

**BUSITEMA
UNIVERSITY**
Pursuing Excellence

Employer Satisfaction Survey Report 2022

Busitema University

Volume 1, December 2022

Executive Summary

This report summarizes the feedback obtained from surveys of employers of Busitema University graduates at least 2 years after graduating from Busitema University, allowing sufficient time for them to join the workforce and demonstrate the outcomes of their training. The information in this report was gathered by administering the “Busitema University Employer Survey Questionnaire”. The survey focused on gathering information from those companies/organizations or individuals that have employed or still employ Busitema University graduates after their study. The surveying of participants was mainly conducted remotely through email and telephone calls. Quality Assurance Officers attempted to visit employers at their premises to administer the survey but this was not sustainable due to time and financial constraints. The data gathered focuses on basic evidence about the employee and placement within their industry/place of work. The information focuses on:

- (a) General employer information
- (b) Employer assessment of graduates in terms of:
 - technical development
 - personal and professional development

Information contained within this report augments data gathered via the Busitema University graduate tracer studies to provide a broader view on the effects that Busitema University training has on graduates and on their workplace.

The survey was administered between April to September 2022. The survey population comprised of 243 employers based on the principle that each employer is allocated only one survey regardless of the number of employees who graduated from Busitema University at least 2 years after graduation. A total of 158 completed surveys were filled and collected which represents a rate of return of 65%.

The results of the survey indicate that the graduates meet the expectations of the employers and the employers are generally satisfied with Busitema University graduates. 92% of the employers surveyed reported that the graduates had a positive impact on productivity and performance of their organizations. 96% of the employers said that they would employ other Busitema graduates. This means the training and the academic programmes offered at Busitema University are relevant to the needs of the employers.

1.0 Introduction

Busitema University graduates an average of 1128 students every year in various disciplines. According to the Tracer Study “Employability of Graduates” carried out by Busitema University between 2021-2022 on graduates, 73% of the graduates were employed (including the 12% who were self-employed) within the first year of their graduation. One of the key recommendations of the Tracer Study report was to enhance employment through inclusion of stakeholder expectations in the process of curriculum development and review. Current practices at the university involve an internship program that allows continuing students to interface with the world of work in the course of their training. Surveying employers on their expectations of graduates is an extra step in the feedback process.

Therefore, Busitema University Employer Satisfaction/Expectation Survey is a survey to determine the relevance and responsiveness of the curriculum, programmes, and services of Busitema University. It is used to identify employers’ perceptions of the most important competencies that are required to meet industry needs in various professions, and their expectations of our graduates. It is hoped that EES/ESS can give the University an idea of the quality of its graduates and seek ways to improve graduates’ overall skills and attributes through internal quality assurance mechanisms and initiatives. For example, the need to review the curriculum or come up with programmes to prepare students for the work environment. The survey is done approximately at least 2 years after the date of the graduate.

1.1 Objectives of the Study

The aim of this survey was to obtain critical stakeholder feedback and monitor the employability and professional success of the graduates for continuous improvement purposes, producing graduates with relevant skills and mindsets that best serve the employers. Therefore, examining the factors affecting employer satisfaction, with an emphasis on how satisfaction is viewed and measured in Uganda’s public and private sectors. The specific objectives of this survey are:

1. To gather information about the performance of Busitema University graduates within the workplaces
2. To ascertain the general level of employer satisfaction with Busitema University graduates

3. To identify the factors influencing employer satisfaction with our graduates.
4. To identify graduates' overall skills and attributes that are required by the employers
5. To help University prepare the graduates for employment and at the same time use the information to monitor the universities' strategic objectives.
6. Identify the Programmes and curricula that are both relevant and irrelevant to the needs of employers.
7. Analyze the labor market in relation to the training opportunities at the university.

1.2 Skills Considered in Employers' Satisfaction Survey

The type of employer survey employed in this study as the driving source of information is the skill-based approach. The term 'Skill' has been defined as the ability to apply knowledge and know-how to complete tasks and solve work-related problems. The term therefore, refers to cognitive, practical, and social dimensions. It also encompasses innate talents (Jacob et al., 2006). In this study, the survey was based on the skills here listed (Saleh & Lamsali, 2019):

(a) Basic/foundation skills

These are sometimes called core/cognitive skills. Widely considered part of core or cognitive skills, these are essentially foundational skills for further learning and enable people generate new skills such as reading, writing and numeracy skills. Some include IT, and learning to learn skills in this group since they are necessary in today's world for constant learning

(b) Technical skills

Specialized skills, knowledge or know-how needed to perform specific duties and tasks, both theoretical and practical. These skills linked with the use of special machinery or techniques.

(c) Employability skills (soft/ generic skills)

These are not specific to a particular occupation or industry, but important for work, education and life such as communication skills, teamwork and collaboration, problem-solving, adaptability, critical analysis, creativity, conflict resolution, time management, working under pressure, etc. Some include 'learning to learn skills' in this group.

(d) Personal attributes/ skills

Individual attributes that impact work habits, such as honesty, integrity, work ethics, reliability, loyalty, devotedness, selfishness, aggressiveness, etc.

