CHAPTER ONE
INTRODUCTION

Background to the Study

Unemployment and underemployment among Nigeria graduates is a serious threats to societal peace, growth and development. This is because, a troubled economy breeds a sick society. Year- in, year-out, tertiary institutions continue to produce fresh graduates (supply of labour) without a corresponding demand for labour; thereby, increasing the growth rate of unemployment in Nigeria. This implies that most of these graduates end up being underemployed (disguised unemployment) where they do any available job for survival. It is no news that good numbers of Nigerian graduates are doing a menial or poor paid job just to make ends meet, however this is not healthy for the society and the value of education as this menace has resulted to all sort of vices such as Cultism, Terrorism, Militant, Prostitution etc. This issue of unemployment and underemployment among Nigeria graduates is a concern to the researcher because of its social and economic implications.

The most serious economic danger that a graduate could face in any society is unemployment. Unemployment is a situation where by a person that is willing and able to work has no work that he is capable of doing available to him/her. According to the International Labour Organisation, the unemployed are those who are currently not working but are willing and able to work for pay, currently available to work, and have actively searched for job. Unemployment rate is used to measure the health of a particular country over time. Rising incidence of unemployment could lead to loss and shortage of income for individuals, reduces revenue for government, and hinders economic growth and development (Sodipo 2014).

According to Iweala (2014), 1.8 million Nigerians enter the job market yearly. One will ask how many jobs are created yearly. Also, table one is a database for total graduate unemployment rate in Nigeria for the period of 2014 – 2018:

Table 1: Total Graduate Unemployment Rate in Nigeria from 2014 -2018

Dates	Unemployment Rate in %
2014	6.4%
2015	10.4%
2016	14.2%
2017	18.8%
2018	23.1%

Source: National Bureau of Statistics: December 23, 2017 and December 20, 2018

Table 1 shows a persistent increment in the total graduate unemployment rate in Nigeria. The periods of 2015 to 2018 indicate a rise in unemployment rate and this has a serious social implication. This alarming social problem in Nigeria is a concern to the researcher because of its social and economic implications. The study conducted by Olofintoye and Ade (2013) affirmed that the supply of labour and the demand for labour services in Nigeria is not balanced. While labour supply is growing in geometric progression, the demand for labour is growing in Arithmetic progression. It is against this background that this study evaluated employability indices among universities under graduates in North West Nigeria.

Employers generally see a graduates' achievement related to the discipline as necessary but not sufficient for them to be recruited. The common feelings expressed by both employers of labour and stakeholders is that the quality of Nigeria graduates is on a rapid decline especially in the area of valuable skills. Such as, communication, technical abilities, human interaction, social, conceptual and analytical capacity (Nigeria Institute of Personal Management document (NIPM, 2000). More so, the National Universities Commission (NUC) in 2000 organised a curriculum review debate in collaboration with other stakeholders in the education industry and confirmed that the quality of graduates who left schools between1995-2000 have actually declined in those critical skills. This issue of clear skill gap among graduates in Nigeria is another cause of Structural and Disguised Unemployment in Nigeria.

Furthermore, 50% of the respondents in the study conducted by Sodipo (2010) affirmed that the level of competency possessed by graduates is poor, 33.3% of the respondents agreed that they do not possess the necessary skills required on the job. All the respondents did not agree that the graduates' knowledge in their area of specialisation is outdated, 40% agreed that the graduates are not resourceful enough, 60% agreed that their command of English is good, 33.3% of the respondents noted that they are not able to operate work equipment without retraining, 80% rated them poor in ICT skill while 70% rated them poor in numeracy or computation skills, as well as organizational skills and interpersonal skills. From this result, it is observed that even where the graduates are rated good, significant amount of the graduates are also rated poor. Hence the need for further study on this issue in order to know what the situation is in other states and geo-political zones in the country.

Also, the survey conducted by the Afterschool Graduate Development Center on youth employability in 2010 revealed that 48% of the respondents rated young graduates poor in conceptual and critical thinking skill, 44% rated them poor in self-awareness, 39.6% rated them poor in time management, 36% rated them poor in global and commercial awareness, 34.1% rated young graduates poor in sense of career direction and emotional intelligence, 31.9% rated them poor in managing school to work transition. These evidences indicate a clear skill gap in tertiary education graduates in Nigeria.

The issue of unsatisfactory quality of graduates is not limited to Nigeria alone. It cuts across most developing countries and beyond. Mohamed (2014) reported the study conducted by inter University Council for East Africa (IUCEA) in 100 public and private universities in five East Africa Countries on employers' views on the employability of graduates from its member universities. The survey revealed that about 51% to 63% of the graduates were 'half-baked', 'unfit for Jobs' and 'lacking in job market skills'. The worst records were in Uganda (63%) and Tanzania (61%). Although the study covered only five countries, there have been

concerns about the poor quality of graduates in most Sub-Sahara African countries for quite some time.

A direct consequence of poor quality of graduates has been the increasing unemployment of graduates, which cannot be unconnected to the alarming rate of crisis and crime that bedeviled both individual and government in Nigeria. Graduates are seen to just sit back and wait for white collar jobs after graduation. Others go from office to office, in different cities looking for the jobs that are not readily available. Some even return to the universities to read Master and Ph. D programme not because they need or have interest in the programme but as an alternative option in the absence of white collar job. The researcher wonder why these graduates are unable to stand on their own like many semi educated or trained workers out there such as the road-side Mechanics, Welder, Carpentry, Salon owners, Traders etc who do not wait for government or their parents to provide them jobs. As such, the need to evaluate employability indices among university undergraduates in North West Nigeria.

Employability becomes an issue because the 21st century job demands more than paper qualifications. Apart from the qualifications that the graduates possess, there are other attributes, (soft and generic skills) which employers of labour emphasize (Dadalen, 2000). Employers want employees who will continue to learn and adapt, read, write and compute competently, listen and communicate effectively, think creatively. Solve problems independently, manage themselves at work, interact with co-workers, work in teams or groups, handle basic technology, lead effectively as well as follow supervision (Brewer, 2013). These emphasis has necessitated further study to investigate the awareness and possession of employability indices by university undergraduates in Nigeria; as employers of labour are not only concerned about those having higher education but practical and generic skills appropriate for job fulfilment (Akinyemi, Ofem & Ikuenomore 2012).

Employability is defined as the capability of gaining and maintaining initial employment if needed. This capability is a function of the individuals' knowledge, skills and attitude. As such prospective graduates are expected to take the responsibility of their future. They are expected to use every single resource (human and material) that the university provided to build their own economy. Employability is usually the natural out-growth of an individual's education (knowledge, skills and judgement), work experience (hand-on experience) and hobbies (Faltin, 2001). It can therefore be defined as the synergic combination of subject understanding, skill endowment and personal qualities. According to Yorke and Knight (2006), employability is a set of achievements, understandings and personal attributes that make an individual more likely to gain employment and be successful in their chosen occupations. It refers to work readiness involving possession of the relevant skill, knowledge, attitudes and commercial understanding that will enable graduate to make productive contributions to the organizational objectives soon after commencing employment (Mason, Williams, **&** Cranmer, 2006). Employability is not static but a progressive process. It is more about learning, and the emphasis is less on employ and more on ability.

According to Rees, Foubes and Kubler (2006), the skills and other qualities that enhance an individuals' employability are in many cases like those that also facilitate learning and the application of subject knowledge. Sodipo (2014) affirmed that classroom teachings mostly focus on concepts and not marketable skills. According to Oyesiku (2010) and Taiwo – Oguntuase (2013), Marketable skills demand that labour market participant should possess complementary life skills like; ''problem-solving, reflective and critical thinking, interpersonal and teaming skills, effective communication, character, integrity, self-esteem, self-discipline, organizing skills, leadership skills and the ability to translate ideas into action in addition to the professional competence in their chosen fields''. Literature revealed that these skills are not often taught or stressed in schools, and this has led to a missing gap which limits a graduate's

ability to be gainfully employed even when the jobs is there. Graduate Prospect (2005) identify two-third of graduate vacancies as open to graduates of any discipline while the remaining third demands subject specific knowledge, understanding and skills. Also, Brewer (2013), noted that many young job applicants are either unaware or unable to demonstrate the core work skills sought, even if they do possess them. This implies that employability skills are very essential and must be emphasized to enhance graduates' employment opportunities.

According to the National Network of Business and Industry Association (NNBIA, 2014), employability skills required of graduates are categorized into four, namely:

*Personal S*kills: Integrity, Initiative, Dependability and Reliability, Adaptability and Professionalism.

People Skills: these are skills like teamwork, communication and respect.

Applied Knowledge: this includes reading, writing, mathematics, science, technology, critical thinking.

Workplace Skills: such as planning and organising, problem solving, decision making, business fundamentals, customer focus, working with tools and technology. These employability skills are inter-connected to allow employers to look at the full scope of what skills are necessary in all major economies sectors. The attainment of these business-defined skills prepare individual for careers and for further education and training.

Manchester Metropolitan University Document (2014), classified employability skills into three broad categories namely; personal development skills, people skills and general skills.

Personal development skills: They include skills like self-awareness, critical thinking, leadership skills, creativity and initiative, innovation/entrepreneurship.

People skills: these are skills needed for better group relationship; such skills include interpersonal skills, teamwork, and communication, ethical and cultural awareness.

General skills: These skills are useful for our every day and lifelong success. They include skills like planning/organization, analytical skills, ICT skills, numeracy/financial skills and commercial awareness. It is obvious that these classification depends and aimed towards the attainment of organisational goals and objectives. There are whole lots of these skills, however, tertiary institutions in Nigeria, are expected to identify, select and classify the employability skills which its graduates must possess and demonstrate in addition to their subject matter knowledge.

According to the UK Commission for Employment and Skills (2009), the skills, abilities and personal attributes that graduates are expected to possess at a high level include self-management, thinking and solving problems, understanding the business, working together and communicating, using numbers effectively, using language effectively and using IT effectively, positive approach etc. If all or some of these skills are lacking in our prospective graduates, it is the responsibility of the institutions to identify and address it as an issue; in order to better the quality of graduates for a favourable global and local competition in the labour market.

The tertiary institutions in Nigeria include; polytechnics, mono-technics, colleges of education, and universities. All these institutions have the capability to impact skills that could generate good quality livelihood and add value to both the beneficiaries and the society. Yet the Joint Admissions and Matriculation Board (JAMB) complains of low patronage of the other institutions other than the university (Owolabi, 2018). This implies that most Nigerian graduates are from the university.

Universities are being relied upon as a vehicle for the advancement of both the National economy and wider society. FGN (2004) highlighted the expectations of the university to include; contribution to national development through high level relevant manpower training; development and inculcation of proper values for the survival of the individual and society;

development of the intellectual capability of individuals to understand and appreciate their level and external environment; acquisition of both physical and intellectual skills that will make its beneficiaries self-reliant and useful members of the society as well as the promotion and encouragement of scholarship and community service; to forge and connect national unity and to promote national and international understanding and interaction.

However, research has affirmed that though the Universities objectives encompass employability development as one of its mandates, only limited skill training is practiced in most Nigerian Universities. This has been a serious impediment to Nigerian graduate employability, as such the continuous increase in the rate of graduate unemployment as this gap result to unsuccessful in either securing or maintaining a job (Mkpae, Obowu & Chikwe, 2013; Sodipo 2014).

Education is an activity that is goal oriented, aimed at both individual and societal development. The general goals of education is to change life positively and solve problems, it is intended to be a means to an end. Contrary, the reverse is the case in the contemporary Nigeria. Most people see education as a process of acquiring knowledge for securing white collar jobs after leaving school (Lawal, 2016). According to Lawal, this is the dominant misleading perspective which is responsible for the current pervasive incidence of unemployment and underemployment in Nigeria.

Education has three domains of behaviour change known as Bloom's taxonomy; they are cognitive (acquisition of knowledge), psychomotor (acquisition of physical skills) and affective (moral and character development). Each of these three domains consists of a multi-tied, hierarchical structure for classifying learning according to increasing levels of complexity. The cognitive domain deals with the recall or recognition of knowledge and the development of intellectual ability and skills at both lower and higher order. The psychomotor domain encompasses the manipulative or motor-skill area; while the affective domain covers the

changes in interest, attitudes, and values as well as the development of appreciations and adequate adjustment (Anderson, et al 2000).

According to literature, plans for learning centered mainly on the cognitive domain, little of the psychomotor domain and little or no attention is given to learning in the affective domain. However, modern requirement across the world demands that the desired behaviour change should be planned to deliberately provide for learning in the three domains simultaneously for balanced development of the learner as an individual, and the society at large.

Employability Skills belongs to the affective domain and they are constructs which are not directly observable because they are abstract. As such, this researcher used Factor Analysis to establish the number of factors or constructs required to represent the data; to ensure that the factors are statistically independent; and to identify where different Variables are addressing the same factor.

Another issue of research importance is that of gender and employability. Gender is defined as a socially perceived set of characteristics distinguishing the sexes (male and female). The discriminating characteristics vary from sex to social role to gender identity. In this regard, different views were obtained from research findings; literature revealed that some gender are favoured than others, that there are disparity and unequal treatment in the job market with female gender being mostly affected by the disparity. Ghavifekr, Jani, and Kenayathulla, (2016) noted that preference is usually given to male over their female counterpart when it comes to administrative appointment in universities. This is in agreement with Oloni (2015) who found that woman are marginalized in many decent work, while they are limited to trading and farming which they usually do in the informal sector.

