Strategies Used in Learning for Employment:
What Students Say About Their Lecturers

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This paper examines the strategies used by lecturers to prepare students for employment at the University of Botswana in Botswana from the students' perspective. There have been criticisms in the past from the job market that the institution does not adequately prepare students for employment. When students complete their education they still need service training to fit in the world of work. The study explored the problem using the qualitative approach and utilized open ended questionnaires and focus group discussions to get students' views on strategies used by their lecturers to train and expose them to the world of work. The results of the study indicated that students appreciated lecturers' efforts to teach students, lecturers used various teaching pedagogies to empower students to fit in the world of work such as lecturing, motivational speakers, attachments, and internships amongst other things. The study concluded that the institution needs to review its programmes to dedicate more time to practical work than theory to expose learners to the world of work.

Keywords: strategies, mechanisms, lecturers, employment, students

Introduction

In the past, the job market believed that graduates from the University of Botswana (UB) were not ready for employment, they still needed further training or in-training service in order for them to fit in the world of work. UB is the oldest learning institution in the history of Botswana since 1974 and has gone through stages of transformation from the University of Botswana Lesotho and Swaziland (UBLS), University of Botswana and Swaziland (UBS), and now University of Botswana (UB). UB serves different sectors of government and parastatals with trained and skilled manpower from various faculties and today some of the graduates have been leaders of the country. However, with the modern developments and challenges in the world of work, there seems to be problems, challenges, and complaints from the job market that the university does not train students who are ready for the job market, hence, in-service training was still necessary to tailor them for specific jobs. This study interrogated strategies used by lecturers in preparing learners for the job market from the students at UB to get their views on how they were trained. The intent of the study was to reconcile what the students say about their training with the employers' concerns. The key research questions of the study were: (a) Do you think the institution adequately prepares you for the world of work? Please elaborate; (b) What are the strategies used by lecturers to assist you to learn for employment? (c) What are the challenges you encounter as students in learning for employment? (d) How do you think the challenges encountered above can be addressed? (e) Any other views

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that you would like to share? Despite, the five key research questions, this paper focused only on the views and strategies used by lecturers to train students for employment and this is what students say about their lecturers. Strategies used by lecturers for teaching students for employment were given attention in this paper because it is through the pedagogy employed in the classrooms that students acquire knowledge, skills, and information to use and apply in the world of work. What happens in the lecture rooms sets the tone, it influences approaches, practices in the world of work and it prescribes on how to handle the students upon completion of their education. Therefore, it is the lecturers who have to level the playground for students to manuvouer their way into the field of work with the use of appropriate strategies. If lecturers miss the right steps with the pedagogy and strategies they use, it might be a difficult task for the employer to make the students suitable for employment and yet funds and time would have been wasted in training students. Therefore, this paper interrogated what students say about their lectures as regards teaching them for employment because, it is through the lecturer's delivery services within the institution that students' transformation can be made. It is through the efforts of lecturers that acquisition of skills, knowledge, and information required for the job market can be satisfied or dissatisfied. Although lecturers could have been part of this study, the paper focused the attention to students to see if they understand fully what they were supposed to learn and how they can fit well in the job market. In essence, the study was conducted to make a self-reflection on the part of the students on what they were learning.

Background to the Study

The University of Botswana institution's teaching and learning is guided by its vision, mission, and specific objectives. It is the responsibility of all the faculties to actualize and tailor their programmes in line with the university teaching and learning principles and the expectations from the world of work. For example, the university vision states that it should, "be a leading centre of excellence in Africa and the world" (University of Botswana, 2019). Specifically, one of the objectives of the university is to provide excellence in the delivery of learning to ensure society is provided with talented, creative, and confident graduates (University of Botswana, 2019). The vision, mission, and objectives of the university have to guide what strategies are used in the classrooms to bring out the excellence and well-rounded students who can fit in the world of work. This means that the world of work has expectations from the university to provide employees who are ready for work, who can adapt and manuvouer their way into the deep ocean of the job market and satisfy the job market requirements. In addition, UNESCO's (2015) recommendation 3:50 articulates that "governments should gauge which kind of education and training—including on the job and apprenticeship programmes—is most effective and equitable for skill acquisition". The recommendation tasks governments and its education systems to link with the job market and tailor its teaching and programmes to the requirements and demands of the job market.

