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Enhancing Alumni Employability: Aligning Higher Education Quality with Workforce Expectations

Abbos M. Utkirov

Lecturer, Department of Research, Graduate School, Westminster International University in Tashkent, Uzbekistan.

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Abstract

This study explores the perspectives of both young and experienced professionals in Uzbekistan, evaluating their alignment with labour market demands to enhance employment outcomes and improve the quality of education and employability skills. Data were collected through a quantitative approach using an online semi-structured questionnaire distributed to 607 WIUT alumni, incorporating Likert Scale questions to assess responses. The results show that while the WIUT library program is well-structured and up-to-date, its activities do not fully meet the needs of either young or experienced graduates. A staff shortage has hindered the effective implementation of the LRC curriculum, impacting program quality. Although several factors influence individual income, the data collected lack sufficient depth to establish strong correlations between library usage and income. These findings will help improve the planning of LRC activities and inform the development of teaching approaches at WIUT, supporting both existing and future graduates in acquiring market-driven skills and enhancing their employability, thus ensuring a higher level of professional preparedness. This research is among the first in Uzbekistan to examine the impact of university library operations on graduates' employability skills, providing valuable insights into the role of quality education in shaping workforce readiness.

Keywords: Employability, Higher education quality, Labour market, WIUT library.

1. Introduction

The WIUT library is identical to the University of Westminster's library in London. The university does not impose any limitations on the use of the library's resources. All resources are freely accessible to all visitors. The team of LRC works hard to improve researchers' exposure and prospects. Since 2002, the library has benefited from cutting-edge technology by developing digital catalogs for quicker and simpler access to its resources (WIUT LRC, 2023). WIUT LRC has a lot of activities, workshops, training, and blended mode courses that can enhance the students' transferable skills that can assist in their employability. Ameen & Warraich (2011) describe employability as required skills for getting the job and doing it professionally. They can be taught based on academic and thinking skills and individual qualities.

To meet the demanding employer needs, efforts should be focused on developing marketable skills. Teaching LRC participants market-driven skills plays a significant role in areas including presentation, IT, problem-solving, and research with high levels of commitment and motivation (Utkirov & Salahodjayev, 2021).

The study aims to achieve the following quality-focused objectives:

1. Explore the opinions of young professionals regarding the employability skills of LIS graduates in Uzbekistan, focusing on their alignment with labor market needs.
2. Assess the perceptions of young and experienced professionals regarding the relevance and quality of existing LRC courses at WIUT to the contemporary labor market for professionals.
3. Provide quality-driven recommendations and propose strategies to enhance employability in Uzbekistan based on the findings of the study.

The WIUT LRC was chosen as the focal point of this study for three key reasons:

1. It is the oldest and most prestigious international institution in Uzbekistan, producing approximately 60% of professionals across diverse fields such as business, economics, IT, and commercial law.
2. The department has been at the forefront of developing high-quality LRC curricula, ensuring relevance to market demands.
3. The author of the study is a faculty member within the department, playing a key role in the continuous improvement and revision of the curriculum, ensuring its quality and market relevance.

Given these factors, it is crucial to investigate the employability skills of graduates from this department as perceived by both young and senior professionals.

2. Literature review

The definition of graduate employability is not universally agreed upon by scholars, as the topic has attracted researchers from various disciplines, such as management, human resources management, accounting, and psychology (Chhinzer & Russo, 2018; Römgens et al., 2020; Mainga et al., 2022). Furthermore, the definition of graduate employability has evolved, with an augmented definition being used for this study as a combination of knowledge, skills, abilities, behaviors, and attributes that increase the likelihood of graduates obtaining initial employment and succeeding in their chosen careers. It ultimately empowers graduates to be critical and reflective lifelong learners who are flexible and adaptable throughout their careers, benefiting themselves, their employers, the community, and the wider economy (Scott & Willison, 2021). In today's globalized and rapidly changing technological world, lifelong learning, critical thinking, flexibility, and adaptability are crucial. Employability encompasses more than just academic knowledge; it includes the possession of skills, abilities, and

behavioral attributes that align with the desired workplace or profession. Even if entry-level graduates possess acceptable levels of technical skills specific to their discipline, they may still fail on the job due to a lack of soft or transferable skills (Robinson & Garton, 2008; Osmani et al., 2017). To perform well in their initial employment, newly graduated individuals need to possess crucial employability skills, which comprise problem-solving, communication proficiency, critical thinking, interpersonal abilities, and teamwork aptitude (Lim et al., 2016; Osmani et al., 2017; Mainga et al., 2022).

