respondents i.e. 422 respondents, are aged between 20 and 25 which accounts for 84.40 % of the whole sample, whilst 77 respondents or 15.40 % were at the age of 26 to 30, which is followed by the maximum age group 30-35, and that accounts for 0.20 % of the sample. Most of the respondents covered in the survey are less than 25 years of age and there is only one graduate having the age between 30 and 35. According to data in table 3.3, it is concluded that the majority of respondents who are less than the age 25 get job as soon as they graduated.

### 3.4 Analysis of Graduates by Current Employment

**Table 4 Analysis of Graduates by Current Employment**

Employment Type	Respondent	
	Number	Percent
Government Department	13	2.60
Private Companies	202	40.40
Co-operatives (including Co-op Dept, Co-op Societies and Co-op Bank)	226	45.20
Overseas Employment	5	1.00
Own business/ Self Employment	21	4.20
NGOs	5	1.00
<b>Sub Total</b>	<b>472</b>	<b>94.40</b>
Seeking Job/ Attending Training Programme	28	5.60
<b>Total</b>	<b>500</b>	<b>100.00 %</b>

Source: Survey Data (September, 2013)



In the study, the respondents' employment opportunity is measured by their currently employed in co-operative sector or employed in private sector or employed in government sector or self-employed or NGOs or Oversea employed and other variables such as demographic factors, GPA, curriculum support (applicability of knowledge), and Subject Matter Expert.

Table 4 shows graduates by current employment status according to 2013 survey data. Types of employment are classified as government department employed, private companies employed, co-operative employed including co-op department, co-op societies and co-op bank, overseas employment, self-employed, NGOs and seeking job / attending training programme. It is found that 226 graduates are working at co-operative sector which accounts for 45.20 % of the whole sample, whilst 40.40 % or 202 respondents are working at private companies, 5.60 % or 28 respondents are attending training programme such as master degree, computer, and English Training, 2.60 % or 13 graduates are working at government department, 4.20 % or 21 graduates are working at own business/ self-employment, and 1 % or 5 graduates are working at overseas and NGOs respectively.

According to this survey, it is concluded that one of the best employment opportunities for the majority of Co-operative graduates is on co-operative sector and the second one is on private sector. Also, there are 94.40 % employment opportunities for graduates of Co-operative University, Thanlyin after graduation as soon as possible.

### 3.5 Graduates by Current Employment Opportunities and Gender

**Table 5** Graduates by Current Employment Opportunities and Gender

Employment Type	Gender				Total	
	Male	Percent	Female	Percent	Number	Percent
Government Department	2	1.23	11	3.25	13	2.60
Private Companies	43	26.54	159	47.04	202	40.40
Co-operatives	104	<b>64.19</b>	122	<b>36.09</b>	226	45.20
Overseas Employment	3	1.85	2	0.60	5	1.00
Own business/ Self Employment	7	4.32	14	4.14	21	4.20
NGOs	0	0.00	5	1.48	5	1.00

Seeking Job/ Attending Training Programme	3	1.85	25	7.40	28	5.60
Total	162	100.00 %	338	100.00 %	500	100.00 %

