

**EFFECTS OF PROGRAMME CURRICULUM IN UGANDA ON EMPLOYMENT
OPPORTUNITIES AMONG UNIVERSITY GRADUATES**

CASE STUDY: NKOZI AND KAYABWE TOWNS

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2012-B021-10289

**A DISSERTATION SUBMITTED
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DEDICATION

I dedicate this work to my guardian Eng. Henry Grace Serwambala, Mr. Peter Kitaka, Francis Jr Kitaka Ms. Mary Kitaka, my beloved mother Sylvia. My friends Sage Thsimba, Lucia Namyalo Asania Lilian, Yiga Matthias and Nicolas Kasujja for the contribution and inspiration they have offered during my education. I would also like to acknowledge my beloved friends in Uganda Martyrs University and also the lecturers who guided me throughout the research. Mark Olweny, Br. Aloysius Byaruhanga special thanks go on unto you for all the words of encouragement u have always given to me. Thank you very much for everything all of you.

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May God bless you abundantly.

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LIST OF ACRONYMS

ERNWACA- Education Research Network for West and Central Africa

ESA -Education Standards Agency

ESC -Education Service Commission

GDP-Gross Domestic Product.

KIU- Kampala International University

MTN-Mobile Telecom Network.

MUK-Makerere University

NCDC-National Curriculum Development Center

UCU-Uganda Christian University

UMU-Uganda Martyrs University

UNEBC -Uganda National Examination Board

UNESCO-United Nations Educational, Scientific And Cultural Organization

UNHS-Uganda National Housing Survey

ABSTRACT

The study was inspired by the overwhelming rates of lack of opportunities (unemployment especially) among the university graduates. The study analysed the effect of the programme curriculum employment opportunities among university graduates. Review of different opinions from scholars in relation to the study. Nkozi and Kayabwe was chosen as a case study as it occurred researcher that the above locations were facing the same of lack of opportunities of employment for graduates (unemployment). The research design was descriptive with qualitative aspects. Primary data was collected through I depth interviews and questionnaires. Secondary data was also widely used.

The findings revealed that the Ugandan economy can only afford to absorb 20% of graduates from the university every year and the 80% are not catered for. It is realized that the lack of employment opportunities/unemployment among the educated (university graduates) was as a result of skills mismatch visa-vie the job market. The curriculum in higher institutions of learning does not relate to the job market realities thus graduates finding themselves unemployed. I realized that there was a relationship between programme curriculum and unemployment ie if the universities produce graduates addressing the job market demands the level of unemployment will reduce among graduates.

In view of the findings of the study ,it is recommended that the various stake holders in the education sector both prior and post should address the issue of lack of opportunities (unemployment) by reviewing the programme curriculum at university to address skill mismatches ,impracticability and produce labour required by the dynamic job market.

CHAPTER ONE

GENERAL INTRODUCTION

1.1 INTRODUCTION

ERNWACA (2008), formal education was first introduced in Uganda by missionaries to the in the 18th century. In addition to the building of churches, they built schools, some of which were used to train children in evangelism, agriculture, vocational and technical skills to meet the social needs of the community. With time, the educational emphasis was shifted to producing manpower for clerical jobs to serve the colonial administration's personnel requirements. In this context, grammar type secondary education was given prominence at the expense of technical and vocational education during the colonial era.

Dore(2007) explains the one-sided prioritization of education remained unchanged even long after independence, though manpower requirements have drastically changed over the years. This inadvertently led to a university admission culture which gave prominence to students who offered the so-called 'academic programmes and underrated applicants who offered technical, vocational and agricultural subjects at the secondary school level and who aspired to enter the university to pursue these courses at the degree level.

Okurut (2001), says that technical, vocational and agricultural courses to applicants who had done the pure sciences rather than those who offered these subjects at the senior high school. This trend was borne out of the persistent traditional belief that vocational and technical courses were for the academically disadvantaged students.

Furthermore, ERNWACA (2008) provides that there is preference for pure science students for the technical, vocational and agricultural courses in the universities is indeed not surprising since the focus of these courses in the universities is more inclined to theory. A school of thought that believes that the universities of today have generally been too theoretical in the approach to their courses and have virtually ignored to give any training to their students in innovation and entrepreneurship to the extent that students who graduates from the universities are not in any way equipped for self-employment. The graduates of the universities have all tended to become job seekers rather than job creators. Most of the time, the types of job which they consider appropriate for their status are not available, hence the large pool of unemployed graduates in the country.

The white paper on education, 1992, says, "No education system can be better than the quality of its teachers, nor can a country be better than the quality of its education". Farrant 1980 says curriculum tends to mirror society itself, reflecting its aims, values and priorities. It spells out clearly the knowledge society considers important and useful, identifying those physical and mental skills that society praises and adopts the methods which it approves.

Nnyombi (2013), comments that the education system has failed to respond to the existing inter-generation gap. It simply imparts literacy and general education. It merely produces individuals whose services don't reflect the economic trends on the job markets. The empirical truth printed on the sky of our education system is defective. yes! It doesn't correspond directly to the economic realities prevailing outside the school system. Instead of training professionals and people with skills, theory instead of practical is the order of the day.

According to Uganda Bureau Of Standards 2009, 83% of the youth are unemployed .Ugandan universities and tertiary institutions churned out estimated 400,000 graduates of which 9000 can be absorbed in the labor market leaving a deficit of 310,000 jobs. Similarly Daily monitor 25th august 2014 reported that the graduates were walking in a dark world staring at them according to their report which showed 11000 graduates to 83% jobless.

It is for this reason that the researcher's study is to address the causes of unemployment among the educated as a result of the education system (curriculum) yet these students spend nearly two decades undergoing training only to find themselves jobless.

1.2 PROBLEM STATEMENT

Rampant unemployment among school leavers, especially university graduates, is not only a disincentive to schooling but could also be a recipe for social unrest if not immediately checked.

Unemployment leads to frustrations which could find manifestation in different unfavourable forms.

With the increase of universities ,there is the danger of lackluster preparation of students for their vocational path the question is:" what kind of graduate is employable ?"how can students be prepared better for productive service? the greatest benefit in university education should be to teach adaptability and equip students with analytical skills .Armed with these ,the graduate will be able to work in diverse situations education should enable students become better thinker.(Rev.can. John Ssenyonyi 2011)

While there have been efforts in tackling the problem of unemployment, tangible results are still elusive (Daily monitor 26/08/2014) .This may be due to a host of reasons at the

fore front of these is the inability of the educational policy makers to draft a curriculum that addresses the needs of the country. Graduate unemployment represents a wasteful investment of scarce resources. Large sums of money have consequently been invested in educating unemployed graduates which could otherwise have been invested in job-creating productive programmes. With a flood of new graduates, individuals are having a tough time finding jobs in an increasingly competitive labor market

Currently ,remedial action has been centered on the revision and supplementing of the curriculum which for lack of practicability, logistics and adequate facilitation of teaching section is also more like a waste of time. Students spend more than fifteen years under going training but come out with little or no practical skill that they can apply. This approach of training is more likely to aggravate than solve the unemployment problem and needs to be changed.

UNHS 2009,The Ugandan labor market is faced with noticeable mismatch between the education system it offers and the labor requirements. Despite the recent improvements in the primary and secondary enrollments rate (8.7m and 1.5m)respectively the quality of the labor force in terms of employability and productivity has not improved. The research is up to the task of finding/identifying the reasons why the levels of unemployment are high among the educated and possibly came up with the suggestion to mitigate.

Unemployment is a state in which some of the labor force are idle. It can be distinguished in to voluntary and in involuntary but for this case we will focus on the involuntary where one is willing to work at the prevailing wage rates but can't secure a job. Persons affected with

unemployment are affected in several ways; loss of human capital, increased crime rate, loss of human dignity, politically. (Ddumba2001).

1.3.1 General objective

To analyse the effect of the programme curriculum employment opportunities among university graduates.

1.3.2 Specific objectives

- I. To find out the causes of unemployment among the university graduates.
- II. To establish the relationship between university curriculum and unemployment.
- III. To evaluate ways in which the university curriculum can meet the labor requirements as times change.

RESEARCH QUESTIONS

- I. What are the causes of unemployment among the university graduates?
- II. What is the relationship between university curriculum and unemployment?
- III. What approaches can be adopted in order to meet labour requirements

1.4 HYPOTHESIS

There is a relationship between programme curriculum and employment opportunities among university graduates.

1.5 SIGNIFICANCE OF THE STUDY

The information that was captured in this research is focused mainly to assist policy makers in the education sector in adjusting their approach and steer change in policies and curriculum to address the country's and labour dynamic requirements in relation the findings ,discussions and recommendations will especially be useful to the universities in Uganda as overall institutions. The dissertation report will add to the research material at Uganda martyrs university. Parents, institutions, government and other stake holders will find the study enriching in making informed decisions in relation to curriculum development.

1.6 SCOPE OF THE STUDY

1.6.1 Subject Scope,

In the attempt to investigate the relationship between ,the study looked at multiplicity of skills offered in the programme curriculum,comphrensiveness and competitiveness of the programmes in relation to the job market needs and looking at the socio-economic factors influencing self-employment of university graduates.

1.6.2 Geographically

The study was in Nkozi and Kayabwe are approximately 85km (53miles) by road southwest of Kampala –Masaka highway. The coordinates are 000018N,320054E (latitude 0.0050 ; longitudes 32.0150).