2.0 Brief Description of the Methodology

This study is an expansion of an initiative seeking to understand graduates employability. ESS focuses on employed graduates' skills, abilities and competencies. Broadly, this study investigates the factors affecting the employer satisfaction in Uganda and beyond.

The study involves employers or direct supervisors of employed graduates. An employed graduate refers to graduates who are employed in full-time or part-time positions about 2 year after their graduation. The minimum duration of service at their workplace must be 3 months or more.

The quantitative method for this study includes the survey questionnaire containing both closed and open-ended questions. The employer satisfaction questionnaire was used to identify gaps between the employer's perceptions of competencies that are needed to get hired and meet changing industry trends in various professions.

The questionnaire of the survey was prepared by Directorate of Quality Assurance in consultation with other stakeholders. The draft questionnaire was reviewed, evaluated and piloted before the beginning the actual data collection. The survey was conducted by Directorate of Quality Assurance and was administered through emails, telephone and to some extent physical contact (hard copy).

Table 1: Activity Implementation Schedule for the Employer Satisfaction Survey

Tasks	Period
Identify and compile list of employed graduates with contact details	April 2022
Formulate the survey instrument	April 2022
Train staff involved in the study	May 2022
Call-up employed graduates to personally obtain supervisors' contact details and follow-up graduate's employment status	May-June 2022
Send out via email and make telephone calls to supervisors, etc.	May-June 2022
Identify and follow-up on unresponsive supervisors	July-August 2022
Data analysis and report write-up	September 2022
Disseminate the results of the study	October 2022

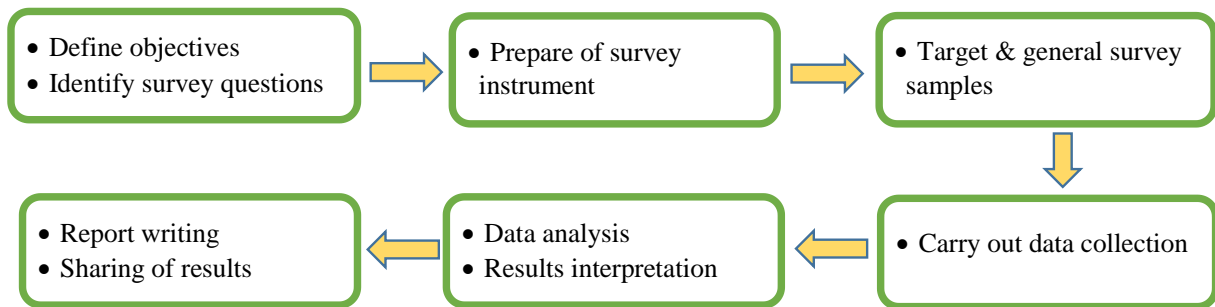


Figure 1: General Process Flowchart

3.0 General Information

3.1 Type of Organization

Table 2a summarises the type of organisation; public and private (including NGO) represented by the employers of the Busitema University graduates for this survey.

The majority of the employers (55.1%) were from the public sector and 44.8% were from the private Sector. Table 2 below provides a listing of the surveys administered and the returns from each company. It should be noted that the efficient administration and return of surveys was affected by the distant locations of respondents, missed telephone calls, and the transient employment of graduates – some had left their place of employment between the time contacts were collected and the survey implementation.

Table 2a: Type of Organisations

Organisation Type	Frequency	Percentage
Government	87	55.1%
Private	71	44.8%
Total	158	100%

Table 2b gives the details of the representation of employers per faculty where the graduates studied while at Busitema University. The employers of the graduates from the Faculty of Science and Education who responded were 51 constituting 32.3%, Faculty of Engineering 32 (20.3%), Faculty of Management Sciences 27 (17.1%), Faculty of Agriculture and Animal Sciences 24 (15.2%), Faculty of Health Sciences 17 (10.8%) and Faculty of Natural Resources and

Environmental Sciences 8 (5.1%). FAA had a small representation and yet it has graduated more students. This is because most of the contacts of the employers of the Certificate in general Agriculture graduates could not be traced.

Table 1b: Response from Employers per Faculty

Employers Distribution per Faculty	Number	%
Faculty of Engineering and Technology	32	20.3%
Faculty of Science and Education	51	32.3%
Faculty of Health Sciences	17	10.8%
Faculty of Management Sciences	27	17.1%
Faculty of Agriculture and Animal Sciences	24	15.2%
Faculty of Natural Resources and Environmental Sciences	8	5.1%
TOTAL	158	100%

3.2 Busitema University Graduates Currently Employed

A summary of the number of Busitema University graduates employed by the Employer is presented in Table 3. 85.0% of employers reported that they employed between 1 to 5 graduates, 10.8% of employers stated that they had between 6 to 10 graduates, and none of the employers had more than 20 graduates in their organisations.

Table 3: Number of Busitema University graduates employed by employer

Number of Employees	Frequency	Percentage
1-5	135	85.0%
6-10	17	10.8%
11-15	3	1.9%
16-20	3	1.9%
More than 20	0	0.0%
Total		100%

4.0 Findings and Discussion

4.1 Technical and Professional Development

The rating of graduates' skills and competencies by employers which includes technical and professional development is given in Table 4 and further analysis is depicted in Figure 2.

