

Assessing Employability and Career Pathways of Business Graduates: Evidence from Tracer Study at Pokhara University, Nepal

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Abstract

The purpose of this study was to investigate the post-graduation experiences of the business graduates of the School of Business at Pokhara University, Nepal, focusing on the employment situation, continuation in further education and attitudes to the success of their academic programmes in preparing them for the labour market. Following human capital theory, the study used descriptive cross-sectional approach. A total of 181 business graduates selected using stratified random sampling were surveyed through a structured questionnaire. The questionnaire developed by the University Grants Commission, Nepal was adapted for the survey and the data was analyzed using IBM SPSS-26. The majority of the sample were employed and a significant number were engaged in further studies. The majority of the working graduates had obtained jobs within six months of their graduation and the private sector was the primary area of employment, with the full-time employment being more prevalent. Students who had completed their postgraduate have better employment than those who had completed undergraduate only. Overall, the feedback on the soft skills acquired during their education was favorable. Their experiences towards practical aspects of their education, however, were comparatively low. The findings suggest to revise the curriculum, increase internships, invest in infrastructure and enhance the career-counselling service.

Keywords: graduate employability; tracer study; human capital theory; business education; labour-market alignment

Introduction

The growth of higher education has far outstripped growth in graduate-level employment, leaving some educated people unable to find employment that is

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commensurate with their qualifications and education; and employers report that they are not able to find workers with the necessary skills. This misalignment is the grounds for more fundamental concerns about the efficiency of the labour market, the competitiveness of the economy, and the prospect for social mobility, as well as the continued relevance of higher education to its goals. Inability to find a job in the field of study affects both private and social returns to education. The problems are especially stark in emerging economies, where the costs of university education are high, formal jobs are scarce and young people are heavily impacted by the mismatch between education and jobs.

The role of higher education institutions (HEIs) in equipping students for employment in the competitive and constantly evolving job market is of utmost importance (Dai & Pham, 2024; Khalid et al., 2025; Sulistiawan, 2025). Employability skills, namely thinking skills, adaptability skills, and teamwork skills, are now more important than subject knowledge for employers, as technology advances and the world becomes increasingly economically integrated (Tushar & Sooraksa, 2023). Accordingly, employability of graduates in both developed and developing settings has become a key issue for students, universities, employers and policy makers (Calvo & Garcia, 2021).

There is no one agreed definition of what employability means, however, this is consistent with the shared concern. According to human capital theory (Becker, 1962), education and training are investments in productivity and earning. Further, Fugate et al. (2004) identified education and experience as the main factors determining career success. Signalling and credentialist views, on the other hand, emphasize that educational credentials are more likely to represent evidence of current ability than to actually provide a source of ability (Spence, 1973). In this view, the only reason to put a lot of value in degrees is the information they convey to employers about the graduates. Another angle, known as employability-capital theory, tries to synthesize these approaches, arguing that graduate outcomes are a product of the interplay between human, social and identity-capitals (Tomlinson, 2017). These interpretations are not just 'theoretical' because each carry over, and with it, different suggestions for enhancing graduate employment outcomes.

Whatever it means, a long-standing problem is that many university graduates do not reach their full potential in relation to the skills demanded by employers. A factor is the attitude of institutions towards teaching and learning. Disciplinary knowledge is more emphasized on the university or business school while comparatively less importance is given to practical skills development (Amoroso & Burke, 2018). This leaves a disconnect between the curriculum and expectation in the workplace, for students,

employers, and the system of education as a whole (Hossain et al., 2020). To fill this gap, the applied learning methods such as internships and work placements, and other forms of experiential learning, must be strengthened (Thomas & Ambrosini, 2021).

