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Research Article

Do Process Skills have an impact on Graduate Employability of Higher Education? A Comparative Study of Andhra University and Makerere University

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ABSTRACT

The main purpose of this study was to explore the contemporary Process skills to enhance graduate employability of higher education in India and Uganda. The research used a mixed methods approach that integrates both quantitative and qualitative methodologies. Data was collected by both questionnaires and interviews from university students and staff and a sample size of 278 respondents and participants were involved in the study. In-depth interviews were conducted with academic personnel to get their perspectives, while descriptive cross-sectional surveys were used with students. Relationships between variables were established using correlations, and the qualitative approach's theme component was included. On Process skills and graduate employability, results indicate that correlation coefficient was significantly positive with PLCC, r= 0.705 and PLCC, r= 0.633 at both Makerere and Andhra University. More influence was at Makerere compared to Andhra University.

Keywords: academic, education, employability, global, graduate, higher, process, skills

Introduction

Many managers today are grieving due to the incompetencies of many graduates who apply for jobs but they are unable to write coherent paragraphs, solving complex work problems, managing work under pressure, being more proficient in tasks and critical and innovative skills, and setting priority work demands, lacking initiative and enterprise skills (Holmes, 2020). Graduate employability in this study means students' career growth and development training obtained in the University for Initial Employment. Employability means a set of skills, knowledge and personal attributes that make an individual secure and be more successful in their chosen occupation for all stake holders to benefit (Mwita, 2018). Employability refers to a collection of accomplishments, abilities, knowledge, and character traits that increase graduates' chances of landing a job and succeeding in their chosen fields, which benefits the workforce, the economy, the community, and oneself (Yorke, 2020). According to Berntson (2008), a persons' employability is determined by how likely they believe they are to find new, equal or better work. Process skills are those abilities that enable a graduate to identify new ideas and analyze them to conclusions for instance, communication, analysis, interpretation, problem solving, questioning, and investigation. Process skills in this study include Computer literacy, commercial awareness, political sensitivity, ability to work cross-culturally, ethical sensitivity, prioritizing, planning, applying subject understanding, acting morally, Coping with ambiguity and complexity, problem solving, influencing, arguing for and/or justifying a point of view or a course of action, resolving conflict and decision making (Knight & Yorke, 2001)

Higher institutions of learning, for instance, Makerere University in Uganda, re-defined their enterprise strategy (2008-2020) to be the leading institution for academic excellence and innovations in Africa, with 49 and 41 percent of employable graduates (Makerere University tracer study, 2015) while, Reddy (2019) reported that an Indian study found that 47% of graduates are unemployed in any industry because of their weak verbal and cognitive English abilities. It is necessary to emphasize career development and implement targeted computer and English proficiency interventions. Less than 25% of pupils can answer issues by applying concepts. Colleges must, therefore, help produce competent professionals who can positively impact the rapidly changing workplace.

The post-secondary education has been the focus of research and policy in India. This makes sense considering the nation's severe educational deficiencies. In addition to significant labor divisions needing to enhance their abilities, the existing educational system needs to concentrate on skills that may effectively increase employability. Higher education (HE) and postsecondary education, or tertiary education, have lately gained attention in the discussion of the "demographic dividend" that India is predicted to experience. By 2025, India would be the only nation in the world to see a complete surge in the number of young people. The growing disparities in tertiary education are seen as a major barrier as India develops into a knowledge economy and uses technology more in the industrial and service sectors. A workforce goal of 500 million skilled workers by 2022 has been established by the Prime Minister's Council for Skill Development and is being distributed among the National Skill Development Corporation and around 20 other ministries and departments (Sanghi, 2012). A large body of research examined the mismatch between education and employment at the macro level, focusing on over-education when the labor market appears to have a greater supply of educated workers than demand, and its consequences, such as a decrease in return on wage premium (Groot & Massen van den Brink, 2000; Leuven & Oosterbeek, 2011).