Table 4: Rating of graduates' skills and competencies by employers

Sn	Part 2 Graduate Attributes	%Agree	%Neutral	%Disagree
1	Busitema University graduates are the employees of choice:	96.2	3.8	0.0
2	The graduates demonstrate the depth of knowledge and mastery of specialization	93.3	6.7	0.0
3	The graduates demonstrate critical thinking skills	91.4	8.6	0.0
4	The graduates illustrate innovation and effectiveness in their respective fields	87.6	7.6	4.8
5	They research autonomously and are able to present knowledge in a proper context and perspective	88.6	11.4	0.0
6	They demonstrate effective Communication Skills	90.5	9.5	0.0
7	The graduates are eager to learn new skills	99.0	1.0	0.0
8	They have awareness of the moral impact of their decision-making on society	75.2	23.8	1.0
9	The graduates are eager to expand their professional knowledge	81.0	17.1	1.9
10	The graduates have joined a professional society/association related to their profession.	51.4	28.6	20.0
11	They have a wide range of Skills sets in contemporary literacies and a recitation of lifelong learning	84.8	12.4	2.9
12	Do they exhibit Team work and group dynamics	92.4	5.7	1.9
13	Customer care	96.2	1.9	1.9

The discussion of each attribute as per employers' observation is enlisted below:

(a) Busitema University graduates are the employees of choice:

96.8% of the employers agreed to Busitema Graduates as employees of choice and the reasons that were given to support this include; graduates being committed to work, competent and hardworking in all situations, ready to learn, and loyal. Others indicated that it does not matter which university one go to as long as the graduate is hardworking and competent at work.

(b) They demonstrate depth of knowledge and mastery of specialization

93.3% of Employers agreed to Busitema graduates as employees who demonstrate the depth of knowledge and mastery of Specialization. The employers reported that the graduates are knowledgeable and have competencies in their fields. The employers also noted that the graduates have basic skills needed for work especially those who have long work experience.

(c) The graduates demonstrate critical thinking skills;

91.4% of employees agreed to graduates having critical thinking skills since they have good reasoning and are able to analyze, assess and resolve situations at work. However, it was reported that a few graduates are not critical thinkers due to different personalities and also being new in the field/at work.

(d) The graduates illustrate innovation and effectiveness in their respective fields

87.6% of the Employers Agreed to Busitema Graduates being innovative since they are creative, resourceful, and able to fix technical issues at work and help organizations achieve success and improve performance. For Example, the employer at the Ministry of Finance is impressed by one of the graduates who is innovative in his specialization, the graduate is always coming up with updated software systems, able to use them, and even training the staff on how to use organizational integrated systems.

(e) The graduates research autonomously and are able to present knowledge in a proper context and perspective

88.6% of the employers agreed that the graduates keep updated on their knowledge and skills in their different fields. Some graduates have undertaken further education and this has further developed their skills and zeal to undertake research in their different fields.

(f) The graduates demonstrate effective Communication Skills

90.5% of employers agreed to Busitema University graduates as those who demonstrate effective communication skills since the graduate observes protocol in communication, have basics of report writing skills and are able to use the technology to communicate. They generally have good communication skills both formal and informal. However, 9.5% of the employers noted that some graduates are yet to master good communication skills. They noted that some graduates have behavior & personalities that need gradual learning and change; neither the University nor the Organizations can easily change the personal behavior of people in a short time.

