

**UNEMPLOYMENT AND ITS EFFECTS ON THE SOCIO-ECONOMIC  
WELLBEING OF GRADUATES IN OSIA SUBCOUNTY, TORORO DISTRICT**

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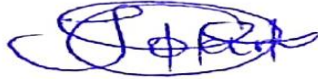
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## DECLARATION

I **NYACHWO IRENE** do declare that this research Report has been written solely out of my own efforts. It has never been submitted to any institution of higher learning for any award.

Signature:

A handwritten signature in blue ink, appearing to be 'Irene Nyachwo', enclosed within a blue oval scribble.

Date:25/JUNE/2025


## **DEDICATION**

I dedicate this work to my family for their moral and financial support to my education

**APPROVAL SHEET**

This is to certify that this Research report has been completed under my supervision and that its ready for submission for the award of Bachelor's Degree in Social Work and Social Administration

MADAM PIMER JESSICA

SIGNATURE:  ..... DATE: 27<sup>th</sup> - JUNE - 2025

UNIVERSITY SUPERVISOR

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**May God bless you all.**

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## **LIST OF ABBREVIATIONS**

AGOA	African Growth and Opportunities Act of the USA
CDM	Clean Development Mechanisms.
CDRN	Community development network
CDWCG	Community Development Workers Conditional Grant.
CEDOVIP	Center for empowerment prevention
COPE	Complementary Opportunities for Primary Education
CSO	Civil Society Organization.
DANIDA	Danish International Development Agency.
DFID	Department for International Development
DRIS	District Resource Information System
DWNRO	Disabled women's network and resource organization
EMOC	Emergency Material and Obstetric Care
ERT	Energy for Rural Transformation
MGLSD	Ministry of Gender, Labor and Social Development
NAADS	National Agricultural Advisory Development Services
UHRC	Uganda Human Rights Commission
UNCDF	United Nation's Capital Development Fund
UPPAP	Uganda Participatory Poverty Assessment Process

## ABSTRACT

Unemployment among graduate is one most serious challenge that governments are battling to address. Although numerous interventions have been put in place. The phenomenon of graduate unemployment is on the rise. This study analyzed the causes of unemployment among graduates in In Osia Sub-County, Tororo District. Specifically, the study assessed the economic causes of unemployment among graduates and investigated the political causes of unemployment among graduates in Osia Sub-County, Tororo District. The study also examined the socio-cultural causes of unemployment among graduates in In Osia Sub-County, Tororo District. Data was collected from 80 respondents in the study area and data was collected using questionnaires and interviews. Study participants were identified using probability and non-probability sampling. Descriptive study design was employed with the help of qualitative and quantitative methods and data from questionnaires (quantitative data) was analysed using both descriptive and inferential statistics and the Mean while interview (qualitative data) data was analysed using thematic analysis. Findings revealed that inflation reduces wage labor resulting into graduate unemployment and high taxes and poor infrastructure leads to high cost of doing business thus reduced employee. Also lack of capital for investment and low levels of entrepreneurship development affect graduate unemployment. Findings also revealed that lack of budgetary support and corruption and misuse of public resources for investment as well as political violence limit private sector investment affects graduate unemployment. Findings also show that negative attitudes of graduates towards work and lack of subsidy support to private sector limits job expansion. Additionally, religious affiliation and language barrier limit access to job opportunities by graduates as well as differences in cultural norms and values system affect graduate employment. Other findings show that differences in learning environment limit some graduates form access jobs in other locations and cultural differences in work attitudes affect graduate employment. The study recommended implementing policies and programmes that address graduate unemployment as well as creating opportunities for graduates to engage in self-help.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Introduction**

This chapter highlights information of the background to the study, problem of the statement, objectives of the study, scope of the study, significance of the study, limitations and delimitations to the research study.

### **1.1 Background to the Study**

Globally, problems of unemployment have taken a center stage in international discussions on all issues of development. International development in the last two decades has largely been characterized by efforts to address problems of unemployment particularly among graduates (UN: 2001). During the previous decade however, focus was on the economic regeneration of communities and states and the issue was for international community to work for the independence of states both political, economic and social. Today in historical perspectives, empowerment has been reviewed by governments and development planners as one of the most important challenges to development. World Bank (WB: 2010). Although some uneducated experience unemployment to a lesser extent, graduate unemployment is wide spreads (UNESCO: 2011)

According to a report (UNECA, 2005), the problem of graduate unemployment in many countries cannot be tackled without taking into consideration the profile of the unemployed. The 2000 and 2010 population and housing census shows that the highest unemployment rate was among persons with secondary school certificates at 19.7 percent of labor force respectively, followed by those with tertiary education.

The centralization of management and supervision of the education at the national capital is said to be one of the major causes of setbacks in achieving these goals in our education system over the years. First steps of reform should include decentralization in the management and supervision of various institutions teachers, and school workers and paying critical attention to quality of education provided. In the case of basic and secondary education the modalities of delivery of teaching and assessment should be given a critical attention. There also the need

entrepreneurial training be included into the academic programme /curriculum at all levels of education.

With respect to tertiary level, there is a need for institutions to redesign their academic programs or curriculum and to that which would provide relevant skills to feed the sectors of the economy that are growing and restructure admission policies. The service sectors (energy, telecommunication, insurance, agribusiness etc.) continues to be major drivers of growth constituting over 50 % of the Ghanaian economy, followed by industry and agriculture at 28.4% and 19.9% respectively, and is said to be a major source of formal employment (AFDB country strategic paper 2012- 2016)

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In Uganda, the education sector in general needs to undergo a very rigorous structural reform to improve the quality graduates produced at every level of education. Successive governments ever the years have focused largely on issues of quantity especially on increasing enrolment numbers and have sidelined the key issue of the ‘quality’ of education. For the various sectors the Ugandan education Strategic Plan 2010 – 2012, has as their strategic goal, to provide and increase equitable access to a good-quality child-friendly universal basic education, quality

secondary cycle education and a tertiary education that prepares young adults for the various options available within and the workplace. Enrolments have increased at all levels according to the Ministry of education Performance Review 2013-14 report, but the level of quality education continues to be a challenge and this has had significant impact on employable university graduates

## **1.2 Statement of the problem**

The transition from school to work has been a frustrating process for many of the graduates in Uganda. This is mainly because the job market is not very vibrant and transparent, inadequate job placement centres, most of which are not functioning; very few but highly priced private job placement centers. In the absence of a well-staffed and equipped job placement centres, many of the graduate depend on what is generally terms as ‘hearsay’ or ‘having contacts’ to secure formal employment. The problem of youth unemployment can be identified in two forms; the difficult transition from school to work, even for youths who are job-ready; and unemployment for youths who lack basic academic skills probably because they are drop outs. Under-employment, another form of unemployment, is also a major problem especially among graduate

Despite the existence of graduate unemployment in Osia Sub-county in Tororo district, past research has little evidence to explain the underlying causes graduate unemployment. Researchers like Onyango (2023) who studied the relationship between quality education and graduate unemployment, his focus was on how the quality of university education contributed to graduate unemployment not close examination off factors that contributed to graduate unemployment. Even Mushemeza’s (2024) research on lack of skills and the rate of unemployment among graduates. His research was specific on how lack skills resulted into unemployment among graduates not general factors resulting into graduate unemployment. The lack of past studies in this area is noticeable thus the need for this research study

## **Objectives of the Study**

### **General Objective**

To analyze the causes of unemployment among graduates in In Osia Sub-County, Tororo District

### **1.3.2. Specific objectives**

1. To assess the economic causes of unemployment among graduates in Osia Sub-County, Tororo District
2. To investigate the political causes of unemployment among graduates in Osia Sub-County, Tororo District
3. To examine the socio-cultural causes of unemployment among graduates in In Osia Sub-County, Tororo District

### **Research Questions**

4. How has economics contributed to unemployment among graduates in Osia Sub-County, Tororo District?
5. What are the political causes of unemployment among graduates in Osia Sub-County, Tororo District?
6. How have the socio-cultural factors causes of unemployment among graduates in In Osia Sub-County, Tororo District?