UNESCO (2015) on higher education and sustainable development declared that the Education for All calls for progress regarding existing international agreements in favour of higher education and recognizes that a well-established and well-regulated tertiary education system can improve access, equity, quality, and relevance of education. It can also reduce the dissonance between what is taught and what needs to be learned to ensure sustainable development and take advantage of technology, open educational resources, and distance education. This paper's niche is on relevance—the relevance of the strategies used by lecturers for teaching that should make students fit in the world of work, but from the students' perspective. The relevance is important from the students' perspective because if they think the programmes they are reading for are not relevant, they could influence the review of programmes, they go out to programme attachments and do temporary and piece jobs and

therefore have a taste of the world of work and classroom. In this regard, they are in a position to gauge how they are taught and check if it is relevant or not. This study is unique, the researcher has not come across the study in the context of Botswana, therefore, it could assist the university and its lecturers to reflect on pedagogical practices, styles, and networks with the job market and improve its services to the national and international markets. Hence, the study is an additional knowledge to the field of education.

Theoretical Framework

Human Development Approach

Human development approach insists that the fundamental aim of development policy is to expand the opportunities that people have to lead meaningful lives. The approach was developed in response to the almost exclusive emphasis development policy makers had given to economic growth and stabilization. It also reacted to social ills which included high levels of poverty, deficient education and health services, high inequality, and unemployment (Human Development Report, 1990). This paper used views from Mahbub ul Haq's (1995) *Reflections on Human Development* to benchmark the strategies used by lecturers to develop students at university to see if they could develop students for employment in such a way that they could fit in the world of work.

Mahbub ul Haq (1995) views the basic purpose of development as a way to enlarge people's choices. In principle, these choices can be infinite and can change over time. People often value achievements that do not show up at all, or not immediately, in income or growth figures: greater access to knowledge, better nutrition and health services, more secure livelihoods, security against crime and physical violence, satisfying leisure hours, political and cultural freedoms, and a sense of participation in community activities. Mahbub ul Haq sees the objective of development as creating an enabling environment for people to enjoy long, healthy, and creative lives.

Again, Mahbub ul Haq argues that human development paradigm covers all aspects of development—whether economic growth or international trade, budget deficits or fiscal policy, saving or investment or technology, basic social services or safety nets for the poor. No aspect of the development model falls outside its scope, but the vantage point is the widening of people's choices and the enrichment of their lives. He points out that all aspects of life—economic, political, or cultural—are viewed from that perspective. Economic growth, as such, becomes only a subset of the human development paradigm.

On some aspects of the human development paradigm, there is fairly a broad agreement: First, the strategies used in the classrooms to develop and shape students for employment must put students at the centre of learning and address the concerns of the job market. Second, the purpose of development is to enlarge all human choices, not just income. After completion students join the employment world and there must be a variety of choices as regards where they can be better placed. Third, the strategies employed by lecturers should be concerned both with building up human capabilities within the students and by exploring their capabilities fully to enable them for growth and employment. Further, the strategies used for developing students should have two essential pillars, productivity and empowerment as these are enablers in the world of work. Again, the strategies employed should regard economic growth as essential but emphasize the need to pay attention to its quality and distribution. In this regard, the human development approach emphasizes the development of a human being right from the university as it is seen as a process that has to be sustained for the learners to suit the needs of the job market.

Research Methodology

This section presents the research design of the study. To deeply interrogate what students say about their lecturers regarding preparing them for employment was part of a larger study that investigated students' views about learning for employment. The study adopted the qualitative analysis. The research was conducted at the University of Botswana, over a period of three months in 2019. The target group was the students at various levels of learning at the university: second, third, fourth, and fifth year students because the researcher thought they could have had some exposure on how teaching and learning was done at the university. First year students were deliberately left out because they were newly initiated into the university and were still learning a lot of processes and procedures within the institution. Also, the idea was to explore students' views from various faculties of the university such as Business, Science, Engineering, Education, Humanities, and Social Sciences on the problem. The reasons for targeting students only were because: (a) they were the beneficiaries of the programmes offered at the university; (b) some of the students have already been to internships and attachments, therefore, had been exposed to field work, and therefore could be in a position to make a comparison of what they learnt and what they had experienced in the workplace; (c) they were the beneficiaries of classroom learning and teaching and therefore they could be in a position to tell whether they were being prepared for the job market effectively or not. In this regard, 90 students from various faculties participated in the study.