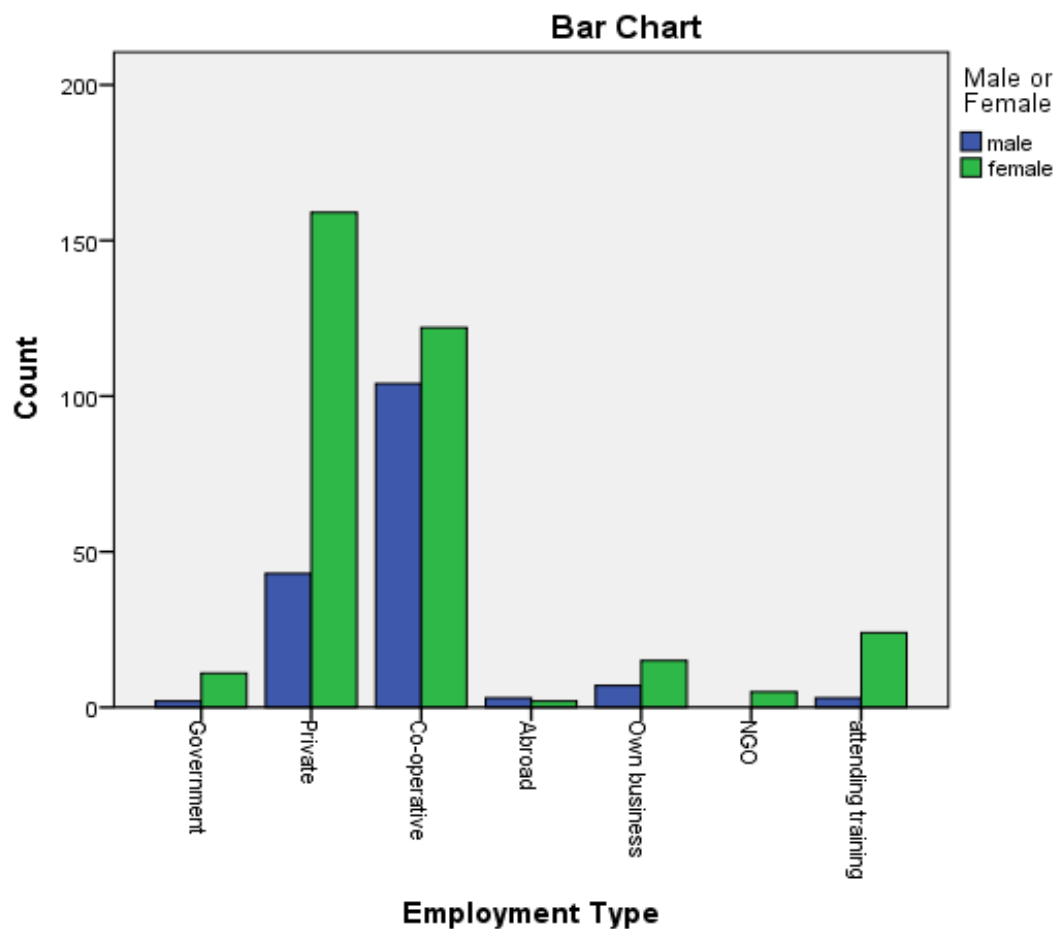
Source: Survey Data (September, 2013)

According to Table 5, there are 162 male respondents and 338 female respondents, out of 500 respondents in the sample. The percentage of female respondents is normally higher than that of male in the Co-operative University, Thanlyin.

As mention in Table 5, firstly, it can be seen that 45.20 % or 226 respondents of the 500 selected graduates in the whole sample are working at co-operative sector after graduation. In addition, they are analyzed in terms of their gender, 64.19 % of male graduates have employed in co-op sector in comparison with 36.09 % of female graduates. Secondly, 40.40 % or 202 respondents are working at private sector after graduation. In percentage, in terms of the gender, 26.54 % of male graduates have employed in private companies whilst 47.04 % of female graduates have employed in it. Therefore, it can be concluded that they are employed in the respective areas according to the needs of the workforce in terms of their gender which could possibly be due to Myanmar's tradition.

The result shows that the significance value of Person Chi square .000 (less than 0.05). Therefore, it can be concluded that there is a relationship between the two variables of employment opportunities and gender which are not independent in this survey. Also, both of female and male graduates find jobs more easily particularly before the final graduation date and 1-2 months after graduation.

**Figure 2      Respondents' Employment Status by Gender**



Source: Table 5

### 3.6 Graduates by Current Employment Opportunities and Age Group

**Table 6** Graduates by Current Employment Opportunities and Age Group

Employment Type	Respondent's Age						Total	
	20-25	Percent	26-30	Percent	36+	Percent	Number	Percent
Government Department	10	2.36	3	3.90	0	0	13	2.6
Private Companies	174	41.23	28	36.36	0	0	202	40.4
Co-operatives	187	<b>44.31</b>	38	<b>49.35</b>	1	<b>100</b>	226	<b>45.2</b>
Overseas Employment	4	0.95	1	1.30	0	0	5	1
Own business/ Self Employment	15	3.55	7	9.09	0	0	22	4.4
NGOs	5	1.18	0	0	0	0	5	1
Seeking Job/ Attending Training Programme	27	6.40	0	0	0	0	27	5.4

