

**EXAMINING THE RELEVANCE OF FORMAL TERTIARY EDUCATION ON  
EMPLOYABILITY IN KAMPALA CAPITAL CITY AUTHORITY (KCCA)**

**CASE STUDY: MAKINDYE DIVISION**

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**UGANDA MARTYRS UNIVERSITY**

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THE AWARD OF THE DEGREE OF  
MASTERS OF SCIENCE IN MONITORING AND EVALUATION**

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## **DEDICATION**

I dedicate this work to my beloved Mother and family for giving me purpose, prayers and courage do this course.

## **ACKNOWLEDGEMENT**

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## List of Abbreviations and Acronyms

BTVET	-	Business Technology, Vocational Education and Training
CBI	-	Confederation of British Industry
CBI	-	Confederation of British Industry (CBI)
ESB	-	Employment Services Bureau
IIEP	-	International Institute for Educational Planning
ILO	-	International Labor Organization
KCCA	-	Kampala Capital City Authority
KCCA-ESB	-	Kampala Capital City Authority - Employment Services Bureau
MGDs	-	Millennium Development Goals
MOES	-	Ministry of Education and Sports
NCHE	-	National Council for Higher Education
NDP	-	National Development Plan
NPHC	-	National Population and Housing Census
OECD	-	Organisation for Economic Co-operation and Development
PDA	-	Personal Digital Assistant
QA	-	Quality Assurance
TVET	-	Technical and Vocational Education and Training
UBOS	-	Uganda Bureau of Statistics
UNEB	-	Uganda National Examinations Board
UNFPA	-	United Nations Population Fund
UNHS	-	Uganda National Housing Census
UPPAP	-	Uganda Participatory Poverty Assessment Programme
USAID	-	U.S. Agency for International Development

## ABSTRACT

The relevance of formal tertiary education on employability in Kampala Capital City Authority: a case of Makindye Division, was studied. It addressed Formal Tertiary Education in particular, which plays an important role in both individuals' opportunities and success in the labour market as well as in the economic development and growth of the Country. Today, formal higher education terrain has undergone several modifications since its introduction by the Christian Missionaries, having shifted from being wholly controlled by the government or public to being shared with the private educationists. However, despite the intervention of the government, graduate unemployment has continued to rise. "The rate of unemployment under the newly revised definition is 9.4% and is particularly high among those with higher levels of education" (MOES, November 2014). "In December 2015, a total of 339 (19%) out of the 1,476 jobseekers who registered with Kampala Capital City Authority – Employment Services Bureau were from Makindye Division. The rate increased from 20% in 2016; 16% in 2017 and 21% in 2018" (KCCA ESB, 2018). The objectives of the study were; to establish the relevance of skills development at tertiary level of education on employability in Makindye Division, to find out how technical vocational education influences employability in Makindye Division and to ascertain the relevance of monitoring and evaluation of formal tertiary education on employability in Makindye Division. The hypothesis was Formal Tertiary Education has a positive relevance to employability in Makindye Division. A cross sectional research method was employed which included both qualitative and quantitative research. The analysis of Qualitative data was done simultaneously with data collection while the Quantitative data was collected and used to inform the analysis of quantitative data by providing the data that was verified and compared to give findings. This was achieved through interviews and questionnaires that were given out to respondents for the statistical representation and analysis. A population of 50 respondents was sampled, some of whom were selected purposively while others were selected using the simple random sampling technique. The collected data was analyzed using SPSS 22. Linear Regression was used to test the relationship between the statistical variables where according to the study findings, the results of the analysis generally indicated that the combined relevance of Skills Development and Training, Technical Vocational Training and monitoring and evaluation of tertiary education influenced employability ( $R^2=11\%$ ;  $P<0.01$ ). The findings predicated a weak positive relationship for the determinants of skills development, technical vocational and monitoring and evaluation to employability, which means the objectives of the study were achieved. The study concluded that lack of enough skills limits performance hence hindering human capital which affects employability and recommended that there was need to acquire more skills even after tertiary education hence improvement of employability of tertiary graduates in Makindye Division. The more there is vocational training at tertiary level, graduates acquire vocational skills hence increased investment in the future leading to improvement in employability in Makindye Division. The study then recommended that active education of the community on the benefits of skilled services should be intensified in order to create demand for the skilled services. Relevance of creating more job trainings to improve on the skills of its employees while Skills development should not be limited to only those with tertiary education but even other who don't have it. Makindye Division needs to embrace new skills and knowledge at regular periods for its employees in order to meet the challenges of a much more dynamic and unstable economic climate. Lobbying for policies that will help in the monitoring and evaluating of the education system should be considered for future development of its employment systems.

## **CHAPTER ONE: INTRODUCTION**

### **1.0 Introduction**

#### **1.1 Background to the Study**

Governments over centuries have continuously upgraded policies that have created different models of education aimed at improving the quality of higher or tertiary education. “All countries need to review, re-think and re-orient their education, vocational training and labour market policies to facilitate the school to work transition and to give young people a head start in working life” (UN, 2001). The Uganda Government too realized the need to improve on Tertiary Education in the Country, through its Education system. The 1995 Constitution positioned education as a right, specifying that each child is entitled to basic education, which is a shared responsibility of the state and the child’s parents. The National Development Plan (NDP) II (2015/16 to 2019/20) emphasizes education as an aspect of Human capital development. Formal Tertiary Education in particular plays an important role in both individuals’ opportunities and success in the labour market as well as in the economic development and growth of the Country. “The knowledge and skills endowment of a country’s labour force, rather than its physical capital, determines its economic and social progress, and its ability to compete in the world economy” (ILO Report, 2003). In 2003, the Education Sector Plan (ESSP) 2010 – 2015 was formulated with the objective of improving the relevance and quality of (Business, Technical, Vocational Education and Training (BTVET) and tertiary education, among others.

Due to the trend of unemployment globally, educators are rethinking the ways in which they prepare students for learning and work, in a system known as the 21<sup>st</sup> century competences. The necessity to update the education systems to match the labour market requirements, has triggered off changes in the systems around the World. For instance, Denmark wanted Educational institutions to provide students with knowledge and competencies for them to

use in their future jobs and in life “Institutions therefore seek to ensure that education programs are of high quality, relevance to society and are oriented towards the needs of the labour market”, (Danish education systems, 2016). These were aimed improving the quality of Tertiary education by using the most appropriate and user-friendly means as possible. “The ‘Growth and Development Strategy’ (Erhvervs- og Vækstministeriet), 2015 entails a proposal to pilot vocationally-oriented tertiary education with the aim of better supporting local offers of tertiary education, including continuing further education through digital and online learning” (Education and Training Monitor, Denmark, 2016).

In Africa, higher education systems largely owe their origin to European colonial frameworks although various studies indicated that the practice of education at all levels were there even in pre-colonial settings of Africa. Prominent scholars in African higher education like Abjaya et al (1996), Assie-Lumumba (2006), and Lulat (2005) extensively documented the genesis of African higher education tracing it back to the pyramids of Egypt, the obelisks of Ethiopia, and the Kingdom of Timbuktu. Abjaya et al., (1996) have reported the existence of one such academy, the Alexandrian Academy or the Universal Museum Library at Alexandria between 331 and 642 AD. Since independence African countries, have redesigned their education systems to focus on the transition from school to work, as a way of addressing employability. A World Bank (1991) study reported that at independence less than one-quarter of all professional civil service posts were held by Africans; and only 3% of high school age students received secondary education in British colonies.

Like other African Countries, in Uganda, the system of higher education dates way back to 1922 and was predominantly controlled and financed by the state. “The genesis of university education in Uganda is traced to the inception of Makerere University in 1922” (Lejeun, 2005). Today, the formal higher education terrain has undergone several modifications since its introduction by the Christian Missionaries. It shifted from being wholly controlled by the

government or public to being shared with the private educationists. However, in order to ensure that the quality of the education is maintained, the Uganda National Council for Higher Education (NCHE) was founded as the regulatory institution for higher education, as stipulated by the University and Other Tertiary Institutions Act of Parliament (2001). NCHE is responsible for their registration, inspection, accreditation, quality assurance of study programs and qualifications. The current education system in Uganda has existed since the early 1960, after getting Independence.

This study therefore, was underpinned by the Human Capital theory/model as promoted by Schultz (1961). In this theory, Schulz (1961.) posits that skills and knowledge that people acquire during their formal schooling represent a form of human capital.

For purposes of this study, employability meant “The possession by an individual of the qualities and competencies required to meet the changing needs of employers and customers and thereby help to realise his or her aspirations and potential in work” (CBI, 1999).

This study therefore, sought to examine the relevance of formal tertiary education on employability in Kampala Capital City Authority: A case of the Makindye Division. It was carried out in Makindye Division, one of the five Divisions under and that make up Kampala District. “The labour market is not creating enough jobs, and the supply of educated skilled professionals is lagging” (KCCA Strategic Plan 2014/15-2018/19). A big number of tertiary education graduates are mostly youth. The unemployment rate for youth in Uganda is currently at 83% according to African Development Bank (2015), Partnership Forum. According the World Bank, 2016, Youth unemployment in Kampala stands at 32.2%. The study focused examining the relevancy of formal tertiary education on employability in Uganda, in the context of the prevailing employability problem in Kampala Capital City Authority and Makindye Division in particular. There are five universities and one technical

Institution to cater for tertiary education in Makindye Division, according to Tertiary Institutions Census, (2017) records at the Division Education Office.

This chapter includes the background of the study, statement of the problem, objectives of the study, hypotheses, scope of the study which includes the geographical, time and content scopes, significance of the study, justification, conceptual framework, definition of key terms and the conclusion.

## **1.2 Statement of the Problem**

There has been considerable effort by the government of Uganda to address employability by trying to improve the quality of tertiary education in Uganda. “The Business, Technical and Vocational Education and Training (BTJET) Strategic Plan 2011- 2020 was made because it denotes a paradigm shift for skills development in Uganda with the aim for the TVET system to emerge from an educational sub-sector into a comprehensive system of skills development for employment, enhanced productivity and growth” (Ministry of Education and Sports, 2011). The Ministry of Labour through KCCA formed the KCCA-ESB to help tertiary graduates to acquire post-graduation employable skills.

Despite this effort, graduate unemployment has continued to rise. “The rate of unemployment under the newly revised definition is 9.4% and is particularly high among those with higher levels of education” (MOES, November 2014). “In December 2015, a total of 339 (19%) out of the 1,476 jobseekers who registered with the Bureau were from Makindye Division. It increased to 20% in 2016; 16% in 2017 and 21% in 2018” (KCCA ESB, 2018).

If no more emphasis is put into improving formal tertiary education, employability in KCCA and Makindye Division specifically, will continue facing challenges. This study therefore seeks to



examine the relevance of tertiary education on employability in KCCA, where Makindye Division will be taken as a case.

### **1.3 Objectives of the Study**

#### **1.3.1 Main Objective**

The main objective of this of this study was to examine the relevance of formal Tertiary Education on employability in Kampala Capital City Authority taking a case of Makindye Division.

#### **1.3.2 Specific objectives:**

The following specific objectives guided the study;

- i. To establish the relevance of skills development at tertiary level of education on employability in Makindye Division.
- ii. To find out how technical and vocational education influences employability in Makindye Division.
- iii. To ascertain the relevance of monitoring and evaluation of formal tertiary education on employability in Makindye Division.

### **1.4. Hypothesis of the Study**

Formal Tertiary Education has a positive relevance to employability in Makindye Division.

### **1.5. Scope of the study**

The study was limited in scope terms of geographical, content and time which were presented in this section.

### **1.5.1 Geographical Scope**

Makindye Division, with 21 parishes, is one of the five Divisions that make up Kampala District, namely Nakawa Division, Rubaga Division, Kawempe Division, Makindye Division and Central Division. It is located in the southeastern corner of the city, bordering Wakiso District to the south and west. The eastern boundary of the division is Murchison Bay, a part of Lake Victoria. Nakawa Division lies to the northeast of Makindye Division. Kampala Central Division lies to the north and Lubaga Division lies to the northwest. The coordinates of Makindye Division are: 0°17'00.0"N, 32°35'00.0"E (Latitude:0.283334; Longitude:32.583334). The divisional headquarters are located approximately 6 kilometers (3.7 miles), by road, southeast of Kampala's Central business District of Uganda. Uganda is a landlocked country in East Africa, that covers a total area of 241,551 square kilometers, of which the land area is 200,523 square kilometers.

