EVALUATION OF EMPLOYABILITY INDICES AMONG UNIVERSITY UNDERGRADUATES IN NORTH-WEST NIGERIA

BY

EZEAMAGU, Mary Ugochukwu

15/68YS001

A Ph. D THESIS SUBMITTED TO THE DEPARTMENT OF SOCIAL SCIENCES EDUCATION, FACULTY OF EDUCATION, UNIVERSITY OF ILORIN; ILORIN, NIGERIA, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF DOCTOR OF PHILOSOPHY (PH.D) DEGREE IN EDUCATIONAL RESEARCH MEASUREMENT AND EVALUATION

SUPERVISOR: PROFESSOR H. O. OWOLABI

EVALUATION OF EMPLOYABILITY INDICES AMONG UNIVERSITY UNDERGRADUATES IN NORTH-WEST NIGERIA

BY

EZEAMAGU, Mary Ugochukwu

15/68YS001

A Ph. D THESIS PRESENTED TO THE DEPARTMENT OF SOCIAL SCIENCES EDUCATION, FACULTY OF EDUCATION, UNIVERSITY OF ILORIN; ILORIN, NIGERIA

SUPERVISOR: PROFESSOR H. O. OWOLABI

CERTIFICATION

This is to certify that this study entitled ''Evaluation of Employability Indices among University Undergraduates in North West Nigeria'' written by EZEAMAGU, Mary Ugochukwu (15/68YS001), has been read and approved as meeting part of the requirement of the Department of Social Sciences Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria for the award of Doctor of Philosophy (Ph.D Degree) in Educational Research, Measurement and Evaluation.

_____   _____

Prof. H. O. Owolabi   Date

(*Supervisor*)

_____   _____

Prof R. W. Okunloye   Date

(*Head of Department*)

_____   _____

Prof. F. A. O. Olasehinde-Williams   Date

(*Dean Faculty of Education*)

_____   _____

External Examiner   Date

DEDICATION

This thesis is dedicated to Almighty God for His excess love for me, which has lifted me from grass to grace, and to my dear family members who has paid varying degrees of sacrifices to see this dream come true; I say thank you so much.

ACKNOWLEDGEMENTS

permission and other necessary support to gather data from respondents in their universities. Your assistance and cooperation contributed to the completion of this study.

The researcher profound gratitude also goes to her Dear husband, Chief Christopher Ezechi Ezeamagu, the man behind the scene, I thank you for that invaluable support and prayers. To her lovely children (Emmanual, Victor, Chiamaka, Ugochiyelemu and Chidalu Ezeamagu) I pray that the love and grace of our lord and saviour Jesus Christ will abide and remain with you all now and always (Amen).

The researcher also appreciate her father Mr Livinus Onah (late/RIP) and my mother Mrs Virginia Onah for giving her life among other things. I further thank my siblings for being there for me; specially Onyinye Dorathy Onah (late/RIP) for the nursing assistance she gave my children while I was away from home in pursuit of this programme (especially during my data gathering period), I pray that Almighty God will have mercy on her and grant her eternal rest in His kingdom (Amen).

Finally, the researcher thank in a special way her friends, fellow researchers, all Doctoral students of Measurement and Evaluation in the Department of Social Sciences Education (present and passed) and countless others who contributed to the success of this work in one way or other. Some of them include: Rev, Father Josephat Odoh, Matron Josephine Onah, Idris Umar Sarki Bauchi, Musa Bello, N. B. Zaliha, Dr. F. A. Femi Olabanji, Dr. A. O. Samson, B. M. Lawal, Mr Kunle, Dr Olumayowa Jacob, Dr A. S. Tijani, Dr L. A. Yusuf, and to all who wished her well in this strenuous task, I pray that the Almighty God will bless and grant them their good heart desires to the glory of His Name (Amen).

EZEAMAGU, Mary Ugochukwu

TABLE OF CONTENTS

CONTENTS	Pages

CHAPTER ONE: INTRODUCTION

CHAPTER TWO: REVIEW OF RELATED LITERATURE

CHAPTER THREE: RESEARCH METHODOLOGY

CHAPTER FOUR: DATA ANALYSIS AND RESULTS

CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

APPENDICES

LIST OF FIGURE

LIST OF TABLES

Abstract

It has been established that the end result of education is not knowledge but actions. The possession of a degree is necessary but not quite sufficient for graduate employability. Apart from the qualification that the graduates possess, there are other attributes which employers of labour emphasized. This emphasis have necessitated further studies as employers of labour are not only concerned about those having higher education but practical and generic skills appropriate for job fulfillment. Hence, this study proceed to evaluate employability indices among university undergraduates in North West Nigeria.

This study employed the descriptive research design, specifically, the evaluation design. The population comprises all university undergraduates Students in North West Nigeria. Multi-stage approach using Simple random and purposive sampling technique was used to select 1334 final year undergraduates from the selected Universities. The research instrument for this study was researcher developed instrument entitled "Employability Indices Questionnaire" (EIQ). It was validated by six experts in measurement and evaluation and social sciences education, with a reliability coefficient of 0.82 and 0.83 for employability perception scale and employability skills scale respectively. Nine research questions were generated to guide this study while two null hypotheses were tested at 0.05 level of significant. Data collected were analyzed using; summated scale, and t-test; while Factor analysis was also used to explore, validate and establish the factors.

The findings of the study revealed that:

 i.   Majority of university undergraduates in North West Nigeria perceived themselves to have high knowledge of employability.
 ii. Majority of university undergraduates in North West Nigeria perceived themselves to have High Need of employability skills (lifelong learning skill, problem solving, emotional intelligence, team work, commitment to self-development and communication skills)
 iii. There was no statistically significant difference in employability perception of male and that of female students in North West Nigeria.
 iv. The employability skill component (life-long learning skill, problem solving skill, emotional intelligent skill, team work skill, commitment to self-development skill and communication skill) are statistically independent.

Based on the findings, it was concluded that university undergraduates in North West Nigeria have high perception of the knowledge of employability. However, the respondents have high need of life-long learning skills, problem solving, emotional intelligence, team-work, commitment to self-development and communication skills). This implies that university undergraduates in North West Nigeria have low level of all the employability skills investigated in this study. As such, it was recommended that work integrated learning (WIL) programmes like teaching practice, internship, and student industrial work experience scheme (SIWES) should be adequately supervised and funded with dip sense of commitment. Students should consider commitment to self-development by participating in extra curriculum activities, volunteer service during long vacation and extension of work-study to other vocational areas. Both instruction and assessment of university undergraduates should challenge and develop students' life-long learning skills, critical thinking, communication, team-work, problem solving skills and other relevant skills before graduation. Universities and Governments should ensure that there is a clear connection and collaboration between schools and industries.

Word Count: 493

REFERENCE .

Abdulrasheed, Y. (2014). *Curriculum development model. Fundamentals of curriculum development*. Ilorin: Bamitex printing & publishing Ent. (2)3, 28-36, (www.eajournals.org).

Abiri, J. O. O. (2007). *Elements of measurement, evaluation and statistical techniques in education*. Ilorin: Bamitex Printing and Publishing.

Abraham, N. M. (2011). Functional education, militancy and youth restiveness in Niger Delta; the place of Multi-National Oil Corporations (MNOC). *African journal of education.* 7(2): 47 – 58.

Abubakar, H. T., Tukur, G. A. & Mustapha, A. G. (2013). Assessment of literacy skills of senior secondary school students in Maiduguri metropolitan council, Brono state, Nigeria. *Nigeria journal of educational research and evaluation*. Vol.12. 57-67

Abubakar, H.T., Musa, A.K.J. & Atsua, T.G. (2013). Development and validation of secondary school ranking parameters for quality assurance. *Nigerian Journal of Educational Research and Evaluation.* Vol. 12, special edition;   224-233. Academy, York.

Adebowale, T. A. (2011). Perceived availability of guidance and counseling services among tertiary institution students in selected South-West universities in Nigeria. *IFE Psychologia: An International Journal,* 19(1): 360-374.

Adedapo, O.; Akunnaya, O.; Isidore, E. & Osmond, I. (2016). How do students perceive their employability readiness: The case of Architecture Students. 3rd international conference on Africa development issues (CU-ICADI): 193-196.

Adeyinka, A. A. & Oyelade, G. A. (1994). The impact of foreign culture on African education. In Adeyinka, A. A. (Ed), *Popular Topics in Comparative Education for Nigerian Tertiary Education Students.* Ibadan: Glory- land Publishing Company.