### **Scope of the Study**

#### **1.5.1 Geographical Scope**

The study was carried out in Osia Sub-County, Tororo District, Eastern Uganda.

#### **Content Scope**

The study contained information about the causes of unemployment. The study specifically focused on how has economics contributes to unemployment among graduates and the political causes of unemployment among graduates. It also looked at how socio-cultural factors causes of unemployment among graduates

### **1.5.3 Time Scope**

The study covered a period of seven (07) years i.e. from 2017 to 2024. This period has been chosen because it was during this time that graduate unemployment rate increased

### **1.8 Significance of the study**

It will be used by the government, NGOs and other partners in education to design policies and other measures of interventions that can lead to improved management of schools. It will also help these actors to build sustainable institutions that can mobilize, sensitize and deliver quality education

It will serve as a useful tool for the research to the academic institutions, policy makers and scholars.

It will also act as a training tool and reference to guide those who are directly involved in the delivery of community based services for development.

### **1.9 Limitations of the study**

The researcher faced the following study hindrances

Some people refused to release the information for fear of being victimized

Inadequate funds to buy stationary and meals during the study may limit the researchers' capacity to collect adequate data

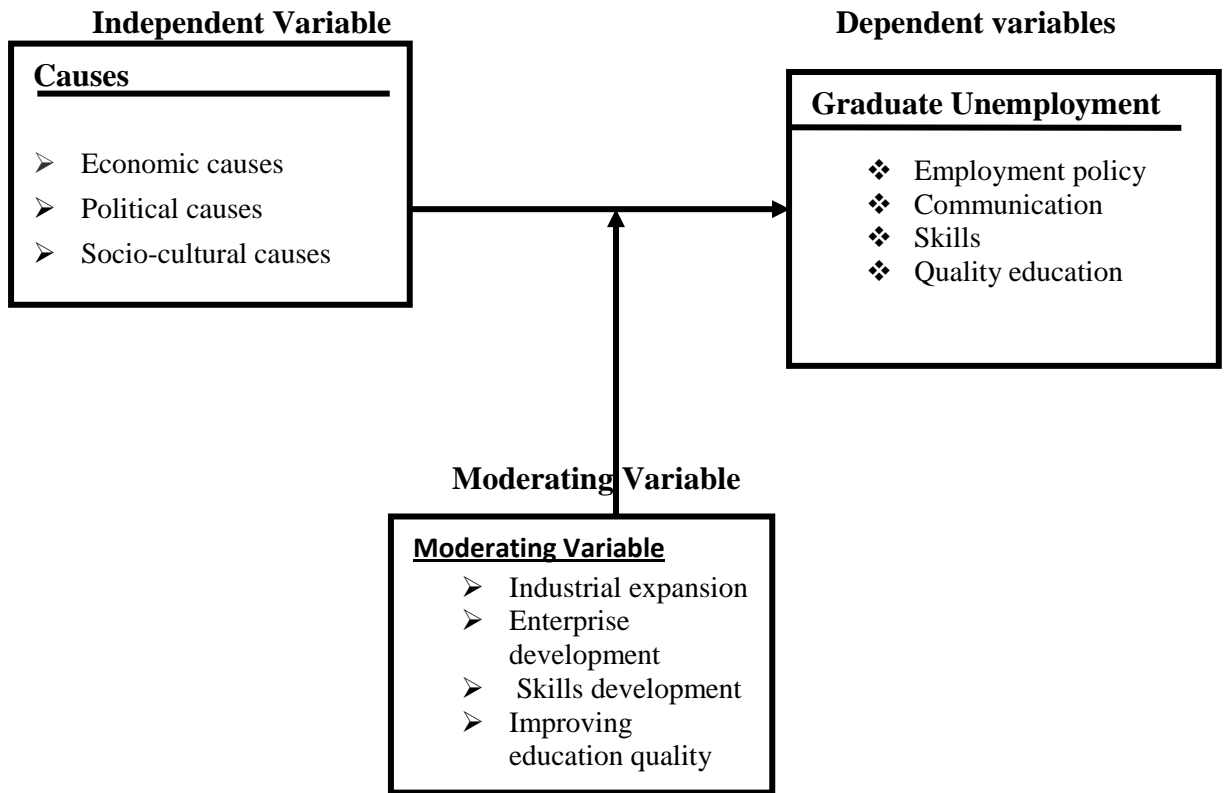
Unfavorable weather conditions especially during rainy days and sunny days may hamper data collection

The researcher had a problem accessing computer services that ease data analysis, processing and presentation.

### **1.10 Delimitations of the study**

Though there are many administrative strategies, the studies were delimited on the Personnel administrative strategies and these are the variables of the study. The study sought information from the selected respondents.

### 1.11 Conceptual framework



*Source: developed to suit the researcher' model 2025*

**Figure 1.1 Showing Conceptual Framework (CF)**

From the above conceptual definition, economic, political and socio-cultural causes of unemployment are the Independent Variables (IV) and they significantly influence graduate unemployment inform of employment policies, skills, communication and the quality of education. These are the dependent variables (DV). However, to improve graduate employment, there is need for Industrial expansion, enterprise development, skills development, improving education quality as moderating variables

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter addresses the research under study according to the objectives

#### **2.1 The Economic factors and unemployment among graduates**

South Africa has a glaring disparity between its higher education system and the workplace, issues that can only further harm an economy struggling to absorb its youth and grow in line with its BRICS – Brazil, Russia, India, China and South Africa – trading bloc partners, (World Bank, 2013). Many graduates cannot find employment – tragically, in an economy facing major problems relating to scarce skills. In short, there is a mismatch between the graduates produced and the skills required to shift South Africa into the next economic gear.

For unemployment caused by a recession, the Keynesian economic model points out that both monetary and fiscal policy tools are available. The monetary policy prescription for dealing with recession is straightforward: run an expansionary monetary policy to increase the quantity of money and loans, drive down interest rates, and increase aggregate demand (Nuwagaba, 2011). In a recession, there is usually relatively little danger of inflation taking off, and so even a central bank, with fighting inflation as its top priority, can usually justify some reduction in interest rates.

With regard to fiscal policy, the automatic stabilizers discussed in Government Budgets and Fiscal Policy should be allowed to work, even if this means larger budget deficits in times of recession. There is less agreement over whether, in addition to automatic stabilizers, governments in a recession should try to adopt discretionary fiscal policy of additional tax cuts or spending increases (Abagi, 2013). In the case of the Great Recession, the case for this kind of extra-aggressive expansionary fiscal policy is stronger, but for a smaller recession, given the time lags of implementing fiscal policy, discretionary fiscal policy should be used with caution.

However, Abagi, 2013) notes that the aftermath of the Recession emphasizes that expansionary fiscal and monetary policies do not turn off a recession like flipping a switch turns off a lamp.

Even after a recession is officially over, and positive growth has returned, it can take some months—or even a couple of years—before private-sector firms believe the economic climate is healthy enough that they can expand their workforce.

Unemployment rates in the nations of Europe have typically been higher than in the United States. In 2006, before the start of the Great Recession, the U.S. unemployment rate was 4.6%, compared with 9% in France, 10.4% in Germany, and 7.1% in Sweden (Kritek, 2018).. The pattern of generally higher unemployment rates in Europe, which dates back to the 1970s, is typically attributed to the fact that European economies have a higher natural rate of unemployment because they have a greater number of rules and restrictions that discourage firms from hiring and unemployed workers from taking jobs.

