



# **The study on “Recruitment of Graduates into the Public Service, and their contribution to the Productivity vis-a-vis their job satisfaction”**



**December 2013**

**NHRDC**

**(National Human Resource Development Council of Sri Lanka)**

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**\*\*\***

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**Project Title:** The study on “Recruitment of Graduates into the Public Service, and their contribution to the Productivity vis-a-vis their job satisfaction”

**Date:** December 2013

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# Executive Summary

## Introduction:

The demand for employment opportunities from the quarters of the graduates passing out from the local universities in particular has risen over time. The growth in their job demand is so much the finding of immediate solution therefore is difficult and thereby becoming an imperative subject in all government ministries and other government agencies besides being a critical social issue attracting much debate.

The demand for Govt job is mainly attributed to its job security, increase pay, pension rights and social status attached thereto. Another important aspect is the misalignment between the qualification and the job requirement which makes a graduate finding it difficult to adjust to the private sector jobs where the demand of the latter is high in terms of job skills [including language skills], competency, attitude and above all the effectiveness on the part of the job aspirant.

Analysis of the situation presents that the graduate is ill-equipped for employment despite being graduated in diverse discipline immediately after graduation. Attitude of university pass-outs requires adjustment and/or realignment to make it positive where the financial drawback at this stage prevent the acquisition IT skills, language skills, technical skills and such requisites make the graduate a poor candidate in the eyes of the private sector. Often the graduate does not have the awareness in regard to his career growth. The conventional universities have continuously produced graduates as opposed to the need of the job market making an imbalance between the education system and its final product demanded by the economic sector thus making these two vital sectors of the country distant partners.

All stakeholders in the development process be it Government, private sector or nongovernmental organization [ NGOs] as long as they perform for the development of the country they need educated work force. Therefore development of graduate in order for him to be an able member of the work force becomes a primary national responsibility.

It is with this end in mind this paper is presented to enable policy makers to address the issue in the proper perspective and the importance which is deemed necessary. NHRDC a governmental premier institution, therefore is tasked with the responsibility to study the issue namely

**“Recruitment of graduates in public sector and their contribution towards national productivity vis- a- vis their job satisfaction”.**

## **Research Questions:**

1. What factors affect the job dissatisfaction among graduates recruited by the recent schemes?
2. What are the best practices to increase graduates' job satisfaction and institutional productivity?

## **Study Objectives:**

1. Identification of the inter-relationship between the job preferences, placements, and satisfaction of graduates who have been recruited under the graduate schemes.
2. Ascertain factors affecting the efficiency and the effectiveness of the public service

## **Methodology and Study Design:**

A quantitative structural postal questionnaire was used to collect data from 610 graduate trainees in selected six key ministries; ie

1. Ministry of Public Administration and Home Affairs,
2. Ministry of Disaster Management,
3. Ministry of Social Services,
4. Ministry of Child Development and Women Affairs,
5. Ministry of Productivity Promotions, and
6. Ministry of Economic Development.

Furthermore qualitative focus group discussions were conducted with graduate trainees, Government officials, and senior public sector officers regarding this topic (this included key stake holders such as Trade Unions and Head of Departments as well.)

## **Study Findings:**

The study touches the ways to develop the graduate in an environment of human capital development and links the job satisfaction and the productivity as twin brothers as one should understand the two concepts of productivity and job satisfaction. Appropriate job recruitment practice, preparation of job aspirant to find a proper fit between the job requirement of the organization and the skills and abilities of the candidate. The required training which before and

after recruitment is also suggested. This is to be achieved in line with career development path acceptable in human resource management environment. The job satisfaction, job description, list of duties and responsibilities, effectiveness in work all are being focal points in the study.

## **Outline of Report**

1. **Section One:** Background of the problem
2. **Section Two:** Ongoing policy and the analysis of disadvantages and advantages
3. **Section Three:** Literature detailing the factors influencing important aspects of the problem such as job satisfaction, recruitment, preference, job education fit, institute productivity, management, and employer
4. **Section Four:** The study description, justification of the study, research objectives, research Methodology
5. **Section Five:** The result of the survey and conclusion of the findings.
6. **Section Six:** This final chapter is devoted to the suggested policies giving solutions
7. **Reference List**
8. **Appendix** with Statistical Output from analysis

# 1 Background of the Study

## 1.1. National Human Resource Development Council of Sri Lanka

The NHRDC is established in accordance with The National Human Resources Development Council - Act No 18 of 1997. The Council commenced its operations under the Ministry of Science and Technology and then Ministry of Vocational and Technical Training. Currently it functions under the purview of the Ministry of Youth Affairs and Skills Development.

The Act No. 18 of 1997 provides the Council with a broad based mandate in human resources development in Sri Lanka consisting the following as set out in section 14(1);

- i. To advise the Minister on national human resources policy in all its aspects including the rationalization and coordination of sectors of human resources development concerning or related to;
  - a. employment, training and education
  - b. the application of science and technology
  - c. the enhancement of the quality of life
  - d. designing of social protection for disadvantaged groups of persons
  - e. maintaining entitlements with economic reforms
- ii. To make recommendations to the Minister, on plans and programs on human resources development, in accordance with the national policy, for submission to the Government;
- iii. To receive and examine, periodically, the national human resources development policy, plans and programs in operation and where necessary, to recommend to the Minister, changes in such policy, plans and programs;
- iv. To monitor the implementation of human resources development plans and programs approved by the Government;
- v. To implement and project related to any subject referred to in schedule to this Act, provided that, where such project relates to a subject which has been assigned to any other Minister, implementation shall be with the concurrence of that other Minister; and
- vi. To do all such other acts which in the opinion of the Council are necessary for, or conducive or incidental to, human resources development in accordance with the national objectives.
- vii.



## **1.2. Coordination functions of the Council**

The Act No. 18 of 1997 requires the Council, in discharge of its mandate, to have special regard to the subjects referred to in the Schedule given under section 14 (1)(v) of the Act. The Council shall work in consultation with the relevant department or Institutions of the Ministry to which such subject has been assigned. The subjects referred to in the Schedule to the Act are;

- |              |                          |
|--------------|--------------------------|
| ❖ Governance | * Science and technology |
| ❖ Education  | * Entitlements           |
| ❖ Employment | * Population             |

### **Our Vision**

“A nation of visionary and skilled human capital”

### **Our Mission**

“Promote and facilitate the development and implementation of effective policies and strategies, on human capital and thereby contribute to making Sri Lanka the wonder of Asia”.

### **Our Goals**

1. Up-dated paradigms and broadened mindsets
2. Zero skills gap and unemployment in the country
3. Improved accepting of the responsibility towards human
4. Capital product
5. Improved proper coordination among various players
6. Well-developed MIS and LMIS to support the national level
7. Human capital related decisions
8. Well-developed National Human Capital Development
9. Plan and effective and efficient implementation through relevant agencies
10. Effective entrepreneur development and appreciation system
11. Improved foreign exchanges earning through exporting more skilled employees

### **1.3. Introduction of the Project**

The Act No. 18 of 1997 provides the Council with a broad based mandate in human resources development in Sri Lanka consisting with five trust areas. Out of those five areas the area of employment, training and education is the focus of the current project. Education is one of most valuable areas of the human resource development in Sri Lanka. University education is more than the next level in the learning process; it is a critical component of human development worldwide. It provides not only the high-level skills necessary for every labor market but also the training needs for the employees according to their designations. Due to various social, economic and political factors there is a shortage of jobs for graduates in Sri Lanka.

### **1.4 Problem Statement (Experience of present graduate trainees)**

When viewed against the second Millennium Development Goals [MDG] Sri Lankan experience in primary education is second to none in developing world. This would no doubt be a case study for the rest of the world. Also Sri Lanka now enjoys 3.9% unemployment which reading is superior to that of the other developing countries.

However the issue of the graduates passing out from our universities the experience is not the same. This is a recurring issue for last three decades with no proper solution. This situation has led to the graduate becoming weak, socially non-acceptable, politically dependent for a job, and financially non-supported social being. The situation has further aggravated due to the addition of new universities and graduates passed-out from foreign and/or foreign affiliated universities and institution with degrees. Thinking of a local graduate is always the same in that he expects the Government to find him a job. The very same thinking is shared by the parents too.

The Government in understanding the graduate and his parents deployed the graduate as trainees in the public sector through ad-hoc schemes. This points to a need for properly devised appropriate scheme with the participation all the stake holders. Added to the issue in hand is the lack of job satisfaction of graduates who have now joined the Government under different schemes and also their contribution to the productivity being low requires closer and serious study. The schemes were also to be blamed for lack of coherence and depth of study.

Graduate when unemployed joins the pressure group which at times is able to attract the attention of the Govt. Such recruitment under different scheme in fact became welfare schemes.