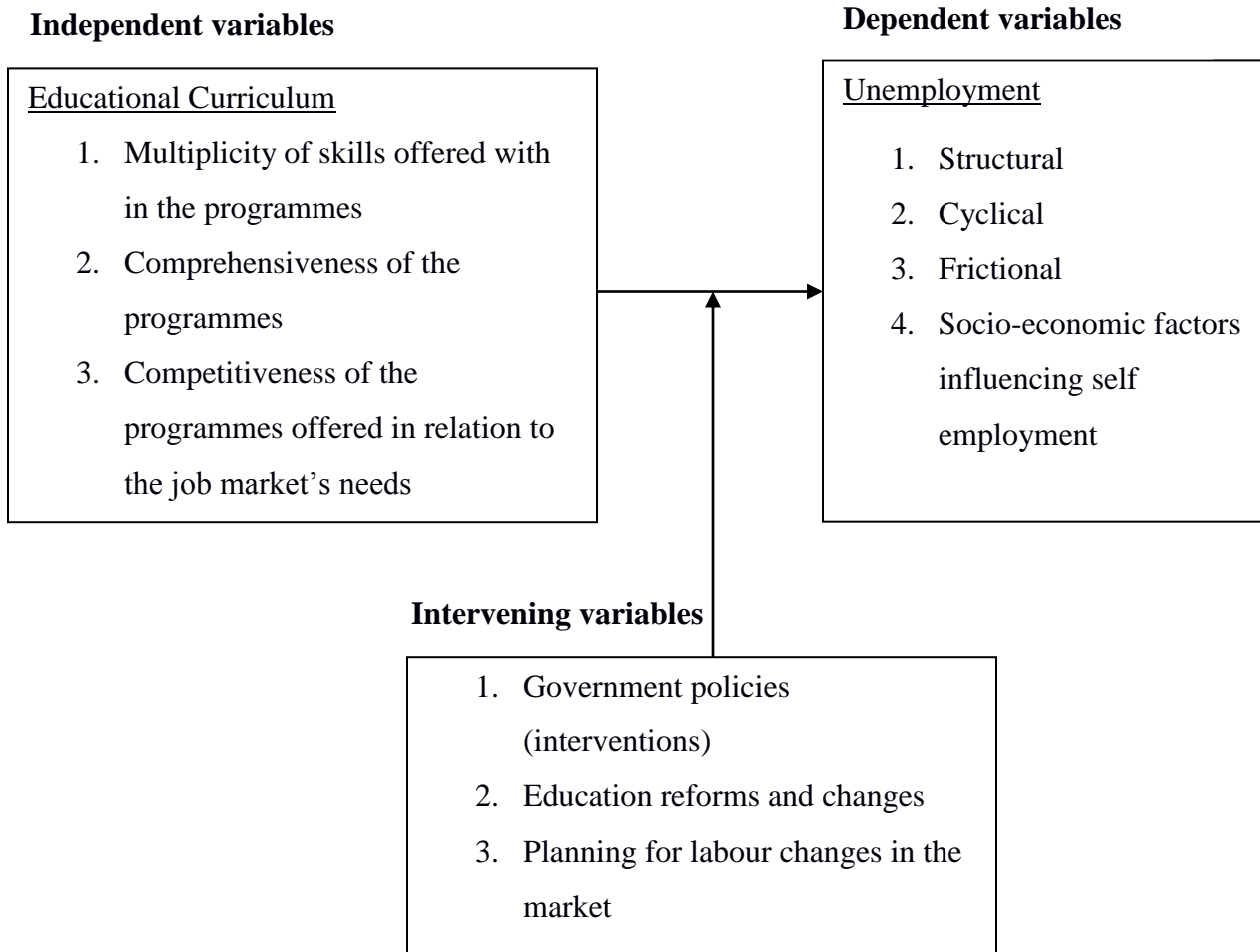
1.6.3 Time

The study is cross sectional , the data collected ,analyzed and the results are presented in a single period

1.7 JUSTIFICATION OF THE STUDY

Uganda education system is under attack, albeit rhetorically for graduate.(Ssempebwa 2006)The consequences of youth unemployment as outlined by Hobbs includes loss of human capital, social inequality, deviant behavior and economic costs, (Hobbs, 2008, p.8) Youth unemployment remains a barrier to the region's development. The large unemployed population indicates lost potential since communities and nations fail to benefit from what the young people could theoretically contribute. Also, difficulties finding and sustaining employment detract from a young person's lifetime productivity and earnings, making it more challenging to escape poverty. (Kristen 2013).

1.8. CONCEPTUALFRAMEWORK



Source: Developed for this research after reviewing literature from Ssempebwa (2006), Okurut (2001)

Figure 1 Conceptual frame work

Explanation For The Conceptual Framework.

Ssempebwa (2006).University education is an open system that receives its inputs (students) from society i.e. Primary and secondary subsystem in a particular process. By way of instruction and exports its outputs (graduates) to the society, the labour market in particular. Subsequently, fitness for the purpose of university system output, conceptualized

in terms of graduate employability or graduates ability to achieve gainful employment ,is theoretically a function of university training –related as well as society –related factors.

It was inferred that graduate unemployment is consequent upon in congruity between the number of jobseekers and available employment opportunities , mismatch between university training and contemporary labour market requirements and absence of graduate self -employment—consequent upon lack of training in entrepreneurial skills and a negative attitude towards graduate self –employment.

The inappropriate curricula a common accusation against the third world education systems is that they produce youth who are lacking in the skills that are required in the job market .Okurut (2001). It may became difficult to keep students commitment to the learning process itself since the process doesn't lead to reasonable employment prospects .it may also become difficult to maintain students discipline in schools.

Under the circumstance high educated unemployment may lead to reduced incentives for completing a given educational level (e.g. 'O', 'A' level). Obviously ,the incentives for completion of any level of schooling are related to employment and opportunities for early leavers(drop out) and completers (graduates).

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter we consider the researcher will present and examines the literature elaborated by different scholars on the topic in question.

Curriculum represent the distilled thinking of society on what it wants to achieve through education. It tends to mirror society itself, reflecting its aims, values and priorities.

It spells out clearly the knowledge society considers important and useful , identifying those physical and mental skills that society prizes and adopts the methods which it approves. (Farrant 1980)

Uganda's formal education has been in existence since 1960s with a fur-tier structure. It comprises of seven years of primary, four and two years of lower and higher secondary respectively, three or four years of tertiary and university education. Many of the schools were founded by churches and after independence some were run by the government.

There are support sections operating under the leadership of the secretary of finance and administration who reports to the permanent secretary . There are also semi –autonomous bodies (institutions) under the Ministry of Education and Sports:NCDC, UNEB, ESA, and ESC

Definition of educated unemployment (curriculum related unemployment)

Dumba 2001, educated unemployment refers to a situation where educated people (school , collage , university etc.) who are within working age bracket and willing to work are unable to get gainful employment (productive work) .

The term “unemployment” is not new to many Ugandans because it is a prevalent problem throughout the country. Reports reveal that in 2002, youth unemployment was estimated to be at approximately 23% and has today skyrocketed to 32.2%. Youth “un”-employment therefore poses a serious political, economic and social challenge to the country and its leadership. Its persistence is making it increasingly difficult for Uganda to reduce its poverty levels.

Currently Uganda is faced with 80% youth unemployment ,yet industries and big business are increasingly finding it hard to find qualified young people with the necessary skills and attributes to do the job .the contradiction has resulted from a severe mismatch between the skills employers need and the supply of graduates trained in those skills including.

2.2 SALIENT FACTS ABOUT EMPLOYMENT IN UGANDA ARE AS FOLLOWS.

The Ugandan labour force consists of persons aged between 14 to 64 who were either employed (in paid employment, self-employed and unpaid family workers) or unemployed .(Without work and available for work) Currently the Uganda labour force is estimated to be 9.8 million for person aged 14-64 years, of which 53 per cent are female.

About 85% of the labour is in rural areas, a notable percentage of the labour force is illiterate (30 percent). Close to 77% of the labour force had either no education or had attained primary education. In addition, about 75% of the labour force is below 40 years.

This indicates that majority of the individuals entering labour market have no skills considering that the primary schools do not offer vocational working skill training.

The current labour force participation rate is 80%. Participation levels by selected background characteristics show rural women had higher participation rates than their urban counterparts. The 2009/2010 Uganda National Household Survey revealed that the unemployment rate was at 4.2% in 2009/2010 compared to 1.9% in 2005/2006. The survey also showed that the general proportion of youth (International definition, 15-24years) rose from 27% in 2005/2006 to 28% in 2009/2010.

On the other hand, the proportion of the youth (national definition, 18-30 years) rose from 44% in 2005/2006 to 48% in 2009/2010. Some of the major reasons behind the high youth unemployment rate are attributed to the fact that many youth lack employable skills, access to resources like land and capital. The youth also have a negative attitude towards certain types of work. Additionally, the overall existing policies also continue focusing on creating job seekers and not job creators. As a fresh graduate /college leaver you begin to learn that only person who is well prepared for the future is one who is prepared for the worst and best of the uncertain. The in fact ,the only person who is educated is the one who has learned to learn and change according to the uncertainties of the future ,not the one who has mastered all theories of economics, physics or whatever disipline.

Graduate unemployment rates have spiraled across Sub-Saharan Africa as too few graduates gain the skills needed to find work. In many countries employers complain of a lack of basic, technical and transferable skills, says a new report by the British Council. Preparing graduates for the workplace is an enormous challenge that needs different government departments, universities, the private sector and society to simultaneously pull together. The British-funded study, *Universities, Employability and Inclusive Development*, led by the Institute of Education at the University of London, was released at the “Going Global” conference held in Miami in the United States from 29 April to 1 May. It focuses on Ghana, Kenya, Nigeria and South Africa. All four countries face the common challenge of how to ensure universities provide high quality preparation for young people.

The study was carried out in partnership with Kenyatta University in Kenya, the University of Education, Winneba in Ghana, the University of the Free State in South Africa and the University of Ibadan in Nigeria. It is part of a multi-country research project on higher education and employability that started in 2013 and ends in 2016. The project aims to provide policy-makers with compelling evidence on how they can build a stronger link between their higher education sectors and the labour market, ensuring that graduates generate the growth and strong societies Africa needs if it is to realize its potential.

2.3 GRADUATE UNEMPLOYMENT STATUS

According to the daily nation of Sunday ,October,12th,2004.” It takes a university graduate an average of five years to secure a job in Kenya today”, a new study reveals. There is no estimated time for their counterparts in Uganda. The assumption that merely being a university graduate guarantees easy passage into the job market is not entirely true. The reality is worse, the study

points, as many of those in employment are not engaged in the jobs for which they are qualified. “This significantly dims the prospects of a university trained individual in Kenya,” it adds. About 50, 000 graduates are churned out of public and private universities in Kenya every year piling onto the number of unemployed youth in the country estimated at 2.3 million, according to the ministry of Education.

