
EXAMINING THE EFFECT OF CURRICULUM CONTENT ON EMPLOYABILITY COMPETENCY OF UNIVERSITY GRADUATES IN NAIROBI COUNTY, KENYA

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ABSTRACT

Close to half Kenyan employers are dissatisfied with the level of skills of the graduates being churned out of Kenyan universities every year. This study sought to establish the effect that curriculum content has on the employability competency of the graduates produced by higher education institutions in Nairobi City of Kenya. The researcher utilized concurrent triangulation research design, a mixed method that provided for use of both qualitative and quantitative methods. A total of 379 fourth year students were randomly selected through stratified sampling from universities located within Nairobi County. Quantitative data was collected from fourth year students in their final semester of study in 15 universities in Nairobi City County and qualitative data collected from 30 curriculum developers and 25 potential employers in the labor market. At least 60.2% of the learners were satisfied with the curriculum content of the courses they had enrolled for, leaving out close to 40%. The study recommends restructuring of university undergraduate curricula, enhancing the vocational role of university courses, and introduction of work integrated learning and apprenticeship programs for learners.

INDEX TERMS: *Employability, employability competency, cognitive apprenticeship, situated learning, work integrated learning*

INTRODUCTION

Access to skilled employees has in the past been identified as an ingredient for driving labor productivity, attracting direct foreign investment, and transitioning the economy of a country to a knowledge driven one, yet advanced economies have been grappling with insufficient

supply of talent, with the demands of the workforce not matching the skill set supplied by higher education institutions (Jamil, 2020). Among engineering graduates from Malaysian Universities for example, studies report that graduates are not meeting the job market's expectations in terms of skills (Paramasivam, 2017). The author further reveals that changing the teaching mode and enhancing teaching and learning processes can produce graduates with greater employability competency.

Research reveals that in the United Kingdom, a similar gap exists between employers' expectations of employability and what the government has been doing, with the author noting that graduate employability is often used as an instrument of measuring the quality of education that a university provides (Cheng et al., 2021). In Australia, studies show a pronounced deficit among Australian Higher Education graduates, with most of them not being work-ready at the time of their graduation (Priksat et al., 2020). The authors established that vocational education and higher education institutions in Australia do not prepare graduates for work-readiness and called for an integrated approach from all stakeholders that could facilitate the shift from school to work and reduce the duration between graduation and employment.

Ayoubi, Alzarif & Khalifa (2017), while studying the employability of Syrian business graduates blame unemployability on a disconnect between employers and policy makers, while other researchers have presented the view that the primary purpose of universities should be to help graduates obtain the necessary knowledge and skills required by the labor market (Sato et al., 2021). In Nigeria, an economy that is larger but similar to Kenya's, several employers feel that the graduates produced by higher education institutions in the country are not employable, and concludes that a better understanding of the needs of the labor market can enhance the prospects of those graduating (Okolie, Nwosu & Mlanga, 2019). In South Africa, a study established that 'there was a disjuncture between undergraduate economics skills and those required by the industry, even though employable graduates are an asset to employers (Ngulube, 2020). The study recommended that curriculum and pedagogy be adjusted in order to improve the work-readiness of graduates by aligning employability competency of graduates with the requirements of the labor market.

A report commissioned and published by the African Development Bank suggests that the number of graduates entering the labor market on the continent far exceeds the available job opportunities and decries the skill vs. opportunity mismatch that exists between what the graduates can do, and what the industry actually wants (African Development Bank, 2020). A study conducted in Namibia recommended that universities design stand-alone modules that

cultivate employability competency, while integrating these modules with many work-integrated learning experiences that will help students to practice employability attributes and technical skills (Shivoro, Shalyefu & Kadhila, 2017).

A recent study on employability of graduates conducted in Uganda among students of Kyambogo University and potential employers in the country established that there was a significant statistical difference between employability perceptions held by students, vis-à-vis those held by employers (Tagulwa et al., 2023). The study concluded that graduates not only require theoretical knowledge and skills, but also require other employability attributes such as creativity, entrepreneurship, innovation, a positive attitude, teamwork, and collaboration. The authors called on universities to make their graduates more employable by conducting job market analyses, establishing research partnerships and collaborations with local industries, and providing more field studies and practical sessions for their students.