Addressing the natural rate of unemployment is straightforward in theory but difficult in practice. Government can play a useful role in providing unemployment and welfare payments, passing rules about where and when businesses can operate, assuring that the workplace is safe, and so on (Kritek: 2008).). But these well-intentioned laws can, in some cases, become so intrusive that businesses decide to place limits on their hiring.

For example, a law that imposes large costs on a business that tries to fire or lay off workers will mean that businesses try to avoid hiring in the first place, as is the case in France. According to Business Week (January, 2017), “France has 2.4 times as many companies with 49 employees as with 50. Kritek, (2008) cites that according to the French labor code, once a company has at least 50 employees inside France, management must create three worker councils, introduce profit sharing, and submit restructuring plans to the councils if the company decides to fire workers for economic reasons.” This labor law essentially limits employment (or raises the natural rate of unemployment).

Low-income and middle-income countries face employment issues that go beyond unemployment as it is understood in the high-income economies. A substantial number of workers in these economies provide many of their own needs by farming, fishing, or hunting. They barter and trade with others and may take a succession of short-term or one-day jobs, sometimes being paid with food or shelter, sometimes with money. They are not “unemployed”

in the sense that the term is used in the United States and Europe, but neither are they employed in a regular wage-paying job (Abagi, 2023)

The starting points of economic activities the division of labor, in which workers specialize in certain tasks and trade the fruits of their labor with others. Workers who are not connected to a labor market are often unable to specialize very much. Because these workers are not “officially” employed, they are often not eligible for social benefits like unemployment insurance or old-age payments—if such payments are even available in their country. Helping these workers to become more connected to the labor market and the economy is an important policy goal. Indeed, recent research by development economists suggests that one of the key factors in raising people in low-income countries out of the worst kind of poverty is whether they can make a connection to a somewhat regular wage-paying job.

### **2.3 Political factors and unemployment among graduates?**

The political class claims to have the answer, but unemployment is not the result of any one cause. It makes its appearance in a great variety of circumstances, some in personal factors, some in economic changes, and some in legislative and regulatory conditions. Throughout the year some workers may appear in the labor market and then withdraw (Bawakyillenuo et al, 2023), Students work during the summer and return to school in September. Building and construction activities, logging and lumbering, slaughtering and meat packing are very seasonal and give rise to a considerable amount of temporary unemployment. Similarly, industrial and technological changes may force workers to readjust and relocate. Jobs, wages, and working conditions always point the way.

The Bureau of Labor Statistics of the United States Department of Labor keeps careful watch of unemployment and diligently counts the numbers. But in its long history the Bureau has never prepared a systematic collection, organization, and analysis of the unemployment created by labor laws and regulations. Yet this kind of unemployment is more important by far than seasonality or industrial and technological change to which labor markets readily adjusts. It is chronic and lamentable as it creates large armies of unemployed, impoverishes many people, breeds discontent, indignation, anger, and, worst of all, being interpreted erroneously, may turn public opinion against the enterprise order itself(Bawakyillenuo et al, 2023),. In the end, it may

even deliver the economy into the very hands that cause the unemployment. There is need to develop strong governance and leadership structures through a comprehensive national plan to guide tertiary education sector in reviewing their curricula to give graduates diverse skills and knowledge and that will ensure the needed production of a skillful workforce. In addition, government needs to promote an industrial policy that will lead to the diversification of the economy meant to promote the manufacturing sector. There is a huge potential for Ghana in the area of adding value to our raw materials (agribusiness) and the creation of thousands of jobs for our youth. Government should prioritize research and innovation, improve data collection in the labour market, appropriate skills development, to address the problem of graduate unemployment

Whenever government forcibly raises employment costs it causes marginal labor, that is, labor that barely covers its costs, to become sub-marginal. It does not matter whether government orders wage rates to rise or benefits to be improved, the workday to be shortened, overtime pay to be raised, funds to be set aside for sickness and old age, or any other benefit to be granted. A small boost renders few workers sub-marginal, a large boost affects many. In matters of employment they now are "unproductive" and cannot be used economically.

Bawakyillenuo et al (2013) asserted that It is obvious to all but politicians that any worker, male or female, old or young, Yank or Chinaman, whose service is worth only \$10 an hour but must be paid \$20 or more cannot be employed profitably. He would inflict clear losses on anyone who would hire him, which condemns him to a life of idleness, uselessness, and emptiness. Unaware of the very cause of his affliction, he is likely to take umbrage at society that apparently sentenced him to lifelong unemployment.

American labor laws evoke such feelings every day. At this time they enforce a minimum wage of \$5.15 an hour, plus 7.65% payable into a Social Security account, plus 2% to 10% into an unemployment compensation account, plus 10% to 100% for workmen's compensation which is a fund that pays an employee who is injured in the course of his work. The compensation assessments vary from state to state, but the levies together readily double the employment costs in many occupations.

The Bureau calculates total fringe costs of \$5.80 an hour for service workers and \$8.73 an hour for construction workers. Skilled and trained workers surely are able to cover their fringe costs by way of takehome-pay adjustment; instead of earning \$18.73 an hour they receive only \$10. But how can an unskilled service worker who is to earn \$5.15 an hour to cover additional fringe costs of \$5.80 an hour? He obviously must render services worth at least \$10.95 an hour to cover his employment costs. Anyone unable to render \$10.95-services cannot be employed productively.

Competition forces many employers to grant additional fringe benefits such as paid vacations, sick days, holidays, health and life insurance, pensions, and other gratuities. Employers may even boast of the benefits which nevertheless are covered by employee productivity, just like the legally required benefits. Highly productive workers may soon cover them, but unskilled minimum-wage workers who expect the same company benefits obviously would be unable to earn them. If there is no demand for their services at \$10.95 an hour there will be none at any higher rate.

Chronic unemployment is obviously a political disease that springs from the primitive notion that government can improve everyone's income and working conditions by legislation and regulation. It is an affliction that stems from misinterpretation and misinformation about work and income and from an undaunted faith in collective force and coercion. It clearly reflects the spirit and mentality of our age (African Development Bank, 2014). Unless they soon give way to the spirit of individual freedom and enterprise the rate of unemployment is likely to rise. It may even reach the levels of the old European welfare states, such as France, Germany, and Italy, where unemployment rates usually exceed 10 percent.

There is no ready escape from the consequences of such labor laws. Surely, most young workers are willing and ready to accept employment at honest market rates; they are even prepared to ignore the labor laws and work under market conditions. But most employers do not dare to violate the laws. The penalties leveled at them always are onerous and degrading no matter what their motives may be(Ogunsaju, 2010). Nevertheless economists estimate that some 30 percent of unskilled youths find ready employment in the "underground economy" where wages are paid

according to productivity. Many small family enterprises employ and train millions of young people.

In the coming years the rate of unemployment probably will rise as Congress raises the minimum wage, boosts Social Security taxes, and increases the benefits, that is, the costs of labor. But times change; we may learn anew that labor laws that ignore basic economic principles and build on brute force have hurtful consequences.

### **2.3 The socio-cultural factors and unemployment among graduates**

Yet, it is to date not clear to what extent cultural differences in work norms and values affect unemployment among graduates. While labor economics has contributed to understanding the role of institutions in shaping equilibrium unemployment outcomes (Nickell and Layard, 1999), this literature cannot rationalize one of the most important facts in unemployment research { the existence of strong differences in unemployment across regions of the same country (OECD 2005).

