

## Re/positioning Academic Practices to Enhance Employability Skills: Insights from Teachers and Students of Higher Education

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### Abstract

*The compatibility between industry and universities has great importance in higher education. Our study explored the compatibility between educational institutional academic practices and employability skills as perceived by both students and teachers. We used a mix-method convergent parallel research design. A questionnaire and interview protocols were used to collect data from students and teachers of higher education institutions. On questionnaire, a total of 115 responses were received while interviews were conducted with ten students and five teachers who had been teaching professional courses in educational institutions. The study concluded that compatibility between institutional academic practices and employability skills albeit exists, however, it surfaced at a very smaller level. Therefore, re/positioning the academic practices with employment skills has become a need of the hour for Pakistani higher education institutions. Further, for making academic practices more effective, internship can play a catalytic role for those students who get less opportunity of acquiring employability skills in the university. Moreover, it is clarified from the data that professional degrees and especially the internship program have positive effect on students' learning. On the basis of findings, it is recommended that educational institutions should bring continuity in re/positioning their academic practices in line with market demands and in this regard, the internship period be extended in order to enhance students' employability skills.*

**Keywords:** Compatibility, Academic Practices, Employability, Internship

### Introduction

The compatibility between industry and universities has of great importance in higher education for both an institutional and a governmental level. In today's competitive atmosphere, prior methods are insufficient, and significant adjustments are needed at the collegiate level (Hill, 2006). A study (Schartinger, 2002) reinforced the idea that higher education institutions need to alter their core curriculum in order to generate graduates who are competitive and meet market demands. There are numerous ways to accomplish this goal, but industry-university collaboration can have positive future effects. According to Bramwell and Wolfe (2008), universities are key factors in the knowledge-based market, and innovation can only result from long-term collaboration between the private sector and academic institutions. Employers are looking for graduates that are well-rounded, have strong academic practices, and possessing technical and soft skills (also known as employability skills) including negotiation, problem-solving, communication, and ability to be adaptable (Shaharudin and Ainon, 2004). In order to prepare students for success in their careers, educational institutions need to prioritize both academic practices and employability skills. Youth in particular have been struggling to find employment after receiving a degree or formal education from higher educational institutions or universities but couldn't find due to lack of job experience, a deficiency of flexibility among students, and a disparity between education and employers' demands. By focusing on both academic practices and employability skills, educational institutions can help students build the knowledge, skills, and experiences they need to succeed in the workplace. The industry-academia collaboration can play a vital role in addressing the employment gap. It has been found that college and university students memorize and recall information rather than applying what they have learned during the

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whole course of semester. We must understand that students have to invest a lot of time and money in their studies, and they expect that their efforts will be rewarded after graduation. No wonder, after every counseling session followed; first question comes out in every high education student is "would I be able to get a decent job after this class?" As a result, numerous graduates lack the actual market skills that are relevant to practical work. This disparity is greater in many professions, particularly teaching, economics, business, and commerce. Institutions and universities need to update their present procedures in collaboration with businesses to overcome the academic practices and employability gap. Academic practices and employability skills are both important aspects of education that can help prepare students for success in their careers. They are closely interlinked with each other. It is the purpose of educational institutions to prepare students with the skills required to play their role in society. The reason in attending university for the graduates is not only to learn academically a subject in depth, but to improve their employability skills (Stewart & Knowles, 2000). To improve the excellence of students' learning, teachers are change agents. This paper provides an overview of the importance of academic practices and employability skills for students affecting teacher education which are helpful in the development of education professionals. In this way, academic practices should be powerful, and teachers must be competent and qualified to fulfill the task of employability. So, this study is intended to explore the extent of compatibility between the academic practices and employability skills. Therefore, the study is designed to find out the compatibility between academic practices and employability skills at university level according to the perspective of teacher and students. This study also attempts to explore the role of internship practice in enhancing compatibility between academic practices and employability skills.

We, as researchers, had been experiencing that the graduates lack employability skills to attained jobs in line with market's demands. In this connection, we designed the study to develop insights from students and teachers of universities for the purpose of exploring compatibility between academic practices and employability skills so that the academic practices at the universities may be re/positioned as per need of job market in Pakistan.