Adeyinka, A. A. (1994). The African traditional education system. In Adeyinka, A. A. (Ed), *Popular Topics in Comparative Education for Nigerian Tertiary Education Students.* Ibadan: Glory-land Publishing Company.

Ajiboye, S. K.; Oyebanji T. O. & Awoniyi S. A. (2013). Influence of higher education on employability as perceived by lecturers of university of Ilorin, *Nigeria. European scientific journal* (9):22; 229-236.

Ajidagba, U. A. (2014). *Basic curriculum concepts. Fundamentals of curriculum development.* Ilorin: Bamitex printing & publishing Ent.

Akanmu, O. (2011). *Graduate employment and employability challenges in Nigeria*. Paper presented at the British Council Global Higher Education conference. Hong-Kong March 12.

Akano, T. O. (2017). Evaluation of the Nigerian national agency for distance and open learning.   An unpublished Ph.D thesis, University of Ilorin, Ilorin, Nigeria.

Akinyemi, S., Ofem, I. B. & Ikuenomore, S. O. (2012). Graduate turnout and graduat employment in Nigeria. *International journal of humanities and social science.* 2(14); 257-265.

Ali, A. (2006). *Conducting research in education and the social science.* Enugu: Tashiwa networks ltd.

Anderson, L.W., Krathwohl, D.R., Airasian, Cruikshank, Mayer, Pintrich, Raths & Wittrock (2000). A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives.

Andres, S. (1986). The discrepancy evaluation model. In G.F. Madus, M.S. Scriven and D.I. Stublebean (Eds). *Evaluation model: View Point of educational and human services evaluation,* U. S. A: Kluwer Nijhoff publishing.

Anho, J.E. (2010) Human Resource Development of the Girl-Child in Overcoming Challenges in Nigeria as Third World Country in the 21st Century. *Studies in Education*: 11(1), 231-245.

Anikweze, C.M. (2010). *Measurement and evaluation for teacher education.* .Enugu: *Smarp.* Press ltd.

Anyaele, J. U. (1990). *Comprehensive economics for senior secondary schools.* Lagos: Johnson Publishers limited.

Appleton, S. & Teal, F. (1998). Human capital and economic development. *The African development report.* Retrieved from http://www.accenture.globalresearchandinsights.

Asiyai, R. I. (2013). Challenges of quality in higher education in Nigeria in the 21st century. *International Journal of Educational Planning and Administration,* 3: 159-172.

Bamildele, E. O. & Oladele, J. I. (2019). Concept of test validity. In Owolabi, H. O. (Ed). *Introduction to educational measurement and evaluation.* Ilorin: Wils and Bankleys Publishers Ldt.

Bamiro, O., Adedeji, O. & Pitan, O. (2013). Transforming Nigeria economy through sustainable financing of higher education. In: Oni, O. (Ed.): *Challenges and Prospects in Africa Education System.* USA and Canada: Trafford Publishing INC, 283-395.

Bandura, A. (1986). *Social foundation of though and action: A Social Cognitive Theory.* New Jersey: prentice-hall.

Bandura, A. (1997). *Self-efficacy the exercise of control.* New York: Englewoods cliffs.

Bennett, N., Dunne, E.J. & Carre, C. (1999). Pattern of core and generic skill provision in 0 higher education. Higher Education, 37, 71 – 93.

Blunch, N. J. (2013). Introduction to structural equation modelling using SPSS and AMOS, 2 Classical Test Theory: SAGE research methods; University of Queensland.

Bowden, J. 2002, *Generic capabilities of ATN University Graduates* [http://www.clt.uts.edu.au/ATN.grad.cap.project.index.html].

Brewer, L. (2013). Enhancing youth employability: What? Why? and How? Guide to core work skills; International Labour Office, Skills and Employability Department. - Geneva: http://www.apicc.org/servlet/content/YES.html

Brewer, L. (2013). Enhancing youth employability: What? Why? How? Guide to core work skills. Skills and Employability Department; *International Labour Orgaanization.* Cambridge, 1-45.

British Council (nd). Student perceptions of employability and inclusive development: South Africa. *International Higher Education:* www.britishcouncil.org/education/ihe.

Brown, P. & Hesketh, A. (2004). *The mismanagement of talent.* Oxford: Oxford University press.

Cedefop (2013). *Benefits of VET in Europe for people, organizations and countries, Luxembourg:* Publications Office of the European Union.

Chawla, D. & Sondhi, N. (2011). *Research methodology concepts and cases*. New Delhi: Vikas Publishing House, Pvt Ltd.

Child, D. (1970). *The essentials of Factor Analysis.* New York: Holt Rinechart & Winsten.

Coetzee, M. & Beukes, C.J. (2010). Employability, emotional intelligent and career preparation   support satisfaction among adolescents in the school-to-work transition place. *Journal of psychology in Africa.* 20(3); 439 – 446.

Cohen, L.; Manion, L. & Morrison, K. (2007). *Research methods in education*. Routledge Taylor and Francis Group; London and New York.

Cole, T. & Tibby, D. (2013). Defining and developing your approach to employability: A framework for higher education institutions. The higher education academy from http://www.heacademy.ac.uk/node/6797.

Costello, A. B. & Osbome, A. (2005). Best practice in exploratory factor analysis: Four recommendations for getting the most from your analysis. *Journal of practical assessment, research and evaluation*, 10(74), 1-9.

Dabalen, A., Oni, B. & Adekola, O. A. (2000). Labour market prospects for University graduate   in   Nigeria. The Nigeria university system innovation project study.'' DOTS" *British   Journal of Guidance and Counselling*. 34(4) 430-49.

Daramola, C. O. (2005). Some current problems of educational development in Nigeria. In Abiri, J. O. (Ed),   *Perspectives on History of Education in Nigeria*, Ibadan: Emola-jay Communications Inc.

Davidson, G. (2004). *One of the English language's greatest achievements' Guardian*. England: Clays Ltd**.** DOTS", British Journal of Guidance and Counselling, (34) 4, pp. 430-49.

DeCoster, J. (1998). *Overview of factors analysis*. Retrieved from
        http://www.statehelp.com/moted.html.

E-Learning Technique for Sustainable Development (2015). Journal of Educational and
        Social Research. *2 (7)*, 53-61.

Ellen, O. B. & Raquel, S. (n.d). Skills series. What is employability? CN Careers network;
        University   of   Birmingham.
        https/intranetbirmingham.ac.uk/as/employability/career/international/index. aspx.

Emeh, I.E., Nwanguma, E.O., Abaroh J.J. (2012). Engaging youth unemployment in Nigeria
        with youth development and employment programmes: *The Lagos state in focus
        interdisciplinary Journal of contemporary research in Business*, 4: 1125-1141.

Fafunwa, T. M. (1974). *A handbook of human resources.* Ibadan: University.

Fajana, S. (2018). *Employability of Nigerian graduates: issues and reality.* A lead paper
        presented at the first student conference of the department of industrial relations and
        personnel management; University of Ilorin, Ilorin-Nigeria.

Faltin, G. (2001). Creating a culture of innovative entrepreneurship; Freie Universitat Berlin.
        Journal of international business and economy; 56-67.

Fasasi, Y. A. (2013). Teaching practice: Duties of student teachers and supervisors. *Ilorin
        journal of health, physical education and recreation.* 6, 143-150.

Fearn,   H.   (2009).   *More   things   in   heaven   and   earth,   Horatio.*   From
        http://www.timeshigherreducation.co.uk.

Federal Republic of Nigeria (2008). *National policy on education.* Lagos: federal ministry of
        education printing division.

Federal Republic of Nigeria (2009). *National Policy on Education.* Lagos: NERDC Press.

Feferal Republic of Nigeria (2004). *National policy on education* 4th edition. Lagos; Nigeria,
        Ed.   Research and development council.

Field, A.P. (2005). Discovering statistics using SPSS (2nd edition). London: Sage.

Foster, D. (2006), "Reflection of a Careers Adviser", Phoenix. *The Journal of the Association
        of* From http://www.ilo.org/skills/pubs/WCMS_ 234467/lang—en/index.htm.

Fraenkel, J. R. (2000). How to design and evaluate research ineducation. McGraw-Hill
        companies: Norman E. Wallen.

Français, O. (2012). UNESCO TVET Strategy. http://www.unesco.org/new/en/education/

Garba S. J. (2012). The Impact of Colonialism on Nigerian Education and the Need for
        closing   the skills-gap. *Global journal of human resource management;* 34-45.

