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# **Employer Satisfaction Survey of The University of Botswana Graduates**

By

**Alao , A.A, Pilane C.D, Mabote M.M, Setlhare K, Mophuting K,  
Semphadile K.M, Odirile L.W, Kgathi P.L.; Mmapatsi, S.**

Careers & Counselling Centre,

University of Botswana, Gaborone, Botswana (2008)

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### **INTRODUCTION**

Education significantly increases the chances of being employed, although a university degree is no longer a guarantee of finding a job. The employment prospects of graduates are of primary importance, not only to the individual graduates themselves, but also to the country at large (Malaysian Institute of Economic Research, 2006). It has been observed that with the increasing number of university graduates in Botswana, the employment market is reaching saturation in some economic sectors, and has become fiercely competitive (Molokomme, 2006). However, it is difficult to judge whether unemployment is due to inadequate preparation of graduates for the world of work or the saturation of the job market.

According to a study conducted by Adeyemi (1997), it was a responsibility of the Directorate of Public Service Management (DPSM) to allocate graduates of tertiary institutions into various public service departments, parastatals and the private sector every year. Based on this study, only a few graduates were not allocated jobs, however, those waited for less than six months to find jobs in the public/private/parastatals, which shows that unlike today they were only temporarily unemployed.

The University of Botswana (UB) endeavours to provide students with all needed facilities, support, and resources in order to produce well-

educated and well-trained graduates who are qualified and are able to find employment as highlighted in the UB value statements. The Careers and Counselling Centre, through the Careers Unit is committed to helping improve the quality of students life through acquisition of knowledge and skills that will be useful in the world of work. Notwithstanding this, as alluded to above, the current situation shows an increasing number of unemployed University of Botswana graduates. This seems to be the trend in other countries as well. Blaug (1973) cited in Adeyemi (1997) found out that educated unemployment in India was greater among graduates in arts and commerce than among other graduates in science and engineering. Jolly et al (1973) also cited in Adeyemi (1997) noted that the unemployment of the educated is much emphasized and is particularly an important part of the wider problem of general unemployment. They then concluded that there is hardly any country which is not experiencing difficulty, and often considerable alarm in finding enough jobs for all its university graduates. Recently, Mandy Telford, the President of The National Union of Students' (NUS) in the United Kingdom was cited in the BBC News (2002) as having raised a concern about graduate unemployment which was reported to have risen for the first time in 10 years leaving college students with debts of about 12,000 pounds.

### **Statement of the problem**

Unemployment of graduates has become a major concern in Botswana. Once regarded as the social elite, today's university students are losing their shine as the number of graduates far exceeds the market demand (Beijing Review, 2006). The Careers and Counseling Centre provides a number of services to the students such as work-based placement. For example, 94 students were attached to different organizations in 2006/2007 ( Annual Report 2006/2007). The number of students seeking this service has been steadily increasing since a good number of them are finding it difficult to find jobs upon completion of their studies. The question the service providers have is whether the world of work is saturated or the prospective employers are dissatisfied by what the graduates bring in to the world of work. The overall aim of this study is to conduct a survey to measure the satisfaction of employers with University of Botswana graduates. The results from the survey would assist the Careers and Counseling Centre to prepare students to meet the expectations of the work world as well as inform the University where academic programmes curriculum may need reviewing.

## **Objectives**

The objective of this study is to obtain qualitative information from employers regarding their views on the required skills of new graduates.

The study aims;

- 1) To determine employment trends of the UB graduates
- 2) To assess the expectations and satisfaction levels of employers with the quality of UB graduates.
- 3) To identify employability skills required by the employers.

## **Significance of the study**

An integral responsibility of a Careers and Counseling Centre is to conduct regular evaluation and accountability research to determine the effectiveness of its services and to improve them. The findings of the survey will be helpful to determine how the Centre and the University of Botswana in general can effectively and sufficiently prepare the graduates for the world of work. The information will help in the planning of new services or reviewing of current services.

## **Definition of terms**

The following terms will convey the following meanings in the study.