Reddy (2019) claims that a large number of young Indians are either jobless, underemployed, working long hours for little pay, or employed in subpar positions. Some hold occupations that are hazardous or have short-term or irregular employment contracts. The absence of working skills disadvantages almost half of young people in employment. However, there is room for significantly better employment rates in large cities like Chennai, Delhi, and Bangalore. In October 2014, Rajnath Singh, the HRD minister, said that skill development needed to be given top priority. Higher education institutions are responsible for producing the necessary labour force with employable skills to fit the workplace, but none of the 275 best universities in the world including none in India were included in the Times Higher Education Survey. This calls for a study to look into the skills gap and the labour market. In Uganda, a study by Sembatya and Ngobi (2015) indicates a decline in the graduates' employability of Makerere products from the known 67% to the 49% leading to a sharp decline in the employability of Makerere graduates by 18%. This is attributed to lack of generic skills in higher institutions of learning like Makerere University and Andhra University since the university curricula emphasize content than the acquisition of core skills which are very essential in the world of work. Therefore, this study attempted to enhance graduate employability skills both domestically and internationally by exploring the perceptions of graduate students, the academic staff and administrators on whether the graduates of Makerere and Andhra University have these generic skills or employability skills that can make them employable locally and internationally, be retained on their jobs and could be promoted from one job to another.

The general objective of the research

The study's goal was to investigate the process skills that graduates need to have in order to improve higher education's employability.

The objective of the study

To explore the Process skills graduates of Makerere and Andhra University possess to attract employability

The research question

What process skills do Andhra and Makerere graduates have to attract employers?

Study hypothesis

Graduate employment at Andhra University and Makerere University is not affected by process skills.

Examining the process skills that attract graduate employability

Cranmer (2006) carried out a study on graduate employability with intentions & mixed outcomes. Results of the study doubted an assumption that employability skills can be effectively developed within classroom environment. It's urged that resources would be better brought in to use if there is increased employment-based training and experience and the employer development in the course. This supports recent graduates as they ease into the workforce. Examining how employability has changed throughout time, Clarke (2008) offered a fresh definition that takes into account the important factors that affect employability on a personal level. Additionally, it included recommendations on how to handle careers and employability on a personal and

organizational level. Employability depended as much on circumstance as it did on the person, according to the findings. Therefore, it was necessary to re-examine the existing focus on individual responsibility for employability and to concentrate more emphasis on how organizations might help people manage their careers and employability. In addition to making the workforce more employable, this change in focus helped firms recruit and retain talent in a labor market that was becoming more and more competitive. Bradford (2013) conducted a qualitative study to determine the potential benefits of an employability-focused curriculum for students' personal and professional development. The study suggests that if graduates are better equipped for postsecondary education, their skill set and the demands of the real workforce may be more closely aligned.

Requirements should therefore take centre stage in increasing the relevance and value that students attach to their degree programmes in terms of employability. Christie (2019) made the observation that with the help of great career advice, counselling, and coaching, traditionally underprivileged students can move up the social mobility ladder in the workplace. The educational learning philosophy takes into account the commitment and motivation of the students. Employability services for higher education could involve a range of psychometric assessments to compare the unique capabilities of each job applicant with employability competencies. The job seeker can then convey and identify their abilities that are acceptable for their career routes with this knowledge (Crane, 2020). Braun and Brachen (2021) conducted a study on the requirements Higher Education graduates meet on the labour market and found out that generic competencies including planning and organizing of work processes, promoting others, dealing autonomously with challenging tasks, information processing, number processing, communicating in foreign languages and physical graduates be retained on job have job mobility. Tymon (2022) revealed that most basic skills needed for successful employment showed differences among the students showing lack of engagement with employability related development. It is however prudent to expand graduate employability beyond the generic domain and universities improve student engagement. Ngoma and Ntale (2022) conducted a quantitative study on the relationship between psychological capital, career identity and graduate employability in Uganda. The findings indicated a favorable correlation between graduate employment and occupational identity, social capital, and psychological capital.