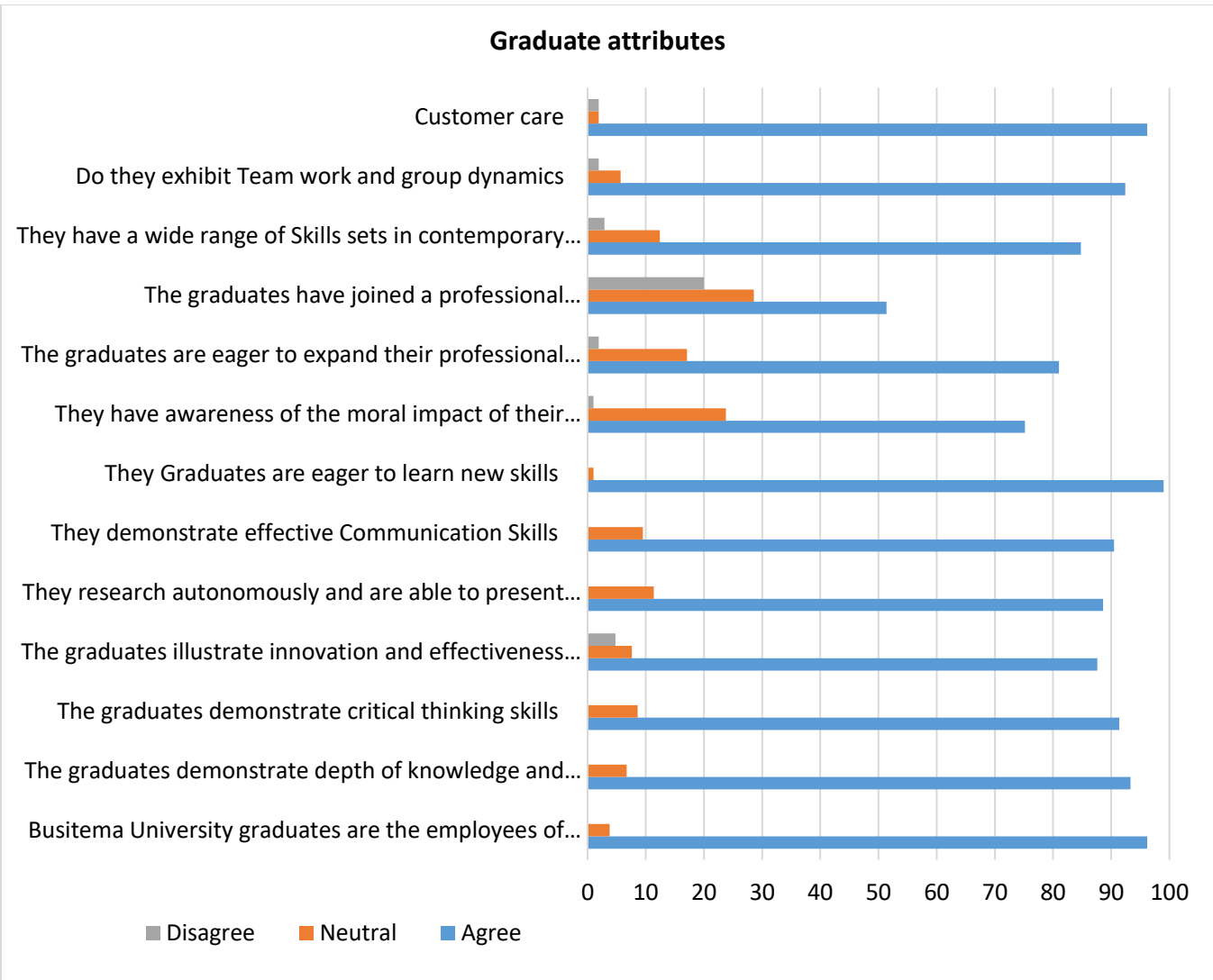


Figure 2: Rating of graduates’ skills and competencies by employers

(g) The graduates are eager to learn new skills

99% of the employers strongly rated the graduates as those eager to learn new skills because they are flexible and dynamic employees, can easily be trained and teachable, and have good attitude to change and advancements.

(h) The graduates have awareness of the moral impact of their decision-making on society

75.2% of the employers agreed to the graduates having awareness of the moral impact of their decision-making on society in that they are able to make decisions and suggestions that fit the organizations and improve on the general performance in their different fields. 25% noted that some organizations are also too bureaucratic to allow and motivate decision-making among the lower staff; decisions can be made but have to undergo through many session up to top

management before implemented. This requires a lot of zeal and courage which most young employees may lack or have not yet developed.

(i) The graduates are eager to expand their professional knowledge

81% of the employers agreed that the graduates are eager to expand their knowledge through various avenues including short training at their places of work. Some graduates already enrolled for further education to enhance their knowledge in various fields. However, other employers noted other graduates have personal issues which limit them. Others are constrained due to finance and busy schedules of work in some organisations.

(j) The graduates have joined a professional society/association related to their profession.

51.4% of the Employers reported that some graduates have joined Professional Societies for their specialized fields for example for educational bodies, Engineering Associations, Veterinary Associations, Forestry board, medical associations and many others. It was also noted that some professions do not have Associations that govern them in Uganda for example Crop production, and other fields failing the graduates to join into the professional societies that fit their fields. Some supervisors had not shared with the graduates in that direction and therefore were not aware if the graduates were members of any professional body or association.

(k) The graduates have a wide range of Skills sets in contemporary literacies and a recitation of lifelong learning.

85% of the employers agreed that the graduates have 21st-century literacies including internet literacies, and information, and communication technologies (ICT) literacies. Therefore, the employer noted that the graduates have the ability to learn more knowledge and skills.

(l) The Graduates exhibit Team work and group dynamics

92.4 % of the Employers observed the graduates as all-round people who exhibit very good team work with the staff, supervisors, beneficiaries, other stakeholders' they work together and fully participate in most of the activities.

(m) Customer care

96.2% of the employers reported that the Busitema University graduates as people who have good customer care both internally and externally, so welcoming, friendly, and have a good attitude

towards others. The employers who did not agree cited personality issues related to the individual graduate.

Generally, for the Technical Development, the response by employers revealed that the Busitema University training had a positive impact on the technical development of their employees. This is because the graduates demonstrated the ability to perform to the expectations of their respective workplaces and are able to use relevant skills and technology in workplace tasks. The graduates also demonstrated working knowledge of the workplace and were fluent in relevant technical vocabulary.

The results also indicate that Busitema University graduates are able to work effectively with minimal supervision and are able to take on increased responsibility. Furthermore, their ability to solve common work-related problems was rated high and their ability to communicate effectively with supervisors, co-workers and clients was equally very good

In relation to personal & professional development, the employers agreed that Busitema University training had a positive impact on the personal and professional development of their employees. This is because the employers rated the graduates high in terms of being motivated and showing initiative. Therefore, the graduates display appropriate attitude and aptitude to work, are reliable and professional.