Unemployment among graduates can be affected by differences in culturally determined attitudes towards work within a narrowly needed geographic area. Our focus is Switzerland, a country that is divided into two culturally distinct language regions: "Latin-speaking" (i.e. French, Italian, or Romansh) regions and "German-speaking" regions (Fullan, & Miles, 2012).. These regions are characterized by strong differences in residents' attitudes towards the importance of work (Fullan & Miles, 2012).. For instance, 78 % of people living in the German speaking part of Switzerland state that "I would work even if I did not need the money", yet only 50 % of French or Italian- speaking survey respondents agree with this statement.<sup>1</sup> What is more, these differences in attitudes towards work also translate into differences in actual voting behavior. Voters living in the Latin-speaking regions tend to support limits to weekly working time much more strongly than people living in the German-speaking regions of the country.

Sseeley (2012) explored the extent to which extent these cultural differences in work attitudes affect unemployment. The key idea is to focus on unemployment differences at the border between language regions. It is widely recognized that Swiss language areas are associated with

special cultural traits and that the country is divided by an important cultural border(Elmore :2011).There are three features of this language border which are of particular interest in the present context. The dominant native language changes sharply at the RÄostigraben. Within a geographical distance of 5 kilometers, the fraction of Latin speaking Swiss residents falls from more than 90 percent to less than 5 percent (and vice versa for German native speakers). Since language is central to the spreading of beliefs and norms and determines an individual's social identity, the language barrier represents a sharp cultural barrier(Kritek, 2008).

Important segments of the language border do not coincide with the borders of political jurisdictions, i.e. cantons. This means we can separate effects of culture from effects of institutions.An in-depth analysis of key determinants of job search success among graduates suggests that these determinants do not vary at the language border to an extent that could rationalize observed differences in unemployment. This suggests that the language border is permeable and markets are integrated(Fullan& Miles, 2012).. These three aspects allow separating the effects of culture on unemployment from the effects of institutions and markets on unemployment.

Brueckners& Burton (2012)analyze language-border differentials in unemployment outcomes we use data from two sources. The first data source comprises the universe of individuals entering unemployment over the period 1998-2003. The main focus of our analysis is on Swiss graduates in the age group 25-60 more than 170,000 unemployment spells. A nice feature of this data set is that it provides information on how the post-unemployment job was found: whether an individual found a new job by own initiative or by placement via the local labor once. This information is very helpful in understanding the relative importance of individual search effort as a determinant of observed unemployment differences at the language border (Ogunsaju, 2010). The second data source provides information on all residents' employment status in the year 2000. This data source allows discussing the role of culture in shaping other margins of labor supply labor force participation and weekly hours worked.

Ogunsaju (2010) note that empirical data suggest that culture affects unemployment of many graduates strongly. This indicates a robust difference in unemployment durations at the language border. Individuals living in Latin-speaking border communities facing observationally identical

labor markets tend to leave unemployment 7 weeks later than their neighbors living in German speaking communities. This is a very large effect comparable to the impact of a drastic change in the unemployment insurance system.

Concerns the relative importance of vertical versus horizontal transmission of culture in brings about graduate unemployment. To separate these two channels we contrast the role of the individual's native language to the role of the dominant native language of one's community in explaining unemployment duration. In his other works, Ogunsaju (2019) asserted that an individual's native language is a proxy for the vertical transmission of culture, i.e. values and norms transmitted from parents to their children (conditional on ability to speak the dominant language spoken in the local labor market). In contrast, a community's dominant native language proxies the norms and values prevalent in an individual's place of residence (Brueckners & Burton; 2012). Our results indicate that cultural attitudes towards work in one's community are more important than individual attitudes. This suggests that the horizontal transmission of cultural values and the impact of attitudes towards work and job search are quantitatively important determinants of unemployment durations of most graduates

The parameter captures the role of individual culture for unemployment. The idea is that individuals who have been raised in different cultural environments may have different attitudes towards work which in turn shape their job search behavior when unemployed (Ogunsaju, 2010). Thus measures the role of work values that are transmitted from parents to their children {the vertical channel of cultural transmission. In contrast, the parameter captures the role of work culture prevailing in the community of residence of the individual. There are at least three reasons for why a horizontal channel of transmission may be important. First, social interactions between job seekers and other job seekers may lead to spillovers (Brueckners & Burton; 2012). These interactions may be endogenous (job seekers are unemployed longer because other's are seeking for work longer or contextual (job seekers are directly affected by cultural in form of language) composition of their community. Second, culturally shaped attitudes towards working give rise to work norms which are enforced via social sanctions. Third, the extent to which information on job openings is shared between workers and job seekers may vary across cultural groups.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter discusses the research design, study population, sampling, and study variables, sources of data, data collection methods and instruments, data processing, analysis and presentation and limitations of the study.

#### **3.1 Research Design**

The researcher used a cross sectional design in which both qualitative and quantitative approaches were adopted to establish the relationship between culture and women advancement in education. This design was used for profiling, defining, segmentation, estimating, predicting and examining associative relationships. Cross-Sectional studies easily provide a quick snapshot of what's going on with the variables for the research problem (Amin, 2024).

#### **3.2 Area of Study**

The study was conducted in Osia Sub-County, Tororo District

#### **3.3 Study Population**

According to Cozby (2017), study population is composed of all individuals of interest to the research. The view by Cozby as stated determines the type of sample needed to involve in the study. The research was undertake a cross section of graduates in Osia Sub-county, Tororo District, The graduates were of interest in this study because they were the ones directly affected by unemployment. The teachers, on the other hand, were considered for the purpose of providing a balanced assessment on the vulnerability factors, resilience and coping mechanisms in the unemployment prone areas. The head teachers as well as parents also constituted the key informants who were interviewed during data collection.

The total population (N) was 100 people and therefore the sample population was 80 persons using Katamba & Nsubuga (2014) and using Morgan and Krejcie (1970) methods of determining sample size from the population. This agrees with the sample population determined mathematically at 5% error as below:

$$n = \frac{N}{Ne^2 + 1} = \frac{100}{100(0.05)^2 + 1} = 80$$

Where,                      n        =        Sample Size  
                                       N        =        Population  
                                       e        =        Acceptable error (5%)

**Table 1, Showing sampling size**

<b>CATEGORY RESPONDENT</b>	<b>TARGET POPULATION</b>	<b>TOTAL POPULATION</b>	<b>SAMPLING TECHNIQUE</b>
Graduates	39	53	Simple random sampling
Teachers	16	20	Simple random sampling
Head teachers	4	4	Purposive sampling
Parents	21	27	Focused group discussion
<b>Total</b>	<b>80</b>	<b>100</b>	

### 3.4 Sampling Techniques

The researcher used simple random sampling and purposive samplings were used to select respondents from the study area. This technique was used to select student and teacher

participants. Purposive sampling was used to select head teachers and parents as they possess vital information for the research study

### **3.5 Research Instruments.**

#### **3.5.1 Questionnaires.**

A questionnaire is a reformulated written set of questions to which respondents recorded their answers, usually within rather closely defined alternatives. The questionnaires were used on the basis that the variables under study which cannot be observed for instance the views, opinions, perceptions and feelings of the respondents. The questionnaire was equally used because the information was collected from a large sample in a short period of time yet the respondents can read and write (Sekaran, 2003). The questionnaire was used in collection of data from respondents. The questionnaires consisted of both open and close ended questions administered to the teachers, head teachers, students and parents. The questionnaire were equally be used on student respondents to get their responses

#### **3.6.2 Interviews**

The researcher administered interviews. An interview is a dialogue between an interviewer and interviewee. It is an organized conversation aimed at gathering data about a particular topic. This is a method where a researcher interviewed respondents to obtain information on the topic under study. In this case, the interview guides during this research was structured and specifically administered to participants who can't read and write English.

### **3.7 Validity and Reliability**

#### **Validity**

Validity refers to the ability of research instrument to produce consistent information applied to different respondents. The validity of the questionnaires was pre-tested using this formula

$$CVI = \frac{HR+R}{TotalNumberofValidity}$$

if the validity is above 0.7 then the instruments was valid.