Additionally, 15% of the graduates' employability is derived from their occupational identity and psychological capital. This study looked into the most recent employability skills suggested by Yorke & Knight in order to assist graduates in being employed and having job mobility both domestically and globally. Bhatti et al.'s (2023) study looked into the skills Saudi Arabian business graduates needed to be employable. Industry professionals and graduates usually agree on the abilities necessary for employment, according to data gathered through questionnaires. According to the research findings, critical employable qualities were creativity, decision-making ability, communication skills, goal-oriented traits, subject-related talents, problem-solving abilities, and digital literacy. Twyford & Dean (2023) conducted study in Austria on the potential benefits of industry-led experiences for accounting students in terms of developing employability skills. It is anticipated that both employers and graduates would remain concerned about the enhancement of employability skills. One strategy to improve graduates' employability is to engage in skill-based industry activities. Students clearly felt that this approach was helpful for improving employability skills like teamwork and communication while making sure that theories and practices were actually applied, as evidenced by survey results and student feedback. Employability skills for graduates can be enhanced through industry partnerships and the WIL model. Downs, Mughal, Shah & Ryder (2024) conducted a study on the benefits of undergraduate internships. They assert that work-based learning strategies that enhance students' employability through internships are widely recognized in higher education. In this study, an inductive analysis is conducted on 154 undergraduate interns. Three major competencies direction, self-awareness, and self-regulation were picked up by the interns, according to the findings. Consequently, their research sheds light on a learner-centered strategy that results in internships that are more thorough. Therefore, this study will seek to explore the most recent employability skills suggested by Yorke & Knight that will support graduates in being retained on job and have job mobility locally and abroad.

Study population

Is a sizeable group of people who are recognized to share similar traits. The study population in this study involved academic staff, administrators and graduate students. Administrators are the employers of these graduates and also admits students. Academic staff lose out from the low students' enrollment as a result of reduced employability of their products. Currents students needed to show their position regarding employability of graduates. This selection was justified by (Creswell, 2013)

Sample size

Is the total number of respondents or participants in the sample. A sample of 278 participated in the study and this was aided by Krejcie& Morgan's table of sample size determination.

Methods of Data Collection

This is the process for obtaining information from all relevant sources in order to address issues and evaluate the outcomes (Creswell, 2007). Data for the research was gathered via interviews and systematic text analysis

since these methods provide a more profound comprehension of the components of social phenomena. Administrators and academic staff were the target audience for these interviews. Transcripts, field notes, and tape recordings were all be used to document the information gathered during interviews. In conclusion, questionnaires and interviews were used to gather data for the intended research. All members of the target demographic were given questionnaires as they are literate and have no trouble answering them. The purpose of this combination of data sources and data collecting techniques was to allow the researcher to use triangulation to get high internal reliability and validity.

Presentation and Analysis of Data

Process skills are defined as those that are intended to produce a specific outcome. These are the skills to recognize novel concepts and evaluate them to draw a conclusion. Respondents evaluated their own process abilities using seven (7) quantitative questions, each with a Likert scale of 1 = strongly disagree (SD), 2 = disagree (D), 3 = not sure (NS), 4 = agree (A), and 5 = strongly agree (SA). Relevant frequency tables are displayed in Table 1.1

Table 1.1: Descriptive Data on Process Skills Self-Ratings by Respondents

No.	Items	Strongly agree to strongly disagree is the rating system for responses. Choices (3 = NS, 4 = A, 5 = SA, 2 = D, and 1 = SD)											
		Makerere University						Andhra University					
		1 (%)	2 (%)	3 (%)	4 (%)	5 (%)	Total	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)	Total
1	I can work beyond own borders	10 (9.1)	10 (9.1)	5 (4.5)	39 (35.5)	46 (41.8)	110 (100)	00	15 (12.5)	19 (15.8)	51 (42.5)	35 (29.2)	120 (100)
2	I can assess situations, identify problems and evaluate solutions	5 (4.5)	6 (5.5)	10 (9.1)	44 (40.0)	45 (40.9)	110 (100)	1 (0.8)	10 (8.3)	9 (7.5)	30 (25.0)	70 (58.3)	120 (100)
3	I listen and able to ask questions to understand issues very well.	5 (4.5)	11 (10.0)	6 (5.5)	52 (47.3)	36 (32.7)	110 (100)	6 (5.0)	5 (4.2)	8 (6.8)	91 (75.8)	10 (8.3)	120 (100)
4	I can lead a team in a collaborative way	5 (4.5)	10 (9.1)	5 (4.5)	43 (39.1)	47 (42.7)	110 (100)	00	1 (0.8)	7 (5.8)	82 (68.3)	30 (25.0)	120 (100)
5	I am good at decision making	00	10 (9.1)	9 (4.5)	43 (39.1)	52 (47.3)	110 (100)	11 (9.2)	2 (1.7)	10 (8.3)	57 (47.5)	40 (33.3)	120 (100)
6	I can develop new ways of managing multiple tasks at once.	10 (9.1)	3 (2.7)	6 (5.5)	34 (30.9)	57 (51.8)	110 (100)	12 (10.0)	14 (11.2)	2 (1.7)	82 (68.3)	10 (8.3)	120 (100)
7	I can come up innovative ideas during group work and also, I know how to deal with difficult situations.	8 (7.3)	5 (4.5)	00	53 (41.2)	44 (40.0)	110 (100)	15 (12.5)	10 (8.3)	5 (4.2)	20 (16.7)	70 (58.3)	120 00)