<b>Total</b>	<b>422</b>	<b>100 %</b>	<b>77</b>	<b>100 %</b>	<b>1</b>	<b>100 %</b>	<b>500</b>	<b>100 %</b>
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Source: Survey Data (September, 2013)

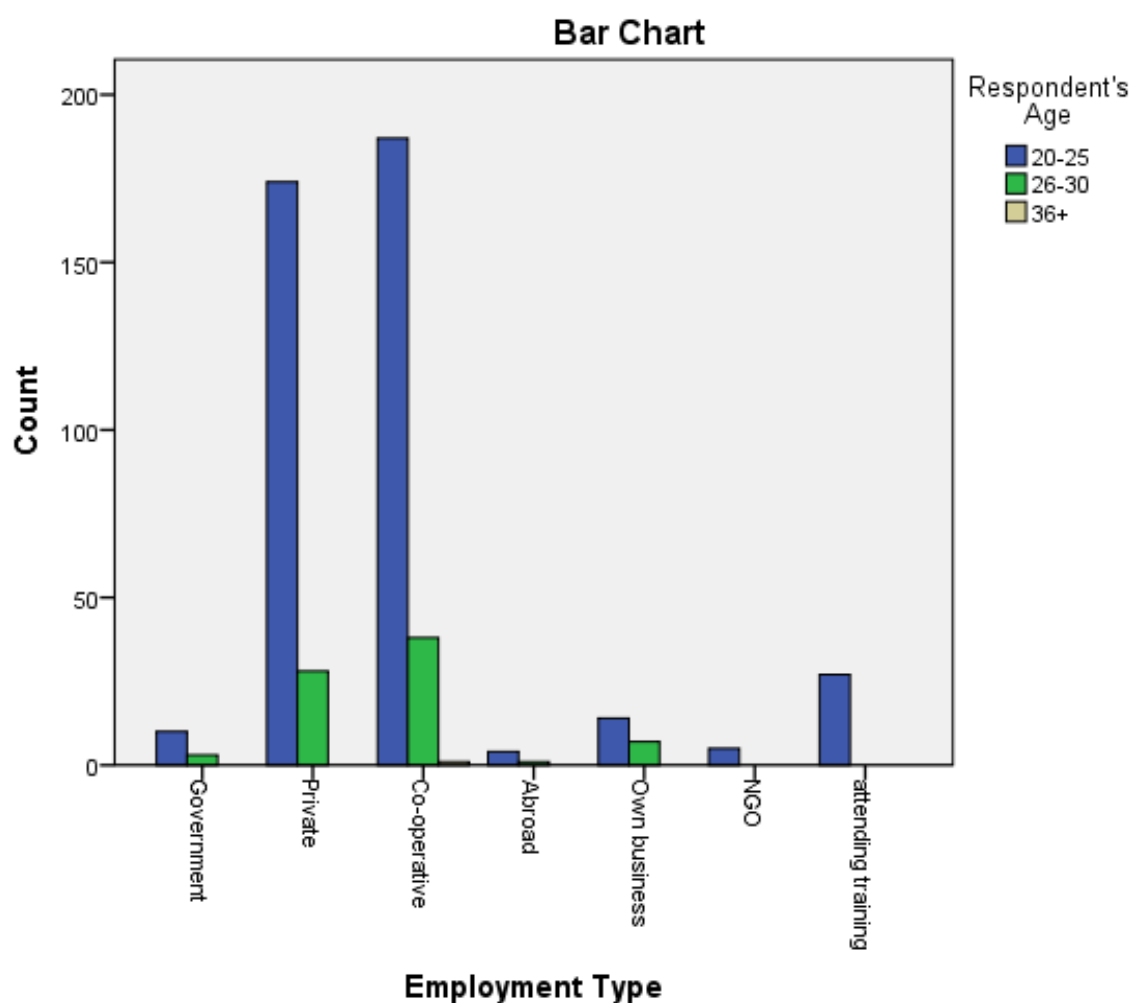
According to Table 6, most of respondents i.e. 422 respondents were aged between 20-25, which accounts for 84.4 % of the whole sample, whilst 15.4 % or 77 respondents were at the age group of 26-30, which is followed by the maximum age group, 36 and above and that accounts for 0.2 % or only one respondent of the sample. Most of the respondents covered in the survey are normally between 20 and 30 years of age.