These graduates, especially those from less fortunate backgrounds, are now forced to engage in menial jobs to survive. “Unemployment is a ‘privilege’ of the wealthy, with their greater financial security enabling them wait for an ideal job,” the survey launched on Thursday notes. Learning experiences outside the university – particularly in the family and previous schooling – greatly influence the ability of a university graduate to perform effectively in the job market, says the study titled Universities, Employability and Inclusive Development. “A graduate’s social network is also a key factor in securing a job.”

The survey shows experiences outside the classroom can also be pivotal in enhancing employability through experiential learning in the community – service learning, voluntary, among others, – as well as within the campus, through student societies and other extra-curricular activities should be facilitated.

Availability of jobs and possible discrimination are other factors determining graduates employability in the country, even though the report is not clear the form of discrimination it is referring to. Employers are also increasingly after global perspectives and understanding of diversity, qualities that can be developed through the various forms of engagement on campus and outside, it says.

And while both Ugandan and Kenyan university education has been expanding significantly, the survey says quality is greatly under threat. “Just as the introduction of free primary education led to strains on infrastructure and drops in standards, a rapid expansion of higher education presents similar dangers. This is a potential time bomb,” the report notes. The Economic Survey 2014 shows enrolment in universities (both public and private) rose to 324, 560 students up from 240, 551 students the previous year, with the number of universities in Kenya standing at 67.

This crowding of lecture halls in has led to a situation where on average; there are as many as 64 students for every lecturer, the report shows.

It proposes that the institutions should focus on decreasing the student-lecturer ratio and improving infrastructure.

“In many cases, the lecturers lack adequate qualifications and preparations and transmission-based pedagogy and rote learning are commonplace. Universities have also suffered a severe lack of physical resources, including buildings, laboratories and libraries.”With a growing young population and the value attached to university education for better prospects in life, the research says adequate measures need to be put in place urgently to prevent the crisis from worsening.

“Graduate capacities are influenced by learning experiences outside the university, particularly in the family and previous schooling. Second, a range of factors beyond one’s employability attributes affect entry into employment, such as the availability of jobs, graduates’ social networks and possible discrimination,” says the report.

In Nigeria, the unemployment rate is as high as 23.1% for graduates with first degrees. In South Africa the percentage is much lower at 5.9% – but joblessness is higher for graduates with diploma or certificate qualifications. Statistics specifically for university graduates are not

available in Ghana and Kenya, but across the 25- to 29-year-old age group the unemployment rate is 41.6% in Ghana and 15.7% in Kenya. Estimates are that it takes a university graduate five years to get a job in Kenya. Generally the unemployment reality is worse than is indicated by the figures, says the report, since many of those in employment are not engaged in graduate-level work or are not in work that corresponds to their degree area.

2.4 REASONS FOR UNEMPLOYMENT

Employers are generally satisfied with the disciplinary knowledge of students but there are gaps in information technology skills, personal qualities such as reliability and transferable skills like team-working and problem-solving. Research in Nigeria revealed a significant ‘skills mismatch’ between employer requirements and graduates’ displays of skills in the workplace, particularly in relation to communication, decision-making and critical thinking.

A review commissioned by Britain’s Department for International Development, which recently assessed existing research on the impact of tertiary education on development in various contexts, found positive effects on macro-economic growth, individual incomes, broader capabilities and strengthening institutions.

But the impact was hamstrung by factors including quality. Some universities in Sub-Saharan Africa are of the highest quality, but limited public funding militates against their success. For example, at the major public universities in Kenya there are now as many as 64 students for every member of academic staff. In some cases lecturers lack adequate qualifications and preparation themselves, and pedagogy is transmission-based. Universities are affected by a lack of physical resources including buildings, laboratories and libraries.

“While South Africa has better infrastructure, there are low completion rates, with 40% of students dropping out in the first year and only 15% finishing in the allotted time,” says the report.

According to the New Vision 11th/03/2015 shows that Ugandan universities should do more to prepare their students for the professional world. Professor Opunda the executive Director ,National Council For Higher Education says, ”we cannot negate the need to review curricula to reduce any possible duplication and enhance relevance of programmes to national development. The study shows weakness of graduates produced at the best six ranked universities in Uganda according to employers in Uganda and highlights out their weakness.ie.

UMU graduates were low in communication skills, integrity,responsiveness,writingcompetences, fast learning and performance.KYU graduates were low in team work, receptiveness project management ,integrity,responsiveness,time management and imitativeness. UCU graduates were seen low in creativity, performance, project management ,time management , self-control and fast learning. Finally the article shows,MUK graduates were low in creativity, communication, team work , performance ,writing competence, self-control, fast learning, receptiveness. The above weakness are areas where the universities should address to have all round and graduates.

Joseph Arineitwe 2013, sale manager roofing’s limited, some universities produce quality graduates while others don’t .however some graduates have negative ambitions ,wishing to get rich after working for a very short time.

2.5 CAUSES OF UNEMPLOYMENT WHICH IS CURRICULA RELATED

Inappropriate curricula, a common acquisition against third world education system is that they produce youth who are lacking skills that are required in the labor market. There is a gap between the skills required (skilled labor) compared to the highly educated unemployed. More so university education in Uganda has been criticized in terms of its role in society, the effectiveness of its teaching, the use of which can be made of its graduates, the level of costs per graduate, and overall return of the resources consumed. (Kasozi 2003:27-48)

Universities are criticized on the grounds that their curriculum course content, particularly in science, technology and engineering is theoretical; out of date and irrelevant (Sicherman 2005 69-147). The spawning graduates who among other things lack practical skill and entrepreneurial skills. The graduates themselves are criticized for failure to display the type of knowledge initiative, maturity, and capacity that is so vital for poverty reduction and development of a less developed country. Consequently the overwhelming majority of graduates of Ugandan universities lack competences for the limited number of jobs in the modern sector. As a result the graduates who are able to secure employment in modern sector do jobs with little or nothing to do with what they studied at university. This would seem to suggest that many of the courses taught in Ugandan universities are irrelevant to the needs of the country. For purpose of this paper an irrelevant course/programme can be defined as a curriculum content which is not targeted to a particular profession or employer and which is not targeted

at any particular profession or employer which doesn't inculcate students with competence for a particular profession or job and is not suited to the needs of society in terms of the types of educated and trained personnel needed.

In appropriate teaching strategies used, the instructional methods commonly employed in schools are teacher centered, promote rote learning while undermining the spirit of self-inquiry and creativity attributes which would have led to job creators rather than seekers. This has been realized in the field where the I took in investigation on the same research.

The poor examination system which makes learning examination driven, encourages rote learning methods and kills motivation. It was observed in the field where fellow counterparts often joked around with each other of not of their education background being a wastage since they can't do anything productive

The school environment where the timetable dictates the day and the lifestyle thus limiting creativity and flexibility. The over regulated lifestyle are likely to produce dependent thinkers who are good at job seeking than creation. The rate at which graduates are existing school, tertiary institutions and university causing an influx, high demand and competitive environment such that it's even the available jobs are consumed thus leaving the other majority unemployed.

Poor overall economic conditions as characterized by raising inflation, unemployment, low GDP growth rates etc. Under such situation it's the educated youth who are particularly vulnerable because of their lack of proper training and work experience. Employers prefer to retain their old but experienced workers rather than hire new ones with no experience.

The educated youth therefore seem to be major victims of a poor aggregate (overall)

economic situation . Often majority of the educated unemployed had to narrate the besides the curriculum which may have a mismatch with the current job environment but the issue of experience which is of 5 years plus yet they are fresh from school. (Okurut 2001)

Any education system should aim at making a relatively permanent change in the individual person undergoing the process. It's possible through the process of learning at different levels of development of a person. It can either take forms like formal or informal education depending on the time and place one is referring to. Education is a universal practice engaged by all societies at all stages of development.(Farrant 1980)

Education is the process of acquiring or transmitting knowledge, skills, values and attitudes with the effect of permanent change of behavior of an individual. (Okello Denis 2000). NgugiwaThiong defined education as the process of integrating the youth into the entire system of social production ,exchange and distribution of what wear and shelter under , the whole system organizing the wealth of a given country. Education is part of the culture and the culture is part of education.

There are three primary causes of unemployment; structural causes (changes in market conditions often turn many skills obsolete); frictional causes (transaction cost of trying to find a new job); and cyclical unemployment (economic contraction). There are arguments that a large share of current high youth unemployment is “structural,” in a sense that most of the unemployed youth have skills which are not compatible with the jobs becoming available. It is further argued that many of the unemployed youth either possess inadequate skills or possess skills that have greatly deteriorated or are not applicable to the available industries.

2.6 EDUCATION PROGRAMMES IN RELATION TO UNEMPLOYMENT

The Ugandan education system especially the secondary school level tends to be constantly criticized for being more theoretical than practical aspect. Suggestions why the curriculum, does not produce a labor force that can help develop the economy. It can be traced back to one of the of the human capital theory “the Diploma disease” thus leaving the graduates vulnerable in the employment market.

The education structure used in Africa is not beneficial to the students as it does not directly correspond to the prevailing economic activities outside the school system. Rather than providing useful skills to students and molding professionals, theory is what is being taught instead of practical. Such education systems just impart literary and general education without sufficient practical content. The end result of this system is an individual whose skills do not replicate the current economic trends in the African job market. Since the education curriculum in Africa does not consist of industrial skills, it produces many graduates with non-transferable skills. Furthermore, the all-inclusive policy at secondary and college levels has increased unemployment amongst the learned that are only fit for common white collar employment rather than self-employment.

Since independence emphasis has been producing qualified manpower which has enabled Ugandans to move into nearly all the top positions in the civil service ,and private sector. However there are some areas in science and technology for which the educational system has not produced high level manpower .there is a persistent cry for public schools to produce “job makers” rather than “job seekers “who now predominate.

There is a severe unemployment among school leavers which has been attributed to the curriculum being irrelevant .

The business of awarding, grading and certifying diplomas can overshadow the business of educating. In many societies learning just to get a job had dominated the learning process at the expense of learning to do the job which should otherwise be the motive of education .(Dore1997). This has largely affected Uganda's education system where students pass through the system rather than be part of the system and in the long run when they are employed they can't perform thus unemployed. Ashaba and Katusiime (2012) schooling in Uganda just helps people to get certificates and then pushes them to the job market without the right requirements to perform . Consequently, most graduates will not keep their jobs for long and will end up moving from one job to another.