George, D. & Mallery, P. (2003). *SPSS for windows step by step: a simple guide and
        reference.*11.0 update (4th ed). Boston: Allyn and Bacon

Ghavifekr, S.; Jani, R. B.; & Kenayathulla, H. B. (2016). Gender and employability in higher learning institution in Malaysia: implication for leadership and policy. *International journal of social sciences:* 455 – 468.

Ghayur, K. & Churchill D.D. (2015). *Career success: Navigating the new work environment*. Virginia: Darden Business Publishing.

Glatthorn, A. (1994). Teacher development in Husen, T. and Postlethwacte, T. N. (eds). *The international encyclopedia of education.*

Goleman, D. (1998), *Working with Emotional Intelligence,* London: Bloomsbury.

Gorsuch, R. L. (1997). Exploratory factors analysis: its role in item analysis. *Journal of personality assessment.* 68 (3), 532-560.

Guijar, A. A. (2009). Teaching practice concept, stages, objectives and suggestions.http:www.addthis.com/bookmark.php?v=20. In A. A. Jekayinfa, L. A. Yahaya, A.Yusuf, U. A. Ajidagba, A.O. Oniye, S. O. Oniyangi, $ T. O. Ibraheem, (2012). Lecturers' Assessment of Teaching Practice Exercise in Nigerian Universities. *Journal of Education and Practice,* 3(4), 79-86. Retrieved June 17 2015 , from http://www.iiste.org/journals.

Gutek, G. L. (1997). Philosophical and ideological perspectives on education. Loyola university: Chicago.

Gutek, G. L. (1997). *Philosophtcal and ideological perspectives on education.* Loyola University: Chicago.
Gyanunlimited (2012). *Co-curriculum activities, meaning, importance and examples.* www.gyanunlimited,com/,,,/co-curricular.

Hair, J.F.; Anderson, R. E.; Tatham, R. L. & Black, W. C. (1998). *Multivariate data analysis*. (5th ed). New Jersey: Prentice-Hall.

Harvey, L. (2003). *Employability and transitions from higher education to work.* UK: LTSN Generic Centre heacademy.ac.uk/resources.asp?process ¼ full_record&section ¼ generic&id ¼ 510.

Hillage J. & Pollard, E. (1998). Employability developing a framework for policy analysis. London: DFEE. Cited in Ronald W. McQuaid and Colin Lindsay (2005). The *concept of   employability*. Urban Studies. 42, (2), 197- 219.

HM. Treasury (1997). *Treasury press release 122/97, 13th October: Gordon Brown unveils UK   employment action plan.* London: HM Treasury.

Holden, R.; Jameson, S. (2006). Employability graduates in SMEs: towards a research agenda. *Journal of small business and enterprise development.* 9(3): 272 – 284.

Hornby, A. S. (2006). *Oxford advanced learner's dictionary of current English.* New York: oxford   university   press.

http://www.heacademy.ac.uk/assets/documents/resources/resourcedatabase/id592_career development_learning_and_employability.

Idowu, A. I. (2000). Teaching practice exercise: An overview in A. I. Idowu, S. O. Daramola, A. S. Olorundare, O. O. Obiyemi, N. Y. S. Ijaiya, & k. lafinhan (Ed). *A guide to teaching practice, I*lorin. Faculty of education university of Ilorin in A. A. Jakayinfa, L. A. Yahaya, A. Yusuf, U. A. Ajidagba, A. O. Oniye, S. O. Oniyangi, & T. O. Ibraheem (2012). Lecturers assessment of teaching practice exercise in Nigeria universities. *Journal of education and practice,* 3(4), 79-86. Retrieved from http://www.iiste.org/journal.

Ijaiya, N. Y. S. (1998). Constraints to effective teaching supervision the views of the clientele: *Nigerian journal of advanced researcher in education* 2(1), 87-99.

Illich, I. (1971). *Deschooling Society. New York: Harper & Row. in Bandura, A. (Ed.), Self-Efficacy in Changing Societies,* Cambridge University Press,

Ilyin, S. & Motyler, A. (1986). *"ABC of social and political knowledge: what is political economy?*" progress publishers, Moscow.

International Labour Office (2010). *A skill workforce for strong, sustainable and balanced growth.* A G20 Training Strategy: Geneva.

International Labour Organization (ILO) 2013. *Enhancing Youth Employability: The Importance of Core Work Skills. Skills for Employment Policy Brief.* From http://www.ilo.org/skills/pubs/WCMS_ 234467/lang—en/index.htm.

International Labour Organization. (2012). *Strategy for gender mainstreaming in the employment sector 2010-2015: Aligned with international labour organization action plan for gender equality 2010-2015: phase II: Programme and budget 2010-2013.* Geneva: international labour Office of Employment Sector.

Jackson, D. & Chapman, E. (2012). Non-technical skill gaps in Australian business graduates. *Education and Training*: (54) 2/3, 95-113.

Jagusah, O. I. W. (2015). Ideology and education. *Lecture note. Sokoto state university: Sokoto.*

Jakayinfa, A. A., Yahaya, L. A., Yusuf, A., Ajidagba, U. A., Oniye, A. O., Oniyangi, S.O., & Ibraheem, T. O. (2012). Lecturers assessment of teaching practice exercise in Nigeria universities. *Journal of education and practice,* 3 (4), 79-86. Retrieved from http://www.iiste.org/journals.

Jekayinfa, A. (2005). Indigenous African education. In Abiri, J. O. (Ed), *Perspectives on History of Education in Nigeria*, Ibadan: Emola-jay Communications Inc.

Jekayinfa, A. A., Omoniyi, M. E. & Adebisi, O. M. (n.d). *Implementation of civic education curriculum in Nigeria: challenges for social studies teachers*. Retrieved from http:www.unilorin.edu.ng/publications/jekayinnoluwa/41.pdf.

Joshua, M. T. (2019). *Battles in the classroom: evaluation of teaching and learning to the rescue.* 86th Inaugural lecture of the University of Calabar, Calabar, Nigeria.

Kinash, S., Crane, L., Judd, M., Knight, C. & Dowling, D. (2015). What Students and Graduates Need to Know about Graduate Employability: *Lessons from National OLT Research.* Paper presented at Higher Education Research and Development Society of Australia Conference, Melbourne.

Klosters, D. (2014). Matching skills and labour market needs, building social partnerships for better skills and better lobs. World Economic Forum Global Agenda Council on Employment.

Knight, P. and Yorke, M. (2004), *Learning, Curriculum and Employability in Higher Education*, Routledge Falmer, London.

Kolawole, E. B. (2010). *Principles of test construction and administration.* Lagos: Boladay Publications.

Koloba, H. A. (2017). Perceived employability of university students in South Africa. Is it related to employability skills? *International journal of social sciences and humanity studies.* 9(1): 73-90.

Koura, A. & Al-Hebaishi, A. (2014). The relationship between multiple intelligences, self-efficacy and academic achievement of Saudi Arabia gifted and regular intermediate students. *Saudi Arabia international research journal international, 3(1):* 56-64.

Lateef, O. (2018). Public speech presented at the inauguration of the Kwara/Kogi/Niger branch secretariat in Ilorin, by the National Union of Food, Beverage and Tobacco Employees (NUFBTE). thenatioonlineng.net.

Lau, H.H., Hsu, H.Y., Acosta, S. & Hsu, T.L. (2014). Impact of participation in extracurricular activities during college on graduate employability: *An empirical study of graduates of Taiwanese business schools educational studies.* 40: 26-47.

Law, W. and Watts, A.G. (1977), *Schools, Careers and Community, Church Information Office.* Ministry of skill development and entrepreneurship: retrieved from **http://www.skilldevelopment.gov.in/global.html**

Lawal, R. A. (2005). *Globalization, education and development in Africa: the bedeviling dilemmas*. A paper delivered as Guest Lecturer in the 1st international conference and partners' meeting, Arab Moi University, Eldoret, Kenya.

Lawal, R. A. (2016). *Technical education, labour productivity and sustainable development in Nigeria*. A lead paper presented at the 10th annual national conference of the Association of Sociologists of Education in Nigeria (ASEN). Held from 9th – 14th October, at the university of Ilorin, Ilorin, Nigeria.

Lawrence, D. (1996), *Enhancing Self-Esteem in the Classroom,* 2nd ed., Paul Chapman, London.