The transition from education to work is an issue of concern and has been the subject of graduate tracer studies for some time. These studies follow graduates following graduation to find out about their work, career progression, salary, job satisfaction, and their own sense of relevance of their degrees (Tight, 2023). In Europe, for example, large-scale projects like CHEERS have used tracer data to evaluate VET provision, identify VET skill gaps and inform curriculum reform, and similar studies have been conducted in Africa and Asia (Dzomeku et al., 2024). They have also contributed to institutional accountability and quality assurance processes (Patulin et al., 2024). In all of these studies there is a common theme: poor alignment between education and employment; with a lack of skills, practical and transferable skills, generally being cited as the weakest point. Similar trends are observed in tracer studies in Nepal. They have been emphasized by Shrestha (2021) as a tool to reinforce technical and vocational education. Paudel et al. (2021) explored the socio-economic determinants of graduates' employment. Gurung et al. (2023) found that there is a lack of skills among business graduates, including soft skills and minimal practical exposure or training, among other factors. Likewise, Sharma (2023) reports high unemployment rate amongst engineering graduates which is mainly attributed to inadequate practical training and lack of job readiness. The challenges are also influenced by wider structural conditions in the economy such as the high proportion of people working in the informal sector, the low availability of formal jobs and the continued migration of labour to other countries (ILO, 2015; UGC, 2024). In general, the studies indicate an enduring gap between the input and output of education in Nepal and the demand from the labour market. However, the areas of weakness (which skills are less effective, which programmes are less effective, which groups of students are most affected, etc) are not clearly identified. It seems to be more a question of access to higher education rather than a question of how much employable skills can be gained even from higher education within the prevailing labour market conditions. This study therefore focuses on investigating the current employment status and further educational aspirations of graduates, assessing the quality of the education they have received and how this affects on their personal and professional development, looking for gender, ethnic and other socio-demographic differences in personal development and employment outcomes, and pinpointing key factors that need to be addressed to improve the quality of the education.

Methods

The study employed descriptive cross-sectional design to explore the graduates' opinions of the match between their education and skills and the requirements of the workplace. Students who were confirmed to have graduated from the BBA, BBA-BI and MBA programmes in 2023 were considered as the study population. Stratified random sampling method was used to ensure the appropriate representation at programme level. The sample included 181 graduates based on Cochran's formula for a finite population at 95% confidence and 5% Margin of Error with 5% non-response allowance. A structured questionnaire developed by the University Grants Commission, Nepal was used to collect data. The questionnaire obtained data on demographic variables, job roles, employment status, income, satisfaction with the skills acquired and perceptions of relevance of the curriculum to the labour market. The survey was conducted online via Google Forms for graduates who were not local and paper for those who were local. Follow-up reminders were sent after 2 weeks to enhance the response rate, and faculty members and administrative staff assisted during the data collection process. The study was carried out under the supervision of the Graduate Tracer Study Committee in the period March-June 2025. The data was analyzed with descriptive statistics with the aid of IBM SPSS-26. The responses for the items on a Likert scale were summarised using average scores on a five-point scale from "Strongly disagree" to "Strongly agree. All the participants were given written information about the purpose of the study, their voluntary participation and their right to refuse or withdraw at any time. The confidentiality and anonymity of the participants were guaranteed by assigning codes to the participants rather than their names.

Results

Graduates' Characteristics

The sample comprised 59.7% female and 40.3% male graduates (Table 1). The ethnic composition was predominantly Brahmin and Chhetri (75.7%), followed by Janajati, Madhesi, Dalit, and Others. Regarding parental education, the largest group (44.2%) had completed secondary education, followed by tertiary (27.6%), basic (22.7%). Finance was the most common specialisation (50.8%), followed by marketing (21.5%). More than 80% of graduates earned a GPA of 3.00 or above, which demonstrates good grades. The most represented the MBA Full-Time programme.

Table 1*Graduates' Socio-demographic and Academic Profile*

Baseline Characteristics	N	Percent	Baseline Characteristics	N	Percent
Gender			Area of specialization		
Male	73	40.3	Accounting	11	6.1
Female	108	59.7	Finance	92	50.8
Ethnicity			General Management	17	9.4
Brahmin & Chhetri	137	75.7	Marketing	39	21.5
Janajati	35	19.3	Banking & Insurance	22	12.2
Madhesi	2	1.1	Grade point average		
Dalit	5	2.8	3.60 - 4.00	69	38.1
Others	2	1.1	3.00 - 3.59	78	43.1
Parents' education level			2.00 - 2.99	34	18.8
Not formally educated	10	5.5	Programme completed		
Basic education	41	22.7	MBA FT	82	45.3
Secondary education	80	44.2	MBA JH	27	14.9
Tertiary education	50	27.6	BBA	49	27.1
			BBA-BI	23	12.7

Note. N = 181. Basic education includes class 1-8. Secondary education includes class 9-12. Tertiary education includes bachelor's and above. FT means full time. JH means job holder.

Employment Status and the Recruitment Source

The majority of graduates (59.2%) were employed, 23.2% were engaged in further study, and 17.6% remained unengaged in either employment or education (Table 2).

