

Academic Perspectives of the Teaching and Development of Generic Employability Skills at Postgraduate Level

Saima Ahsan¹, Naima Qureshi² and Muhammad Usman Khalid³

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Abstract

This research investigates the process and acquisition of generic employability skills by university postgraduate learners. Evaluating the teaching-learning processes and the activities/strategies and approaches taken in skills development, 25 University teachers were interviewed through semi-structured interviews adopted as the research instrument in this qualitative study. The findings identified seven common teaching assignment strategies: lectures, assignments, quizzes, brainstorming, case-study analysis, debates, games, teams, sports and games. Therefore, the study focuses on the need to improve the quality of teaching methods that could effectively promote the achievement of employability skills. The participants were selected through convenient sampling, with the participants being teachers and students from three public and two private universities. The interviews that were conducted armed with Castillo-Montoya's (2016) sorts of interview questions offered an understanding of practices adopted by higher learning institutions to meet the employability challenge of the learners. More studies should be conducted on the extent and quality of the teaching methods associated with the approaches.

Keywords: Academic Perspectives, Generic Employability Skills, Postgraduate Level.

Introduction

Regarding teaching and developing generic employability skills at the postgraduate level, two areas of focus have been identified in current higher education. Employability skills, best defined as the portable skills needed to perform required activities in the workplace, include problem-solving, communication, teamwork, leadership, and flexibility (Yorke, 2006). These skills help people not only to find jobs but also to be successful in various and often high-stake work contexts. In a country like Pakistan, where educated youth and joblessness remain an open issue, practicing employment competencies during postgraduate studies creates relevance between learning achievement and market needs. The higher learning education system in Pakistan has long been focused on formal and theoretical learning, without much attention given to the training of practical and vocational skills. As stated by Hussain et al. (2024), this gap is the cause of the misalignment between what graduates know and what employers seek, which hinders their graduates' absorption into the workforce. Therefore, generic employability skills must be incorporated systematically into postgraduate curricula to prepare students for local and international job markets. Globalization and the Fourth Industrial Revolution have only amplified the need for flexible

¹PhD Scholars, Department of Education, University of Education, Township Lahore Pakistan.

Email: saima.ahsan2002@gmail.com

²Assistant Professor, Division of Education, University of Education, Lahore. Email: naima.qureshi@ue.edu.pk

³PhD Scholar, Department of Special Education, University of Education, Township Lahore, Pakistan.

Email: muhammad.usman.khalid121@gmail.com



learners with vocationally specific content knowledge and a portfolio of interpersonal skills. In this regard, international higher education institutions have gradually mobilized value-added competencies. Pakistan has limited resources, inadequate use of conventional teaching methods, and the absence of professional and standard guidelines for skills development, especially at the postgraduate level (Lama et al., 2024). However, there is an increased appreciation of the value of generic employability skills needed to facilitate students' employability and support national development objectives.

Employability skills are helpful in a country like Pakistan, where youth constitutes a strength and a threat at the same time. As mentioned in the Pakistan Economic Survey 2022-23, a considerable portion of workers, for instance, youth and new entrant groups, need retooling and skills upgrading in respective emerging sectors. To this end, postgraduate programs are critical in providing students with these key skills while trying to close the gap between theory and practice.

The purpose of this current study will be to identify and understand academic literature related to teaching and the development of generic employability skills in the context of postgraduate students in Pakistan. Thus, this study aims to investigate these competencies in the Pakistani higher education context, including the approaches they are taught, the challenges faced, and the possibilities for further implementation with a focus on postgraduate curricula. At the same time, it is designed to advance the development of recommendations to promote graduates' employment and the country's economic and social development.

Literature Review

Employability skills have been widely discussed for integration into postgraduate education in most countries, with an increasing focus on aligning academic curricula with labor market demands. In Pakistan, this alignment is most important because the problem of unemployment among educated youth remains acute at present. Hence, this literature review synthesizes the literature on generic employability skills for postgraduate students in Pakistan with references to both the literature from overseas and the existing literature from Pakistan.

The reinforcement of employability generic skills into postgraduate learning solicited tremendous interest among scholars from all across the world, especially regarding the calls for relevancy of the academic education equally the program offered to the job market. In Pakistan, this alignment is more critical because of the ever-complicated unemployment problems of educated youth. This paper explores the current research done in the context of teaching and learning of GES at the postgraduate level in Pakistan with the help of national and international literature reviews.