Where:      CVI = Cumulative validity index  
                 HR = Highly relevant  
                 R = Relevant

## **Reliability**

Reliability refers to the effectiveness of the research instrument to measure what is to measure by asking right question and avoiding bad words. In a bid of the test for reliability, questionnaires were printed out and distributed to 5 respondents in different areas in secondary schools in the District where the respondents shall answer the questionnaire. By use of Pearson correlation reliability test, reliability of the instrument were tested basing on George and Malley (2003) who says that reliable instrument should rate above 0.6 for a reliable test.

## **3.8 Data processing, analysis and presentation**

### **3.8.1 Data processing and analysis**

Data collected was checked for completeness, categorized, coded and entered into a computer where it was summarized into frequency tables. The data got was analyzed electronically using SPSS (Statistical Package for Social Sciences). The SPSS package was opted for because it handles a large number of variables.

### **3.8.2 Data Presentation**

Quantitative data was presented inform of descriptive statistics using frequency tables. Qualitative data was sorted and grouped into themes. The researcher thereafter evaluated and analyzed the adequacy of information in answering the research questions through coding of data, identifying categories and parameters that emerge in the responses to the variables of the study. Qualitative data was presented using narrative text.

## **3.9 Data collection procedure**

The researcher selected and presents a research topic to the faculty which is approved. Thereafter developed a research Report. After approval of the research Report, the researcher shall obtain an introductory letter from the Head of the faculty which was presented to the relevant authorities for data collection. Thereafter the data was analyzed, coded and presented for easy interpretation in a report form to be submitted to the department for examination.

### **3.10 Ethical considerations**

The following ethical considerations were looked at by the researcher during the research.

#### **3.10.1 Informed consent and voluntary participation**

The researcher sought consent from the respondents to involve in the research not just forcing them to participate. Informed consent is the basis of ethical research (Denzin & Lincoln, 2011). The people participating in the study were made aware of what the study was about, its purpose, usage of the data, and any consequences that could arise from it (Fleming, 2018). The researcher furnished the respondents with information on the reason for the research and the procedure of collecting data. The participants were allowed enough time to ask questions and have any concerns addressed. The respondents exercised free will in deciding whether to participate in research activity or not. All people to be involved in the research were given written informed acceptance.

#### **3.10.2 Confidentiality**

Confidentiality is looked at by Walford(2022) to mean information that is private and is not to be divulged to others. Whatever has been said in confidence must remain confidential. The researcher assured the respondent that information offered by the respondent was not to be passed on to another party (third party) without consent of the respondent. Their identity and response were made confidential and anonymised through the use of numbers or through pseudonyms.

#### **3.10.3 Anonymity**

Anonymity, termed more appropriately as pseudonymity, is defined by Wiles (2013) as a major means used by the researcher to safeguard the confidentiality of responders by using pseudonyms. Anonymisation is one of the kinds of confidentiality, comprising of identity concealment of research responders (Saunders, Kitinger, & Kitinger, 2015). The researcher ensured that all respondents are anonymous implying that their identities are not known and not

salient in the study. Withholding the identity of respondents is a guarantee that their statements are authentic (Taylor, 2015).

#### **3.10.4 Plagiarism**

The researcher ensured that all written work was original and without any borrowed and manipulated texts, results or even expressions. The researcher made sure that, all words and publications of the author were given their due acknowledgement (Mugenda & Mugenda, 2003). The researcher subjected the written works to plagiarism software and made sure it was 20% or less compliant of plagiarism material.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

#### 4.0 Introduction

This chapter presents the views from respondents which were intended to determine the causes of unemployment among graduates in Osia Sub-County, Tororo District. The results were discussed in accordance with the research objectives and attempts were also made to relate findings to alternative or supportive views as stated in the literature section (see chapter 3). The presentation of findings was preceded by background information of the respondents as below.

#### 4.1 Questionnaires return rate

A total of 80 respondents with 19 class teachers and 44 teachers participated in the study. The results of questionnaire return rate are presented in the table 4.1 below:

**Table 4.1 showing questionnaires return rate**

<b>Respondents</b>	<b>Returned</b>	<b>Not returned</b>
Graduates	39 (100%)	0(0%)
Teachers	16 (100%)	0(0%)
<b>Total</b>	<b>60 (100%)</b>	<b>0(0%)</b>

*Source: Primary Data, 2025*

The table 4.1 above shows that all the questionnaires were returned by class teachers and teachers in this study. This shows that data was collected from all the intended sample of 39 graduates and 16 teachers therefore was a good representation as proposed by the researcher. The researcher made a follow up of the distributed questionnaires so as to ensure that respondents returned them.

#### 4.2 Demographic characteristics of the respondents

The first part of this chapter is a presentation and analysis of the preliminary data obtained from the study. It involves the background information of the respondents. The variables involved are

age (years), gender of respondents, educational level and the departments they work in the organization. Data obtained has been presented in tables below:

#### 4.2.1 Age of Respondents

Table 4.1 below presents age distribution of respondents who participated in the study. The purpose was to find out the average age of respondent in the study area.

**Table 4.2.1: Age in years**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 21-29	3	3.8	3.8	38.8
30-39	34	42.5	42.5	46.3
40-49	40	50.0	50.0	96.3
50 above	3	3.8	3.8	100.0
<b>Total</b>	<b>80</b>	<b>100.0</b>		

*(Source: Primary data, 2025)*

A close look at the Table 4.1 above show that 3.8% of the respondents were 21-29 years of age, 42.5% were between 30-39 years of age, 50% who constituted the majority were 40-49 years and 3.8% of the respondents were 50 years and above.

The findings of the study imply that since majority of the respondents were 40 years above, this mean that they were mature enough and information acquired from them was reliable. Those aged of above 18 years adds value to the responses given that mature people are more trustable as they take time to think about a particular aspect of life (Amin, 2005).

#### 4.2.2 Gender of Respondents

The respondents were asked to indicate their gender by ticking the appropriate column they belonged. The purpose was to find out the number of males and females who actually participated in the study.

**Table 4.2.2: Gender of Respondents**

		Frequency	Percent	Valid Percent	Cumulative Percent
	Male	51	63.8	63.8	63.8
Valid	Female	29	36.3	36.3	100.0
	<b>Total</b>	<b>80</b>	<b>100.0</b>	<b>100.0</b>	

*(Source: Primary data, 2025)*

Table 4.3 shows that out of the 80 respondents who participated in the study, majority 63.8% were males, while the remaining 36.3% were females. The finding means that there are more male than females who participated in the study, naturally, males and females have different attitudes and views toward events and since females are home makers, they tend to remain at home (Singer, 2004).

#### 4.2.3 Marital status of the respondents

Table 4.3 depicts the marital status of respondents who participated in the study. The purpose was to find out the status of the respondents who were actively involved in local revenue collection and management

**Table 4.2.3: Marital status of the respondents**

		Frequency	Percent	Valid Percent	Cumulative Percent
	Married	62	77.5	77.5	91.3
	Single	11	13.8	13.8	13.8
Valid	Widower/ Widow	7	8.7	8.7	98.8
	<b>Total</b>	<b>80</b>	<b>100.0</b>	<b>100.0</b>	

*(Source: Primary data, 2025)*

Table 4.4 shows that 13.8% of the respondents were single, 77.5% of the respondents were married, 7.5% were widows/widower and 1.3% of the respondents indicated that they had divorced. The data shows that majority of respondents were married.

#### 4.2.4 Educational level of the respondents

The level of education was used to help determine the knowledge and skill of the participants regarding causes of unemployment among graduates in Osia Sub-County, Tororo District and their responses were tabulated in the table below:

**Table 4.2.4: Levels of education**

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	University	29	36.3	36.3
	Tertiary	35	43.8	80.0
	Secondary	16	20.0	100.0
	<b>Total</b>	<b>80</b>	<b>100.0</b>	<b>100.0</b>

*(Source: Primary data, 2025)*

From the research findings, 36.3% of the respondents had ended at university level of education, 43.8% had ended at tertiary level and 20% indicated that they had ended at secondary level of education.