From the Faculty of Business = 20 students were issued with questionnaires; Science = 20 students; Engineering = 10 students; Education = 10 students; Humanities = 10 students while in Social Science = 20 students from different units such as Psychology, Social Work, and Law were interviewed. This means a total of 90 students were issued with open ended questionnaires. The same number of students participated in focused group discussions on different dates, while only 20 from faculties of Education and Social Sciences—Law and Social Work were interviewed only due to time constraints. The total number of students studied did not represent the graduate and post graduate student population of UB from various faculties, therefore, the idea was not to generalize the results but to share information in the field of education.

The study triangulated the data collection tools for reliability and validity purposes. For example, the students were conveniently sampled because open ended questionnaires were issued to students who were available during lessons at different times of learning from various lecturers serving different faculties. Also, focus group interviews were conducted with two classes from Social Sciences to confirm what the students had written in the open ended-questionnaires. Focus groups were used to gather students' collective thinking about the problem under study. Also, convenient sampling was followed because students who attended lessons on that particular day were the ones who participated in focus group discussions. Ten students, randomly sampled, were interviewed to observe the students' feelings and expressions about the strategies used by lecturers to prepare them for the world of work. The responses from open ended questionnaires, focused group discussions, and interviews all painted a vivid picture about strategies used to teach students by lecturers at UB, mostly positive about their lecturers' strategies with a few students expressing dissatisfaction. The triangulation of data collection tools assisted in checking for reliability and validity of information provided by students.

Data collected from different faculties were read, reread, and coded according to faculties. Each key research question from the study was independently monitored to see how it has been answered by individual students. Data were categorized and analyzed according to the key research questions to make sure that all the questions have been adequately answered. The responses were further pigeonholed according to faculties to observe the

trends and patterns as well as noting any peculiarities. Comparisons were made between faculties on the strategies used by lecturers to prepare learners for employment. Differences and similarities were noted in the students' answers. Patterns and trends were observed and further categorized according to major and minor themes. Since the focus of this paper was on strategies used by lecturers only, a clear picture that came out from most of the faculties studied that lecturers were trying their level best while some faculties needed to review the way they expose learners to the job market.

The study has limitations because it did not gather information from all the faculties, for example, the faculties of Health Sciences and Medicine were left out due to unforeseen circumstances. Also, researchers used a small sample size that is not representative of all university students. Again, the study focused on the students and left out the lecturers for the simple reason that it is the students who would know better whether or not the strategies used by their lecturers benefitted them or not, they are the beneficiaries of learning and teaching at UB. Further, the study left out the lecturers because they could be on the defensive side to defend their jobs and profession. It is possible that the study could have overlooked certain issues that could have been enunciated by lecturers. Information in this study will not be generalized to other faculties within the institution that were left out and other local institutions. The idea behind this investigation was to share information about what students think about the strategies used by their lecturers in preparing them for the job market.

The Results of the Study

This section presents the results focused on the strategies used by lecturers to teach students for employment. The section presents the views of students from different faculties of the University of Botswana. The responses focused only on one of the key research questions asked: What strategies are used by lecturers to help you learn for employment? The students' responses were as follows:

All ten participants from Faculty of Education reported that lecturers gave them case studies, exposed them to teaching practice and oral presentations. Some participants reported that they are taught about field work and how to tackle some of the problem cases they could come across. All participants reported that they were given a chance to practice what they have learnt, they were monitored by experienced teachers in schools and by their lecturers. All participants reported that they were allowed to prepare for lessons, design some teaching aides, teach, mark, and provide feedback. This for them gave them the feel of the classrooms and interaction with learners. Again, Faculty of Education participants reported that they were assigned to the field/schools to ask about administrative and leadership issues because they were going to be part of the administration in the world of work. The following were some of the verbatim from students,

> …the institution offers some of the best resources to aid in learning although they have their short comings…; learning is good…; it is a mind broadening experience, empowering and exhilarating to a greater extent…; we are armed with skills to excel in the world of work...