In Kenya, there are very high levels of unemployment among graduates, with some researchers questioning whether the course designers in the country's universities understand the trends in the labor market (Kyuli & Mwebia, 2016). An article published in the *University World News* showed that close to half of Kenyan employers were dissatisfied with the level of skills of the graduates being churned out of Kenyan universities every year (Nganga, 2020). The author, while quoting results from a study conducted by CPS International, a market research firm, notes that an estimated 60% of the employers who were polled preferred skilled individuals who had either economics or business-related qualifications, as well as social or behavioral sciences as opposed to those who had studied sciences and technology.

Gateru and Kiguru (2014) posit that the higher education sector in the country has not been able to resolve the employability challenge, with more than half of the graduates not being job-ready upon graduation. According to their study findings, 35% of the lecturers did not guide their students in translating what they had learned in class to employability competency, and instead delivered theoretical knowledge only, with only 21% of the students feeling that extra-curricular activities enhanced their employability competency. A whopping 69% failed to articulate any employability skills that they had acquired through routine class work and could not translate what they had studied into real-life problem solving beyond the classroom.

On curriculum content, some authors critique the model of teaching employed by university lecturers in which instructors feel they must cover all the content in the syllabus and explain that this prevents students from meaningfully interacting with curriculum content (Petersen et al., 2020). According to the authors, courses should be revised to allow for evidence-based

approaches that will identify key concepts and competencies, create an organizational framework for these competencies, and teach students how to learn in their disciplines, hence changing from the traditional teacher centered approach to more learner centered approaches. Vereijken& van der Rijst (2020) explain that the central aim of teaching in an institution of higher learning is to transform the conceptual understanding of disciplinary knowledge by students, and lecturers must decide on subject matter, as well as teaching approaches.

Literature Review

On curriculum content, some authors critique the model of teaching employed by university lecturers in which instructors feel they must cover all the content in the syllabus and explain that this prevents students from meaningfully interacting with curriculum content (Petersen et al., 2020). According to the authors, courses should be revised to allow for evidence-based approaches that will identify key concepts and competencies, create an organizational framework for these competencies, and assist learners to understand how to learn in their disciplines, hence changing from the traditional teacher centered approach to more learner centered approaches.

A study in the United Kingdom challenged universities to demonstrate the employability value of preexisting curricula instead of going for a total review or overhaul of their curricula (Daubney, 2021). Other researchers have vouched for different measures altogether, including dropping some courses, some course units, or some majors (Gehman, 2021). Vereijken& van der Rijst (2020) explain that the central aim of teaching in an institution of higher learning is to change the conceptualized understanding of disciplinary knowledge by students, and lecturers must decide on subject matter, as well as teaching approaches.

A study conducted among health sciences students revealed that while the content delivered served to enable students become work-ready, in terms of gaining the requisite knowledge and skills, introducing them to clinical placement, and ensuring support from peers, the substantial academic workload, and poor understanding of the healthcare system deeply affected their development of skills and impaired their work-readiness (Malau-Aduli et al., 2022). According to the authors, students decried lack of topics on building resilience, mental health, and adaptation skills in their curriculum and blamed this for their reduced employability competency.

The knowledge and skills that learners get during their university education has not lived up to the competency expected of graduates by employers (Paramasivam, 2017). The author studied engineering graduates from Hong Kong, Malaysia, Japan and Singapore and

established that the content being taught in the countries' universities was deficient. Some authors have piloted internship opportunities and incorporation of work-integrated learning and in some courses in order to boost employability (Jackson, 2013). The author explains that the adoption of workplace learning for a one-year period by universities in the United Kingdom and United States has proven superior in producing work-ready graduates when compared to standard degree programs.