The data shows that majority of the respondents have attained some level of education whose opinions and views are guided and well informed. This is in line with Uma (2020) who argued that it is important in social investigation research to involve people that have attained an acceptable level of literacy and numeracy in order to be in position to understand and interpreted content in the questionnaire.

#### 4.3 Economic causes of unemployment among graduates

The first objective in this study was to establish the economic causes of unemployment among graduates. The findings from respondent's opinion accompanying variables under this objective were summarized as follows:

**Table 4.3: Showing respondent’s opinions on economic causes of unemployment among graduates**

<b>Statements</b>	<b>SD (%)</b>	<b>D (%)</b>	<b>N (%)</b>	<b>A (%)</b>	<b>SA (%)</b>	<b>Mean</b>	<b>Std. Deviation</b>
Inflation reduces wage labor resulting into graduate unemployment	3	9	16	49	3	3.500	.8859
High taxes leads to reduced wage affecting graduate unemployment	4	30	22	23	1	2.838	.9473
Poor infrastructure leads to high cost of doing business thus reduced employee	5	6	14	38	17	3.700	1.083
Lack of capital for investment leads to graduate unemployment	2	12	22	41	1	3.387	.8786
Low levels of entrepreneurs development affect graduate unemployment	1	3	5	49	22	4.100	.7730
Lack of employable skills leads to graduate unemployment	2	1	23	49	5	3.675	.7252
<b>Average Mean</b>						<b>3.6025</b>	<b>0.806</b>

*Source: primary data, (2025)*

### **Inflation reduces wage labor resulting into graduate unemployment**

The study investigated whether inflation reduces wage labor resulting into graduate unemployment. According to the findings in table 4.3 above, 49% of the respondents agreed that inflation reduces wage labor resulting into graduate unemployment, 3% disagreed, 16% were neutral, while 9% disagreed and 3% strongly agreed to the statement.

Therefore from the above findings, it is noticeable that inflation reduces wage labor resulting into graduate unemployment.

### **High taxes leads to reduced wage affecting graduate unemployment**

The study also investigated whether high taxes leads to reduced wage affecting graduate unemployment and from the findings, 23% who were the majority agreed that high taxes leads to reduced wage affecting graduate unemployment, 1% strongly agreed, 22% were neutral and 30% disagreed while 4% strongly disagreed to the statement.

From the above findings it means that high taxes lead to reduced wage affecting graduate unemployment.

### **Poor infrastructure leads to high cost of doing business thus reduced employee**

On whether poor infrastructure leads to high cost of doing business thus reduced employee, 38% of the respondents agreed to the statement noting that poor infrastructure leads to high cost of doing business thus reduced employee, 6% disagreed, 14% were neutral and 17% strongly agreed and 5% strongly disagreed.

This finding imply that poor infrastructure leads to high cost of doing business thus reduced employee as majority of the respondents (38%) agreed.

### **Lack of capital for investment leads to graduate unemployment**

This variable investigated whether lack of capital for investment leads to graduate unemployment and results show that 41% and 1% of the respondents agreed and strongly agreed to the statement noting that lack of capital for investment leads to graduate unemployment while 22% were neutral. However, 2 % strongly disagreed to the statement.

Therefore, the findings of the study imply that lack of capital for investment leads to graduate unemployment.

### **Low levels of entrepreneurship development affect graduate unemployment**

Respondents were also asked to find out whether low levels of entrepreneurship development affect graduate unemployment. Table 4.6 below shows 49% of the respondents who agreed that Low levels of entrepreneurship development affect graduate unemployment, 22% of the respondents strongly agreed and 5% were neutral. 3% agreed and 1% of the respondents strongly disagreed that low levels of entrepreneurship development affect graduate unemployment.

The above findings of the study therefore imply that low levels of entrepreneurship development affect graduate unemployment.

The overall mean is (3.6025) implying that economic causes of unemployment among graduates in Osia Sub-County, Tororo District is at a high level.

Results from the interview were also analyzed and were varied depending on the respondent. Some of the views were in agreement with the quantitative analysis and others were in disagreement as detailed below:

One interviewee said that:

*“High taxes leads to reduced wage affecting graduate unemployment”*

Yet another interviewee also revealed that:

*“Lack of capital for investment leads to graduate unemployment.”*

Another participant said *“Low levels of entrepreneurship development affect graduate unemployment”*

#### 4.4 Political causes of unemployment among graduates

The second objective in this study was to investigate political causes of unemployment among graduates. The findings from respondent's opinion accompanying variables under this objective were summarized as follows:

**Table 4.4: Showing respondent's opinion on political causes of unemployment among graduates**

Statements	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Std. Deviation
Lack of budgetary support results into graduate unemployment	3	15	10	50	2	3.5	.8859
Corruption and misuse of public resources for investment leads to graduate unemployment	4	15	1	38	22	2.8	.9473
Political violence limit private sector investment affects graduate unemployment	5	3	14	51	7	3.7	1.0838
Negative attitudes of graduates wards work	2	9	2	54	13	3.4	.8786
Lack of subsidy support to private sector limits job expansion	2	1	23	49	5	1.0	.7252
<b>Average Mean</b>						<b>3.525</b>	<b>0.871</b>

*Source: primary data, (2025)*

#### Lack of budgetary support results into graduate unemployment

The researcher investigated whether lack of budgetary support results into graduate unemployment. From the study findings presented in table 4.3 above shows that lack of budgetary support results into graduate unemployment as majority of respondents (50%) of the respondents agreed to the statement noting that lack of budgetary support results into graduate unemployment 2% strongly agreed and 10% of the respondents was neutral, 15% disagreed and 3% strongly disagreed.

As evidenced from the above findings, majority of the respondents (50%) strongly agreed lack of budgetary support results into graduate unemployment

### **Corruption and misuse of public resources for investment leads to graduate unemployment**

Respondents were asked whether corruption and misuse of public resources for investment leads to graduate unemployment and 38% of the respondents agreed noting that corruption and misuse of public resources for investment leads to graduate unemployment, 22% of the respondents agreed, while other respondents who constituted 1% were neutral, 15% who were the majority agreed and 4% strongly disagreed Corruption and misuse of public resources for investment leads to graduate unemployment

Therefore from above findings, corruption and misuse of public resources for investment leads to graduate unemployment

### **Political violence limit private sector investment affects graduate unemployment**

Also, respondents were asked on whether political violence limit private sector investment affects graduate unemployment, according to the findings, 5% strongly disagreed and 3% of the respondents disagreed that political violence limit private sector investment affects graduate unemployment,, 14% of the respondents were neutral, whereas 51% agreed and 7% strongly agreed that political violence limit private sector investment affects graduate unemployment,

This finding therefore show that political violence limit private sector investment affects graduate unemployment

### **Negative attitudes of graduates wards work**

The study further investigated whether negative attitudes of graduates wards work and from the research findings in table 4.7, 54% of the respondents agreed noting that negative attitudes of graduates wards work, 13% agreed, 2% were neutral, while 9% of the respondents disagreed and 2% of the respondents strongly disagreed that negative attitudes of graduates wards work

The findings of the study above imply that negative attitudes of graduates wards work.

### **Lack of subsidy support to private sector limits job expansion**

The study also investigated whether lack of subsidy support to private sector limits job expansion. It was discovered that lack of subsidy support to private sector limits job expansion as strongly agreed and agreed by 12% and 40% of the respondents respectively. Only 7% of the respondents disagreed with 14% strongly disagreed to the statement that lack of subsidy support to private sector limits job expansion

The above findings thus show that lack of subsidy support to private sector limits job expansion

The overall mean is (3.525) implying that political causes of unemployment among graduates in Osia Sub-County, Tororo District is at a high level.