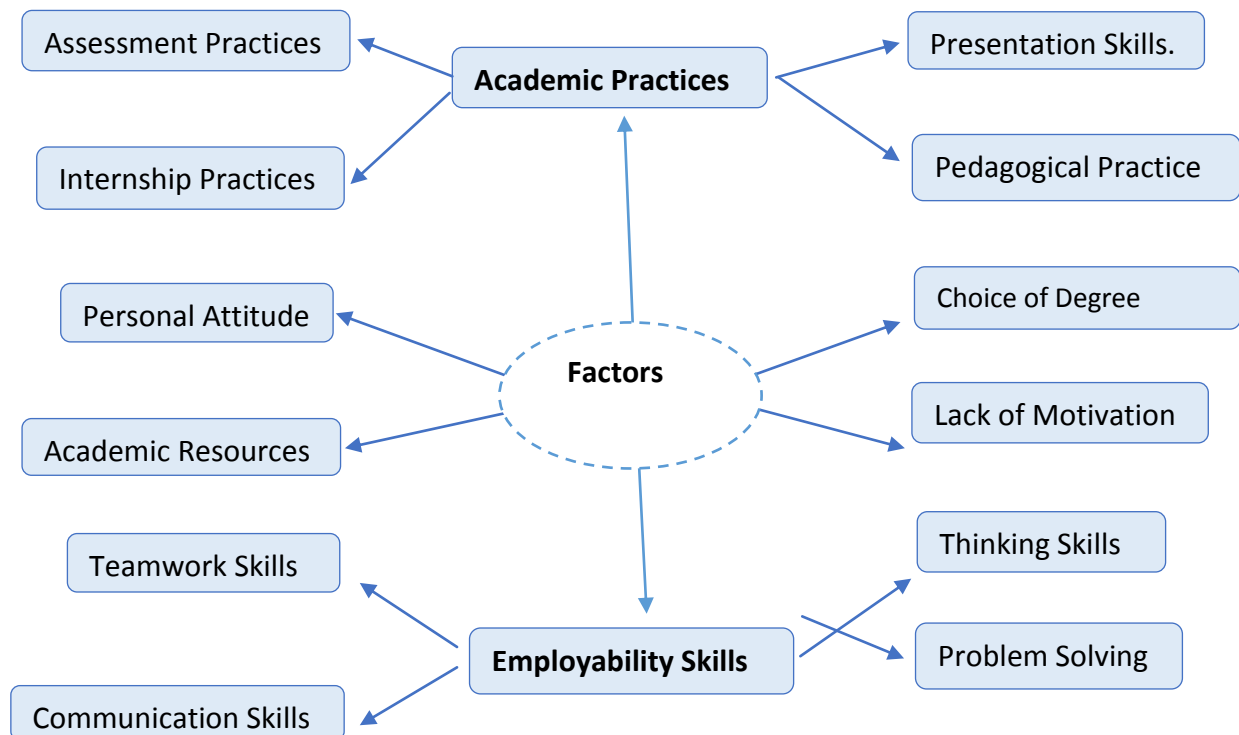
The objectives of the study are:

1. To explore gap between university's academic practices and students' prospects of employability or job placement in the market.
2. To examine academic practices used to develop employability skills among students.
3. To find out the factors which affect students in acquiring employability skills in university.

Following are the research questions of the study:

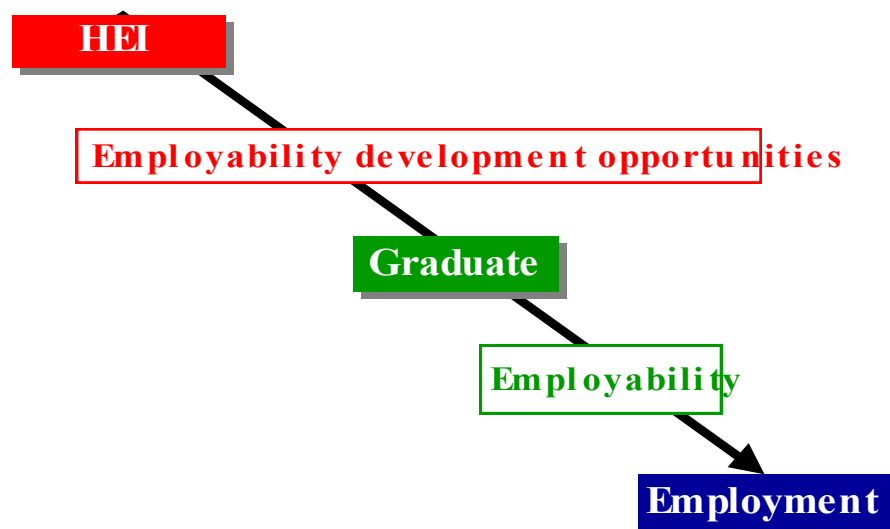
1. Is there any gap between academic practices and employability skills of students studying in university?
2. Which kind of academic practices being used to develop employability skills of students in university?
3. What is the role of internship practice in enhancing compatibility between academic practices and employability skills?
4. What are the factors which affect in acquiring employability skills at educational institutions?