1. **Employer:** A person or an organization that provides employment. Will include all organizations/companies/departments that have employed University of Botswana graduates either on temporary, permanent or contract basis in the past 5 years.
2. **Employer expectations:** Potentials that the employer hopes to get from the graduate employee. Will also refer to skills and attitudes that are expected by the employers of these graduates.
3. **Employer satisfaction:** Employers' level of satisfaction with UB graduates.
4. **Graduates:** Former University of Botswana students from the past 5 Years.

## **Limitations of the study**

Limitations of this survey relate to issues of employers' willingness to participate fully in the survey. Some employers may not be forthcoming on responses that they regard as pertinent to their organization/company. Other limitations may be related to the limited area of coverage which is not country-wide. However, the findings were found relevant to understanding the views of employers of UB graduates.

## LITERATURE REVIEW

### Labour Market

The labour market is dynamic in terms of its requirements as well as employers' needs. Each new invention means that a new occupation is created, which may call for new knowledge and skills. Changes are continuously taking place in the workplace, and even those already employed need to acquire new knowledge and skills to be able to keep pace with the regularly changing world of work (Lindhard, Dlamini and Barnard 1987). According to Bruwer (1998) labor market forces alone cannot be dependent upon to correct educational imbalances. An intermediate adjustment mechanism must be developed to relate the development of the graduate employment market and the expectations and attitudes of students. In some countries (e.g. United Kingdom) first destination surveys (FDS) are routinely undertaken from time to time to provide a snapshot of what is happening to graduates after graduation (Taylor and Johnes, 1989). The premise of this job market indicator is that it is economically wasteful to continue pouring scarce national resources into subject areas in which graduates cannot find a satisfactory job when there is shortage in other subject areas (Taylor and Johnes, 1989).

Curties (2002) citing a report from the Graduate Career Advisory Services survey in the United Kingdom reported that graduate unemployment is on the increase, and only two thirds of those in jobs are using their degrees (Guardian Unlimited, 2002). According to the Malaysia Institute of Economic Review (2006), emphasis and concerted effort must be put on the disciplines which the economy will need in the coming years. Faculties may need to be restructured to make their graduates relevant to the competitive market. Thus, the employability of graduates concerns not only training institutions but also the employers. Therefore, the necessary interaction between the two must be complementary. Industry must be ready to develop what training institutions initiates and *vice-versa*.

In Botswana, Siphambe (2003), has observed that training institutions run the risk of training graduates that are not appropriate for the labour market because they do not make any tracer studies of their graduates. He asserts that for most countries in the region, including Botswana, the economy is at present unable to absorb all the output from the expanded education system. He further observes that, due to the increased supply of skilled manpower, given the few jobs available, educated workers are filtered down into less skilled jobs. The labour market has responded by escalating the minimum requirements for jobs. This is despite Botswana's good economic performance as measured by the 5.4% (2006) annual growth rate.

## **Employability Skills**

According to A C Nielsen Research Services (1998), research shows that the employers recruit graduates to introduce new ideas and techniques in work places. However, other studies have revealed that graduate unemployment or underemployment is due to a mismatch between the aspirations of graduates and employment opportunities available to them. The large sums of money invested in educating students who are eventually unemployed could have been used in job-creating productive programmes (Bruwer, 1998).

The quality of university graduates is determined by three types of skills, namely; technical competence, innovative ability and potential for growth (Hodgson & Stapleford, 2006). Technical competence refers to knowledge in a specific field, such as economics and engineering. Innovative ability refers to the ability to introduce or initiate new ideas in an organization. Potential for growth describes the ability of graduates to expand their available skills and to also acquire new skills. A mixture of all the three types of skills outlined above is required in any job. The challenge for the university is how to enable each student to attain a balance between these skills, while the challenge of the organisation is its readiness to provide additional training to graduates to optimize these qualities (Malaysian Institute for Economic Research, 2006). In a study conducted by the State of Illinois Board of Higher Education, (2006) in the United State of America (USA), employers suggested that colleges and universities could improve preparation of the workforce by offering more internship programmes and teaching “real work” skills.

Siphambe (2003) argues that the issue of unemployment is not just about increasing intakes into the institutions but getting to know the skills needed by the different sectors and producing those skills.