Kovács & Keresztes, (2022) find out that the development of e-commerce has led to changes in the key employability skillset. The research found that soft skills, such as motivation, oral communication and presentation skills, interpersonal skills, flexibility, teamwork, stress resilience, problem-solving, and creative thinking, were perceived to be of the highest importance. Analytical and conceptual skills, knowledge of social media, e-commerce, mobile, and internet and software were also among the top categories. Equipping university graduates with the right hard and soft skills could make the transition from higher education to the world of work easier boost job creation and increase productivity. The implications for employers of on-the-job training are as critical as skills development in higher education.

Mammo (2007) examines how employers in Ethiopia perceive employees and their ability to find a job in their field. He also looks at the curricula for the BSc degree in information systems, master's degree in Information Science at Addis Ababa University, and BLIS at Jimma University. The study provides an overview of the difficulties in library and information science (LIS) education and the reasons why employers and professionals in the field are dissatisfied. The study's results may assist not only LIS educators but also other fields such as

management, marketing, and tourism-related spheres in developing and designing necessary skills (Ameen & Warraich, 2011).

Strietska-Ilina et al. (2021) assessed that it is undeniable that during and after the pandemic, job-specific technical skills are crucial for individuals to retain their employment while possessing broad digital skills has become a requirement for many jobs. However, during these uncertain times, core work/soft skills have become even more vital for effectively transitioning to the digital work landscape. This is particularly evident in the current turbulent circumstances. For instance, the International Labour Organization's assessment of reskilling and upskilling needs in nine African countries due to COVID-19 reveals that employers primarily seek technical and core skills in new hires. The latest McKinsey Global Survey on reskilling also emphasizes the increased demand for strong core skills like adaptability, empathy, and leadership, driven by the crisis (McKinsey Global Institute, 2021). This rising demand for core skills may continue beyond the pandemic as the business environment evolves, forcing employers to be innovative, flexible, agile, and highly adaptable to transformation.

It is crucial to address the disparities in how graduates perceive their level of acquired skills compared to employers' expectations. Graduates frequently expect employers to be satisfied, but in reality, dissatisfaction often prevails. This mismatch can lead to demotivation among graduates and higher turnover rates. One effective approach to bridging this perception gap is to advocate for mandatory student internships, facilitating direct engagement with employers and the labor market. Additionally, promoting self-management skills, including self-awareness, can be beneficial. These measures aim to reduce the gap by providing graduates with practical experience, fostering active connections with employers, and enhancing their

understanding of their strengths and weaknesses (Lisá et al., 2019; Utkirov & Salahodjayev, 2021).

Rani & Sharma (2021) found out that library and information science (LIS) graduates expressed dissatisfaction with their employability skills, citing the inadequate inclusion of suitable skills in LIS curricula as the primary reason. Alumni specifically highlighted weaknesses in communication, practical, and presentation skills. When seeking employment, alumni face various challenges related to their employability skills. Recruiters now expect graduates to possess multidimensional and market-oriented skills, including improved communication, problem-solving attitude, indexing, classification, cataloging, IT knowledge, and presentation skills.

Enhancing the employability of alumni requires a focused alignment between the quality of higher education and workforce expectations. Quality education ensures that graduates are equipped with up-to-date knowledge and skills that meet the dynamic needs of the labor market. To achieve this, higher education institutions must prioritize curriculum development that reflects industry standards, engage employers in feedback processes, and continuously adapt teaching methods to foster critical thinking and practical skills. Maintaining high academic quality through rigorous assessments, faculty development, and modernized learning resources ensures that graduates not only meet but exceed workforce expectations. Ultimately, a commitment to quality in education enhances the employability of alumni, preparing them to contribute meaningfully to their chosen fields (Utkirov, 2024).