4.2 What Employers Consider Important

This section was meant to ascertain the general skills and personal attributes that employers look for while recruiting an employee irrespective of the nature of the position. Meaning that a graduate having these skills and attributes would make him/her more marketable to employers. Table 5 indicates how the employers rated what they consider important from the list. Quality of work produced, Time Management, Professionalism and Trustable, Honest & Accountable were all rated above 90%, Response to supervision, Organizational skills, Computer skills and Analytical reasoning & Critical resolutions were rated above 80%. The class of degree one scores was not rated among the “very important” factors but was still listed among the important ones. The details of the analysis are indicated in Table 5 and Figure 3.

Table 5: What Employers Consider Important

SN		Very Important (%)	Important (%)	Somewhat Not Important (%)	Not Important (%)
1	Quality of work produced	95.2	4.8	0	0.0
2	Time Management	92.4	6.7	1	0.0
3	Professionalism	97.1	2.9	0	0.0
4	Trustable, Honest & Accountable	98.1	1.0	1.0	0.0
5	CGPA / Class of Degree	26.7	62.9	8.6	1.9
6	Response to supervision	86.7	13.3	0.0	0.0
7	Organizational skills	83.0	14.2	2.8	0.0
8	Computer skills	80.0	19.1	1.0	0.0
9	Leadership skills	60.0	26.7	13.3	0.0
10	Negotiation Skills	56.2	30.5	13.3	0.0
11	Analytical reasoning & Critical resolutions	89.5	10.5	0.0	0.0
12	Conflict Resolution	77.1	20.0	2.9	0.0
13	Dress code	63.8	32.4	3.8	0.0