For most of the graduates under the age group 20-25, their employment opportunities are in co-operative sector (44.31 % of total sample under this age group), whilst private sector 41.23 % of total sample under this age group, which is followed by Seeking Job/ Attending Training Programme 6.40 %, Own business/ Self Employment 3.55 %, Government Department 2.36 %, NGOs 1.18 %, and Overseas Employment 0.95 % of total sample under this age group respectively.

Also, for most of the graduates under the age group 26-30, their employment opportunities are not too different and same to the age group 20-25. Therefore, it is concluded that for most of the graduates under 30 years old, their employment opportunities stand in the highest position in co-operative sector, which is followed by private sector. They can access to the workplace after graduation.

The independence test of Chi square, the P value of this variable in the model is .326 (more than .05). Therefore, it is concluded that the two variables are independent which means their employment opportunities do not depend on the respondents' age level in this survey. They can have not only employment opportunities as soon as they graduated and during less than 30 years old but also over 30 years.

**Figure 3      Respondents' Employment Status by Age Group**



Source: Table 6

### 3.7 Graduates by Current Employment Opportunities and GPA

**Table 7 Graduates by Current Employment Opportunities and GPA**

Employment Type	GPA								Total	
	3.00	Percent	3.50	Percent	4.00	Percent	4.50	Percent	Number	Percent
Government Department	0	0	3	1.48	9	3.90	1	1.82	13	2.6
Private Companies	2	18.18	73	35.96	115	49.78	12	21.82	202	40.4
Co-operatives	7	63.63	114	56.16	92	39.83	13	23.63	226	45.2
Overseas Employment	0	0	1	0.49	4	1.73	0	0	5	1
Own business/ Self Employment	2	18.18	10	4.93	8	3.46	2	3.63	22	4.4
NGOs	0	0	2	0.98	3	1.30	0	0	5	1

Seeking Job/ Attending Training Programme	0	0	0	0	0	0	27	49.09	27	5.4
<b>Total</b>	11	<b>100 %</b>	203	<b>100 %</b>	231	<b>100 %</b>	55	<b>100 %</b>	500	<b>100 %</b>

Source: Survey Data (September, 2013)

According to Table 7, the study's test shows the significance value of Pearson Chi square, .000 (less than .05) of the two variables are not independent. This means their employment opportunities depend on the respondents' GPA in this survey. There is relationship between the two variables of employment opportunity and the respondents' academic achievement especially GPA. They can have more employment opportunities if they get higher marks in their exam.

### 3.8 Graduates by Current Employment Opportunities and Subject Master

**Table 8**      **Graduates by Current Employment Opportunities and Subject Matter Expert**

Employment Type	Subject Matter Expert									Total
	Eco	Mgt	ICT	Stats	Acct& ICT	Mgt& Acct	Eng & ICT	Acct&ICT &Mgt& Stats	Eng&ICT &Acct	
Government Department	0	2	2	0	7	0	0	1	1	13
Private Companies	4	7	72	0	103	3	1	11	1	202
Co-operatives	5	10	45	1	146	7	0	12	0	226
Overseas Employment	0	0	0	0	4	0	0	1	0	5
Own business/ Self Employment	0	1	10	0	10	0	0	1	0	22
NGOs	1	0	1	0	3	0	0	0	0	5
Seeking Job/ Attending Training Programme	0	0	0	0	0	0	0	27	0	27
<b>Total</b>	10	20	130	1	273	10	1	53	2	500

Source: Survey Data (September, 2013)

According to Table 8, the study test reveals that the significance value of Pearson Chi square is .000 (less than .05). Therefore, it is concluded that the two variables are not independent. This means their employment opportunities depend on the respondents' subject

matter expert. They can have more employment opportunities if they have more competencies in their relevant field.