Sustainable Development Solutions Network Australia/Pacific (2017) emphasizes inclusive teaching and learning methods that aim to equip students with the necessary knowledge and

skills to positively impact sustainability in the future. This involves promoting interdisciplinary research to tackle global challenges, adopting suitable institutional governance and policies informed by the 17 Sustainable Development Goals (SDGs), and demonstrating external leadership through public engagement. Institutions that implement these guidelines prioritize sustainability as a central aspect of their curriculum and physical campus environment. They engage students in developing critical thinking abilities, problem-solving competencies, and ethical approaches to effectively address complex issues as responsible global citizens (J. Cox, 2021).

Ngozi Okonoko, Usman Abubakar, and Isaac Udoh (2023) highlight the critical role that employability skills play in determining the success of graduates in the job market, particularly for Library and Information Science (LIS) graduates in university libraries. Research indicates that graduates who possess skills such as critical thinking, communication, information management, and a willingness to learn are more likely to secure employment. However, there remains a significant gap between the skills graduates believe they possess and what the labor market demands. Employers often prioritize soft skills, such as teamwork and problem-solving, over technical knowledge alone. Studies emphasize the importance of experiential learning methods, including internships, campus debates, and part-time work, as effective ways for students to develop relevant skills. Additionally, the literature suggests that continuous professional development and institutional collaboration between universities, students, and employers are essential for aligning educational outcomes with workforce expectations. Overall, improving employability requires a multifaceted approach that integrates both skill development and practical experiences.

Mainga et al. (2022) and Sullivan and Ariss (2021) highlight the increasing fluidity in career paths, where graduates are more likely to transition between different occupations, companies, and sectors throughout their professional lives. This shift emphasizes the growing importance of employability skills, such as critical thinking, problem-solving, communication, and adaptability, which are crucial for navigating diverse professional environments. These skills, as emphasized by Osmani et al. (2019), promote career mobility by allowing individuals to remain competitive across various industries and roles. As job markets evolve rapidly, graduates with strong employability skills are better equipped to thrive in different contexts, making them more adaptable and valuable to employers.

A. Cox & Brewster (2020) findings indicate that the COVID-19 pandemic had a noticeable and immediate impact on how mental health and well-being were being addressed by academic libraries in the UK. It triggered a strong recognition of the necessity to review the library services' influence on well-being due to the shift to digital learning, which resulted in increased stress for students as they struggled to adapt to a greater reliance on electronic resources. Consequently, the issue was identified as a form of study-related stress. The implementation of social distancing measures was also perceived as a significant factor affecting student mental health and well-being. Moreover, many pre-COVID-19 interventions heavily relied on physical presence in the library, which became impossible due to the circumstances. As a result, library well-being services, such as relaxation spaces or nap stations, and hosting well-being-related activities became less relevant. It became essential to place greater emphasis on digital-based responses, utilizing the library website and social media platforms. Notably, in crises, the evaluation of services seemed to rely more on informal feedback rather than formal mechanisms. However, it is important to acknowledge that there were significant continuities in certain aspects, such as the recognition of the value of fiction and cognitive-behavioral

therapy (CBT) collections. The library's proactive alignment with institutional agendas remained unchanged.

3. Research design

The study utilized a questionnaire survey as its primary data collection method. To establish a comprehensive understanding of the subject, a thorough literature review was conducted, which informed the development of the data-gathering instruments. Data collection consisted of young specialists and professional specialists who had graduated from the Westminster International University in Tashkent. The target population for this study consisted of a total of 607 students who completed their master's and bachelor's degrees between 2008-2021 years. The researchers used a stratified random sampling method. Data was collected using a semi-structured questionnaire designed with a Likert Scale to measure responses. By employing these research methods and data collection phases, the study aimed to gain insights into the employability of graduates in Uzbekistan.

3.1. Data collection

Data was gathered by conducting personal visits to the target groups. In addition, email and cell phones, telegram, and facebook social networks were utilized to maintain contact and follow up with the participants. The survey received a response from 607 alumni, which accounted for 80 percent of the total number. For data analysis and manipulation, the researchers employed SPSS (Statistical Package for Social Sciences) for quantitative data. The software tool enabled to analyze and process the respective types of data effectively.