The graduate which came under ‘welfare scheme’ had lot to complain about. The lack of job satisfaction, non-congenial work condition, misalignment with the requirement of job, absence of job description and list of duties being among the factors which made the graduate frustrated. This ground scenario brought NHRDC to undertake a comprehensive study so that its finding policy recommendation reaches the planners’ table for implementation and also to find a long term solution for low productivity of the graduate.

### 1.5. Educational System and its impact on the situation

Tale 1.1 University Education

<b>University Education</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
Number of Universities	15	15	15	15
Number of University Students (Undergraduates)	68,768	70,477	74,440	70,225
Institutes	17	17	17	17
Open University	2703	2921	3217	3073
Number of Graduates	10,904	12,818	14,915	15,418
Basic degree (Excluding external degree course)	13,655	13,042	16,686	9270
Post Graduate degree	6518	6330	5228	7889
New admissions for basic degree	20,840	21,547	22,016	**

Source: Department of Census and Statistics, Statistical data sheet Sri Lanka, 2013

The composition of a graduate is measures in line with technical competence, skills, knowledge, and ability, intellectual, motivational drivers within him and interpersonal communication skills, empathy and also the leadership qualities which are spoken of under level five leadership.

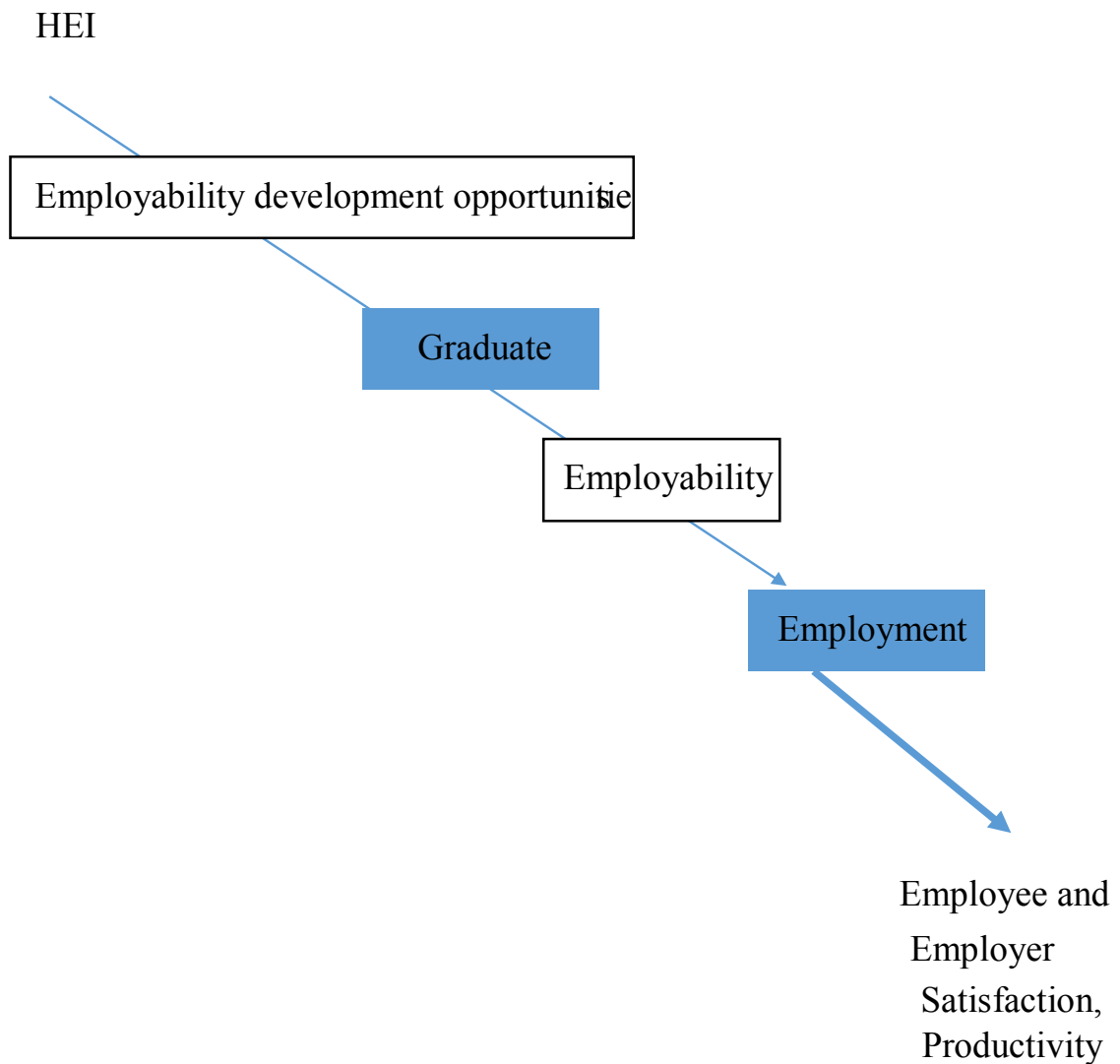
As shown in table 1.51 above the number of graduates were 15,418 in 2012. The table depicts the growing trend of graduates passing out from the local universities and of this only a smaller percentage was able to secure Government jobs. With this trend the secretariat specifically created for finding jobs for the graduate and in turn found a difficult job in its hands.

In Sri Lanka there are 15 public universities and 12 private universities ([www.mohe.gov.lk](http://www.mohe.gov.lk),2013). The state universities and certain private universities are under the purview of University Grant Commission (UGC). These universities offer twin programs a] internal degree and b] external degree programs.

In the universities, medicine, engineering, law, agriculture, science and management faculties guide their students towards typical professional objectives and facilitate some international links and support. But students of humanities and social sciences receive less professional training and thus unemployment rate is high among the arts graduates (University Grant Commission, 2004). The same is experienced by the management and commerce graduate (Wickramarachchi, 2008). These degrees as designed under colonial days are not job oriented thus the employability of the arts graduate being at the lowest level.

Hence it is especially important to develop and add the employability to the arts graduate. Enhancing graduate employability skill is considered an important task of the Sri Lankan university community. The labour market needs and the employers` requirements for skills from graduates vary from employer to employer and country to country. The current changing business environment emphasizes the importance of education for employability, focusing on the development not only for skills but also for practical experience (Weligama, 2009).

There are several alternative models offered by researchers for understanding the players and their role in implementing employability skills into Higher Educational Institutes/HEI). All stake holders; the government; the university system administrator, employer and graduate themselves must be involved in this process to find skills required, as tools to improve the skills and a way to develop solutions and narrow skill gaps. Harvey (2002) presented the simplistic model of employability called `**the magic bullet model**`. According to his model shown in figure 1, the magic bullet `is that students are somehow given employability and employment as a result of their education (Weligama, 2009).



A higher number of arts students are graduated annually and due to the excess of graduates according to the country's requirement, the graduate unemployment problem exists (Ariyavansa, 2008). The government is not capable of producing jobs every year to all graduates. Since the vacancies are limited the graduates have to wait a considerable time to obtain a job from the government sector.

According to the existing education system of our country, the graduate who receives education for 3 - 4 years in the university does not gain necessary skill development for employment. At present, the task of the universities is not to provide such training. The universities primarily provide subject knowledge as done at present. Hence, the education that is provided in Sri Lanka lends no support when a graduate is searching for employment. Because the graduate who spend years in the university and is preparing himself to find employment using the degree

as tool eventually find his tool is of no use. At this point a situation ripens where the knowledge possessed by a graduate clashes with the actual scenario at work place.

The private sector however carries a bag of job vacancies where the requisite qualifications cannot be matched by the graduate. This fault is however is attributed to the prevalent inappropriate education system.

Though researches were done in relation to these issues, no meaningful efforts have been made to implement the recommendations within the university system of Sri Lanka or outside the university system. For these reasons, it is becoming a critical issue for the graduate who spent nearly 3 - 4 years in the university to find a job on the basis of the degree he possesses. Also there is no policy framework either in the Government or in private sector to address these issues. This is now developing into what can be termed as an 'alarming situation' within the university system and the work place.

## **1.6. Graduates schemes in Sri Lanka**

Through the 2004 and 2012 graduate schemes, the government fulfilled the employment needs of the public sector. Graduates are thankful and appreciated the support extended to them by the government as the government granted 51,420 graduates permanent employment in the state sector as development officers. This is the highest number of graduates recruited to the state sector by a government in Sri Lankan history. The graduate trainees who were recruited in 2012 received an allowance of Rs.10, 000 per month in their training period. Of the total recruited, 16,478 have been assigned to the Ministry of Economic Development to propel the apex project of the Government the "Divi Naguma" Development Project. Most of the graduates were recruited to divisional secretariat offices among the 25 districts of the country.