Lawrence, K. C. (1999). *Personnel management.* U. S. A. Hutchison publication.

Lees, D. (2002). *Information for Academic Staff on Employability, University of Exeter. LTSN   Generic Centre.* From http://jisctechdis.ac.uk. London.

Mahmood A. (2014). *80% of Nigeria youths are unemployed-CBN.* Official information Nigeria   June, 6 2014 from http://www.informationng.com/2014/06/80-of-nigerian-youths-are-   unemployed-cbnofficial.html.

Manchester   Metropolitan   University   (2014). *What   is   employability?* www.mmu.ac.uk/careers/guides.

Marsh, H.W. & Kleitman, S. (2002). *Co-curricular school activities. The good, the bad, and the nonlinear.* Harvard Education Review 5, 72.

Mason, G.; Williams, G. & Cranmer, S. (2006). *Employability skills initiatives in higher education: what effects do they have on graduate labour outcomes?* London: National Institute of Economic and Social Research. GLM293.

McQuaid, R.W & Lindsay, C. (2005). The concept of employability. *Urban Studies,* 42(2): 197 – 219.

Michael T.   (2008). The degree is not enough': students' perceptions of the role of higher education credentials for graduate work and employability, *British Journal of Sociology   of Education.* 29:1, 49-61,

Mkpae, S. G.; Obowu, V. A. & Chikwe, C. K. (2013). Evaluating job requirements and graduate   employability in Nigeria. *Nigeria journal of educational research and evaluation.*   (12): .32-42.

Musa, M. (2015). *Basic statistical concepts for research in education: needs for rethinking.* Keynote address at the 2nd national conference held at faculty of education and extension   services; Usmanu Danfodiyo University Sokoto.

Nakpodia, E. D. (2011). Teacher and the student practice teaching programme in Nigeria educational system. *International journal of educational administration and policy studies* 2(3), 33-30. Retrieved from http://www.academicjournals.org/ijeaps.

National   Bureau   of   Statistics   (2016). *Annual   Abstract   of   Statistics;*   vol. 1 https://knoema.com/atlas/Nigeria/unemployment-rate

National Network of Business and Industry Associations (2014). *Common Employability Skills: A foundation for success in the workplace; the skills all employees need, no matter where they work;* businessroundtable.org/ closingtheskillsgap and actfdn.org.

National Universities Commission, (2007). *Benchmark minimum academic standards for undergraduates programmes in Nigerian universities.* Education.

National University Commission (2004). *Labour market expectations of Nigeria graduates.* Report of national needs assessment surveys.

NBS (2017), Unemployment/Underemployment Report. www.nigerianstat.gov.ng

Newton J. (2015). *Learning and teaching: Enhancing student's achievement through employability.* Thailand European policy dialogue support facility from http://knit.or.th/th/sites/default/files/upload/13/4.

Nigeria Institute of Personal Management (2000). In Okebukola, Adedipe, Uvah (eds.) Heinemann Educational Nig. Plc. Ibadan.

Nigerian Employers Consultative Association (2005). In Okebukola, Adedipe, Uvah (eds.) Heinemann Educational Nig. Plc., Ibadan.

NUC (2005) Labour Market Expectations. Of Nigeria graduates In Okebukola, Adedipe, Uvah (eds.) Heinemann Educational Nig. Plc., Ibadan.

Nwaugo, E. F. (2015). Development. Nigeria. *Journal of sociology of education;* 9 (1); 175-178.

Nwosu, N. P. (2015). Functional education as an elixir to corruption and religious insurgency in Nigeria. *Journal of sociology of education;* 9 (1); 77-86.

Obanya, P. A. I. (2003). Functional education for liberating Africa. *Journal of Nigeria academy of education,* 1(1)' 21-23.

Obowu-Adutchay, V. Mkpae, S.G. & Onifade, A.K. (2013). Input-process-product quality in graduate preparation. *Nigerian Journal of Education Research and Education.* Vol. 12; 96-102.

Ocho, L. O. (2005). Basic resources needs for successful business management. In L O Nwangwu, R. C. Agala, G. C. Ezike, Mba & P/. Eya (eds). *Education and life issues and concern.* Enugu: institute for development studies.

Ofole, N. & Okopi, F. Z. (2012). Therapeutic effect of rational emotive behavior therapy in fostering self-efficacy among academically-at-risk-learner in National Open University. *Global advanced research journal of educational research and review.* 1(9), 211-218.

Ogundowole, K. (2002). *Alternative structures for enhanced in-depth specialized knowledge in higher institutions.* A paper presented at the higher education research and policy network workshop, University of Ibadan.

Ogunjimi, M. O. (2019). Concept of test validity. In Owolabi, H. O. (Ed). *Introduction to educational measurement and evaluation.* Ilorin: Wils and Bankleys Publishers Ldt.

Okechukwu, A. & Robinson, R. O. (2011). A trainee-staff perceptual analysis of SIWES Field Implementation Defects in Rivers State. *Journal of Vocational Education and Technology,* 8(2): 27–36.

Okuma, S. (2005). *The difficulties and importance of transferring technical skills between generations.* Retrieved from http://www.fujitsu.com/jp/group/fri/en/column/economic-topics/200509/2005-09-22-1.html

Oladipo, A., Adeosun, O. & Oni, A. (2009). *Quality Assurance and Sustainable University Education in Nigeria.* From http://aadcice.hiroshimau.ac.jp/e/publications/sosho41-09.pdf.

Oladosu A.G.A.S., (2014). *The concept of curriculum in historical perspective.* In R. A. Lawal, A.G.A.S. Oladosu, A.A. Jakayinfa & S.B. Olajide (Eds). *Fundamentals of curriculum development.* Ilorin: Bamitex Printing and Pub. Ent.

Oliveira, C. S. (2014). Empowerment Lab: gender equality, employability and theatre catalysing social change. Social and behavioural sciences; 161: 56 – 63.

Oliver, B. (2015). Redefining graduate employability and work-integrated learning: proposal for effective higher education in disrupted economies. *Journal of teaching and learning for graduate employability:* 6(1): 56-65.

Olofintoye, T. T. & Ade, P. A. G. (2013). Employability of graduates of private tertiary institutions into Nigerian public services, perception of Nigerian parents in Ekiti state. *Global advanced research journal of arts and humanities.* 2(4); 079-083.

Oloni, E. (2015). *Gender inequalities and employment in Nigeria.* Research Gate 2019.

Oluseyi, A. S. & Elegbede, S. T. (2012). Graduate unemployment in Nigeria: causes, effects and remedies. *British Journal of Arts and Social Sciences:* (5).2 ©British Journal Publishing, Inc. http://www.bjournal.co.uk/BJASS.aspx

Omokungbe, D. M. (2014). 'Expanding employment opportunity for Nigerian youths: the self-employment imperatives'. Chartered institute of personnel management (CIPM) national essay competition 2014. Retrieved from; www.technocratsolution.com.

Omokungbe, D. M. (2014). *Falling education: the Nigeria Industrial Revolution Plan (NIRP) and the National Enterprise Development Programme (NEDEP) will be counter- productive.* Retrieved from; http://daisionmokunbge.freeblog.biz.

Omotosho A.O. (1988) The Impact of Colonial Education and Culture on the Moslems of Nigeria. *Journal of Arabic and Islamic Studies.*11: 43-51.

Organization of American States: ROWE Fund Beneficiaries Survey Results Report 2015-2016. http://vimeo.com/62112141

Owens, T.J. (1993), "Accentuate the positive – and the negative: rethinking the use of self-esteem, self-deprecation, and self-confidence", *Social Psychology Quarterly,* 56(4); 288- 99.

Owolabi, H. O. (2005). Foundations of Western education: Roles of the Jews, the Greeks and the Romans. In Abiri, J. O. (Ed), *Perspectives on History of Education in Nigeria*, Ibadan: Emola-jay Communications Inc.

Owolabi, H. O. (2005). Technical and vocational educational in Nigeria. In Abiri, J. O. (Ed), *Perspectives on History of Education in Nigeria*, Ibadan: Emola-jay Communications Inc.

Owolabi, H. O. (2018). *Quest for value and raising its worth.* An inaugural lecture presented at   university of Ilorin, Ilorin Nigeria.

Owolabi, H. O., Olorunlero, J. I.   & Oluwatosin A. O. (2013). *Effectiveness of Basic Education in Equiping upper basic school final year students in Kwara State with Employable   Skills.* A   Paper Presented at 15th Annual National Conference of Nigerian   Association of   Educational Researchers and Evaluators, Held at the University of Ilorin, Ilorin, Nigeria.