4. Data Analysis and Interpretation

Utkirov & Salahodjayev (2021) point out significant findings from the study, indicating that a considerable 62 percent of students who regularly visited libraries secured employment within the first month.

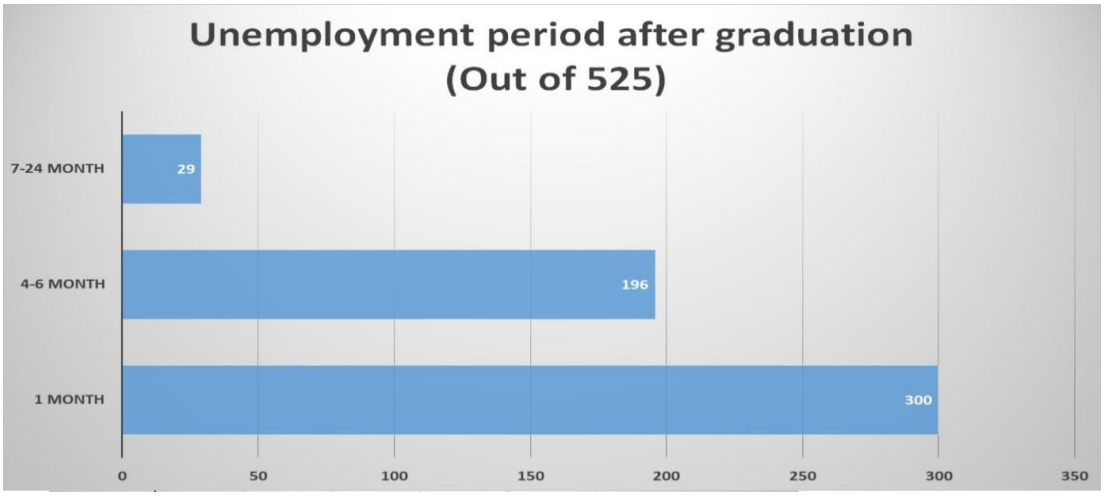

Figure 1: Unemployment period after graduation (Out of 525) (Utkirov & Salahodjayev, 2021)

This outcome strongly suggests a favourable labour market for graduates of WIUT (Westminster International University in Tashkent) in Uzbekistan. The data in Figure 1 offers insights into the unemployment periods faced by graduates, providing an indication of their transition from education to employment. A substantial 57.1% (300 out of 525) of graduates experienced only a 1-month period of unemployment after graduation, which suggests a strong alignment between their educational training and labor market needs. This quick transition reflects positively on the quality of education and the relevance of the skills graduates acquired. However, 37.3% (196 graduates) reported a longer unemployment duration of 4 to 6 months, pointing to potential challenges in job placement or skill matching in certain sectors. This segment may indicate that while graduates are well-prepared, external factors such as market saturation or gaps in job search strategies could be contributing to the delay. Additionally, 5.5% (29 graduates) faced an unemployment period of 7 to 24 months, highlighting more complex

issues that could be related to the quality of support services or a mismatch between their qualifications and job opportunities. These findings suggest a generally positive outcome for the majority of graduates, though there are notable disparities in employment experiences that warrant further investigation to ensure a more consistent transition for all.

4.1. Opinion on LRC activities for curriculum

An independent sample T-test was applied to get the significant variance between means of opinions. Independent T-test outcomes represent the insignificance (alpha level α=0.05) among opinions (Mean) of both age ranges (ages between 21-26 and 27-37). The results determine that both age group's (young and professional) opinions regarding the content of the activities (course) are linked to practical approach, interpersonal skills, communication skills, database management, problem-solving skills, research skills and Information Technology (IT) are not significantly different. Therefore, the opinion of professionals aged between 21-26 and 27-37 is similar for the above-mentioned aspect of curricula (table 1).