## **Graduate employability surveys**

A research conducted on Learning Outcomes and Curriculum Development in Major University Disciplines in Information and Communication Technology in Australia (2001), suggests that due to the changing nature of the world of work, continuing research is required to provide up-to-date information to educators for the purpose of curriculum development. Failure to do so restricts curriculum developers’ ability to conduct formative evaluations that provide useful information for the improvement of their teaching. It also inhibits their ability to conduct the summative evaluations that would support the dissemination of educational innovations (ICT-ED Project, 2001).

A survey of Employer Satisfaction with Troy State University Dothan students (TSUD) conducted by the Office of Institutional Research and Effectiveness (2004) in the USA found that over 95% of the TSUD graduates evaluated were well prepared for employment. Employers were also most satisfied with the graduates' behaviour at work, responsibility for actions, professionalism, positive attitude to work and work ethics. However, the report indicated that despite the employer satisfaction with most of the areas measured, there were still gaps between what the employers expected and how the TSUD graduates performed their work. A similar survey of employer satisfaction with graduates conducted at Illinois College (2006) in the USA indicated that employers voiced strong satisfaction with their graduates. Despite this, the study also indicated that the employer perceptions of the overall preparedness of graduates had declined slightly since 1998.

A similar study conducted by Alberta Learning System (2004) in the United States to assess graduates academic and technical skills, as well as employer satisfaction indicated that the overall satisfaction with recent graduates among Alberta employers continued to be high (89%). About 72% of graduate employers generally agreed that Alberta's learning system provided an adequate supply of various graduate types. A further 78% of employers agreed that graduates were provided with appropriate skills.

A Saskatchewan Institute of Applied Science and Technology (SIAST) Planning, Research and Development Division (June 2003) in Canada, carried out an employer satisfaction study of their graduates and observed that 96% of the employers were highly satisfied with preparation of SIAST graduates for positions in their companies. Hence 97% of the employers indicated that they would hire the graduates again. On the general job-related knowledge, 75% of the employers rated the graduates as very good or good, while 76% of the employers rated the technical job-related skills of the graduates as very good or good. Employers also indicated that good communication skills, management skills, organizational skills, computer skills and work ethics were very important in the work place and that SIAST should incorporate these concepts in all their programmes. Employers also supported work placement and co-operative education concept in the programmes.

While globalization and the internet have created more employment opportunities employers across all industries and professions expect graduates to demonstrate a range of skills necessary for today's ever changing workplace. Furthermore, it is widely recognised that enhancing students' employability is vital to a knowledge - driven economy and

demands attention from all parties in Higher Education (Hodgson & Stapleford, 2006). The changing global economy requires that academic knowledge be coupled with employability skills to enhance students' prospects. Hodgson & Stapleford (2006) further suggest that a number of attributes or qualities and task - centred skills constitute employability.

It is now widely recognized that learning that comes from the experience of work is more important than the training itself. Many studies to date demonstrate that even when graduates had the skills and attributes that employers required, they did not seem to have either the awareness of the value of these skills for the workplace or the ability to articulate them at recruitment interviews (Govender, 2007). Harvey and Green (1994) highlighted the discrepancy between employers' perceptions of the importance of certain skills and their satisfaction with the attainment of those skills in new graduates.

The National Committee of Inquiry into HE conducted by Dearing (1997) in the United Kingdom (UK) cited in Hodgson & Stapleford found that for many employers and graduates, work experience made a real difference in the performance of graduates when they join the world of work. He challenged universities and colleges to provide more innovative ways of incorporating work based learning into the curriculum. He also stressed the need to enhance opportunities for students to develop employability skills.