Table 2*Employment Status and the Recruitment Source*

Baseline	Percent	Baseline	Percent
Employment Status		Recruitment Source	
Employed	59.2	Direct Application	38.1
Further Study	23.2	Personal Network/referrals	26.3
Unengaged	17.6	Online job portals	21.5
Duration Until Employment		Social media	10.3
Less than 6 months	58.9	College career services/job fair	1.9
6 to 12 months	23.4	Job referrals from faculty	1.9
More than 12 months	17.7		

This indicates a clear trend towards employment, with a smaller segment continuing into further education. Of the 107 graduates who were employed, most (58.9%, $n = 63$) were working within six months. Another 23.4% ($n = 25$) worked between six and twelve months and 17.7% ($n = 19$) more than twelve months. The distribution shows a fairly short transition period into employment. Direct application to companies in response to vacancy announcements was the most prevalent recruitment source (38.1%), followed by personal networks and referrals (26.3%) and online job portals (21.5%). Social media accounted for 10.3%, while college career services / job fairs and job referrals from faculty were the least used sources (1.9% each).

Type of Organisation, Employment and the Income

Of the 107 employed graduates, 86.9% ($n = 93$) worked in private-sector organisations and 13.1% ($n = 14$) in government or public-sector roles. Full-time positions dominated at 87.9% ($n = 94$), with the remaining 12.1% ($n = 13$) in part-time roles (Table 3).

Table 3

Distribution of Graduates by Type of Organisation, Employment and the Income

Category	Percent	Category	Percent
Type of organisation		Monthly Income (Rs)	
Government / Public	13.1	Below 20000	2.8
Private	86.9	20001- 40000	44.9
Type of employment		40001- 60000	30.8
Full-time	87.9	60001- 80000	8.4
Part-time	12.1	Above 80000	13.1

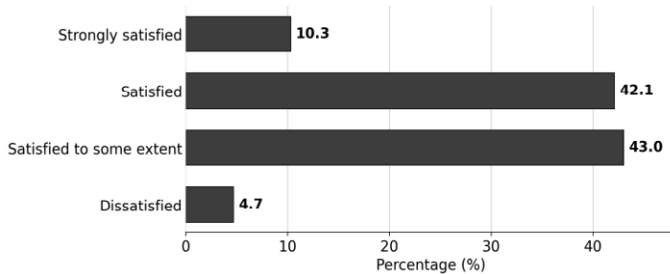
The salary for graduates is in the NPR 20,000-40,000 per month range, which is the most common income range, with 44.9% receiving this amount, followed by 30.8% earning NPR 40,001-60,000. A notable 13.1% earned above NPR 80,000, while smaller proportions earned NPR 60,001-80,000 (8.4%) and below NPR 20,000 (2.8%).

Current Job Satisfaction

The largest number of graduates expressed being satisfied to some extent (43.0%, $n = 46$) followed by those who were satisfied (42.1%, $n = 45$). A smaller proportion were very satisfied (10.3%, $n = 11$) and a minority were dissatisfied (4.7%, $n = 5$). The distribution is generally positive to neutral in terms of satisfaction (Figure 1).

Figure 1

Level of Current Job Satisfaction Among Graduates



Perceptions of Employment Appropriateness and Alignment with Degree

Regarding the appropriateness of employment relative to education level, 45.8% considered their work moderately appropriate, 22.4% slightly appropriate, and 20.6% very appropriate; smaller proportions found it not at all appropriate (7.5%) or completely appropriate (3.7%). On satisfaction with the alignment between area of employment and academic degree, the majority (54.2%) were satisfied and 37.4% satisfied to some extent, with minor proportions dissatisfied (4.7%) and at the strongly satisfied / strongly dissatisfied extremes (1.9% each).

Table 4

Perceptions of Employment Appropriateness and Alignment with Academic

Category	N	Percent
<i>Appropriateness to level of education</i>		
Not at all appropriate	8	7.5
Slightly appropriate	24	22.4
Moderately appropriate	49	45.8
Very appropriate	22	20.6
Completely appropriate	4	3.7
<i>Satisfaction with alignment to degree</i>		
Strongly satisfied	2	1.9
Satisfied	58	54.2
Satisfied to some extent	40	37.4
Dissatisfied	5	4.7
Strongly dissatisfied	2	1.9

Employment by Gender. Among male graduates, 61.6% (45 of 73) were employed, compared with 57.4% (62 of 108) of female graduates. The slightly higher male employment rate suggests broadly comparable outcomes, although females showed a marginally higher proportion of unemployment (Table 5).