The National Population and Housing Census put the population of Kampala District at 1,507,080 while the number for Makindye Division population was 395,276. (NPHC 2014 main Report)

### **1.5.2 Time Scope**

This study focused on the period between 2010 and 2016 which experienced the highest rate of unemployment especially among graduates of tertiary education in Kampala District, Uganda, Africa and the World. The unemployment reported by Uganda Bureau of Statistics (UBOS) was 4.2% in 2009/10, and 9.4% in 2012/13. In 2009/10, 73% of university graduates were employed in graduate-level occupations, but this fell to 53% in 2012/13 (Uganda's Employment Challenge, November 2014). Uganda's unemployment rate stands at 80 per cent and underemployment, which is mainly prevalent in rural areas at 17%. Statistics from the Labour Department show that the current labour force is estimated at 9.8 million of

which 53% are females. Overall unemployment rate was estimated at 9%. Kampala had the highest unemployment rates (21%) (Uganda National Household Survey, 2016/17). This period was therefore relevant to this study.

### **1.5.3 Content Scope**

The study examined the relevance of the formal Tertiary Education in Uganda, its contribution to the employability of graduates of tertiary education, and with dimensions including skills development, technical and vocational training, as well as monitoring and evaluation of tertiary education. Employability on the other hand has dimensions like Skills requirements for employment, Policy on employment, Increased productivity, Policy on Tertiary Education, Poverty Eradication, Social inclusion, Government Intervention, Own job creation, Interest and increase in enrollment, Lower crime rates and Political stability

### **1.6 Significance of the Study**

This study will be a tool or yardstick in the present and future planning by the government to redesign the education system and cater for the inclusion of skills emphasis in Tertiary education to match the employment requirements. It may also be used as a case study for the government and proprietors in Uganda, Africa and the World to gain a greater understanding of the need for skills and training inclusion in the education systems. The information obtained may guide policy makers in the policy formulation on relevant employment tailored tertiary education that will help in employability. They may be able to identify where the policy on employment implementation lacks, both in human and financial resources.

The general population will have an informed understanding of formal tertiary education and how it can be utilized to enter the employment sector or create jobs with the knowledge attained in Tertiary Institutions.

## **1.7 Justification of the Study**

After studying previous studies related to employability, there was still more to find out in order to enrich formal Tertiary Education and make it more relevant to employability. The study sought to establish if the graduates were employable as a result of their possession of skills development or technical and vocational attained from Tertiary institutions and whether the formulation of policies to emphasize the monitoring and evaluation of Tertiary Institutions would have an effect on employability in Uganda. However, if the suggestions that there is continuous misperception about the type of formal education acquired at tertiary level, the attitude towards the education, a case of misguided thinking due to lack of the required skills as made in this study, are not taken up seriously or if this study is not carried out, there may be situations like; A risk of many people getting so desperate and prompted to take their own lives. “Many studies further show that unemployed persons have a higher propensity to take their own lives” (Platt, 1984: Blakely et al., 2003). There may be a lot of brain drain as more graduates would migrate temporarily or permanently from Uganda, to more developed countries in search of employment. The cases of Domestic violence may increase as a result of unemployment. Political Instability and armed conflicts, especially through the search for survival by desperate tertiary education graduates.

This therefore has prompted for more studies on tertiary education as Rothwell & Arnold, (2007) argue that in the current labour market which no longer offers long term employment, it is the individual’s perceptions about their employability and how they can maintain and enhance their attractiveness in the labour market that matters most. This however may be used to highlight the importance of investing in education as a form of capital.

The study was also carried out as a partial fulfillment for the award of a Master’s of Science Degree in Monitoring and Evaluation of Uganda Martyrs’ University – Nkozi.

## **1.8 Definition of key terms and concepts**

The section presented definitions and brief descriptions of the key terms as used in the study in relationship with in the concept of the study.

### **Vocational Training**

Vocational Training can be defined as the education or program that prepares people to work in various jobs by allowing students to acquire practical knowledge in preparation for specific careers during their time of employment.

### **Labour market**

The labor market in this study can be referred to as the job market. This is a major component of any economy and refers to the supply and demand for labor. In the Labour market, the suppliers are the employees and employers the demand.

### **Education**

Education is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs and habits. Educational methods include storytelling, discussion, teaching, training and directed research. Education can take place in formal or informal or non-formal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. Higher education is offered by universities and other institutes and colleges in both the public and private sector.

## **Tertiary Education**

Tertiary education which is also sometimes known as third stage refers to any type of education pursued beyond the high school level. It is that stage of academic pursuit undertaken after high school which leads one to Institutions of higher learning like colleges and Universities

## **Employability**

Employability in this study is defined as “a set of achievements, skills, understanding and attributes, that make graduates more likely to gain employment and be successful in their chosen occupations which benefits them, the workforce, the community and the economy” (York, 2004, p.410).

## **Skills**

For purposes of this study, skills can be defined as “An observable component of competence” (Hatfield 20017:240).

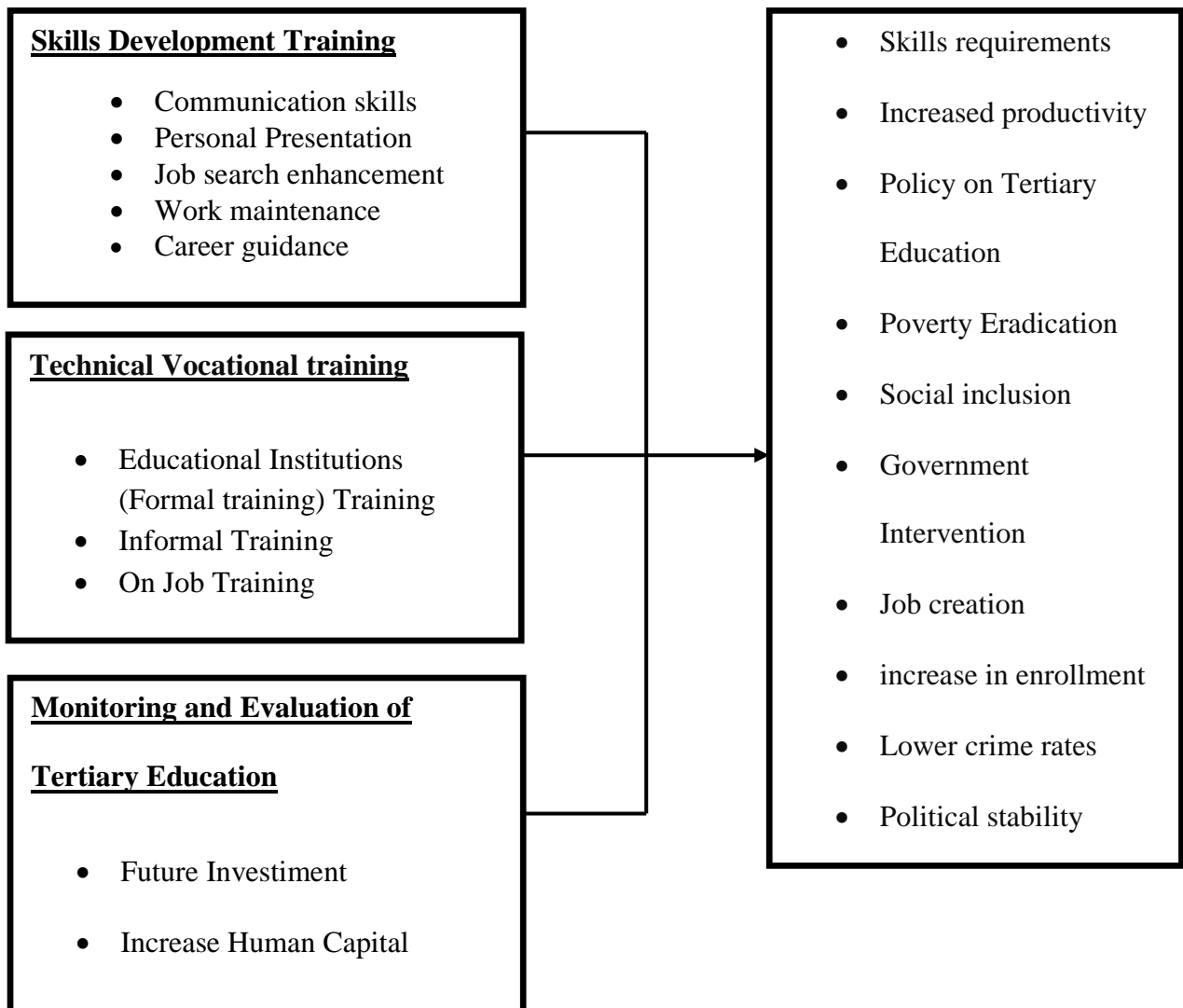
## 1.9 Conceptual Framework

### Independent Variable

#### Tertiary Education

### Dependent Variable

#### Employability



*Source: Schulz (1963) – Human Capital Theory*

The Conceptual framework above shows the relationship or chain that links formal tertiary education and employability. It was based on the Human Capital Theory by Schulz (1961) which posits that skills and knowledge that people acquire during their formal schooling represent a form of human capital. It is also based on the seven assumptions related to the Human Capital theory by Schultz (1961) which stated that; Human Capital is an investment

in the future, More training leads to better work skills, Educational institutions play a central role in the development of human capital, Employees need to improve their skills, Training enhances employability, Training can compensate for skill shortages, Employment and unemployment are economic concepts.

The dimensions of tertiary education were captured in consideration of the factors underlying the requirements of employability by the graduates. They included the skills development training, technical vocational training, and monitoring and evaluation of tertiary education as the independent variables. The dependent variables as shown in the framework, are those dimensions of employability, which included Skills requirements Increased productivity, Policy on Tertiary Education, Poverty Eradication, Social inclusion, Government Intervention, Job creation, increase in enrollment, Lower crime rates, Political stability as dependent variables.

### **Chapter conclusion**

The introductions chapter gave a general overview of what the research was about, where it was carried out and why. It is on the basis of this chapter that the proceeding chapters were built. The following chapter presents a reviewed literature on related findings and arguments to the key themes of the study.



## **CHAPTER TWO: LITERATURE REVIEW**

### **2.0 Introduction**

In this chapter, the study reviewed the literature related to the relevance of formal tertiary education on employability in Uganda, with a case of Makindye Division in Kampala Capital City Authority. The literature addressed the relevance of Tertiary education in Uganda as the independent variable while the dependent variable was employability in Uganda. It further explored the theory that underpinned the study, related topical fields and objectives to form a framework that guided this study to achieve its desired objectives. This was done by a detailed exploration of the issues addressed in Chapter 1 and drawing conclusions to them. This chapter included the literature of the different scholars, researchers, personalities, groups with vast knowledge of education systems and their theories in relationship with the three specific objectives of the study, and the summary of the emerging gaps in the study.

### **2.1 Theoretical Review**

The study was underpinned by the Human Capital theory/model as promoted by Schultz (1961). In this theory, Schulz (1961) posits that skills and knowledge that people acquire during their formal schooling represent a form of human capital. The Theory of Human Capital is essentially from the theory of macroeconomic development discipline. It emphasizes the improvement of Education through investing in training and equipment of skills needed for employment. It suggests that formal education is highly instrumental and necessary to improve the productive capacity of a population. Schulz (1961) invented the term to reflect the value of our human capacities, and believed human capital was like any other type of capital; it could be invested in through education, training and enhanced benefits that will lead to an improvement in the quality and level of production. The theory largely emphasizes the existence and a quality physical and human capital stock as a major

determinant in the prosperity of both Individuals and Nations. It considers humans and individuals as economic units acting as their own economy by relating their productivity to the aggregate stock of competencies, knowledge, social, and personal attributes embodied in the ability to create intrinsic and measurable economic value. According to Baron. A and Armstrong .M, (2002.) human capital is the sum of knowledge, skills, experience and other relevant workforce attributes that reside in an organization's workforce and drive productivity, performance and the achievement of strategic goals. Bontis and Fitz-enz, (2002.): McGregor et al, (2004) too defined human capital as the combined knowledge, skill, innovativeness and ability of the company's individual employees to meet the task at hand.

The Human capital theory suggests that education or training raises the productivity of workers by imparting useful knowledge and skills, hence raising workers' future income by increasing their lifetime earnings (Becker, 1964). It is also referred to as the knowledge, expertise and skills acquired by a person through the medium of education and training. The education sector as the key player in producing skilled people for employment is still marred by a number of challenges which is a setback in the development of the country. NDP II flags the inadequate quantity and quality of the human resources as one of the seven major constraints to national development.

Tertiary education plays an important role in the provision of human capital for achieving k-economy. However, the cost of developing human capital at the work places was increasing so the employers expect educational institutions to produce graduates with employability skills required by the market without additional training from the industry. Therefore, graduates with employability skills will have an advantage in getting jobs in the Labour market. The institutions of education such as polytechnics must produce graduates who not only have technical skills but also non-technical skills (employability skills).

Most human capital theorists argue that an educated population is a productive population. Human capital theory emphasizes how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability, which is a product of innate abilities and investment in human beings. “The provision of formal education is seen as an investment in human capital, which proponents of the theory have considered as equally or even more worthwhile than that of physical capital” (Woodhall, 1997). For Schultz (1961), the argument is that both knowledge and skill are a form of capital, and that this capital is a product of “deliberate investment”.