Studies in Australia revealed that students did not have sufficient work readiness skills such as self-management skills, written and oral communication, innovation and creativity, teamwork, among others (Prikshat et al., 2020). Enhancing the content taught in higher education institutions with work integrated learning in UK, Australian and New Zealand universities have proven to be a key strategy of boosting graduate work-readiness (Rowe & Zegwaard, 2017). The authors call on universities to redesign their curricula in order to place employability at the center of the content delivered to students. Jackson (2013) calls on universities to incorporate employability skills like core business skills, critical thinking, problem solving, collaboration with others, political skills, oral and formal communication skills, confidence, ethics, innovation, and related behavioral attributes in their curricula in order to boost employability.

A study on the possible employability of University of Port Harcourt's graduates in Nigeria called on the need for universities to teach relevant content as a prerequisite to gaining employability competency (Chidinma & Idoghor, 2020). The authors posit that a curriculum that is not well-planned leads to catastrophic effects on the students, particularly on their future, making impartation of relevant skills a necessary recipe for developing graduate competency. Through chi-square tests, the study positively correlated the curriculum content being implemented and the employability competencies of the University of Port Harcourt's education graduates, with employability attributes such as flexibility, commercial awareness, initiative, professionalism, problem solving, teamwork and collaboration, creativity, innovation, and ability to use new technologies being touted as important content that should be incorporated into the university curricula.

In South Africa, a study called on universities to do more in producing work ready graduates since qualifications were no longer enough (Ngulube, 2020). The author, while noting that not all employability attributes are accommodated in the university curricula, posits that university curriculum content should be adjusted to enhance employability. A study conducted among students of Kyambogo University students in Uganda on their work readiness revealed deficiencies in key employability attributes such as innovation, creativity,

entrepreneurship, positive attitude, teamwork and collaboration, all of which can be incorporated into the curriculum content (Tagulwa et al., 2023). According to the authors, employers were more concerned with soft skills compared to hard skills.

An Ethiopian scholar posits that every university has the invisible product in the name of knowledge, which remains the most powerful component of any culture, from medieval times when universities focused on content such as church administration, law and the arts, and played the role of vocational schools that enabled their students to gain employment (Alemu, 2018). Alemu seems to suggest that this medieval role of universities has not changed, making the curriculum content offered in universities a cornerstone of graduate employability. In Namibia, a study concluded that employability be built into existing modules in order to contextualize skills and make graduates employable (Shivoro, Shalyefu & Kadhila, 2017). The authors call for integration of aesthetic responsiveness, effective leadership, global perspectives, communication, analysis, social interaction, problem solving, and decision-making into modules.

A report published by UNESCO on the Kenyan experience points out that the advent of the competency-based curriculum (CBC) in Kenya was meant to give learners the necessary skills, knowledge and attitudes that would help them to not only drive national development but also ensure their personal development (Kabita & Ji, 2017). The report further points out that CBC was meant to emphasize what learners could do instead of emphasizing what they were supposed to know like the previous curriculum. The researcher is of the opinion that the reorganization of the curriculum content that took place in basic education is also required in the country's higher education sector.

Some Kenyan scholars have called for a 'reloading' of the university curriculum in order to make it a lot more suitable in solving youth unemployment (Mugambi, Ochieng & Miriti, 2014). The authors further point out that the Kenyan educational system is the traditional type, with the knowledge and skills being acquired by learners being mismatched with the available job opportunities. According to the authors, reloading the curriculum with content such as life skills, technical, vocational and entrepreneurial education will help solve the employability competency challenges currently being witnessed. These findings are consistent with those of Kirui (2019). According to the author, inculcating the right skills such as work ethics, critical thinking, problem solving, leadership, effective communication, interpersonal skills, and other soft skills into the university curriculum.

A recent study questions the demand and market orientation of the curricula used in Kenyan public universities and points out that universities need to partner with the labor market when

designing curricula, to ensure that students get the content that will enhance their employability (Mwebia & Kyuli, 2023). The author notes that the skills and knowledge received by university students are not relevant in the job market, and this can only be resolved by working with industry players on reviewing and redeveloping the content that university students are exposed to, if the education quality and the employability of university graduates is to be enhanced. These views are consistent with those of other researchers on the need for work integrated learning (Rowe & Zegwaard, 2017) and inculcating the right skills in the university curriculum (Kirui, 2019).