Owolabi, H.O. (2016). Evaluation in the practice of teaching. In A.A. Adegoke, R.A. Lawal, A.G.A.S.Oladosu & A.A. Jakayinfa (Ed), Introduction to teaching methodology. Haytee   Press and Publishing Company Nigeria Ltd.: Ilorin.

Oyesiku, K. (2010): *Synopsis of a colloquium on organized private sector/ Public service demand for Nigerian universities, college of education and polytechnic graduate employability, organized by bureau of tertiary institutions,* Abeokuta, Ogun state. Between 12th and 13th October, 2010

 Ozoji, E. D. (2008). Review of production of special needs professionals, lead peper presented   at the National annual conference of national council for exceptional children (NCEC)   held at the resource centre (ERC). Abuja.

Pallant, J. (2011) *SPSS survival manual: a step by step of data analysis using SPSS for windows (version 10).* Open University Press: Chicago, Illinois: USA.

Pegg, A.; Waldock, J.; Hendy-isaac S. & Lawton, R.   (2012). *Pedagogy for Employability.* The   Higher Education Academy. York.

Phillips Consulting (2014). *Education and Employability Survey Report*. From <www.phillipsconsulting.net.>

Pitan, O. S. & Adedeji S.O. (2014). Students' choice of courses: Determining factors, sources of information, and relationship with the labour market demands in Nigeria. *Africa education review,* 11(3): 445-456

Pitan, O. S. (2015). An assessment of generic skills demand in five sectors of the Nigeria labour market, public and municipal finance, 4(1): 90-98.

Pitan, O. S. (2016). Towards enhancing university graduate employability in Nigeria. *Journal of Sociology Society* Anth 7(1):1-11

Pool, L. D., & Sewell P. (2007). The key to employability: developing a practical model of graduate   employability. *Education and Training.* 49(4):   277-289. DOI http://dx.doi.org/10.1108/00400910710754435.

Rees, C., Forbees, P. & Kubler, B. (2006). *Students' employability profile. A guide for higher education practitioner.* The Higher Education Academy. Research Brief No. 85, Department for Education and Employment, London.

Romans. In Abiri, J. O. (Ed), *Perspectives on History of Education in Nigeria*, Ibadan: Emola-jay Communications Inc.

Ronald, W., McQuaid & Colin, L. (2005). The concept of employability. *Urban Studies:* .42 (2); 197-219.

Rufai, A. U., Bakar, A. B. & Rashid, A. B. (2015). Developing a sustainable practical model of   graduate employability for higher education. *International Journal of Education and   Literacy Studies,* 3(1): 42-51.

Sahari, M. N. (2004). Teachers' orientation towards students' note taking strategy: scale validation. *Journal Pendidikan University Malaya,* 61-70.

Salawu, A. A. (2016). *Revitalizing education for social, political and economic engineering.* A 2nd   lead paper presented as the annual national conference, faculty of education, Usmanu   Danfodiyo University Sokoto, Sokoto, Nigeria; held from 7th – 10th November.

Sambo, A. A. (2008). *Research methods in education*. Sterling Holden Publishers (Nig) Ltd. Ibadan Oyo.

Samuelson, P. & Nordhaus, W. D. (1998). *Micro economics* 16th edition. The Mcgraw-hill companies, Inc. retrieved from: http://www.mhhe.com

Schiller, B. R., (1999). *Essentials of economics.* 3rd edition. Irwin : McGraw-Hill.

Shuaibu, F. B. (2015). *Psychological perspectives of insecurity in the Nigerian school environment.* A Keynote address presented at Nigerian society for educational psychologist (NISEP). On the annual National conference held at college of education,   Zuba, FCT Abuja. October, 27 2015.

Smiths, B. O., Stanley, W. O. & Thores, J. H. (1957). *Fundamentals of curriculum development*. Revised ed. New York: Harcount, Brace and World Inc.

Sodipo, O. (2014). Employability of tertiary education graduates in Nigeria: Closing the skills- gap. *Global Journal of Human Resource Management,* 2(3): 28–36.

Stufflebeam, D. I. & Shinkfield, A. I. (2007*). Evaluation theory, models and application.* San   Francisco, CA: Jossey-bass.

Stufflebeam, D. I. (2002). *The CIPP model for evaluation, ''In Evaluation, in Education and Human Services.* 49 G. F. Madausand D. I. Stufflebeam. (eds). New York: Kluwer academic publishers, 279-317.

Stufflebeam, D. L. & Shinkfield, A. J. (1985). *System evaluation.* New York; Kluwer Nyhoff   Publishing.

Stufflebeam, D. L. (1966). A depth study of the evaluation requirement. *Theory into Practice,* 6(1), 126 – 133.

Stufflebeam, D. L. (1971). The relevance of the CIPP evaluation model for educational   accountability. *Journal of Research and Development in Education.* 5(1), 19 – 25.

Stufflebeam, D. L. (2003). *The CIPP model for evaluation of the Portland, Oregon*: Annual   Conference of the Oregon Porgramme Evaluators Network (OPEN)). Retrieved   From   http://www.wmich.edu/evalctr/pubs/CIPP-ModelOregon10-   03.pdf

Sumanasiri, E.G., Ab Yajid, M.S. Khatibi, A. (2015). Review of literature on graduate employability. *Journal of studies in education,* 5(3): 75 – 88.

Taiwo – Oguntuase, S. (2013). *'Employability of Nigerian graduate – Myth or reality'* Article in Daily Independent Newspapers, 2nd October 2013. http:dailyindependentnig.com

Tijani, A. S. (2017). Assessing the relationships between integrated and holistic education factors in selected Islamiyyah Madrasah in North-Central Nigeria. An unpublished Ph.D Thesis; International Islamic University Malaysia.

Tyler, R. W. (1942). General Statement of evaluation. *Journal of Educational Research,* 35(4), 492 –   501.

Tyler, R. W. (1968) *Basic principles of curriculum and Instrument*. Chicago: University Press.

Tymon, A. (2013). The student perspective on employability. *Studies in Higher Education:* (38)6, 841-856.

Unachukwu, G. O. (1998). *Modern economics for senior secondary schools book 1. Nsukka: Hallman publishers.* United Kingdom. www.technopolis-group.com.

UNICEF, (2000). *Defining quality in education. A paper presented by UNICEF at   the meeting of the international working group on education*, Florence, Italy.

W.H. Freeman. Bennett, N., Dunne, E. and Carre´, C. (1999), *"Patterns of core and generic skill   provision in higher education", Higher Education,* Vol. 37, 71-93.

Waheed, K. I. (2015). Economics of informal labour exchange centres in Kwara State, Nigeria.   an unpublished Ph.D thesis, University of Ilorin, Ilorin, Nigeria.

Warraich, N. F. & Ameen, K. (2011). Employability skills of LIS graduates in Pakistan: needs and expectations. *Library Management:* (32)3, 209-224.

Wasagu, M. A. (2016). *Revitalizing education for social, political and economic engineering getting accountability right.* A lead paper presented as the annual national conference, faculty of education, Usmanu Danfodiyo University Sokoto, Sokoto, Nigeria; held from   7th – 10th November.

Watin, M.; Nielsen, K., Potau, X. & Simmonds P. (2015). Review of international knowledge transfer policy and investment. A report to knowledge transfer Ireland. Technopolis (group).

Watts, A.G. (2006) *Career development learning and employability.* Learning and Employability Series Two. York: ESECT and HEA.

Weligamage S. S. (2009).   *Graduates' employability skills; evidence from literature* Employability:Sri lanka: University of Kelaniya, pp. 115-125.

Wickramasinghe, V. & Perera, L. (2010). Graduates' university lecturer' and employers' perceptions towards employability skills. *Education and training.* (52)3: 226-244.

Work Experience Group (2002), *Work Related Learning Report,* DFES Publications, Nottingham.
www.dfes.gov.uk/research/data/uploadfiles/RB85.doc (accessed 2 February 2007).

Xu, Y. (2013). The characteristics of college students employability and its relationship with emotional intelligent. Journal of chemical and pharmaceutical research; 5(2): 70-76.

Yorke, M. & Knight, P.T. (2004), Embedding Employability into the Curriculum, Higher

Yorke, M. Knight PT (2006). *Embedding employability into the curriculum. learning and Employability series one*. York: Higher Education Academy.