The lowest mean was for course content (N1=3.41, N2=3.53) followed by Information technology (IT) skills (N1=3.46, N2=3.59) and communication (N1=3.59, N2=3.63). The relatively lower mean scores for course content and IT skills indicate dissatisfaction or uncertainty, highlighting areas where the curriculum may not be meeting students' or professionals' expectations (table 1). The recent introduction of the "Information Intelligence" course, embedded with problem-solving skill development, reflects the institution's response to these gaps, aiming to enhance the relevance and effectiveness of the curriculum (WIUT LRC, 2022).

Table.1. Graduates' opinions about library activities at WIUT

Independent Sample t-Test N=607; Young specialists= Age-21-26 (N1=351 respondents), Professional specialists= Age-27-37 (N2=256 respondents)

Opinion on LRC activities for curriculum	Mean:		T-test	df	Sig. (two-tailed)
	Young specialists - 351 respondents (N1)	professional specialists- 256 respondents (N2)			
1. Activities contents are related to the Practical approach	3.41	3.53	0.090046	40	0.180092994
2. Interpersonal skills	3.59	3.66	-0.67096		0.502623
3. Teamwork skills	3.73	3.77	0.3578224		0.72066265
4. Communication	3.59	3.63	-0.46852		0.64047418
5. Problem solving skills	3.61	3.68	-0.53776		0.59103819
6. Database management	3.66	3.83	-1.86384		0.06287
7. Information technology (IT) skills	3.46	3.59	-1.61071		0.107796
8. Searching skills	3.99	4.04	-0.56916		0.569467
9. Research skills	4.08	4.08	0.055319		0.055319

***Notes**: **1** - Not at all; 2-To little extent; 3-Just Ok; 4-To reasonable extent; 5 – To great extent*

4.2. Employability Skills

The opinion of young professionals and professional specialists regarding their employability skills was collected through a rating scale from 1 to 5. Table 2 demonstrates the significant difference between the opinions of both groups which was calculated by the Independent T-test sample.

Table.2. Perceptions of Graduates on Employability Skill

Independent Sample t-Test N=607; Young specialists= Age-21-26 (N1=351 respondents), Professional specialists= Age-27-37 (N2=256 respondents)

Employability Skills	**Mean:**		**T-test**	**df**	**Sig. (two-tailed)**
	Young specialists - 351 respondents (N1)	**professional specialists- 256 respondents (N2)**			
10. Presentation skills	4.08	4.29	-2.69972	42	0.00714
11. Good academic record	3.46	3.61	-1.86084		0.06330
13. Good interview skills	3.92	4.03	-1.42136		0.15577
14. Teamwork	3.99	4.02	-0.35999		0.71899
15. Problem solving aptitude	4.17	4.29	-1.49859		0.13453
16. Good report-writing skills	4.00	4.08	-1.14674		0.25197
17. Information technology (IT) skills	4.09	4.07	-1.05648		0.29121
18. Online searching skills	4.03	4.10	-0.81737		0.41405
19. Friendly attitude	4.16	4.15	0.38567		0.69989
20. Learning skills	4.16	4.12	0.56600		0.57163
21. Time management	4.11	4.25	-1.75019		0.08062
22. Achieving Professional goals	4.10	4.09	0.13949		0.88912
23. Plan and organize independently	4.17	4.33	-2.02497		0.04335

Note: *1: Strongly disagree; 2: Disagree; 3: Just OK; 4: Agree; 5: Strongly agree*

The Independent T-test results show no significant difference (α=0.05) in the perceptions of graduates from both age groups (21-26 and 27-37) regarding employability skills. This suggests that younger and more experienced professionals hold similar views on the importance of key employability factors, such as academic performance, presentation skills, interview skills, problem-solving, teamwork, IT proficiency, searching skills, and learning

abilities. Moreover, the results highlight that opinions from both age groups on various aspects of employability—such as presentation skills, academic performance, teamwork, problem-solving aptitude, report writing, IT skills, online searching, communication, learning, time management, achieving professional goals, and independent planning and organization—are not significantly different. Consequently, both senior professionals and young graduates share similar perspectives on these critical employability skills (Table 2).