### 3.9 Graduates by Current Employment Opportunities and Applicability of Knowledge

**Table 9** Graduates by Current Employment Opportunities and Applicability of Knowledge

Employment Type	Applicability of knowledge obtained from university			
	Some	Quite a bit	A lot	Total
Government Department	0	12	1	13
Private Companies	11	177	14	202
Co-operatives	1	178	47	226
Overseas Employment	0	3	2	5
Own business/ Self Employment	1	21	0	22
NGOs	0	5	0	5
Seeking Job/ Attending Training Programme	1	0	26	27
<b>Total</b>	14	396	90	500

Source: Survey Data (September, 2013)

According to the test of independence, the significance value of Pearson Chi square is .000 (less than .05). Therefore, it can be concluded that employment opportunities depend on the respondents' applicability of knowledge from university. They can have more employment opportunities if they have more applications of their knowledge obtained from university. Table 9 shows respondents by current employment opportunities and applicability of knowledge according to 2013 survey data. In the following table, it can be seen that graduates can apply quite a bit of knowledge conducted by university on their job.

### 3.10 Respondent with Employment by Job Level according to Myanmar National Qualifications Framework (MNQF)

**Table 10      Respondent with Employment by Job Level according to  
Myanmar National Qualifications Framework (MNQF)**

NSSA, Job level	Respondent	
	Number	Percent
Level 1	0	0.00
Level 2	403	87.00
level 3	43	9.30
level 4	17	3.70
Total	<b>472</b>	100.00 %

Source: Survey Data (September, 2013)

Establishing a National Qualification Framework (NQF) facilitates improved transparency, comparability and relevance of qualifications awarded by their respective nation states. It aims to establish a nationally accepted framework or grid of qualifications with corresponding levels of skills, knowledge and attitude competencies.

Table 10 shows graduates by job level according to Myanmar National Qualifications Framework (MNQF). A qualifications framework is intended to improve understanding of qualifications (diplomas, certificates, or recognition of learning and capabilities) in terms of the information they convey to an employer about prospective workers' competencies. According to the data in this table 10, graduates by job level found that 403 graduates are working at level 2, 43 graduates at level 3, and 17 graduates at level 4. In percentage, 87.00 % of graduates are employed at level 2, 9.30 % of graduates at level 3, and 3.70 % of graduates at level 4 and there is no one at level 1 which levels were recognized by National Skill Standard Authority (NSSA), job level according to Myanmar National Qualification Framework (MNQF).

According to National TVET Qualifications Framework, level 1 means Semi-skilled worker who understands safety requirements and has basic practical skills and operational knowledge in a defined range of tasks, can carry out routine tasks given clear direction, can receive and pass on information, can access and record information, and takes limited responsibility. Level 2 means Skilled worker who has practical skills and operational knowledge in a range of tasks, can carry out skilled tasks and takes limited responsibility for output of self. Level 3 means Advanced skilled worker has some theoretical knowledge, has a range of well-developed skills, can apply solutions to routine problems, can interpret available information, and can take responsibility for output of others, and level 4 means



Supervisor who has a broad knowledge base, and can apply some theoretical concepts, can identify and apply skills and knowledge, can identify, analyze and evaluate information, and understands and can take responsibility for quality, safety and environmental issues.

Thus, it can be concluded that the majority of graduates of Co-operative University, Thanlyin are working at level 2 (TVET) as the Skilled worker who has practical skills and operational knowledge in a range of tasks, can carry out skilled tasks and takes limited responsibility for output of self. Therefore, their skills and knowledge obtained from university are contributing to Myanmar workforce development as level 2 skilled-workers according to this research. We must to make qualifications more trusted by and relevant to industry needs, raise the quality of human resources in the country, and raise the standard of Myanmar qualifications to ASEAN and eventually international standards.