### **2.1.1 Formal Tertiary Education**

Formal Tertiary education is one of the stages in education, which is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs and habits. There are three types of education, namely; Formal Education which involves sitting and learning from school, Informal education where knowledge is passed on without going to school especially by parents and elders, and Non-formal education which is attained through seminars, workshops, etc.

Tertiary education is that stage of academic pursuit undertaken after high school which leads one to Institutions of higher learning like colleges and Universities. It is in other words post-secondary education that leads to the award of qualifications like O Levels, undergraduate and graduate Primary, and associate's, bachelor's, master's and doctoral Levels. “Tertiary education builds on secondary education, providing learning activities in specialized fields of education. It aims at learning at a high level of complexity and specialization. Tertiary education includes what is commonly understood as academic education but also advanced vocational or professional education” (OECD, 2011). Tertiary Education or Higher Education is vital in the economic development of the country. Therefore, improvement of

which is a strategy for achieving sustainable economic development and prosperity. “Higher Education or Tertiary Education, is perceived by many as the engine that drives the economy through the provision of knowledge and skills used to develop income generating activities” (Westens, et al., 2009; World Bank Group, 2010).

The existence of Tertiary education as a stage of education or high school is guided by education systems. A system is an organized whole that has two or more interdependent parts (or subsystems) and is separated from its environment by a boundary (Birnbaum, 1988). The National Development Plan (NDP) II (2015/16 to 2019/20) emphasizes education as an aspect of Human capital development.

In Uganda, the Ministry of Education and Sports (MOES) is responsible for the education system and for quality the Uganda National Council for Higher Education (NCHE) was founded as the regulatory institution for higher education, as stipulated by the University and Other Tertiary Institutions Act of Parliament 2001, and is responsible for their registration, inspection, accreditation, quality assurance of study programs and qualification. The Uganda National Examinations Board (UNEB) is responsible for issuing official Primary and Secondary education that lead to joining of Tertiary Institutions. Education is compulsory during primary school, with pupils aged 6 to 13. Primary educations are taught in the local languages and in English while the language of secondary and higher education is English.

Education system generally refers to public schooling, mostly from the time someone joins kindergarten through high school programs. The way children are taught is regulated by countries as a guideline entailing the content to be taught, when and how, to which is termed as the “education system”. Therefore, countries are considered to have education systems which comprise everything that goes into teaching children at all levels involving: Laws, policies, and regulations, Public funding, resource allocations, and procedures for

determining funding levels, State and district administrative offices, school facilities, and transportation vehicles, Human resources, staffing, contracts, compensation, and employee benefits, Books, computers, teaching resources, and other learning materials, And, of course, countless other contributing elements.

In Uganda therefore “Education is a right enshrined in the Constitution of the Republic of Uganda, articles 30/34 which makes it a provision for human right, and basic education as an entitlement for all children” Constitution of the Republic of Uganda (NPHC, 2014.). Hence the government of Uganda introduced Universal Primary Education (UPE) in 1997 and Universal Secondary Education (USE) in 2010 with the aim of promoting education in the country. After completion of A-Level or Upper Secondary, those who pass may choose to progress to university, where they can study or to other tertiary institutions.

The Education systems are normally measured on their impact on the four central functions of education characterized by; Differentiation, Standardization, Vocational orientation, and Track mobility. The four functions are to improve equality of opportunity, to enhance efficient sorting and learning, to prepare for labor market allocation, and to socialize into active participation in society (civic engagement).

The quality of the education received has an important role to play in employment, and affects the economic, social and Political status in the society. Education is one of the basic needs for human development and to escape from poverty (Sivakumar & Sarvalingam, 2010.). Various attempts and suggestions have been availed in a bid to improve on the quality of Tertiary education that includes employability skills. A “reform of primary and secondary education may have beneficial effects on the quality of the skills acquired by university graduates and improve the match with firms’ demand for skills” (Stampini and Chouchane, V, 2011.). All education is regulated by the National Education Curriculum

under the Ministry of Education and Sports (MOES). The current education system has existed since the early 1960, after getting Independence.

Tertiary education contributes to social and economic development through four major missions: The formation of human capital (primarily through teaching); the building of knowledge bases (primarily through research and knowledge development), the dissemination and use of knowledge (primarily through interactions with knowledge users); and the maintenance of knowledge (inter-generational storage and transmission of knowledge) (OECD, 2008.).

### **2.1.2 Skills Development and Employability**

It is the ability and capacity acquired through deliberate, systematic and sustained effort to carry out tasks with determined results within a given range of time, energy or both. Skills transform lives and drive economies especially in the modern knowledge-based global economy. People who lack adequate skills face a much greater risk of experiencing economic disadvantage and are more likely to be unemployed and dependent on social benefits. Skills may involve ideas (Cognitive skill), things (Technical skills) and/or people (Interpersonal skills). There are several examples of skills namely; leadership and management skills, professionalism skills, organizational skills, team building skills, analytical skills, personal life skills, life skills, student skills, sports skills and many others.

Skills can be defined as the ability and capacity acquired through deliberate, systematic and sustained effort to carry out tasks with determined results within a given range of time, energy or both. Skills transform lives and drive economies especially in the modern knowledge-based global economy. “Skills are capabilities and expertise in a particular occupation or activity. There are a large number of different types of skills and they can be split into a number of different categories” (Leitch, 2006). Therefore, to avoid

unemployment, High school Graduates should possess “a set of achievements – skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy” (Mantz & Yorke, 2004). People who lack adequate skills face a much greater risk of experiencing economic disadvantage and are more likely to be unemployed and dependent on social benefits. They may involve ideas (Cognitive skill), things (Technical skills) and/or people (Interpersonal skills).

A broad range of skills is required to be productive and contribute to the development of the modern economies. Therefore, when we talk about skills we refer to the expertise or talent needed to do a job or task. Skills are classified into Job skills that allow you to do a particular job and life skills that help you through everyday tasks. Skills build confidence and independence in life and help one to achieve success and are achievable. Employability requires skills for one to achieve his/her goals in employment. “This is largely a result of an international consensus which, though contested, argues that people and organizations need to embrace new skills and knowledge at regular periods in order to meet the challenges of a much more dynamic and unstable economic climate (Unwin, 2003.). For example, in the United States of America, an Employability Skills Framework was developed through a collaboration of employers, educators, human resources associations, and labour market associations. This framework states that, “Employability skills are general skills that are necessary for success in the labor market at all employment levels and in all sectors”. A research with employers across Canada, the Conference Board of Canada released Employability Skills 2000, which defines employability as “the skills you need to enter, stay in, and progress in the world of work”.

Worldwide, both public and private or governments and proprietors find themselves in a situation of fresh graduates from tertiary institutions who have a shortage of the critical skills for the

available employment. It is now common for employers to consider education in productivity but prefer individuals who already have experience and probably reference from a previous employer about the employability skills of an individual. A survey of South African firms found that 61 percent of firms identified referrals as the best mechanism for job matching (Schöer & Rankin, 2011). As countries strive to achieve economic development, they also need to turn the growing number of the educated people into a formidable workforce, by moving them from education to employment. “We aim to make our education systems more inclusive, by developing mechanisms whereby we can ensure that everyone succeeds by providing tailored approaches” (OECD, 2009). This of course has challenges of which interventions will be applied to achieve the best results. It has therefore become very important for countries to include Tertiary Education policies on their agendas after realizing its role contribution to the economic performance of the countries. It is a major driver of economic competitiveness in an increasingly knowledge-driven global economy which has made necessitated the need for high quality tertiary education more important than ever before. Therefore, in order to sustain a globally competitive research base and to improve knowledge dissemination to the benefit of society it is the imperative for countries is to raise higher-level employment skills.

### **2.1.3 Technical Vocational Training, and Employability**

Until recently, almost all vocational education took place in the classroom, or on the job site, with students learning trade skills and trade theory from accredited professors or established professionals. However, online vocational education has grown in popularity, and made it easier than ever for students to learn various trade skills and soft skills from established professionals in the industry.

Vocational training or education, which is sometimes referred to as career education or technical education is the education or program that prepares people to work in



various jobs. Students are allowed to have practical knowledge of the expected requirements in the labour market to enable them to have a better transition from school to employment. Vocational education is offered in the “Third” stage of education, or high school or postsecondary level and leads to acquisition of a qualification which can be Primary, O level or A Level. Vocational training is important because it involves the teaching, identification and development of skills which are required for employment. “Vocational Training and Skills Training is a primary means of enabling young people to make a smooth transition from school to decent employment. Vocational education and training system in the country is relatively small with most of the programs being pre-employment, supply driven and targeted towards modern sector needs” (MOES, 2004)

In offering Vocational education, the main objective is to develop the skills of the students to match with the requirements of the prospective employers. Until recently, almost all vocational education took place in the classroom, or on the job site, with students learning trade skills and trade theory from accredited professors or established professionals. However, online vocational education has grown in popularity, and made it easier than ever for students to learn various trade skills and soft skills from established professionals in the industry. “High youth unemployment has also been attributed to the absence of vocational institutions in the City, lack of experience and a mismatch between employment seekers and hiring institutions. To address this, KCCA has through the Directorate of Gender Production and Social Service, introduced the Kampala Employment Bureau, to help in Youth re-skilling and provide an organized platform for matching job seekers and hiring institutions. The Kampala Employment Bureau is one of the KCCA initiatives aimed solving unemployment among the educated youth in greater Kampala and is located at Senzibwa road, Nakasero. It’s been fitted with computer and presently has capacity to handle 50 students a day. The overall goal over the next five years is to fully operationalize the Employment Services Bureau to re-

skill and link the youth to employment opportunities including business process outsourcing” (KCCA Strategic Plan 2015/19).

Unemployment became a major issue especially among the educated because they did not acquire the required skills needed for the jobs available, through vocational training. “This is a result of the gap between the relevancy of the O Level achieved and the vocational skills needed for the jobs that are in demand for workers” The effects of a very young age structure in Uganda, Population Action International. 2010. Retrieved 2013-05-23. Where there is no transition or continuity from school into employment is an apparent mismatch of the education given and the skills needed “Overall, only about 3 million of the 11 million working persons do have an essential trade or skill for the labour market” (UNHS 2012/13).

The International Labor Organization (ILO) says training institutions continue to produce graduates whose skills do not match what the market wants. Skills mismatch on labor markets has become a persistent and is growing especially among the developing countries. In the long run, as the problem of unemployment persists, the people opt for lower jobs for which they are over educated. “The mismatch between the type of education provided at schools and the requirements of the labor market is a reason that has been both mentioned by the academic literature” (Chigunta 2002, Haile 2003, ILO 2012, Kellow 2010).

One of the ways the ILO has sought to build bridges between education and the world of work is by promoting “dual-system education strategies”, which combine school-based education with apprenticeships and on-the-job experience. This can best be corrected by creating a relationship between the educationists and the employers, as a way of finding a sustainable solution to the problem. “Small-scale and targeted programs that coordinate closely with employers have the best outcomes” (Kuddo 2009).

“Similarly, on-the-job training and pathways towards employment are always more effective than classroom work” (Kuddo 2009). The success or failure of training programs rests heavily on the existing labor market (Attanasio, Kugler and Meghir 2011; Rodriguez-Planas 2010).

#### **2.1.4 Monitoring and Evaluation of Tertiary Education for Employability**

OECD-DAC (2002) defines monitoring as “the ongoing, systematic collection of information to assess progress towards the achievement of objectives, outcomes and impacts,” while it defines evaluation as “the systematic and objective assessment of an ongoing or completed project, programme or policy, its design, implementation and results, with the aim to determine the relevance and fulfilment of objectives, development efficiency, effectiveness, impact and sustainability. “Monitoring and evaluation is a crucial component for measuring performance. It facilitates the assessment of existing deficiencies in a system, determines needs and priorities, and enables appropriate allocation of program resources” Strengthening Statistics for Development, MOFPED, Sector Strategic Plan for Statistics 2007/2008-2011/12. Monitoring and Evaluation (M&E) also assesses the outcome relevance of an activity, and the impact of a programme, or effectiveness of a policy, as well as its efficiency and sustainability.

The function of M&E helps to check the progress of the Tertiary Education offered in the country and make recommendations for policy makers to review where necessary

However, M&E is not a new intervention but differs in the way it is carried out as an intervention. M&E in education has evolved over the years in response to changing needs perceived by education planners, implementers and other stakeholders. The MOES and the Education system in the Country being the planners, the Tertiary Institutions the implementers and the different stakeholders that include teachers, students, donors, etc.

Section 5 of the Universities and Other Tertiary Institutions Act, (2001) provides for the functions of the National Council for Higher Education (NCHE) and one of them being to monitor, evaluate and regulate institutions of higher education. It was therefore realised that involving stakeholders, including civil society and the local community, has led to a growing interest in participatory approaches to M&E. This has in turn prompted the country level, by government, of funding education seeking the effectiveness and efficiency of education systems and addressing issues of governance and transparency, such as accountability and sustainability.