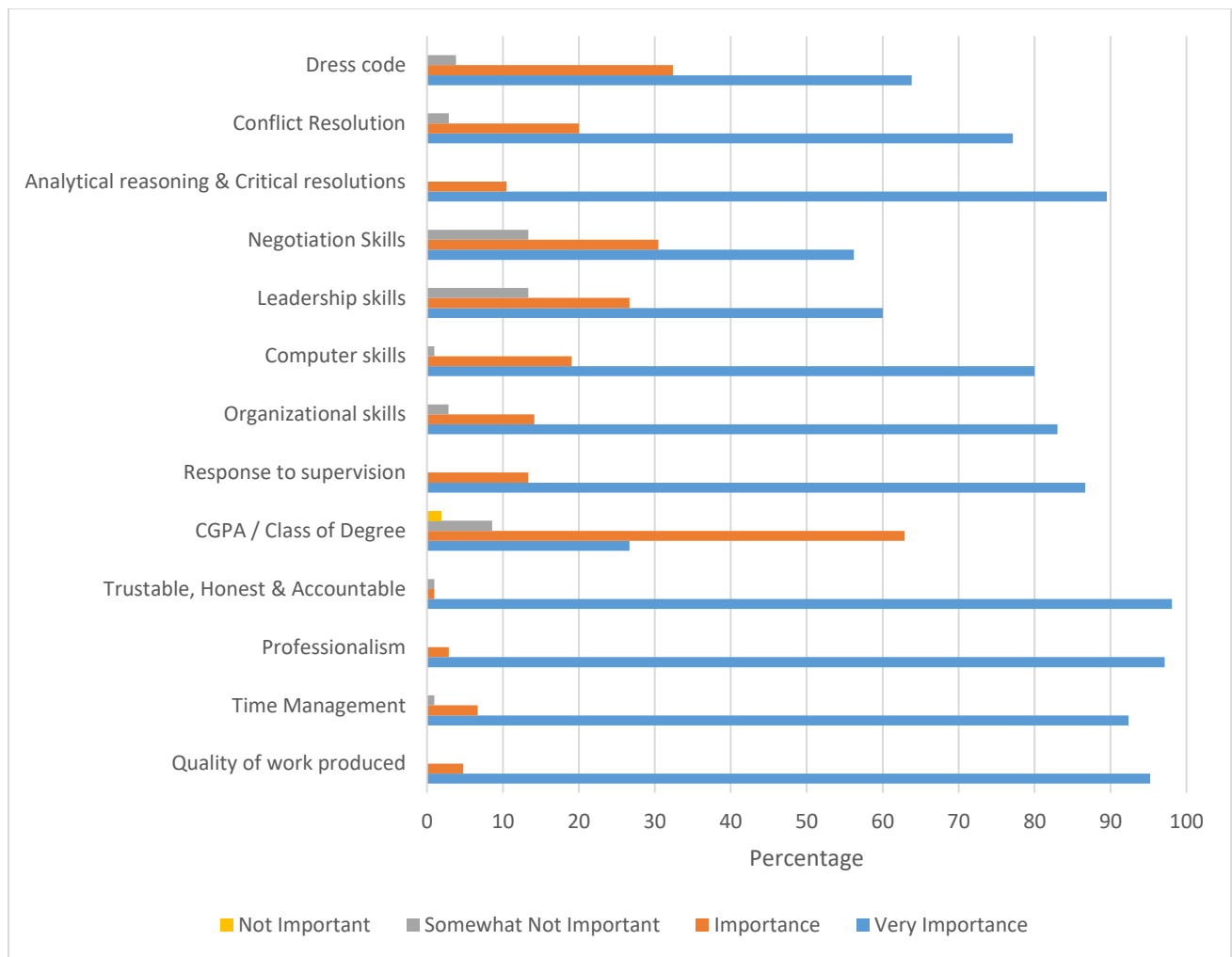


Figure 3: What employers consider important

4.3 Employer Expectation and Satisfaction

In all the attributes listed in Table 6 and Figure 4, the graduates are able to meet the expectation of the employers. This is reflected by the score range from 77% to 93.3%. Only 4.0 to 12% exceeded the expectation of the employers. Over 85% of the employers praised the graduates for being all round including having very good entrepreneurial skills to the extent that some of them have been made project Managers due to their good management of Projects, ability to foresee uncertainties, report, analyze, assess and find solutions to it. 17% of the Employers in their observed that some graduates lack basics in Entrepreneurship. They, therefore, advocated for the University to implement Entrepreneurial skills course units in all programmes

Table 6: How well does the graduate meet your expectations?

Sn	Attributes	Exceeds Expectations (%)	Meets Expectations (%)	Nearly Meets Expectations (%)	Do Not Meet Expectations (%)
1	Quality of work produced	7.6	89.5	2.9	0.0
2	Time Management	8.5	81.1	10.4	0.0
3	Professionalism	12.4	84.8	2.9	0.0
4	Initiative/ Creative Thinking	5.7	86.7	7.6	0.0
5	Communication skills	8.7	86.7	4.8	0.0
6	Trustable, Honest & Accountable	10.5	87.6	1.9	0.0
7	Team work and group dynamics	9.5	84.8	4.8	1.0
8	GPA / Class of Degree	3.8	93.3	2.9	0.0
9	Response to supervision	9.5	86.7	3.8	0.0
10	Organizational skills	6.7	87.6	5.7	0.0
11	Computer skills	5.7	86.7	7.6	0.0
12	Leadership skills	2.9	83.8	13.3	0.0
13	Negotiation Skills	1.0	84.8	12.4	1.9
14	Entrepreneurial Skills	6.7	77.1	14.3	1.9
15	Analytical reasoning & Critical thinking	4.8	84.8	7.6	2.9
16	Conflict Resolution	3.8	85.7	9.5	1.0
17	Dress code	4.8	91.4	3.8	0.0