Zaharim, A.; Yusoff, Y. M. D.; Omar, M. Z.; Mohamed, A. & Muhamad, N. (2009). Engineering employability skills required by employers in Asia. *Proceedings of the 6th WSEAS International Conference on Engineering Education.* http://www.wseas.us/e-library/conferences/2009/rodos/EDU/EDU30.pdf.

Zahid, B. (2012) The Effectiveness of Co-curricular Activities on Academic Achievements of Secondary School Students in District Abbott bad Pakistan – *A Case Study, IISTE journal,* (2)2.

Zwane, F. N.; Du Plessis, L. & Slabbert, E. (2014). Analysing the skills expectations in the South African tourism industry. *South African Journal of Human Resource. (*12)1:1-9.

EMPLOYABILITY INDICES QUESTIONNAIRE
DEPARTMENT OF SOCIAL SCIENCES EDUCATION
FACULTY OF EDUCATION
UNIVERSITY OF ILORIN, ILORIN, KWARA STATE, NIGERIA

Section A: Demographic Profile

Instruction: Please tick (√) as appropriate and as honest as you can in the following items.

1. **Gender:** Male (   ), Female (   ).
2. **Age Range**: 18-20( ); 21-23 ( ), 24-26 ( ), 27-29 ( ); 30-32 ( ), 33 and above ( ).
3. **Mode of Admission:** Matriculation/Remedial Studies ( ): JAMB ( ): Direct Entry ( ).
4. **Faculty:** Sciences and Technology ( ), Social Sciences ( ), Engineering ( ), Education ( ), Arts ( ), Agriculture (   ), Law ( ) and Others…………………………………..
5. **School Residence**: On Campus ( ), Off Campus ( ).
6. **Father's Job:** Self-employed (   ), Civil Servant (   ), Private Sector Employee (   )
7. **Mother's Job:** Self-employed (   ), Civil Servant (   ), Private Sector Employee (   )
8. **Home Residence:** Urban (   ), Rural (   ).
9. **What type of job will you prefer most?** White Collar Job ( ), Self-employed ( ), Both ( ).

Section B: Self Perception of Employability of University Undergraduates

Instruction: This section contains statements about the extent of your knowledge of employability. There are no right or wrong options. Think of how well each statement describes you and put a tick (√) in the appropriate box.

S/N	How much do you know about the following employability concepts?	Very Detailed	Fairly Detailed	A little	Not at All
1	Punctuality in attending lectures and other academic activities				
2	Ability to work independently				
3	Self-discipline in relationship and working with others				
4	Ability to work well in a team				
5	Ability to obtain relevant data for decisions				
6	Flexibility in daily operations				
7	Ability to work under pressure				
8	Leadership skills as a must for a prospective graduate				
9	Accepting of responsibility unconditionally				
10	Willingness to learn as a tool for employability				
11	Self-confidence as a necessity for employability				
12	Honesty in discharging duties as a prospective graduate				
13	Proper time management in your daily activities				
14	Computer literacy				
15	Compilation of a good job curriculum vitae (CV)				
16	Application writing				
17	Job searching skills to see available opportunity and its requirements				
18	Ability to organize ideas logically				
19	Ability to combine ideas or information in new ways				
20	Ability to communicate in writing for varied purposes/audience.				

Section C: Employability Indices Scales

.**Lifelong Learning Sub-Scale**
Instruction: Lifelong learning scale has statement about skills a prospective graduate needed to learn continually. Please read and honestly respond to the following items. There are no right or wrong answers. The keys provided are:

- **Very True of Me (VTM)** – Meaning that you need the skill in a very large extend.
- **Somewhat True of Me (STM)** – means that you need the skill in a limited or small extend.
- **Not True of Me (NTM)** – means that you do not need the skill at all, because you already have it.

S/N	To be employable, I need	VTM	STM	NTM
1	To increase the habit of visiting the library for studies.			
2	To spend good percentage of my time doing academic task daily			
3	To increase the habit of meeting my lecturer individually to ask question on areas not clear to me.			
4	To love learning more for its own sake			
5	To increase the habit of planning my learning, than having others plan learning for me			
6	More ability to evaluate my success as a student			
7	More ability to make sense of what I learn at school			
8	To enhance my ability to focus on details rather than on the 'big picture when I learn something new.			
9	To enhance my ability to think about my own learning and how to improve on it			

Problem-Solving Sub-Scale
Instruction: This scale contains statements about an individual's ability to apply creative thinking in developing appropriate solution to problems. There are no rights or wrong options. Please read and honestly respond to the following items.

S/N	To be employable, I need	VTM	STM	NTM
1	To be more active in my daily activities.			
2	A positive attitude to life			
3	To increase the habit to act according to circumstances and properly handle difficulties.			
4	To be more persistent in life in order not to be discouraged.			
5	To increase My belief and ability to solve most problems, as long as there is sufficient time and effort.			
6	More confidence in myself, when successfully solving a problem.			
7	To enhance my confident that I can do everything well			
8	More ability to be able to control any potential problems in a new (training) environment.			
9	To enhance my ways/approaches to problem solving, until no alternative idea occurs.			
10	More skill to harmoniously take care of my partners in the course of practice.			
11	To enhance my ability to be able to make an independent decision by myself.			
12	More information search skill to make things clearer when I do not understand a problem.			

Emotional Intelligence Sub-Scale

Instruction: this section contains statement about your ability to sense, understand and manage your emotion and that of others. Please read and respond to the following items by ticking (√) in the most appropriate option that represent your opinion.

S/N	As a prospective graduate, I need	VTM	STM	NTM
1	To prepare for any outcome either white collar job or self-employment.			
2	To enhance my ability to complain without making it an issue			
3	More capacity to ask people reasons for their actions without offending them			
4	To increase my ability to focus on what I can do to solve my problem			
5	To be more calm at every situation.			
6	To enhance my ability to care about others			
7	To enhance the ability to maintain my position even if it means becoming unpopular when I am convinced that my position is right.			
8	More time to listen to every opinion while working in team.			
9	To ensure that My values and goals are very clear in my mind.			
10	More ability to relax and gain a feeling of tranquility so that I can re-evaluate things when I have a problem that creates undue tension.			
11	To increase my ability to adjust very quickly to new challenges, problem and information.			
12	More ability to understand when to speak and when to be silent			
13	More ability to quickly reorient my thinking, when a certain approach to a problem does not work.			
14	More capability to constantly survey the environment in order to seize any new opportunity.			
15	To imbibe the habit of not being worried about any things/issues.			
16	More capacity to create positive relationship with people.			
17	To enhance the capacity to read peoples' feelings			
18	More capacity to easily recognize how others react to what I am saying when speaking.			
19	To be more sensitive to the development in the environment in order to capture the opportunity therein.			

Team Work Skill Sub-Scale

Instruction: This section contains statements about one's ability to work well with colleagues. There are no rights or wrong options. Please think of how well each statement describes your opinion and put a tick (√) as appropriate as possible by the option.

S/N	As a prospective graduate, I need	VTM	STM	NTM
1	To enhance my ability to follow instruction accurately			
2	To increase my ability to contribute actively in group work			
3	To enhance my listening skills			
4	To increase the habit of considering the impact of my decisions on others people			
5	To enhance my ability to motivate others			
6	To increase my ability to help others			
7	To increase the habit of giving attention to other people's need without losing sight of my own goals			
8	More skills to speak to people politely			
9	More skill to be able to say no when the situation is unfavorable			

S/N		VTM	STM	NTM
10	To increase the capacity to ask question for clarity on things or matters I don't understand			
11	To increase the ability to be able to bring myself down to people's level.			
12	To be more loyal to leaders			
13	To be more respectful to constituted authority			
14	To enhance my negotiation skill with colleagues in taking decision on an issue			
15	To enhance my attitude to work			
16	To increase my ability to follow instruction strictly			
17	To be more cheerful			
18	To increase the ability to listen to everybody while working in a group.			

Commitment to Self-Development Skill Sub-Scale

Instruction: This section contains statements about an individual's ability to reflect and take responsibilities of his/her own development. There are no rights or wrong options. Please read and honestly respond to the following items.