METHODOLOGY

The researcher utilized concurrent triangulation research design, a mixed method that provided for use of both qualitative and quantitative methods. Quantitative data was collected from 379 fourth year students in their final semester of study in 15 universities in Nairobi City County and qualitative data collected from 30 curriculum developers and 25 potential employers in the labor market. The qualitative and quantitative data collected were analyzed concurrently and results triangulated to understand the effects of curriculum design elements on the employability competencies of university graduates. A total of 379 fourth year students were randomly selected through stratified sampling from universities located within Nairobi County. The sample size was determined using Fischer et al. (1998) formula for determining sample size for stratified samples:

$$N = (Z^2 \times p(1-p))/d^2$$
The study primarily focused on fourth year learners in their last semester of study, in programs that had graduated learners before, provided they were enrolled in campuses within Nairobi City County. Diploma, Post-Graduate Diploma, Master's Degree and PhD learners were excluded. Students enrolled by these universities in campuses in other counties, other countries or online were also excluded from the study. Students enrolled in university campuses within Nairobi, but whose main campuses were located without Nairobi City County were equally excluded. The researcher used the statistical package for social sciences (SPSS version 27) to produce descriptive statistics from quantitative data. Regression analysis was used to determine whether there are significant statistical differences between curriculum design elements as espoused by Kenyan universities and the employability competency attributes demanded by the Kenyan labor market. Qualitative data collected from curriculum developers and employers was analyzed through thematic analysis. Sentiment analysis was used to explain the nature of relationship between quantitative and qualitative data through triangulation.

RESULTS

On whether the knowledge acquired in their university had adequately prepared them for work, only 46.4% of the respondents felt they were prepared for work, with the remaining 53.6% not sure whether the four-year undergraduate degree they had pursued was adequate preparation. Most importantly, knowledge acquired was deemed slight preparation by 12.7% of the respondents and moderate preparation by a significant 40.1% of the learners interviewed.

Is the knowledge you have acquired in this university adequate preparation for work?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	3	.8	.8	.8
	Slightly	48	12.7	12.7	13.5
	Moderately	152	40.1	40.1	53.6
	Definitely	176	46.4	46.4	100.0
	Total	379	100.0	100.0	

On skills acquired during their four years of undergraduate studies, 54.1% were not sure whether they had been imparted with the necessary skills for the job market, with 40.4% believing they had been moderately skilled, courtesy of their undergraduate studies, while 10.3% felt the skilling was only slight. A total of 3.4% of the learners felt they had not benefited at all in terms of skilling for professional work. The table below summarizes these findings:

Has this degree equipped you with the necessary skills required for professional work?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	13	3.4	3.4	3.4
	Slightly	39	10.3	10.3	13.7
	Moderately	153	40.4	40.4	54.1
	Definitely	174	45.9	45.9	100.0
	Total	379	100.0	100.0	

The study also sought to establish whether learners felt that the content they had been exposed to would be useful in their future workplaces, with the majority, 60.2% in agreement that they had adequately benefited from the content. However, a significant 39.8% felt otherwise, raising questions on whether some programs provided learners with useful content. Further sentimental analysis on this category can reveal which specific courses elicited this perception.

Will the content you learned in this course be useful at the workplace?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	6	1.6	1.6	1.6
	Slightly	32	8.4	8.4	10.0
	Moderately	113	29.8	29.8	39.8
	Definitely	228	60.2	60.2	100.0
	Total	379	100.0	100.0	

More than half of the respondents (50.7%) were not sure whether the course they had pursued had adequately addressed the objectives for which they enrolled. Of this category, 39.6% felt the objective had been moderately achieved by the course, 10.0% felt it had slightly been achieved, while 1.1% felt their course had not achieved their objective for enrollment at all.