However, if this study was not carried out and suggestions advanced in addressing the relevance of Tertiary education on employability, the misperception about the type of formal education acquired at tertiary level, the attitude towards the education, a case of misguided thinking due to lack of the required skills as made in this study, or if this study is not carried out, there would be situations like;

The ILO (2011e) recently produced a social unrest index, which found that global levels of discontent are related to unemployment, worsening living standards, a lack of confidence in governments and the perception that the burden of the crisis is not being fairly shared. A 2013 report by the African Development Bank explored data from 24 developing countries and found a direct correlation between unemployment and political instability. “The high population growth puts a considerable break on per capita growth and led to low achievements in households’ poverty reduction” (Klasen and Lawson, 2007).

The unemployed population will be vulnerable to lawlessness or involvement in criminal activities like prostitution, drug abuse, theft, gambling, domestic violence, suicide, prolonged dependence, loss of self-esteem that can be a security risk to the country. “The motivation to join gangs and other violent groups for unemployed and underemployed young men is not

merely economic necessity, but it often stems from the need to compensate for the lack of trust, support, and social ties that exclusion from productive opportunities brings about” (Bell and Blanchflower, 2010).

The populace will live in continued poverty or working poverty because of unemployment. “Working poverty rates among youth in Sub-Saharan Africa is nearly 70 per cent in 2016, translating to 64.4 million working youth in that region living in extreme or moderate poverty (less than \$3.10 per day), (ILO, 2016). This may result into a risk of many people getting so desperate which may prompt them to take their own lives. “Many studies further show that unemployed persons have a higher propensity to take their own lives” (Platt 1984 and Blakely et al. 2003).

Without the solutions suggested for this problem as shown in this study, there will be a lot of brain drain as more well-educated youth migrate temporarily or permanently from Uganda, to more developed countries in search of employment. There are other reasons to migrate like armed conflicts, natural disasters, etc. But increased unemployment and subsequent working poverty caused by lack of good quality job opportunities play a big role youths’ decision to migrate.

For the above reasons, The National Development Plan (2010/11 –2014/15) envisages to transform the Ugandan society from a peasant to a modern and prosperous country within 30 years; reaching middle-income status by the year 2017. Skills development is highly regarded as a means to raise productivity and incomes and enhance competitiveness of the economy.

### **2.1.5 Employability**

The main goal of an education system is to prepare and equip young people, especially, with the right knowledge and skills for gainful employment, thereby ensuring that the graduates

are employable. It is stated by ILO report (2003) - Learning and training for work in the knowledge society, in its concluding remarks that: "Promoting innovation, productivity and competitiveness of individuals, enterprises and countries is therefore the first pillar that underlies contemporary learning and training policies and provision. Similarly, individuals' possession of knowledge and skills increasingly determines their employment outcomes and lifetime."

Therefore, "Employability is the possession by an individual of the qualities and competencies required to meet the changing needs of employers and customers and thereby help to realize his or her aspirations and potential in work" (CBI, 1999). The term Employability is often used as a measurement by employers on graduates' marketability. However, it can also be referred to as "an individual's perception of his or her possibilities of getting new, equal, or better employment" (Berntson, 2008.). Hapidah and Sahandri, M (2011) proposed four employability skills that every graduate should have, which are academic, connectivity skills, personality management, and exploration skills. Therefore, if graduates have these four skills, they shall not have any problem in the job market. A person who achieved Tertiary Education, is perceived to be employable if he or she could be able to exhibit those qualities that enable them to achieve gainful employment. Otherwise, there emerges a situation of unemployment, making employability practically applicable to the unemployment context.

Yorke & Knight (2003) also defines employability as a set of achievements - skills, understandings and personal attributes - that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy. The qualities and competences involve a combination of employable skills acquired from High school together with the individual characteristics or quality of being employable.

According to Fugate, M. et al, (2004), employability comprises three separate, yet inter-related, dimensions: (i) adaptability; (ii) career identity; and (iii) human and social capital. They proposed that employable individuals are (a) less likely to be psychologically harmed by job loss, (b) more likely to engage in greater job search, and (c) more likely to gain high quality re-employment.

Berntson, (2008) further differentiates employability into two main categories – actual employability (objective employability) and perceived employability (subjective employability). Employment affairs in Uganda are basically moderated and guided by the Employment Act of 2006, which have a number of provisions that relate to the nature and requirements for employment.

Employability should also be considered in the perspective of knowledge acquired by individuals and their personal attitudes towards work. “In simple terms, employability is about being capable of getting and keeping fulfilling work. More comprehensively employability is the capability to move self-sufficiently within the labour market to realize potential through sustainable employment, (Hillage & Pollard, 2014).

According to the ILO (2012a), the number of unemployed persons worldwide rose by 5.8 million in 2008 and by an additional 21 million in 2009, where it reached roughly 195 million, or about 6.1 percent of the global working population, and held steady through 2011. This therefore highlights the importance of matching formal tertiary education and employment requirements. “The unemployment rate among young people in Uganda is 61.6 percent in 2012” Action Aid 2012. “In 2012, the share of unemployed youth (National definition, 18-30 years) among the total unemployed persons in the country was 64 percent” (UBOS, 2013). This signifies the importance of improving formal Tertiary Education to

match with the requirements of the labor market by ensuring that skills and vocational training become a core factor in determining the chance of a successful transition into work.

Employability is a term that is often used as a measurement by employers on graduates' marketability. Hapidah & Sahandri, (2011) proposed four employability skills that every graduate should have, which are; academic, connectivity skill, personality management, and exploration skills.

Employment can be defined as those working-age populations who are working and earn an income, while unemployment is where an interested person in working age fails to get full time or meaningful work known as employment. There are however, different types of unemployment, namely; Demand Deficient Unemployment, Structural Unemployment, Real Wage Unemployment, Frictional unemployment and Voluntary Unemployment.

## **2.2 Summary of the literature review**

During the study, while addressing the issue of the relevance of tertiary education on employability in Uganda, the ever-increasing number of the youth or youth bulge is overlooked in relationship with the few available jobs on the market. Uganda is experiencing the "Youth Bulge", a demographic period in which the proportion of youth in the population increases significantly compared to other age groups, both older and younger in the Country. "A large proportion of young adults and a rapid rate of growth in the working-age population tend to exacerbate unemployment, prolong dependency on parents, diminish self-esteem and fuel frustrations," (Cincotta, n.d).

In this study, while addressing the relevancy of tertiary education on employability where equipping the students with the relevant skills is a necessity, it was important to note that there was also lack of information or hard data to show the requirements needed by the employers. There has been persistent lack of data feedback to the education systems, the



governments who are the policy makers, and business entities, on which skills are required for employment. This deficiency makes it difficult to even to understand and relate the skills that are required for employment, what practices are the most promising in training youth to become productive citizens and employees, and how to identify the programs that do this best. “Due to data limitations, phenomena such as youth unemployment or inactivity cannot be mapped comprehensively” (Scarpetta, et al., 2010)

The Literature Review gave therefore, a detailed review of the literature on the related findings and arguments to the key themes of the study understandable by the reader. The following chapter of the study presents the methodology that was used in collecting, processing and dissemination of data to support the findings on the research problem.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.0 Introduction**

This section of the study presented the sampling design, the research methods, tools and instruments that were used in conducting the study and collect data to support the findings on the research problem. Since the study was focused on the relevance of Tertiary Education on employability in Uganda, with a case of Makindye Division of Kampala Capital City Authority, a cross sectional research design was used. This chapter was subdivided into relevant sections, for clarity purposes, which include the Research Design, Area of Study, and Population of the Study, Sampling techniques, data Collection Methods and Instruments, Quality Control Methods, Data Analysis, Ethical Considerations, Limitations of the Study, References, Bibliography and the Appendices.

### **3.1 Research Design**

The study employed a cross-sectional survey design due to the fact that it “it triangulates both quantitative and qualitative approaches” (Sekaran, 2001), which permits collection and analysis of both qualitative and quantitative data collected and involves looking at people who differ on one key characteristic at one specific point in time, which is 2018. The design allowed administration of both interviews and questionnaires to the study population who were separated into cohorts according to age, sex and education levels but shared the same background socially, economically and ethically. According to Amin (2005), the cross-sectional study will enable the researcher to obtain diverse information from the subject of study.

A descriptive research design entailed collection of data on the tertiary education graduate’s ability to be employed in the Division and obtained quantitative and qualitative data in

connection with study. Mixed methods were employed, which included both quantitative and qualitative methods of data collection and analysis. The descriptive research design provided answers to questions of who, what, when, where, and how tertiary education influenced employability in the Division. This was suitable for the nature of the population where the research was conducted. The method allowed the application of alternative mixed methods designs, their descriptions, especially through the use of visual communication like diagrams, writing down and justifying their use. Qualitative techniques helped to come up with conclusions on variables that could not be measured quantitatively while quantitative techniques facilitated establishing variables that were numerical.

### **3.2 Area of Study**

The study was carried out at Makindye Division, which is one of the five Divisions that form Kampala Capital City Authority. This Division is located on the southeastern corner of Kampala Business city, bordering Wakiso District to the south and west. The coordinates of Makindye Division are: 0°17'00.0"N, 32°35'00.0"E (Latitude: 0.283334; Longitude: 32.583334). The Divisional headquarters are located approximately 6 kilometers (3.7 miles), by road, southeast of Kampala's Central business District in Uganda.

### **3.3 Study Population**

Out of this population, the study targeted 50 stakeholders to be the respondents, according to the study themes. These included the City Education Officer, Division Education Officer, City Labour Officer, Tertiary Institute Registrars, Training managers at KCCA Employment Services Bureau, Employees of the organizations at any level of work. They were purposively selected from the community because of their relevance for this study as they were directly affected by the relevance of tertiary education on their employability.

### **3.4 Sampling Procedures**

Both probabilistic and non-probabilistic sampling techniques were used. The target population was divided into different stratum based on their knowledge. With probabilistic sampling, each number was written on a piece of paper and gold kish method under simple random sampling was used to sample out the final respondents. The selected respondents were administered with questionnaires. The non-probabilistic sampling was in form of key informant respondents who were purposively selected. These mainly comprised City Education Officer, Division Education Officer, City Labour Officer, Tertiary Institute Registrars, Training managers at KCCA Employment Services Bureau, since they play major roles in understanding tertiary education and its relevance to employability Data was collected from this group using an interview guide

#### **3.4.1 Sample size**

The study sample size is indicated in table 1 below and the determination criterion was adopted from Krejcie and Morgan, (1970) sample size table. Using this criterion, the study sample size for questionnaires was for 50 respondents and all of them filled up the questionnaires and returned them. All Primary data from 50 respondents was collected from respondents who represented the population of study in Makindye Division. Different respondents were purposively selected from Tertiary Institute Registrars, City Education Officer, Division Education Officer, City Labour Officer as well as, KCCA -ESB training managers obtain data using interviews and a questionnaire. While random sampling technique was used to select Makindye Division offices at all different levels of work. These were selected basing on their offices because they are relevant and had enough information that was relevant for this study and their location in Makindye Division and KCCA as seen in table 1 below;

**Table 1: Distribution of the study population and sampling strategies**

**Population Sample and Sapling Techniques**

Category	Population	Sample size	Sampling Method
KCCA – ESB Training managers	5	5	Purposive sampling
City Education Officer	1	1	Purposive sampling
City Labour Officer	1	1	Purposive sampling
Division education officer	1	1	Purposive sampling
Tertiary Institutions- Academic Registrars	5	5	Purposive sampling
Employees at any level of work	50	37	Random sampling
Total	63	50	

Source: *Krejcie and Morgan (1970) sample size table*

**3.4.2 Sampling Techniques**

This study employed Purposive sampling techniques used on the respondents including KCCA – ESB Training managers, City Education Officer, City Labour Officer, Division education officer Tertiary Institutions- Academic Registrars. Purposive sampling technique was used to selected respondents because it quickly reaches a targeted sample by providing different techniques which generalizes from the results that are being studied. Purposive sampling also possesses various types that can be used which allow findings homogenous samples, perform typical case sampling, sought out deviant case sampling, or look at characteristics from an entire population. This allows different sampling in phases which makes it possible to achieve a wider range of non-probability sampling to identify phenomena and also draw conclusions that may require further investigation.

Specifically the Employees at any level of work respondents were selected using the simple random sampling technique. Simple random sampling is the simplest form of data collection

which involves basic observation and recording skills. It allows an equal chance to every member of the selected population to be included in the study. This means that the findings can be applied to the entire population base or be used for a larger frame. It is used on groups or cohorts, which is at the advantage of this study, on the group of employees who have gone through Tertiary education. This technique also minimizes errors when performing data analysis because of the low margin of error.