In a study on graduate employability at the University of Exeter (1998) in the UK, it is stated that being in possession of employable relevant knowledge, skills and attitudes is not enough for an individual to move within the labour market and to realise their potential. Hillage and Pollard (1998), pointed out that the central issue is that students need to be capable of exploiting their assets of marketing and selling themselves

A Graduate Destination Survey of the 2002 UB graduates from all faculties was conducted by the Department of Institutional Planning in 2003 three months after graduation. The survey population was 2735, 1292 (47%) responded, of which 5.3% were from the Faculty of Business, 32.9% from Humanities, 24.4% from Education, 16.4% from Engineering and Technology, 12.6% from Social Sciences and 8.4% from Science. The report indicated that 44% of the graduates were employed during the survey period, the highly employed (52.1%) being graduates from the Faculty of Education, 13.2% from Humanities and Social Sciences, Engineering and Technology 11.8%, Business 5.3% and the least (4.4%) employed were from the Faculty of Science. The survey also indicated that 79.8% of the graduates were employed by the government while parastatal and private companies employed 8.8% and 11.4% respectively. The survey further revealed that



92.3% of the graduates were in jobs that were related to their acquired qualifications while 7.7% were in jobs not related to their qualifications. The analysis highlighted that, 49.8 % of the employed graduates were already employed or having a full time job before they enrolled for their study.

A study conducted by the Department of Statistics at the University of Botswana cited results of a study conducted in Nairobi-Kenya which showed that most graduates of current educational systems lacked practical skills to undertake the roles assigned to them when they join the labour market (Aduba 2000). In Botswana the concern is whether the unemployment situation of the UB graduates is a result of the education system which produces graduates whose skills do not match the labour market demands (Ama, Sediakgotla, and Moseki 2006), or the unavailability of job opportunities. Studies by (Harvey (2001); van de Heijden (2001) in the UK revealed that employability of graduates correlates with their preparedness for a job.

Some research shows that for many graduates, their initial jobs are temporary. Others are in jobs where their degree is not particularly relevant but are there to help get a living income or work experience (Connor, Tyers, Davis, Tackey, and Modood (2003). Brown and Hesketh (2003) pointed out that accepting a job that does not require a graduate qualification is demotivating. As a result, the “problem” of graduate employability is based on an intensifying problem of mismatch between supply and demand.

## **METHODOLOGY**

### **Sampling Procedure**

Ramotswa and Tlokweneng were chosen for this preliminary study because of their proximity to Gaborone, the capital of Botswana. Due to lack of graduate destination directory, the researchers chose convenience sampling and focused on getting a representative sample of graduates. The sampling frame consisted of all the companies/organizations who hire graduates including schools, clinics and government offices. The Human resource managers had their questionnaires for identifying if the company had UB graduates. The second questionnaire was for the managers/supervisor of a graduate. The managers/supervisors were given a copy of the questionnaire, a cover letter explaining the purpose and value of the research. The research assistant later went back to collect the filled up questionnaires. Of the total 38 human resource questionnaires filled, 6 were subsequently discarded due to duplication of company/organization information.

## **Questionnaire**

Two questionnaires were used for the study - the graduate supervisors' questionnaire and the human resources manager's questionnaire. The supervisor questionnaire contained basic information asking respondents to rate preparation of graduates for positions, graduates' on various aspects and skills such as a) how important each was for a UB graduate in their organization to possess and b) how satisfied they were with the skill proficiency of graduates they had recently employed. The remainder of the questionnaire consisted of small number of likert statements about transferable skills covering the importance of transferable skills, acquisition of such skills and graduates' demonstration of those skills at the time of recruitment. One of the statements covered the views of employers on the relationship between personality and development of transferable skills. There was also an open ended question requesting for suggestions for improvement of the curriculum content and methods of teaching required to prepare the UB graduates for the work place. The human resource questionnaire covered organizations' background information pertaining to their names, address, industry, recruitment, provision of on job training and their views on qualification of graduates recruited. The items in the questionnaire were refined after suggestions from the pilot study and from suggestions on the contents of the questionnaire from experts consulted.