## 2. Ongoing Policy of Graduates' Recruitment to the Government

The general perception is that the public sector in Sri Lanka is overstaffed. NHREP has recognized that certain aspect of public sector employment needs careful attention of the policy maker. Therefore the National Human Resource and Employment Policy has emphasized that all government institutions shall undertake a participatory need analysis with a functional views. According to the National Human Resource and Employment policy of Sri Lanka, the public service shall only have a marginal impact on employment as a direct employer and that too is confined to few categories. The National Human Resource and Employment Policy for Sri Lanka states that the attraction of the public sector for the jobseekers is due to social status of the former and its job security. This may have fueled the demand for government employment from the university graduate.

In 2012, according to the government gazette the method of recruitment of graduates is as following:

<b>Criteria</b>	<b>Qualification Required</b>
Grade of recruitment	Grade III
Educational Qualifications	A degree from a university recognized by the University Grants Commission.
Professional Qualifications	Not Applicable
Experience	Not Applicable
Physical Fitness	Physical and mental fitness to serve anywhere in the country and to perform the duties of the post.
Employment Status	Present an affidavit/ oath to prove that he/she is an unemployed graduate and the Divisional Secretary of the Divisional Secretariat in which the candidate resides permanently shall certify the same.
Minimum Age Limit	21 years Maximum Age Limit: 35 Years

The candidates from whom applications are called by public notification shall be recruited on the basis of the marks obtained at a structured interview by a board appointed by the Director General, and no written examination or professional test is required.

### **3. Literature Review on Job Satisfaction**

Job satisfaction is considered a strong predictor of overall individual wellbeing as well as a good predictor of intentions or decisions of employee to leave a job, simply how an employee feel about his job and different aspects of his job, and the content with the rewards and experiments he gets out of his job, particularly in terms of intrinsic motivation (Scatt, 2004). It is the extent to which employee likes (satisfaction) or dislikes (dissatisfaction) of his jobs. According to Happok (1935), the job satisfaction is any combination of psychological and environmental circumstances that derives a person truthfully to say I am satisfied with my profession (Happok, 1935). According to the above approach, although job satisfaction is under the clout of many external factors, it remains something internal that has to do with the way factors influence feelings of satisfaction.

Job satisfaction is a worker`s perception of achievement and success on the job. It is generally directly combined with productivity as well as personal well-being. Job satisfaction means engaging in a job one enjoys, doing it well and being rewarded for one`s efforts. Enthusiasm and happiness with one`s work, can be considered as job satisfaction. The job satisfaction is the key entrant that leads to recognition, promotion, income and the sense of fulfillment (Kaliski, 2007). The job satisfaction refers to the attitude and feelings people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction. Negative and unfavorable attitudes towards the job indicates job dissatisfaction (Armstrong, 2006).

Job satisfaction usually connected with motivation. That is internal attitude; it could be measured by personal feeling of achievement through either quantitative or qualitative ways (Mullins, 2005). One of main influences of job satisfaction is its impact on efficiency and effectiveness of an organization. The importance of job satisfaction specially emerges to surface when the worker in job dissatisfaction such as lack of loyalty, increased absenteeism, and increased number of accidents decreased quality and quantity of work and much more. And also job satisfaction can be considered as a good indicator of employee effectiveness. High level of job satisfaction may be represented by as a good emotional and mental state of employees. Second, the behavior of workers depends on the level of job satisfaction, which will be a cause for functioning and activeness of organizations` business. A modified Christen (2005) model of job satisfaction is depicted in figure 2.



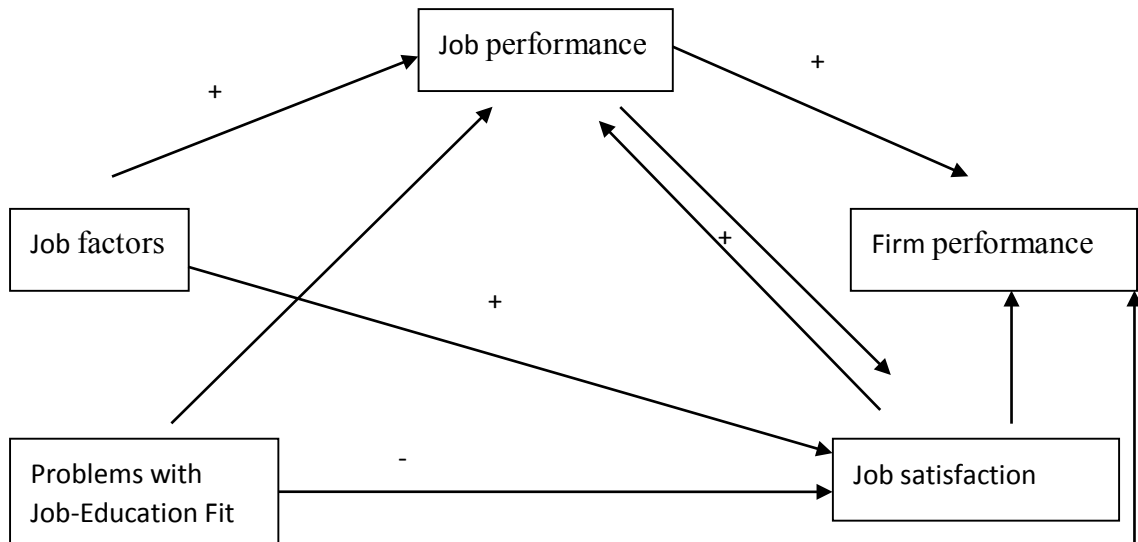


Figure 2, Model of Job Satisfaction, (modification of Christen et al., 2005)

### 3.1. Factors influencing job satisfaction

Job satisfaction is under influence of a series of factors such as **education employment mismatch, work environment, work autonomy, salary and benefits, promotions and carrier development, job security, health etc.** Lower job satisfaction can lead to greater employee turnover, absenteeism, tardiness, accidents, strikes, grievances, sabotage, low production, inefficiency, reduced motivation, decreased career growth, and many other negative consequences and an absence of positive consequences for the employer, employee, and the institution.

One influencing factor of job satisfaction is **education**. There is a link between education and satisfaction. The abilities, skills, attitudes and knowledge determine the worker`s professional competence, which can be lower or higher than those required in their current job. Low satisfaction can occur when there is a mismatch in terms of the competence in the job-worker pairing (respositorio.bib.upct.es, 2013). The educational mismatch is an important factor of quality in the job match (Clark et al., 1996). Overqualified workers generally obtain more wages than the ones in correctly matched workers in the same job position, but lower than those who, having the same educational attainment, found by a proper match in the labor market

(Albert, 2005). The more qualified or differently qualified workers expect different experiences in an organization thus leading to a mismatch and dissatisfaction.

The **work environment** influence one`s job satisfaction. The working conditions as a factor of Job satisfaction shows that employees prefer working conditions which are not dangerous and unpleasant (Robbins, 1998). The work place environment directly affects employee turnover rates or it increases the job satisfaction. Factors of company culture, management styles, hierarchies and human resources policies affect working environment.

The **personal respect for employees** at every level of organizations is a factor of positive work environment. Personal respect in an organization influence issues such as discrimination based on age, gender, or ethnic background, sexual harassment, the role of personal politics in work, work autonomy, and professionalism. When there is a lack of personal respect employees experience decreased satisfaction, quit jobs and increasing employee turnover and decrease productivity.

The companies that offer **personal and professional growth opportunities** for employees play into the overall work environment. When the organization gives the opportunities to learn new skills, take new responsibilities, achieve higher compensation and gain new positions, it increases job satisfaction. Some employees rarely prefer to remain in the same career for long. Most workers like to get opportunities to advance. Providing these opportunities can keep employee turnover low.

Different business owners and managers have different **management styles**. Managers can be collaborative, working alongside or as subordinates to accomplish tasks. Managers can be facilitative, stepping aside and making sure that employees always have the tools, materials and information they need to do their jobs. The best management style for any given situation depends on the nature of work being performed, and the needs and preferences of employees doing the work.

The **company culture** affects the work environment. The company culture includes elements such as the way in which conflicts are handled, the freedom to do new things and fail without consequences, predominate communication styles and other intangible details. (smallbusiness.chron.com, 2013)

Another one of the employee satisfaction factors is **employee`s autonomy**. The employee`s freedom is associated with the autonomy, which increase job satisfaction. If there is autonomy in an organization for employees it causes an increase in motivation and happiness, along with

decreasing employee turnover. However employee having too much autonomy causes failure of job. The successful autonomy can be seen in good cultured organizations.