Results from the interview were also analyzed and were varied depending on the respondent. Some of the views were in agreement with the quantitative analysis and others were in disagreement as detailed below:

One interviewee said that:

*“Corruption and misuse of public resources for investment leads to graduate unemployment”*

Yet another interviewee also revealed that:

*“Political violence limit private sector investment affects graduate unemployment”.*

#### 4.5 Socio-cultural causes of unemployment among graduates

The third objective in this study was to establish socio-cultural causes of unemployment among graduates. The findings from respondent's opinion accompanying variables under this objective were summarized as follows:

**Table 4.5: Showing respondent's opinion on socio-cultural causes of unemployment among graduates**

Statements	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Std. Deviation
Language barrier limit access to job opportunities by graduates	3	2	5	60	10	3.4	.8786
Differences in cultural norms and values system affect graduate employment	2	3	2	58	15	4.1	.7730
Differences in learning environment limit some graduates form access jobs in other locations	17	3	4	44	22	3.6	.7252
Cultural differences in work attitudes affect graduate employment	3	2	5	42	28	3.5	.8098
limitations of social network determine graduate's ability to get a job	5	14	6	38	17	3.4	1.0838
Religious affiliation may affect graduate employment	2	10	8	67	3	2.8	.8786
<b>Average Mean</b>						<b>3.40625</b>	<b>0.870</b>

**Source: Primary date (2025)**

### **Language barrier limit access to job opportunities by graduates**

Results in table 4.4 below show that 60% of the respondents agreed with the statement noting that language barrier limit access to job opportunities by graduates, 10% agreed, 5% of the respondents were neutral and 3% disagreed while 2% of the respondents strongly disagreed that language barrier limit access to job opportunities by graduates

Thus from the above findings, it is true language barrier limit access to job opportunities by graduates, as majority of respondents (42.5%) agreed to the statement.

### **Differences in cultural norms and values system affect graduate employment**

On whether differences in cultural norms and values system affect graduate employment. The study found that 58% of the respondents agreed with the statement noting that differences in cultural norms and values system affect graduate employment while 15% strongly agreed and 2% were not sure. Other respondents who constituted 3% disagreed and 2% strongly disagreed.

The findings therefore indicate that differences in cultural norms and values system affect graduate employment.

### **Differences in learning environment limit some graduates form access jobs in other locations**

It was agreed by 44% of the respondents agreed that differences in learning environment limit some graduates form access jobs in other locations while 11% were neutral. Other respondents who constituted 22% strongly agreed and 17% strongly disagreed while 3% disagreed that differences in learning environment limit some graduates form access jobs in other locations

The above findings thus imply that differences in learning environment limit some graduates form access jobs in other locations.

### **Limitations of social network determine graduate's ability to get a job**

Further, the study investigated whether limitations of social network determine graduate's ability to get a job. It was agreed by 42% of the respondents noting that limitations of social network determine graduate's ability to get a job. and 28% strongly agreed to the statement while 2% disagreed, 5% were not sure, while 2% disagreed and 3% strongly disagreed to the statement that limitations of social network determine graduate's ability to get a job..

From the research findings, the majority of the respondents (42%) agreed that limitations of social network determine graduate's ability to get a job.

### **Religious affiliation may affect graduate employment**

The researcher also investigated whether religious affiliation may affect graduate employment. From the findings therefore, 38% of the respondents agreed that religious affiliation may affect graduate employment, 17% of the respondents strongly agreed while 6% of the respondents were neutral, and 14% of the respondents disagreed and 5% of the respondents strongly disagreed.

The study finding means that religious affiliation may affect graduate employment as agreed by 38%.

The overall mean is (3.40625) implying that socio-cultural causes of unemployment among graduates in Osia Sub-County, Tororo District are at high level.

Qualitative results from the interview analysis varied depending on the respondent. Some of the views were in agreement with the quantitative analysis and others were in disagreement as detailed below:

One participant said that:

*“Language barrier limit access to job opportunities by graduates”*

Yet another participant also revealed that:

*“Differences in cultural norms and values system affect graduate employment”.*

#### **4.6 Discussion of findings**

##### **Economic causes of unemployment among graduates**

Study findings show that Inflation reduces wage labor resulting into graduate unemployment. Llington (2020) found that inflation reduces wage labor resulting into graduate unemployment

Findings also revealed that high taxes lead to reduced wage affecting graduate unemployment. Andersson & Carless (2017) opined that High taxes leads to reduced wage affecting graduate unemployment

Additionally, poor infrastructure leads to high cost of doing business thus reduced employee. Black and William (2019) found that poor infrastructure leads to high cost of doing business thus reduced employee

The study also discovered that lack of capital for investment leads to graduate unemployment. Black, Harrison & Wiliam et al., (2017) also argued that lack of capital for investment leads to graduate unemployment

It was also revealed Low levels of entrepreneurship development affect graduate unemployment. Bouwer and Bahati, (2016) also opined that Low levels of entrepreneurship development affect graduate unemployment

The study also Lack of employable skills leads to graduate unemployment. Bouwer, (2021) lack of employable skills leads to graduate unemployment

### **Political causes of unemployment among graduates**

Study findings revealed that Lack of budgetary support results into graduate unemployment. Chappuis and Chappuis, (2016) also found that lack of budgetary support results into graduate unemployment

Findings also indicate that Corruption and misuse of public resources for investment leads to graduate unemployment. Chisholm & Chilisa, (2018) argued that Corruption and misuse of public resources for investment leads to graduate unemployment

Findings further show that Political violence limit private sector investment affects graduate unemployment. Christe, (2018) found that political violence limit private sector investment affects graduate unemployment

It was discovered during data collection that negative attitudes of graduates towards work. Commeyras & Inyenga (2017) argued that negative attitudes of graduates towards work

Also, findings indicate that lack of subsidy support to private sector limits job expansion. Gulikers and Baartman, (2017) also found that lack of subsidy support to private sector limits job expansion

### **Socio-cultural causes of unemployment among graduates**

Religious affiliation may affect graduate employment

The study findings show that Language barrier limit access to job opportunities by graduates. Kingston and Nash (2020) argued that Language barrier limit access to job opportunities by graduates

Findings also indicate that differences in cultural norms and values system affect graduate employment. Johnston & Costello (2015) argued that differences in cultural norms and values system affect graduate employment

Respondents during the study also recommended said that differences in learning environment limit some graduates form access jobs in other locations. Human Science Research Council

(2019) found that differences in learning environment limit some graduates from access jobs in other locations

It was also revealed in the findings that cultural differences in work attitudes affect graduate employment. Hansen et al., (2019) argued that cultural differences in work attitudes affect graduate employment

Finally, findings indicate that limitations of social network determine graduate's ability to get a job. Gulikers and Baartman (2017) found that limitations of social network determine graduate's ability to get a job

## CHAPTER FIVE

### CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents the summary, conclusion, and recommendations about the study. It also looks at areas for further research.

#### 5.2 Conclusion

From the discussion and findings of the study, the following conclusions are drawn:

##### **Economic causes of unemployment among graduates**

Study findings show that Inflation reduces wage labor resulting into graduate unemployment.

Findings also revealed that high taxes lead to reduced wage affecting graduate unemployment.

Additionally, poor infrastructure leads to high cost of doing business thus reduced employee

The study also discovered that lack of capital for investment leads to graduate unemployment.

It was also revealed Low levels of entrepreneurship development affect graduate unemployment.

The study also Lack of employable skills leads to graduate unemployment.