Both age groups agreed that the mentioned skills are essential for graduates to secure and maintain good jobs in a competitive information-driven marketplace. For young specialists aged 21-26, the highest mean score (N1=4.17) was observed for problem-solving aptitude and independent planning and organizing. Similarly, professionals aged 27-37 rated independent planning and organizing as very important, with a high mean score (N2=4.33), reflecting its significance in securing a good position in this service-oriented profession. Other key skills for the 21-26 age group included learning skills and a friendly attitude (N1=4.16), as well as time management (N1=4.11). From their perspective, IT skills also ranked highly in terms of enhancing employability, with a mean score of 4.09 (N1), while professionals aged 27-37 had similar results (N2=4.07). It is encouraging to see that professionals across both age ranges, 21-26 and 27-37, show a strong awareness of employability skills and share a similar understanding of the importance of these competencies.

5. Summary and Recommendations

Senior professionals in LRC activities and university education curriculum development provided valuable recommendations through surveys and discussions. They emphasized the need for introducing new courses in areas such as web searching, desktop and server-based database design, utilizing online resources through free or low-cost subscriptions, digitization

and indexing of materials, ICT skills, management skills, presentation skills, writing and speaking proficiency, and planning and problem-solving abilities. Additionally, they stressed the importance of integrating training in library software like Mendeley, database usage, and research-related tools such as SPSS, Stata, and Tableau, as well as web design, into the curriculum. While some of these areas are already partially covered, there is a need for more effective implementation.

Both young and senior professionals recognize the importance of continuous skill acquisition, as learning is an ongoing process. Young professionals specifically suggested extending the duration of internships from eight to sixteen weeks to better facilitate the practical application of theoretical knowledge. To ensure the effectiveness of such initiatives, applying Total Quality Management (TQM) principles is essential. TQM can help institutions regularly assess and refine their internship programs, ensuring they meet both student and industry needs. By embedding TQM in the process, universities can continuously improve the quality of experiential learning, aligning it with market demands and enhancing graduates' readiness for the workforce (Utkirov, 2024). The professionals also recommended that at least 55 percent of the faculty should consist of practitioners with real-world experience, blending academic expertise with practical insights. Additionally, LRC department members should possess specialized knowledge in collaboration with other academic departments. They further emphasized the importance of student-focused courses that encourage learners to actively pursue this profession while fostering a commitment to continuous learning. Regular curriculum audits and gap analyses should be conducted, and longitudinal case studies should be undertaken to assess the evolving needs of both students and employers. Moreover, career counseling services and career fairs should be organized to facilitate networking and employment opportunities for students.

To improve alumni employability and align higher education with workforce expectations, universities must integrate flexible learning solutions, such as online courses and blended education models, as part of their core offerings. Providing both on-campus and off-campus programs will expand access to a more diverse student population, but this will require significant investment in IT infrastructure and staff training. Continuous development programs for faculty and administrative staff are crucial to improving their skills and aligning their efforts with institutional goals. Moreover, ongoing improvements in both human and technological resources are necessary to optimize the quality of education. The COVID-19 pandemic has underscored the need for innovation in teaching methods, fostering collaboration, building resilience, and embracing uncertainty. Future research should explore the long-term viability of online education models, focusing on their effectiveness during and beyond the pandemic (Utkirov, 2024; Warraich & Ameen, 2011).

The employability skills framework encompasses a combination of universal skills and personal attributes that complement technical knowledge within the workplace. Stuart et al. (2018) proposed a framework of seven generic skills, including communication, teamwork, problem-solving, creativity and innovation, leadership, self-management, and learning skills. Of these, communication, self-management, teamwork, creativity and innovation, and problem-solving are the most frequently highlighted in job advertisements. Personal attributes such as honesty, accuracy, independence, and ethics are also integral to the framework. Utkirov (2024a) emphasized that employability skills are critical for bridging the gap between academic training and workforce requirements. Graduates must possess a mix of technical and soft skills, including problem-solving, teamwork, communication, and adaptability, to succeed in real-world challenges. Employers seek graduates who can effectively apply their subject-specific knowledge in diverse contexts, which requires continuous improvement in higher education to align curricula with industry needs.