**Wage and benefit** factor is another determinant of job satisfaction. There is a relationship between satisfaction and wages. Better paid workers have higher satisfaction level (Albert, 2005). In addition to salary and other benefits offered by organization increase job satisfaction. Pensions, adding money for employee fund, sick pay, paid vacation, profit sharing, and employer provided training/education and health insurance are considered as benefits offered by organization for their employees. These positively relate to job satisfaction. The **health care** is another factor of job satisfaction. Better organizations tend to provide the highest quality of health-care services to their employees. There is a positive relationship between **Job satisfaction and safety**. If there is not safety environment within the company that causes dissatisfaction. The satisfied worker will be careful and attentive always towards his job, and the chances accidents will be less. The job satisfaction also depends on the environment, salary, promotion, job security, financial and other material rewards or advantages of job ([www.eurofound.europa.eu](http://www.eurofound.europa.eu),2013). [When there is a suitable environment for work, satisfactory salary, opportunity for high promotion , high job security and other factors than the worker`s job satisfaction in an institution is high.](#)

### 3.2 Consequences of Job Satisfaction

High job satisfaction leads to improved **productivity, decreased labor turnover, improved attendance, reduces accidents and less unionization**. There is a statement that `A happy worker is a productive worker`. That means highly satisfied employees work in a productive manner in an organization. There is an inverse relationship between **Job satisfaction and absenteeism**. When the Job satisfaction is low the absenteeism is high and vice versa. The less satisfied employees tend to be absent from work due to avoidable reasons.

In addition, there are a number of other effects brought about by high Job satisfaction. Highly satisfied employees tend to have **better physical and mental health**, learn new job related tasks easily, and have less job stress and unrest. Such employees will become more cooperative such as helping customers. Such behavior will improve unit performance and organizational effectiveness. [Increased job satisfaction among the graduates will lead to increased institutional productivity and individual growth.](#)

### **3.3 Productivity**

Productivity is generally defined as a measure of amount of output generated per unit of input. The productivity as being concerned with the relationship between input and output does not cover issues that many people have in mind when they talk about public sector productivity. Many people think about public sector productivity by the general question of what value they receive from public services in return for the utilization of public funds (Paula, 2010). In many countries, public sector productivity has been assumed to be zero in the national accounts. The output of government sector has been measured as equal in value to the total inputs. The public sector productivity plays a vital role in the economic and social performance of a country because the public sector is the largest employer in all advanced economies. It is important to increase the public sector as part of an overall growth strategy (Martin et al, 2011). According to Thornhill, (2006) while the public sector is a major employer, a major provider of services in the economy—especially business services and social services, it is a consumer of a large percentage of government tax. Moreover, fluctuation of public sector productivity may have significant implications for the economy.

In the future, the public sector will have to face challenges to service delivery. That means the public sector finance will remain scarce as the competition for tax resources increase. However the need to accelerate productivity remains a policy recommendation and a key economic policy objective as economic growth and rising living standards depend on higher productivity. The less manpower and capital are available, the more productivity growth must be accelerated (Waller, 2006).

## **4. Justification of the study**

It is widely linked that the academic and professional qualifications of recently appointed graduate trainees along with their preference for jobs are mismatching with their appointed position. Therefore there is the need for a **better policy** when appointing graduates to government jobs. This research aims to investigate this topic so that decision makers can plan for better employment of graduate trainees in more productive and efficiency ways in the future.

In 2005, as a result of a government decision nearly 40,000 graduates obtained a government job under the graduate scheme recruitments. In 2012 in an identical recruitment drive, the government gave employment to over 50,000 unemployed graduates. There are many problems graduates' are facing concerning their job such as promotions, transfer system, workloads match and salary increments as result of this ill-conceived activity.

This study was conducted with the objectives of identifying the factors affecting job satisfaction of graduates, factors affecting their job preference and identifying employers' difficulties under the graduate scheme recruitments. According to the above objectives, the study attempts to find the factors of the gap between job satisfaction and job preference of graduates recruited under graduate scheme. This will be assisted for the future planning of policies related to the development of recruitments of graduates to the public service.

### **4.1. Research objectives**

#### **4.1.1 Main Objective**

To gain knowledge that will help suggesting recommendations for policy making to increase the efficiency and the effectiveness of the public service and the job satisfaction of graduates for introducing appropriate recruitment scheme/s for graduate in to the Government sector.

#### **4.1.2 Specific objectives**

1. Identification of the merits and demerits of the graduate schemes
2. Identification of the inter relationship between the job preferences and the placements of graduate who has been recruited under the schemes.

3. Ascertain factors affecting the efficiency and the effectiveness of the public service and the job satisfaction of the graduate employee.

#### **4.1.3 Study Area**

This survey has been conducted covering all graduates who were recruited by the SL Government in 2005 and 2012 across the country.

### **4.2. Research Methodology**

#### **4.2.1 Data and Methods**

A quantitative structural postal questionnaire was used to collect data. Furthermore qualitative focus group discussions were conducted with graduate trainees, officials, and senior public sector officers regarding this topic (this included key stake holders such as Trade Unions and Head of Departments.)

Secondary data was used to obtain background knowledge on the current situation pertaining to the issues of graduates' scheme recruitments in Sri Lanka. This was gathered by reviewing the above mentioned literature, and other statistical reports by the Department of Census and Statistics as well as journal articles, gazettes, and other relevant published work concerning issues of the graduates employees and recruitment procedures.

#### **4.2.2 Sample Selection**

A stratified random sampling of 2000 graduates have been selected as the sample. The sample was proportional to the amount recruited by the major recruitment ministries. The six key ministries were Ministry of Public Administration and Home Affairs, Ministry of Disaster Management, Ministry of Social Services, Ministry of Child Development and Women Affairs, Ministry of Productivity Promotions, and Ministry of Economic Development.

**Table 4.1 Sample Selection**

<b>Ministry</b>	<b>Graduates</b>		<b>Selected Sample</b>	
	<b>2005</b>	<b>2012</b>	<b>2005</b>	<b>2012</b>
Ministry of Economic Development	224	8999	41	1645
Ministry of Child Development and Women Affairs	406	474	85	87
Ministry of Disaster Management	0	60	0	12
Ministry of Youth Affairs and Skills Development	249	146	26	50
Ministry of Public Administration and Home Affairs	22	103	4	12
Ministry of Social Services	150	99	26	12
Total (2005 and 2012 Years)	1051	9881	182	1818
	<b>10093</b>		<b>2000</b>	

## 5. Results of the survey

This is the results obtained from the survey conducted by the mailed questionnaires to randomly selected graduates trainees. Having regards to the results through received responses to 610 in numbered structured questionnaires, focus group discussions and interviews this study has identified the factors affecting job satisfaction of the graduates in the government sector.

### 5.1. Background information

The table 5.1 represents information on the background of the sample. The majority of the respondents were males (73.0%) while the percentage of female was 27.0%. As shown in the table 5.1, 96.2% are Sinhalese, (2.5%) Tamils and (1.3%) Muslims can also be seen out of the entire sample. The place of work shows that 59.8 % are employed in the DS Offices, 36.9% are employed in respective Ministries and 3.0% are employed in the Departments. According to the survey data, 64.8% got their first appointment in the government sector. 79.5% got appointed near their villages. As shown in the table 90.1% respondents were graduates in art stream and 47.7 % of them have got external degrees. According to the data table most of them graduated from the University of Kelaniya. 52.3 % out of them were internal graduates qualified with the general degrees.

**Table 5.1. Background Information of the Respondents**

	<b>Per cent (%)</b>	<b>Number</b>
<b>Sex</b>	<b>Per cent (%)</b>	<b>N</b>
Male	73.0	445
Female	27.0	165
<b>Ethnicity</b>		
Sinhalese	96.2	587
Tamil	2.5	15
Muslim	1.3	8
<b>Place of Work</b>		
In the Ministry	36.9	225
In the Department	3.0	18
In the Divisional Secretariat Office	59.8	367
<b>First Appointment</b>		



Yes	65.4	399
No	34.6	211

### **Appoint in the living area**

Yes	79.5	485
No	20.5	125

### **Benefits from the appointed in the living area**

Easy to work	28.4	173
Easy to manage work lord	36.4	222
Increase work efficiency	6.2	38
To do quality work	15.1	92
To maximums the support to organization	4.4	27
We disliked but we had	3.8	23
Because of this matter, our efficiency is decreasing	5.7	35

### **Degree**

Arts	90.1	525
Management	7.2	44
Law	0.2	1
Education	0.2	1
B.Com	3.9	24
Science	2.5	15

### **Universities**

University of Colombo	6.9	42
University of Sri Jayawardana	17.7	108
University of Kelaniya	30.0	183
University of Peradeniya	24.4	149
University of Sabaragamuwa	4.1	25
University of Rajarata	2.0	12
Open University of Sri Lanka	0.2	1
University of Ruhuna	14.8	90

Internal	52.3	319
External	47.7	291

Special	35.2	215
General	64.8	395

<b>Total</b>	<b>100 (%)</b>	<b>610 (N)</b>
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Source: Survey data of NHRDC (2013)

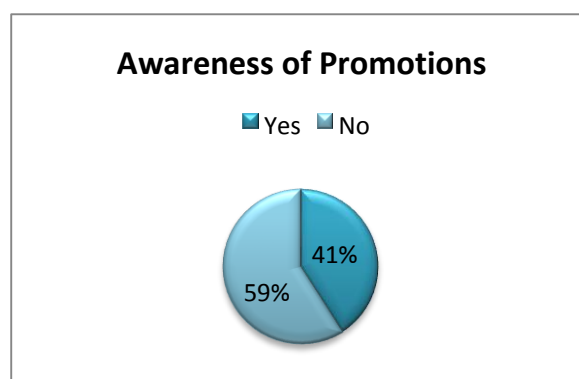
## 5.2. Job Environment

**Figure 5.1 Awareness of transfer system**



Source: Survey data of NHRDC (2013) (2013)

**Figure 5.2 Awareness of Promotions**



Source: Survey data of NHRDC

As shown in figure 5.1, 38% of respondents are not aware about their transfer system. As shown in figure 5.2, 41% are not aware about their promotions.