Employability skills also termed transferable skills or functional skills, are apparently in a broad stream and are composed of attitudes and practical competencies that improve one's chances of employment and retention in similar jobs. These skills include interpersonal skills, interprofessional collaboration, information processing and analysis, information technology, initiative and adaptability. Yorke and Knight (2006) opined that while this discipline-based knowledge ensures that the graduates can enter the workplace utilizable, generic skills are more relevant should one intend to have a career. In the same regard, Rowe and Zegwaard (2017) found that the soft skills of organization, teamwork and communication are practical in gainful employment.

Globally, universities and colleges have come to appreciate the need to incorporate employability skills into the courses offered. For example, Zhao and Kularatne (2020) used New Zealand postgraduate education to study employment ties and generic skills and found that soft and hard skills are essential to graduates. Moreover, research evidence in Malaysia shows employers

consider competency skills other than academic achievement to select graduates (Selvadurai et al., 2012). In Pakistan, the discussion on employability skills has started now, with concern being shown in studies about the mismatch between academia and industry skills. Next, Pirzada and Khan (2013) discuss the correlation between the role of enhancing IT competencies and the possibility of finding employment concerning the inclusion of IT competencies into higher education curricula. Additionally, Sarfraz (2020) quantifies the employability factors of graduates, showing that employers in Pakistan prefer personal development skills, intellectual development skills, social development skills and professional development skills. However, there is still a lack of research on employers' viewpoints regarding the required competencies for the Pakistani job market.

Several factors hinder employability skills from being fully designed and incorporated into postgraduate study in Pakistan. Lack of effective teaching practices, inadequate use of organization resources and lack of standardized guidelines for practicing different skills are considered significant challenges. Okolie et al. (2020) state that teaching generic skills presents challenges in higher learning institutions because a subject-centered curriculum cannot prepare students for the job market. Also, the Pakistan Economic Survey 2022-23 points towards a lack of skilled human resources to cater to the vacant positions that have arrived with the new industries.

Employers in Pakistan have said that graduates are not ready for the workforce. Iqbal et al. (2023) have discussed employers' opinions regarding critical generic employability skills for Pakistani graduates to recognize, including emotive intelligence, flexibility, ability to manage multiple tasks, information technology competencies, information literacy, written and oral communication skills, problem-solving skills, professionalism and business acumen. These findings imply the need to change the curriculum from an academic one to one that emphasizes skills in the market. Several approaches have been advised to overcome the gap between academia and industry. Rowe and Zegwaard (2017) discussed that work-integrated learning presents possibilities for constructing professional self-identity and ethical frameworks of workplace learning. Also, integrating digital skills training, which Pirzada and Khan (2013) use, may improve graduates' preparedness for the existing job market. Pakistan's Higher Education Commission has also launched activities to enhance graduate job market readiness by centering on skills training and internships.

The literature indicates a growing recognition of the importance of generic employability skills in postgraduate education globally and within Pakistan. However, challenges persist in effectively integrating these skills into academic curricula. Addressing these challenges requires a collaborative approach involving academia, industry, and policymakers to develop standardized frameworks and innovative teaching methodologies that prepare graduates for the evolving demands of the labor market.

Methodology

Based on Castillo-Montoya (2016), the six purposively sampled university teachers were interviewed using guided but semi-structured questions on the teaching and development of generic employability skills in higher education programmers. The interviews contained 20 questions developed according to M Castillo-Montoya's (2016) "qualitative report" framework. The following is a qualitative research study undertaken to identify the teaching strategies used by university teachers to foster these skills. In the current study, participants participated through convenient sampling. Permission to conduct interviews was sought from three public and two private universities, where 25 teachers and six students were interviewed.