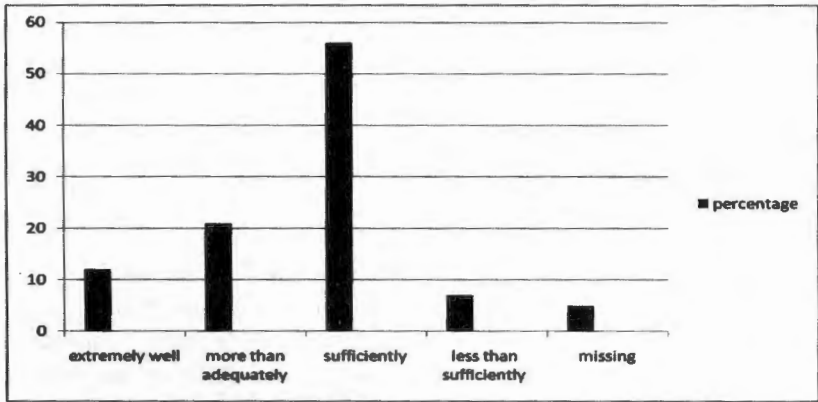
## **Data Analysis**

Data were generated from 61 supervisors from 32 organizations where 622 University of Botswana graduates were employed in the 2 locations under study, Ramotswa and Tlokweng. The employment settings were government (68.8%), private 21.9%), non-governmental (6.3%, and parastatal (3.1%). Data were analyzed using SPSS and descriptive statistics such as tables and charts were generated. Microsoft excel was used for drawing graphs. Part of the data generated are presented in the findings as follows:

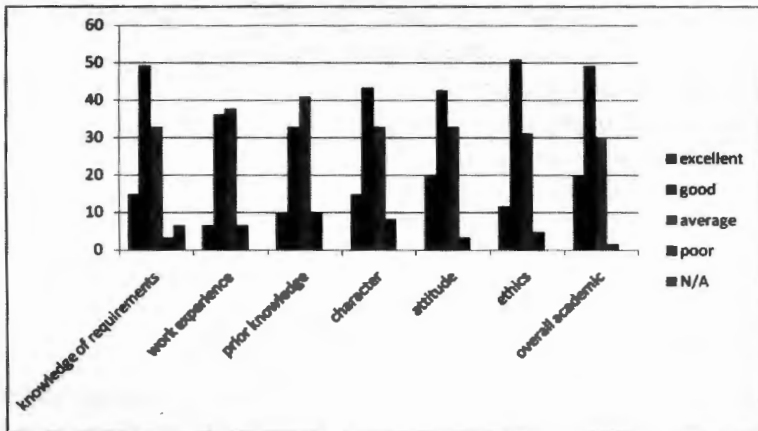
## **FINDINGS**

### **1. General Preparation of UB graduates for employment**

In general, respondents indicated that graduates were sufficiently prepared (56%), 21% felt that graduates were more than adequately prepared while 7% indicated that graduates were less than sufficiently prepared.



## 2. Rating of UB graduates' related aspects



Respondents indicated as follows:

**a) Knowledge of Job Requirement:** The rating by respondents on UB Graduates' knowledge of job requirements were good (49.2%), average (32.8%), excellent (14.8%) and poor (3.3%).

**b) Related Work Experience** The ratings were: Average (37.7%) Good (36.1%), Excellent (6.6%) and Poor (6.6%).

**c) Prior Knowledge of Company including Operation of Organization** Ratings by respondents were as follows: Average (41%), Good (32.8%), Excellent (9.8%) and Poor (9.8%).

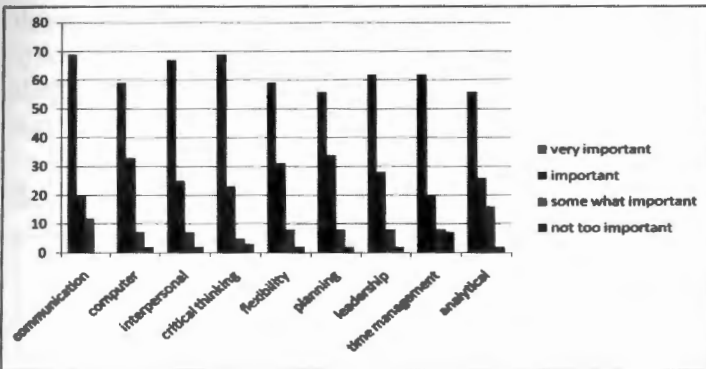
**d) Character** (Reliability, punctuality, integrity, judgment, maturity and politeness displayed by UB Graduates). The respondents rated the summed the attributes as follows: Good (43.3%, Average (32.8%), Excellent (14.8% and Poor (8.2%).