##### **Political causes of unemployment among graduates**

Study findings revealed that Lack of budgetary support results into graduate unemployment.

Findings also indicate that Corruption and misuse of public resources for investment leads to graduate unemployment.

Findings further show that Political violence limit private sector investment affects graduate unemployment.

It was discovered during data collection that negative attitudes of graduates towards work.

Also, findings indicate that lack of subsidy support to private sector limits job expansion.

## **Socio-cultural causes of unemployment among graduates**

Religious affiliation may affect graduate employment

The study findings show that Language barrier limit access to job opportunities by graduates.

Findings also indicate that differences in cultural norms and values system affect graduate employment.

Respondents during the study also recommended said that differences in learning environment limit some graduates form access jobs in other locations.

It was also revealed in the findings that cultural differences in work attitudes affect graduate employment.

Finally, findings indicate that limitations of social network determine graduate's ability to get a job.

## **5.3 Recommendations**

From the study findings and conclusions of the research study, the following recommendations have been made:

### **Economic causes of unemployment among graduates**

Inflation reduces wage labor resulting into graduate unemployment.

High taxes lead to reduced wage affecting graduate unemployment.

Poor infrastructure leads to high cost of doing business thus reduced employee

Lack of capital for investment leads to graduate unemployment.

Low levels of entrepreneurship development affect graduate unemployment.

The study also Lack of employable skills leads to graduate unemployment.

### **Political causes of unemployment among graduates**

Lack of budgetary support results into graduate unemployment

Corruption and misuse of public resources for investment leads to graduate unemployment.

Political violence limit private sector investment affects graduate unemployment.

Negative attitudes of graduates towards work

Lack of subsidy support to private sector limits job expansion.

### **Socio-cultural causes of unemployment among graduates**

Religious affiliation may affect graduate employment

Language barrier limit access to job opportunities by graduates.

Differences in cultural norms and values system affect graduate employment.

Differences in learning environment limit some graduates form access jobs in other locations.

Cultural differences in work attitudes affect graduate employment.

Limitations of social network determine graduate's ability to get a job.

### **5.4 Areas for further study**

- I. Economic causes of unemployment among graduates
- II. Political causes of unemployment among graduates
- III. Socio-cultural causes of unemployment among graduates

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**APPENDICES**

**APPENDIX I: QUESTIONNAIRE GUIDE**

I am **NYACHWO IRENE**, a student of Uganda Christian University pursuing bachelor's Degree in social work and social administration and am currently undertaking a research on the topic, the causes of unemployment among graduates in Osia Sub-county in Tororo District. You are privileged to participate in this research and your selection has been based on random sampling. Please feel free as you respond because the information you give will only be used for academics purposes, treated confidential and will be held anonymous before publication.

Thank you

**SECTION A: REpondent's BIO - DATA**

***INSTRUCTIONS***

*Please fill in the blank spaces or tick (✓) in the boxes provided where necessary.*

1. Name: \_\_\_\_\_ (optional)

2. Age: 15 – 30      31 – 45       46 – 60       60 +

3. Sex: Male       Female

4. Marital status: Single       Married       Divorced        Separated       Widowed     

5. Location:  
Cell ..... Parish ..... Sub – county .....

6. Levels of education:  
None       Primary       Secondary       Tertiary and above

Other (please specify)  
.....  
.....  
.....

7. Religion: Protestant      Catholics      Muslims      Born again  
Others (please specify).....

**SECTION B: HOW ECONOMICS CONTRIBUTES TO UNEMPLOYMENT OF GRADUATES**

In a score of 1-5, please choose the most appropriate answer where 1- strongly disagree, 2- disagree, 3- agree, 4-strongly agree and 5 uncertain

<b>ECONOMICS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Inflation reduces wage labor resulting into graduate unemployment					
High taxes leads to reduced wage affecting graduate unemployment					
Poor infrastructure leads to high cost of doing business thus reduced employee					
Lack of capital initiatives for investment leads to graduate unemployment					
Low levels of entrepreneurs development affect graduate unemployment					
Lack of employable skills leads to graduate unemployment					

**SECTION C: HOW POLITICS CONTRIBUTES TO UNEMPLOYEMENT AMONG GRADUATES**

In a score of 1-5, please choose the most appropriate answer where 1- Strongly DISAGREE, 2- Disagree, 3- Agree, 4-Strongly Agree and 5-Uncertain

<b>POLITICS (Rated Items)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Lack of budgetary support results into graduate unemployment					
Corruption and misuse of public resources for investment leads to graduate unemployment					
Political violence limit private sector investment affects graduate unemployment					
Negative attitudes of graduates wards work					

Lack of subsidy support to private sector limits job expansion					
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**SECTION D: HOW SOCIAL CULTURAL FACTORS CONTRIBUTES TO UNEMPLOYMENT AMONG GRADUATES**

In a score of 1-5, please choose the most appropriate answer where 1- Strongly Disagree, 2- Disagree, 3- Agree, 4-Strongly Agree and 5-Uncertain

<b>SOCIO-CULTURAL FACTORS (Rated Items)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Language barrier limit access to job opportunities by graduates					
Differences in cultural norms and values system affect graduate employment					
Differences in learning environment limit some graduates form access jobs in other locations					
Cultural differences in work attitudes affect graduate employment					
limitations of social network determine graduate’s ability to get a job					
Religious affiliation may affect graduate employment					

**APPENDIX II: Interview guide**

- 1 How has economics contributed to unemployment among graduates?
- 2 What are the political causes of unemployment among graduates?
- 3 How has the socio-cultural factors causes of unemployment among graduates?

Any other information

.....

.....

.....

.....

.....

*Thank you very much for your contribution*

## APPENDICE 2

### Work plan schedule

S/No	ACTIVITY	DURATION
01	Developing questionnaires	2 weeks
02	Data collection	1 week
03	Data processing and analysis	1 week
04	Writing draft and final report	1 week
05	Submission of the report	1 week
	<b>Total Duration</b>	<b>2 (Two Months)</b>

## APPENDICE 3

### BUDGET ESTIMATES

S/No	ITEM ( S)	Quantity (Qty)	Unit (Ugshs)	Cost	Total Coast (Ugshs)
01	Printing/ photo copying papers	1 Ream	20,000		20,000
02	Ruled papers	1 Raem	16,000		16,000
03	Flash disk	1 (2GB)	40,000		40,000
04	Pens, pencil and note book	Assorted	10,000		10,000
05	Photocopying expenses	45 PAGES	@100		4500
06	Word typesetting expenses	45 PAGES	@1000		45,000
07	Spiral binding expenses	3 BOOKS	@5000		15,000
08	Airtime		10,000		10,000
09	Transport expenses		50,000		50,000
10	Contingency		50,000		50,000
<b>11</b>	<b>TOTAL</b>				<b>266,000</b>

APPENDICE 4

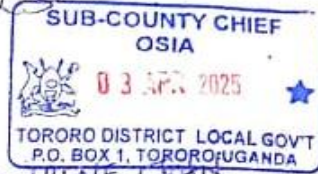


UGANDA CHRISTIAN UNIVERSITY  
A Centre of Excellence in the Heart of Africa  
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To THE SUB-COUNTY CHIEF OSIA

Received  
3<sup>rd</sup> / 04 / 2025



Dear Sir/Madam,  
Re: Academic Research  
Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss NYACHWO KENNETH  
Of Registration Number; S23/MUC/BSW/127 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree IN SOCIAL WORK AND SOCIAL ADMINISTRATION  
He/ she is required to carry out an academic research on the topic UNEMPLOYMENT AND ITS EFFECTS ON THE SOCIO-ECONOMIC WELLBEING OF GRADUATES IN OSIA SUB-COUNTY TORORO DISTRICT.

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

*[Signature]*



Mr. Akampurira Timothy  
Academic Registrar