Has this course adequately addressed the objectives for which you enrolled?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	4	1.1	1.1	1.1
	Slightly	38	10.0	10.0	11.1
	Moderately	150	39.6	39.6	50.7
	Definitely	186	49.1	49.1	99.7
	33.00	1	.3	.3	100.0
	Total	379	100.0	100.0	

The study also sought to establish whether the learners had adequate knowledge on career identification, with 59.1% of the respondents claiming they did not have adequate knowledge on the same. Of these respondents, 44.3% had moderate knowledge on career identification, 11.3% had slight knowledge, while the remaining 3.4% had no knowledge of career identification as revealed by the table below.

Do you have adequate knowledge of career identification?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	13	3.4	3.4	3.4
	Slightly	43	11.3	11.3	14.8
	Moderately	168	44.3	44.3	59.1
	Definitely	155	40.9	40.9	100.0
	Total	379	100.0	100.0	

Respondents were also asked if they understood the needs of their potential employers, with 62.5% seemingly unsure of what future employers need in terms of competencies. Close to 5% did not know what employers required, 18.7% said they had slight knowledge, while 39.1% admitted to having moderate knowledge of employer needs.

Do you understand the current needs of your potential employers?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	18	4.7	4.7	4.7
	Slightly	71	18.7	18.7	23.5
	Moderately	148	39.1	39.1	62.5
	Definitely	142	37.5	37.5	100.0
	Total	379	100.0	100.0	

On whether the learners had attended interviews, mock interviews or practiced interviewing skills ahead of their graduation, a significant 26.9% had not, with the percentage of respondents who had moderately or slightly undertaken such practice rising to 65.2%. This is a key indicator that universities are not adequately preparing learners beyond the mere impartation of knowledge and skills. The table below breaks down this important statistic.

Have you ever attended an interview, mock interview or practiced interviewing skills?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	102	26.9	26.9	26.9
	Slightly	59	15.6	15.6	42.5
	Moderately	86	22.7	22.7	65.2
	Definitely	132	34.8	34.8	100.0
	Total	379	100.0	100.0	

The study sought to establish the ability of learners to effectively communicate, with an overwhelming majority, 62.3%, claiming they were good at effective communication. However, 27.7% of the respondents ranked their ability to communicate effectively as moderate, 8.4% thought their ability was slight, while 1.6% had no ability whatsoever to communicate effectively. The role of the university in this ability or inability to communicate was, however, not clear and this calls for more in-depth studies on the same.

Are you confident in your ability to communicate effectively?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	6	1.6	1.6	1.6
	Slightly	32	8.4	8.4	10.0
	Moderately	105	27.7	27.7	37.7
	Definitely	236	62.3	62.3	100.0
	Total	379	100.0	100.0	

On decision making ability because of the course they had undertaken, the study established that only 26.7% of the respondents judged themselves to be very good in decision making, while directly attributing their ability to their degree of choice. A total of 73.1% thought they were either good (55.1%), average (17.2%) or poor (0.8%). The distribution of respondents

based on courses pursued would possibly reveal the reasons behind this variability in perception.

How good do you rate your decision-making ability because of this course?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	3	.8	.8	.8
	Average	65	17.2	17.2	17.9
	Good	209	55.1	55.1	73.1
	Very Good	102	26.9	26.9	100.0
	Total	379	100.0	100.0	

Regarding their ability to make presentations because of the training received at university, only 30.3% claimed to be very good, with the rest either good, average or poor. This could point to a likelihood of some universities granting learners the opportunity to practice presentation skills in front of their peers as part of their day-to-day learning. The table below sums this up.

How good are you at making presentations because of the training you received?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	4	1.1	1.1	1.1
	Average	100	26.4	26.4	27.4
	Good	160	42.2	42.2	69.7
	Very Good	115	30.3	30.3	100.0
	Total	379	100.0	100.0	

The study also sought to establish the role of the university in equipping learners with time management skills as part of their preparation for the job market, with 3.7% admitting they were poor at time management. Only 35.1% claimed to be very good in time management with the rest either good or average.