**e) Attitude displayed by UB Graduates:** (That is initiative, cooperation, loyalty, attendance and personal appearance). The ratings of the summed attitude of UB graduates by respondents were as follows: Good (42.6%), Average (32.8%), Excellent (19.7%) and Poor (3.3%).

**f) Professional Ethics:** The ratings by respondents were as follows: Good (30.8%), Average (31.1%), Excellent (11.5%), Poor (4.9%).

**g) Overall Academic Preparation of UB Graduates:** The UB graduates overall academic preparation was rated as follows: Good (49.2%), Average (29.5%), Excellent (19.7%) and Poor (1.6%).

### **4. Exploration of Skills Relevant to Employers/Organization**



In response to the relevance of certain skills to their employment setting, the supervisors rated the following skills as follows:

**a) Communication:** 69% of the employers rated the skills as very important, 20% as important and 12% as some what important.

**b) Computer:** The survey revealed that 59% of the employers rated the skills as very important, 33% as important, 7% as some what important and 2% as not too important.

**c) Interpersonal:** 67% of the employers surveyed rated the skills as very important, 25% as important, 7% as some what important and 2% as not too important.

**d) Critical thinking and problem solving:** The skills were rated as very important by 69% of the employers, 23% as important, 5% as some what important and 3% as not too important.

**e) Flexibility and adaptability:** The skills were rated very as good by 59% of the employers surveyed, 31% as important, 8% as some what important and 2% as not too important.

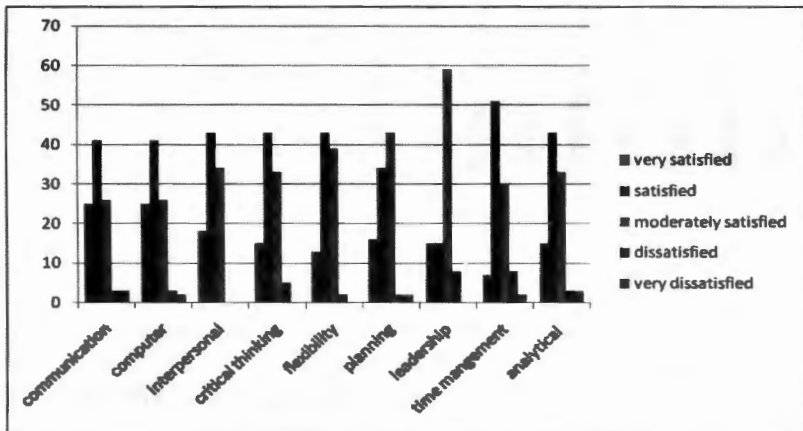
**f) Planning and organizational:** The survey revealed that 56% of the employers rated skills as very important, 34% as important, 8% as some what important and 2% as not too important.

**g) Leadership/management:** 62% of the employers rated the skills as very important, 28% as important, 8% as some what important and 2% as not too important.

**h) Time management:** The survey revealed that 62% of the employers rated UB graduates' possession of the skill as very important, 20% as important, 8% as some what important and 7% as not too important.

**i) Analytical and research:** 56% of the employers rated the skills as very important, 26% as important, 15% as some what important and 2% as not too important.

#### **4. Employer level of satisfaction with UB graduates' skills**



Employers' indicated their satisfaction with graduates' skills as follows;

a) **Communication:** The survey revealed that 25% of the employers were very satisfied with UB graduates' communication skills, 41% satisfied, 26% moderately satisfied, 3% dissatisfied and 3% very dissatisfied.

b) **Computer:** 25% of the employers were very satisfied with graduates' computer skills, 41% satisfied, 26% moderately satisfied, and 3% dissatisfied and 2% very dissatisfied.

c) **Interpersonal:** 18% of the employers were very satisfied with the interpersonal skills of the graduates, 43% satisfied, while 34% were moderately satisfied.

d) **Critical thinking and problem solving:** 15% of the employers were very satisfied with the graduates' critical thinking and problem solving skills, 43% satisfied, 33% moderately satisfied and 5% were dissatisfied.

e) **Flexibility and adaptability:** The survey revealed that 13% of the employers surveyed were very satisfied with the skill, 43% satisfied, 39% moderately satisfied and 2% dissatisfied.