In the view of (Daniel.2013) Poor education system, the education structure used in Africa is not beneficial to the students as it does not directly correspond to the prevailing economic activities outside the school system. Rather than providing useful skills to students and molding professionals, theory is what is being taught instead of practical. Such education systems just impart literary and general education without sufficient practical content. The end result of this system is an individual whose skills do not replicate the current economic trends in the African job market. Since the education curriculum in Africa does not consist of industrial skills, it produces many graduates with non-transferable skills. Furthermore, the all-inclusive policy at secondary and college levels has increased unemployment amongst the learned that are only fit for common white collar employment rather than self-employment.

He further asserts that lack of training facilities is another vital cause of unemployment in Africa, particularly amongst the youth, is due to absence of training facilities and sufficient vocational guidance. As previously listed, Africa's education structure is flawed as it purely provides academic knowledge that is not work oriented. Hence, this creates the need for establishment of several technical facilities and other work oriented courses at the village level. Many students in Africa, particularly those in the rural areas, still remain oblivious to the possible employment venues and also choice of work.

The labour market over reliance on formal qualifications rather than the required skills to determine employment. This has led to a phenomenon known as "credential inflation" where societies believe people with higher qualifications are the best candidates. Museveni (2013), "prioritize practical courses", he continues to say graduates of skill based courses and curriculums don't struggle hunting for jobs. Universities that have ventured in to practical courses have an edge over their colleagues in other universities.

Ugandan scientists are not trained to take up the available industrial jobs. As Leonardo Davnici says "I have been impressed by the power of doing", this calls for not only knowing and telling alone but doing. This applies to the current situation where the scientist are more theoretical than practical due to their curricula setting.

UNESCO (2010), Education for sustainable development aims to promote a sense of justice, responsibility, exploration and dialogue that enable a positive change in behavior necessary for sustainable development. It appeals to the need to revisit all aspects of education and development including curricula, pedagogy, philosophy, goals and aspiration. In revising the above aspects issues of labor mismatch and unemployment

among the educated will be addressed i.e. The workable approaches suiting the current trends.

The poor attitude towards certain jobs that both young people in employment and unemployed ones exhibit is also partly responsible for the youth problems. Gasper Mbowe, MTN's company youth segment manager says that on average, about 70 percent of the young people the company employs to man their call centers show commitment to the work but 30 percent will care less about their output at work since this is not a permanent placing for them in the company. The 30 percent will therefore be slow and strictly work within the specified working hours (8am to 5pm). He also attributes the problem to the education system which is largely theoretical and therefore does not quite prepare young people for the working environment.

Uganda's human resource base is still characterized by the following: qualitative and quantitative deficits in skilled human resources especially in technical areas; low school completion rates and limited capacities in vocational and technical education which ultimately is reflected in low productivity of Uganda's labour force; inadequate qualified persons in some sectors. For instance, Uganda has low health personnel to population ratio with only one doctor for 25,000 patients; and one nurse for 1,630 patients; and inadequate social infrastructure and associated low service delivery with low health facility to population and high student classroom ratios.

The high youth unemployment levels in Uganda are partly because of the mismatch of courses taught by education institutions and the actual skills needed by the job market. The Ugandan education system, particularly at secondary school level, has constantly been criticized by different stakeholders because of its concentration on the theoretical rather than the practical aspects.

According to the retired supreme court Judge Prof Kanyeihamba's article in (Sunday monitor 01.02.2015 pg. 18)." Do Ugandan universities know how their graduates perform out there", he points out that ,"some of our best university teachers and administrators have ,from time to time ,raised alarms and written papers and alerted the nation on this serious failing in our education . typically , the ministry has chosen the safe haven of the monkey wisdom ,hear nothing ,see nothing ,and touch nothing".

The Government of Uganda through its line ministries such as the Ministry of Education needs to formulate a policy which would allow for the revision of the education curriculum after certain definitive periods. The secondary school education should particularly entail practical training on different aspects. If such reforms are made, the education system would be able to mold young people whose skills are required by the labour market and thus enhance their employability.

According to professor Prof. Venansius Baryamureeba,the education system is not skills-driven. One of the key strategies of implementing Vision 2040 should be reform of the education sector to align it with the human resource needs in the other productive sectors.

The Daily Monitor of 21/11/2014 page 3, reported that Makerere university had suspended some course at a post graduate level and earlier on had merged some courses. The affected courses included master's in public administration and management and masters in international relations and diplomatic studies according to professor Edward Kirumira . This development comes in the wake of the president's directive ,asking all public universities to review courses and drop those that have no relevance to Uganda's

development plans. While appearing at a public function recently, the president of Uganda said, “government would stop spending money on courses that are not in tandem with the National Development Plan, which seek to create more employment opportunities for Ugandan”. In short the president realized that some courses were not developmental and needed to be scrapped through the revision of public institution’s curriculums.

More so, Dr. Sr. Prisca Kobusingye 2014, a senior lecturer at Uganda martyrs university said, “nowadays students are only interested in passing their exams in order to qualify for jobs but not understanding the content which affects them later in the process of getting employment, someone can teach you to make a chair but he can’t make one“. This is reflected in the curriculum which emphasizes good grades rather than the practicability and understandability of the subject matter.

According to Augustus Nuwagaba and Laban Rutare (2012), the education system currently in place can be best compared to a straight jacket. emphasis is on the students’ capacity to cram the facts as laid down in various curricula and pass examinations at a progressive level. the system offers little regard to enhancing attitudes and skills desirable for orienting graduates towards ways in which their habitats can be exploited the result has been churning out white collar job seekers rather than job creators which, in turn has led to high unemployment levels. most African institutions curricula at all levels from primary to university, have few of the practical (if any) skills necessary to exploit opportunities in the job market, thus rendering most of them jobless.

However the **Minister for Education and Sports, Ms. Jessica Alupo, differs** in that she called upon parents to take their daughters for technical education to ensure that they become job creators and not job seekers. She said this would address unemployment and reduce poverty. “Children should change their mindset of degree syndrome of only looking at white collar jobs and yet jobs are in technical skill.” People say that there are no jobs in Uganda. This is not true because they were misguided by taking irrelevant courses and this is why government came up with the Skilling Uganda Programme,” she said.

She still according the Daily Monitor of march 30th 2015, acknowledged the introduction of a new curriculum will require medical students spend 70% of their training in patient wards,15% in the laboratories and 15% in the lecture room. This will enable students and graduates more hands on professionals. This was in order to have an effective system aimed at producing professional medical worker who can compete favorably in the job market.

More so according to Ngu a Neo Classical(1982) as cited by De Beer and Swanepoel (2000:161-162) summaries in a different perspective of that, “it was merely a matter of providing capital and training in specialized skills to enable the late developers to explore their own natural resources and thus to eliminate poverty regardless of its causes.....Education became the ideal and cheapest means to modernize the society”. In relation to Ngu’s theory the government still can amend them to minimize the unemployment as a result of the education system.

However the reformists have a view that on the other hand ,they have noticed that there is an increase in the number of educated unemployed in developing countries . This means that there is a paradox . Not only is there a shortage of trained people, but

the economy seems to be unable to absorb those that are educated (Dejene,1980).this partly accounts for the unemployment in Uganda which is one of the study's development gaps because of mismatch between available skills and the economy absorption capacity.

The problem of unemployment is primarily economic and political ; education it's self can make a little contribution towards reducing unemployment .Professor Martin Carneyof education and economics at Stanford university says “unemployment is not a function of the schooling or type of schooling of the labour force ...if capitalists decision makers will employ only a certain number of workers ,that number will not be raised by making education relevant .

In countries such as Kenya, Nigeria and South Africa apprenticeship–structured programmes that Integrate theoretical learning with working experience have been introduced. These programmes Involve partnerships between Governments, service providers and the private sector and are a good example of the kind of feedback mechanisms needed to address the skills mismatch in Africa. Expanding similar mechanisms to formal schools is a promising way to enhance the skills match.

In addition, there should be a policy that makes it compulsory for all universities and secondary schools to offer their students with career guidance services. Universities should also establish Graduate Development Programmes that enhance the employability of their graduates by providing them with job preparation information, for example, work related life skills, computer literacy, Curriculum vitae preparation, interview readiness et cetera. The university and also prepare them for the existing job market

The German model, where, right from high school, students get huge exposure to real problems in the dual system of in-company training and education at vocational schools, is more consistent with the spirit of engineering excellence perceived through the centuries.

The Wright brothers were school drop-outs, just like those fellows in Kalerwe, only major difference being that they had more competence in the language in which most engineering information is published.

But, in Africa, we are busy accumulating paper qualifications that report falsely on our actual competence and despising the vocational education that has been the bedrock of Engineering excellence and employment in Germany.

According to a recent article in the New Vision by Nick Twinamatsiko 2015 on the BBC Website, youth unemployment in Germany is under 8%, compared with 56% in Spain and 38% in Italy.

Germany's secret, according to the article and countless other commentators, is her dual system of vocational education and training, a holistic approach involving both in-company training and education at vocational schools. Industry players and training colleges work in concert to set content and training methods that reflect current vocational practice and ensure a successful mix of theory and practice. Each year, some 60% of German school-leavers choose to enter the dual system. This explains the low levels of unemployment since whoever enters the dual system effectively enters the world of work.

To quote the BBC article: "Germany's vocational system has been around for decades and is deeply embedded in society. A university degree does not have quite the same cachet here that it does in many other developed countries. "Interestingly, university degrees carry even more

prestige in undeveloped countries, such as ours. It is important to note that the positive influence of Germany's dual system hasn't been limited to the creation of employment. It has also bettered the country's engineering, ensuring that the label "Made in Germany" commands ever-increasing awe.

While we persist in the fallacy that to grow our engineering, we need to simply multiply the universities offering engineering programme and churn out thousands of graduates, the Germans are acting on the truth that what really counts are skills and optimal mixes of theory and practice and not the qualifications.

Museveni (2014), "encouraged the graduates to make innovations that will enable them create jobs and employ others instead of looking for jobs which are not depending on NGOs to enrich them".