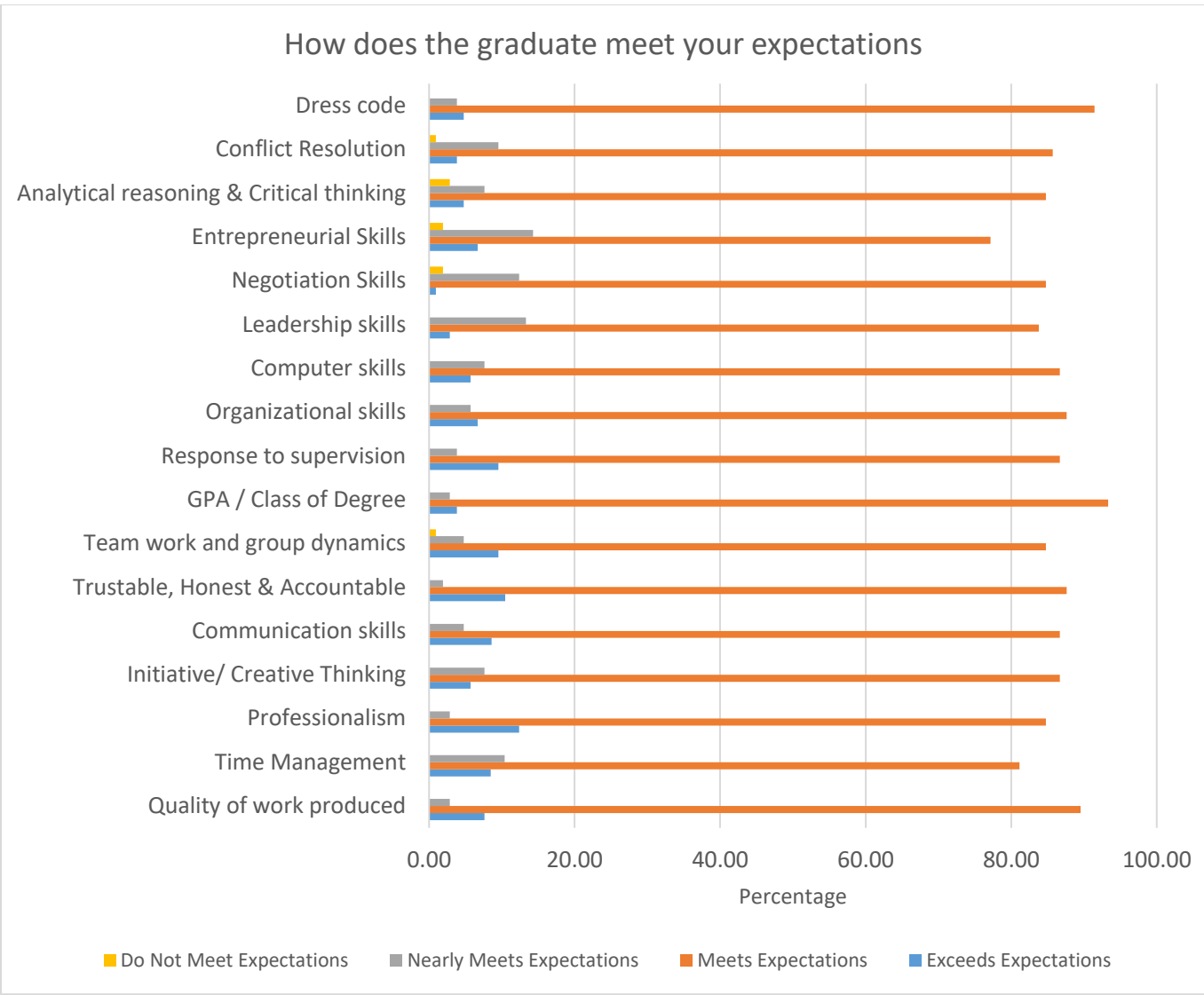


Figure 4: How well does the graduate meet your expectations

Generally, over 85% of the employers reported that they were ‘satisfied’ with the Busitema University programmes/courses that their employees had undertaken. The employers reported that they felt that Busitema University graduate employees had helped other workers improve their work standards and productivity. It has therefore been reported by some of the employers that a number of Busitema University graduates have either been promoted or given greater responsibilities. The Busitema University graduates have been able to share their skills with other workers in their companies/organisations.

Therefore, the employers reported that Busitema University graduates had a positive impact on the organization/company’s productivity and performance. For that reason, the employers expressed

their willingness to employ other Busitema University graduates and would recommend Busitema University academic programmes to other people and organisations including supporting other employees to attend training at Busitema University, where possible.

4.4 Services Rendered to the Employees before Starting Work

Employers were asked about the kind of services they render to their employees before they start work immediately after recruitment. Generally, most employers undertake some form of orientation including mentorship. Periodic training, Inductions, and Orientation of the employees were among the services listed given to employers before they start work. On average, 58% conduct mentorship, 22% undertake training, and other services such as induction, orientation constitute 20% (see Figure 5).

It was noted that the mentorship, training, and inductions were done in order for the new employees to familiarize themselves with the job description, work standards, achievements, and expectations. Organizational rules and Regulations, Objectives, Vision, Mission, and other related matters are some of the aspects that employers orient the new employees on.

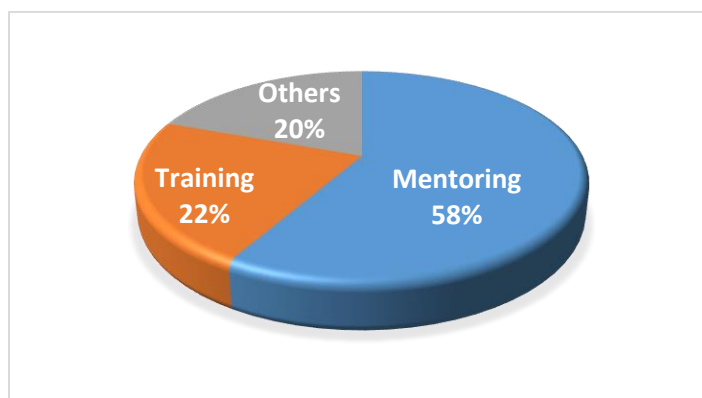


Figure 5: Services rendered to the employees before starting work

4.5 Career Development Programmes to Support Early Career Graduates

When asked if there are career development programs to support early career graduates, 71% of the Organizations have reported that they have developed Career Programs that support early Career Graduates. These include quarterly and annual training and workshops by inviting experts (both internal and external) in different fields. Some organizations also offer short courses for

employees to train and build capacity. 29% of the employees do not offer anything, once you are recruited you go straight to the work. The results are here indicated in Figure 6.

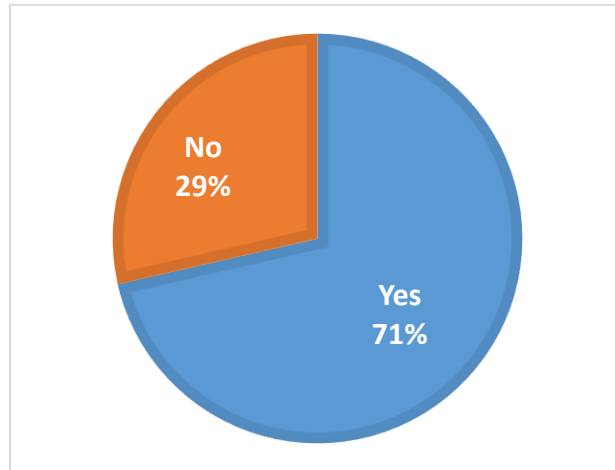


Figure 6: Response of employers on the availability of career development programmes to support early career graduates

4.6 Gender Preference

The employers were asked whether they had a preference for gender (i.e. male or female). Results showed that 5% of employers considered/preferred the male gender. They reported that the males can do hard work, have perseverance, and are not always disrupted compared to the females. Females are sometimes taken up by family issues such as antenatal, caring for children, and fear to work at very late hours. However, 95% of the Employers had no preference for a particular gender (see Figure 7). They preferred gender balance in all ways but only considered one's competence, commitment, delivery service, and self-expression as the most important aspect.