Table1: University Faculty Sample

Subject	Public University	Private university
D Pharmacy	Assistant Professor Bahawalpur	Lahore
Physics	Assistant Professor Faisalabad	
Sociology		Professor Lahore
Urdu	Assistant Professor Bahawalpur	
Education	Assistant Professor Faisalabad	Associate Professor UMT
Mathematics	Assistant Professor Bahawalpur	Professor in Minhaj-ul-Quran Lahore
History	Assistant Professor Bahawalpur	

Study Design

A standardized and open-ended interview schedule was developed, where all respondents were asked the same questions in the same sequence Powell et al. (2014).. Participants were recruited through purposeful and snowball sampling techniques. Due to the COVID-19 pandemic, interviews were conducted using various methods: face-to-face (averaging 25 minutes), telephone, WhatsApp, and Gmail. The interviewees included professors and assistant professors from institutions like Minhaj-ul-Quran, University of Management and Technology, Islamia University Bahawalnagar and Bahawalpur campuses, and University of Education Lahore Township campus, with some retired from similar roles. A total of 25 semi-structured interviews (Newing et al., 2011) were conducted to explore teaching approaches for developing generic employability skills

Data Analysis

Digitally recorded interviews were transcribed, verified for accuracy, and analyzed manually using coding (Basit, 2003). Trustworthiness was ensured using criteria by Lincoln and Guba (1985), focusing on credibility, transferability, dependability, confirmability, and authenticity, aligning themes with research questions.

Analysis, Findings and Interpretation

This study provides actual situation of the development of employability skills at higher level that is obtained by the present research only. The purpose is to fill knowledge gap in already existing theory of employability skills development. But it is ensured that study explores un-touched areas of social sciences which is not only thought provoking but also guide line for new researchers. Initially, the separate analysis of both methods of research are described in this section.

Qualitative Analysis

The thesis is a mixed-method study contain one qualitative and one quantitative part. The 100 interviews of teachers from 3 public, and 2 private universities are conducted for qualitative research and several themes came to light after conducting manual coding and thematic analysis

(Basit, 2003) of the data. The gender composition of the sample is 43 female and 30 male teachers from public and 8 male, 19 female teachers from private sectors. Teachers belong to different subject areas like Physics, Mathematics, Education, Social Sciences, Bio Chemistry, Urdu and Sociology. Sample was based on the availability of participants who wished to participate in the research study voluntary. All the interview questions are assembled under six themes. And all the themes are deeply connected with the research questions. The detail of each interview question with its relevance to the theme and research question is provided with qualitative findings.

Interpretation and Reporting of Data

Data were collected from three public and two private universities and 100 teachers and 6 students were the sample of the study. Interviews were transcribed, encoded and categorized under twenty questions. After manual coding and thematic analysis (Basit, 2003), qualitative data reported in a proper way to elaborate all the findings of research. Verbatim responses reported carefully in the study to get real picture of the data.

Life Skills Development

That particular theme was consisted of one question that mentioned skills in course objectives and scheme of studies are focused to develop or just written as document, the responses of 100 teachers and 6 students were collected. Students and teachers have given their responses through qualitative and structured quantitative interviews.

One of the respondents (pb-S2) said,

Life skills are mentioned in scheme of studies of every course at postgraduate level but few teachers are not well aware of these skills which made the development of these skills doubtful. Most of the professors` complaint that they didn` t have time to focus on these skills because syllabus completion in given time is a big target to achieve during the year or semester.

T1, T4, T6, T7, T11, T12, T21, T25 said on the skill development question that public university teachers are less concerned regarding these skills as they have large number of students in classes as compare to private universities.

The generic skills development is somehow a serious aspect in private universities as compare to public institutions. In spite of all training, presentations, activities, skills development and projects private institutions have been producing less skilled workers. The majority of teachers were agreed that the skills development is not consider as serious educational task in universities.

Respondent T11 said,

Yes, most of the life skills are focused to develop among students through education. But it is pertinent to mention here that in some of areas of the scheme of studies we lack the basic equipment, labs and internship programs as per subject demand. Due to this the instructors are not able to create the required life skills among students.

One of the six students (S4) said on the question number 1 that,

Well, I think our courses are designed in such a way that some basic skills of presentation and group work are developed but the skills that need to develop at initial stages like writing and speaking have been neglected all the time in schools. At higher level skill development remains questionable.

When asked if the departments focused on teaching and development of these GES, the general consensus was that employability is not explicit focus of the curriculum. It is assumed that the necessary skills are developed with in study programs while focusing on subject knowledge.