On the other hand, Ajiboye, Oyebanji and Awoniyi (2013) found that there is no significant difference in employability perception of university lecturers with respect to gender. Also, Olofintoye and Ade (2013) equally found that gender difference do not significantly influence the perception of Ekiti State resident parents towards the employability of their wards in private tertiary institutions into public service after graduation. However, these studies on gender differences and employability is inconclusive and none was done among university undergraduates in North West Nigeria; as such, this study investigated what the situation is in North West Nigeria.

Statement of the Problem

Employability of Nigerian graduates becomes an issue because of the demand of the 21st century job. Employers generally see a graduates' achievement related to the discipline as necessary but not sufficient for them to be recruited (Oladele 2009; Akinyemi, Ofem & Ikuenomore 2012). Employers of labour acknowledged that some of these graduates are qualified academically, yet are unemployable because they lack the requisite essential and core skills or competencies needed for a smooth and successful job fulfillment (The Philips Consulting 2014; Sodipo 2014).

This claim is ascertained by scholar like Fajana (2018); and Owolabi (2018) who asserted that the Nigerian schools system are providing students with strong knowledge base learning but without the ability to intelligently apply that knowledge in the work setting. This gap result to unsuccessful in either securing or maintaining a job. The survey conducted by Oyesiku (2010), revealed that employability skills are rarely taught or stressed in schools; and this has resulted to a missing gap which limit a graduate's employment opportunities even when the job is there. Also, Brewer (2013) noted that many young job applicants are either unaware or unable to demonstrate the core work skills sought, even if they do possess them.

Therefore, this study evaluated employability indices among University Undergraduates in North West Nigeria.

A lot of researches have been conducted on employability and employability related issues both within and outside Nigeria. They include: Watt (2006); Anho (2011); Akinyemi et al (2012); Ajiboye et al (2013); Mkpae et al (2013). The gap identified in these studies is that the studies focused on graduates who have already left the institution, and their respondents are either graduate applicants, Parents, University Lecturers or Employers of labour. More so, none of the studies was done in North West Nigeria.

Furthermore, Zaharim, et al (2009) and Wickramasinghe et al (2010), investigated the most important employability skills for labour market participants. These studies only identify the important skills and not the perceived need of the skills by university undergraduates. Also, Michael (2008) sampled the views of final-year University Undergraduates like the current study. The gaps identified is that it was a qualitative study with limited sample size that characterised the instrument of interview. While the present study is a quantitative study, with larger sample size, conducted in North West Nigeria. Robust statistical tools like t-test and factor analysis were used for data analysis. These identified gaps left out by the previous literatures was filled by this research.

Purpose of the Study

The general purpose of this study was to evaluate employability indices among university undergraduates in North West Nigeria. Specifically, the study:

i.   evaluated employability perception of university undergraduates;

ii.   examined the extent to which university undergraduates in North West Nigeria perceive themselves to be in need of life-long learning skill;

iii. examined the extent to which university undergraduates in North West Nigeria perceive themselves as needing problem-solving skill;

iv.   determined the levels of perceived emotional intelligence skills needed by university undergraduates in North West Nigeria;

v.   assessed the extent to which university undergraduates perceive themselves to be in need of team-work skills;

vi.   assessed the extent of perceived commitment to self-development skills needed by university undergraduates in North West Nigeria;

vii. determined the extent of perceived communication skills needed by university undergraduates in North West Nigeria;

viii. investigated whether gender is a significant determinant of employability perception among university undergraduates in North West Nigeria;

ix.   investigated whether employability skills (Life-long learning skill, Problem solving, Emotional Intelligence, Team Work, Commitment to self-development and Communication skills) are statistically independent or not.

Research Questions

To achieve the above mentioned purposes, the following research questions were generated to guide the study:

i.   To what extent do university undergraduates in North West Nigeria perceive themselves as having the knowledge of employability?

ii.   To what extent do university undergraduates in North West Nigeria perceived themselves to have need of life-long learning skills?

iii. To what extent do university undergraduates in North West Nigeria perceived themselves to have need of problem-solving skills?

iv.   What are the levels of perceived emotional intelligence skills needed by university undergraduates in North West Nigeria?

v.   To what extent do university undergraduates perceived themselves to be in need of team-work skills?

vi.   What are the levels of perceived commitment to self-development skills needed by university undergraduates in North West Nigeria?

vii. What are the levels of perceived communication skills needed by university undergraduates in North West Nigeria?

Research Hypotheses

Two null hypotheses were raised to guide this study. The first hypothesis was tested at 0.05 level of significant, while the second hypothesis was established using factor analysis.

i.   **Ho$_1$:** There is no significance difference in the employability perception of male and female undergraduates in North West Nigeria.

ii.   **Ho$_2$:** Employability skills (Life-long learning skill, Problem solving, Emotional Intelligence, Team Work, Commitment to self-development and Communication skills) are not statistically independent.

13

Scope of the Study

This study involved all the university undergraduates in North West Nigeria. There are seven states in North West Nigeria, which are Kaduna, Kano, Katsina, Kebbi, Jegawa, Sokoto, Zamfara. Multi-stage Sampling Procedure using simple random, purposive and proportionate sampling techniques at different stage of selection was used to select states, Universities and Participants from the Zone. The instrument that was used for data collection is a researcher-developed questionnaire entitled Employability Indices Questionnaire (EIQ). Data analysis techniques was both Descriptive and Inferential statistics, Percentage was used to describe the demographic data, Summated Scale was used to answer research questions, t-test was used to test hypothesis one at 0.05 level of significance, while Factor Analysis was used to explore and establish hypothesis two.

The scoring method for the scale in the instrument is a summated scale levels of a low, fair and high employability perception for section B, and high, moderate, and low need of employability skills for section C. High score indicates development priority area, moderate score indicates need for improvement/attention while low score indicates excellent level of employability skill possession (areas of strength).

Operational Definition of Terms

The following terms are defined in relation to their usage in the study:

Evaluation: evaluation in this study is the systematic way of collecting and analyzing data, as well as using information gathered to measure the level of attainment of the stated objectives (standard) in order to draw conclusion.

Employability: this is the possession of human capital (knowledge, skills and attitudes) that makes one ready and capable for that desired job, career or business.

Under-graduates: in this study represents final year university undergraduates of Federal Universities in North West Nigeria.

Employability Perception: employability perception means the ways final year university undergraduates regard (in terms of knowledge, belief or opinion) and understood employability.

Life-long Learning Skills (LLS): this is the development of metacognitive skills, where students develop a sense of ownership and efficacy by using teacher, peer and self-assessment feedback to make adjustments, improvements and change to what they understand. It involves the knowledge and skills needed to begin, follow through and complete tasks.

Problem Solving (PS): this is the ability to analyze facts and situations as well as applying creative thinking to develop appropriate solution to problems.

Emotional Intelligence Skill (EIS): this is the capacity to control and express one's feeling (state of the mind) judiciously and empathetically.

Team Work (TW): this is the ability to work well with colleagues. It requires cooperation and leadership in terms of organizing colleagues to accomplish a purpose.

Commitment to Self-Development (CSD): this is the ability to reflect on your performance, as well as the ability to take responsibilities of your own development.

Communication Skill (CS): this is the possession of written or oral skills, for sharing knowledge, interest, attitude, opinion, feelings and ideas with others. It involves active listening, questioning and summarizing skills.

Significance of the Study

One of the major reasons for carrying out research is to proffer possible solutions to educational issues based on empirical findings. Therefore, this study would contribute to knowledge in terms of understanding and clearly documented unique attributes of employability skills framework among university undergraduates in North West Nigeria. Specifically, the outcome of this study would benefit the students, parents, employees, employers, educators, researchers, the tertiary institutions and the society as a whole.

The outcome of this study would be of great importance to the university management in the sense that they would see the need to define its own unique employability frame work and integrate it into the institution curriculum or programme. They would also be moved to fix the human and material resources necessary for its attainment. It will also tell us the strength and weaknesses of the system for further action.

The outcome of this study would be of immense benefit to the prospective graduate as they will be moved to value employability skills and strive to attain it irrespective of age and gender, knowing that it is a necessary requirement for a successful future in addition to their academic achievement. The outcome of this study would provide students the required career information, advice and guidance which will help them on how to make their career decision. They would be informed of the key foundation to employability skills which include a positive attitude, a can-do approach, a readiness to take part and contribute, openness to new ideas and a drive to make these happen. Student would be informed that they are expected to analyze facts and situations and be able to apply creative thinking to develop appropriate solutions to problem. They would come to know that there is a synergy among their academic activities, their work/life experience and their hobbies, that they are not just mere exercise, rather a necessary tool for life success and employability.

The outcome of this study will also allow potential employees to know the basic skills employers expect them to have for any job in the workplace, and be able to communicate and demonstrate their skill levels to employers. While the employers will have the advantage ability to identify the common skills that all their employees should exhibit.

The outcome of this study would make the parents happier and fulfilled in life, knowing that their children are gainfully engaged, such that they can be useful and supportive to themselves, the family and the society at large.

The outcome of this study would also benefit educators and other learning providers, because they now know the foundational skills to emphasize. Educators will also feel fulfilled because their students' success is also their success and a credit to them.

The outcome of this study would also serve as basis for further studies to future researchers. Future researchers can replicate this topic in their own locale and discipline.

Finally, society would be proud of well-educated and skilled citizens who possess both the specific-discipline knowledge, and professional/personal attributes. This will also help to restore peace and development in the country.

Furthermore, dissemination of the findings of this study will be through seminar, workshops, paper presentation at conferences, article writing to be published in different journal and by keeping some copies of this work in the departmental and university libraries.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

A review of related literature was carried out in this chapter under the following sub-headings:

a. Employability and Employability Models

b. Education and Models of Educational Evaluation

c. Representations of Joblessness

d. Demand and Supply Factors in Employability of Graduates

e. Perception of Employability by University Undergraduates

f. Universities Education in Nigeria and Employability of Graduates

g. Curriculum of Tertiary Institutions and Skills Acquired by Students

h. Developing Countries and the Expatriate System

i. Employability and Gender Issues

j. Over View of Factor Analysis

k. Theoretical Frame Work

l. Conceptual Frame Work

m. Appraisal of Related Literature

Employability and Employability Models

Literature has shown that employability is a complex concept, which has both narrow and broader definitions. It has been applied within a range of different contexts to both those in work and those seeking for work. In its narrowest terms, employability simply means getting ready for work or making necessary preparations for the world-of-work (ILO, 2013). It can also be defined as the character or quality of being employable. Employability means the development of skills and adaptable workforces in which all those capable of work are encouraged to develop the skills, knowledge, technology and adaptability to enable them to enter and remain in employment throughout their working lives (Treasury, 1997). To Harvey (2003) employability is the same as being employed. But Oluyomibo (2016) and Oliver (2015)

Cleary differentiate the terms. In their opinion, to be employed means having a job; while employability means the possession of necessary qualities to get employment, maintain it and progress in it. According to Pitan (2016), employability is defined as the ability of graduates to possess and exhibit the knowledge skills attributes and attitudes needed to attain and maintain job in which they can be successful and fulfilled. It is about the capability to function successfully in a role and be able to move between occupations, thus remaining employable throughout their life.

Ronald, McQuaid and Colin (2005) broadly defined employability as an individual's ability to gain initial employment, maintain it, move between roles within the same organization, obtain new employment if required and (ideally) secure suitable and sufficiently fulfilling work. This definition is more holistic because it covers both unemployed people looking for work and employed people seeking alternative jobs or promotion. In another development, Hillage and Polland (1998) defined employability as the capability to move self-sufficiently within the labour market in order to realize potential through sustainable employment. They also proposed that employability consists of four main elements, namely:

i. A Person's Employability Assets: this consists of their knowledge, skills and attitudes.

ii. Deployment: this implies career management skills and job search skills.

iii. Presentation: this indicates job getting skills; for example CV writing, work experience and interview techniques.

iv. Personal Circumstances: are such things as family responsibilities and other *external factors* such as the current level of opportunity within the labour market.

In the opinion of Hillage and Pollard graduates employability possession is more important than the simple state of being employed. As such, the summary agenda of employability is total individual development and empowerment in the growing and changing economy; helping people to gain skills and qualifications they need to work in a flexible labour market. Hence,

this study intends to evaluate undergraduates' employability assets. This is based on the fact that the assets are the foundation upon which other elements are built. This is supported by Michael (2008) who affirmed that while academic credentials are still seen as a significant dimension of their employability, students increasingly see the need to add value to their credentials by boasting their potentials in order to enhance their employment opportunities in the labour market. According to Yorke and Knight (2006) employability is defined as a set of achievements (skills, understandings and personal attributes) that makes individuals more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy. Yorke (2006) explained that employability is not the same as gaining a graduate job rather:

i.   It is ongoing successfully for now and in the future, whatever career a student chooses.

ii.   Employability is drawn from a range of skills, ability and attributes that are developed in a whole range of setting, which vary from individual to individual. It is not a list of skills that can be taught.

iii. Employability is not the sole responsibility of the careers service and the employability consultancy rather a part of the university wide responsibility.

iv.   Employability is not something new. But more importantly now than ever before in light of the world graduates are entering.