**Table 5.2 Trainings**

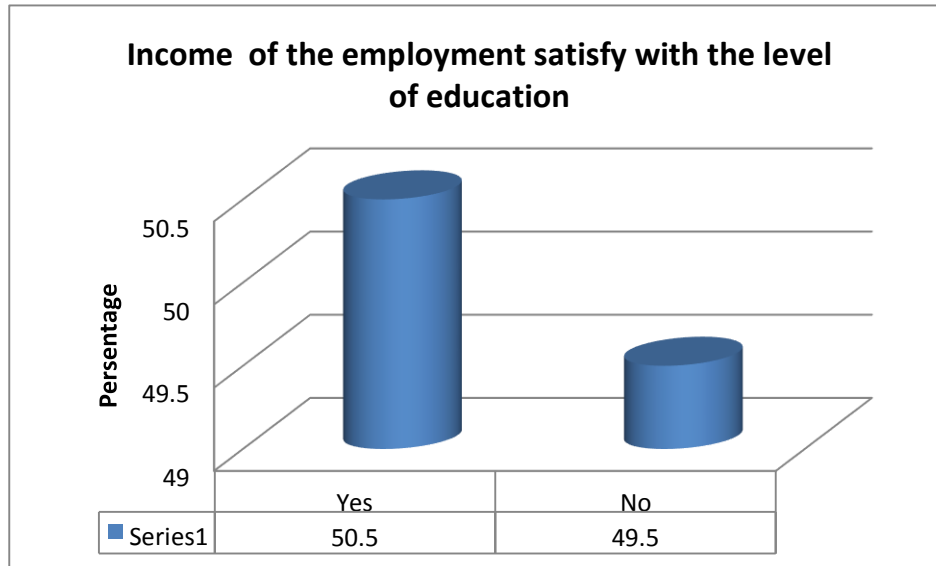
Trainings of the repondents	Pre cent (%)	Number
<b>Training</b>		
Yes	87.7	535
No	12.3	75
<b>Kind of training</b>		
Leadership	77.9	475
Induction	6.9	41
Subjective training	10.6	66
Identification of duties	4.6	28
<b>Work Related Training</b>		
Yes	74.4	454
No	25.6	156
<b>Total</b>	<b>100 (%)</b>	<b>610 (N)</b>

Source: Survey data of NHRDC (2013)

As shown in table No. 5.2, 87.7% of the respondents have got training after they were recruited into the public sector, 77.9% of the respondent graduates in 2012 graduates scheme received leadership training programs that covered leadership. Very small percentage of the respondents

indicated that the training focused on their duties in the public service. Most respondents said that the training was relevant to their work.

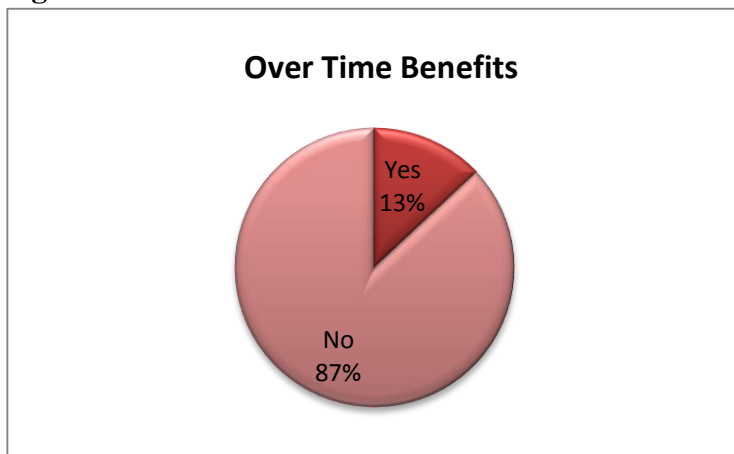
**Figure 5.3 Income level satisfy with the level of education**



Source: Survey data of NHRDC (2013)

As shown in the figure 5.3, 49.5 % of graduates are not satisfied with the income gained from the current employment as fitting their level of higher education.

**Figure 5.4 Overtime Benefits**



Source: Survey data of NHRDC (2013)

According to the figure No. 5.3 among the of respondents, 87% are not satisfied with their overtime benefits .

### 5.3. Recruitment procedures

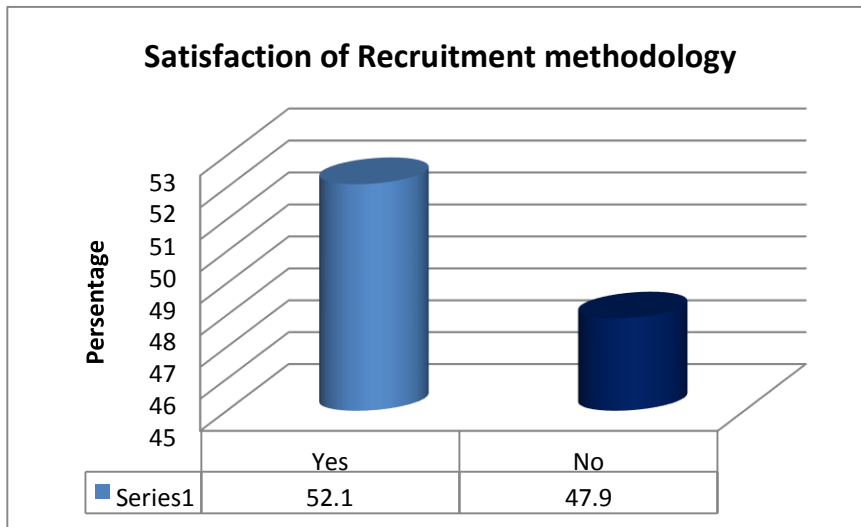
**Table 5.3 Recruitment Procedures**

<b>Recruitment procedures</b>	<b>Pre cent (%)</b>	<b>Number</b>
<b>Awareness of vacancy</b>		
	<b>Per cent (%)</b>	<b>N</b>
Newspaper	25.3	154
Gazzert	29.3	179
Social Media	32.0	195
Web site	0.8	5
Through political relationships	12.6	77
<b>Awareness of recruitment procedures</b>		
Yes	52.8	322
No	47.2	288
<b>Recruited in exisiting vacancies</b>		
Yes	52.1	318
No	47.9	337
<b>Recruited in creating vacancies</b>		
Yes	67.2	410
No	32.8	200
<b>Total</b>	<b>100 (%)</b>	<b>610 (N)</b>

Source: survey data of NHRDC (2013)

According to the table No 5.3, 195 respondents were aware of the scheme of recruitments through the social media. A very few percentage (12.6 per cent) was aware through the political relationships. As shown in the table, 47.2% of respondents were not aware about their recruitment procedures. According to the findings, graduates were recruited without exisiting vacancies but by creating the vacancies in the government sector.