However, the question still remains does a university qualification still hold that primary ticket to one's obvious employment. It should be noted that youth unemployment possess a serious challenge for the country. Estimates indicate that only a fraction of graduates in Uganda with some qualification get absorbed in the limited market. With the rise in the numbers of universities and other degree awarding institutions, the quality of training intended for the job market remains wanting. as universities to breakeven, commercial manoeuvring has resulted into duplication of courses and high student enrolment, thus widening the student-lecturer ratio, leading to inadequate training and instruction methodologies that affect the quality of input.

The unemployment solution lies in the education reforms and removing barriers to job creation.

To foster development, skills-mix training through learning by doing rather than the current elitist instruction and examination system is necessary. Due to inadequate policy on education and training, Uganda has not provided a conducive environment for the development of human capital in technical and vocational fields.

2.7 DEALING WITH THE ISSUES

The four Sub-Saharan Africa countries researched have centered their solutions around updating curricula and tailoring course content towards employer needs, expanding work placement programmes and introducing entrepreneurship courses – but the impact of these initiatives is not yet known, says the report.

While there is still a challenge of insufficient up-to-date data on the level of employment/unemployment, various surveys have indicated that about 50% of the labour force is productively employed with nearly 75 per cent were working in rural areas. Moreover, 50 per cent of the economically active youth are not engaged in income generating employment (paid employment or self-employment).

According to the National Development Plan, the labour market will need to absorb about 8.2 million people by the end of the year 2015.

The Government strategy for addressing unemployment includes supporting the key growth sectors of the economy with the highest potential of creating employment, human resource development with emphasis

on skills development, promotion of the private sector growth and development, among others

Solving the graduate unemployment problem needs coordinated efforts between diverse segments of government and society to enhance the quality of university education, both to improve individual life chances and also to contribute to the broader development of society, fostering innovation and strengthening citizenship and democracy. The report says extensive evidence of the poor learning environment for students in Sub-Saharan African countries exists.

Decreasing the student-to-lecturer ratio, improving infrastructure, staff development and listening to the student voice in relation to teaching and learning, could contribute toward solutions.

Experiences outside the classroom could be pivotal in enhancing employability, such as students' prior engagement in extra-mural activities as employers increasingly value global perspectives and understanding of diversity.

More specific provision is also required to inform students about career opportunities, to enable them to reflect on their personal aptitudes and develop them further where necessary. Closer links with employers are urged, to update curricula and involve industry representatives in course delivery and quality work placements.

The report notes that creating university systems of the highest quality requires political will and resources, but also research and analysis.

“A university degree certificate can open doors, but without a rich learning experience underpinning the degree, it cannot change lives, release potential and transform societies,” the report concludes.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The researcher will analyse and explain methods to be used to collect and analyse data then present it. It will also structure the study duration of the study. Part of the methodology will investigate:

- a) Structured interviews with sample of students and graduates. The interviews will be aimed at ascertaining whether their joblessness is as a result of the education system.
- b) Structured interviews and questionnaires with educational officials on the sub county level and district level with the view of establishing the some inquires and also what the current rate of unemployment is in terms of variables like magnitude and types; what factors are responsible for it and interventions that are in use; what alternative do they suggest and what obstacles are in the way of effecting them.
- c) Documents and reports from the district or sub county education officials to be reviewed to get a clear picture whether the problem is increasing and at what rate.

These methods will then be followed by the researcher when he or she sets off to the field to collect empirical data. It includes the research design, study area, study population, sample size, sampling design, data sources, quality control measurement of variables, data analysis and presentation, ethical issues and study limitations.

3.2 RESEARCH DESIGN

The researcher will use the case study design to develop deeper insights and better understanding of the variables it is very important aspect which supports testing of the hypothesis . The researcher is using this design because it was used by Thomas 2011 in conducting a similar study.

3.2.1 Study approach

The researcher is largely qualitative and to a smaller extent quantitative .The qualitative approach will facilitate in depth understanding of the variables obtain from those directly involved with it. The quantitative ,facilitates establishment of relationship and manipulation of figures. The approach was also used by Creswell,(2013); Denzin and Lincoln,(2011); Mercam, (2009).

3.2.1 Time dimensions

The time dimension is cross sectional because it is for a short time and a snap short study.

3.3 STUDY POPULATION

The population of the study will be determined by the number of graduates of last academic year at Uganda martyrs university Nkozi.

3.3.1 Unit of analysis

The unit of analysis is Uganda Martyrs University Nkozi business administration and management faculty.

3.3.2 Unit of inquiry

The unit of inquiry will include includes faculty deans in Uganda Martyrs University Nkozi branch and graduates from the same institution. education. The deans will be able to provide the researcher with information because they know a lot about the education system of Uganda and its history and how it affects the unemployment among the educated.

3.4 STUDY AREA

The study will be carried out in Nkozi and Kayabwe approximately 85km (53miles) by road southwest of Kampala –Masaka highway. The coordinates are 000018N, 32 0054E (latitude 0.0050; longitudes 32.0150).

3.5 SAMPLE SIZE

The sample size will be determined by the number of graduates of last academic year .

3.6 SAMPLING TECHNIQUES/STRATEGIES/APPROACHES

The researcher will use the non-probability sampling strategies. Under this, purposive sampling strategies will be used. This is a type of sampling where the researcher selects a sample that is just convenient, judgemental without going through random sampling. The researcher will use staff of Uganda Martyrs University Nkozi as the researcher believes them to be more knowledgeable about the investigation (the education system, curriculum, rates and the performance of the job environment). Convenience sampling strategies will also be used as the researcher will concentrate on the individuals who can easily be accessed that is, staff of Uganda Martyrs University.

Data sources

Primary sources/data

The researcher will use interviews and questioners to get firsthand information from the faculty deans and graduates of Uganda Martyrs University Nkozi and these have the relevant information and this will enable the researcher understand more about the study..

3.7. METHODS OF DATA COLLECTION

The researcher will use the following data collection instruments: from the primary and secondary sources to collect data during researcher;

a) Primary data sources

This involves the researcher getting firsthand unique information this can be through;

Interviewing;

This is a conversation in which the researcher tries to get information from the interviewee and records it by him or herself. The method assumes that the respondent has the information and that he or she is willing to give honest answers while the researcher is present. It can be done face to face or through a structured interview which will be mainly used for those in a hurry. The interviewer (researcher) asks questions and the interviewees (respondents) answers giving their opinions as regards to the study. The researcher will either use structured or unstructured interviews. In the structured interviews, the probe that the researcher gives is neutral since the respondents must be asked similar questions while the unstructured ones provide a framework of key points around which the investigative discussion is built. Therefore the researcher will interview the staff of Uganda Martyrs University face to face as this will enable him or her to get

clear firsthand information. This method is reliable, can be used for the non-literate respondents and the researcher may come across new ideas during the research.

Questionnaires;

This is a method of data collection which involves sets of questions to which the respondents answer in writing. Questionnaires may either be administered or self-administered. Administered questionnaires require a researcher to be present to administer the questionnaires to the respondents well as the self-administered questionnaires may be sent to the respondents .The researcher will use written questionnaires that are self-administered to collect data from the respondents as they are cheap to administer and quick in collecting information within a short space of time. This will be the main data collection method that the researcher will use. This method will enable the researcher to get first hand, accurate information or answers to sensitive questions that respondents may not be ready or may not easily answer during interviews. This method favours respondents who are shy.

3.8. DATA ANALYSIS AND PRESENTATION

3.8.1 Quantitative data

This is where the researcher mainly tests the goodness of the data collected, the hypotheses developed for the research and gets a feel of the data (Sekaran, 2003).The researcher evaluates the worth of the collected data, analyses, assesses the data in quantitative analysis by which he or she will make use of the IBM SPSS version 16.presentation will be aided by use of graphs and illustrations i.e.Barcharts, piecharts and line graphs.

3.8.2 Qualitative data

This where the researcher studies analyses aspects in the study that can't be statistically represented .these may include opinions , feelings, ideologies.

3.9 QUALITY CONTROL

Reliability: According to Amin, (2005), Reliability refers to the instrument's consistency in measuring whatever it is intended to measure while validity refers to the appropriateness of the instrument. Reliability will be ensured through; test and test method whereby instruments will be applied to the selected sample at different intervals, by use of multiple observe that is, assistance during the interview study.ie does the respondents information replicate what he/she said earlier .

Validity: is collecting data to attain a higher degree of validity. The researcher will use experts and his or her supervisor to get the information needed

3.10 MEASUREMENT OF VARIABLES

The researcher will use different authorities to measure his or her variables and these include government authorities, the ministry of education policy documents ,and related comparisons relating to the study and more so. Dore (2007) explains the one-sided prioritization of education remained unchanged even long after independence, though manpower requirements have drastically changed over the years. This inadvertently led to a university admission culture which gave prominence to students who offered the so-called 'academic programmes' and underrated applicants who offered technical, vocational and agricultural subjects at the secondary school level and who aspired to enter the university to pursue these courses at the degree level.

Independent: the information was from the white paper on education,1992 which says, “No education system can be better than the quality of its teachers ,nor can a country be better than the quality of its education”.

Dependent:Dumba,2001, explained more about Educated unemployment refers to a situation where educated people (school , collage , university etc.) who are within working age bracket and willing to work are unable to get gainful employment (productive work) .

The term “unemployment” is not new to many Ugandans because it is a prevalent problem throughout the country. Reports reveal that in 2002, youth unemployment was estimated to be at approximately 23% and has today skyrocketed to 32.2%.Youth “un”-employment therefore poses a serious political, economic and social challenge to the country and its leadership. Its persistence is making it increasingly difficult for Uganda to reduce its poverty levels.

3.11 ETHICAL CONSIDERATIONS

These are the things or issue that the researcher intends to put in consideration before and while carrying out the research. The researcher will cite and acknowledge all the sources that she or he will use for the study and these will be in the references, will access the data through official channels that is the introductory letter, secure voluntary participation in providing responses to the tools and ensure confidentiality during the study; the researcher will not pay money for answers in the field and will seek for informed consents. The researcher will not force people or respondents to give him or her information.