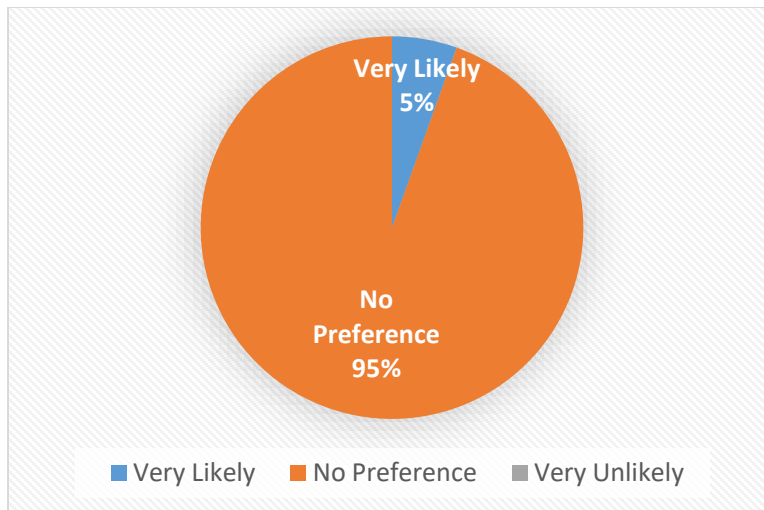


Figure 7: Gender preference by employers

5.0 Recommendations by Employers to Busitema University

Policy Related

- a) Review and revise the admission handbook/ & Internship Policy to:
 - i) increase the period of internship for all programmes as stipulated in vision 2040.
 - ii) provide for more practical/ laboratory contact hours to match with the changing teaching and learning – collaborative and individual learning
 - iii) introduce independent studies especially for courses with small enrolments – students are attached to firms to learn independently
- b) Fast track the operationalization of the ODeL policy to guide the development and implementation of online learning for all programmes

Management:

A. Outreach, engagement, and marketing

- a) Constitute a committee to operationalize the Integrated marketing, branding and communication strategy by developing annual workplans
- b) Develop a consistent and integrated university-wide outreach, engagement, and marketing strategy, including a designated unit and staff to support this work at the faculty/campus level.
- c) Capitalize on the University’s STEMI niche to build partnerships with professional organizations to
 - i) participant in curriculum development and reviews;

- ii) Provide mentorship through lecture talks to students;
- iii) Impart soft employable skills through internship placements;
- d) Increase the intake of females every academic year and provide scholarships for graduate programmes

B. Teaching, learning and research

- a) Strengthen the campus infrastructure to support scholarship and innovation.
- b) Promote evidence-based teaching and learning
- c) Review and revise programmes to reflect emerging technologies, new service models especially those that are multi- or inter-disciplinary, inter-institutional, and/or international.
- d) Faculties to develop practical manuals to guide practicals/ experimentation
- e) Impart more practical/hands-on IT and computer skills

C. Faculties/ Campuses – Teaching, learning, research & innovation

Faculty of Engineering and Technology

- Improve the training on Structural designs and development skills for irrigation structures and Hydraulics designs, including the use of using Engineering Software
- Include ICT change management in Computer Engineering
- Encourage More Students to do agricultural Mechanization Engineering

Faculty of Management Sciences

- Creating study Clubs for instance entrepreneur clubs, marketing clubs for the students
- Equip students with Project management skills in all programmes at the university.
- Keep an emphasis on communication and time management skills

Faculty of Agriculture and Animal Sciences

- Improve on animal health practical skills in agriculture
- Enhance on Para medics and Para vets practical skills in Animal and Veterinary courses
- Advanced Production technologies and Dissemination in birds (Practical skills exposures on rabbits, Ducks, Turkey management)
- Equip students with farm structure constructions and management skills

Faculty of Natural Resources and Environmental Sciences

- Incorporating Wetland Management and Climate Change into related courses/Programmes and also Waste Management in all fields

Faculty of Health sciences

- Increase more training on Surgery skills

Faculty of Science and Education

- Train students on the New Secondary School Curriculum Practical Skills right from the beginning of first year at the Faculty of Education.

6.0 Conclusion

Overall, the employers were satisfied with the Busitema University training provided to their employees, indicating a high acceptance of the University's training programmes within industries. On average 92% of the employers reported that Busitema University graduates had a positive impact on productivity and/or business performance, which indicates that Busitema University graduates are making significant contributions in their organizations towards improving overall business performance. Hence, the employers reported that they would consider supporting other employees to attend training at Busitema University. 96% of the employers said that they would employ other Busitema University graduates or work placement students. Collectively, the survey results indicate that employers are satisfied with the training being provided by Busitema University and that this training has led to significant positive impacts in business and employee performance.

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