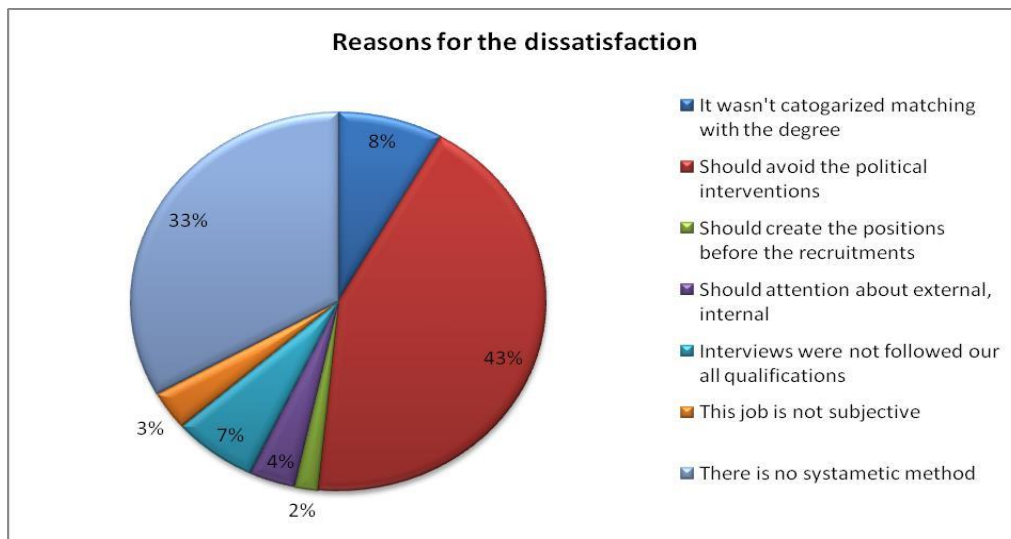
**Figure 5.5 Satisfaction of Recruitment methodology**



Source: survey data of NHRDC (2013)

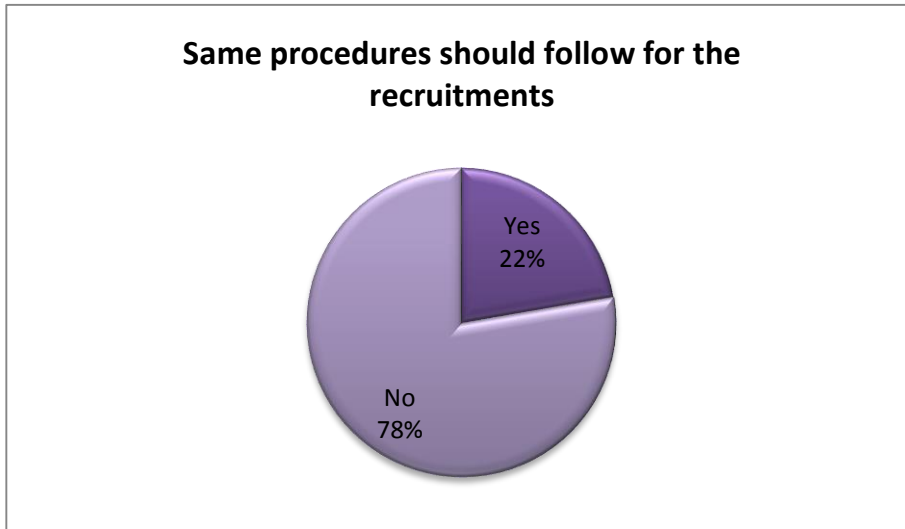
As shown in the figure 5.5, 48% of respondents were not satisfied with the methodology of recruitment.

**Figure 5.6 Reasons for dissatisfaction**



As shown in the figure 5.6 among the dissatisfied persons 33 % of the respondents have emphasised that there is no systematic method of recruiting the graduates to the government sector, 43% of the respondents say that the political intervention for the recruitments should be avoided.

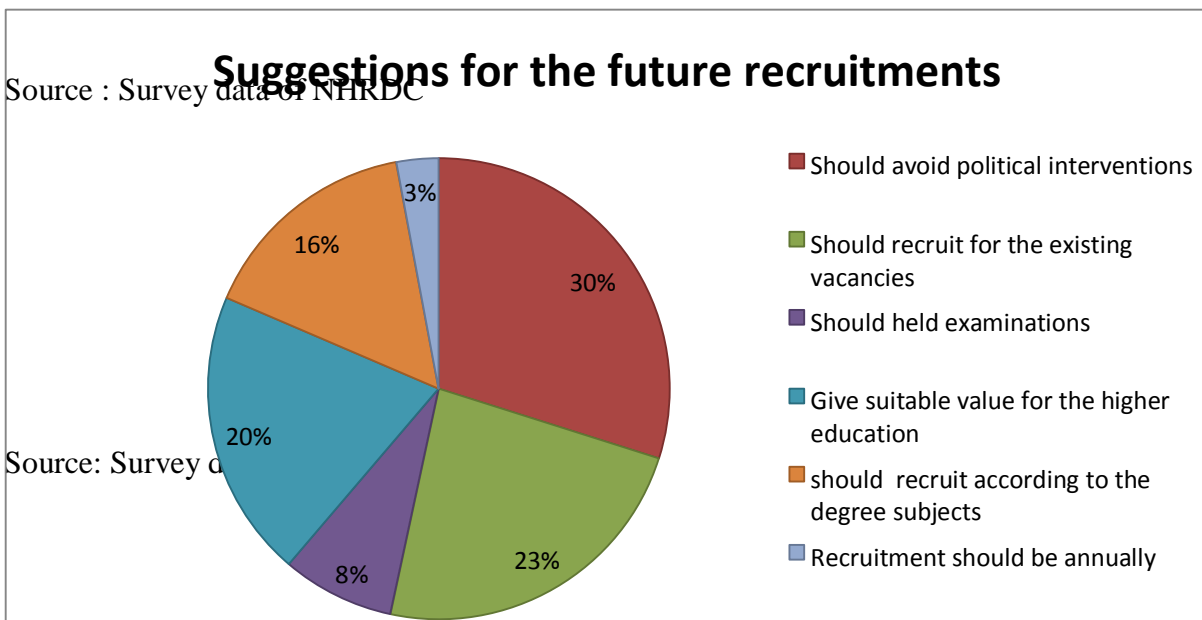
**Figure 5.7 Agreement with recruitment procedure**



Source: Survey data of NHRDC (2013)

The figure 5.7, 78% of the respondents disagreed with the current recruitment methodology. They responded that the prevailing mechanism of recruitment should not be followed.

**Figure 5.8 Suggestions for the future recruitments**



Source : Survey data of NHRDC

Source: Survey data

As shown in the figure 5.8, about 23% of the respondents are suggesting that the graduates should be recruited for the available vacancies in the government sector. Another 20% have suggested to create vacancies compatible with their higher educational qualification. The other 30% of the respondents have suggested to avoid the political intervention for the recruitments.

**Table. 5.4 Decision you took to accept the job**

<b>Decision</b>	<b>Pre cent (%)</b>	<b>Number</b>
<b>Expected work</b>		
Yes	58.5	357
No	41.5	253
<b>Expected job title and responsibilities</b>		
Yes	47.5	290
No	52.5	320
<b>Decision to change the job</b>		
Yes	52.0	327
No	48.0	226
<b>Total</b>	<b>100 (%)</b>	<b>610 (N)</b>

Source : Survey data of NHRDC (2013)

According to the table 5.4, 41.5% of respondents did not receive expected work, 52.5% of respondents hasn't received expected job title and responsibilities of their jobs. 52.0% of respondents would like to change their current job.

**Figure 5.9 Recruitment compatible with the academic qualifications**



Source : Survey data of NHRDC (2013)

As shown in figure 5.9 41.0% or 249 respondents stated that the recruitments are not compatible with their academic qualifications.

**Table. 5.5 Work experience and Recruitment**

<b>Work experience and recruitment</b>	<b>Pre cent (%)</b>	<b>Number</b>
<b>Sufficient experience have for the work</b>	<b>Per cent (%)</b>	<b>N</b>
Yes	51.0	311
No	49.0	299
<b>Recruitment compatible with your experince</b>		
Yes	37.2	227
No	62.8	383
<b>Work related with the acedamic qualifications</b>		
Yes	31.3	191
No	68.7	419
<b>Total</b>	<b>100 (%)</b>	<b>610 (N)</b>

Source : Survey data of NHRDC (2013)

As shown in the table 5.5, 49.0 % of repondents have not gained sufficient experience to do their work. 62.8 % of respondents have not complied with their past experinces. 68.7% of



respondents have stated that the work done at office are not related with their academic qualifications.