S/N	To be employable, I need	VTM	STM	NTM
1	To increase my participation in club/society activities in my University			
2	To increase my volunteer work for organization in my discipline during holiday			
3	To enhance my consultation with employers in my discipline			
4	To increase my participation in student union activities in my University			
5	To increase the amount of time I go to Library to read my books if I have no lectures			
6	To enhance my ability to revisit courses where I perform below B grade			
7	To increase the habit of recording my learning progress in a portfolio			
8	To increase the habit of asking questions about work information			
9	More skills to attend conferences or any academic forum organized by my department			

Communication Skill Sub-Scale

Instruction: This section contains statements about an individual's ability to share his/her ideas, knowledge, feelings or interest with others. There are no rights or wrong options. Please think of how well each statement describes your opinion and put a tick (√) as appropriate as possible by the option.

S/N	To be employable, I need	VTM	STM	NTM
1	To increase my persuasion skill			
2	To make more conscious effort to emphasize my point for people to understand what I am trying to say.			
3	To increase my ability to pay attention to details			
4	To enhance my ability to ask questions when I don't understand what they've said in conversation.			
5	To enhance my contribution to discussion during lecture/seminar			
6	To be more aware of how my tone of voice may affect others			
7	To pay more attention while in conversation with others			
8	More skills to easily express my ideas even when they differ from the ideas of people around me			
9	To enhance the skill of talking to other people in my department easily.			

VALIDATED EMPLOYABILITY INDICES QUESTIONNAIRE
DEPARTMENT OF SOCIAL SCIENCES EDUCATION
FACULTY OF EDUCATION
UNIVERSITY OF ILORIN, ILORIN, KWARA STATE, NIGERIA

Section A: Demographic Profile

Instruction: Please tick (√) as appropriate and as honest as you can in the following items.

10. **Gender:** Male (   ), Female (   ).
11. **Age Range**: 18-20(   ); 21-23 (   ), 24-26 (   ), 27-29 (   ); 30-32 (   ), 33 and above (   ).
12. **Mode of Admission:** Matriculation/Remedial Studies ( ): JAMB ( ): Direct Entry (   ).
13. **Faculty:** Sciences and Technology ( ), Social Sciences ( ), Engineering ( ), Education (   ), Arts ( ), Agriculture (   ), Law (   ) and Others……………………………………..
14. **School Residence**: On Campus (   ), Off Campus (   ).
15. **Father's Job:** Self-employed (   ), Civil Servant (   ), Private Sector Employee (   )
16. **Mother's Job:** Self-employed (   ), Civil Servant (   ), Private Sector Employee (   )
17. **Home Residence:** Urban (   ), Rural (   ).
18. **What type of job will you prefer most?** White Collar Job ( ), Self-employed (), Both ( ).

Section B: Self Perception of Employability of University Undergraduates

Instruction: This section contains statements about the extent of your knowledge of employability. There are no right or wrong options. Think of how well each statement describes you and put a tick (√) in the appropriate box.

S/N	How much do you know about the following employability concepts?	Very Detailed	Fairly Detailed	A little	Not at All
1	Punctuality in attending lectures and other academic activities				
2	Ability to work independently				
3	Self-discipline in relationship and working with others				
4	Ability to work well in a team				
5	Ability to obtain relevant data for decisions				
6	Flexibility in daily operations				
7	Ability to work under pressure				
8	Leadership skills as a must for a prospective graduate				
9	Accepting of responsibility unconditionally				
10	Willingness to learn as a tool for employability				
11	Self-confidence as a necessity for employability				
12	Honesty in discharging duties as a prospective graduate				
13	Proper time management in your daily activities				
14	Computer literacy				
15	Compilation of a good job curriculum vitae (CV)				
16	Application writing				
17	Job searching skills to see available opportunity and its requirements				
18	Ability to organize ideas logically				
19	Ability to combine ideas or information in new ways				
20	Ability to communicate in writing for varied purposes/audience.				

Section C: Employability Indices Scales

Factor 1: Team Work Skill Sub-Scale
Instruction: This section contains statements about one's ability to work well with colleagues. There are no rights or wrong options. Please think of how well each statement describes your opinion and put a tick (√) as appropriate as possible by the option. The keys provided are:

- **Very True of Me (VTM)** – Meaning that you need the skill in a very large extend.
- **Somewhat True of Me (STM)** – means that you need the skill in a limited or small extend.
- **Not True of Me (NTM)** – means that you do not need the skill at all, because you already have it.

S/N	To be employable, I need	VTM	STM	NTM
1	To be more respectful to constituted authority			
2	To enhance my ability to follow instruction accurately			
3	To be more loyal to leaders			
4	To enhance my attitude to work			
5	To increase my ability to help others			
6	To enhance my listening skills			
7	To increase my ability to follow instruction strictly			
8	To be more active in my daily activities			
9	More skills to speak to people politely			
10	To be more cheerful			
11	To increase my ability to pay attention to details			
12	A positive attitude to life			
13	To increase my ability to contribute actively in group work			
14	More ability to understand when to speak and when to be silent			
15	To increase my ability to focus on what I can do to solve my problem			
16	To enhance my negotiation skill with colleagues in taking decision on an issue			
17	To increase the ability to listen to everybody while working in a group			
18	To be more calm at every situation			
19	To increase the habit of giving attention to other people's need without losing sight of my own goals			
20	To enhance my ability to care about others			
21	To enhance my ability to motivate others			
22	More capacity to create positive relationship with people			
23	To increase the ability to be able to bring myself down to people's level			
24	To enhance my ability to be able to make an independent decision by myself			
25	More skill to be able to say no when the situation is unfavourable.			

Factor 2: Emotional Intelligence Sub-Scale

Instruction: this section contains statement about your ability to sense, understand and manage your emotion and that of others. Please read and respond to the following items by ticking (√) in the most appropriate option that represent your opinion.

S/N	To be employable, I need	VTM	STM	NTM
1	More ability to be able to control any potential problems in a new (training) environment			
2	More capacity to easily recognize how others react to what I am saying when speaking			
3	More skill to harmoniously take care of my partners in the course of practice			
4	More capability to constantly survey the environment in order to seize any new opportunity			
5	To enhance my ways/approaches to problem solving, until no alternative idea occurs			
6	More time to listen to every opinion while working in team			
7	To enhance the capacity to read peoples' feelings.			
8	To enhance the ability to maintain my position even if it means becoming unpopular when I am convinced that my position is right.			
9	More ability to relax and gain a feeling of tranquility so that I can re-evaluate things when I have a problem that creates undue tension.			
10	More information search skill to make things clearer when I do not understand a problem.			
11	More capacity to ask people reasons for their actions without offending them			
12	More ability to quickly reorient my thinking, when a certain approach to a problem does not work.			
13	To ensure that my values and goals are very clear in my mind			
14	To increase my ability to adjust very quickly to new challenges, problem and information.			
15	To be more sensitive to the development in the environment in order to capture the opportunity therein			
16	To enhance my ability to complain without making it an issue.			
17	To imbibe the habit of not being worried about any things/issues.			

Factor 3: Communication Skill Sub-Scale

Instruction: This section contains statements about an individual's ability to share his/her ideas, knowledge, feelings or interest with others. There are no rights or wrong options. Please think of how well each statement describes your opinion and put a tick (√) as appropriate as possible by the option.

S/N	To be employable, I need	VTM	STM	NTM
1	More skills to easily express my ideas even when they differ from the ideas of people around me.			
2	More skills to attend conferences or any academic forum organized by my department.			
3	To increase the habit of recording my learning progress in a portfolio.			
4	To enhance the skill of talking to other people in my department easily.			

5	To enhance my ability to ask questions when I don't understand what they've said in conversation.			
6	To increase the habit of asking questions about work information.			
7	To be more aware of how my tone of voice may affect others.			
8	To enhance my contribution to discussion during lecture/seminar.			
9	To enhance my ability to revisit courses where I perform below B grade.			
10	To increase my persuasion skill.			
11	To pay more attention while in conversation with others.			
12	To increase the amount of time I go to Library to read my books if I have no lectures.			
13	To make more conscious effort to emphasize my point for people to understand what I am trying to say.			
14	To increase the capacity to ask question for clarity on things or matters I don't understand.			

Factor 4: Lifelong Learning Sub-Scale
Instruction: Lifelong learning scale has statement about skills a prospective graduate needed to learn continually. Please read and honestly respond to the following items. There are no right or wrong answers.