Generic Employability Skills Development (GES) at Higher Levels

The identified research topics concerned employability skills in higher education, the reportage of skills in the result cards, and the major challenges in the communication skills development. Employability skills teachers estimated the necessity of employability skills' improvement at the level of 99 percent, but concerning this issue they differ in the opinion about its implementation. Generic and cognitive skills were claimed as essential by the teachers as knowing facts from various fields is not sufficient to expose learners to real-life problems. The first could be to mandate syllabus completion from Institutes to Institutes; first choice may be different but second priority should be employability skills development. (T1) Teachers had divided opinion on reporting skill development on result cards some supported the concept but stated practicality issues. *"Yes, it exists in some way in universities' practices when we remark on conduct of students or attach co-curricular activities certificate along with degree,"* (P-T6) One of the communication skills that the teachers and students perceived to be inadequate was criticized for being among the major implication of rote learning and career planning. Yes we can affirm that our universities have failed because there is lack of skilled workers in the market. Employers do not build their students. It job roles are not relevant to the jobs they are offered but are sent to appear in them. He said, *"They have poor communication skills."*

Teachers Role in Generic Employability Skills (GES) Development

The study explored the role of universities in skill development, focusing on employability, emotional stability, and challenges in teaching. Teachers emphasized creating commercial awareness and using co-curricular activities like debates and presentations to develop life skills. *In education settings, the curricular and extracurricular activities have a vital role."* (T23). Emotional stability was highlighted as crucial, with teachers maintaining friendly interactions: *"Yes, I keep in touch with students all the time for their guidance to make them emotionally strong and socially interactive* (T6). Challenges like outdated syllabi, limited resources, and communication gaps were significant. Students noted that more serious efforts are needed from teachers to foster skills.

Measuring Generic Employability Skills

For Theme 4, which aimed to establish how employability skills (GES) are measured and assessed, the authors received diverse answers to three questions. On the specific subject of employability skills assessment with marks, *"No, marks are other bad things which demolish the spirit of the students."* This is about teaching them the life skills and he said to me *"We just need to teach the life skills to students and try to develop them in their personalities."* (T7). Whereas 59 teachers attributed to marking GES in order to underscore the significance of the courses, 41 dissented to it. Several students opined that this method was not effective because it was better to have skill evaluation incorporated into the tasks. As relative to the comfort zone of teachers and students with assessment, several of them opined that indirect assessment is already in place through rubrics and grades. No, as this practice is not applicable. In fact, a lot of our assessments are indirect because we are, in fact, using things like rubrics and grades to try to assess them on these skills as well. Some proposed that there can be an association of linking skills with syllabus activities to ease the process of assessment. Teachers recognized the possibilities of feedback but said it would bring additional work. *"It in some way informs students but I do not advise the listing of them in progress reports in my own view"* (T12). Majority of the students did not support separate GES assessment, due to its complexity and ambiguity. *"I believe it is not suitable in our universities as*

assessment with marks is challenging to report" (S4). In sum, eighty percent of teachers and most students opposed separate GES assessments and opted for incorporation into conventional activities.

Improving Skills Teaching and Development through Life Experiences

The study emphasizes the importance of developing generic employability skills (GES) through practical learning, independent responsibility, and pedagogical shifts in education. Teachers highlighted life experiences as crucial for skill development, with a need for a paradigm shift from content-based to inquiry-based learning. *"Research-based interactive educational models should be implemented where students can take open discussion-based sessions"* (P-T3).

Integration of work and technology with education faces challenges in public universities due to resource limitations and power outages. Verbal clarity, emotional stability, and leadership were identified as essential, yet students lack these due to a focus on rote learning. *"Verbal clarity is a must in practical life as presentable personality and leadership skills are a way to success"* (S5). Teachers noted that information retrieval is a challenge, with over 70% of students unable to apply learned knowledge in practice. *"Only some good students are able to use their learned information in their workplaces"* (T15). Reforming teaching methods to link education with real-life applications is necessary for improving GES.

Low Employability Who is Responsible

There were suggestions and differences on what made the candidates have low employability from the research done. Some teachers attributed nonachievement to a failure to start working even when there was training and education while others attributed it to the government or institutions. Some of the teachers took blame for the situation. Several of the respondents, T1, T7, T11, and S4 too echoed this rise of losers whose possession of a university degree does not entail application of the same. *"Yes, we know that now MPhil and PhD people are more in our society but our universities are not providing skilled persons"* (T1, T7, T11), it is for this reason student 50% blamed the government for jobless while others pointed on institution and individuals. According to research studies, education and policy demanded changes to overcome such hurdles in their totality they got.