The verbatim above suggested that participants were fulfilled in their training.

Most of the participants from Faculty of Science (twenty) reported that they were provided with hands on practical work from the laboratories, they were taught about application, preparing and reporting experiments, safety techniques in the laboratories, some lecturers take them on field trips, they go on site and are given tutorials. Another interesting phenomenon reported by participants was that lecturers invited former students who excelled in the course to motivate and share with them life skills out of school that are related to their profession. Again,

participants reported that they are encouraged to work in groups—work with different personalities and abilities because this is what they will be exposed to in the world of work. However, a few students, five of them reported that some lecturers come to class to deliver information only. For example, they said, *"we spend most of the time listening about the history of things that are not applicable."* These participants reported that the information they are learning is outdated and irrelevant. They reported that the "Big Bang Theories" are no longer relevant and therefore should be replaced by something practical and relevant to the modern world. This suggested that much as the participants appreciated the exposure to the world of work they were still some grey areas to attend to, because not all the students were happy with what they learned.

Most of the participants, (twenty) from Social Sciences reported that they do research work, practicums, and internships. This faculty is multidisciplinary and had students doing Social Work, Psychology, Economics, Law, Statistics and Political Administration, Criminal Justice, and so on. Students reported in their various disciplines that they were allowed to do mini-research projects and reported them orally in class. The participants reported that research projects integrated the skills they learnt at first year in the Communication and Study Skills courses such as reading, writing, speaking and listening, and also organizing their work both orally and in writing. Again, the Social Science participants reported that attachments and internships were a bonus because they were posted to various government ministries relevant for the courses they read for to get exposure to the world of work. Most participants reported that attachments and internships were supervised and monitored by lecturers. Also, the students reported that they were given advice on how they should behave in the world of work while the Law students were given clinical legal education which introduced students to the practicality of the course. The Law students said,

> …we do meet at courts and deal with actual clients that need help—we attend court sessions to see how cases are handled. Also, the university has a legal clinic where we practice, by writing various documents to clients who cannot afford to pay high fees in law firms. This makes us to get the feel of cases out there…

The above verbatim suggested that students appreciated the hands-on practices in their teaching.

The Psychology students reported that

> …there is practical work involved in the teaching and learning process, lecturers give us clinical cases with pseudo names from counselling sessions to analyse and come up with solutions to the problems. Because of the sensitivity of the job, the practical services are there but are done with utmost sensitivity. Sometimes we go to the Sabrina Hospital (mental hospital in Botswana) to see how patients are addressed, the responses they give and also observe their behaviour in the hospital environment…
>
> … we enjoy the psychology lessons because we learn about human behaviour… we apply theories and in most cases the theories are relevant…

The above verbatim suggested that students doing psychology were also happy with the strategies used by their lecturers.

The Public Administration participants had these to say,

> …we take part in addressing kgotla meetings… national elections… and even national campaigns on issues that affect the nation and protocols etc.… we work in teams in the classrooms and learn a lot about delegation and meeting deadlines…

The above verbatim suggested that the students were also happy with their lecturers' strategies to expose them to the world of work.

The Social Work students reported that they do courses that involve cases or materials from the field. Here are some of the verbatim from Social Work students,

> …it does prepare us for the world of work because it arms us with competencies… learning at UB is a great opportunity and a priviledge… I have acquired skills necessary for my career…learning at UB has been informative and enriching although we are not given enough practice… In my field (Social Work) there is field work component which allows us to go into the work place and practice what we learnt...

The above verbatim suggested that students placed value in the practical work they do from outside the university.

From Humanities, ten students positively reported that they produce flyers and are taught good social relations and even to create new ideas and knowledge. For example, participants from Humanities said,

> …in class we are constantly challenged with presentations and group activities to prepare us for our careers…the institution adequately prepares us for the world of work…UB covers a wide range of course work that helps in the world of work… it prepares us for the world of work through teaching different programmes and courses such as English, African Languages, History, Theology and Media Studies…

The fact that they are exposed to the world of work through teaching practice, internships, and attachment is vital. From this faculty three of the students reported that some lecturers come to classes to "deliver speeches" only and they are given too much theory. This suggested that while students treasured how they are taught, pedagogy needs to be reviewed to allow interactive strategies.