How good are you with time management because of the training you received?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	14	3.7	3.7	3.7
	Average	80	21.1	21.1	24.8
	Good	152	40.1	40.1	64.9
	Very Good	133	35.1	35.1	100.0
	Total	379	100.0	100.0	

The study also sought to establish the role played by universities in inculcating teamwork and collaboration among learners, with only 41.2% claiming they were very good at this. A significant 18.5% felt they were still average in terms of teamwork and collaboration despite

undertaking a four-year degree course, while 40.4% claimed they were good at it. The table below reveals the breakdown.

How good are you at teamwork and collaboration because of the training you received?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	3	.8	.8	.8
	Average	67	17.7	17.7	18.5
	Good	153	40.4	40.4	58.8
	Very Good	156	41.2	41.2	100.0
	Total	379	100.0	100.0	

On researching skills, the study established that only 28% of the learners surveyed felt they were very good at researching because of the training they had received at the university. A small percentage, 2.4%, felt they were poor in researching, 22.4% thought they were average, while 47.2% said they were good.

How good are you in your research skills because of the training you received?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	9	2.4	2.4	2.4
	Average	85	22.4	22.4	24.8
	Good	179	47.2	47.2	72.0
	Very Good	106	28.0	28.0	100.0
	Total	379	100.0	100.0	

The study also sought to establish the ability of the learners to write good resumes and cover letters because of the four-year training they had received, with only 22.7% appearing sure of their capability. The remaining 77.3% thought they were either poor (4.7%), average (40.9%) or good (31.7%). This calls on universities to better prepare their graduates for the job market by incorporating CV and cover letter writing into their undergraduate programs.

How good are you with CV and cover letter writing because of the training you received?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	18	4.7	4.7	4.7
	Average	155	40.9	40.9	45.6
	Good	120	31.7	31.7	77.3
	Very Good	86	22.7	22.7	100.0
	Total	379	100.0	100.0	

The study sought to know whether the finalists had already contacted potential employers ahead of their graduation with only 27.4% indicating that they had made such contact. Majority of the students only had moderate contact (35.1%), slight contact (18.7%), or no

contact at all (18.7%). It is important that learners have prior contact with potential employers instead of doing this after graduation.

Inferential Statistics

The researcher used regression and analysis of variance (ANOVA) to establish whether curriculum content, curriculum objectives, instructional methods and evaluation methods had any effect on the employability of university graduates. Soft skills and hard skills imparted among learners had the greatest effect on employability, with changes in the content able to impact the ability of graduates to land gainful employment.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.636 ^a	.409	.407	.55564
a. Predictors: (Constant), Curriculum Content				
b. Dependent Variable: Employability soft skills				

The result indicates an R^2 of 0.409 which implies that 40.9% of variation in employability soft skills can be explained by curriculum content indicating a moderate explanatory power.

ANOVA					
Model		Sum of Squares	df	Mean Square	F
1	Regression	13.043	1	13.043	238.621
	Residual	126.304	374	.338	
	Total	139.347	375		
a. Dependent Variable: Employability soft skills					
b. Predictors: (Constant), Curriculum Content					

The overall significance of the model is statistically significant with F-value of 238.62 and a P-value of $0.000 < 0.05$. This means the model was statistically significant at 95% confidence level.

Regression Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	2.066	.172		12.042	.000
Curriculum Content	.312	.050	.306	6.215	.000
a. Dependent Variable: Employability soft skills					

Regression coefficient value of the computed composite score of curriculum content of 0.312 with t-statistic of 6.215 and P-value of $0.000 < 0.05$. This implies that a unit change in

curriculum content effect change in employability soft skills by a factor of 0.312. Further, the results indicate that curriculum content significantly affects soft skills employability.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.663 ^a	.440	.438	.53777
a. Predictors: (Constant), Curriculum Content				
b. Dependent Variable: Employability Hard Skill				

The table indicates an adjusted R^2 of 43.8%. This means that 44% of variation in employability hard skill is explained by curriculum content in the model and that 56% of the variation is due to factors not considered in this model.