Table 1.1 presents descriptive data on respondents' assessments of their own process abilities at Andhra and Makerere Universities. With Makerere University, on item “I can work beyond own borders,” it was revealed that the majority, 85 respondents (over 77%) agreed that they can work beyond own borders, 5 respondents (almost 5%) were not decided while 20 respondents (over 18%) disagreed with the matter. These results show that graduates at Makerere University can work beyond own borders. Cumulatively, 89 respondents (almost 81%) agreed that they can assess situations, identify problems and evaluate solutions, 10 respondents (over 9%) were not sure while 11 respondents (10%) did not support the matter. For the item "I listen and able to ask questions to understand issues very well," a total of 88 respondents (80%) agreed that they listen well and are able to ask questions to understand issues, while 6 respondents (almost 6%) remained silent and 16 respondents (the remaining 15%) disagreed.

For the item "I can lead a team in a collaborative way," in total, 90 respondents (almost 82%) agreed with the statement, 5 respondents (almost 5%) were unsure, and 15 respondents (almost 14%) disagreed. The majority, 95 respondents (more than 86%), concurred that they are skilled at making decisions overall, whereas 9 respondents (more than 8%) were unsure and 10 respondents (more than 9%) disagreed. According to the table, 91 respondents (almost 83%) they can develop new ways of managing multiple tasks at once, 6 respondents (almost 6%) were not sure yet 13 respondents (almost 12%) did not support the matter. With regard to the question "I can come up with innovative ideas during group work and also, I know how to deal with difficult situations," a total of 97 respondents (more than 81%) agreed with the statement, while 13

respondents (almost 12%) disagreed. Such findings have an implication that the majority of the respondents agreed that they can come up innovative ideas during group work and also, I know how to deal with difficult situations.

It was discovered at Andhra University that all seven of the quantitative questions used to assess process skills had greater cumulative percents, with the larger percentages lying on the side that denotes high process skill rating levels. Overall, 86 respondents (almost 72%) to Table 4.12 agreed that they can work outside of their own country. Only 19 respondents (almost 16%) remained neutral about the matter while only 15 respondents (almost 13%) disagreed. This suggests that the majority of respondents agreed that they could work internationally. Table 4.12 shows that cumulatively, 100 respondents (over 81%) supported the statement that they can assess situations, identify problems and evaluate solutions. 11 respondents, or more than 9%, disagreed with the question, while nine respondents, or nearly 8% of the total, were indifferent overall. This shows that most respondents agreed that they are able to assess possible solutions, identify problems, and analyse the conditions. According to Table 4.12, cumulatively, 101 respondents (over 84%) agreed that they listen and able to ask questions to understand issues very well. Overall, 9 respondents (almost 8%) said nothing about the topic, whereas 11 respondents (more than 9%) disagreed with it.

Table 1.1 presents the majority of respondents: 112 (more than 93%) agreed that they can lead a team in a collaborative manner, while 7 (almost 6%) were unsure. Cumulatively, 1 respondent (almost 1%) disagreed with the statement. Such findings suggest that the majority of the students agreed that they can lead a team in a collaborative way. Table 1.1 shows that cumulatively, almost 81% (97) of respondents agreed that they good at decision making. Ten respondents (more than 8%) were unsure, while a total of thirteen respondents (almost 11%) disapproved with the proposal. According to these results, the majority of respondents felt that they were competent decision makers. From Table 1.1, cumulatively, 92 respondents (almost 76%) agreed that they can develop new ways of managing multiple tasks at once.Just 26 respondents (more than 21%) disagreed with the problem, while just 2 respondents (almost 2%) remained indifferent. This suggests that the majority of respondents felt they could create novel strategies for handling several things at once. Table 1.1 shows that cumulatively, 90 respondents (75%) supported the statement that they can come up innovative ideas during group work and also, they know how to deal with difficult situations. In all, 5 respondents (more than 4% of the sample) were unsure, while 25 respondents (almost 21%) disagreed with the question. This implies that the majority of the respondents agreed that they can come up innovative ideas during group work and also, I know how to deal with difficult situations.