Some respondents gave information that led us to the other respondents who were interviewed without appointment. The information received adequately represented the Tertiary Education Graduates, policy makers and stakeholders in education and employment with information concerning the unemployed but educated persons in Makindye Division and helped to find out the relevancy of tertiary education on employability

### **3.5 Data Collection Methods and Instruments**

Data from the respondents both through Primary and Secondary sources, different data collection methods and tools was used; Questionnaire and Interview methods was used to capture primary data, while Document Review method captured secondary data.

#### **3.5.1 Questionnaire survey method**

A Questionnaire is a data collection method which lists a number of a study or research or survey questions to be asked to respondents. Because of the lack of enough data especially from the employers, this method was used. It allowed asking a variety of questions that cover a wider range in the study in a cost-effective way. The questions targeted groups of my choice and easy to manage in various ways.

The answers to the questionnaire in this study were obtained through both closed-ended and open-ended questions. The closed ended questionnaire included multiple choice answer

options and was analyzed using quantitative methods while the answers obtained to open-ended questionnaire questions was analyzed using qualitative methods and they involved discussions and critical analyses without use of numbers and calculations.

This refers to a questionnaire that was designed specifically to be completed by a respondent without intervention of the researchers (e.g. an interviewer) collecting the data. By using the SAQ in this study, I achieved the desired information which was independent of any bias or influence, since the respondents were believed to have attained enough education and knowledgeable. However, I personally delivered the questionnaires and collected them for purposes of ensuring that they were received and also save the time used.

#### *Questionnaire instrument*

The questionnaire was divided into different sections in order to take into consideration the desired objectives of the study.

SECTION A: This section sought information about personal back ground and comprised of five questions. The questions were about county, division, village, Age, sex, marital status, highest level of education

SECTION B: Objective one - The section was addressing the relevancy of skills development at tertiary level of education on employment. Each subsection contained related phrases ranked on a scale of yes and no response.

SECTION C: Objective two - This section sought to address skills required for employment of tertiary education Graduates. The structured questions were aimed at capturing respondent suggestions to give a meaning full outcome on employability.

SECTION C: Objective three - this section sought to address the ways of reducing unemployment through improvement of the quality tertiary education. The researcher used this method because the respondents knew how to read and write. In addition, no bias nature of the research in anyway and finally it covered a wide area of sample selected (Sekalan, 2003.).

For purposes of the questionnaire used here, a three-point, “rating scale” was used so as to get more than two options, in which the respondent could answer in neutrality over a question being asked. This is the process of generating the continuum, a continuous sequence of values, upon which the measured objects were placed.

### **3.5.2 Interview method**

This method was used because the researcher wanted to complete a detailed understanding of the issues from the respondents through probing and clarifications (Odiya, 2009.). This method was chosen for this study because it digs deeper into the views of the respondents. Interview methods, “Are more powerful in eliciting narrative data that allows researchers to investigate people's views in greater depth” (Kvale, 2003). The Interview method in this study examined the, KCCA – ESB Training managers, City Education Officer, City Labour Officer, Division education officer Tertiary Institutions- Academic Registrars respondents.

#### *Interview Guide*

This method was used because the research wanted to complete detailed understanding of the issues from the respondents through probing and clarifications (Odiya 2009). The research used interview guide because it is flexible to measure certain characteristics which are not possible by developing scales (Mugenda and Mugenda 2003). The 13 respondents



interviewed included KCCA – ESB Training managers, City Education Officer, City Labour Officer, Division education officer Tertiary Institutions- Academic Registrars respondents.

### **3.5.3 Document Review Method**

Document review is a way of collecting data by reviewing existing documents. This method was used in this study, to help in gathering background information on the topic of the study. This was by reviewing existing documents which will helped in understanding the history, philosophy, concept and operation of the problem being investigated. Reviewing existing documents helped in the formulation of questions for interviews, questionnaires, focus groups and develops an observation guide to the number and type of participants and what it costs. The information in a DR is independently verifiable, the process can be done independently, without needing to solicit extensive input from other sources and practically less expensive than collecting the data on your own. In this study, the DR was used because it was relatively inexpensive, good source of background information, unobtrusive and could bring up issues that were not noted by other means or were not directly observable.

#### *Document Review Checklist*

This was used to plan and manage communications and content management activities, resources and deliverables. The Document Review Checklist helped to conduct a meaningful review of the documents used in this study and check for any technical omission or errors in the content. It is structured to have the provisions for documents required, the information required, the custodian of those documents and the corresponding remarks. Document review is very important before the documents are sent to the intended audience. The checklist helped me to create more complete and accurate study in a manageable period of time.

### **3.6 Quality Control Methods**

These are the methods that were used to control the quality of the data that was collected on this study. The term quality assurance refers to “systematic, structured and continuous attention to quality in terms of quality maintenance and improvement” (Vroeijenstijn, 1995a). It involved procedures and processes that applied the control measures to ensure that the quality of the data used was suitable for the study. The study ensured that there was quality data collection by checking on.

#### **3.6.1 Data verification**

Where different types of data were checked for accuracy and consistency after data entry was completed. It checked the totals, reconciliation of data, comparisons with previous data, consistence with other data and data auditing processes. Data was therefore compared at each level of the intended intervention of the study. A pilot study was performed by gathering a small amount of data and performing a preliminary analysis before collecting the full research data. This helped to find out any design and data collection flaws that could have happened, and corrected them in order to plan this final study.

#### **3.6.2 Validity of the instruments**

To ensure that the method used helped the researcher to be sure that every question asked, was properly filled on this form and answered correctly and accurately.

In this study validity was established by measuring content validity of the instruments. Content validity focuses on the extent to which the content of an instrument corresponds to the dimensions and indicators of the concepts (AMIN, 2005). Content validity was determined by calculating content validity index (C.V.I) using expert judgment.  $C V I = \frac{\text{number of item declared valid by supervisors}}{\text{total number of items}}$ . This was repeated for all items and an average of 0.938 was computed, for the questionnaire

For example, supervisor A  $19/23 \times 100 = 82.6\%$

Supervisor B  $19/23 \times 100 = 82.6\%$

Supervisor B  $19/19 \times 100 = 100\%$

Therefore  $82.6\% + 82.6\% + 100 = 88.4\%$

Content Validity CV = 0.88%

Therefore, the validity test was based on the above formula and results showed a validity figure of 0.884. For the instrument to be accepted as valid and fit to capture data, the average index should be 0.7 and above (Amin 2005).

### **3.6.3 Testing for reliability**

Of the instruments was done through Pre-testing the tools that were used, on a total of 10 respondents. All these were graduate trainees at KCCA Employment Service Bureau, a body that is under KCCA and is aligned to the mandate of the Directorate of Gender Community Services and Production which is “to empower vulnerable communities socially and economically to improve their livelihoods and participate in the development process.” This is through training especially graduates from Tertiary Institutions in employable skills. Newton and Rudestam (2013) warned “that the context of the study is crucial in determining the relative importance of the size of the correlation coefficient” (p. 299). Data was entered in the SPSS data management software and Cronbach’s Alpha coefficient was run to ascertain reliability. The score range of Alpha was 0.7 or more for acceptability of consistence and reliability.

**Table 2: Reliability analysis after collection of the data**

Reliability analysis-scale(alpha)
Reliability coefficients
N of cases =19
N of items =10
Alpha =0.715

Source: *Researcher, 2018*

The correlation between the scores obtained at the two different times from one and the same set of respondents is high at 0.715. The higher it is, the better the pre-test reliability, and consequently the stability of the measure across time.

Pre-training on the use of the tools which that helped in the research to improve in skills administering the questionnaires, and data collection using face to face, was done. The research was carried out in such a way that the respondents were interviewed privately and confidentially. Each respondent was treated with due respect as a way of building confidence and ensuring responsible participation. It was also be justifiable that questions were asked and answers written down the answers to avoid mistakes.

### **3.7 Data management and processing**

The researcher obtained a letter of introduction from Uganda Martyrs University (UMU) which was presented to the Makindye Division headquarters on the topic “examining the relevance of formal tertiary education on employability in Makindye Division”. A meeting with the public relations officer of KCCA to be cleared to proceed to the Makindye Division was scheduled a week before the research and agreed on the modalities to be followed while carrying out the research.

A Personal Digital Assistant (PDA) that is a hand-held mobile computer was used for data collection in the field. Data was input directly on the PDA and then transferred later or

immediately to another computer for analysis. This was instrumental in facilitating the data collection process in a cost effective and time saving way. It was used for this field purpose because it is portable, easy to use, reliable, not corruptible and not expensive to acquire.

The PDA in this study was used to store the collected data from the employees at all levels of work, which were located in different locations in Makindye Division. An expert was then employed to help in the running of the data using SPSS with the help of the printed hard copies from the software.

### **3.8 Data Analysis**

Both qualitative and quantitative methods were used to analyze data, where by the quantitative method involved the use of tables where data was reduced to percentages, averages, and frequencies while qualitative data was analyzed thematically where respondents' views were directly quoted and presented in the analysis. Quantitative data was analyzed using a computer package Statistical Package for Social Scientists (SPSS-Version 22). The data were then analyzed using thematic analysis and presented.

#### **3.8.1 Quantitative data analysis**

Quantitative studies result in data that provides quantifiable, objective, and easy to interpret results. The data can typically be summarized in a way that allows for generalizations that can be applied to the greater population and the results can be reproduced. Quantitative data can be analyzed in several ways where raw information can be turned into meaningful data through the application of rational and critical thinking. A quantitative approach is usually associated with finding evidence to either support or reject hypotheses formulated in Chapter One.

In this study, a set of analytical software was used to assist with analysis of quantitative data. These included three popular quantitative data analysis software: Microsoft Excel, Microsoft Access and SPSS. Three data analysis techniques were used, namely; Regression, Frequency Distribution and Text Analytics techniques.

The Linear Regression was used to test the relationship between the statistical variables. This is one of the most commonly used type of predictive analysis used to explain the relationship between one dependent variable and one or more independent variables. In this study, the Regression equation was defined by the formula  $y = c + b*x$ , where  $y$  = estimated dependent variable score,  $c$  = constant,  $b$  = regression coefficient, and  $x$  = score on the independent variable.

Frequency Distribution analysis technique was used to figure out certain aspects in the study, like the age classification of the respondents against the population in the survey. This was effective through the use of the Histogram tool in Excel.

Text Analytics techniques was used to test the relationship in the open questions for respondents who filled in their own answers. This technique was relevant in this study because it captured the open-ended responses and analyzed them using the Term frequency – inverse document frequency (TF-IDF) that tested how frequently a word appeared in the document relative to the whole set of documents.

### **3.8.2 Qualitative data analysis**

Data analysis in qualitative research is defined as the process of systematically searching and arranging the interview transcripts, observation notes, or other non-textual materials that the researcher accumulates to increase the understanding of the phenomenon

Qualitative data analysis involves the identification, examination, and interpretation of patterns and themes in textual data and determines how these patterns and themes help answer the research questions at hand.

Qualitative research yields mainly unstructured text-based data. These textual data could be interview transcripts, observation notes, diary entries, or medical and nursing records. In some cases, qualitative data can also include pictorial display, audio or video clips (e.g. audio and visual recordings of patients, radiology film, and surgery videos), or other multimedia materials.

### **3.9 Ethical Considerations**

In order to address the issue of the Ethics expected in this study, the following Ethical considerations were ensured;

Permission to conduct the study was sought from UMU and was granted on notice.

The consent of the respondents was sought, which will give them the confidence of being consulted before the exercise and therefore give genuine answers. This will help to ensure that the data collected in the study was sustainable and that data reflecting the same situation may be obtained even in future studies on the same problem.

Acknowledgement of the authors quoted in the study, through citations and referencing.

Authority from both the local authorities and the authorities in the area of the research, like the Town Clerk, area councilors and Education department, was contacted by the researcher to help in ensuring security and easier access to the required information.

### **3.10 Limitations of the Study**

The limitations faced by the study were basically on the trend of unemployment records in the study period, as evidenced in the Uganda Bureau of Statistics and National Population and Housing Census records have not clearly desegregated the details of the Division specifically. The data on Tertiary education can be obtained from the Ministry of Education and Sports but information on employability in Makindye Division is hard to access. The busy schedules of the respondents especially the KCCA – ESB Training managers, City Education Officer, City Labour Officer, Division education officer who were the interview respondents. Those available were also reluctant to give information due to the sensitivity of their offices. This slowed down data collection in terms of time since there were a lot of call backs.



## **CHAPTER FOUR: PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS**

### **4.0. Introduction**

This chapter presents the research findings, interprets and analyses them in respect to the study areas. The findings of the study are presented considering the general purpose of the study which was to examine the relevance of formal tertiary education on employability in Makindye division.

Many variables were focused on and these were skill development, technical vocational training and monitoring and evaluation and their relevance to employability. The study findings were therefore presented in accordance with the study objectives using frequencies to bring out both qualitative and quantitative aspects. Therefore, the data was interpreted and analyzed accordingly.