According to Fajana (2018), employability implies something about the capacity of the graduate to function in a job and be able to move between jobs, thus remaining employable throughout his/her life; and this includes working for one's self. Employability is not the same as getting a job, it is neither working to pass exam nor working to please your employer or teacher but working for a life benefit. Employability therefore is a lifelong process. It applies to all students whatever their situation, course or mode of study. It is complex and involves a

number of areas that interlink, talking about the cognitive, affective and psychomotor domain development.

Employability is a university-wide responsibility. Since university is the highest level of education, that awards the highest degree in education, it is expected that it identify, specify and develop these skills in their students before graduation. University education should support students to develop a range of knowledge, skills, attributes and attitudes which will enable them to be successful not just in employment but in life. This can be achieved by making the components of employability explicit to students to support their lifelong learning, given appropriate environment, pedagogy and resources (human and material). Sumanasiri, Ab-yajid and Khatibi (2015) affirmed that the provision of an enabling environment is the combined responsibility of the government, the firm and the universities. This is because employability is not only a function of skills, subject knowledge, experience and personality traits of students, but also a function of the curriculum, faculty and pedagogy in university system, and also of the graduate employers. Other external factors that could contribute to an enabling environment for employability are: the attitudes of employers towards the unemployed, the supply and quality of training and education, the availability of other assistance for disadvantaged job seekers as well as the supply of appropriate jobs in the local economy (McQuaid & Lindsay, 2005).

According to Pegg, Waldock, Hendy-Isaac and Lawton (2012), employability is not just about getting a job; nor that one is on a vocation course means that employability is automatic. Far and above developing attributes, techniques or experience to enable a student to get a job or to progress within a current career. It is also about learning and the emphasis is less on employ and more on ability. Therefore, employability focused on developing critical reflective abilities, with a view to empowering and enhancing the learner (Harvey 2003). Employability is not just about gaining a graduate job rather it is a continuous and progressive

success in life. It is not a list of skills that can be taught but is developed from different life experience and exposure which vary from individual to individual. It is not new or static but changes in the light of the world graduates are entering. In the words of Pitan (2016) employability transcends just the possession of both academic and generic skills, it also connotes the utilization and development of such assets and is a lifelong processes.

More so, the Manchester Metropolitan University Document (2014) defined employability as the development of skills, abilities and personal attributes that enhance students' capability to secure rewarding and satisfying outcomes in their economic, social and community lives. Therefore, it has been observed that employability is all about how much potentials an individual has been able to adequately develop in order to positively utilize his/her head, heart and hand to benefit themselves, the workforce, the community and the economy both locally and globally. Statistics has shown that labour supply from the numerous higher institutions in Nigeria today out numbers the demand for labour service. According to Iweala (2014), 1.8 million Nigerians enter the job market yearly; constituting a continuous increase in the rate of graduate unemployment in Nigeria. Since the Nigeria society is not an industrialized economy where the much knowledge acquired is translated into concrete substances by putting theory into practice. This is in agreement with the assertion of Owolabi (2005); and Jekayinfa (2005), who affirmed that one of the major reasons for graduate unemployment in Nigeria is due to the literary education introduced into Nigeria by the Western missionary. However, Daramola (2005) noted that even though there was a slight adjustment in the curriculum towards African life. Yet the progress is not very remarkably as education in Nigeria schools is still 'too literary'', less practical, not adapted to the needs of a developing agricultural Nation. In his words, such an academic education only produces more proud, lazy people who dislike manual labour and prefers white-collar jobs.

More so, the rate of unemployment also continues to increase because we are more of a consumer society rather than producers. Nigeria at best exports raw materials and imports the finish product at an exorbitant rate. This explains why most public institutions have limited human and material resources such that even amidst high rate of unemployment we have no sufficient doctors in the hospitals and insufficient teachers in our schools. Hence, students need to be reoriented and be properly prepared to face the reality. There is need to train students to see themselves as job creators rather than job seekers. As a labour market participant you can be a self-employer or a civil servant whichever way demands' the possession of employability skills in addition to one's academic qualifications in order to perform maximally. According to the survey conducted by Michael (2008), the finding shows that students perceive their academic qualifications as having a declining role in shaping their employment outcomes in what is perceived to be a congested and competitive graduate labour market.

In the words of Pool and Sewell (2007), employability is a set of skills, knowledge, understanding and personal attributes that make a person more likely to choose, secure and retain occupations in which they can be satisfied and successful. Pool et al based their argument on the fact that one might be successful in his or her chosen profession without being satisfied. This implies that employability has to do with satisfaction. According to thesaurus dictionary, satisfaction means enjoyment, contentment, and sufficient etc. employability demands that an individual be equipped to put in his/her best in any chosen career and get the best from it as well, and not just working to survive. Oluyomibo (2016) defined employability as graduates' possession and exhibition of the knowledge, skills, attributes and attitudes needed to obtain and maintain jobs in which they can be successful and fulfilled. This implies that employability skills consist of knowledge, attributes and attitudes that will enable students to get and maintain jobs in which they can be fulfilled, not only in their occupations but in life as well.

Furthermore, Oliver (2015) refined Yorke and Knights' (2006) definition thus; employability means that students and graduates can discern, acquire, adapt and continually enhance the skills, understandings and personal attributes that make them more likely to find and create meaningful paid and unpaid work that benefits themselves, the workforce, the community and the economy. From the above literature on the concept of employability, it is clear that employability is not static but a continuous process. It is a lifelong learning that involves the acquisition, development and utilization of the good characters, skills, knowledge and understanding which will make them successful and satisfied in the job market and throughout life time. It is therefore, the responsibility of the university (in conjunction with an institutionalized and a well-functioning career management service) to expose the students to the components of employability right from their early stage in the university. Hence, the need to evaluate the employability skills of university undergraduates in Nigeria.

Employability Skills

The imperative now is employability for life (DFES, 2003) and consequently its translation into the curricular agenda of higher education. The global knowledge economy positions employability as a central driver of political and business thinking. Moreau and Leathwood (2006) noted that employability is one of the four pillars of the European Employment Strategy across the European Union. Many Universities such as, University of Birningham, Australia, Manchester University, University of New South Wales etc have endeavour to enable and inspire students to develop their potential, grow intellectually, gain skills, understanding and attributes, that will empower them to make a beneficially impact on themselves, the community and the economy, locally, nationally, and internationally Manchester Metropolitan University (2014).

This desired individual characteristic is known as employability skills. They sees employability skills framework in relation to other skills frameworks that apply in the higher education context. They have defined their unique attributes, and find ways to integrate or inculcate them into their system (Brewer 2013). The extent to which this has been achieved in Nigerian universities has not been clearly documented. This could also be the reason behind the missing gap identify in most Nigeria graduates. No doubt that the universities are directly or indirectly employing employability strategies in their administrative policy and practice, but these employability skills have not been clearly defined and stressed in most Nigerian universities in a way that students can identify, understand and develop these skills for a lifelong benefit. In the words of Brewer (2013), employability skills are:

> *the skills, knowledge and competencies that enhance a worker's ability to secure and retain a job, progress at work and cope with change, secure another job if he/she so wishes or has been laid off and enter more easily into the labour market at different periods of the life cycle.*

It is about having the capacity to network and market oneself, navigate through a career and remain employable throughout life. It requires the ability to ask questions, acquire new skills, identify and evaluate options, understand rights at work including the right to a safe and healthy work environment, adapt successfully to changing situations and the courage to innovate. These skills can be asked for in a variety of ways. Many job advertisements will simply ask for candidates who can take initiative or have the ability to resolve problems; other employers may seek for employees who can take responsibility and with the confidence to challenge established practices and come up with new ways of working, an enquiring mind and the ability to understand and solve complex challenges, an innovative minds and creative spirits, an ambitious applicants who will respond with enthusiasm to every issue they face. An employee that has a Polished and professional approach to client relationships, Outgoing, lively and positive outlook towards people, Good communication, influencing and negotiating skills,

excellent team spirit and skills, Ability to see the bigger picture, ambition, innovation, confidence, good work ethic and so on (Brewer, 2013).

The ILO defined employability skills as the skills, knowledge and competencies that enhance a worker's ability to secure and retain a job, progress at work and cope with change, secure another job if he/she so wishes or has been laid off and enter more easily into the labour market at different period of the life cycle. Being a vocational course student does not mean that employability is automatic. Employability is more than developing attributes, techniques or experience just to enable a student to get a job, or to progress within a current career. It is about learning and the emphasis is less on 'employ' and more on 'ability'. Employability is from the words employ and ability. An Employer can be you (self-employment) or civil servant. The concern of employability is to ensure that an individual is meaningfully and gainfully engaged. In essence, the emphasis is on developing critical reflective abilities, with a view to empowering and enhancing the learner or prospective employee (Harvey, 2003). Individuals are most employable when they have broad-based education and training, basic and portable high-level skills, like teamwork, problem solving, information and communications technology (ICT) as well as communication and language skills. The possession of good number or all of these skills enables an individual to adapt to changes in the job market. Hence the needs to have both paper qualification and other necessary soft skills that will qualify a graduate from a job seeker to a job creator.

The 21st century jobs demand more than paper qualification. Prospective employees need to possess and demonstrate some physical, social and emotional skills in addition to their intellectual ability. Research evidence has revealed that apart from the qualifications that graduates possess, there are other attributes (soft skills requirement) which employers of labour emphasize (Dadalen, Oni & Adekola 2000). Other criteria for success include increased employer satisfaction with the initial work-readiness of graduates (Common Wealth of

Australia, 2007). Akinyemi, Ofem, and Ikuenomore (2012) affirmed that employers generally see a graduate's achievements related to the discipline as necessary but not sufficient for them to be recruited. Employers sees some employment as having little or nothing to do with the actual subject discipline, instead demands other achievement (soft skills) for job fulfillment and satisfaction. This explains why some employers do not ask the employee any question relating to their discipline during interview. Instead they ask about your general ability, observing your body language, eye contact and even mode of dressing.

More so, graduate employability as a core interest, engaging both students and staff, is crucially important in an era of increased costs of living, high fees and loans, and increased competition for initial and continuing employment locally, nationally and internationally (Pegg et al 2012). Worthy of note is that core work skills are often not certified nor formally recognized. Core skills build upon and strengthen those developed through basic education, such as reading and writing, the technical skills needed to perform specific duties, and professional/personal attributes such as honesty, reliability, punctuality, attendance and loyalty. Core work skills are very important to labour market prospects because employers are seeking recruits that are job ready, not just those with the technical skills. It will enable the employees to respond quickly, reducing the time taken for a product to be conceptualized, manufactured, distributed and sold ILO document (2013).

Also, workers will be able to learn more quickly and perform more effectively, allowing for more innovative workplace where employees can offer novel ideas. According to the ILO Review (2013), the core skills that individuals need to be successful in attaining, retaining and advancing in employment are categorized under four broad headings namely: learning to learn, communication, teamwork and problem-solving. The review revealed that some skills are more relevant than others, depending on the type of employment, the sector, the size and nature of the enterprise, whether self-employed or working in the formal or the informal economy.

Also, not all these skills and abilities are required for every job, nor does every job-seeker need every single one of them, but a good combination of the broad skill categories is desirable. However, most of these skills/abilities listed develop as one gain more experience in the workplace.

Again, being a graduate is no longer a guarantee for having a job as it is supposed and used to be in the past when Western education is earlier to African society. Unemployment and under-employment are some of the socio-economic problems that threaten the peace and security of not only the unemployed graduates but Nigeria as a whole. These concepts have resulted to various levels of man's inhumanity to man; manifested by acts of terrorism, ritual killing, cannibalism etc (Shuaibu, 2015). According to Ojo (1982), unemployment is a situation where by a person that is willing and able to work has no work that he is capable of doing available to him/her. This implies that unemployment does not connote the absence of vacancies in the economy as a whole, rather the unemployed may not possess the right skills for the available employment or he is unaware that the vacancies exist. Specialization in skills has added to the problem of unemployment as a Nurse cannot take the work of Architecture nor can an unemployed teacher fill a vacant post for a Medical Doctor. This is not possible because he did not possess the right skill for the available employment. Another cause of unemployment is a change in consumers' demand or technological changes in production (Ojo, 1982).

On the other hand, underemployment occurs when the productive capacity of the employed labour is not fully utilized. Ojo noted that this is common in West Africa, often referred to as disguised unemployment, this describe the incidence of under paid job which about 90 percent of graduates turnout annually are left to do for sustenance (Mkpae et al, 2013). Akinyemi, Ofem, and Ikuenomore (2012) reported that high number of graduate turnout yearly from the numerous public and private Universities in the country nowadays is the major cause

of unemployment and underemployment. Mkpae et al, (2013) reported that even where job vacancy is advertised, the applicants always outnumber the available spaces. Literature revealed that these unemployment and underemployment persons are becoming more and more hopeless and desperate. For example, P.M News, (March 18, 2014) reported that the recruitment exercise organized by the Nigeria Immigration Services (NIS) across thirty three states of the country and Abuja, left eighteen Nigerian youths including three pregnant women dead at Abuja, Minna and other centers while 100 people got injured during a stampede.