From Faculty of Engineering, ten participants reported that they are given exposure by lecturers through taking them to field trips and visiting sites. Again the course is practical. Engineering participants confirmed this by saying, *"we go on site… we do site visits."* These are some of the extracts from students, *"I am happy, I find my lecturers as the wealth of resources that help to equip me for my industry… learning at UB is interesting and challenging... it introduces us to new environments..."* The verbatim suggested that participants enjoy the various strategies used by lecturers to expose them to the world of work. However, six of the students have lamented that there are no follow ups during internships and attachment, this suggested that, if this is the case, then the whole exercise is a waste of resources, it would not bear fruits.

On a positive note, participants reported that lecturers bring their own practical experiences from the industry to class, they inform them about current activities that are in line with their professions and encourage them to make connections by volunteering. Generally, the engineering participants value how they are trained even though there are some practices such as internships that need to be revamped for the participants to benefit from.

From Faculty of Business, twenty students reported that lecturers give them opportunities to do research work as well as internships and attachments. These are students doing Economics and Accounting. However, the remaining twenty participants reported negatively about the programmes of internships that

> …internship programmes have misplaced objectives… we are placed in irrelevant offices…we end up buying lunches for permanent employees… we complete the internship programme half baked…a whole 8 weeks are a waste… permanent employees have a negative attitude towards UB students… there are no follow ups during attachments or internships…

The verbatim above by students suggested that they do not appreciate the strategies employed by lecturers to prepare them for internships, hence, they do not benefit from the strategies used and find them a waste of time.

In essence, participants appreciated the teaching pedagogy such as internships, attachments oral presentation, creating flyers, and teaching practice as essential and therefore should be given more time than theory in the

classrooms. Again, students appreciated the fact that lecturers share their own experiences on transition from the classrooms to the world of work as well as their current experiences in the world of work.

Discussion of Findings

The findings of the study were two folded, it had both the positives and negatives on the strategies employed by lecturers in preparing students for employment, the positives outweigh the negatives. The findings of the study indicated that students appreciated the strategies used by lecturers to prepare them for employment. They articulated how they were developed to be better employees by being given too much content which is applicable in the world of work, which to some is lifetime knowledge. Hence, they saw the content provided by lecturers as a multifaceted tool that exposed them to different kinds of knowledge. Boreham (2002) emphasized that work-process knowledge was generated when theory was integrated with experiential know-how in the course, hence, there is need to fuse theory into practice.

While students appreciated the various strategies such as research work, internships, and attachments, teaching practice, from the focus groups, students lamented that when they get to the world of work some employees seem not to understand their purpose of being there and want to divert their attention to irrelevant jobs and gave them trivial jobs that would not benefit them. This was blamed on the fact that some employees were elderly and in their training have not done any internships or attachments and therefore, it was difficult for them to accept the students who were on internships. While Mahbub ul Haq (1995) emphasised that in human development approach learners should have greater access to knowledge and later have wider choices in the life of their career if the students are not given adequate opportunities to learn and be exposed to as much information as possible in the world of work then it could answer the employers' problem of students not being suitable or ready for the world of work. During interviews some students lamented that in some cases they were left alone to maneuver their way through. This could be an issue of attitude towards students by permanent employees that they waste the employees' time.

The findings also indicated that participants placed more value in the oral presentations that lecturers allow them to do in their programmes because they gave them exposure to reading a lot of work, planning and practicing for the presentations because out there in the world of work they participated in campaigns, workshops, and seminars and are part of employees who address meetings in traditional set ups. Students found the presentations fruitful. According to the participants one cannot go and give a talk, a lecture, or address people without searching for information first and organized it. Therefore, the students believed that the oral presentations made them confident to address people, contribute in meetings and it also built their competence and success in their jobs. According to Mahbub ul Haq (1995) the strategies used by lecturers should make students be productive and be empowered as these are enablers in the world of work. In this regard, oral presentation strategies worked well for the students.