Future research should include a cross-industry survey to identify the crucial employability skills needed for a successful transition from education to the workforce. This study, while valuable, is limited by the relatively small sample of job advertisements analyzed. Broader research with a larger and more diverse sample of job advertisements and university graduates would provide a more comprehensive understanding of the required skills. Collaborating with university Career Centers could also help establish connections between universities and employers, creating valuable networking opportunities.

The integration of AI tools, such as ChatGPT, in higher education significantly enhances the development of employability skills by fostering personalized learning, problem-solving, and digital literacy, which are highly valued by employers. However, over-reliance on AI may hinder the development of essential soft skills such as creativity, communication, and leadership. Employers increasingly seek graduates with both technical expertise and an understanding of the ethical implications of AI in the workplace. Therefore, higher education institutions must ensure students are well-rounded, balancing technical proficiency with strong interpersonal and ethical awareness to prepare them for the future job market (Utkirov, 2024a).

Higher education institutions are expected to play a transformative role in guiding society toward a sustainable and resilient future. The quality of academic libraries is particularly important in institutional rankings. Our research highlights the need for careful definition and measurement of per capita expenditure to ensure funds are allocated effectively for establishing well-rounded and inclusive academic libraries. However, distinguishing between the use of print and electronic resources remains a challenge, despite the increasing shift toward electronic acquisitions. Institutions must recognize the evolving nature of resource access and adapt accordingly to meet the changing needs of the knowledge society (Kumar et al., 2021; Utkirov, 2024).

5.1. Leveraging Findings to Foster Employability and Improve Library Services

Curriculum Development: The findings can inform revisions to LRC curricula in libraries and educational institutions. Aligning curricula with the skills demanded by employers will help ensure graduates are well-prepared for the job market.

Skill Enhancement Programs: Libraries can design targeted skill enhancement programs to address gaps in graduates' employability skills. These programs should focus on providing training and workshops to improve professional development.

Collaboration with WIUT Programs: Libraries should collaborate with WIUT LRC programs to bridge the gap between theoretical knowledge and practical skills through internships, field placements, and joint research projects.

Recruitment and Selection: The findings can guide recruitment processes, helping libraries tailor job descriptions and selection criteria to assess candidates' proficiency in key employability skills.

Professional Development Initiatives: Libraries should organize workshops and training sessions to enhance the skills of current staff members, contributing to workforce improvement and aligning with labor market demands.

These findings can guide libraries in aligning their practices and strategies with labor market demands, ultimately enhancing the employability of WIUT graduates and improving the effectiveness of library services.

6. Conclusion

In today's knowledge-driven economy, theoretical knowledge in academic subjects alone is insufficient for WIUT graduates to thrive in the competitive information market. To meet the evolving demands of employers, graduates must develop market-relevant skills, such as effective communication, problem-solving, IT proficiency, strong presentation abilities, and creativity. Additionally, demonstrating motivation, commitment, and professionalism in delivering exceptional customer service is crucial. By acquiring these competencies, their employability and career prospects will be greatly enhanced.

To ensure this, the curriculum at WIUT and other universities must not only align with these skill requirements but also incorporate Total Quality Management (TQM) principles. By applying TQM practices, institutions can continuously improve educational processes, better align curricula with industry standards, and ensure that students are equipped with the necessary practical skills. This approach will help foster a culture of continuous improvement, preparing graduates to excel in a dynamic job market while meeting the evolving expectations of employers.

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Author Biography

Abbos Utkirov is a lecturer specializing in marketing research, business management, and integrated marketing communication. He manages staff, ensures quality assurance of marketing modules, and fosters professional development and research activities. He is a PhD candidate with several postgraduate certificates from Westminster International University in Tashkent and has completed a strategic management course at City University London. With extensive experience as a trainer, lecturer, and business analyst, Abbos has worked with institutions like the British Council, Academy of Public Administration, Westminster International University in Tashkent, and Management Development Institute of Singapore in Tashkent. His research interests include labor market insights, quality of education, and total quality management. Abbos has published numerous articles and presented his Ph.D. research at prestigious international conferences, including TERA 2023 in Amsterdam, Netherlands. He is recognized for his contributions to start-up education and sustainability leadership by the British Council and the United Nations.