Table 2: Findings Related to Research Questions

Research Q 1	Which of the generic employability skills are developed through postgraduate level programs? (If any)
Theme 1	Life Skills Development
InterviewQ1.	Would you like to tell us that the life skills mentioned/written in our courses, programs, scheme of studies and objectives of lessons are focused to develop among students through our education or just written as documents?
Findings	a. Leadership, team building, goal setting and communication skills are developed. Survey shows that these are common skills which are focused more in higher level. b. Skills development is not a separate thing. Courses are designed in a way to develop all skills.
Research Q 2	How the generic employability skills are developed through different teaching activities in universities?
Theme2	Priority and Challenges of Higher Education and Employability Skills Development

InterviewQ2	Do you think the first priority of higher education institutions at postgraduate level must be the development of some generic employability skills (GES) like leadership, emotional stability and communication among students?
Findings	More than 90% teachers and students consider skills development top priority.
InterviewQ3	Private institutions have used to be written generic skills feedback on progress reports of students like social interaction is excellent, classroom participation is good and sharing things just acceptable, is this practice applicable in universities in a way what is your opinion?
Findings	The majority of teachers rejected this idea. Students had mix responses on the idea.
InterviewQ20	Do you agree that our universities have failed in making our students expert in oral and written communications as big challenges?
Findings	The 90% teachers and students agree with the statement. In survey public university students have maximum 47% on oral and 45% in written communication. While 51% private university students are good in verbal interaction and 56% can type without grammar mistakes.
Theme 3	Role of Teachers
Q6	Do you provide commercial awareness of educational degree/program during instruction?
Findings	Teachers stated that at this level students are well-aware by themselves but if they ask, doors are open. Survey of that skill shows the teachers are right. The study results have 42 to 61 percent commercial awareness in public universities.
Q7	How you keep your students active, motivated and adoptable/flexible in various educational tasks either in groups/team or individually?
Findings	Teachers named multiple co-curricular activities some common are: Sports Gala, Speeches/Debates Competitions, Conferences and Seminars, Poster making, Internships, Food Festivals Survey of adaptability/flexibility indicates that students are 32% adaptable. Students of private sectors are better in that skill with 40%. The few students are able to work with complex personalities. A total of 50% private and 39% public students give respect to the different point of view.
Q8	Do you initiate a conversation with your students outside the university or are you in favor of student-teacher bonding?
Findings	All the teachers are in favor of friendly interaction. Survey of social skill has five sub-skills to take response of students and at number 4 the same question was asked. Students in public sector are 46% and 61% in private sector who have learnt the skill of initiate conversation.
Q9	Which approaches you as a teacher/head have used to promote and develop generic employability skills among your students?
Findings	The majority of teachers have consensus on 7 approaches which are commonly used in universities these are Presentations, Assignments, Projects, Questions Answer Strategy. Discussion/Knowledge Café, Sports, Educational Games Survey of skills development shows more than 60% of development which may verify the effective use of all mentioned approaches.
Q10	What challenges you as a teacher has been facing to employ these approaches for many years?