The study targeted a sample of 5 KCCA – ESB Training managers, 1 City Education Officer, 1 City Labour Officer, 1 Division education officer, 5 Tertiary Institutions- Academic Registrars, 37 Employees at any level of work.

### **4.1. Presentation and Analysis of the Findings**

Section A of the questionnaire sought for data on the respondents' background this was intended to gauge whether the data collected was authentic. Data collected included the quantified demographic characteristics of respondents such as: sex, age, marital status, level of education and occupation

**Table 3: Response rate**

Category	Sample size	Actual	% response rate
KCCA – ESB Training managers	5	5	100
City Education Officer	1	1	100
City Labour Officer	1	1	100
Division education officer	1	1	100
Tertiary Institutions- Academic Registrars	5	5	100
Employees at any level of work	50	37	100
Total	63	50	100

*Source: Field Survey, 2018*

The results in table show that the study received a good response rate because out of all the 50 respondents who participated in the study and given questionnaires, all returned them for recording and assessment.

#### **4.1.1. Respondents by age**

Respondents were requested to indicate their ages; this was aimed at enabling the researcher to describe the age of the respondents in relation to tertiary education relevance on employability. In this study, age of the respondents was categorized into four categories namely: 20-30, 31-40, 41-50, 51 and above.

**Table 4. Respondents' Age Bracket**

<b>Age bracket</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
20-30	12	24
31-40	18	36
41-50	15	30
Above 51	5	10
<b>TOTAL</b>	<b>50</b>	<b>100</b>

*Source: Field Survey, 2018*

Table above shows that out of 50 respondents, 24% were between 20-30 years, 36% were between 31-40 years, 30% were between 41-50 years and 10% were above 50 years. From the analysis, the results showed that majority of our respondents were in the age bracket of 31-40 years. This was of benefit to the study in that, at the bracket age an employee is able to actually understand the relevance of tertiary education to employability since a person has gained a reasonable experience in any field is working in.

#### **4.1.2. Respondents by marital status**

Respondents were requested to indicate their marital status; this was aimed at enabling the researcher to describe the marital status of the respondents in relation to tertiary education relevancy to employability. In this study, marital status of respondents was categorized into four categories namely: married, single, widowed and separated.

**Table 5: Respondent’s marital status**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Married	20	40
Single	10	20
Widowed	15	30
Separated	5	10
<b>TOTAL</b>	<b>50</b>	<b>100</b>

*Source: Field Survey, 2018*

Table above shows that out of 50 respondents, 40% were married, 20% were singles, 30% widowed and 10% separated. From the analysis, results show that majority of our respondents were married. The implication here is that, majority of the participants who are married are largely affected with employability and any factor that affects its levels.

#### **4.1.3 Respondents by sex**

Respondents were requested to indicate their gender; this was aimed at enabling the researcher to describe the sex of the respondents in relation tertiary education relevance on employability in this study, sex of respondents was categorized into two categories namely: Male and Female

**Table 6: Respondent’s Sex**

<b>Sex</b>	<b>Frequency</b>	<b>Percentage</b>
Male	20	40
Female	30	60
<b>Total</b>	<b>50</b>	<b>100</b>

*Source: Field Survey, 2018*

Table above shows that out of 50 respondents, 40% were males, 60% were females. From the analysis, results show that majority of our respondents were females. It implied, mostly females were the majority who have envisioned the relevance of tertiary education on employability.

#### 4.1.4 Respondents by highest level of education

Respondents were requested to indicate their level of education; this was aimed at enabling the researcher to describe how the level of education of the respondents affected community participation in urban waste management. In this study, level of education of respondents was categorized into five categories namely: primary, O level, A level, tertiary.

**Table 7: Respondents' level of education**

<b>Education Level</b>	<b>Frequency</b>	<b>Percentage</b>
Primary	10	20
O Level	10	20
A Level	13	26
Tertiary	17	34
<b>TOTAL</b>	<b>50</b>	<b>100</b>

*Source: Field Survey, 2018*

Table above shows that out of 50 respondents, 20% were stopped at primary level, 20% were at O level, 26% A level, 34% at tertiary level. From the analysis, results show that majority of our respondents had were graduates from tertiary institutions. It implied majority actually understand the relevance of tertiary education to employability.

## 4.2. Empirical Findings on the Relevance of Formal Tertiary Education on Employability

This section aimed at finding the relevance of formal tertiary education on employability. It addresses three objectives which are to establish relevance of skills development at tertiary level, find out how technical and vocational education influences employability, find out the relevance of monitoring and evaluation of formal tertiary education on employability in Makindye Division.

### 4.2.1. The relevance of Skills Development Training on Employability

Skills gained in Tertiary Education. The researcher looked at the Skills gained in Tertiary Education by the respondents where by the researcher wanted to find its relevance to formal tertiary education on employability in Makindye division.

**Table 8: Showing Skills gained in Tertiary Education**

Responses	Frequency (f)	Percentage (%)
Communication	18	36
Managerial	14	28
Leadership	11	22
Data Analysis	07	14
<b>Total</b>	50	100

*Source: Field Survey, 2018*

From the above findings; the majority of the respondents concurred to Communication 18(36%) as a skill gained it tertiary education, managerial skills 14(28%), leadership and data analysis were represented by 11(22%) and 07(14%). This implied that communication skills if gained in tertiary education are relevant for employability.

Qualities Required by the Employer. The researcher also looked at the qualities required by the Employers of the tertiary education where by the researcher wanted to find its relevance to formal tertiary education on employability in Makindye division.

**Table 9: Qualities required by the Employer**

<b>Responses</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Communication	18	36
Managerial	14	28
Leadership	11	22
Data Analysis	07	14
<b>Total</b>	<b>50</b>	<b>100</b>

*Source: Field Survey, 2018*

From the above findings; the majority of the respondents who were represented by 18 (36%) suggested that Communication was a quality required by the employers, hence acquiring this quality was crucial for employability. This was followed by the managerial 14 (28%), where leadership and data analysis 11 (22%) and 07 (14%) hence they may not be as important as the requirement of communication and managerial skills.

**Table 10: The respondents' findings on the scale of yes or no items on skills development**

<b>No.</b>	<b>Items about skill development training</b>	<b>Y</b>	<b>N</b>	<b>Total</b>
1	Skills Development Training	23/46%	27/54%	50/100%
2	Relevance of the Skills acquired for Work	40/80%	10/20%	50/100%
3	Continuous Assessment for better Employment Opportunities	40/80%	10/20%	50/100%

*Source: Field Survey, 2018*

From the above findings; the respondents who were represented by 27 (54%) suggested that skill development training was not required for employability. However, 40(80%) they acknowledge to the fact that there is a relevance of skills if acquired for work. This shows that the 80% of yes to skills acquired in tertiary institutions, there is a relevance to employability. On the other hand findings show that there should be a Continuous Assessment for better Employment Opportunities since 40(80%) concurred to yes. This means that with a continuous assessment of tertiary education this will led to better employability.

In support of these findings, were interview findings, which high light the relevance of formal tertiary education for example relating the general information a respondent had this to say;

*Tertiary education is important because some of us are working with people who lack enough skills and this is because some times its technical know who, they end up being incompetent, imagine giving some one work to do and they are not sure of even what to produce but those are the products we are getting now from institutions what can we do.*

The analysis of the findings also shows that respondents concurred to the fact that there are skills gained in tertiary education for example Communication, Managerial, Leadership, Data Analysis skills. However, the biggest percentage concurred to communication as 36% is gained in tertiary education. This means that the higher the education the better communication of employee therefore a communication skill is very crucial to be learnt at tertiary education in Makindye Division. From the analysis, findings showed that, these skills are the making qualities required by the Employers in organization with a high %age on communication and leadership.



In support of these findings, were interview findings, which high light their relevance of the skills acquired in formal tertiary education for example relating these skills a respondent had this to say.

*You need as more skills as possible to perform at work, any additional skill is more important to your job you can include writing skills, employable skills, presentation, reliability, time management, self-drive to mention*

In the findings to support the Relevance of the Skills acquired for Work. 80% of the respondents concur with the fact that skills are relevant for performance as the 20% don't agree to the relevancy. In respect to relevancy of skills development at tertiary level of education on employability, interview findings revealed that

*The more skills one has about the job the better the performance so it is very relevant for skills to be impacted to the students at that level.*

From the e findings; the majority of the respondents who were represented suggested that Continuous Assessment helps on Employment Opportunities this means that there is need to acquire more skills even after tertiary education. This helps in personal improvement and hence good works relations and performance. From the analysis, findings also showed that Skills development was relevant to employability of graduates, lack of enough education limits enough employees' skills and yet employers are what they are looking for.

#### **4.2.2. Findings on how technical vocational education influences employability in Makindye Division**

Skills Expected from Tertiary Graduates. The researcher looked at the Skills expected from Tertiary Graduates were the researcher wanted to find its relevance to formal tertiary education and employability in Makindye division.

**Table 11: Skills expected from Tertiary Graduates**

<b>Responses</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Communication	18	36
Managerial	14	28
Leadership	11	22
Data Analysis	07	14
<b>Total</b>	<b>50</b>	<b>100</b>

*Source: Field Survey, 2018*

From the above findings; the majority of the respondents who were represented by 18 (36%) suggested that Communication was a skill expected from tertiary graduates, followed by the managerial skills 14 (28%), leadership and data analysis were represented by 11 (22%) and 07 (14%). This means that communication is a basic skill expected from tertiary graduate and is very relevant to employability.

#### **4.2.3 Causes of Inadequate Skills in Tertiary Graduates.**

The researcher also looked at the Causes of Inadequate Skills in Tertiary Graduates were the researcher wanted to find its relevance to formal tertiary education and employability in Makindye division.

**Table 12: Causes of Inadequate Skills in Tertiary Graduates**

<b>Responses</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Old Education System	14	28
Poor Career Guidance	18	36
Poor Vocational Training	11	22
Poor Feed Back from Employers	07	14
<b>Total</b>	<b>50</b>	<b>100</b>

*Source: Field Survey, 2018*

From the above findings, the majority of the respondents who were represented by 18 (36%) suggested that the Poor Career Guidance Causes Inadequate Skills in Tertiary Graduates, where 14 (28%) concurred to the Old Education System, and the rest of the respondents suggest Poor Vocational Training and Poor Feed Back from Employers were represented 11 (22%) and 07 (14%). This means that with poor career guidance coupled with the old education systems this causes inadequate skills in tertiary graduates hence effecting employability.

**Table 13: The respondents' findings on the scale of Yes or No items.**

<b>No.</b>	<b>Items About Technical Vocational Education</b>	<b>Y</b>	<b>N</b>	<b>Total</b>
1	Tertiary Institutions Equip Their Graduates with necessary technical and vocational skills for employment	30/60%	20/40%	50/100%
2	Satisfied by the Results from the work done by Tertiary Institutions Graduates	23/46%	27/54%	50/100%
3	Improvement of Tertiary Education.	40/80%	10/20%	50/100%

*Source: Field Survey, 2018*

From the above findings; the respondents who were represented by 30 (60%) suggested that Tertiary Institutions Equip Their Graduates with necessary technical vocational skills for employment to enhance employability. On the other hand, 27(54%) acknowledged to the fact that they are not satisfied by the results from the work done by the tertiary institutions graduates. This shows tertiary graduates have not been helped to perform to their expectations, therefore institutions have not done enough to pass out graduates who match the job markets hence hindering employability. This therefore means that there is more need required on the addition of the skills passed on to the graduates. Finds also show that there should be an Improvement of Tertiary Education since 40(80%) concurred to yes. This is confirmed with the 80% respondents who agree this means that if Tertiary Education is improved, there is a potential inclusion of the relevant skills to graduates for employers. This means that with an improvement in the education system there will better employability in Makindye division.

In support of these findings there are skills Expected from Tertiary Graduates for example Communication, Managerial, Leadership, Data Analysis skills. However, the biggest percentage concurred to communication as 36% is gained in tertiary education. From the analysis, findings also showed that, there causes of inadequate skills in tertiary graduates with Poor Career Guidance leading to a percentage of 36%, Old Education System, Poor Vocational Training, Poor Feed Back from Employers among others.

From the analysis, findings showed that technical vocational training had a significant influence on employability of graduates; therefore, improving the technical vocational training will impact the output of tertiary graduates in Makindye Division.

To support quantitative findings, were interview findings, which high light the ways of reducing unemployment through improvement of tertiary education in Makindye Division a respondent had this to say;

*You need to improve this rotten education system to reduce unemployment by improving on the policies we make, include skills development from the root not only at tertiary level for future investment. You call this human capital, when invested in don't you think you get great value? I think you do.*

From the analysis, findings showed that technical vocational training had significant relevance on employability of graduates; this means if technical training is included on tertiary institute syllabus there would be improvement on employability.