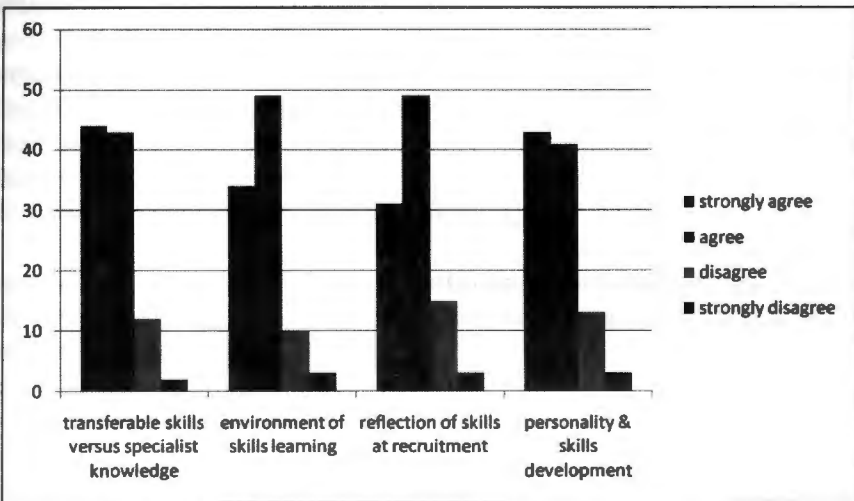
f) **Planning and organizational:** The survey revealed that 16% of the employers surveyed were very satisfied, 34% satisfied, 43% moderately satisfied, 2% dissatisfied and 2% very dissatisfied.

g) **Leadership/management:** Only 15% of the employers surveyed were very satisfied with the graduates' leadership skills, 15% satisfied, 59% of them were moderately satisfied while 8% were dissatisfied.

h) **Time management:** The survey revealed that 7% of the employers were very satisfied with the graduates' time management skills, 51% satisfied, 30% moderately satisfied and 8% were dissatisfied while 2% were very dissatisfied

i) **Analytical and research:** 15% of the employers were very satisfied with the graduates' analytical skills, 43% satisfied, 33% moderately satisfied 3% were dissatisfied and 3% very dissatisfied.

**5. General employer views on transferable and specialist skills**



a) **Transferable skills versus specialist knowledge:** 44% of the employers strongly agreed that transferable skills are more important than specialist knowledge, 43% agreed, 12% disagreed and 2% strongly disagreed.

b) **Environment of skills transfer:** The survey revealed that 34% of the employers strongly agreed that transferable skills are better learnt on the job than in an academic environment, 49% agreed, 10% disagreed while 3% strongly disagreed.

**c) Reflection of Employability skills at recruitment:** 31% of the employers strongly agreed that graduates should demonstrate employability skills at recruitment level, 49% agreed, 15% disagreed and 3% strongly disagreed.

**d) Personality and skills development:** 43% of the employers strongly agreed that individual personality determines their ability to develop employability skills, 41% agreed, 13% disagreed and 3% strongly disagreed.

## **6. Employment trend of UB Graduates**

Pertaining to issues related to recruitment of UB graduates, the survey revealed as follows;

**a) Employment of UB Graduates:** The survey revealed that a total of 5694 employees were employed by the organisations surveyed. Out of those only 622 (11%) were University of Botswana graduates.

**b) Applications from UB Graduates:** Many UB graduates applied to the same organisations as evidenced by 500 applications received by one (1) organisation in the past 2 years. The survey indicated that UB graduates were hired from the various faculties as follows; Education 47%, Social Science 41%, Humanities 34%, FET 25%, Science 22%, Business 19% and Health Sciences 13%.

**c) Recruitment:** The survey revealed that 75% of the organizations surveyed recruited UB graduates in the past 1-4 years. Out of those, 44% of the organizations recruited new graduates in the past 2 years. The total number of graduates recruited within the two (2) years was two hundred and four (204). Only 13% of the organizations recruited UB graduates in a period less than a year (1-11 months).