The findings revealed that participants were able to unify theory and practice and applied it to the places of work. They were able to assess the gaps between the theories they learnt and the realities on the ground. For example, one participant said, "I was able to tell that our government has good policies that are not easy to implement due to lack of resources and training of staff." According to the participants out there in the world of work, things are not easy to do because of certain bureaucratic procedures that employees have to follow. Although some employees were hardworking, they were demoralized by stages that certain tasks have to go

through and in the end, nothing was done. The same sentiments according to the participants were shared by their lecturers as they shared their experiences with them. Students gained critical lens that education has to continue in the workplace and also thought the internships gave them opportunities to explore other avenues and see the realities in the world of work.

The findings showed that lecturers were able to link two distinct contexts: the work place and classroom teaching. Students from Engineering, Social Sciences and Education were happy with the fact that they were given opportunities to go on site and took field trips to have a taste of the world of work. This was an indication of commitment and dedication by lecturers to their work. It takes a lot of logistical issues for students to go out on trips and field work. While visiting sites benefits the students, it also keeps the employers and employees on their toes because visitors come to revive their knowledge and skills by educating others with it. This was an indication of continuum from theory to practice. One of the participants said, *"…when we go on site we see why it is necessary to follow certain procedures without skipping some stages because it can cost the company a lot of money that is not easy to recover…"* Therefore, these students learnt that the world of work was a serious atmosphere that should not leave gaps. Mahbub ul Haq (1995) in the human development theory argued that it has to enlarge peoples' choices and thinking, in this regard, the students' choices and thinking will be enlarged by being exposed to various environments related to their professions.

Again, the findings revealed that lecturers gave students opportunities in the classrooms to do practical work and constantly made them be challenged with case studies for them to provide solutions. According to the students, this developed and improved their creativity. Some students believed that most of the practical work appealed to the industry such as producing flyers, learning how to advertise and promote products. This showed that lectures had a clear vision and subject orientation that led to desired outcomes. If the students could see and observe that their lectures are putting effort in exposing them to the world of work, then the lecturers need to be given credit. Students from the Law unit said, *"…there are clinical education sessions which we are introduced to, we do meet in courts and deal with actual clients that need help…"* The students appreciated the fact that from the Law Clinic, opportunities were given to people who are not working to have their civil cases prepared and some documents prepared by students.

Also, the findings suggested that participants believed that working in groups developed their team work skills. According to the participants team work developed their social relations and personal growth. This was a very important aspect because out there in the world of work people do not work in isolation, they need to work as a team towards a common goal. If other people do not contribute towards teamwork, the team collapses. Further, scholars support teamwork from various levels such as personal relationships, families, society as well as the world of work. For example, Mattson (2017) argued that teamwork fosters creativity and learning, it teaches conflict resolution skills, builds trust, blends complementary strengths amongst other things. Goodman (2020) sees the work of a team as productive rather than the work of an individual. He sees the benefits of teamwork as developing interpersonal skills, tolerance, maximizing effectiveness, raising morale, accepting differences of opinion, and respecting the skills and knowledge each member brings to the team (Goodman, 2020). Therefore, their lecturers addressed this issue in their training.

The findings also indicated that lecturers invited guests from other institutions, former students, and parastatals to motivate and share life skills with the students in their specific professions. The students saw this as an integrated relationship between the classroom and work through the lens of the guests. This assisted students to develop a vision and incorporated the guests' presentations, experiences, sharing of celebrations and events

into ongoing classroom lecturing. In addition to the internships and attachments, invitations supported what is happening in the world of work. By the time students join the world of work they would have the theory, practice, and experiences from various voices to expose them to employment situations. The guests provided tangible evidence from their professional world. The fact that some of the guests are former students, this could motivate students, they could act as role models and inspire them to work much harder to achieve and complete their goals and education.

The findings from Science participants indicated that the experiments and laboratory tasks given to them by lecturers, gave them confidence to handle practical work as individuals and teams. While they exposed them to various ingredients in performing experiments, they also learned how to follow procedures systematically to arrive at convincing results and conclusions. According to the participants, Science experiments have to be followed religiously, any missed step can cause chaos and give wrong results. Hence, it teaches them to be focused, systematic, and exercise care in whatever they do.