#### **4.2.4. Findings on relevance of monitoring and evaluation of formal tertiary education on employability**

The researcher also looked at the ways of reducing unemployment through monitoring and evaluation of the quality of Tertiary Education were the researcher wanted to find its relevance to formal tertiary education on employability in Makindye division.

**Table 14: Responses on monitoring and evaluation**

<b>Responses</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Monitoring of Tertiary Institutions for quality education and skills enhancement	21	42
Evaluation of the Tertiary education offered in the last five years	14	28
Formulating Policies for future investment	15	30
<b>Total</b>	<b>50</b>	<b>100</b>

*Source: Field Survey, 2018*

From the above findings; the majority of the respondents 21 (42%) concurred to the fact that there should be Monitoring of Tertiary Institutions for quality education and skills enhancement. 14 (28%) also suggested that there should be Evaluation of the Tertiary education offered in the last five years while 15 (30%) concurred that there should be Formulating Policies for future investment. This means that with monitoring and evaluating

of tertiary institutions for quality education and skill enhancement, will led to formulation of better policies that will help in the future investment of Labour capital hence improving the relevance of tertiary education for employability in Makindye division.

#### 4.2.5 Rate of Unemployment.

The researcher also looked at the Rate of Unemployment where the researcher wanted to find its link with relevance of formal tertiary education on employability in Makindye division.

**Table 15: Rate of Unemployment**

<b>Responses</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
1%-4%	02	04
5%-9%	02	04
10%-29%	08	16
30%-49%	17	34
ABOVE50%	21	42
<b>Total</b>	50	100

*Source: Field Survey, 2018*

From the above findings; the majority of respondents who were represented by 21(42%) suggested a high rate of unemployment was above 50% this means that the high rate of unemployment in Makindye division was increasingly high hence affecting the relevancy of tertiary education to employability. This means that tertiary education be improved to solve unemployment for example 46% agree that there should be monitoring of Tertiary Institutions for quality education and skills enhancement. The analysis of the findings also shows 42 % majority agree that lack of tertiary education is a prerequisite to unemployment, as it supports the fact that with education you gain more skills and without education you have less skill. This means that the more graduates acquire skills, the more investment in the future hence improving employability in Makindye Division.

In support of these findings, were interview findings, which high light the ways of reducing unemployment through improvement of tertiary education in Makindye Division a respondent had this to say.

*You need to improve this rotten education system to reduce unemployment by improving on the policies we make, include skills development from the root not only at tertiary level. Let the government keep monitoring the system for a better output in the future.*

From the analysis, findings showed that Monitoring and evaluation of formal tertiary education had significant relevance on employability of graduates, this means that we monitor and evaluate to improve on the performance of graduates or to reduce unemployment of the graduates. Whichever way monitoring and evaluation of tertiary education is relevant to employability.

### 4.3 Correlations and Multiple Linear Regressions results

**Table 16: Multiple linear regressions for skill development and training, technical vocational training, monitoring and evaluation of tertiary education**

Model	R	R.Square	Adjusted R square	Std. Error of the Estimate
Skill Development and Training	.115 <sup>a</sup>	.013	.005	2.31202
Technical Vocational Training	.189 <sup>a</sup>	.036	.028	2.28550
Monitoring and Evaluation	.218 <sup>a</sup>	.048	.040	2.27136

*Source: Field Survey, 2018*

- a) Predictors (constant) Skill Development and Training, Technical Vocational Training, Monitoring and Evaluation
- b) Dependent variable: Employability

The results of multi linear regression analysis in the table above shows the following;

1.3% of the observed Employability depends on Skill Development and Training. This means that 2% of the variance in Employability has been explained by Skill Development and Training. 3.6% of the observed Employability depends on Technical Vocational Training. This means that 4% of the variance in Employability has been explained by Technical Vocational Training. 4.8% of the observed Employability depends on Monitoring and Evaluation. This means that 5% of the variance in Employability is explained by monitoring and evaluation. The results of the regression analysis generally indicate that the combined observed relevance of Skills Development and Training, Technical Vocational Training and monitoring and evaluation of tertiary education influence employability by 11%. The predictor variables do not fit to be called deterministic models since  $R^2$  is less than 50%. This means there are other factors which affect employability in Makindye Division.

The study revealed correlation results ( $R=0.115^*$ ) between skills development training and employability. This implied there is a weak positive relationship between skills development training and employability. The implication here is that, skill development training had relevance to employability. Therefore, in our study, the objective had been attained. The study revealed correlation results ( $R=0.189^*$ ) between technical vocational training and employability. This implied there is a weak positive relationship technical vocational training and employability. The implication here is that, technical vocational training has less influence on employability. Therefore, in our study, the objective had been attained. The study revealed correlation results ( $R=0.218^*$ ) between monitoring and evaluation to employability. This implied there is a weak positive relationship between monitoring and evaluation to employability. The implication here is that, monitoring and evaluation activities were less influencing employability. Therefore, in our study, the objective had been attained.



## **4.4 Discussions of the Findings**

### **4.4.1 Relevance of Skills Development Training and Employability**

The first objective was to establish the relevance of skills development at tertiary level of education on employability in Makindye Division. Findings from the study revealed that there is a relevance of skills development training requirement for a better working environment. Hapidah and Sahandri, (2011) proposed four employability skills that every graduate should have, which are academic, connectivity skill, personality management, and exploration skills. If the graduates have these four skills, they shall not have any problem in the job market. The skills may involve ideas (Cognitive skill), things (Technical skills) and/or people (Interpersonal skills). Findings also revealed that it involved training in Communication skills, Personal Presentation, Job search enhancement, Work maintenance and Career guidance and counseling which are necessary for employability. These aspects are broad and important in enriching the graduates with the Skills requirements for employment and help them to have Social inclusion. This was emphasized by Nonanka, (2010), that a broad range of skills is required to be productive and contribute to the development of the modern economies. There will also be increased productivity and the employers will have more interest in recruiting these graduates for employment. People who lack adequate skills face a much greater risk of experiencing economic disadvantage and are more likely to be unemployed and dependent on social benefits.

Berntson, (2008) argues that employability refers to an individual's perception of his or her possibilities of getting new, equal, or better employment. His study differentiates employability into two main categories – actual employability (objective employability) and perceived employability (subjective employability). To support the above argument, findings show that continuous skill development can be a prerequisite for getting better employment

alongside other factors that are not in this study. Continuous skills development in communication, leadership, managerial can improve productivity hence employability.

These findings therefore challenge the views of the authors of the literature reviewed in the study, in the sense that they do not point out the fact that much of skills development and training at tertiary level is vital for employability; greater results are achieved when other factors that influence employability are taken into consideration as well.

#### **4.4.2. Influence of Technical and Vocational Education on Employability**

The second objective was to find out how technical and vocational education influences employability in Makindye Division. Findings from the study show that technical and vocational training too was a necessity to employability. MOES, (2004) stresses that “Vocational Training and Skills Training is a primary means of enabling young people to make a smooth transition from school to decent employment. Vocational education and training system in the country is relatively small with most of the programmes being pre-employment, supply driven and targeted towards modern sector needs”. In support of the above review, findings showed that there is no satisfaction by the results from the work done by tertiary institutions graduates. This therefore means that there is more need required to improve on the Technical and vocational education passed on to the graduates. Therefore, institutions have not done enough on the Technical and vocational education of their graduates. Vocational training or education, which is sometimes referred to as *career education* or *technical education* is the education or program that prepares people to work in various jobs. One of the ways the ILO has sought to build bridges between education and the world of work is by promoting “dual-system education strategies”, which combine school-based education with apprenticeships and on-the-job experience. To add on the findings, Kuddo, (2009a) argues that best can be corrected by creating a relationship between the

educationists and the employers, as a way of finding a sustainable solution to the problem. “Small-scale and targeted programs that coordinate closely with employers have the best outcomes”. In support of the findings, Kuddo (2009b) still agrees that “Similarly, on-the-job training and pathways towards employment are always more effective than classroom work” The success or failure of training programs rests heavily on the existing labor market (Attanasio,et al.,2011) also agree on the above.

These findings therefore challenge the views of the authors of the literature reviewed in the sense that they do not point out the fact that much of technical and vocation training at tertiary level is vital for employability; greater results are achieved when other factors that influence employability are taken into consideration as well.

#### **4.4.3 Relevance of Monitoring and Evaluation of Formal Tertiary Education on Employability**

The third objective was to establish the relevance of monitoring and evaluation of formal tertiary education on employability in Makindye Division. Findings from the study show that monitoring and evaluation of formal tertiary education was to some extent a necessity to employability. Since monitoring and evaluation is a continuous process, findings revealed that monitoring evaluation formal Tertiary Education was an essential tool on the improvement of Tertiary Education. To support the findings Faroze and Mujibur, (2003a) noted that, Monitoring is a continuing process that can involve a large number of actors. As an approach, it is essential that the information from monitoring and evaluation be acted on to improve the project performance and results. To add on Faroze and Mujibur view IIEP (2007b) agrees with the study findings were M&E helps to check the progress of the Tertiary Education offered in the country and make recommendations for policy makers to review where necessary.

Monitoring is defined also as “the ongoing, systematic collection of information to assess progress towards the achievement of objectives, outcomes and impacts,” and it defines evaluation as “the systematic and objective assessment of an ongoing or completed project, program or policy, its design, implementation and results, with the aim to determine the relevance and fulfillment of objectives, development efficiency, effectiveness, impact and sustainability (OECD-DAC, 2002.).

At Makindye division the findings indicated that Monitoring and evaluation is a crucial component for measuring employability. Monitoring and Evaluation (M&E) also assesses the outcome relevance of an activity, and the impact of a programme, or effectiveness of a policy, as well as its efficiency and sustainability. The function of M&E helps to check the progress of the Tertiary Education offered in the country and make recommendations for policy makers to review where necessary. Quality education is a multi-dimensional concept that considers the quality aspects on input (human, material, and financial), process (teaching-learning and effective management practices), and outputs and outcomes (the learning outcomes and quality of results) (IIEP, 2007.). With this growing emphasis on participatory approaches towards development, conventionally, monitoring has involved outside experts coming in to measure performance against pre-set indicators using standardized procedures and tools. In contrast, participatory monitoring and evaluation involves primary stakeholders as active participants and offers new ways of assessing and learning from changes that are more inclusive, and reflects the perspectives and aspirations of those most directly affected (World Bank, 2010.). To support the view, findings also stressed the fact that monitoring and evaluation is one of many approaches to ensure that the implementation of the different projects within the action plan-or smaller individual projects leads to the expected out comes. “As with all other monitoring and evaluation elements, the process for participatory monitoring has to be prepared prior to project implementation”

(Philip et al., 2008.). It is important to build monitoring on checking inputs and the use of the outputs and results into tertiary education.

The findings therefore challenge the views of the authors of the literature reviewed in the sense that they do not point out the fact that much of monitoring and evaluation of tertiary education is vital for employability; greater results are achieved when other factors that influence employability are taken into consideration as well.

In conclusion therefore, it is imperative to observe that in the initial stages of the Makindye Division formulation, a lot of strategies were put into consideration to aid employability straggles however Makindye Division realized most of its objectives were never realized. However, these benefits did not stand the test of time as they failed to match with the vast awaited expectations associated with the policy/reform as the game players were polluted by the weakness of the time and lost vision.

#### **4.5 Summary of the hypothesis test results**

The findings from the statistical test on the hypothesis of the study show that Skill Development and Training has a weak positive influence on employability compared to Technical Vocational Training and monitoring and evaluation. So, at Makindye Division, Skill Development and Training plays rather weaker role in employability compared to Technical Vocational Training and monitoring and evaluation. Despite of the findings however, all the predictors contribute less to employability and all need revision for effective employment outcome or performance.

## CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### 5.0 Introduction

This chapter presents the summary, conclusions and recommendations. It is from these conclusions that specific recommendations were made to address the pertinent issues raised by the study in Makindye Division.

### 5.1 Summary of findings

The study revealed there was a very weak positive relationship between skill development and employability since  $r=0.115$  at significance level of 0.209(2-tailed). The study further revealed that skills development contributed less to employability at Makindye division ( $R^2=2\%$ ;  $P<0.01$ ).

The study revealed there was a very weak positive relationship between Technical vocational training and employability since  $r=0.189$  at significance level of 0.038(2-tailed). The study further revealed that technical vocational training contributed less to employability ( $R^2=4\%$   $P<0.01$ )

The study revealed there was a weak positive relationship between monitoring and evaluation on employability since  $r=0.218$  at significance level of 0.016(2-tailed). The study further revealed that monitoring and evaluation contributed less to employability ( $R^2=5\%$ ;  $p<0.01$ ).

### 5.2 Conclusions

The scale, that was the result of this research was pinned by the Human Capital theory whose findings confirmed the relative relevance of formal tertiary education on Employability through the improvement of skills provision, vocational training programs and monitoring and evaluation of the institutions. The study measured the relationships of these three to employability and created a deeper understanding of the relationship, where the level of the

relationship could be used to assess the relevance and be used to as an index for better efforts to achieve the desirable results.