3.9 STUDY LIMITATION

Limited time for collecting data and accessing the respective respondents. Some data will not easily be availed since some information is considered private and confidential. The data collected is not so perfect because it is a cross sectional study and it's very likely that some data was left out. The sample size is not so perfect and there could be a high level of error. Since some various respondents especially the staff of Uganda Martyrs University have various duties and responsibilities to perform, it might be difficult to get respondents which in turn will lead to delay in filling the questionnaires and rescheduling of appointments with the respondents.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents and discusses the study findings from the study questionnaire collected from the field. This study aimed at assessing the effect of career development on employee performance in the banking sector.

Data was collected with the use of questionnaires for two categories ie students and graduates and lecturers and administrators ,interview guides and observations that were formulated to establish the effect of programme curriculum on employment opportunities among university graduates. Statistical data was checked for consistency, completeness and coded in preparation for capture in SPSS Version

4.2 TIME EXPECTED OR SPENT TO GET EMPLOYMENT

52.9% agreed that they would spend one year to get employment,11.8% in 3 years,17.6% in 5 years and 11.8% expect to get employment immediately after their studies.

In relation to the above statistics the daily monitor of Sunday ,October,12th,2004 reported that,” It takes a university graduate an average of five years to secure a job in Kenya today”, a new study reveals. However according to the study in the category of students and graduates many of them also estimated to get employment between three to five years’ time.

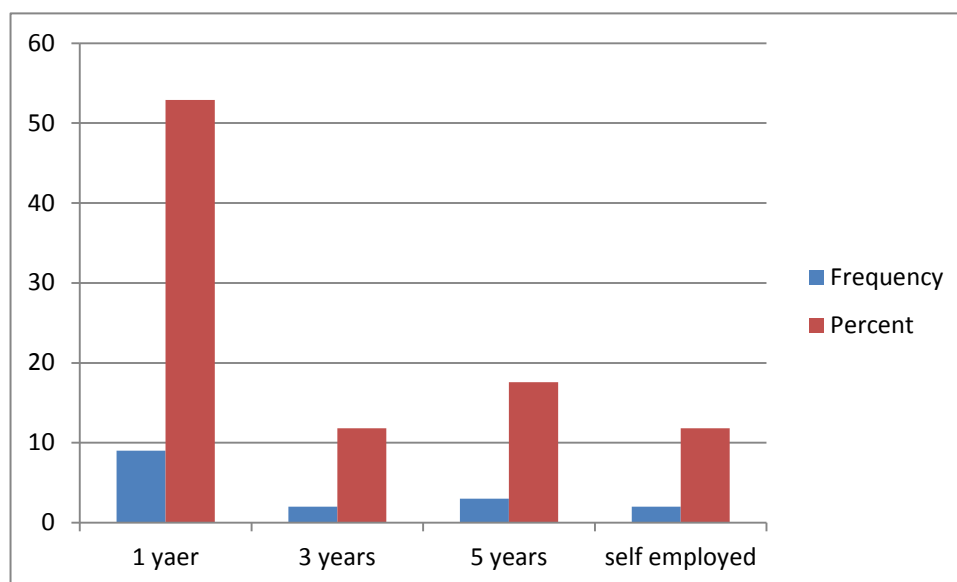
Table 1 Expected time to get employment

DURATION	FREQUENCY	PERCENTANGE
1 YEAR	9	52.9
3 YEARS	2	11.8
5 YEARS	3	17.6
SELF EMPLOYED	2	11.8
TOTAL	16	94.1

Source: Primary Data.

4.2.1 ESTIMATED TIME TO SELF-EMPLOYMENT

Figure 2 Estimated time to self-employment



Source: primary data

4.3 GENDER COMPOSITION

81% of the respondents were male . this was so because of the flexibility in the male respondents compared to their female counterparts.

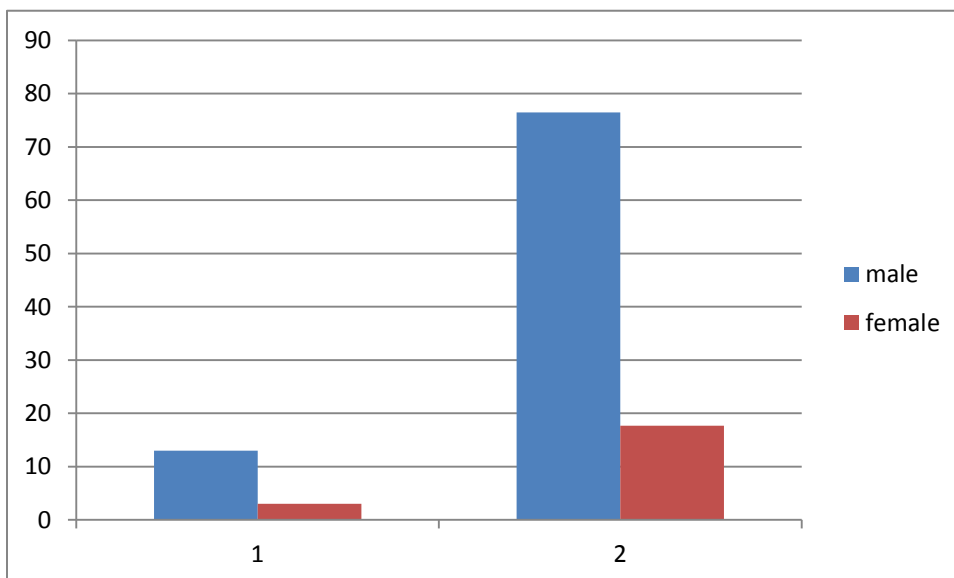
Table 2 **Gender Composition**

SEX	FREQUENCY	PERCENT
MALE	13	81.25
FEMALE	3	18.75
TOTAL	16	100

Source: primary Data.

4.3.1 COMPOSITION OF MALES TO FEMALES

Figure 3 Composition of males to females



Source: PrimaryData .

LEVEL OF EDUCATION

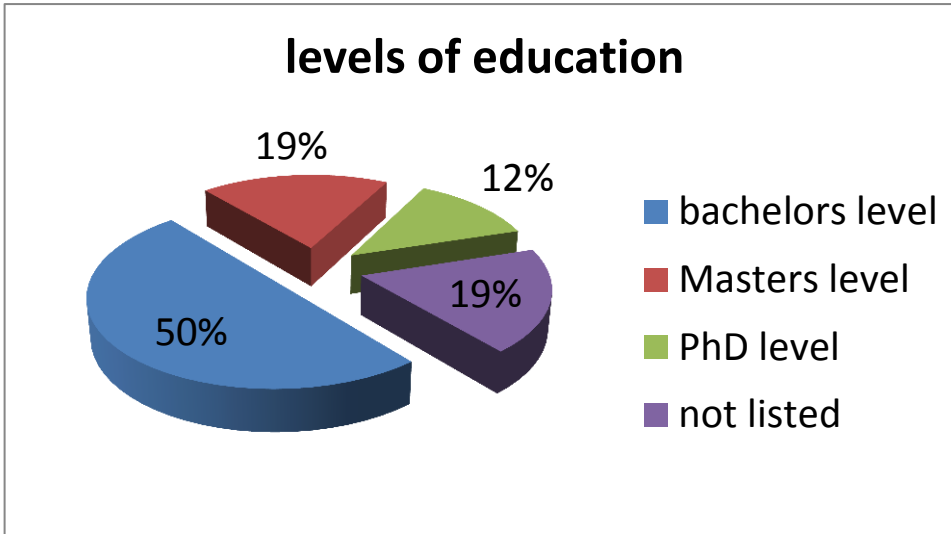
Table 3 Shows the level of education of the respondents.

Qualification	frequency	percentage
Bachelors	8	50
Masters	3	18.75
PhD level	2	12.5
Not listed	3	18.75
Total	16	100

Source :Primary Data.

47% of the respondents were of a bachelors level ,17.6%,11.7%,11.7% and 17.6% were masters, doctorate and those whose qualification were not listed respectively, this shows that most of the respondents were practically involved and education sector and were literate.

Figure 4 Levels of education



Source: primary Data

Figure 5 **Descriptive statistics** showing the relationship between university curriculum and unemployment

Statement	N	minimum	maximum	mean	standard deviation
Relationship	16	1.00	4.00	1.8750	.95743

Source: Primary Data.

4.5 Relationship between program curriculum and employment opportunities

As presented by the results in table 1.4 above respondents agreed that there is a relationship between programme curriculum and lack of employment opportunities/unemployment having a mean of 1.8750, though some divergent views as shown with a standard deviation of

0.95743. Professor Opunda (New Vision 2015) the executive Director, National Council For Higher Education who said, "we cannot negate the need to review curricula to reduce any possible duplication and enhance relevance of programmes to national development and curb unemployment.

Table 4 Descriptive Statistics showing the role of qualification in securing a job

Statement	N	MIN	MAX	MEAN	SD
Qualifications role	16	1.00	5.00	2.5000	1.03280

Source: Primary Data.

ROLE OF QUALIFICATIONS IN SECURING A JOB.

Basing on the results in table 1.5, respondents agreed that qualifications played a big role in helping a graduate get employment. with a mean of 2.500 the majority agreed, however some respondents had divergent views as witnessed with a variance of 1.03280. this response is also shared by Dr. Sr. Prisca Kobusingye 2014, a senior lecturer at Uganda martyrs university who was quoted saying, "nowadays students are only interested in passing their exams in passing their exams in order to qualify for jobs. This study therefore seems to agree with the view obtained by the respondents during the study.

Table 5 University don't consult employers in the job market while they are designing their curriculums

statement	n	min	max	mean	standard deviation
university don't consult	16	1.00	5.00	2.8125	1.10868

employers in the
job market while
they are designing
their curriculum.

Source: Primary Data.

4.7 CONSULTANCY

The study results in table 1.6 below indicate that respondents agreed the statement that University don't consult employers in the job market while they are designing their curriculums with a mean of 2.8125 and a standard deviation of 1.10868. The standard deviation shows a divergence in the views. On the other hand according to the National Development Plan of Uganda 2010/11-2014/15, creation of employment opportunities needs coordinated efforts between diverse segments of government and society to enhance the quality of university education, both to improve individual life chances and also to contribute to the broader development of society, fostering innovation and strengthening citizenship and democracy.

Table 6 Descriptive statistics showing university curriculum addressing the unemployment issue

statement	n	min	max	mean	standard
university curriculum addresses the unemployment problem	16	1.0	4.00	2.8125	1.04682

Source: Primary Data.