Findings	<p>All teachers gave agreed opinion on eight challenges. These reported challenges are: Mind-set, Lack of Motivation and Interest, Limited Time and Resources, Syllabus Completion Pressure, Crowded Classes, Communication gap, Outdated syllabus, Untrained faculty and Technology Illiterate staff</p> <p>In survey different skills are assessed under the headings of main skill to check the problem-solving, time management, use of own initiative, information retrieval and leadership. In statements like “I have derived to achieve my goals” is designed to check the motivation of students. Students are 45% motivated in that particular sub-skill. Similarly, in problem-solving skill only 50% students are able to find solutions of their problems. To assess technology literacy students are surveyed on email compose, power point presentations, typing, files folders making and searching strategies for their educational tasks. Results show that 36% students can compose email, 37% can make power point presentations, 35% can type without grammar mistakes. In real life situations 53% students can evaluate for right information to use and only 39% are able to search relevant information. The total 45% students can use their searched and learned material in various activities. And 40% are able to make file, folders and save them for further use. Self-motivated students are 38% (private) and 48% (public).</p>
Q11	Do your teachers consider individual differences of students while developing emotional and social skills within postgraduate students?
Findings	<p>Teachers` responses show that due to many reasons individual differences are ignored. In survey that particular aspect is addresses in two skills independent learning ability and emotional skills. The emotional stability of students is on 38% in public and 60% in private universities. In public universities only 36.50% students are able to take charge of their own learning. There are 41% students who take responsibility of their actions. The students are not individually treated in universities. A total of 105/233 public and 53/101 private university students are able to act without support.</p>
Research Q 3	How the generic employability skills are assessed by the teachers at postgraduate level?
Theme 4	Measuring Generic Employability Skills
Q15	Do you think, generic employability skills need to assess exclusively with marks?
Findings	<p>All the teachers and students (98%) are against this assessment and only 2% are in favor.</p> <p>Survey result shows that students are habitual of traditional educational systems and their flexibility and adaptability in handling new ways and multiple situations are 32 to 40 percent only.</p>
Q16	Being a teacher is this your comfort zone to teach generic skills and then evaluate students on the same basis?
Findings	<p>Teachers have declared mind set a big challenge in the development of generic employability skills. On the other side, teachers are not in favor of skills assessment with marks. Teachers are not comfortable with the whole process but they claim skill teaching and evaluation continuation.</p> <p>In interview students said they are already assessed but not with separate marks for each skill.</p> <p>In survey 32 to 40 percent adaptable students are ready being assessed on that basis.</p>
Q17	What would be the possible feedback from teachers on this type of assessment, any idea?

Findings	<p>Teachers are not in favor of separate assessment of skills but they are practicing in another way.</p> <p>Students said that they are assessed by teachers on skills in some or other ways. So, they have no problem with this practice.</p> <p>Survey is a form of assessment of employability skill once in a blue moon.</p>
Research Q 4	What are the associated challenges possibly faced to develop employability skills among students in universities?
Theme 5	Improving Generic Employability Skills
Q4	Dose the pedagogical shift/paradigm shift equally workable for education and the development of entrepreneurship and independent learning skills?
Findings	<p>The paradigm shift gets 100% support from teachers and students.</p> <p>The survey of students indicates that 105 out of 233 public and 58/101 private students are able to initiate/seize an idea and get it off the ground. The public university students who can take necessary decisions in their academics are 60%. In-spite of having degrees only 56% it means 130 out of 233 public students are resourceful and workable without being told what to do.</p> <p>The survey finds that about 40% public and 52% private students have independent learning ability in our universities.</p>
Q5	Would you like to encourage the integration of work and technology with education/instruction?
Findings	<p>Teachers are in favor of that integration but demand some training in the use of modern technologies.</p> <p>In quantitative study, to assess technology literacy students are surveyed on email compose, power point presentations, typing, files folders making and searching strategies for their educational tasks. Results show that 36% students can compose email, 37% can make power point presentations, 35% can type without grammar mistakes. In real life situations 53% students can evaluate for right information to use and only 39% are able to search relevant information. The total 45% students can use their searched and learned material in various activities. And 40% are able to make file, folders and save them for further use. Self-motivated students are 38% (private) and 48% (public).</p>
Q12	How much significant the skills of time management, goal setting and problem solving are in the practical and educational success of a student?
Findings	<p>Teachers said that these three skills are developed by daily educational tasks like assignments and presentations submission on time (time management), strict class timings and schedules (goal setting), finding material for assignments and use it in their work (problem-solving).</p> <p>Survey of time management skills shows that 51% students are good in that skill. A total of 118/233 (41%) public and 36 out of 101 private students are multi-tasker.</p> <p>In goal-setting 53% students are focused towards their goals. But in assessment of own progress in long-term goals setting only 24.20% students in public universities are able to develop that skill.</p> <p>Most of the students (around 40 -57%) are good in identification of their problem. But in finding, assessing and evaluating best solution among available solutions is an issue for public sector`s students. As in creating solution of a problem 69.9 out of 233 students are master in particular skill.</p>