Most undergraduates and prospective graduates are ignorant of the level of the prevailing situation of (unemployment and underemployment) and all they dream of is how to successfully graduate, get their certificates and go pick a job. This belief has landed many graduates into crime and made the rest of them a burden or liability to their parents Shuaibu, (2015). Hence the need to reorient and prepare these innocent and inexperience prospective graduates to be ready for an alternative positive operation that will help them in case their dream hit the rock. Before graduation, one should have been transformed to influence his environment positively.

At graduation, Nigerian Universities affirm that the graduates have been prepared and found worthy in learning and in character. Yet, some of these graduates involve themselves in all kinds of ill-mannered group such as armed robbery, kidnapping, cultism, terrorism, prostitution, drug peddling etc under the excuses of no job (Sodipo, 2014). Then the question remains; where is the training they received while at school? Is it that the training is more in theory than in practical? Nonetheless, the ideal option is that prospective graduates should be made to master and practice the personal skills, people skills, workplace skills and applied knowledge (NNBIA, 2014). To achieve this goal less emphasis should be placed on curriculum coverage whose aim is more on passing exams to a learning process that is concern with the learners' and societal interest. When learning is concern with the interest of the learner, it

motivates the learner to put in his or her best in the learning process, hence coming out with something better that will benefit him/her and the society both locally and globally. This is in line with the work and successes quote of Albert Schweitzer which states that success is not the key to happiness. Happiness is the key to success. If you love what you are doing, you will be successful.

Skills have become increasingly important in the globalized world. Vocational and technical skills are essential, but employers are seeking for applicants with more. They want employees who can continue to learn and adapt; read, write and compute competently, listen and communicate effectively, think creatively, solve problems independently, manage themselves at work, interact with co-workers, work in teams or groups, handle basic technology, lead effectively as well as follow supervision (Brewer 2013). This emphasis has necessitated further studies as employers of labour are not only concerned about those having higher education but practical and generic (soft) skills appropriate for job fulfillment (Akinyemi et al 2012).

These core skills for employability are both important to employers' recruitment and enhance an individual's ability to secure a job, retain employment and move flexibly in the labour market as well as engage in lifelong learning. According to ILO, employability entails much more than the ability to get that first job. It is having the capacity to network and market oneself, navigate through a career and remain employable throughout life. It requires the ability to ask questions, acquire new skills, identify and evaluate options, understand rights at work including the right to a safe and healthy work environment, adapt successfully to changing situations and the courage to innovate.

Worthy of note is that core work skills are often not certified nor formally recognized. Core skills build upon and strengthen those developed through basic education, such as reading

and writing, the technical skills needed to perform specific duties, and professional/personal attributes such as honesty, reliability, punctuality, attendance and loyalty. Core work skills are very important to labor market prospects because employers are seeking recruits that are job ready, not just those with the technical skills. It will enable the employees to respond quickly, reducing the time taken for a product to be conceptualized, manufactured, distributed and sold ILO (2013). Also, workers will be able to learn more quickly and perform more effectively, allowing for more innovative workplace where employees can offer novel ideas. According to the ILO (2013) Review, the core skills that individuals need to be successful in attaining, retaining and advancing in employment are categorized under four broad headings namely: learning to learn, communication, teamwork and problem-solving. According to their findings, some skills are more relevant than others; it depends on the type of employment, sector, size and nature of the enterprise, whether self-employed or working in the formal or the informal economy. Also, not all these skills and abilities are required for every job, nor does every job-seeker need every single one of them, but a good combination of the broad skill categories is desirable. However, most of these skills/abilities listed develop as one gain more experience in the workplace. Brewer (2013), high-lighted the core skills to include; Learning to learn, Communication, Teamwork and Problem-solving.

Learning to learn: learning to learn is about acquiring the knowledge, skills, attitude and aptitudes; which enable individuals to set plan and reach their own learning goals and become independent autonomous learners. Learning to learn allows young people to meet the demands of lifelong learning. This implies that not only individuals gain certain skills but also they become self-directed learners and rely on their own learning capacities. As such, learning to learn strategies are about learning what you know, learning what you do not know, and learning what to do about it. These skills will enable one to take more responsibility for his/her own learning, spend one's time effectively and stay on task; select the best approach(s) for each

task, provide the knowledge and skills needed to begin, follow through and complete tasks. It will also give one the opportunity to access different content and reference materials, as well as the confidence to know when and who to ask for help.

More so, learning to learn includes knowledge of study strategies, practice and attitudes, which are interrelated. Youths will not acquire knowledge on information retrieval or effective reading strategies if they are not motivated to learn. They cannot develop positive attitudes towards lifelong learning or become self- directed learners if they do not perceive themselves as capable of succeeding in learning tasks (Brewer, 2013). Skills and habits are important, since developing better learning strategies takes time and requires training opportunities; companies are looking for knowledgeable workers who take responsibility for their own professional development. Lifelong learning is a must for workers; it is a key element to being successful.

Communication: these skills are the medium for sharing knowledge, interests, attitudes, opinions, feelings and ideas in order to influence and ultimately lead others. Communication includes oral, written and IT; ability to listen and observe in order to gain understanding, clearly and effectively relate ideas, use strategies and skills to work effectively with others, and analyze and evaluate the effectiveness of formal and informal communications. Communication skills are highly correlated to problem-solving and conflict resolutions skills (Laura 2013). Research evidence has shown that effective communication result to positive outcomes such as improved family, peer and group relationships. Interpersonal competence (learning to be empathetic, sensitive and able to make friends easily) and interpersonal communication skills such as the ability to express oneself, listen to, or resolve conflicts are among the life skills and assets that youths need to succeed. However, Mkpae et al (2013) studied job requirements and graduates' employability in Nigeria, the findings revealed that graduates are weak in communication and writing skills, as such the need for this study.

Teamwork: this is the ability to operate smoothly and efficiently within a group. An individual who possess this skill will also possess the ability to encourage and inspire other team members to perform better; the ability to compromise and ignore one's own ego; as well as the ability of interpersonal communication skills such as negotiation, influence, advising and interpreting. Teamwork is a high priority for most employers; it is very essential for an individual to be able to work well with colleagues. It include the ability to make decisions, including specifying goals and constraints, consider risks, generate and evaluate alternatives. It requires cooperation and leadership in terms of organizing groups to accomplish a purpose, helping others to do things their own way, ability to choose appropriate leadership style, understanding personal strengths, and teaching others new skills. It is also about following orders, respecting leadership and knowing how to communicate concern and position.

Problem-solving: Ability to evaluate information or situations; break them down into their key components; consider various ways of approaching and resolving them; as well as the most appropriate approach to solve the problems. This skill is very important as man cannot run away from problems and challenges. In fact life itself is a risk and as such what is needed is how to minimize and manage life problems. Problem-solving skills include recognizing long-term consequences of solutions to problems and probing, devising, implementing and evaluating a plan of action for problem resolution. Employers want workers who will take the personal responsibility to make sure targets are met; who can see that there might be a better way of doing something and who are prepared to research and implement change; people who don't panic or give up when things go wrong, instead he/her seek a way around the problem and ensure a solution or a way forward (Brewer 2013).

A problem-solver first identifies a problem(s). Explore the situation or the information. He then set achievable goals, look at alternatives, select the option which he has comparative advantage on, he then implement and evaluate the situation (ILO, 2013). According to the ILO

report, the key foundation to employability skill must be a positive attitude, a can-do outlook, a readiness to take part and contribute openness to new ideas and a drive to make these happen.

More so, the UK Commission for Employment and Skills (2009) proposed employability skills guide as thus: team work, Leadership, Planning and organizing, Self-awareness/self-reliance, Communication and Literacy, Problem solving and creativity, Commercial and Customer Awareness, Application of Numeracy, Adaptability, flexibility and positive attitude, Initiative, pro-activity, enterprise, Application of Information Technology and Self-management.

a. ***Team work:*** this involve respecting others, co-operating, negotiating/persuading, contributing to discussions, and awareness of interdependence with others. It entails that a prospective graduate should possess excellent verbal communication. He should have the ability to put across his own idea confidently and effectively. A successful team work demands the ability to respect alternative view-points bearing in mind that people you are working with has come from different physical and psychological environment. Hence the need for persuasion and to negotiate over any important issue. Team work also involves the ability to accept and learn from constructive criticism and ability to give others positive constructive criticisms. To build this skill, one may opt for group project works. Contributing to a team sport, society, dance, drama or music band; volunteering for committee work both in the university society or otherwise.

b. ***Leadership;*** According to the thesaurus 2004), leader means superiority, precedence directorship, authority, going before, coming before, preceding and so on. Leadership is taking the lead in your field that make people refer to you as a leader. Where do you lead? Education aims at enabling one to live a life of certainty. Therefore, as a prospective graduate, you need some exposure and training that will allow you assume leadership position after graduation. This involves being assertive, ability to set

obtainable objectives, take initiative, Plan and make decision. Leadership skill also involves being flexible when circumstances change, excellent interpersonal skills, ability to motivate and inspire others as well as accepting responsibility for mistakes and wrong decisions. This skill can be built through any situation that involves you taking charge and making decisions for a group of people; by organizing an event, leading a team at work, teaching or training others on sport, music, dance, gym, e. t. c.

c. *Planning and organizing:* this is another employability skill that also means systematization, rationalization, proposal, intention proposition, suggestion, road map etc. (Thesaurus 2004). These skills is about setting goals and achieving them. It involves planning your next step, organizing your own work load and prioritizing tasks, planning and organizing also have to do with monitoring your performance, reviewing progress, managing time and meeting dead line (UK commission guide, 2009). Planning and organizing skills can be built by making a to-do-list and prioritizing tasks such as organizing a social, charity or sport event. These skills can also grow by setting and meeting deadlines, meeting project dates, find ways to learn new skills or expand your role in your part-time job and putting them into action. Monitoring and reviewing the progress of your plans and taking steps accordingly.

d. *Self-awareness/self-reliance:* this is one of the major aims of education which enables an individual to live a meaningful and productive life in the society. It helps one to live a life of certainty. This concepts involves being aware of your strengths and weaknesses. Willing to learn, being determined to get things done, open to new opportunities, displaying can-do positive attitude. Being able to persevere through challenges and set back as well as the abilities to manage changes. This skill is all about reflecting on your performance and taking responsibilities of your own development. A prospective graduate can build this skill by improving his/her confidence in trying to

do things that seem difficult such as volunteering to be the presenter for your group, handling post like class representative, get involve with societies and club activities. This will demonstrate drive and enthusiasm, a positive attitude and a sociable personality. As a student, always approach problems constructively; for example, if you want to improve your grade you could act on feedback from tutor, consult learning support/material and plan your time better.

Self-awareness is the major key required for the attainment of self-development. According to Law and Watts (2003), self-awareness involves an examination of one's actual and potential strengths in terms of personal ability, qualities, practical skills and physical strengths. It involves an explanation of one's limitation, personal needs, interest and aspirations. It involves getting to know oneself through a comprehensive analysis and understanding of one's own interests and motivations, work and family values, strengths and weaknesses, psychological characteristics and life style preferences. According to Ghayur and Churchil (2015) the essence of self-awareness process is for one to recognize and focus on one's most essential personal values, as well as to have a personal definition of success. Their study also attest that students' who are engaged in proper self-exploration get more job interviews, perform better in job interviews, obtain more job offers and are more effective in job performance.

e. *Communication and Literacy:* this involves application of literacy, ability to produce clear, structured written work and oral literacy. Whether written or verbally, a prospective graduate should be able to articulate and communicate his/her view point; exhibit active listening skills including questioning and summarizing skills, being aware of values and beliefs; being able to establish rapport with many different kinds of people. Good body language and presentation skills. Always conscious of your audience thereby using a style of presentation both verbally and written that is

appropriate. A prospective graduate can build this skill by working as a student representative, making presentations, contributing more in seminars, writing for students magazines, recording minutes of meetings as secretary of a club or society. Working as a receptionist; liaising with colleagues, managers, customers and clients etc.

f. ***Problem solving and creativity:*** here we mean analyzing facts and situations; and applying creative thinking to develop appropriate solutions. This must begin with problem identification; like the adage has it, that problem known, is problem half solved. The problem is broken down into parts that are researchable. This implies that a prospective graduate should be a good researcher. He/she should have the ability to analyze issues and proffer a range of considerable options and their implications. He/she should be able to decide on the most appropriate option and plans on how to carry it out. To build this skill, one has to research in order to find solution to problems. Improve negotiating skills by becoming a class representative; pick a part-time job where you will deal with complaints and difficult customers etc.

g. ***Commercial and Customer Awareness:*** this means realizing the place and importance of customers in a business setting, because if you have the capital and the labourers but do not care for your customers the business will not succeed. So commercial and customer awareness involves the basic understanding of the key drivers for business success, the worth of innovation and embarking on calculated risk as well as the need to provide customer satisfaction and build customer loyalty.