**Conceptual Framework**



**Theoretical Framework**

A simple concept of graduate employability is that a student must have the knowledge, necessary skills, and certain attributes which are essential for job to build a career. Employers are looking for graduates that are well-rounded, have strong academic practices, and possessing technical and soft skills (also known as employability skills) including negotiation, teamwork, problem-solving, communication, and ability to be adaptable (Nurita, Shaharudin & Ainon, 2004). Harvey (2002) showed simplistic employability model called magic bullet model. As explained by him, students are given employability in some way as a result of their academic course, which further leads them to be employed. Alike this study, this model also shows a pathway of students from higher education to attain employment. Higher education provides employability development opportunities to graduates which enable them to enhance their employability which further leads them to secure employment. “Magic bullet” model of employability (Harvey, 2000).



Cheng (2022) elaborates that graduate employment rate is often used to assess the quality of university provision, despite that employability and employment are two different concepts.

### **Literature Review**

The industry-academia collaboration can play a vital role in addressing the employment gap. Compatibility between academic practices and employability is essential as it ensures the fulfillment of education purpose. In general, the level of education in Pakistan can only be improved by improving the quality of teachers and their academic practices (Munshi, et al., 2013). The American Society for Training and Development (ASTD) states the skills gap as the difference between an organization's current capabilities, practices and the skills needed to achieve its objectives and goals. Thus, by definition, the difference between the demand for employment with specific skills and the actual supply of specific skills and practices can be called the skills gap. So, the practices and skills should be compatible with each other to remove skill gap. Both are important aspects of education that can help prepare students for success in their careers. It refers to the skills and habits that students develop through their academic work, such as critical thinking, research skills, and effective communication. Employability skills, on the other hand, are the skills that employers value in their employees, including things like teamwork, problem-solving, and adaptability. These skills are often learned through practical experiences, such as internships, workshops, or part-time jobs.

In order to prepare students for success in their careers, educational institutions need to prioritize both academic practices and employability skills. Youth in particular have been struggling to find employment after receiving a degree or formal education from higher educational institutions or universities but couldn't find due to a lack of job experience, a deficiency of flexibility among students, and a disparity between education and employers' demands. By focusing on both academic practices and employability skills, educational institutions can help students build the knowledge, skills, and experiences they need to succeed in the workplace. It has been found that college and university students memorize and recall information rather than applying what they have learned during the whole course of semester. We must understand that students have to invest a lot of time and money in their studies, and they expect that their efforts will be rewarded after graduation. No wonder, after every counseling session followed; first question comes out in every high school student is "would I be able to get a decent job after this class?" As a result, numerous graduates lack the actual market skills that are relevant to practical work. This disparity is greater in many professions, particularly teaching, economics, business, and commerce. Institutions and universities need to update their present procedures in collaboration with businesses to overcome the academic practices and employability gap.

Smith (2000) explains that education is a breathing sign and teachers are the heart and soul of education. Teaching has been seen as a multifaceted profession that creates and changes attitudes and behaviors of individuals (Aggarwal, 2000). There are many teacher training programs available in Pakistan to train qualified teachers. B.Ed (with distinction) is one of them. The program was launched to develop (specific) vocational skills. Over time, the role of the teacher increases, and becomes more complex. Teachers are the products of teacher education (Shami, 2014).

Institutions of higher education must understand that by providing a high level of education, they meet with the technological changes and skills that are required in the future of every company. Employability includes new graduates having a set of skills and abilities that enable them to be competitive in securing a profession, either in self-employment, formal employment, or any profession (Harvey, 2003). In broader terms, employment is the ability of a person to obtain and hold a permanent decent job in the labor market and thereby realize their potential. Another important aspect of employability is the capability to demonstrate work skills and bring them to the labor market a in more accessible way when a job is recognized (Hillage and Pollard, 1998). Therefore, academic practices should be powerful, and teachers must be competent and qualified to fulfill the task of employability. So, this study is intended to explore compatibility between the academic practices and employability.