**Table 5.6 Multiple Regressions of Job-Education Fit, Job Factors, and Personal Factors on Job Satisfaction**

**Job Satisfaction. n=610. \*p <.05, \*\*p<.01**

Predictor	Model 1	Model 2	Model 3
Job –Education Fit	.67**	0.55**	0.55**
<b>Job Factors:</b>			
Satisfaction with Recruitment		0.09**	0.09**
Clear Duties		0.15**	0.15**
Work Environment		0.10**	0.10**
Benefits		0.02	0.02
Knowledge of Promotion		0.07*	0.07*
Trainings		0.07*	0.06*
<b>Personal Factors: Proximity to Family</b>			
			0.01
Variance Explained	44.7%	51%	51%

Source : Survey data of NHRDC (2013)

Simple linear regression shown in Table 5.6 indicates the significant role played by jobeducation mismatch on job satisfaction of graduate trainees. In model 1, job-education fit positively and significantly associates with job satisfaction ( $\beta=.67$ ,  $p<.001$ ). Job-education fit explains 44.7% of the variance in job satisfaction. In model 2, after controlling for the effect of job-education fit ( $\beta=.55$ ,  $p<.000$ ), job factors such as satisfaction with recruitment ( $\beta=.09$ ,  $p<.002$ ), clarity of duties ( $\beta=.15$ ,  $p<.000$ ), work environment ( $\beta=.10$ ,  $p<.001$ ), knowledge of promotions ( $\beta=.07$ ,  $p<.02$ ), and trainings ( $\beta=.07$ ,  $p<.021$ ) all significantly contributed to explaining the variance in job satisfaction. Model 2 with both job-education fit and job factors explain 51% of the variance in job satisfaction. In model 3, after controlling for the effect of job-education fit and job factors, proximity to family did not significantly explain variance in job satisfaction ( $\beta=.01$ ,  $p>.05$ ) while the explained variance in job satisfaction remained the same (51%).

**Table 5.7 Correlations between Study Variables**

	01	02	03	04	05	06	07	08	09	10
Job Sat:	1	0.669**	0.347**	0.472**	0.87*	0.257**	0.124**	0.156**	0.73	0.36
Job Fit	0.669**	1	0.303**	0.470**	0.177**	0.175**	0.100*	0.087*	0.003	-0.014
Sat / RM	0.347**	0.303**	1	0.384**	0.118**	0.218**	0.129**	0.057	0.018	0.025
Exp: JT/R	0.472**	0.470**	0.384**	1	0.64	0.224**	0.118**	0.120**	0.001	0.008*
Facilities	0.87*	0.177**	0.118**	0.064	1	0.285**	0.170	-0.080*	-0.044	-0.209**
WE/Sui:	0.257**	0.175**	0.218**	0.224**	0.285**	1	0.046	0.082*	-0.041	-0.038
OT	0.124**	0.100*	0.129**	0.118**	0.070	0.046	1	0.157**	0.022	0.051
Awa/Pro:	0.156**	0.087*	0.57	0.120**	-0.080*	0.082*	0.157**	1	0.089	0.106**
Training	0.73	0.003	0.18	0.001	-0.044	-0.041	0.022	0.89*	1	0.249**
Appoin/L	0.36	-0.014	0.25	0.88	-0.21**	-0.038	-0.051	0.106**	0.25**	1

Source : Survey data of NHRDC (2013)

Job satisfaction positively and significantly associates with the job, job fit, expected job title and responsibilities, facilities at work place, suitability of work place, and OT benefits. Expected job title and responsibilities positively and significantly associate with job satisfaction, job fit, recruitment satisfaction, and suitability of work place, OT benefits, and awareness of promotions and assigned in native place. Facilities positively and significantly associate with job satisfaction, job fit, recruitment satisfaction, suitability of work place, and assigned in native place while it significantly and negatively associated with awareness of promotions,. Suitability of work place, positively and significantly associate with job satisfaction, job fit, recruitment satisfaction, expected job title and responsibilities at work place, facilities, and awareness of promotions.

Training, positively and significantly associate with awareness of promotions and assigned in the native place. Assigned in the native place, negatively and significantly associate with facilities at work while it positively and significantly associates with awareness of promotions and obtained training after the recruitment.

It is also observed by researches elsewhere that the following components can be made an employee satisfied and a productive employee;

1. Suitable and acceptable job title
2. Congenial working environment
3. Work responsibility and authority

4. Prospects for career development
5. Job responsibility and accountability
6. Remuneration commensurate with qualification and experience
7. Personal freedom at work place
8. Praise for good job done
9. Good working colleagues
10. Job respect and acceptable job working menu
11. Fair play at work absence of unfair favoritism
12. Opportunity to have flex working hours

Externally he shall exert to contribute to meet the goals and objectives of the job. Internally he shall become happy by being able to meet the acceptable components of a productive job as only a satisfied worker can be a productive worker.

#### **5.4. Conclusion**

The most evident benefit of the graduate recruitment inter-alia is employment to the unemployed. This study clearly points to the ways to improve the job satisfaction and institution productivity aimed through better recruitment of quality graduates. It necessitates practices before and after the recruitment which is recommended for graduate recruitment schemes. When considering the problems associated with the graduate recruitment scheme, the serious issue that surfaces is that there was no proper and systematic mechanism to recruit the graduates. In 2012 recruitment has followed various methods. Of that the most followed methodology was the political patronage. Most of the respondent graduates have emphasized that it is not a proper system for the public service. Analysis indicates that the misfit between university education and employment most influenced their present job satisfaction.

According to the survey data, nearly fifty percent of the graduates are not satisfied with the recruitment methodology. They have mentioned that the political interventions should be avoided in recruitments. According to the findings to the public sector there should be a proper job analysis and job description and duty lists prepared before the recruitment of candidates. Also nearly fifty per cent of graduates were external degree holders. Thus the internal graduates demand preferential treatment in appointments in these recruitment schemes from the government.

The graduates promotion, transfer system and overtime facilities are important areas of their employment. These graduates however need proper awareness regarding above areas. In the post recruitment phase they do require job training which is related to their duties and function at the work place. It is recommended to position the recruited cadre in job in line with the respective qualification. In line with the academic subjects offered at the university the graduates should have a posts in relevant ministry in Sri Lanka. Survey findings support the premises the graduates' schemes in Sri Lanka do not carry any systematic and/or proper plan to recruit the graduates to public service. Therefore fifty percent of graduates are not satisfied with this system. In consequence the intake is not satisfied with their employment, primarily because their employment does not match with their academic qualification. Therefore the government should make a job analysis, make Job description and Duty list as conditions precedent to the engagement of graduate [ List of duties can however be amended when the jobber is on the job]

## **6. NHRDC Recommendations**

01. Having regards to the whole issue concerning the graduate job aspirants and those who are in service that a **database** be developed initially considering the willingness of the graduate who wish to join public service and those who do not take it as their first choice, as well the data of graduates who opt to join private sector. This database should be provided access for those who passed out from Sri Lankan universities. This database also carry a feature of existing vacancies of the Government sector [this can later be developed to accommodate the existing vacancies of the private sector] accordingly all the graduates can be registered in this database. This data base can lend support to the graduate employees in their transfers and promotions.

[This database can cover provincial councils of Sri Lanka as well].

### **Developing a Data-Base [ details of data that can go in to the database]**

1. Students opting for higher education [ from schools]
2. Degree programmes selected by the undergraduates
3. Vacancies and opportunities in public sector for graduates
4. Graduates recruited to the public sector
5. Promotions received by serving graduates in public sector
6. Transfers given to the serving graduates in public service
7. Advertising vacancies in the databank
8. Data made available to the private sector for recruitment graduates
9. International labor market information for the benefit of graduates.
10. Creating websites to disseminate relevant information to the graduates regarding carrier guidance, vocational training programmes, etc

### ***Implementation***

#### **Responsibility:**

This data base should be developed by the Ministry of Public Administration and Home Affairs and Ministry of Higher Education with the collaboration of all other ministries should be updated online by the respective institution.

#### **Coordination:**

This data base should be co-ordinated by the Ministry of Public Management and Reforms.

#### **Monitoring:**

This data base should be monitored by the National Human Resource Council of Sri Lanka (NHRDC).

## 02. **Training**

**Induction Training:** This training should be compulsory for all graduates recruited to the public service. These training modules should cover the Soft Skills, English and Sinhala/Tamil language, IT, Establishment Code, Financial Regulations, Office Procedures, Productivity and Quality improvement, Customer Care Etc.

**Subject Matter Training:** This training should be given by the line ministries after assigning the duties to them. The contents may differ from ministry to ministry.

**The Attitudes Development Training:** This training should be conducted for whole public sector.

### *Implementation*

**Responsibility:** Above trainings (1, 2, and 3) should be conducted by the Ministry of Public Administration and Home Affairs.

**Coordination:** Sri Lanka Institute of Development Administration (SLIDA)

**Monitoring and Evaluation:** National Human Resource Development Council of Sri Lanka (NHRDC)

03. **Soft skills** (such as English language, IT, Communication) development and other skills sought after in the private sector should be developed among university under graduates to increase their demand in the private sector.
04. Awareness programmes should be conducted among university undergraduates to gradually reduce the myth within universities that the government is bound to provide employment to them after their education. The new **attitude** to be created so that it is the responsibility of the under-graduate to find employment in either the private or public sector after graduation.
05. The university should commence courses of study geared toward employments that are in demand at both **private** and public sectors, and in both local and foreign markets. These courses should be designed after a thorough study on the subjects needed in the state and private sectors and in such a way that the university graduate will be in demand both locally and internationally. These courses should be reviewed periodically as deemed appropriate.