Table 5

Distribution of Currently Employed Graduates by Gender

Gender	Employed (Yes)	Employed (No)	Total
Male	45 (61.6%)	28 (38.4%)	73 (100%)
Female	62 (57.4%)	46 (42.6%)	108 (100%)

Employment by Ethnicity. Brahmin and Chhetri graduates recorded an employment rate of 60.6% (83 of 137), with Janajati graduates close behind at 57.1% (20 of 35) and Dalit graduates at 60.0% (3 of 5). All Madhesi graduates (n = 2) reported being unemployed, and the others category was evenly split (50%). Although based on small sub-samples, the complete absence of employment among Madhesi graduates may indicate barriers warranting further attention (Table 6).

Table 6

Distribution of Currently Employed Graduates by Ethnicity

Ethnicity	Employed (Yes)	Employed (No)	Total
Brahmin & Chhetri	83 (60.6%)	54 (39.4%)	137 (100%)
Janajati	20 (57.1%)	15 (42.9%)	35 (100%)
Madhesi	0 (0.0%)	2 (100.0%)	2 (100%)
Dalit	3 (60.0%)	2 (40.0%)	5 (100%)
Others	1 (50.0%)	1 (50.0%)	2 (100%)

Employment Status by Level of Education

Among 109 Master's degree holders, 68.8% (n = 75) were employed, compared with 44.4% (32 of 72) of Bachelor's degree holders. This suggests a positive association between educational attainment and current employment status (Table 7).

Table 7*Employment Status of Graduates by Level of Education*

Level	Employed (Yes)	Employed (No)	Total
Master's	75 (68.8%)	34 (31.2%)	109 (100%)
Bachelor's	32 (44.4%)	40 (55.6%)	72 (100%)
Total	107	74	181

Employment Status by Programme

Employment rates varied by programme. The MBA Job Holder programme recorded the highest rate (81.5%, 22 of 27), followed by MBA Full-Time (64.6%, 53 of 82). The undergraduate programmes recorded lower rates: BBA at 44.9% (22 of 49) and BBA-BI at 43.5% (10 of 23), as shown in Table 8.

Table 8*Distribution of Employed Graduates by Programme*

Academic Programme	Employed (Yes)	Employed (No)	Total
MBA FT (Full Time)	53 (64.6%)	29 (35.4%)	82 (100%)
MBA JH (Job Holder)	22 (81.5%)	5 (18.5%)	27 (100%)
BBA	22 (44.9%)	27 (55.1%)	49 (100%)
BBA-BI	10 (43.5%)	13 (56.5%)	23 (100%)

Further Education: Preferences, Motivations, and Outcomes

Of all the graduates (108) who are currently pursuing or planning to go for higher education, Master's programmes were the most common (71.3%), followed by doctoral degrees (13.0%), MPhil (10.2%) and professional certifications (5.6%). For the majority (90.7%), the preference was to keep specialising in the same subject as the previous degree, and not to switch (Table 9).

Table 9*Graduate Preferences for Type and Field of Further Education*

Particulars	Category	Freq.	Percent
Type of programme	Master's degree	77	71.3
	MPhil	11	10.2
	Doctoral degree (PhD)	13	13
	Professional certification	6	5.6
Field of study	Same as previous degree	97	90.7
	Different	10	9.3

Of the 107 graduates who were engaged in further studies, 66.7% said that they had experienced advancement but only 39.8% said they had been promoted in other words, salary had risen. Although 90.7% were still in the same field, only 36.1% indicated an improvement in their employability skills, indicating inadequate real-world skills building. Of those who gave a reason for their attendance, 40.7% stated that they were interested in the topic personally and 16.7% said that their social or family expectations influenced attendance, with the rest of the reasons being far less significant (Table 10).

Table 10

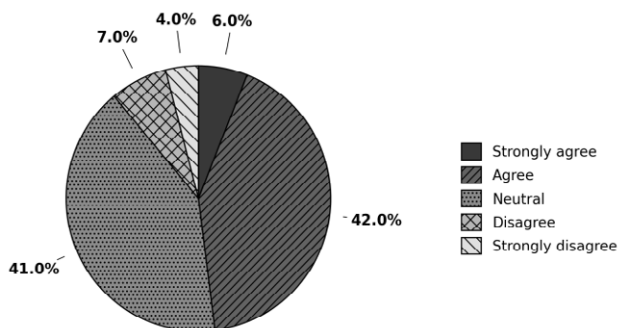
Graduate Motivations and Outcomes of Further Studies

Particulars	Category	Freq.	Percent
Career advancement / promotion	Yes	72	66.7
	No	35	33.3
Higher earning potential	Yes	43	39.8
	No	64	60.2
Personal interest in the subject	Yes	44	40.7
	No	63	59.3
Improving employability skills	Yes	39	36.1
	No	68	63.9
Social / family expectations	Yes	18	16.7
	No	89	83.3

On the adequacy of academic advice, 41.4% of graduates were neutral, 42.0% agreed, and 10.5% disagreed; notably, only 6% strongly agreed that the guidance was helpful. The low level of strong approval indicates that academic advising is an area requiring improvement to better support students in planning further studies (Figure 2).