*RQ1. Is there any gap between academic practices and employability skills of students studying in university?*

The ultimate purpose of academic practices in teacher education is to improve better teaching by theory, training, and practice. Academic practices include teaching methodologies, strategies,

principles, and trainings learned in daily routine activities. In higher education, it includes internship practices, problem solving practice, workshops, teamwork Practices, ICT practices and so on (Ashraf, 1990). Teachers are considered change agents. They bring good and creative changes among students. Teacher education is influenced by the personal and professional development of teachers (Cheng, et al., 2014). Professional teachers use effective and efficient academic practices to make students skillful by modifying their behavior, but there are many challenges regarding content of teacher training also (Khan & Saeed, 2010). Teachers play an important role in overall development of the students and help them to acquire various knowledge, competencies, and attitudes. Ahmed (2011) refers to the training and development of teachers which focus on the needs and demands of the learning environment. Education is a multifaceted activity that create changes, attitudes, and behaviors (Aggarwal, 2000). Teacher training promotes a better understanding of the teacher's learning style, which is based on experience. Barber (2010) claims that teaching skills need professional development. Therefore, successful professional improvement must be based on standards that include effective teachers. It is the process of creating and shaping a child's character into a virtuous, capable, and creative member of society. In general, the level of education in Pakistan can only be improved by improving the quality of teachers and their academic practices (Munshi, et al., 2013). Teachers are the foundation of all education programs. They are the basic pillars where the future of every nation stands. Academic practices ensure that after completing the degree, students will have enough employability skills. Employability describes the ability of a graduate to obtain employment. It includes new graduates having a set of skills and abilities that enable them to be competitive in securing profession, either in self-employment, formal employment, or any profession (Harvey, 2003). Cranmer (2006) recommends such employability skills required to be practiced in teaching and learning experiences with the aim of enhancing students' ability to secure their jobs. Along with the skills, employability also comprises a variety of qualities and experiences gained through higher-level education, where prior learning and lower-level skills are crucial (Harvey, 2001). Employers look at employability like the skills look at new workers. In broader terms, employment is the ability of a person to obtain and hold a permanent decent job in the labor market and thereby realize their potential. Firms are looking for graduates that are well-rounded, have strong academic accomplishments, and have "soft skills" including negotiation, problem-solving, interpersonal, and flexibility abilities (Nurita, Shaharudin & Aionon, 2004). These "soft skills," usually referred to as employability skills which are fundamental abilities that are applicable to all occupations (Lawrence, 2002). Keeping this in view, this study aims to explore the academic practices which teachers are practicing at university of Sargodha particularly Education department.

*RQ2. Which kind of academic practices being used to develop employability skills of students in university?*

Through internships program, students and prospective teachers gain experience of what they have learnt during their course period. Students who plan to work full-time must supplement their study plans with various experiences such as study abroad, graduate research, participation in sports and other student establishments, participation in initial training organizations and internships. Internships give you the opportunity to work with someone who can mentor you throughout your career, not only just during your internship. It is the best way to enhance employability skills and experience their skill in the practical way. Internship is the most important academic practice in higher education. In this practice students practice real work experience. The concept of internship was set up by US in the 1900s century (Driscoll, 2006). Littke (2004) said internships is an assimilation between real work practice and skills or knowledge studied in educational institutions. Research has indicated a positive association between an internship and students' career in future. In the other countries, students make an internship proposal. In that research proposal, they define whole internship planning day wise and its outcomes as well. But this practice is almost not followed in Pakistan Academia-Industry. The internship proposal is not asked by organizations.

In Pakistan, it is considered a regular practice in higher education. But the period of internship is generally not more than a month and only last semester students are encouraged. Stasz and Brewer (1998) showed that students' internship should be planned every year because in such way, they will practice their academic learning and practices with real work situation in the better way. In a period of one month internship, students are not able to learn and practice more things in a short time/ this short

time would be spent merely in understanding the task and work. It is usually seen that the female students are more willing and taking more interest in the internship programs than the male students (Haimson, 2001). After completing the internship period, most of the students don't write an appropriate report and no undertake exit interview which is being conducted by organizations. Students cope with a lot of issues in seeking internships. Keeping this in view, this study aims to explore the role of internship on enhancing compatibility between academic practices and employability skills. Why students are not able to learn skills even after completing the internship period.