Commercial awareness also entails being aware of the exchange or buying and selling of commodities. Employers will expect the employee to have a basic understanding of their business, being familiar with the end product or service, and have an awareness of the activities and role of the organization. Employee should have the understanding of market trends and

knowledge of the major competitors; Commercial awareness also involve customer care and services which demands that one most understand the value and need of customers; ensuring excellent interpersonal skills including negotiation and persuading. This skill can be developed by engaging in any customer facing role such as retail, hospitality, reception work, call center work etc; where you can meet and deal with all kinds of customers.

Commercial awareness can also be built by finding out about the culture of the work sector you want to get into or the current issues by reading the appropriate job sector on the prospects websites like social care, information technology, science etc. you can also engage in part-time or holiday job, asking questions about how the business is structured, what happens behind the scene, and any issues that affect profitability. One can also use social network websites such as LinkedIn, twitter, you-tube etc to follow employers you are interested in.

h. ***Application of Numeracy:*** this involves manipulation of numbers, general mathematical awareness and its application in practical contexts (for example measuring, weighing, estimating and applying formulae). Numeracy involves the ability to manage every day mathematical problems with confidence. A worker can get this skill by practicing mental arithmetic, adding up shopping or calculating change; being treasurer of a university society and the likes. There is also need for a student to make sense of graphs, charts and statistical data.

i. ***Adaptability, flexibility and positive attitude****:* these involve the ability to remodel or adjust to change and new ways of working quickly and easily. Keeping an open mind; showing willingness to learn new methods, procedures or techniques. Ability to bounce back from setbacks and maintaining a positive attitude, knowing that your living is determined not by what life brings you, but by the attitude you bring to life. This skills can be developed by travelling; the adage said ''that travelling is part of education''. Having a part-time job while studying; trying new things and adopting a can-do attitude.

Accepting change at work, such as new working patterns or workmates, without feeling, threatened but looking for the positive instead. Combining study with caring responsibilities, completing work experience, fitting in with the team, forming working relationships, adapting expected practices etc.

j. *Initiative, pro-activity, enterprise:* this has to do with the ability to act first or to develop a new or fresh approach to some things (Hornby, 2006). This skill involves seeing things that need to be done and doing them without asked. Taking an innovative approach to tasks and problem. Working unsupervised and making sound decisions. Being creative and turning ideas into actions. These skills can be built by; starting your own business, starting a new student group or society, suggesting change to your course representative. Finding people who are already in a job you are interested in and asking for work experience and work information. Talking to people in different departments to understand the big picture to your role or department. Enhance your part time or holiday job by asking for increased responsibility, or suggesting better ways of doing things.

k. *Application of Information Technology:* this includes basic IT skills such as familiarity with word processing, spread sheets, file management and use of internet search engines. The use of ICT involves being skilled in the use of computer and telecommunication systems. Being familiar with emails, internet, word processing report and essays. This skill can be built by getting an IT certificate, or doing an IT elective. Using power point for presentations, designing a website, using spread sheet for presenting data and producing graphs. Using specialist software packages during work experience or in your part time job. And also using social networks such as LinkedIn, face-book and twitter for working and job hunting.

l. *Self-management*: this means management of oneself, taking of responsibility for one's own behavior and well-being. Worker self-management is a form of organizational management based on self-directed work processes. It involves readiness to accept responsibility, flexibility to duty as and when the need arise, resilience that is the mental ability to recover quickly from depression, illness or misfortune. Self-starting, appropriate assertiveness, that is the quality of being self-assured, readiness to improve own performance based on feedback/reflective learning. Self-management may also refer to personal development. It is a key skill that will help one throughout his/her life. It involves setting goals and managing your time. Self-management is a term that covers a whole range of things you can do to help yourself live a better life and to succeed in work place.

Employability skills are skills which support an employees' ability to perform in the work place. They are learned in one context, and could be applied and further developed in other contexts and roles.

Employability Models

Many models of employability have been proposed by different authors and organizations to guide and enhance both graduates and non-graduate employability. In 1999, Bennett, Dunne and Carre proposed a model of course provision in higher education which include five elements namely;

a) Disciplinary content knowledge: possession of adequate knowledge of the subject matter (theory and practice).

b) Disciplinary skills: possession of the right professional /ethical behavior.

c) Workplace awareness: possessing knowledge of workplace(s), knowing what work opportunities exist and what their requirements are.

d) Workplace experience: this is about life and direct workplace/employment experience. For example, teaching practice experience, hand-on work etc.

e) Generic skills: these are the key/soft skills that support and facilitate learning.

This model is somewhat the summary of the higher institution curriculum and how students acquire knowledge during school period, for example in the education department. The critiques of this model acknowledged that it indeed includes all the necessary elements to ensure that a graduate achieves an optimum level of employability but that the model is still missing some vital elements.

Another model is the USEM model: this was proposed by Yorke and Knight (2004), USEM summarizes employability as four interrelated components which stand for;

U- Understanding (of course of study and how organizations work)

S- Skillful practices (academic, employment and life generally)

E- Efficacy beliefs (the student's self-concept and self-belief)

M- Meta-cognition (including self-awareness, and a capacity to reflect on learning).

However, the critiques of this model opined that it is highly academic oriented an does not explain the exact meaning of employability to non-experts in the field, especially the students and their parents (Pool & Sewell 2007). As a practical solution to the limitations of the USEM model; the DOTS model by Law and Watts 1977 was preferred, this model consist of their planned experiences designed to facilitate the development of employability skills in students. DOTS stand for:

D – Decision learning – decision making skills

O – Opportunity awareness – knowing what work opportunities exist and what their requirements are

T – Transitional learning – including job searching and self-presenting skills

S – Self-awareness – in terms of interests, abilities, values e. t. c. (Watts, 2006).

This model was applauded for its simplicity not withstanding some of its criticisms. McCash (2006) argued that the model is over-reliant on a mechanistic matching of person and environment, at the expense of other critical issues such as social and political contents. They also argued that students introduced to basic concepts of career development through DOTS would be incapable of developing and learning about more sophisticated analysis through this simple introductory structure. According to Pitan (2016), DOTS model has shortcoming when it is applied beyond careers education to the broader concept of employability. However, in as much as these critiques are entitled to their opinion, the researcher maintained that the application of the model in the training process has the capacity to make one employable in order to make him/her to live and contribute to the society positively. This is because models are useful strategic planning tools; which help to forecast the future, explore alternatives, develop multiple contingency plans, increase flexibility and decrease reaction times. Models also help to determine what fundamental questions to ask, what alternatives to investigate, and where to focus attention (Weatherford, 2001). Therefore, models of employability provide a framework for enabling students to reach their full potential and become successful and value added graduates.

Furthermore, based on the definition of employability as having a set of skills, knowledge, understanding and personal attributes that make a person more likely to choose and secure occupations in which they can be satisfied and successful (Pool and Sewell 2007). Pool and Sewell developed a new theoretical and practical framework for employability called the *Career EDGE model*. Career EDGE model is a mnemonic used as an aid to remember the five components on the lower tier of the model. The Career EDGE model stands for:

Career – Career development learning

E – Experience (work and life)

D – Degree subject knowledge, understanding and skills

G – Generic skills

E – Emotional intelligence

Among the advantages of Career EDGE model are; it provides a clear, visual answer to the simple question of what employability is. It has the benefit of not only articulating the concept of employability in a theoretically rigorous manner, but doing so in a way that is easily accessible to both practitioners and students. Finally, it opens up new opportunities for the development of assessment tools and research into the impact of various employability interventions.

Career development learning: has to do with how to process, train and package a student for employment. According to Lorraine et al (2007), career development learning should include activities that help students to become more self-aware, to enable them to give real consideration to the things that they enjoy doing, are interested in, to motivate them and suit their personalities. It also includes learners' ability to search the job market to see what opportunities are available to them, what is expected of them, how to present themselves effectively to prospective employers (in application forms, CVs and interview activities) and how to make considered decisions about their career. Hence the need to educate prospective

graduates in career development learning in order to enable them stand the best chance of securing occupations in which they can be satisfied and successful.

It is the responsibility of the schools to orientate the students on the need for career education at their early stage in the university. Career education activities are the activities that provide students with the required career information, advice and guidance. Prospective graduates needed knowledge on the best way to explore the labour market in order to identify the available opportunities, learn how to package themselves well to employers, and how to make their career decisions (Pitan, 2016). According to Knight and Yorke (2006), the university's contribution to students' employability in addition to its performance in general has much to do with the quality of its career service.

Research evidence revealed that many students do not realize the need for career services until it is too late (Pitan & Adedeji 2014; Kinash, Crane, Judd, Knight & Dowling, 2015). Watts (2006) found that career development learning has not been strongly represented in UK higher education institution employability strategies as expected; as such, much still needed to be done in order to enable prospective graduates to be more career development learning conscious in addition to their subject knowledge understanding and skills.

Generic Skills: the term generic skill is also referred as soft skills, core skills, key skills and transferable skills by literature. These are the knowledge, skills, and attributes that go beyond academic knowledge and which are applicable in a variety of contexts as against vocational, technical or academic skills (Pitan, 2015). According to Benett et al (1999), generic skills is used to represent the skills which can support study in any discipline, and which can potentially be transferred to a range of contexts in higher education or the work place. Pitan (2015) attested that the generic skills commonly demanded by all sectors as identify by employers in Nigeria are communication and analytical skills.

Harvey et al (1997) affirmed that employers want graduates with relevant subject specific skills, knowledge and understanding as well as a well-developed generic skills in a number of areas. The pedagogy for employability Group (2004) provides a list of employability skills and suggested that employers expect graduates to possess all or some of the following generic skills; Imagination / creativity, adaptability/flexibility, willingness to learn, independent working/autonomy, working in a team, ability to manage others, ability to work under pressure, good oral communication, communication in writing for varied purposes/audiences, numeracy, attention to detail, time management, assumption of responsibility and for making decisions, planning, coordinating and organizing ability, ability to use new technologies etc. Generic skills are clearly subset of employability skills that enhanced employability

According to literature, generic skills can be developed through participation in any form of extracurricular activities, such as student union activities; given proper monitoring by the institution's authorities. Also, activities like the final year week practice in Unilorin, where final year students engaged in different social activities for the whole week (like corporate day, denim/old school/vintage day, sign out day, cultural day and sport/jersey day); this can go a long way in building students generic skill. Lau, Hsu, Acosta and Hsu (2014) found that being a stable member of extracurricular activities affords graduates the opportunity to be responsible and development of leadership skills compared to those who are not stable members. Their finding further revealed that leadership skills are mostly developed from active participation in sports and clubs; creativity skills from music clubs while self-promotion and communication skills can be developed from all extracurricular activities. Kinash, Crane, Judd, Knight and Dowling (2015) interviewed career development professionals in Australia, finding revealed that students who are engaged in sports and athletics while studying get better quality jobs more easily and they contribute more to society. Hence prospective graduates should be encouraged

45

to participation in extracurricular activities, at the same time ensure that it is not at the expense of their academic achievement.

Emotional Intelligence: this is the capacity for recognizing our own feeling and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships (Goleman, 1998). Emotional intelligence is very essential in any job/business that involves human interaction, as it helps to develop effective working relationship. Research evidence has shown that people with high levels of emotional intelligence motivates themselves and others to achieve more. Jaeger, (2003) also found that emotional intelligence can be improved through teaching and learning in a higher educational setting and that it is positively correlated with academic achievement. Hence, this author suggested that enhancing emotional intelligence is a desirable outcome for students, employees and employers.

Other studies on emotional intelligent includes the study of Coetzee and Beukes (2010) on the relationship between emotional intelligence and employability. Their finding showed that a higher level of emotional intelligence brings about more confidence in exhibiting employability skills and behaviours. Also, Xu (2013), conducted a research in China among college students, the finding showed that the correlation of emotional intelligence and employability is significant, and that the level of emotional intelligence is an indicator of a student's employability. This implies that conceptualizing work in terms of relationships rather than achievement may make an individual more successful.

Experience (Work or Life): experience they said is the best teacher. And experience has been generally accepted as one of the sources of knowledge acquisition. Students therefore should be provided with guidance as to how their life experience and work related experience, either arranged as part of a course carried out on a voluntary basis or gained through part-time work, can be used to enhance their level of employability. According to the pedagogy for

employability group (2004), it is widely agreed that graduates with work experience are more likely to secure employment than graduates without experience. Research has also shown that employers values graduates with work experience very greatly. Work experience group (2002) found that; with guidance, students of all ages can learn from their experiences in the world of work to develop their key competences and skills and enhance their employability. Employers value people who have undertaken work experience, who are able to reflect upon that experience and then go on to articulate and apply what they have learnt. Also, partnerships between employers and education are valuable in promoting work-related learning and in improving the quality and quantity of such experiences. Hence both work and life experience as an employability skill should be encouraged among students to boost their employability chances after graduation.

Reflection and Evaluation: as a contribution to the assessed model and to knowledge, Lorraine et al added reflection and evaluation skills. In their opinion, just as it is necessary to equipped prospective graduates with all the numerous employability skills mentioned earlier in this study, it is equally important to provide students with the opportunities for reflection on and evaluation of the learning experiences that have already taken place. This idea is in-line with the sayings of Socrates the great philosopher who maintained that the unexamined life is not worth of living. Evaluation has so many benefits that it has been established that education without evaluation is unthinkable. Some of the benefits of evaluation to the learner are to discover their areas of strength and weakness so as to plan meaningfully for a career and decide whether or not there is a need for changing their learning strategy or areas requiring more effort (Abiri, 2007). This issue of evaluation really needed to be emphasized in higher institutions as experience and observation has shown that students hardly revisit the course they passed. Not even when they passed it with narrow escape grades like C and D grade, which indicate some

level of weakness. Therefore, for proper employability development, prospective graduates must be encouraged to learn how to learn and to be willing to learn.