Figure 2

Perception of Academic Advice Offered



Perceived Contribution of Education to Employability

The results of this question, based on a 5-point scale, indicate that 107 employed graduates rated skills development at 4.16 (highest), then field of study at 3.75, and then practical experience, e.g., internships, at 3.73. Courses that serve as foundational preparation (3.51) and academic outcomes (3.42) were rated as moderate, indicating potential for improvements in core academic preparation in Table 11.

Table 11***Perception Towards Contribution of Education to Employability***

Indicator	Mean	SD
Field of study	3.75	1.182
Foundational courses / specialisations	3.51	1.152
Academic results	3.42	1.091
Practical / work experience (internships)	3.73	1.293
Skills	4.16	1.074

On self-reported competencies, planning, organising, and coordinating received the highest rating (3.96), followed by cross-disciplinary knowledge (3.72) and understanding of complex systems (3.70). Field-specific theoretical knowledge scored the lowest (3.38), indicating an area for curricular strengthening (Table 12).

Table 12***Perception Towards Self-Reported Competencies of Employed Graduates***

Indicator	Mean	SD
Enhanced academic knowledge	3.52	1.067
Cross-disciplinary knowledge	3.72	1.044
Field-specific theoretical knowledge	3.38	1.155
Understanding complex social, organisational and technical systems	3.70	1.039
Planning, organising and coordinating	3.96	0.999

Across professional and soft skills, working in teams was rated highest (4.28), followed by communication (4.23), leadership and time management (4.19 each), and learning abilities (4.18). Research skills and creativity (both 3.78) and computer skills (3.80) were

rated lower, with computer skills showing the greatest variability ($SD = 1.24$), pointing to a need to strengthen technical and research competencies (Table 13).

Table 13

Perception Towards Professional and Soft Skills Developed During the Study

Indicator	Mean	SD
Computer skills	3.8	1.24
Problem-solving ability	4.02	1.028
Learning abilities	4.18	0.909
Research skills	3.78	1.119
Communication skills	4.23	0.917
Information technology skills	3.82	1.089
Negotiating skills	3.82	1.044
Creativity	3.78	1.067
Working under pressure	4.08	1.001
Time management skills	4.19	0.892
Working independently	4.08	1.001
Working in teams	4.28	0.93
Leadership skills	4.19	0.982

Personal and interpersonal competencies were generally strong. Taking responsibility received the highest rating (4.17), followed by loyalty and integrity (4.13) and adaptability (4.04). Initiative (3.81) and tolerance of differing views (3.80) scored slightly lower, identifying areas for development (Table 14).

Table 14

Perception Towards Personal and Interpersonal Competencies of Employed Graduates

Indicator	Mean	SD
Initiative	3.81	0.943
Adaptability	4.04	0.941
Assertiveness, decisiveness, and persistence	3.86	0.895
Taking responsibilities	4.17	0.874
Loyalty, integrity	4.13	0.912
Critical thinking	3.92	0.923
Getting personally involved	3.89	0.894
Tolerance, appreciation of different points of view	3.8	0.936

On academic experience and institutional facilities (rated by all 181 graduates), teacher-student relationships received the highest rating (3.81), followed by teaching quality (3.64) and the learning environment (3.61). Lower ratings were recorded for technical equipment (3.26), internship provision (3.31), extracurricular and sports facilities (3.07), and lab facilities (2.98) the lowest-rated item highlighting weaknesses in practical exposure and infrastructure (Table 15).