*RQ3. What is the role of internship practice in enhancing compatibility between Higher education current practices and employability skills?*

The primary factor which influences Pakistani students' decisions is where and what to study at by Capstick (2015). The university's reputation, the course's cost, the student's proximity to family, and other factors were taken into consideration. This study seeks to investigate the variables that affected the students' choice of major or subject: The most frequent justification was interest in the subject, closely followed by employment opportunities. Another factor is pressure or guidance from parents. They couldn't decide on a future major or occupation on their own. In Pakistan, parents play important role in all of their children's key life decisions. The fact that dues at private colleges are typically covered by parents or students receive scholarships may be a factor in why degree costs are not the top priority. Public universities are also substantially financed, making them accessible to most people. Employees had the option to arrange their career properly or even pursue a second degree of their choice if they found they had a talent for another field after starting employment. Hence, keeping this in view, this study aims to explore the factors which are becoming hurdles in enhancing compatibility between academic practices and employability skills particularly at education department, university of Sargodha. For Mainga et. al. (2022) it is important to focus on areas students can improve for employability and emphasise self-directed lifelong learning throughout their careers.

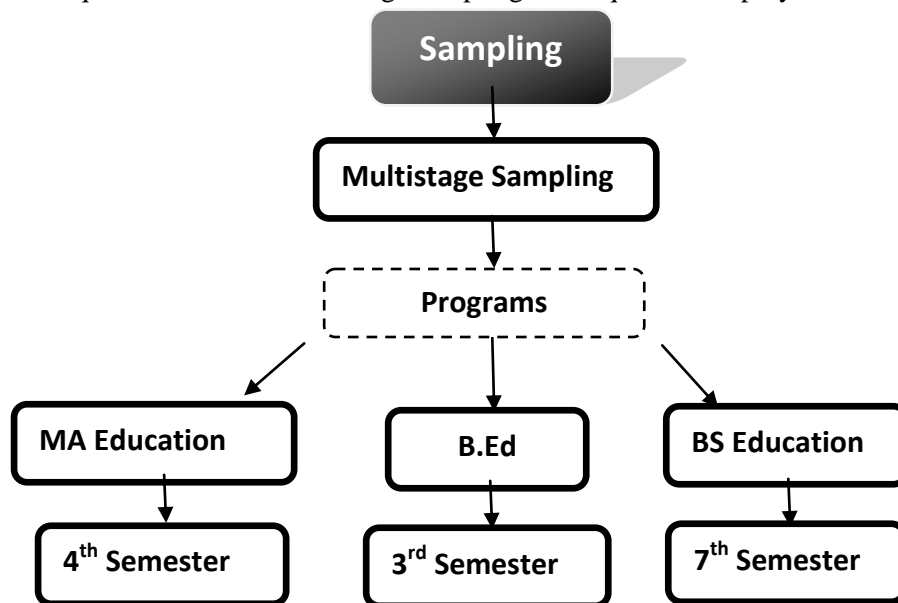
*RQ4. What are the factors which affect students in acquiring employability skills at educational institutions?*

**Research Methodology**

The present study was mix-method in nature. To study in depth and with the purpose of collecting clear and precise correct data both quantitative and qualitative techniques was used to explore compatibility between higher education current practices and employability skills.

The population for this research study is comprised of all B.Ed., BS, and M.A. Education students and teachers at University of Sargodha.

For quantitative data, Multistage sampling technique was employed as follows:



The reason behind choosing multistage sampling technique is the study of three programs. In order to cover these three programs, multistage sampling is considered a suitable sampling method. And the reason behind selecting last semester students of the respective programs is to study the level of achievement which they have achieved after studying their whole course.

1. Qualitative data was also collected via two interview protocols: one for the students and second for the teachers from BS, MA B.Ed. program at Education department, University of Sargodha. To know the perspective of students regarding compatibility between current higher education practices and employability skills, 10 students from BS, MA B.Ed. program were interviewed and to know the perspective of students, five teachers from BS, MA B.Ed. program were interviewed. Hence, total respondents of the quantitative part were 100 and qualitative part were 15. Therefore, sum total of sample was comprised of 125 respondents.