As far as the first objective is concerned, at Makindye Division, graduates lacked skills to perform their duties well. Porat (1985) and Boal (1992) identified and described a number of examples of the activities that activity-based training can contribute to university education so as to develop the desired knowledge and skills. In this case Communication skills are qualities required by the employers, hence acquiring this quality is crucial for employability. This means that the higher the education the better communication skills at the job and are therefore very crucial to be learnt at tertiary education. Communication skills are the qualities required by the Employers in Makindye Division. Lack of enough skills limits performance hence hindering human capital which affects employability and yet it's what the employers are looking for. Boal (1992) in particular argued that if learners carry out such activities, it is likely that they will develop the knowledge and skills needed to help them conduct similar activities on their own, especially after their graduation from the training. This means that there is need to acquire more skills even after tertiary education hence improvement of employability of tertiary graduates in Makindye Division.

Looking at technical and vocational training and how it affects employability in Makindye Division. There is poor career guidance coupled with the old education systems that cause inadequate skills in tertiary graduates since they have not been helped to perform to their expectations. Therefore, institutions have not done enough to pass out graduates who match the job markets which hinders employability. There is a potential inclusion of the relevant skills to graduates for employers. This means that with an improvement in the education system at tertiary institutes this will affect employability in Makindye division.

With monitoring and evaluating of tertiary institutions for quality education, formulation of better policies that will help in the future investment of human capital hence improving the relevance of tertiary education for employability in Makindye division. Lack of tertiary education is a prerequisite to unemployment, as it supports the fact that with education you gain more skills and without education you have fewer skills. This means that the more there is monitoring and evaluations for improvement formal tertiary education, graduates acquire skills hence increased investment in the future hence improving employability in Makindye Division.

### **5.3 Recommendations**

The contribution of formal tertiary education to employability in Makindye Division is still of less relevance. The policy formulation on Tertiary education should be emphasized to produce more skilled graduates for employment. The following recommendations were therefore forwarded from the findings of the study;

As far as the first objective is concerned, Relationship between Skills Development training and employability, the study recommends Makindye division should advise its employees to go for further education so as to improve their productivity. A broad range of skills is required to be productive and contribute to the development of the modern economies. Skills build confidence and independence in life and help one to achieve success and are achievable. Active education of the community on the benefits of skilled services can be very useful on graduate employability and should be intensified in order to create demand for the skilled services. The problem of tertiary education graduate employability can be eliminated if the employers continuously give information on the skills they need as a feed back to tertiary institutions to periodically update the training of the graduates for employment. This will also help the employers to increase productivity, which they may not



be realizing. There is need to direct the focus on training those skills that are required for jobs. Graduates should possess a set of achievements skills, understandings and personal attributes that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy. Adequate lack of skills can cause experiencing economic disadvantages especially in the labour market for the graduates which may result into unemployment and affect their social/economic status as well. Makindye Division needs to embrace new skills and knowledge at regular periods for its employees in order to meet the challenges of a much more dynamic and unstable economic climate.

The recommendations to Makindye Division, from the second objective, the Relevance of Technical and Vocational training on Employability, also advise on how to improve on technical skills. Since tertiary education has not done enough, Makindye Division should create more job trainings to improve on the skills of its employees. Skills development should not be limited to only those with tertiary education but even other who don't have it. Vocational Training and Skills Training is a primary means of enabling young people to make a smooth transition from school to decent employment. Vocational education and training system in the country is relatively small with most of the programs being pre-employment, supply driven and targeted towards modern sector needs. Employability should also be considered in the perspective of knowledge acquired by individuals and their personal attitudes towards work. This would lead to realization of better income for the employed graduates and more revenue for the division especially in form of taxes payable.

On the relevance of Monitoring and Evaluation of Formal Tertiary Education on Employability, Makindye Division should put consider that Monitoring and Evaluation of formal Tertiary Education is important function or tool to ensure quality in the education required on employability. The Division should formulate policies to institutionalize and

legalize a monitoring and evaluation of formal tertiary Education department. This will help in the monitoring and evaluating of the education system for the future development and sustainability of its employment systems. The National Council for Higher Education (NCHE) should consider enriching the curriculum at Tertiary level by ensuring a standard for all institutions as a measure of the quality of the education required, and also enforce its implementation by the education institutions

The recommendations forwarded to Makindye Division, should be treated like all other investments, considered and implemented by allocating a budget either internally or with the assistance of the government of Uganda, to invest in the development of formal Tertiary Education, as Human Capital.

#### **5.4 Areas of Further Study**

- 1) Pedagogy on the learner's productivity
- 2) Administrative decision-making process on academic performance

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## APPENDICES

### APPENDIX 2: Questionnaire

*Appendix 1A: Questionnaire for Education department officials, employers, Graduates, Division Councilors and policy makers*

Dear Respondent;

I am Tom Lutalo Bbosa, a student of Monitoring and Evaluation at Uganda Martyrs University – Nkozi. I am carrying out a research study to examine the Relevance of Formal Tertiary Education on employability in Kampala Capital City Authority - a case of Makindye Division

I kindly request you to contribute to this study by responding to questions in this questionnaire so as to enable me to get the required information

All responses will be considered and treated with confidentiality for purposes of this study.

**Thank you.**

#### General Information

**Please tick the response most appropriate to your code questions**

#### SECTION A: BIO-DATA

NAME: ..... AGE: .....

DISTRICT:.....COUNTY:..... DIVISION:  
.....

VILLAGE: .....

DATE: ...../...../.....

1. What is your age range?

- i. 20 years and below
- ii. 21 – 30
- iii. 31 – 40
- iv. 41 – 50
- v. 50 years and above.



2. Marital status

- i. Single
- ii. Married
- iii. Widowed

3. Gender

- i. Male
- ii. Female

4. Highest education level attained (Please tick only one of them).

- i. Primary
- ii. O Level
- iii. A Level
- iv. Tertiary
- v. Other (Please specify) .....

**SECTION B: Objective One: Relevancy of Skills Development at Tertiary Level of Education on Employment**

1) DID YOU GRADUATE FROM TERTIERY EDUCATION?

YES  NO

2) DID YOU ACQUIRE EMPLOYABILITY SKILLS FROM TERTIARY EDUCATION?

YES  NO OTHER (SPECIFY).....

3) DO YOU FIND THE SKILLS ACQUIRED IN SCHOOL APPLICABLE TO THE WORK YOU ARE DOING?

YES  NO

4) DID YOU ACQUIRE THE QUALITIES NEEDED BY EMPLOYERS IN YOUR JOB?

YES  NO

5) DO YOU THINK IT IS IMPORTANT TO PURSUE MORE EDUCATION FOR BETTER EMPLOYMENT OPPORTUNITIES?

YES     NO

**SECTION C: Objective Two: The Skills Requirements for Employment of Tertiary Education Graduates in Makindye Division**

1) ARE TERTIARY INSTITUTIONS EQUIPPING THEIR GRADUATES WITH THE NECESSARY SKILLS TO CAUSE AN IMPACT AT THE WORK PLACE?

2) ARE YOU SATSFIED BY THE RESULTS FROM THE WORK DONE BY TERTIARY INSTITUTIONS GRADUATES?

3) DO YOU THINK TERTIARY EDUCATION NEEDS TO BE IMPROVED TO EQUIP MORE SKILLS TO THE STUDENTS?

4) WHAT SKILLS DO YOU EXPECT FROM GRADUATES OF TERTIARY INSTITUTIONS?

5) IF THE GRADUATES DO NOT HAVE ADEQUATE SKILLS, WHAT DO YOU THINK IS THE CAUSE?

THE EDUCATION SYSTEM IS TOO OLD

THERE IS NOT ENOUGH CAREER GUIDANCE DURING THEIR EDUCATION

NOT ENOUGH SKILLS AND VOCATIONAL TRAINING

NO FEED BACK FROM EMPLOYERS ON THE REQUIRED SKILLS

OTHER (PLEASE SPECIFY)

.....

**SECTION D: Objective Three: Ways of Reducing Unemployment through Improvement of the Quality Tertiary Education.**

1) HOW CAN TERTIARY EDUCATION BE IMPROVED TO SOLVE UNEMPLOYMENT?

INCLUSION OF SKILLS AND VOCATIONAL TRAINING IN THE CURRICULUM

MONITORING AND EVALUATING TERTIARY EDUCATION

FORMULATING POLICIES ON TERTIARY EDUCATION

OTHERS (PLEASE SPECIFY) .....

2) HOW CAN YOU RATE THE PERCENTAGE OF UNEMPLOYMENT AMONG THOSE WITH TERTIARY EDUCATION?

ABOVE50%     30%-49%     10%-29%     5%-9%     1%-4%

3) HAS TERTIARY EDUCATION HELPED YOU TO GAIN EMPLOYMENT?

4) WHAT WOULD YOU SAY ABOUT EMPLOYMENT OPPORTUNITIES IN UGANDA?  
PLEASE SPECIFY

5) WOULD YOU ADVOCATE FOR A CHANGE IN THE EDUCATION SYSTEM TO INTERGRATE COMPULSORY VOCATIONAL AND SKILLS DEVELOPMENT AT TERTIARY LEVEL OF EDUCATION?

### **APPENDIX 3: Interview Guide**

#### **A. Opening**

My name is Tom Lutalo Bbosa, a student of Monitoring and Evaluation at Uganda Martyrs University – Nkozi. In carrying out a research study to examine the Relevance of Formal Tertiary Education on employability in Kampala Capital City Authority - a case of Makindye Division, I thought it would be a good idea to interview you, so that get information about the topic of my study.

#### **B. Purpose**

I would like to ask you some questions about your background, your education, employment experiences you have had, and other areas of interests in order to learn more about you and use this information to develop my study.

#### **C. Motivation**

I hope to use this information to help to develop my study in the best way possible.

#### **D. Time Line**

The interview will take about 10 minutes. Are you available to respond to some questions at this time?

- a) General information
- b) The relevancy of skills development at tertiary level of Education on employment
- c) The skills requirements for employment of tertiary education graduates in Makindye Division.
- d) Ways of reducing unemployment through improvement of the quality tertiary education in Makindye division.
- f) I appreciate the time you took for this interview. Is there anything else you think would be helpful for me to know so that I can successfully complete this study?
- g) (Action to be taken) I should have all the information I need. Would it be alright to call you if I have any more questions?

Thanks again.

**APPENDIX 4: Document Review Checklist**

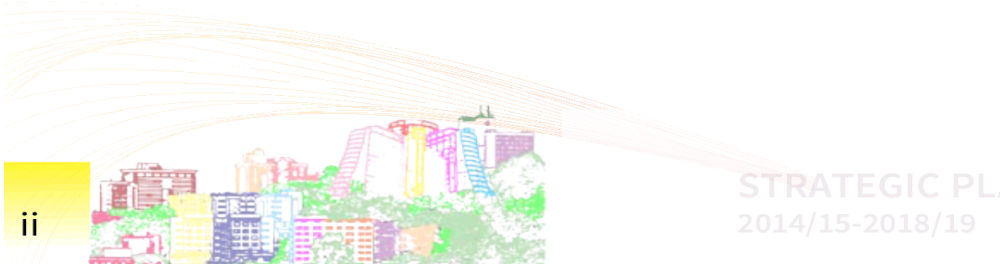
<b>Documents</b>	<b>Information required</b>	<b>Custodian</b>	<b>Remarks</b>
Title page		Researcher	
General information and background	Background Objectives Definitions	Primary data Secondary data Literally scholars	
Review of the related Literature		Researcher Literally scholars	
Methodology	Data	Respondents	

APPENDIX 5: Map 1: Location of Kampala in Uganda



Source: World Atlas, 2010

**APPENDIX 6: Map 1: Location of Makindye Division in KCCA**



Source: KCCA Strategic plan 2014/15 – 2018/19

## APPENDIX 7: Introductory Letter

Uganda  
Martyrs  
University



Making a difference

Office of the Dean, Faculty of Agriculture  
30<sup>th</sup> June, 2018

Your ref:  
Our ref:

### TO WHOM IT MAY CONCERN

This is to introduce the bearer **LUTALO Bbosa Tom** a Second year student of Master of Science in Monitoring and Evaluation, Registration Number 2016-M302-20087 in the Faculty of Agriculture of Uganda Martyrs University. He is conducting a Research Project on **“Examining the relevance of Formal Education at Tertiary Level and Employability in Kampala Capital City Authority: A Case of Makindye Division”** to enable him prepare a Dissertation as a partial requirement for the award of his degree.

I will be very grateful if you would accord the student all the necessary assistance and cooperation.

Yours Sincerely,

Thanks for the support

Yours,

Ssekandi Joseph  
**Ag. Dean, Faculty of Agriculture**