Reflection is essential for building self-development skills. It enables one to give attention to the employability skills they have developed and what they have to do so as to develop them further. According to Lees (2002), reflection is thinking about what one has done and how it has helped one develop as a person, not just doing it. Therefore, prospective graduate is expected to reflect on their experiences and learn from them. They should take note of areas that need improvement and record it as they progress (Confederation of British Industry/National Union of Students (CBI/NUS) 2011).

Another issue of great important about employability skills development is *self-efficacy, self-esteem, and self-confidence* commonly referred to as 3Ss as contained in the USEM model represented by the letter E. These three variables are inter-related and work hand-in-hand in boosting students' employability skills. According to Bandura (1995), Self-efficacy refers to the beliefs in one's capabilities to organize and execute the course of action required to manage prospective situations or the belief in one's capability in a particular situation to deliver. It is the inner conviction learners have about their ability to successfully complete tasks. In the words of Bandura (1997), self-efficacy could be classified as high and low. Students with high self-efficacy are referred to as highly efficacious while those with low self-efficacy are termed as lowly efficacious. The strict adherence to principles and standards helps to increase the level of self-efficacy while the inability to adhere to standards will reduce it (Bandura, 1986)

Furthermore, it has been proof that people who possess higher self-efficacy or who have highly efficacious beliefs exhibit more exertion and resistance for completing tasks and therefore have a better and more efficient task-completion compared to their counterparts who

have low self-efficacy. By implication, students with high self-efficacy tend to perform better than students with low self-efficacy beliefs. This was asserted by Ofole and Okopi (2012), they found that students with low self-efficacy are academically at risk. In the opinion of Koura and Al-Hebaishi (2014), high or low self-efficacy is connected to the thoughts students have about themselves which subsequently affect their academic performance either directly or otherwise. In essence, such feeling and thoughts either makes or mar their academic performance and achievement.

According to Bandura (1995), Self-efficacy beliefs influence how people think, feel, motivate themselves and act. In the authors' view, mastery experiences, vicarious experiences provided by social model and social persuasion are some sources of efficacy beliefs that are relevant to employability. Lorraine et al (2007) has gone further to give examples of each; mastery experiences can be gained through *work experience* in a realistic work environment where people are given the opportunity to try a particular task themselves. Examples are; theatre performance, live student projects/industrial attachment and some career development learning activities such as making job applications. According to the authors, vicarious experiences provided by social models occur when students are able to see others who have achieved success. For example when successful recent graduates return to the university to give talks to current students about how they achieved their goals. Lastly is social persuasion; this occurs when people are persuaded that they possess the capability needed to master a particular activity. This encourages them to stay motivated till they achieve their goal. According Bandura, the teacher is the key player here, as a major goal of formal education is to equip students with the intellectual tools, efficacy beliefs, and intrinsic interests to educate themselves throughout their lifetime. Self-efficacy is very important in employability development because a graduate who believes he/her can do whatever is necessary is far more

likely to gain a position and be successful in whatever occupations they engage in than a graduate who does not have that self-belief.

Self-confidence is defined as the ways the acquired skills are projected to the outside world. It is the attributes of an individuals that are easily observed from his/her manners and behavior. In the opinion of Goleman (1998) people with self-confidence are able to present themselves with self-assurance and have *presence*. It has also been established that an increase in self-efficacy should be reflected in an increase in demonstrated self-confidence. The last being self-esteem has to do with the worth or value one attaches to one's self. According to Owens (1993) people with global self-esteem have self-respect and a feeling of worthiness yet are very realistic in evaluating themselves. Without evaluation a person is unlikely to reflect on areas for improvement, which is crucial to the process of lifelong learning. Lawrence (1996) provided support for the inclusion of self-esteem in the model when he states that; ''One of the most existing discoveries in educational psychology in recent times has been the finding that people's levels of achievement are influenced by how they feel about themselves''. Even today most research evidence has shown a positive correlation between self-esteem and achievement. Hence an increased self-esteem is a major part of the key to employability. Lorraine and Sewell (2007) worked on the key to employability: developing a Practical model of graduate employability. The purpose of the study was to introduce a practical model or framework of employability that explains the concept easily to students, parents and academics. This study is an essential contribution in the literature of employability models but have not empirically evaluated university undergraduates' awareness and possession of employability skills, hence the need for this study.

Education and Models of Educational Evaluation

Education is a universal process that occurs in all human societies. Most West African countries and Nigeria in particular are characterized with insecurity caused by poverty, ignorant, corruption, unemployment etc. it is only through education that these problems can be solve. Education cannot solve all human problems but without education no problem will be solve (Wasagu, 2016). Education is central to development; because it is an instrument for acquisition of appropriate skills, ability and competence both mental and physical necessary for individuals to live and contribute to the development of the society. Education should seek to fit the ordinary individual to fill a useful part in his environment and to ensure that exceptional individual shall use their capabilities for the development of the community (Garba, 2012). Education is generally accepted as the most powerful weapon that is capable to change the world. As such, it is globally recognized as an indispensable tool for positive social transformation and national development.

To achieve these goals education must be functional; functional education is a kind of education that makes its recipient to be economical independent, self-reliant and gainfully occupied. It enables learners to grow thinking habit and develop technical skills for solving everyday problems. It is only such an education that can produce the competent, productive, employable and competitive work force desired as it has been established that the end result of education is not just knowledge but action.

Society also needed functional education in order to maintain and improve economic performance, increase prosperity, and eradicate poverty and diseases. The United Nations international children's emergency fund (UNICEF, 2000) gave a broad definition of quality/functional education as an education involving learners, content, process, environments and outcomes as:

Learners who are healthy, well - nourished and ready to participate and learn, and supported in learning by their families.

Environments that are healthy, safe, protective, gender sensitive, and provide adequate resources and facilities.

Content that is reflected in relevant curricula and materials for acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace.

Process through which trained teachers use child – centered teaching approach in well – managed classrooms, and schools, and skillful assessment to facilitates learning and disparities.

Outcomes that encompass knowledge, skills, and attitudes, linked to national goals for education and positive participation in society. This definition permits for a holistic understanding of quality education as a complex system that is rooted in a political, cultural and economic context both locally and internationally. Therefore, access to functional education avails citizens of any nation the requisite tools to bring about national development as it emphasizes competence, right attitude and skill proficiency.

The general principles of education irrespective of society are: to give every individuals the opportunity of growing normally in the society, acquire skills with which he/she can survive and contribute usefully to the common weal (Jekayinfa, 2005). Nigeria philosophy of education as contained in the National Policy on Education affirms that qualitative, comprehensive, functional and needs-relevant education is an instrument for national development and social change, progress and unity; maximizing the creative potentials, skills and fulfillment of individuals and society is a right of all its citizens (Owolabi, 2018).

In the opinion of Nwaugo (2015), education is a basic requirement for the building of society as it helps to eliminate hunger, poverty, diseases and ignorance. Furthermore, the Federal Republic of Nigeria (2013) purposes that education should be a way of attaining

resourcefulness, independence and patriotic outlook and liberty from mental colonisation. Education tends to raise the quality of life, improve health and productivity, increase an individual's access to paid employment and facilitates social and political participation (Abubakar, Musa & Atsua, 2013). Also, Jekayinfa (2005) noted that education was intended to be a gradual process of induction into the society and a preparation for adult life and responsibility. In the same vein, Owolabi (2018) asserted that as people grow; education exposes them to experiences that make them wholesome persons whose behaviours are beneficial in all ramifications.

Therefore, one could deduced that education transforms the life of a man, gives him great revelation and brings him out of ignorance which is the number one killer disease. This is also affirmed by the Holy Bible which says ''my people perish for lack of knowledge''. Hence 'knowledge is power'. And positive mental power is the greatest weapon for any battles in life.

Education in Nigeria is majorly divided into three levels; the primary, secondary and the tertiary education. The primary education serves as the foundational level of all other education by providing children a sound preparatory ground for further education. The objectives of primary education as stipulated in the National Policy on Education are raising morally upright individuals, capable of independent thinking and providing learners with manipulative skills to enable them contribute to the nation's development. The post primary/basic education should in addition to the primary education objectives provide job-specific entrepreneurial, technical and vocational skills for self-reliance. While tertiary institution is expected to build on the above skills to bring students to the highest level of knowledge and competence as well as the mandate to award the highest academic degree in education.

However, Owolabi (2018) affirmed that the Nigeria school system is examination driven; an act which has affected the extent to which other beneficial skills, competencies and abilities receive attention. The author lamented that instead of educational institutions in Nigeria to produce good products, thinkers and problem solvers; schools are busy separating and categorising learners into good, average and poor; as such producing graduates that hold certificate which do not match their skills and ability. The author also asserted that schools have failed to create the necessary environment to produce critical thinkers as classroom interaction and instructional processes are still teacher dominated. The schools have neglected the thought processes, such that its learners carry on with unthinking memorisation of facts, laws, principles or formulae; at the end, its products become deficient in the world that requires problem solvers. To this effect, Lawal (2016) affirmed that the potential of education is yet to be properly appreciated and harnessed for true development in Nigeria. This situation is not unconnected with the misconception about education and employability.

Education is the key to success; as success is not a gift but a choice. The value of one's life depends on the extent to which education has taken place (Owolabi, 2018). Hence, it is pertinent to note that the end result of education is not just knowledge but action. Therefore, education is considered as a means to an end, rather than an end in itself. Education should enable individual to identify problem(s) or needs in the environment, which he/she should be able to initiate lines of action to solving the problems. It enables an individual to develop a mission and vision of which unique area they want to lighten the burden of the society. As such, Brunner, (1966) maintained that any action of learning should serve us in the future.

Also, Omokungbe (2014) suggested that to attain self-development for the Nigerian youths, education must be used as a strong tool to change the attitude, orientation and direct the students through quality leadership and entrepreneurship which would give birth to innovation, creativity and self-development. The author argued that various degrees of

opportunities in various sectors of the economy that can make Nigerians self-employed and reliance remain untapped. In the opinion of this author, education has to be more pragmatic with much emphasis on skill development. That is, a balance between practice and theory. Hence, the author recommended entrepreneur education, this simply means essentially developing programmes with a strong pedagogical emphasis upon encouraging creativity, problem solving, development of leadership skills, decision making, risk taking, initiative taking, persuasion, negotiation, selling and a variety of other life skills; such pedagogy can be developed within any curriculum context; it does not necessary have to be business-oriented. It could be in education, transportation, health, tourism, maritime, fashion, environment, energy and power, telecommunication, agriculture etc (Fajana, 2018). Entrepreneur education therefore is employability embedded and should be encouraged in all level of Nigeria educational system.

In a research conducted by Faltin (2001), the study reviewed a work on life of about one hundred successful entrepreneur in Berlin to find out what they all have in common. His finding revealed that the entrepreneurial ideas are different from what is commonly perceived, they are usually a natural out-growth of an individual education, work experience and hobbies. This covers the three educational domains; the cognition, the affection and the psychomotor domain. By implication, our education (formal and informal), work experience/activities, attitude, feeling, desires, and behavior generally should directly or indirectly replicate our future ambition. Hence, adequate, accurate and relevant education is the key to employability through entrepreneurship.

Employability is actually education in practice. The two terms are supposed to go hand in hand. There cannot be employability without education, and education is expected to result to employability. Education whether formal, semi-formal or informal is aimed at human and national development. Education should favour the societal pattern. It teaches one team work

skills, good interpersonal relationship, problem-solving skill and many other core/key skills needed for employability. It takes an educated man to engage others and seek their view before making decisions. This is very crucial because human beings reason and have the capacity to use their reasoning to agree or to disagree. The application of reason in dealing with your fellow human beings and being just to all is the only sure way to security, development and innovation (Yusuf, 2016). Education is expected to help one to live a life of certainty. To have dominion over life challenges by applying the knowledge acquired in solving his/her everyday problems. According to Lawal (2016), the meaning of education has been narrowed and disconcerted to mean:

The ability to speak, read and write correct English; He said it's far and above those assertions. As the crucial questions remain; what are the role and functions of indigenous languages in the processes of education and development? What happens to indigenous wisdom and knowledge systems? Others defined education as certification; what about certificates which possess only face value/validity? What about uncertified knowledge, skills and values? Education is also conceived as schooling; it will be good at this juncture to distinguish education from schooling as many will suppose that education is all about schooling and has regarded schooling as an unfailing solution to all problems. This is evident in the extent to which students with the help of their parents and school administrators go just to ensure that candidates get five credits including English and Mathematics to qualify them for admission into higher institutions. We are all aware of the operations of miracle and executive centers, and many other forms of dubious ways employed by students just to be at school even when they have no business with the school and after struggling to complete the school, such graduate goes back to workshops to practice their talent for survival. More informal education referred to the total process of enculturation. While school is a specialized social agency that was established to bring children into group life through the deliberate cultivation of socially

preferred skills, knowledge and values (Gutek, 1997). According to Illich (1971) forcing mandatory schooling on all children unnaturally separates academic learning from life. This leads to a bureaucratic view of the world, where we learn to rely on experts and technology to solve our problems, thereby producing more consumer society. Schooling system is so rigid that it does not often respond to social changes, that is, to the changing functions and structures of the society that determined its task. This could explain why most successful men in the society are not only the highly schooled persons. The popular Bill Gate is actually a school drop-out, and the renowned British philosopher, George Bernard Shaw, once noted quite incisively that schooling had disrupted his education (Lawal, 2016). And to this effect, Illich recommended that a desirable future depends on our deliberately choosing a life of action which will enable us to be spontaneous, independent, yet related to each other, over a life of consumption which only allows us to make and unmake, produce and consume etc. He also proposed that a good educational system should have three purposes: first, it should provide all who want to learn with the proper resources. Second, empower all who want to share what they know with those who want to learn from them. Lastly, it should furnish all who want to present an issue to the public with the opportunity to make their challenges known; these purposes will best be achieved by democratization of media and other institutions as well.