**Data Collection Tools:**

- i. For quantitative study, questionnaire consists of 34 items was used to investigate the opinion of students of B.Ed, BS and M.A education of department of education in the University of Sargodha.
- ii. Two semi structured Interview Protocol were generated for both BS, B.Ed., and M.A education teachers and students at the University of Sargodha. Semi-structure interview protocol for students was consisted of fifteen items while semi structured interview protocol for teachers was consisted of fourteen items to explore the opinion regarding higher education current practices and employability skills according to the perspective of B.Ed., BS and M.A education students and teachers at the University of Sargodha.

**Validation of the Instrument**

The researcher carried out the validation process of both research instruments by collecting opinions from experts. Few of the items were revised, repetitive items were discarded, ambiguous items were rephrased according to the appropriate indicators listed in the instrument. These instruments were validated before the final administration.

**Pilot Testing**

Pilot study is also known as feasibility study conducted prior to final study through pre-testing of research instruments to find out all the troubles of the respondents' in understanding the items of research tool (Hart et al., 2013). The researcher completed the process of pilot testing to assess consistency of items by administering questionnaire tool for gathering responses from B.Ed., BS and M.A students. The data were collected from 10 students by the researcher herself. The statements in questionnaire were typed in a legible and clear way for the ease of better understanding and gathering proper response from the respondents. It was concluded that the Cronbach's value of the questionnaire was found 0.85 which ensured the good reliability of the instrument.

**Data Analysis**

The quantitative responses were analyzed by employing descriptive statistics: frequencies, percentages, standard deviations, and mean while the qualitative data were analyzed through thematic analysis to draw the inferences from the study.

Sr No	Statements	Yes	No	Not Sure
1	All programs have compulsory teaching internship before award of degree	76	8	16
2	Theoretical and practical both aspects are covered in the program.	88	6	6
3	Teachers explain the purpose of each activity held in the classroom.	84	6	10
4	Teachers motivate students by showing the importance of being skilled and successful in job.	81	10	9
5	Teachers practice ICT tools in delivering lectures.	73	9	18
6	Teachers properly evaluate Internship practice to ensure the required skills for the job?	70	9	21
7	Teachers engage students into workshops required for jobs	60	23	17
8	Teachers give different challenges (group tasks, projects, etc.) to enhance skills.	83	9	8
9	Teachers take time to time assessment to evaluate their skills acquisition.	82	8	10
10	Teachers provide timely feedback to encourage students.	79	9	12
11	Writing boards are available in the classrooms.	83	7	
12	AV Aids are available in teaching sessions	85	15	

13	Labs are available for practical work.	74	26
14	Computer lab is equipped with the facilities required to the program,	69	31
15	Internet facility is available in the department	82	18
16	The library contained all the relevant books for learning in programs.	90	10
17	Furniture is sufficient in all classrooms.	77	23
18	Conducive environment (light, hygiene, fans, and cleanliness) is available in all classrooms	85	15
19	Enough rooms are available for learning of all programs.	55	45

*Independent sample t-test was used to see the difference between employability skills among males and females.*

Group Statistics						Sig	df
	Gender	N	Mean	Std. Deviation	Std. Error Mean		
Employability Skills	Female	61	2.7930	.92805	.11882		.98
	Male	39	2.6715	1.02193	.16364	.476	

It was concluded that there is no significance difference for employability skills among male (61) and female (39). Hence, the mean value is low, so, we can say that both male and female are not acquiring employability skills.

*Independent sample t-test was used to see the difference between employability skills among rural and urban areas of the students.*

Group Statistics						Sig	Df
	Area	N	Mean	Std. Deviation	Std. Error Mean		
Employability Skills	Rural	40	2.5813	.97640	.15438		
	Urban	60	2.8552	.94538	.12205	.940	.98

It was concluded that there is no significance difference for employability skills among rural and urban areas of the students. Hence, the mean value is low, so, we can say that both urban and rural areas students are not acquiring employability skills equally.

### Qualitative Data Analysis

#### *Themes, Categories and Frequencies of students' responses regarding "Students' involvement."*

Themes	Categories	Frequencies
1. Students' involvement	Creative Writing	4
	Assignment	4
	Demonstration	1
	Discussion	3
	Presentation	4
	Article	1
	Essay Writing	1
	Group study	1

Hence, it was concluded that teachers mostly ensure students' involvement and most common of these activities are creative writing, presentation, assignments, and discussions.