Further, the students believed that the experiments developed their cognitive skills, problem solving, and analytical skills. The fact that they sometimes have to explain the experiments and hypotheses orally, also gave them confidence to explain what they understood, why things went wrong, or why the experiment was successful. In this regard, students appreciated how their lecturers educated them. While Science participants believed that the exposure in their department was good, their lamentation about old theories such as the Big Bang Theory was loud, they thought some theories are irrelevant and therefore, alternative ones could be sought. The assumption could be that lecturers failed to show the students the relevance of the theories or at least critiquing the theories to see their pros and cons. If the theories are out dated, which current ones could be used instead? This perspective could be changed by the lecturers.

While some participants appreciated the strategies used by their lecturers for teaching, some students indicated that they were not happy with the traditional way of doing things by their lecturers, they blamed lecturers for focusing on course work most of the time than practice. The same problem spilled into the world of work, when students went for internships and attachments, they found employees who were still stuck with the traditional values and ethics of work and did not understand what the students were doing in their territories. Although, this problem was created by employees, students blamed their lecturers for not monitoring their progress during internships and attachments and therefore employees took advantage of them by not supervising them too. This showed that students put great value in the world of work, their expectations were shattered by the lecturers and employees by leaving loose strings to the employees who took advantage of the situation. According to the students, employees saw them as a threat because they were familiar with technology. Mahbub ul Haq (1995) argued that strategies employed by lecturers should be concerned with building up human capabilities and by exploring their capabilities fully to enable them for growth and employment. The findings also indicated that students despised lecturers who still come to class to deliver speeches instead of having interactive lessons. This actually needs revamping of teaching pedagogy to suit students of the twenty first century and today's technology advanced environment.

In essence, this study is unique in Botswana context, the findings of the study were interesting because the researcher looked at lecturers' pedagogy through the lens of the students. It was the students who reflected on how they were taught and even suggested ways in which to improve the grey areas. The students' voices could be helpful to the lecturers to further improve and develop their pedagogical practices. The above mentioned pedagogical practices were not new to the teaching and learning fraternity. The difference and most important

thing in this study was that it was the students who were aware of how their lecturers approached teaching and learning in the highest institution of learning to prepare them for employment. They viewed the pedagogy as different from how they have been educated at previous levels of learning. Such a reflection by the students was not seen as a routine but they noticed the variety of pedagogy provided at their institution to prepare them for employment.

Implications

There are implications for this study, that students appreciated their learning at the institution and gave the lecturers credit of the pedagogy and strategies they employed to prepare them for employment. However, it is necessary for the lecturers to reflect on the grey areas, especially where students felt dissatisfied by the teaching strategies used.

The study has implications for lecturers to improve their monitoring and supervision especially after posting students for internships and attachments to have an experience of the world of work. Internships and attachments could be more meaningful to the students if they could work together as a team with their lecturers. On the same breath, the study has room for further investigation to hear the views of lecturers on whether they believe they train students for the world of work or not.

Again, the results have implications for the institution because, they might improve the image of the university by attracting students from outside, regionally, and internationally.

Further, the institution could collaborate with the parastatals and government to improve their collaboration and networking to address problems and challenges in the job market with better understanding.

Conclusion

In conclusion, students appreciated the strategies lecturers used for teaching them for employment. This means that lecturers at the University of Botswana have a vision and were capable of transforming students to bring out the desired outcomes that could meet the demands of the job market. Further, there was an indication that students understood the objectives of the programmes offered at the institution. Students observed that lecturers shared with their students what they were doing, how they did it, and why they were doing it. Students shared expectations of the lecturers and had a vision and objectives of what they wanted out of life. This was not to say that all lecturers were putting a lot of effort, there were some complaints and dissatisfaction from the student community about lecturers who came to deliver speeches and didn't give them practical work or hands on opportunities. All in all, the pedagogical design and students' expectations indicated that the two parties negotiated, shared goals, and worked towards the mission and vision of the university as well as preparing learners for the job market.

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