Q13	Please rate ARTICULATION (verbal clarity or oral communication) as a generic employability skill for your students? (lower or high)
Findings	Almost 97 out of 100 teachers and 6/6 students high rate verbal clarity as a generic employability skill. Remaining 3 teachers give it third top priority in skills. In survey students do not cross 50% of development in 6 sub-skills of oral communication. Although private university students are better in that surveyed skill but their highest percentage is 65% in that they are good listeners.
Q14	What do you think, Students can retrieve information or learning to manage educational work and apply it in practical life?
Findings	Teachers are disappointed that except few brilliant students all the students are unable to use their learned information and degree education in their academics and practical lives. The survey of information retrieval shows that in universities 39% public and 49% private students are able to develop basic strategies relevant with their information. In the management of learned material for use in practice 45-55% students show performance in that skill in survey.
Theme 6	Low Employability Who is Responsible?
Q18	After getting degrees and vocational trainings, a huge number of students are unemployed or unable to create self-employment is this bitter truth?
Findings	Teachers and students agree with the statement but they give various reasons for this disaster. All teachers gave agreed opinion on eight challenges. These reported challenges are: Mind-set, Lack of Motivation and Interest, Limited Time and Resources, Syllabus Completion Pressure, Crowded Classes, Communication gap, Outdated syllabus, Untrained faculty and Technology Illiterate staff In survey students` responses on creating self-employment, use of own initiative or entrepreneurship are quite satisfactory. In all four sub-skills results show more than 55% performance. This finding fosters the teachers` statement on the question.
Q19	An increasing number of higher education and vocational institutions in the country over the years but less production of well- educated and skilled workers, low employability who is responsible? Institution, Employer, Government or Individuals?
Findings	Most of the teachers like 50 out of 100 blame government for low employability. The 25% teachers consider institutions responsible for this situation in the country. And 25 out of 100 teachers think that individuals are guilty for this low employment. In survey all the fourteen skills find the average percentage of skill development about 40% to 60% among postgraduate students. In some sub-skills like goal setting (30%), multi-tasking (36%), emotional stability (38%), conversation (35%), typing (35%), group working (35%), act without support (35.80%) and, in adaptability to work with complex personalities students have 25-30% development. The 35% of public university students are not aware of working environment. The total of 34/101 and 102/233 students do not know how to get job. After having higher education university students have 45-58% development in leadership skill.

Conclusion

According to the study, employment competencies, including communication skills, leadership skills, and time skills should be integrated by using activities by presentations, projects, and assignments (Jackson, 2014). The teachers agree that integration of skill development in teaching

is highly applicable with Cranmer's (2006) assertion that employability is central to curriculum incorporation. However, the study revealed research issues which include; universities are not conducting effective employment in producing skills human resource; most of the students after flags are engaging themselves in different activities from their fields of study Roman et al. (2022). Themes arise when revealing skill development is important for the teachers and at the same time they are against the formality of assessment with grades as it is said by Victoria et al. (2012). Out of those skills, emotional stability that is crucial for education and work domain is significantly lower in public universities with 38% than the one found in private universities where percentage obtained was 60%, therefore in line with Lopes et al. (2005) on the necessity of emotional intelligence. Though, encourages activities such as sports, debates and internships, individual differences of the students they seem not to put into consideration wherein most students may be able to learn on their own as noted by Goudas (2010). As SDO learners' ambassadors, teachers facilitate the development of physical, mental, emotional, and social well-being (Bean et al., 2018), but traditional systems lack flexibility and inventiveness in assessment processes, though only 32-40% students illustrated flexibility.

This paper focuses on the enhancement of 14 generic employment competencies in social sciences at postgraduate education level with focus on the approaches/strategies, sub-skills and students' outcomes. Nonetheless, the research reveals eight skill development issues though 90% of the teachers are against any formal evaluation of skills. These results support Cronin et al. (2018) concerning employability skills, but are unique because they include the social sciences discipline.

Recommendations

- Improve the quality of education by introducing training programs and fostering strong partnerships between universities and educators.
- Reform curriculum development and teaching practices to prioritize employability skills, ensuring alignment with technological and instructional needs.
- Introduce work placements and internships, following practices in developed countries, to bridge the gap between education and the job market.
- Advocate for reforms in educational legislation and resource allocation to mitigate the mismatch between postgraduate programs and contemporary needs.
- Conduct further research on skill gaps across disciplines and age groups, promoting stakeholder awareness and policy adjustments to focus on employability skills.

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