#### *Themes, Categories and Frequencies of students' responses regarding "acquired skill from degree."*

Themes	Categories	Frequencies
2.Acquired skill from degree	Communication skills	3
	Presentation skill	7
	Time management	1
	Motivation of students	1
	Confidence	5
	Thinking skills	2
	Problem solving skill	1
	SPSS software	1

Hence, it was concluded that most of the students have enhanced their presentation skills and increased their confidence level, and some others also enhance their communication skills.



***Themes, Categories and Frequencies of students’ responses regarding “Pedagogical Practices.”***

Themes	Categories	Frequencies
3. Pedagogical Practices	Lecture method	3
	Discussion method	8
	Active participation	3
	Lesson plan	1
	Routine assessment	2
	Situation based	3
	Essay writing	2
	Reasoning	1

Hence it was concluded that most of the teachers practice discussion method.

***Themes, Categories and Frequencies of students’ responses regarding “choice of degree”,***

Themes	Categories	Frequencies
4. Choice or Chance	Effect motivation	3
	Effect interest in acquiring skills	7
	Effect Professionalism	3
	Only focused on degree	1
	Merit based decision.	2
	Effect’s ability	1

Hence it is concluded that if students don’t acquire degree by choice, then it will lose their interest in degree which in result demotivate them and create hinderance in acquiring professionalism.

***Themes, Categories and Frequencies of students’ responses regarding “internship impact on professional degree”,***

Themes	Categories	Frequencies
5 Internship impact on Professional Degrees	Depend on personal attitude	1
	Deal with problems independently	8
	Confidence	5
	Communication skills	2
	Tackle the class	3
	Practiced their learning	7
	Classroom management	3

Hence it is concluded that internship able the students to deal with them independently. Moreover, it has enhanced their confidence.

***Themes, Categories and Frequencies of students’ responses regarding “Reasons of Unemployability”,***

Themes	Categories	Frequencies
6. Reasons of Unemployability	Financial constraint	9
	Lack professional skills	4
	Political instability	4
	Lack of opportunities	4
	Degree oriented programs	3
	Lack GK (PPSC)	1
	Educational policies	2
	Lack of experience	2
	Demand of Govt Job	3

According to the responses of the students, there are 11 reasons of unemployability which are financial resources, Recruitment issues, lack professional skills, Political instability, Vacancies unavailable, Lack of opportunities, Degree oriented, Lack GK (PPSC), Educational policies, Lack of experience, Due to Demand of Govt Job.

***Themes, Categories and Frequencies of Teacher***

***Themes, Categories and Frequencies of teacher’s responses regarding “Students’ involvement.”***

Themes	Categories	Frequencies
1. Students’ involvement	Projects	1
	Writing paragraph	3
	Group discussion	4
	Assignments	2
	ICT Skills	1

Hence it is concluded that mostly teachers ensure active participation of students. Therefore, they mostly focus on discussion method.

***Themes, Categories and Frequencies of teacher’s responses regarding “pedagogical practices.”***

Themes	Categories	Frequencies
2. Effective Pedagogical Practices	Lecture	2
	Demonstration	1
	Presentation	2
	Group reading	2
	Discussion	2
	Use of AV aids	1
	State objectives	1

Hence it is concluded that teachers most often use lecture, presentation, group reading and discussion.

***Themes, Categories and Frequencies of teacher’s responses regarding “Choice or Chance.”***

Themes	Categories	Frequencies
3. Choice or Chance	Less motivated	3
	Based on personal interest	4
	Based on personal attitude	3
	Lack Seriousness	2
	Degree as basic criteria and need.	1
	Lack Aimlessness	2

Hence, we can say that choice or chance affect but it depends on the personal attitude and interest.

***Themes, Categories and Frequencies of teacher’s responses regarding “importance of internship in degree.”***

Themes	Categories	Frequencies
4. Importance of internship in Degrees	Knowledge enhanced	3
	Practice desired behavior	5
	Utilization of techniques	4
	Observe real time issues	1
	Improved ICT skills	1

Hence it is concluded that internship has positive affect on the skill development of children. In internship, students practice their learned behavior and techniques which shape their skills in more refine way.

***Themes, Categories and Frequencies of teacher’s responses regarding “Reasons for Unemployment.”***

Themes	Categories	Frequencies
4. Reasons of Unemployment	Lack of business opportunities	2
	Political instability	3
	Recruitment of government jobs	4
	Economic aspects	3
	Lack of creative skills	1
	Cramming for marks	3
	Resources	2
	Personal attitude towards job	1

According to the responses of the teachers, there are 8 reasons of unemployability which are Lack of business opportunities, political instability, recruitment of government jobs, economic aspects, lack of creative skills, skill and methodology gap, cramming for marks, resources and Personal attitude towards job.