The above quantitative findings are in agreement with those obtained qualitatively. For example,
Can your students show complex solving skills?

"To the greater extent, though not yet to the desired level. We are designing a curriculum to enable graduates have more process skills, it's actually very bad to find a graduate without those skills" **(Mak5)**

The findings above support the quantitative findings that Makerere graduates have problem solving skills for instance, they can assess situations, identify problems and evaluate solutions.

Whilst AU
''Andhra University graduates, definitely have problem solving skills, like any other graduate in a re-known University like this one"**(AU5)**

The qualitative finding was in agreement with the quantitative finding about gradates of Andhra with the process skills like problem solving.

Which other process skills do your graduates have?
''For instance, our graduates can work even beyond own borders. These graduates of ours are employed first however, they learn much from the job. When it comes to international, many are employed though taken back to do some certificates and apprenticeship"**(Mak5)**

The above qualitative findings indicate that Makerere graduates have skills that enable them work beyond own borders, however, these first go for apprenticeship so as to fit well.

Whilst
''Andhra University has introduced exchange programs for Masters and PhD students, these programs expose our graduates to the external environment hence getting accustomed to working beyond own borders"**(AU5)**
The qualitative finding implies that the graduates of Andhra University can work beyond own borders due to exchange programs which expose them to the external world.

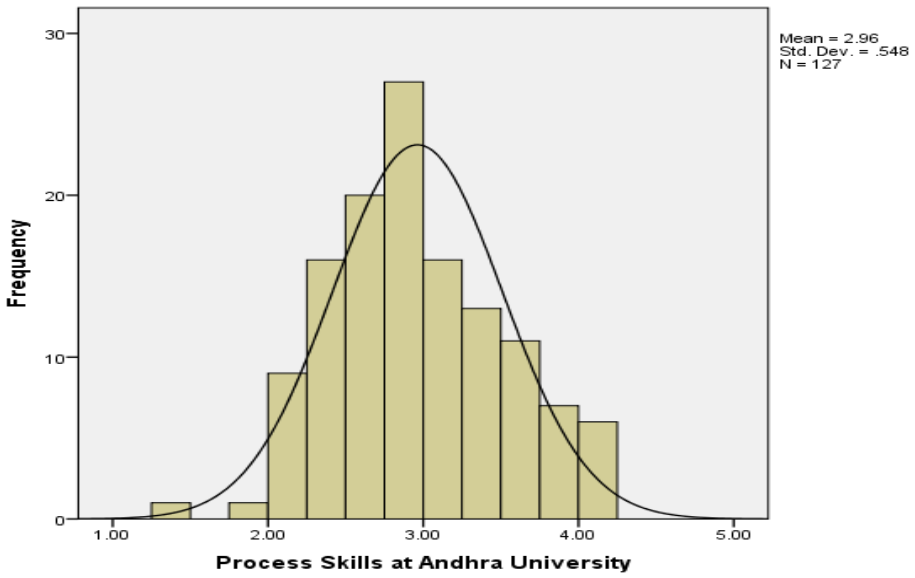
An average index ("ProcessS" to Process Skills) was calculated from the seven (7) items in Table 1.1 and Table 1.2 gives the results to provide a general overview of how respondents evaluated themselves on process skills at Makerere and Andhra Universities:

Table 1.2: Condensed Statistics on Process Skills

Makerere University		Andhra University	
Statistics	**Value**	**Statistics**	**Value**
Mean	4.42	Mean	4.78
Confidence Interval		95% Confidence Interval	
Lower	4.36	Lower	4.67
Upper	4.48	Upper	4.90
Median	4.00	Median	4.80
Minimum	3.20	Minimum	2.00
Maximum	5.00	Maximum	4.88
Standard Deviation	0.42	Standard Deviation	0.71
Range	1.80	Range	0.36

With Makerere University, Table 1.2 shows that the summary of the statistics revealed that the mean value of 4.42 with a 95% confidence interval of 4.36 to 4.48 was high which indicates high levels of process skills. The mean value (4.42) and median (4.40) being close suggested normal results.