At present, the qualifications level of our university in Higher Education is at level 6 according to Myanmar National Qualifications Framework. But, most of the graduates of Co-operative University, Thanlyin in the survey are working at Level 2 skills (TVET) as the skilled-workers in their work place. Therefore, we need to harmonize, affiliate and mutual recognize in TVET sector to get the national recognition skills certificate and help graduates' employability and their works as well as higher education level 6 skills. In addition, University leaders/ planners need to design work-based curriculum to provide level 3, 4 skills according to Skills Level by Myanmar National Qualifications Framework (MNQF) to improve employability skills after four years study in the University. Also, the significance of harmonizing standards, increasing transparency, improving qualifications, enhancing quality assurance, and facilitating mutual recognition of qualifications across national boundaries is increasingly important in the upcoming ASEAN Community.

### **National TVET Qualifications Framework**

A qualifications framework is to provide employers with information about the competencies of their potential employees to better understand qualifications (diplomas, certifications, or recognition of learning and skills). Frameworks are also intended to explain how qualifications relate to those of other systems for recognition purpose. For example the Myanmar National Skills Qualifications Framework has the following 4 levels:

**Table 11      Skills Level by Myanmar National Qualifications Framework (MNQF)**

Qualification	Job Level	Skills, Knowledge & Ability
Certificate 1	Semi-skilled worker	Understands safety requirements Has basic practical skills and operational knowledge Can carry out routine tasks given clear direction Can receive and pass on information Can access and record information Takes limited responsibility
Certificate 2	Skilled worker	Has practical skills and operational knowledge in a range of tasks Can carry out skilled tasks Takes limited responsibility for output of self
Certificate 3	Advanced skilled worker	Has some theoretical knowledge in relevant occupation Has a range of well-developed skills Can apply solutions to routine problems Can interpret available information Can take responsibility for output of others
Certificate 4	Supervisor	Has a broad knowledge base, and can apply some theoretical concepts Can identify and apply skills and knowledge Can identify, analyze and evaluate information Understands and responsibility for quality, safety and environmental issues

Source: NSSA Office

#### 4. Conclusion

This research revealed insight information of the Co-operative Graduates' employment opportunities. As a result, this study shows that University education is the invaluable thing. It can't appreciate with anything. The role of education has a major contribution to graduates' employment opportunities. Therefore, the role of the educator and curriculum planners and university leaders are very important to help graduates' employability. Work-based curriculum and syllabus can support a graduate employability and

meet the needs of skillful labors for the labor market that enable the development of workforce skills of the nation.

Firstly, there are employment opportunities for the majority of co-operative graduates on co-operative sector as the first rank. Secondly, private sector is as the second rank, which is followed by self-employed workers. Thirdly, there is a strong relation between the two variables of employment opportunity and the respondents' academic achievement especially GPA, Subject Matter Expert, and Curriculum Support (Applicability of Knowledge) on Job. Finally, most of the graduates of Co-operative University, Thanlyin in the survey are working at Level 2 as skilled workers.

The research found that the importance of interpersonal skills, proficiency in English and accounting, management, ICT, and economic subjects are related in getting their job. This information can be used by curriculum developers to incorporate these skills into course content. It can indicate a need for greater linkages with the industrial sector to make programmes more relevant to the manufacturing industry.

## **5. Recommendations**

Overall, the study suggested that work-based curriculum should be reviewed and redesigned properly for students to help the graduates' employability; to meet the requirements of labour market; to contribute to Myanmar workforce development by their skills and knowledge to officials concerned. Since most of the graduates of Co-operative University, Thanlyin in the survey are working at Level 2 as skilled workers, we need to provide valuable experience to pick up additional skills (level 3 and level 4) and awareness of that type of work from Co-operative University, Thanlyin. We have to emphasize frequently that employers, students and graduates saw placements/ internships and work experience as particularly effective modes to enhance graduate employability. We need to implement an effective management system in designing need-based curriculum to cultivate advanced skilled workers and supervisors who can access to work. We need to consider the importance of interpersonal skills, proficiency in English and accounting, management, ICT, and economic subjects that are related with getting their job. Therefore, this information could be used by university leaders and curriculum planners for the incorporation with stakeholders to increase the university reputation and to be regionally and internationally recognized as a Quality Assurance University.

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