The universities should work closely with the private sector to develop such demand driven syllabi.

06. University undergraduates should be given a career **guidance** through which they are educated during the first year of studies on the prevailing job market. This report should also include an awareness-component which also predicts the likely/impending vacancies annually, in both the state sector and the private sector.

***Implementation (Above 3,4,5,6 recommendations)***

**Responsibility:** University Grant Commission

**Coordination:** Ministry of Higher Education

**Monitoring and Evaluation:** National Human Resource Development Council of Sri Lanka (NHRDC)

07. When hiring graduates for employment, a good **match** should exist between employment, education, and preference.
08. Graduate trainees should have the benefit of a **transparent** performance evaluation system that is also linked with promotions and rewards.

***Implementation***

**Responsibility:** Ministry of Public Administration and Home Affairs

**Coordination:** Ministry of Public Management and Reforms.

**Monitoring:** National Human Resource Council of Sri Lanka (NHRDC).

09. A **forum** to conduct and present researches and continued educational activities should be provided for graduate trainees in the public sector.

***Implementation***

**Responsibility:** Ministry of Public Administration and Home Affairs

**Coordination:** University Grant Commission

**Monitoring and Evaluation:** National Human Resource Development Council of Sri Lanka (NHRDC)

10. It is also important to make the schools, universities, state sector and the civil society well aware of the trends of job market demands in future, using **mass media** such as the television, radio, government newspapers, government ministry web sites and internet. Ex: It should include as daily news item in every government media and private media.

***Implementation***

**Responsibility:** Respective Media Institutes

**Coordination:** Ministry of Mass Media

**Monitoring and Evaluation:** National Human Resource Development Council of Sri Lanka (NHRDC)



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## Appendix A

### **Recommendations of Graduate Trainees at the Conference**

1. It is necessary to arrange an information system consisting of collection of data of officers who are already in the trained cadre of graduate service, existing vacancies, and recruitment criteria. The graduates who are leaving universities can also submit their information to the system. By doing so it is anticipated that the following will be fulfilled:
  - (i) The identification of vacancies that will arise in future
  - (ii) The identification of qualifications for respective positions [ based upon the identification of the individual educationally fitting for the position, the government can minimize the placement issues in related institutions]
  - (iii) By registering the graduates in this manner the government can facilitate recruitments.
  - (iv) This facilitation of promotions and transfers and
  - (v) The appropriate changes and/or of University syllabi and career guidance
2. The UGC to complete the graduate programme according to a proper time schedule each year
3. Divisional level database be developed and incorporated with the related ministries [this is in order to minimize and/or eradicate transfer issues etc]
4. It is proposed to arrange a methodology enabling the recruitment to be done only for those positions in need and demand.
5. It is also proposed that a research symposium for the graduate trainees be encouraged.
6. Suggest a pool of graduate trainees in the divisional secretariats [It will be possible to use the officers in a more productive way instead of having them idling]
7. Provision of Induction Training should be given without any delays [this will facilitate the state sector and its workers to become more efficient and effective]
8. Professional development programs, competency development programs and continuous professional programs to be added
9. Graduates [with special needs] be appointed under special conditions giving them relief.
10. Arrangements should be made to correctly identify the job description [after job analysis], list of duties and supervisors. This is to facilitate minimizing anomalies in the tasks assigned to the positions
11. Eliminating obstacles to apply for positions through country wide competitive examinations.

12. Preparation of procedures for taking leave for essential purposes during the job.
13. Preparation of objective and unbiased performance evaluation systems.

### **Recommendations of Department Heads at the Conference**

It was found during the discussion with Department Heads, that these recruitments were reducing the unemployment issue of the graduates despite at the sacrifice of the productivity of the institutions that hire them. Initially newspaper advertisements were placed regarding the recruitment of graduates. In addition, recruitments were also made according to the lists of unemployed graduates of the region compiled by the respective local government politicians. In fact, no placements of positions were made for the existing 600 graduate vacancies. Instead the creation of graduate vacancies was made for the graduates who were recruited in 2005/2012 period. An issue surfaced 4 -5 months after they were recruited,[ in certain occasions after nearly one year] and after they were inducted in their positions. In these circumstances the issue faced by the ministry high officials is, that the placements of the recruits were made not in line with the needs and demands of their respective ministries or departments. The problematic situation in this circumstance is that though the recruitments were made through the department heads, recruits do not satisfy the actually employment needs of their respective departments.

Additionally, after these recruitments were made, though training was provided related to their working environment in 2005, no training opportunities related to their working environment was provided so far to those recruited in 2012. Though leadership training for these graduate trainees was facilitated by those officials, they did not gain any sufficient knowledge in their professional skill development needed for their job. Sufficient office accommodations were provided for those graduate trainees who gained placement in ministries, yet those who were recruited for placements in divisional secretariat level; they did not receive sufficient facilities or receive working environment conducive for the conduct of specialized office work. **Third issue** is that there prevails a belief that the lesser trained external graduates compared to the internal graduates are less suitable for graduate trainee employment. Of all these concerns involving graduate trainees, the suggested theme they made is the need for necessary knowledge, skills, attitudes and responsible behavior and a dedicated working culture to be incorporated into their syllabus as well as their career guidance courses during their education at the universities.

## Appendix B

Ministry	Year of Graduate recruitment (Population)	Selected sample		
	2005	2012	2005	2012
<b>Ministry of Economic Development</b>				
Colombo		376		70
Gampaha		822		147
Kaluthara	30	435	6	78
Rathnapura		341		62
Kegalle		463		85
Kurunegala		1500		272
Puttalama		245		47
Anuradapura	32	592	6	109
Polonnaruwa		43		7
Galle	21	697	4	124
Matara	29	462	6	85
Hambanthota	29	428	5	78
Monaragala		364		70
Kandy		748		140
Nuwaraeliya	11	329	2	62
Matale		406		78
Badulla	24	557	4	101
Ampara		129		23
Mulathiv		62		7
Trincomalee	7		1	
Batticloa	23		4	
Mannar	6		1	

Killinochchi	12		2	
<b>Total</b>	<b>224</b>	<b>8999</b>	<b>41</b>	<b>1645</b>
<b>Ministry of child development and women affairs</b>				
Ampara	16	30	4	6
Anuradapura	22	36	5	7
Batticloa	11	39	2	7
Colombo	13	18	2	3
Hambanthota	11	16	2	3
Gampaha	12	21	2	4
Kaluthara	13	27	2	5
Kandy	17	34	4	6
Killinochchi		13		3
Kurunegala	29	70	6	13
Mannar		4		1
Mathale	8	9	2	1
Matara	17	42	5	8
Monaragala	10	20	2	3
Mulathiv		9		2
Nuwaraeliya	3	13	1	3
Polonnaruwa	7	2	1	1
Puttalama	15	21	3	3
Rathnapura	12	32	2	6
Trincomalee	12	8	2	1
Wauniya	4	10	1	1
Galle	17		5	
Badulla	12		2	
Jaffna	13		2	
Kegalle	11		2	
Other	121		26	
<b>Total</b>	<b>406</b>	<b>474</b>	<b>85</b>	<b>87</b>
<b>Ministry of Desaster management</b>				
Kegalle		6		1
Matara		6		1
Rathnapura		7		1

Monaragala		7		1
Anuradapura		4		1
Colombo		3		1
Badulla		4		1
Nuwaraeliya		3		1
Kurunegala		10		2
Kandy		8		1
Mathale		2		1

**Total** **60** **12**

<b>Ministry of youth affairs and skill development</b>				
Mannar	3			1
Colombo	12	5	1	2
Gampaha	13	1	1	2
Kaluthara	13	1	1	2
Kandy	17	27	3	3
Nuwaraeliya	2	2	1	1
Mathale	7	1	1	1
Galle	18	10	2	3
Matara	16	14	2	3
Hambanthota	11	1	1	2
Kurunegala	32	24	3	6
Puttalama	8	9	1	2
Polonnaruwa	3			1
Anuradapura	11	1	1	2
Badulla	13			2
Monaragala	8	1	1	2
Rathnapura	15	23	3	3
Kegalle	10	25	3	2
Ampara	15	1	1	3
Batticloa	7			1
Trincomalee	1			1
Jaffna	13			4
Killinochchi	1			1

**Total** **249** **146** **26** **50**

<b>Ministry of public administration</b>	22	103	<b>4</b>	<b>12</b>
<b>Ministry of social services</b>	150	99	<b>26</b>	<b>12</b>

<b>Grand Total(Selected Sample)</b>			<b>182</b>	<b>1818</b>
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## Conference on Graduate Survey