S/N	To be employable, I need	VTM	STM	NTM
1	More ability to make sense of what I learn at school.			
2	More ability to evaluate my success as a student.			
3	To enhance my ability to think about my own learning and how to improve on it.			
4	To be more persistent in life in order not to be discouraged.			
5	To increase My belief and ability to solve most problems, as long as there is sufficient time and effort.			
6	To increase the habit to act according to circumstances and properly handle difficulties.			
7	To enhance my ability to focus on details rather than on the 'big picture when I learn something new.			
8	To increase the habit of planning my learning, than having others plan learning for me.			
9	To love learning more for its own sake.			
10	To prepare for any outcome either white collar job or self-employment.			
11	To increase the habit of considering the impact of my decisions on others people.			
12	To enhance my confident that I can do everything well.			
13	More confidence in myself, when successfully solving a problem.			

Factor 5: Commitment to Self-Development Skill Sub-Scale
Instruction: This section contains statements about an individual's ability to reflect and take responsibilities of his/her own development. There are no rights or wrong options. Please read and honestly respond to the following items.

S/N	To be employable, I need	VTM	STM	NTM
1	To increase my participation in student union activities in my University.			
2	To increase my participation in club/society activities in my University.			
3	To increase my volunteer work for organization in my discipline during holiday.			
4	To enhance my consultation with employers in my discipline.			

Factor 6: Problem-Solving Sub-Scale
Instruction: This scale contains statements about an individual's ability to apply creative thinking in developing appropriate solution to problems. There are no rights or wrong options. Please read and honestly respond to the following items.

S/N	To be employable, I need	VTM	STM	NTM
1	To spend good percentage of my time doing academic task daily.			
2	To increase the habit of visiting the library for studies.			
3	To increase the habit of meeting my lecturer individually to ask question on areas not clear to me.			

Table 24: Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	23.516	30.942	30.942	23.516	30.942	30.942
2	3.441	4.528	35.470	3.441	4.528	35.470
3	2.499	3.288	38.758	2.499	3.288	38.758
4	1.980	2.605	41.363	1.980	2.605	41.363
5	1.705	2.243	43.606	1.705	2.243	43.606
6	1.542	2.029	45.635	1.542	2.029	45.635
7	1.376	1.810	47.445			
8	1.340	1.763	49.209			
9	1.262	1.661	50.870			
10	1.245	1.638	52.507			
11	1.203	1.583	54.090			
12	1.177	1.548	55.638			
13	1.158	1.524	57.163			
14	1.108	1.457	58.620			
15	1.018	1.339	59.959			
16	.995	1.309	61.268			
17	.976	1.284	62.552			
18	.960	1.263	63.814			
19	.919	1.209	65.023			
20	.873	1.148	66.172			
21	.850	1.119	67.291			
22	.848	1.116	68.407			
23	.823	1.082	69.489			
24	.810	1.066	70.555			
25	.798	1.050	71.605			
26	.776	1.021	72.626			
27	.756	.995	73.621			
28	.734	.966	74.587			
29	.721	.949	75.535			
30	.699	.920	76.455			
31	.685	.902	77.357			
32	.667	.878	78.234			
33	.648	.852	79.087			
34	.641	.844	79.931			
35	.623	.820	80.751			
36	.601	.790	81.541			
37	.579	.762	82.302			
38	.569	.748	83.051			
39	.557	.733	83.784			
40	.544	.716	84.499			

41	.526	.693	85.192
42	.515	.678	85.870
43	.492	.647	86.518
44	.487	.641	87.159
45	.471	.620	87.779
46	.469	.617	88.396
47	.456	.600	88.997
48	.440	.579	89.576
49	.434	.572	90.147
50	.407	.536	90.683
51	.403	.530	91.212
52	.386	.508	91.720
53	.380	.500	92.220
54	.363	.478	92.698
55	.358	.471	93.169
56	.345	.454	93.624
57	.340	.447	94.071
58	.331	.436	94.506
59	.310	.408	94.914
60	.307	.403	95.317
61	.301	.396	95.713
62	.287	.378	96.091
63	.278	.365	96.456
64	.261	.344	96.800
65	.249	.328	97.128
66	.237	.312	97.440
67	.230	.302	97.742
68	.228	.300	98.042
69	.216	.285	98.327
70	.206	.271	98.598
71	.196	.258	98.856
72	.193	.254	99.111
73	.186	.245	99.355
74	.177	.232	99.588
75	.167	.220	99.808
76	.146	.192	100.000

Extraction Method: Principal Component Analysis.

Table 25: Rotated Component Matrix[a]

	Component					
	1	2	3	4	5	6
TW13	.729	.215	.238	.042		.055
TW1	.711	.083	.057	.188	.118	.164
TW12	.708	.183	.218	.068		.051
TW15	.708	.104	.202	.157	.069	
TW6	.707	.188	.196	.227	-.063	.054
TW3	.680	.176	.097	.233		.126
TW16	.653	.102	.258	.204	.052	
PS1	.623	.051	.047	.355	.079	.312
TW8	.615	.329	.180	.083	-.059	-.037
TW17	.612	.157	.151	.072		.077
CS3	.596	.094	.406	.109	-.115	.266
PS2	.589	.122	.064	.490	.069	.132
TW2	.588	.189	.188	.303	.152	.183
EIS12	.583	.301	.165		-.067	.072
EIS4	.556	.285	.093	.283	.060	
TW14	.539	.343	.231	.112	.155	-.119
TW18	.533	.198	.330	.217	.177	-.188
EIS5	.515	.291		.264	.037	.111
TW7	.504	.238	.208	.223		-.080
EIS6	.498	.282	.113	.273		
TW5	.491	.229	.245	.309	.043	-.085
EIS16	.460	.403	.125	.192		.114
TW11	.454	.360	.332	.071		-.079
PS11	.403	.399	.100	.204	-.138	.333
TW9	.380	.263	.267	.110		
PS8	.150	.543	.192	.125	-.045	.159
EIS18	.292	.504	.093	.182	.127	
PS10	.177	.494	.138	.254		.166
EIS14	.198	.490	.179	.173	.192	.072
PS9		.484	.133	.313	.212	.077
EIS8	.449	.484	.123	.169		-.075
EIS17	.367	.469	.076	.078		.146
EIS7	.311	.466	.210	.172	.079	-.117
EIS10	.156	.458	.239	.338	.096	-.128
PS12	.167	.448	.214	.112	-.101	.309
EIS3	.404	.436	.062	.073	.068	.274
EIS13	.203	.430	.269	.150	.062	.162
EIS9	.417	.424	.159	.286	.031	.036
EIS11	.268	.414	.345	.088	-.073	
EIS19	.209	.411	.150	.302	.256	-.176

EIS2	.354	.392	-.069	.082	.256	.111
EIS15	.224	.366	.092	.147	.150	.144
CS8	.290	.139	.617	.218	.064	-.117
SD9	.089	.055	.588	.193	.251	-.034
SD7	.102	.046	.529	.215	.383	.088
CS9	.357	.136	.507	.228		
CS4	.490	.063	.500	.054	-.086	.274
SD8	.388	.122	.498		.105	.236
CS6	.209	.249	.497	.176	.182	
CS5	.294	.087	.484	.114	.153	.154
SD6	-.080	.185	.475	.107	.264	.041
CS1	.188	.244	.456	.179	.080	.104
CS7	.318	.254	.440	.202	.102	.074
SD5	.128	.206	.439		.130	.344
CS2	.353	.211	.428	.185	.091	.046
TW10	.351	.262	.363	.157	-.189	.168
LL7	.306	.160	.149	.616	-.053	.196
LL6	.215	.108	.227	.609	.078	.072
LL9	.254	.077	.083	.603	-.034	.291
PS4	.194	.384	.180	.520	-.057	.037
PS5	.279	.367	.083	.513	.115	
PS3	.153	.223	.135	.492		-.047
LL8	-.072	.239	.230	.475	-.068	.164
LL5	.140	.228	.281	.454	-.057	.134
LL4	.284	.047	.187	.439	.087	.280
EIS1	.343	.257	-.038	.418	.210	-.045
TW4	.332	.300	.207	.400	.207	-.114
PS7	.343	.179	.147	.372	-.070	.214
PS6	.353	.239	.219	.362	-.118	.174
SD4	-.042	.055	.159	-.040	.738	.142
SD1	-.063	.049	.152	-.043	.673	.032
SD2	.076	.093	.301		.636	.138
SD3	.264	.231	.347	.059	.383	.148
LL2	.117	.116	.120	.223	.113	.527
LL1	.278		.048	.146	.266	.513
LL3	-.182	.176	.045	.115	.170	.413

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.[a]

a. Rotation converged in 18 iterations.