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.312	1	5.312	118.369	.000 ^b
	Residual	108.158	374	.289		
	Total	113.470	375			
a. Dependent Variable: Employability Hard Skill						
b. Predictors: (Constant), Curriculum Content						

The overall significance of the model is statistically significant with F-value of 118.369 and a P-value of $0.000 < 0.05$. This means that the model was statistically significant at 95% confidence level. This implies that curriculum content had a statistically significant effect on employability hard skill competencies of university graduates in Nairobi city County, Kenya.

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	3.238	.159			20.390	.000
Curriculum Content	.199	.047	.216		4.286	.000

Regression coefficient value of the computed composite score of curriculum content of 0.199 with t-statistic of 4.286 and P-value of $0.000 < 0.05$. This implies that a unit change in curriculum content effect change in employability hard skills by a factor of 0.199. Further, the results indicate that curriculum content significantly affects hard skills employability.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.739 ^a	.546	.545	.478
a. Predictors: (Constant), Curriculum Content				
b. Dependent Variable: Employability Role of University				

The table indicates an adjusted R^2 of 54.6%. This means that 54.6% of variation in employability role of university is explained by curriculum content in the model and that 45.4% of the variation is due to factors not considered in this model.

ANOVA					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	23.905	1	23.905	141.983	.000 ^b
Residual	212.954	374	.569		
Total	236.859	375			
a. Dependent Variable: Employability Role of University					
b. Predictors: (Constant), Curriculum Content					

The overall significance of the model is statistically significant with F-value of 141.983 and a P-value of $0.000 < 0.05$. This means that the model was statistically significant at 95% confidence level. This implies that curriculum content had a statistically significant effect on employability role of university graduates in Nairobi city County, Kenya.

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	1.302	.223			5.843	.000
Curriculum Content	.423	.065	.318		6.479	.000

Regression coefficient value of the computed composite score of curriculum content of 0.423 with t-statistic of 5.843 and P-value of $0.000 < 0.05$. This implies that a unit change in curriculum content effects change in employability role of the university by a factor of 0.423. Further, the results indicate that curriculum content significantly affects employability role of the university.

CONCLUSION

According to the study results, curriculum content has an influence on the employability competencies of university graduates, with both soft skills and hard skills affecting work readiness. Sentiment analysis revealed that most university students do not feel that the education they have been exposed to has adequately prepared them for the world of work, with the expectations of potential employers that were interviewed not able to be met by fresh graduates. While fresh graduates had the knowledge, potential employers decried their lack of expertise, hands on experience, as well as a host of other soft skills, hence the need to restructure programs and improve their vocational relevance. Cognitive apprenticeship and situated learning are either rudimentary or non-existent among the universities studied. Most curriculum developers revealed there were no MOUs between their institutions and potential

employers, and no work-integrated learning programs, with individual students tasked finding their own way before and after graduation, with little or no help from departments, alumni associations and the university in general. Potential employers had not been approached by most of the institutions of higher learning for such partnerships, with 60% of them feeling that fresh graduates lacked work readiness.

RECOMMENDATIONS

This study recommends that Universities re-establish employability as a core role of the undergraduate curriculum. While higher education may be important, there is need to scrap courses that have no profession attached to them or simply lack vocational relevance, in a third world country that is seeking solutions to its perennial problems. It defeats logic to continue enrolling thousands of learners in history, geography, political science, music, art, philosophy, sociology, literature, language, while the continent grapples with deficiencies in food, healthcare, manufacturing or entrepreneurship and innovation. Very few universities involve the industry in their training programs, hence the disconnect alluded to by research findings. This study recommends that universities sign Memoranda of Understanding with industry players to ensure high quality training and absorption of their graduates. MOUs should go beyond student internship and aim for properly structured work integrated learning and apprenticeship programs that enable learners from the second year onwards to learn alongside experts in their chosen fields. Learners should be introduced to the industry as early as second year, and for longer durations.

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