**d) Graduates educational qualifications:** 81% of the organizations surveyed indicated that UB graduates qualified for the positions they were recruited for while 99% of the employed graduates were qualified for those positions.

**e) On-Job training:** Most of the organizations surveyed (78%) provided on-job training to the recruited graduates. The on – job training was basically meant to induct the newly recruited graduates.

## **7. Willingness of employers to continue or discontinue recruiting UB Graduates**

Supervisors advanced a variety of reasons to continue to recruit UB graduates some of which include statements such as; graduates bring credit to the profession with the knowledge they get from training, have skills, possess relevant qualification, etc.

Some statements by supervisors for not recommending graduates for recruitment include; lack of certain skills, much involvement with theory than practical work etc.

### **8. Suggestions from employers to improve curriculum/instruction/**

#### **Method of training**

Some of the suggestions offered include: apprenticeship, practice during training should be done thoroughly not only to concentrate on theory, attachment should be compulsory for all students, they need to acquire communication skills, good attitude towards others and professional ethics, UB should be work relevant, employers should have a say in structuring curriculum etc.

### **DISCUSSIONS**

#### **General Issues on Employment of UB Graduates**

University of Botswana graduates were not the only ones applying for jobs hence a few of them were employed by the organizations surveyed. Out of five thousand six hundred and ninety – four employees of the surveyed companies, only six hundred and twenty – two were university of Botswana graduates. This was indicative of the fact that several of them were unemployed. The less than 50% graduates employed per faculty also emphasize the low rate of employment. The study further revealed that not all organizations surveyed recruited new graduates yearly. For - instance, only 13% of the organizations had recently (1 – 11 months) recruited University of Botswana graduates. Despite the low employment rate of the University of Botswana graduates, the study revealed that the graduates had the prerequisite qualifications as expressed by 81% of the organizations. This was confirmed by 78% of the organizations that stated that they only had to provide induction training to familiarize the newly recruited graduates with their organization.

#### **Rating of UB graduates by employers**

The organizations surveyed were satisfied with the preparation of the University of Botswana graduates since their rating ranged between good and average.

#### **Importance of skills to the employer**

The employability skills stated in the survey were rated as very important by all the organizations surveyed.



### **Employer Satisfaction with the University of Botswana graduates**

As per the findings, the organizations surveyed were generally satisfied with the skills level of the University of Botswana graduates except for the leadership/management skills where 59% of the organizations were moderately satisfied with the skills level. This resulted in 90% of the supervisors recommending that their employers could continue to hire University of Botswana graduates.

## **CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS**

### **Conclusion**

1. The study has revealed that there is a high level of competition for jobs between University of Botswana graduates and graduates from other institutions.
2. Whereas only a few University of Botswana are employed, they have the prerequisite qualifications for the jobs they apply for.
3. Employers found communication, computer, interpersonal, critical thinking, problem solving, flexibility, adaptability, planning, organizational, leadership/managerial, analytical and research skills very important for prospective employees to possess.
4. The organizations surveyed were satisfied with most of the skills that University of Botswana had. They however, found them lacking in leadership/managerial skills.

### **Implications**

- 1 The rate of unemployment for University of Botswana graduates calls for the University to enhance the job search skills of their graduates.
- 2 The low rating on leadership and managerial skills calls for the University to explore ways of enhancing this skill through the curriculum.
- 3 There is need for concerted efforts in finding out exactly where the competition for jobs emanates from, which graduates are favoured own University of Botswana graduates.
- 4 There is need to strengthen the link between University of Botswana and the industry so as to create a conducive environment for the recruitment of University of Botswana graduates.

## Recommendations

The goal of this study was to determine employer satisfaction with University of Botswana graduates. Based on this study, the following recommendations are suggested;

1. University of Botswana should expose their graduates to more practical skills/experiential learning rather than theory.
2. University of Botswana should employ a method of training that will better prepare graduates for the world of work.
3. Attachment should be compulsory for all students.
4. Attachments should be relevant to the programme of study.
5. Employer should contribute to the curriculum.

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