4.8 UNIVERSITY CURRICULUM ADDRESSES THE UNEMPLOYMENT ISSUE.

According to the Young leaders think tank for policy alternatives, 2004, four Sub-Saharan Africa countries researched have centered their solutions around updating curricula and tailoring course content towards employer needs, expanding work placement programmes and introducing entrepreneurship courses – but the impact of these initiatives is not yet known, says the report.

While there is still a challenge of insufficient up-to-date data on the level of employment/unemployment, various surveys have indicated that about 50% of the labour force is productively employed with nearly 75 per cent were working in rural areas. However, of the respondents 31% are skeptical and 31% disagree.

Table 7 Descriptive statistics showing respondents views on university curriculum being theoretical

statement	n	min	max	mean	standard deviation
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University Curriculum	16	1.00	5.00	2.1250	1.02470
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being More Theoretical.

Source :Primary Data.

4.9 CURRICULUM BEING MORE THEORETICAL

As presented by the results in table 1.6 the study agreed that programme curriculum at universities was more theoretical. This is exhibited with the mean of 2.1250. However, the respondents had conflicting views as seen with the variance of .02470. The Ugandan education system, particularly at secondary school level, has constantly been criticized by different stakeholders because of its concentration on the theoretical rather than the practical aspects. Museveni (2013), “prioritize practical courses”, he continues to say graduates of skill based courses and curriculums don’t struggle hunting for jobs.

Table 8 Universities study the job environment regularly when reviewing their curriculum

statement	n	min	max	mean	standard deviation
Reviews	16	2.00	5.00	3.3125	.87321

Source: Primary Data.

4.10 UNIVERSITIES STUDY THE JOB ENVIRONMENT REGULARLY WHEN REVIEWING THEIR CURRICULUM

statistics in the findings reveal that respondents agreed that universities study the job environment regularly when reviewing their curriculum with a mean of 3.3125. However those with different views were minimal of .87321. the respondents seem to be in agreement with

Professor Opunda(2015) the executive Director ,National Council For Higher Education says, "we cannot negate the need to review curricula to reduce any possible duplication and enhance relevance of programmes to national development.

Table 9 Students just aim at passing exams than learning the concepts thus employable.

statement	n	min	max	mean	standard deviation
Students aim	16	1.00	5.00	2.0625	1.1814

Source: Primary Data.

4.11 STUDENTS JUST AIM AT PASSING EXAMS THAN LEARNING THE CONCEPTS THUS UNEMPLOYABLE

The study results in table 1.8 from the respondents agree that the students just aim at passing exams rather than learning the concepts with a mean of 2.0625 but the respondents had a conflicting point of view as seen with the variance of 1.1814. the respondents seem to be at par with Dr .Sr. Prisca Kobusingye 2014, a senior lecturer at Uganda martyrs

university who said that, “nowadays students are only interested in passing their exams in order to qualify for jobs but not understanding the content which affects them later in the process of getting employment, someone can teach you to make a chair but he can’t make one .

Table 10 Universities have acknowledged unemployment among their graduates and have taken drastic measures

statement	n	min	max	mean	standard deviation
Acknowledgement	16	1.0	5.00	2.750	1.36015

Source: Primary Data.

ACKNOWLEDGEMENT S.

According to table 1.8, the respondents agreed that universities had acknowledged lack of employment opportunities among their graduates and have taken drastic measures. This can be show with a mean of 2.750. Howeverthere still remained respondents with a different view as reflected with a standard deviation of 1.36015. The finding seemed to agree with the Daily Monitor article of 21/11/2014, which reported that Makerere university had suspended some course at a post graduate level and earlier on had merged some courses. This development comes in the wake of the president’s directive ,asking all public universities to review courses and drop those that have no relevance to Uganda’s development plans. This shows with dropping and revision of programme curriculum the universities are taking necessary measures.

Table 11 Graduates have baise over available jobs

statement	n	min	max	mean	standard deviation
Baise	16	1.00	4.00	2.2500	1.0000

Source: Primary Data.

4.12BAISE

Respondent in table 2.0 agree that graduates have baise for some jobs, however others have different perspectives as shown by the standard deviation of 1.000.the respondents have the same view with Ms. Jessica Alupo 2014,“Children should change their mindset of degree syndrome of only looking at white collar jobs and yet jobs are in technical skill”.

Table 12 university curriculum are not solely to blame for graduate unemployment

statement	n	min	max	mean	sd
Responsibility	16	1.00	3.00	1.8750	.80623

Source: Primary Data.

4.13 RESPONSIBILITY

As reported in table 2.1 the respondents responded positively by agreeing that programme curriculum at university is not solely to blame for the lack of employment opportunities/unemployment among graduates. This was not divergent from the majority

according to the standard deviation of .80623 .it shows that there are several factors that affect unemployment among graduates. However the study did not agree with kasozi 2003 whose view was , Inappropriate curricula , a common acquisition against third world education system is that they produce youth who are lacking skills that are required in the labor market .

Table 13 council for higher education has failed its role of addressing the unemployment issue among graduates.

statement	n	min	max	mean	standard deviation
Failure	16	1.00	4.00	2.2500	1.00

Source: Primary Data.

4.14 FAILURE

Basing on the results in table 2.2 ,the respondents agreed that the national council for higher education has failed to perform its obligations which include addressing graduate unemployment among other with a mean of 2.25. However the respondents views were divergent as represented in the variance of 1.00 . The respondents were in agreement with the a recent special feature in the new vision 11th/03/2015 shows that Ugandan universities should do more to prepare their students for the professional world. This revealed that

besides the universities doing more with the student, the NCHE had to make drastic improvements in the education sector.

4.15 ANALYSIS OF STAFF, LECTURERS, TEACHERS AND ADMINISTRATORS

Table 14 Duration in the education sector

Time In Years	Frequency	Percentage
3 years	4	28.6
5 years	4	28.6
10 years	2	14.3
11 years	4	28.6
TOTAL	14	100.0

Source: Primary Data.

The majority of my respondent in the category of staff, lecturers both teaching and support staff were had spent a duration of 3-5 years. These had just spent 3-5 years of active employment.

Table 15 Gender

Sex	Frequency	Percentage
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Male	8	57.1
Female	6	42.9
TOTAL	14	100

Source: Primary Data.

The percentage of male respondents was fairly higher than that of the female respondents because there were males compared to the female in this field.

Table 16 Level of Education

Qualification	Frequency	Percentage
Doctorate	2	14.3
Bachelors Level	535.7	
Masters Level	6	42.9
PhD	1	7.1
TOTAL	14	100

Source: Primary Data.

Table 17 Mean and standard deviation for analysis of staff, lecturers and administrators

Statement	N	Min	Max	Mean	Standard deviation
Relationship	14	1.0	5.00	2.486	1.01635
Employability	14	1.00	5.000	2.7143	.99449
Reviews	14	1.00	4.00	2.9286	1.07161
Knowlegeability	14	1.00	4.00	2.0000	.87706
Different needs.	14	1.00	5.00	2.2143	1.18831
Graduates with good grades	13	1.00	4.00	2.3077	1.1094

Source: Primary Data.

4.16 RELATIONSHIP

Basing on results in table 2.6 ,respondents to the study agreed that there is a relationship between programme curriculum and lack of employment opportunities(unemployment) with a mean of 2.486 but still there were different views expressed as per the variance of 1.01635 . however the respondents seemed to be in agreement with Dore ,1997. Who said, “The business of awarding, grading and certifying diplomas can overshadow the business of educating. “After a given the graduate may lose the job simply because he studied to pass compared to learn the job. More so Ashaba and Katusime (2012) said that, schooling in Uganda just helps people to get certificates and then pushes them to the job market without

the right requirements to perform . Consequently, most graduates will not keep their jobs for long and will end up moving from one job to another.

4.17 EMPLOYABILITY

As viewed from table 2.6 ,respondents agree that programme curriculum produces employable graduates with the study having a mean of 2.7143 and a less variance of 0.99449. However H.Daniel. 2013, does not believe the finding as he said,” the study Poor education system (curriculum), the education structure used in Africa is not beneficial to the students as it does not directly correspond to the prevailing economic activities outside the school system.” In the same vein the daily monitor 2013 disputes his allegation when it reported that the Uganda economy can only absorb about 30% of the graduate whereas the rest are left though employable. This is in agreement with the study findings.

4.18 REVIEWS

Study results in table 2.6 show that respondents agree that programme curriculum is regularly reviewed to match the changing job market with a mean of 2.9286 .however there was a variance of 1.07161 who had different views more so some author had the same view i.e. Okello,1996 who reported that, “the education structure used in Africa is not beneficial to the students as it does not directly correspond to the prevailing economic activities outside the school system. However with one of my interviews with the associate dean of the faculty of built environment Mark Olweny ,he made it clear that their programme curriculum are reviewed and updated every five years.

4.19 KNOWLEDGEABILITY

Basing on the results in table 2.6 above , the respondents agree with the statement lecturers and tutors are knowledgeable about the curriculum with a mean value of 2.00 and a standard deviation . in relation to the white paper on education,1992 concurs with the findings of the study ,it says, “No education system can be better than the quality of its teachers ,nor can a country be better than the quality of its education”.

4.20DIFFERENT NEEDS

From the results in table 2.6 above , it seemed that respondents agreed that different types of programme curriculum with a mean value of 2.2143 and a standard deviation of 1.18831 the respondents seem to have concured with the minister for Education and Sports, Ms. Jessica Alupo 2013, who called upon parents to take their daughters for technical education to ensure that they become job creators and not job seekers. She said this would address unemployment and reduce poverty. “Children should change their mindset of degree syndrome of only looking at white collar jobs and yet jobs are in technical skill. People say that there are no jobs in Uganda. This is not true because they were misguided by taking irrelevant courses and this is why government came up with the Skilling Uganda Programme,” she said. This shows that the education curriculum addresses several needs of the society in Uganda.

4.21 GRADUATES WITH GOOD GRADES

Study results in table 2.6 above indicate that respondents agree to the statement that university curriculum produces graduates with good grades with a mean value of 2.3077 and a standard deviation of 1.10940. The standard deviation shows that administrators, staff and lecturers had divergent views. According to Ashaba and Katusime (2012) schooling in Uganda just helps people to get certificates and then pushes them to the job market without the right requirements to perform. Consequently, most graduates will not keep their jobs for long and will end up moving from one job to another.