The minimum value of 3.20 and maximum value of 5.00 with a resultant range of 1.80 suggested a normal distribution of the average index on ProcessS. According to Table 1.2, at Andhra University, the common summary descriptive statistics revealed a mean value of 4.78 with a confidence interval of 4.67 to 4.90 at the 95 percent confidence level. This mean suggests that generally, the respondents rated process skills at Andhra University as being very good. The mean (4.78) is not very far from the median (4.80). This portrays the normality of the mean. This is further indicated by a small standard deviation of (0.71). Results also indicated that the difference between the minimum (1) and maximum (5) was big as shown by a big range of 4. This implies that there was a wide disparity in the respondents' rating of process skills at Andhra University whereby there were some respondents whose rating of process skills at Andhra University was very poor and those whose rating was very good with opinions ranging from "Agree" to "Strongly Agree". This further suggests that respondents' opinions were centrally located as illustrated in Figure 1.1:



The results are shown in Table 1.3. An average index was calculated using the summary data in Table 4.2 to provide a general overview of how respondents assessed their own process abilities at both universities

Table 1.3: Overall Index of Common Descriptive Statistics on the Self-Rating of Process Skills by Respondents in Andhra and Makerere

Statistics		Value
Mean		3.75
95% confidence interval for mean	Upper	3.66
	Lower	3.84
Median		3.77
Standard deviation		3.83
Range		0.43
Skewness		-0.42

The results in Table 1.3 show that the mean = 3.75 was virtually equal to the median = 3.83. Therefore, despite the negative skew (skew -0.42), the results were normally distributed. The mean and median close to four suggested that graduate process skills at Makerere and Andhra Universities were good because basing on the scale used four represented true. It was implied that the respondents' views were almost normally distributed, or centrally placed, by the low standard deviation of 0.65, which indicated limited dispersion in the responses.

Using Correlation to Test Hypotheses: Bivariate Level

The hypothesis of the study was tested using Statistical Package for the Social Sciences (SPSS) version 26. Table 4.18 gives the necessary correlation matrix.

Table 1.4: PLCC output from IBM SPSS statistics for ProcessS, and GraduateE

		Makerere University		Andhra University		
		GraduateE	ProcessS	GraduateE	ProcessS	
GraduateE	Pearson Correlation	1		1		
	Sig. (2-tailed)					
	N	110		120		
ProcessS	Pearson Correlation	.705**		.633**		
	Sig. (2-tailed)	.000		.000		
	N	110		120		

According to Table 1.4, PLCC was calculated for ProcessS and GraduateE, and the findings (r = 0.705, p = 0.000) showed that ProcessS and GraduateE had a positive PLCC (r > 0).
However, at the 5% level of significance, the null hypothesis that there was no statistically significant link between ProcessS and GraduateE was rejected since its significance level (p = 0.000) was less than α = 0.05 (p > 0.05). This suggested a substantial positive linear correlation between ProcessS and GraduateE. That is, the third hypothesis was not supported by PLCC.

Table 1.4 at Andhra University demonstrates that PLCC was calculated for ProcessS and GraduateE. The findings (r = 0.633, p = 0.000) showed that ProcessS and GraduateE had a positive PLCC (r > 0). However, the null hypothesis that there was no statistically significant link between ProcessS and GraduateE was rejected at the 5% level of significance since its significance level (p = 0.000) was less than α = 0.05 (p > 0.05). This indicated a substantial positive linear correlation between ProcessS and GraduateE. That is, the third hypothesis was not supported by PLCC.

Discussion of the main findings

Process skills and gradate employability

According to the study's hypothesis, graduates of Makerere University and Andhra University do not significantly correlate process skills with their employment after graduation. At the 5% significance level, the association between process skills and graduate employability was favorably, statistically linearly connected, according to data analysis and interpretation using Pearson's linear correlation coefficient and simple linear regression. For example, at Makerere University, when PLCC was calculated for process skills and graduate employability, the results (r=0.705, p=0.000) showed a positive PLCC between the two, with a significance level of p value = 0.000 being significantly lower than a = 0.05 (p > 0.05). The null hypothesis, which stated that there was no statistically significant relationship between process skills and graduate employability, was rejected at the 5% level of significance, indicating that there was a significant positive correlation between process skills and graduate employability. As a result, the PLCC did not support the hypothesis that process skills and graduate employability have no significant relationship. At Andhra University, the PLCC was also calculated for process skills and graduate employability (r = 0.633, p = 0.000). This also showed that there was

a positive PLCC between process skills and graduate employability because the significance level (p = 0.000) was significantly lower than a = 0.05 (p > 0.05).