Table 15

Perception Towards Academic Experience and Institutional Facilities

Indicator	Mean	SD
Relevance of the programme to professional (job) requirements	3.43	0.92
Opportunity to choose courses and areas of specialisation	3.6	0.988
Teaching and learning environment	3.61	0.891
Teaching quality / delivery quality of teachers	3.64	0.925
Teacher-student relationship	3.81	0.914
Extracurricular activities / sports facilities	3.07	1.183
Provision of work placements and internships	3.31	1.018
Lab facility	2.98	1.152
Support for problem-solving ability	3.39	0.904
Library facilities	3.59	1.005
Supply of teaching and learning materials	3.5	1.003
Other technical equipment (computer labs, multimedia, etc.)	3.26	1.082

Discussion

This study explored the employment status, further education patterns and alignment of education to employment of business graduates of the School of Business, Pokhara University. In line with the finding of National Association of Colleges and Employers (2024), this study found majority of graduates had secured employment shortly after graduation, but employment rates were lower than expected in most high-income countries. Employment was different across the levels of qualification, with higher qualification levels being more likely to achieve good employment outcomes. The graduates demonstrated high levels of confidence in soft and interpersonal skills but low levels of confidence in technical, research and practical skills. Similarly, institutional support and infrastructure are found weak. Though the study endorsed the human capital theory, the results of the patterns indicate a need for a more nuanced interpretation.

The demographic and academic attributes of the cohort suggest that there are a high performing group of students, with a limited range of specialisations. These qualities

would normally be predicted to improve labour market performance from a human capital standpoint. Although the majority of students went into work within a few months of leaving school, the overall employment rate is still relatively low when compared to international standards. This indicates that in the Nepali context, high academic achievement does not predict labour market success.

There is a clear link between the qualification and employment. The work-integrated programme seems to provide an added benefit by combining study with work experience. This relationship should be understood with caution, though, as this type of programme tends to have students who already have work experience, so this could have had a role in the students' performance. The situation is less impressive for undergraduate programmes, which perform less well and, in some cases, might need more focus with regard to the curriculum and exposure to practice. Previous studies also indicate that in some instances, further qualifications do not have proportional positive effects on earnings or skill development, but are linked to career advancement in other instances. This suggests that the benefit of post-graduate studies might not be so much in financial gain as in promotion to a new phase of life. The findings also indicate that benefits from higher education vary across fields of study, type of institution and labour market conditions (Minaya et al., 2024; OECD, 2025).

The pattern of job search reveals a strong dependence on formal system. The role of career services and faculty support seems to be very minor in assisting graduates to find employment which suggests low institutional relationship with employers (Topa, 2011). Graduates were more confident about soft skills like teamwork, communication and leadership, compared to the hard skills. They, however, expressed less confidence in their technical, research and subject-specific skills, and in the match between the curriculum and job demands. The trend is in line with the concern of higher theoretical emphasis than the development of practical skills in business education (Amoroso & Burke, 2018; Gurung et al., 2023; Hossain et al., 2020; Sharma, 2023). The perception of graduates on their competencies in soft skills, however, should be taken with a pinch of salt as their opinions may not necessarily align with employers (Succi & Canovi, 2020; World Economic Forum, 2023). The employment gap between the groups is seen, but it is not substantial. This indicates that the higher education might diminish the gender disparities in employment. Small number of participants in subset ethnicity made difficult to interpret the related findings.

Graduates are found not very satisfied with institutional support services, specifically regarding academic advise, infrastructure and internship opportunities. There was a positive appraisal of some practical experience, but a negative appraisal of overall

support systems. The findings indicate the need to increase industry participation, provide more hands-on training experiences, and develop and establish more effective institutional support systems. Similarly, the more internships are required if they are good, part of the curriculum, and available for all students (Jackson & Dean, 2023).

Conclusion

The results this study show that the majority of the business graduates of Pokhara University quickly move into employment, but that the employment rate is not as high as in more developed labour markets. It is concluded that higher level educational attainments are associated with improved employment opportunities. Similarly, graduates of work-integrated programmes demonstrate comparatively stronger employment outcomes than graduates of programmes lacking such experiences. The advantages of continued education, though, are not always consistent; some people may see a rise in pay, but not necessarily advancement in the career. The study also reveals that the graduates believe that they are good in soft skills like communication, team work and leadership while they feel less prepared in technical, research and practical skills. This indicates a continuing need to bridge the divide between school and workplace. In addition, there are the support systems in the institution, such as career services, internships and infrastructure, which are mentioned as areas for improvement. The results indicate that academic institutions play a role in creating employability but the impact occurs within the context of the programme, the labour market and practical exposure. The findings underscore the need for more robust application learning, greater industry connections, and the more relevant curriculum to better prepare graduates for the workforce. Meanwhile, variations by programme and by graduate characteristics suggest that employability outcomes are not consistent and are influenced by a range of education and structural factors. Finally, enhancing graduate employability in this context should not be limited to increases in academic knowledge, but should also include greater emphasis on the practical application of knowledge, on work experience and on institutional supports.

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