More so, education has also been seen as a process of cultural transmission. To this, Lawal, (2016) explained that no culture however is sacrosanct, static or self-sufficient as every culture requires constant re-assessment and self-renewal on the basis of its internal dynamics as well as external influence, while retaining the core and canons of its ethos. Education as a process of inculcation or imparting; to this assertion, Lawal argued that even though the National Policy on Education still uses *inculcate* in the statement of educational aims and objectives; the truth is that no individual, not even an infant, is a passive, unthinking and unfeeling receptacle of unquestionable knowledge, skills and values. This is also supported by

the cognitive psychologist who maintained that no child is a 'tabularasa' or clean slate. Education as a process of acquiring knowledge for securing white-colar jobs after leaving school; this is the dominant misleading perspective which is responsible for the current pervasive incidence of unemployment and underemployment in Nigeria (Lawal, 2016).

On the contrary, Lawal (2016) defined a balanced and global education as one that targets the production of a total person possessing a sound mind and a noble soul within a healthy body. Education is also defined as the enrichment and ennobling of the human capacity so that the individual can use his/her Head, Heart and Hands for his/her own good, for the betterment of the society and in the service of God and His creation (Lawal 2005). Lawal maintained that the primary goal of education is to liberate and edify the mind, body and soul of its recipient to a lofty and noble status so that the individual can contribute positively to his immediate and larger environment by being locally useful and relevant first, before being globally competitive.

Education has been seen as a cumulative process of development of intellectual abilities, skills, habits, attitudes and values, all of which form our various outlooks and dispositions in life generally. According to Salawu (2016), education has also been regarded as the quality of learning which permanently predisposes people to improve themselves and society in general. This implies that education is about positive change of both the individual and the society. Salawu defined education as the tool with which values, knowledge and skills are acquired and that the proper application of these acquisitions in the process of nation building paves way for national development. It has also been empirically proven and universally acknowledged that unless the citizens of a country are well educated and appropriately trained, the achievement of rapid economic and social development cannot be guaranteed (Ahmed 2013).

The cognitive psychologist has established that students are active partners in the educational process. To this effect Pegg, Waldock, Hendy-Isaac and Lawton (2012) posited that there is a need to increase learners' awareness of the wider purpose of each activity in developing their skills, and the value of doing so. According to this author, it is very important that a learner is able to recognize the part that each activity in which they engage plays in helping them demonstrate the attributes expected of a graduate from their course. By so doing, students will be able to articulate their skills development for better employability development.

Employer often judge graduates on the basis of how successfully they have completed their degree course which is often determined by their degree classification. Johnes (2006) found out that better qualified higher education students have far greater employment opportunities. This no doubt has increased the motivation of many students to enter higher education, study a specific discipline in depth, gain a degree, get a higher qualification and thus get a good or a better job. However, subject-specific knowledge, understanding and skills alone are unlikely to secure a graduate occupation in which they can be satisfied and successful (Lorraine, Dacre, Pool & Sewell, 2007). Akinyemi, Ofem, and Ikuenomore (2012) affirmed that employers generally see a graduate's achievements related to the discipline as necessary but not sufficient for them to be recruited. According to this Author, some employment have little or nothing to do with the actual subject discipline, instead demands other achievement (soft/formal skills) for job fulfillment and satisfaction. This explains why some employers do not ask the employee any question relating to their discipline during interview. Instead they ask about employees' general ability, observing the body language, eye contact and even mode of dressing. In this vain, Graduate prospects (2005) identified two-third of graduate vacancies as open to graduates of any discipline while the remaining third demands subject-specific knowledge, understanding and skills.

Therefore, graduates should strive for skills plus, without basing the competences on subject-specific knowledge as sufficient factor to the needs of the new and ever-changing circumstances in the Nigerian environment. Brown and Haskett (2004) noted that individuals' expectations of employability do not match the realities posed by the labour market. Also, Sodipo (2014) reported the complaint of employers of labour on some graduate from Nigerian universities; according to the report, some graduate from Nigerian universities are unemployable because they lack the requisite, essential skills or competencies needed in the job for sustainable employment even though they (graduates) are academically qualified.

More so, Sodipo, (2010) found that graduates generally perform well on their jobs especially in the core ministries; but are found wanting in special departments and agencies where special technical skills are required. Hence, the author recommended that relevant employability skills be integrated into the curriculum of programmes in the institutions producing these graduates into the market. As such, prospective graduates should be made to know that possession of a degree is necessary but not quite sufficient reason for graduate employability as the degree is just a path way for selection during interview (Michael 2008).

Ideally, education is meant to promote unity in the country but the imbalances in the sector have resulted to corruption and all form of vices in the society. It has been established that education is the birth right of every child and that it is the duty of every community to educate its younger generation. Yet, the state of public education has only been going from bad to worse in the present day Nigeria (Wasagu 2015). This is confirmed by Owolabi et al (2013) who found that upper basic schools in Ilorin South local government of Kwara State are most proficient in literacy, communication and interpersonal skills while they have either no skills or at best rudimentary skills in numeracy and ICT. As such, effort must be intensify to make education more functional in order to achieve student employability.

Scholars has established that possessing reading and writing skills do not guarantee overall educational attainment. Hence total education is the process of making a person useful to himself and the society at large. According to Fafunwa (1991), cited in Mofoluwawo (2015) education is the aggregate of all the processes by which a child or young adult develops the ability, attitudes, skills and other forms of behavior of positive values to the society in which he lives. This implies that the main purpose of any desired education is to achieve a set of intended learning outcome in the intellectual, emotional and physical live of the learner. The desired changes in students' are brought about by the planned learning activities and the student learning progress is periodically evaluated by test and other assessment devices.

Evaluation

Evaluation has become an essential part of teaching and learning processes as it is the only sure means of passing objective judgement about learner performance. Evaluation is the engine that drives students' learning; and to this effect the joint committee of the American association of school administrators stated that ''to teach without testing is unthinkable''. This implies that there cannot be effective teaching and learning without regular evaluation. According to Gronlund (1981), evaluation of intended outcomes is the final step in instructional process. Ideally, the instructional objectives will clearly specify the desired changes in learners and the evaluation instruments will provide a relevant measures or description of the extent to which those changes have taken place. Learner evaluation is often regarded as being essentially for the benefit of teachers and administrators. This attitude overlooks the direct contribution that assessment can make to learners. Properly used evaluation procedures can contribute directly to improve learners' learning by clarifying the nature of the intended learning outcomes, providing short term goals to work towards, providing feedback concerning learning progress and providing information for overcoming learning difficulties and for selecting future learning experience. This statement agreed with Maitafsir (2005), who opined that assessment is a sure

way of monitoring student progress in order to encourage the normal behavior and modifies the sub-normal and the abnormal behavior.

The major purpose of evaluation is to provide useful information for decision making. According to Owolabi (2016), evaluation is the planned process of obtaining relevant data to answer specific questions, provide understanding of behavior or take decisions to guide educational policies and actions. In the opinion of Oyekere (2014), evaluation is the processes adopt to form an idea or judgement about the worth of something. It includes making judgement so that decision might be made about the future of programme, whether to retain the programme as it stand, modify it or throw it out. Similarly, Abiri (2007) opined that evaluation is the act, process or outcome of assessing or appraising something and expressing an opinion on its quantity, quality or worth. The outcome of such appraisal or judgement is usually expressed in various degrees such as big or small, strong or weak, long or short, high or low, satisfactory or unsatisfactory etc. this implies that evaluation determines the extent to which programme objectives have been met; whether the programme or specific learning opportunities should be changed, expanded, continued or abandoned.

The principles of a sound evaluation are outlined by Idoko (2001) as thus; evaluation must be based on goals and objectives of the education programme being evaluated. It should be comprehensive; such that all groups of individuals who can contribute must be involved for example, teachers, students, administrative and industrial personnel, parents and external experts. It should also have systematic and objective process of data collection, analysis and interpretation.

Models of Educational Evaluation

Models are useful in programme evaluation as they presents a set of steps to follow in carrying out a proposed evaluation (Okoro 2000). Models help to control unnecessary drift during program evaluation. According to Idoko (2001), an evaluation model or framework is a set of steps or a system of thinking which if followed or implemented will result in the generation of information which can be used by decision makers in the improvement of educational programmes.

There are several evaluation models that can be used depending on the nature, purpose and scope of the evaluation programmes intended to be evaluated. Known of the models has been found to be the best in terms of providing a comprehensive set of procedure for planning and implementing a programme. Rather an evaluation model is at best depending on the focus of the study. The available evaluation models include;

    a) Stufflebeams (1971) context, input, process, product (CIPP) evaluation model

    b) Goal-free evaluation model by Micheal Scriven (1972)

    c) Discrepancy evaluation model by Andre Steinmetz (1986)

    d) Goal centered evaluation model by Tyler (1949)

    e) Needs assessment evaluation model by Within (1977).

The CIPP Evaluation Model is used to evaluate a programme in relation to the context in which it operates the input of the program, processes through which students go through and the product of the programme. Evaluation in the CIPP perspective is the process of delineating, obtaining and providing information to judge decision alternatives (Stufflebeam and Shinkfeld 1985). These processes are executed for four types of administrative divisions, each of which

represents a type of evaluation which may be conducted independently or in an integrated sequence. They are as follows;

Planning decisions   _   Context evaluation

Structuring decisions   _   Input evaluation

Implementing decisions   _   Process evaluation

Recycling decision to judge and   _   Product evaluation

React to programme attainments

(Stufflebeam, et al 1971).

The CIPP model is a comprehensive framework for guiding formative and summative evaluation of programmes, projects, personnel, products, institutions and systems (Obowu-Adutchay et al 2013). This model was introduced by Daniel Stufflle-Beam in 1966 to guide mandated evaluations of United States of America federally funded projects. CIPP is designed in such a way that goal setting is determined by its context, and it ensure that whatever decisions that are reached, are often re-injected into the system in order to upgrade or improve quality of products.

Context Evaluation: assesses needs, assets, potential, and problems of a programme within a defined environment (stufflebeem 2003). Context evaluation involves the assessment of the needs of the users as well as the extent to which the objectives can meet the needs. (Olasehide, 2007). Context evaluation aimed at defining the relevant context, identify the target populations and assess their needs; identify opportunities for addressing the needs and diagnose problems underlying the needs. This information can be obtained using diagnostic tests, system analyses,

surveys, document reviews, hearings, interviews, etc. The results of the context evaluation help to identify needed changes, as well as adjusting or establishing goals and priorities.

Input Evaluation: This identifies and assesses system or instructional capabilities, available resources, competing strategies, work plan or procedural designs for ensuring students' employability. This may often involve impact evaluation or feasibility studies and critical consideration of the scope of the programme in order to develop a workable plan (Obowu-Adutchay et al 2013). The purpose of an input evaluation is to help prescribe a programme that will make the needed changes. It provides information for three key decisions. Is outside assistance needed to achieve the objectives? Should the project adopt available solution or develop new ones? And what procedural plan should be used to implement the selected solution? The aim of input evaluation component is to meet the identified needs.

Process Evaluation: this assesses how well the plan is being implemented, the barrier in the way of ensuring success and the needed revision of the initial plans; strength, weakness, opportunities and threats (SWOT). The main purpose of process evaluation is to provide feedback on the extent of implementation. It provides a comparison of the actual implementation with the intended program, the cost of the implementation, and the participants' judgements of the quality of the effort. Processing is very important as the maxim said ''the way you make your bed, so you lie on it''. Also, one cannot be better than his processing. In any productive venture the processed input is what eventually leads to the product. That is garbage in, garbage out (GIGO), no doubt, there is a direct relationship between the invested efforts on an input and the eventual outcome of the output (Olorundare, 2017). Process evaluation techniques include, on-site observation, participant's interview, rating scales, questionnaires, record analysis, photographic records, case studies of participants, and focus groups.

Product Evaluation: this assesses the quality and utility value of the outcomes including their effectiveness, significance and sustainability (Anikweze, 2010). According to the author, the outcome of product evaluation is the ultimate in this model of evaluation as it determines the magnitude of objectives that have been accomplished, to what extend have the challenges been addressed and the way forward if any. Product evaluation identifies and assesses project outcome, it ask the question ''did the project succeed? It also provides summative information that can be used to judge the success or otherwise of the project or pragramme.