CHAPTER FIVE

RESEARCH SUMMARIES, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

Under this chapter, the researcher presents the general summaries of the research findings, conclusion and recommendations. Essentially, the summaries relate to the general objective of the research study which aimed at assessing the relationship between program curriculum and graduate unemployment using Nkozi and Kayabwe as case study. In addition, this research aims to give recommendations on how to tackle the neglected issue of unemployment among university graduates in Uganda.

The research questions were defined as follows:

- IV. What are the causes of unemployment among the university graduates?
- V. What is the relationship between university curriculum and unemployment?
- VI. What approaches can be adopted in order to meet labour requirements

5.1. Summary of the findings

80% of my respondents answered all my questions and returned the questionnaires. 70% of the respondents did not desire and want the interview mode of ascertaining information. There were two categories i.e. the administrators, teaching staff and the non-teaching staff of Uganda Martyrs University and the category of graduates and students .81.25% were male and 18.75% were female in the category of students and graduates. 57.1% to 42.9% males to females in the first category.

From the findings of the research study, it was revealed that the Ugandan economy can only afford to absorb 20% of graduates from the university every year and the 80% are not catered for. It is realized that the lack of employment opportunities/unemployment among the educated (university graduates) was as a result of skills mismatch visa-vie the job market. The curriculum in higher institutions of learning does not relate to the job market realities thus graduates finding themselves unemployed. I realized that there was a relationship between programme curriculum and unemployment ie if the universities produce graduates addressing the job market demands the level of unemployment will reduce among graduates.

It was realized that the education systems in the East African region required revision to start addressing the current issues the countries face especially in Uganda where the education system still serves the functions of the colonialists and has not been adjusted to fit in the current context. The findings pointed out the failure of the education bodies to address the unemployment issue among the graduates despite the numerous pleas. However there is also justification for their failure due to the limited national cake that is given to the education sector.

In the findings it was realized that if the programme curriculum are integrated with practical skills and avenues through apprirentships ,industrial training and addressing real time pressure issues at the time then graduates will not be theoretical. In reference to Nnyombi (2013),who comments that the education system has failed to respond to the existing inter-generation gap. It simply imparts literacy and general education. It merely produces individuals whose services don't reflect the economic trends on the job markets. The empirical truth printed on the sky of our education system is defective. yes! It doesn't correspond directly to the economic realities prevailing outside the school system. Instead of training professionals and people with skills, theory instead of practical is the order of the day.

5.2 Conclusions of the research study

Empirical results shows that policy makers do pay attention to the dynamics of in the economy and the job environment further, more the programme curriculum designed should instill in graduates the spirit and knowledge of starting their owner ventures other than waiting to be employed. The government of Uganda should put the education sector in priority while allocation resources. However it should also aim at industrializing the economy in order to increase the employment base for its citizens. Through investing in vocational and technical schools and breaking the stigma that these institutes are for failures.

5.3 Recommendation for the research study

Having stressed the significance of addressing graduate unemployment among graduates with the case study being Nkozi and Kayabwe the study therefore has generated some recommendation that need to be implemented in order to enhance the performance of organizations. Among others include the following:

Any education system should aim at making a relatively permanent change in the individual person undergoing the process. It's possible through the process of learning at different levels of development of a person. It can either take forms like formal or informal education depending on the time and place one is referring to. Education is a universal practice engaged by all societies at all stages of development. (Farrant 1980). The white paper on education, 1992, says, "No education system can be better than the quality of its teachers, nor can a country be better than the quality of its education" "so the study recommends the state has the obligation of maintaining the welfare of the teachers and ensuring monitoring role for developmental amendments especially in its public institutions. The country at large has the responsibility of nurturing the youth because once they are frustrated without employment they youth have the capacity to bring darkness to the globe." Indeed they do because once a mind is idle it's the devil's workshop. they will spur social unrests and instabilities since they are vulnerable to exploitation by politicians, rebel groups Etc. Solving the graduate unemployment problem needs coordinated efforts between diverse segments of government and society to enhance the quality of university education, both to improve individual life chances and also to contribute to the broader development of society, fostering innovation and strengthening citizenship and democracy.

5.4 Areas for future research studies

Graduate unemployment is an interesting topic. It is very wide and there are many issues to study. During the research, a number of interesting areas within the education system of Uganda that are worthy of future research have surfaced but there were two that really stand out.

The suggestion for future research would be to conduct similar research but with two different cultures and compare them. Concentrate on only in them and research when these two cultures collide, how they negotiate. There should be more research because it will also help all the developing countries and countries faced with high levels of unemployment among the educated and around the world to become better. Unemployment is a global issue which affects each country in its own way.

Another suggestion would be to change the attitudes of the youth in order to have a mind of independence other than waiting for jobs through volunteering to work for others.

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APPENDICES

Appendix I: Questionnaires

QUESTIONNAIRE

Dear Sir/Madam,

I am student pursuing bachelor's degree in business administration and management in Uganda Martyrs University Nkozi ,as part of my partial fulfillment of the requirement for the reward of a under graduate degree. I humbly request you to fill in the questionnaire and give your views where necessary Am required to carry out a study entitled the effect of programme curriculum in Uganda on the unemployment level among university graduates. To ascertain whether programme curriculum are responsible for the graduates' failure to secure employment.

Is the education system responsible for the many unemployed educated persons? The information availed will be treated with at most confidentiality.

CONTEXTUAL INFORMATION

Experience in the education field as a facilitator /lecturer/administrator;

a. 3 years b. 5 years c. 10 years d. 11 years and above

Education level;

1) Doctorate level

2) Bachelors level

3) Masters level

4) Any other that isn't

listed

Gender Male Female

1. In your opinion what are the causes of unemployment among the university graduates educated?

- 1.
- 2.
- 3.
- 4.

2. What would you rank as the most prevalent one?

- 1. 2. 3. 4.

3. Is there is a relationship between university curriculum and unemployment among the university graduates?

- 1. Strongly agree 2 Agree 3 .neutral 4.strongly disagree
- 5.disagree
- 6. I don't know

4. Please tick the following.

**EFFECTS OF PROGRAMME CURRICULUM IN UGANDA ON UNEMPLOYMENT
AMONG UNIVERSITY GRADUATES**

STATEMENT	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The current University curriculum produces employable university graduates.					
Lecturers are committed to their work at university.					
Universities have autonomy to design their curriculum					
University curriculum addresses unemployment problems					
University curriculum are regularly reviewed to match the changing job market					
Universities study the job environment regularly when reviewing their curriculum.					
Lecturers and tutors are knowledgeable about the programme curriculum at universities.					

University curriculum aims at reducing unemployment levels.					
University curriculum is less responsible to blame for graduate unemployment					
There are different types of curriculum at university to address different needs.					
University curriculum aims aim at producing graduates with good grades					
There is a relationship between university curriculum and unemployment.					
University curriculum and programmes are often reviewed after a given period					

Thank you very much for your time and cooperation.

James Kiggundu 0772312024

Uganda Martyrs University-Nkozi

QUESTIONNAIRE 2

Dear Sir/Madam,

I am student pursuing bachelor's degree in business administration and management in Uganda Martyrs University Nkozi ,as part of my partial fulfillment of the requirement for the reward of a under graduate degree. I humbly request you to fill in the questionnaire and give your views where necessary Am required to carry out a study entitled the effect of programme curriculum in Uganda on the unemployment level among university graduates. To ascertain whether programme curriculum are responsible for the graduates' failure to secure employment.

Is the education system responsible for the many unemployed educated persons? The information availed will be treated with at most confidentiality.

CONTEXTUAL INFORMATION

Time spent or expected to spend to get employment

a. 1 year b. 3 years c. 5 years d. 10 years e. self
employed

Education level;

Bachelor's level Masters level

PhD level

Specify if any other

Gender; male female

1 In your opinion what are the cause of unemployment among university graduates?

- I.
- II.
- III.
- IV.

2. which one the above do consider the most prevalent one?

- 1. 2. 3. 4.

3. Is a relationship between university curriculum and unemployment?

- 1. Strongly agree 2. A 3. ral 4. ngly disagree

5. disagree

- 6. I don't know

4. What challenges did you encountered while searching for employment after campus?

- 1.
- 2.
- 3.
- 4.

5. What is/was the most encountered challenge as; you were /you are searching for employment?

- 1. 2. 3. 4.

6. Please tick the following.

EFFECTS OF PROGRAMME CURRICULUM IN UGANDA ON UNEMPLOYMENT

AMONG UNIVERSITY GRADUATES

STATEMENT	Strongly			Disagree	Strongly
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	Agree	Agree	Neutral		Disagree
The current university curriculum produces graduates that are employable.					
University qualifications play a big role in a graduate's ability to secure jobs.					
Universities don't consult the employers in the jobs market while they are designing their curriculums					
University curriculum addresses unemployment problems					
University Curriculum is more theoretical thus causing the problem of unemployment.					
Universities study the job environment regularly when reviewing their curriculum					
There is a relationship between university programme curriculum and unemployment					
Students at universities just aim at passing exams than learning the concepts thus unemployable.					
Universities have acknowledged unemployment among their graduates and have taken drastic measures.					
Graduates have a biased about the available					

jobs					
University curriculum are not solely to blame for graduate unemployment					
The council for higher education has failed its role of addressing the unemployment issue among university graduates					
University curriculum aims at producing graduates with good grades					



making a difference

**Office of the Dean
Faculty of Business Administration and Management**

Your ref.:
Our ref.:

Nkozi, 5th February, 2015

To Whom it may Concern

Dear Sir/Madam,

Re: Assistance for Research:


Greetings and best wishes from Uganda Martyrs University.

This is to introduce to you OCEN JOSEPH who is a student of Uganda Martyrs University. As part of the requirements for the award of the Degree of Bachelor of Business Administration and Management of the University, the student is required to submit a dissertation which involves a field research on a selected case study such as a firm, governmental or non governmental organization, financial or other institutions.

The purpose of this letter is to request you permit and facilitate the student in this survey. Your support will be greatly appreciated.

Thank you in advance.

Yours Sincerely,


Fr. Edward Ssemwogerere
Associate Dean