**Findings:**

1. It has been found that students feel comfortable in learning through discussion method of teaching instead of delivering lecture method. They feel more motivated when they are actively involved in teaching learning activities.
2. It has been found that professional degree like MA, BS and B,Ed have good impact on the skill acquisition of students as they become more confident. They have also enhanced their presentation skills and communication skills.
3. It has been found that choice of degree is a big issue for the students to acquire employability skills. As many students take admission due to other factors like merit or lack of other choices. In result, such students are less interested and less motivated.

4. It has been found by the researcher that internship has great positive impact on the professional degrees like MA, B.Ed. and BS students. As students practice and applies their theories in real situation so they learn and acquire many skills.
5. It has been found that teachers involve the students in different learning activities and most common of these activities are creative writing, presentation, assignments, and discussions.
6. It has been found by the researcher that either students adopt degree by chance or by their choice but in both cases, the learning and success depend on their personal attitude, seriousness, and aimlessness.
7. It has been found by the researcher that through internship, student practice the desired behavior of their course. They apply all those techniques and methodologies which they have studied during their course work. That's why it enhances their skills and made them more practical.
8. It has been found by the researcher that assessment practices mostly assess cramming of knowledge. They focus very less on the comprehension and applicability, and practicability of the knowledge.
9. It has been found by the researcher that sometimes teachers feel difficulty in managing classes. If they plan extra class for the sake of learning, it seems impossible for them to arrange that class because of less classrooms. And there is no lab in the department to practice and refine their students' skill.

### **Discussions and Conclusion**

For delivering successful higher education current practices, teachers must have knowledge, skills, and abilities relevant to employability of the graduates. Teaching has been seen as a multifaceted profession that creates and changes attitudes and behaviors of the individuals (Aggarwal, 2000). Teachers should work on delivering best academic practices. The main task of teacher is to prepare the students in the most challenging and changing situations for employability (Darling-Hammond & Bransford, 2005). Academic practices like presentation, assessment, problem solving, negotiation and ICT skills are very important to enhance employability. According to the time, academic practices should also be modified. Demirkasimoglu (2010) refers to the concept of professionalism for teaching work from several angles and concludes that the work of a teacher is based on practices of knowledge, reflection, and skills to develop advance standards for teaching jobs in education. In general, the level of education in Pakistan can only be improved by improving the quality of teachers and their academic practices (Munshi, et al., 2013). The study concluded prevalence of satisfaction among teachers and students regarding higher education current practices. The positive impact of professional degrees MA Education/B.Ed. programs on enhancing the employability capabilities among students have been found. Moreover, the factors which affect students in acquiring employability skills at educational institutions are also explored which includes students' involvement, pedagogical practices, lack of labs and classrooms, effect of degree adopted by choice or chance, internship duration, teachers' attitude, less motivation, nonseriousness, and personal attitude. Students and teachers' reflections highlighted that except the factors, professional degrees BS, MA Education/B.Ed. programs are helpful in enhancing employability skills among the graduates. After analysis, compatibility between higher education current practices and employability skills has been found to some extent and a little bit gap is also found. But this gap is not prevailing because many students who couldn't acquire academic practices well during course ultimately enhance their skills during internship when they practice their learned skills there. Professional degrees and specially internship have positive impact on the students learning.

### **Recommendations**

1. Instead of cramming, assessment practices might be improved to assess comprehension level as well.
2. Internship period might be extended in order to remove this gap and enhance their skills because students learn more in teaching practice than in casual classroom learning.
3. Students focused on teachers' innovative pedagogical practices relevant to critical thinking hence to involve and make them more active to participating in the class.
4. As per need of the competitive exams, it is recommended that some general knowledge and basic concepts relevant to current affairs and everyday science might also be added in the

course content in order to prepare the students to acquire employment through public service commission.

5. Teachers' focus should also be on monitoring process for the internees to bring seriousness to enhance students' skills for employability.
6. Teachers should prepare and enhance students' skills keeping in mind both government and private job. For this, modifying students' attitude is also need of the hour.
7. It is recommended that there might be included a concept of internship proposal and internship report to review the performance of the students.

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