The null hypothesis, which state that there is no statistically significant relationship between process skills and graduate employability, was rejected at the 5% level of significance, indicating that process skills and graduate employability have a significant positive linear correlation. The results of the study confirmed with what Bhatti et al.'s (2023) studied when they looked into the skills Saudi Arabian business graduates needed to be employable. Industry professionals and graduates usually agree on the abilities necessary for employment, according to data gathered through questionnaires. According to the research findings, critical employable qualities were creativity, decision-making ability, communication skills, goal-oriented traits, subject-related talents, problem-solving abilities, and digital literacy. In addition, Twyford & Dean (2023) studied how industry-led experiences in Austria helped accounting students build employability skills. It is anticipated that businesses and recent graduates would continue to be concerned about the development of employability skills. Involving graduates in skill-based industrial activities is one way to improve their employability. Students thought this method was successful for fostering employability skills like teamwork and communication while bringing theory and practice into line, according to data analyzed from surveys and reflections from the students. Employability skills for graduates can be enhanced through industry partnerships and the WIL model.

However, the results of this study have disagreed with Cranmer (2006) who carried out a study on graduate employability with intentions & mixed outcomes. Results of the study doubted an assumption that employability skills can be effectively developed within classroom environment. it's urged that resources would be better brought in to use if there is increased employment-based training and experience and the employer development in the course. This facilitates the transfer of recent graduates into the workforce or employment sector. Examining how employability has changed throughout time, Clarke (2008) offered a fresh definition that takes into account the important factors that affect employability on a personal level. Moreover, it included recommendations for managing careers and employability on an organizational and individual level. Results indicated that employability depended on circumstances just as much as on the person. Therefore, it was necessary to re-examine the existing focus on individual responsibility for employability and to concentrate more emphasis on how organizations might help people manage their careers and employability. In addition to making the workforce more employable, this change in focus helped firms recruit and retain talent in a labor market that was becoming more and more competitive.

Furthermore, Christie (2019) made the observation that with the help of great career advice, counselling and coaching, traditionally underprivileged students can move up the social mobility ladder in the workplace. The educational learning philosophy takes into account the commitment and motivation of the students. Employability services for higher education could involve a range of psychometric assessments to compare the unique capabilities of each job applicant with employability competencies. The job seeker can then convey and identify their abilities that are acceptable for their career routes with this knowledge (Crane, 2020).

Related to above, Tymon (2022) revealed that most basic skills needed for successful employment showed differences among the students showing lack of engagement with employability related development. It is however prudent to expand graduate employability beyond the generic domain and universities improve student engagement. Ngoma and Ntale (2022) conducted a quantitative study on the relationship between psychological capital, career identity and graduate employability in Uganda. Findings revealed a positive relationship between career identity, social capital and psychological capital on graduate employability. More, about 15 percent of the graduates' employability is due to psychological capital and career identity.

Conclusions

The following conclusions arise from the main findings of the hypothesis of this study. There was a moderate significant relationship between process skills and graduate employability in both Makerere and Andhra University. This means there could be other influences of graduate employability such as career development centers, to offer a variety of services to students such as career counseling, job placements and industrial university enhancements and mentorship programs to boost graduate employability. However more research needs to be conducted establishing a stronger relationship between process skills and graduate employability probably it would yield a very strong significant relationship for governments to take actions.

Recommendations

In relation to the study findings revealed, the following recommendations are suggested. The study found a moderate significant relationship between process skills such as questioning, creativity, innovativeness, problem solving among skills and graduate employability, other strategies to increase graduate employability can be recommended such as establishment of career development centers which offer a variety of services to students like career counseling and job placements to increase employability, enhancement of Industrial

university collaborations by signing a number of memorandum of understanding with the leading companies to boost employability, carrying out evaluation through conducting tracer studies to track the graduate employability outcomes of its alumni, data can be used to inform and improve the University employability initiatives in Makerere and Andhra University.

Implications of the Study

Industry engagement to build strong partnerships with employers to understand their needs and integrate them into curriculum development, internships, and guest lectures. Alumni networks to leverage alumni for mentorship, career opportunities, and employer feedback. International collaborations to promote international exchange programs and collaborations to equip graduates with intercultural competencies and global perspectives. Accessibility and inclusivity to ensure all students have equitable access to career development resources and opportunities, regardless of their background, ability, or socioeconomic status to graduate employability.

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