Goal-free evaluation model by Micheal Scriven (1972): this evaluation model is concerned with what a programme is actually doing, and not what it was meant to do. It is used to determine the merit of a curriculum from appraisal of programme effects without reference to goals or objectives. It judges the merit of the programme in relation to the interest of the evaluators and the consumers. In this model, the evaluator carefully examines all the potential causes for observed effects and establishes solid connection to prior programme activities. The evaluator determines the needs of the affected population, and uses the needs to set criteria for judging the programme effects.

Needs assessment evaluation model by Within (1977): this model is used to identify the areas in which educational process or system is ineffective, so that remedial measures could be taken. Need assessment is used to identify the needs of students, determine weaknesses in the students' achievement, the needs of the teachers and future needs of education system. Needs assessment could be components of several evaluation models or an independent evaluation, aimed at providing useful information for decision making.

Goal evaluation model by Tyler (1950): this model sees educational evaluation as the degree to which instructional goals of a given educational programme are being achieved. It provides periodic feedback on the extent to which the set goals of a school programme, project or

product are being achieved. Hence, it is also called goal attainment or objective – centered evaluation model. Evaluation here is interested in finding out what learning experiences produced. Tyler believed that if a programme is to be planned and executed, clear goals/objectives should drive all materials selection, and instructional procedure assessment. This model focuses on how performance compares with stated programme objectives. Performance data are collected and compared with the stated program objectives. Therefore, goal evaluation model include the establishment, classification and definition of goals before any data collection is conducted. The three major component of this evaluation model are; objectives or goals, learning experiences and evaluation. The evaluator uses the objectives to determine the learning experiences. According to Tyler, the following sequential steps can be followed when conducting evaluation:

a) Established broad goals or objectives

b) Classify objectives

c) Define objectives in behavioural terms

d) Find situation in which achievement of objectives can be shown

e) Develop or select measurement technique(s)

f) Collect student performance data, and

g) Compare data with behavioural stated objectives etc.

Discrepancy evaluation model by Andre Steinmetz (1986): this model determines the degree of discrepancy between pragramme standard and the actual programme performance. It view evaluation as a process of conforming to standard set, determining whether a discrepancy exists between the performance of the programme and the standards set for the performance, and

using information about discrepancies to change either standard or performance of the programme. Changing standard involves programme redesign, perhaps changing basic objective or activities, while to change only performance in a programme requires that management exert greater control over operations.

Therefore, this model is considered appropriate for the ongoing study because the study is comparing the performance of university undergraduate students in employability indices questionnaire with the stated university behavioural objectives.

Representations of Joblessness

The most visible consequence of recession is a decline in output. As such, recession is defined in terms of declines in real GDP. It is a period of reduced economic activities. In the period of recession both people and output suffers. This is because when output declines, job are eliminated leading to unemployment. Unemployment occurs when the small numbers of individual who are ready and willing to work could not find a job. It is the inability of labour force participants to find jobs. The labour force do not include the young ones, those in schools, retired, sick or disabled, institutionalized or attending to household needs (Schiller, 1999). Abiodun (2010) regards unemployment as the proportion of the labour force, expressed in percentage, which is not employed at any given point in time. Among the resultant effect of unemployment is a high level of human misery, sudden loss/lack of income, loss of security and self-confidence etc. Thomas Cottle a lecturer at Harvard medical school put it thus;

"I'm now convinced that unemployment is the killer disease in this country – responsible for wife beating, in-fertility and even tooth's decay".

Hence, the need to identify and minimize the level of unemployment disease among Nigerian graduates because a troubled economy breeds a sick society. And according to Harvey Bremer, *the health and social well-being of the country is directly affected by the behavior of the*

economy. From the National Man Power Board and Federal Bureau of Statistics, only about 10 percent of graduates released into the labour market annually by the nation's universities and other colleges are able to get paid employment (Mkpae et al, 2013). This implies that most of these graduates end up being underemployed (disguised unemployment) where they do any available job for survival. It is no news that good numbers of Nigerian graduates are doing a menial or poor paid job just to make ends meet, however this is not healthy for the society and the value of education as this menace has resulted to all sort of vices. Also, Oluseyi and Elegbede (2012) examined causes, consequences and implications of graduate unemployment in Nigeria. Their finding reviewed that economic recession, governmental policy, employment of expatriates and trade union wage demand increases the rate of unemployment. The study emphasized that planning for human resources use in Nigeria has been based on guesswork and needs re-evaluation; hence, the need to evaluate the awareness and possession of critical indices of employability of universities undergraduates prior to their graduation. Other types of unemployment are:

a) *Seasonal Unemployment:* this is the kind of unemployment that occurs as a result of response to time and seasons. Such joblessness is virtually inevitable as long as we continue to grow crops, build houses, or go skiing at certain seasons of the year. At the end of each of these seasons, the workers of such kind of job will now go searching for new jobs; thereby experiencing some seasonal unemployment in the process. This kind of unemployment can also arise on the supply side of labor market. For example the large number of graduates produced by Nigerian Universities yearly at almost the same period not minding whether the job is there for them or not. This have seriously increased the rate of unemployment hence the need for universities to regularly contact employers of labour to know needed discipline and number of candidates to employ in order to control this kind of

unemployment. For instance, Akinyemi, Ofem and Ikuenomore (2012) found that graduate turnout outpaced the graduate employment rate; they noted that the total graduates' unemployment rate increased from 25.6% in the year 2003 to 40.3% as at March 2009. Also, current statistic connotes that the unemployment rate is still on increase, as the unemployment rate has increased from 10.4% in 2015 to 23.1% in 2018 (NBS). The author attributed the increase in unemployment rate to the mismatch between graduate employee skills and those skills required for performance in the modern work place.

b) *Frictional Unemployment:* this is the kind of unemployment that occurs when a worker leaves his/her current job to search for another job may be for better financial or other personal reasons. As a result of lack of job out there, many graduates have been under-employed just to keep their selves busy, many has not been utilizing the skills and knowledge they acquired at schools in their present job place. This is detrimental to both the individual and the economy as the economy stands to benefit better if they end up in more productive jobs. Schiller also note that this kind of unemployment occur when a fresh graduate is searching for a job as it is possible that he/she does not find a job the moment he/she leave school. Some people are not likely to take the first job they find instead they take their time to search for the job of their choice. The unemployment associated with this kind of job search is referred to as frictional unemployment.

c) *Structural Unemployment:* this is the type of unemployment that occurs when workers or job seeker do not have the skills that employers or today's job required. In such case what is needed is not more job-creation. Staff training and re-training is what is needed other-wise more job demand might simple push wages higher for skilled workers, leaving unskilled workers unemployed. Madupe (2013) opined

that one of the reasons for an alarming rate of unemployment in Nigeria is because our education system is too theoretical, and graduates are unable to put the theoretical knowledge into practice, this implies that we need more practical training for our prospective graduates in order to enhance their employability skills.

d) *Cyclical Unemployment:* this is joblessness that occurs when there is simply not enough jobs to go around. It also occurs due to a sudden decline in the market demand for goods and services. Cyclical unemployment exists when the number of workers demanded falls short of the number of persons in the labour force. This is not a case of mobility between jobs (frictional unemployment) or even of job seekers skills (structural unemployment). Rather it is simply an inadequate level of demand for goods and services and thus for labour. According to the study conducted by Olofintoye and Ade (2013) their finding revealed that as high as 96% of the respondents (Parents) displayed a negative perception towards the employability of their wards in privates' tertiary institutions into public service after graduation. This is attributed to the indiscriminate establishment of private universities by individuals and organizations in Nigeria. This implies that Parents are aware that there is no enough vacancies to accommodate all the graduates produced yearly, hence prospective graduates should endeavor to add value to their qualification to boost their chance of employability.

However, employability study is aimed at minimizing the level of unemployment that graduates suffer. It reminds prospective graduates that the jobs are not readily there always especially in this recession period; the common characteristics is that while the supply of labour is widening-up, the demand is narrowing. Hence the need for them to utilize the higher institution provided opportunities effectively and

also to make personal effort to develop the necessary key skills needed to make them job creators instead of job seekers after their graduation.

Graduates Employability in Nigeria

There are several reasons responsible for graduate poor employability in Nigeria as contained in literature and they include: poor curriculum system, poor learning environment, inadequate funding, inadequate collaboration between universities and employers of graduates, disparity between employers and graduates views on employability, death of guidance counseling and career services units, inadequate and unsatisfactory student industrial work experience scheme (SIWES) and poor commitment of undergraduates to self-development (Pitan 2016).

Poor Curriculum System: the existing university curriculum has been criticized of not producing graduates with the kind of professional and lifelong learning skills that is needed to be successful in the competitive and congested changing world of work (Lees 2002). Also, Rufai, Bakar and Rashid (2015) found that some higher education institution mode of training has little or no relevance to the social and economic needs of their countries. The Nigerian university curriculum, just as the curricula of many other developing countries is found to be largely theoretical, overloaded, obsolete and disconnected from the labour market such that it becomes below the standard and needs of the 21st century jobs (Oladipo , Adeosun, & Oni, 2009; Bamiro, Adedeji & Pitan 2013).

Poor Learning Environment: most Nigeria universities often admit more students that are above the capacity of both their human and material resources. This leads to some anomalies in the system such as unreliable electricity supply, grossly deficient and inadequate hostels, dilapidated and shortage of lecture theatres and classrooms, lack of exposure to the latest

computer software, poorly equipped libraries as well as laboratories that lack necessary apparatus and substandard office accommodations (Oladipo et al. 2009; Asiyai 2013).

Inadequate Funding: Bamiro et al (2013) found that most higher education institution in Nigeria suffers underfunding especially in the area of capital expenditure. Philips Consulting (2014) observed that while the United Nations Educational, Scientific and Cultural Organization (UNESCO) recommends that a minimum of 26 percent of a nation's yearly budget should be committed to the education sector, Nigeria contributes only 8.4 percent to the education sector. This has resulted to poor infrastructures, overcrowded classrooms and incessant strikes; which have also lead to low quality of graduates being produced. Experience has shown that after universities waste some of their academic calendar to strike, the moment they resume, they rush the students and commence exam in order to catch up with the next academic section at the expense of the students learning experience.

Inadequate Collaboration between Universities and Employers of Graduates: most often, employers of graduates has lamented that they are rarely consulted nor is their opinion considered in higher education institution curriculum design and decision making. Even though the finding from the Philips consulting showed that larger percentage of employers (69 percent) agreed that collaboration with universities is essential, particularly through involvement in industrial training. Yet most of them specified that their organizations have on no occasion collaborated with higher institutions in either graduate recruitment or curriculum design.

Disparity between Employers and Graduates Views on Employability: most graduates and prospective graduates lack proper knowledge and orientation of the world of work and the expectation of the employers. Research evidence showed that apart from the academic qualification, employers expect graduates to possess some core or essential skills like; (effective communication, good attitude, analytic and critical thinking ability, problem-solving

skill as well as the presentation of good CV) that will make them more successful and productive in the work place. On the contrary, graduates considered their qualification result as the most essential to employers and the work world. Some don't even think of self-employment or being job creator, all they ignorantly think of is white collar-job that is presently limited in supply. This also point to a deficiency in career services units in the universities.

Death of Guidance Counseling and Career Services Units: the guidance and counseling unit are expected to guide and assist students in academic, social and professional/career services. But these services are often neglected by the higher education institutions in Nigeria, we see cases where students are given course outside their interest, this is a very big error that if not well managed can affect student's employability. Yet this is a common practice in most higher education institutions. In line with this point, Adebowale (2011) found that most institutions lack a guidance counseling unit, and where they exist, they are underutilized and do not provide most expected services because the professional counseling psychologists are not employed to manage its affairs. Hence, to boost students' employability skills, there is need to revive and empower the guidance/counseling units in our educational institution as they've got a lot to do in order to ensure students' employability.

Inadequate and Unsatisfactory Student Industrial Work Experience Scheme (SIWES): SIWES is a provision made for higher education students while at school to have work experience which is one of the employability core skills. This is intended to prepare and expose undergraduates to the industrial work situation, which they may possibly encounter after graduation. Unfortunately, the program is not performing as expected. Students either gain insufficient experience during the training or they are not involved at all. Students ignorantly underscore its important and trivialize the exercise. Some of the major problems facing the SIWES program have been identified as rejection of students for industrial training by

organizations, unavailability of vacancy in organizations, ineffective/inadequate supervision of students and insufficient funding of the program (Okechukwu & Robinson 2011).

Poor Commitment of Undergraduates to Self-development: with the yearly turnout of graduates from the numerous higher education institutions in Nigeria, the labour market is becoming more competitive and congested. Most university students are ignorant of this fact and as a result do not add value to their credentials (while in the university) in order to have better chance to compete, and before they know it, it is too late (kinash 2015). In addition to students poor commitment to self-development Akinyemi et al (2012) identified wide gap between students' enrolment and the number of qualified instructors as another factor responsible for graduates' poor employability. They posit that student enrolment in our tertiary institutions has outpaced the number of qualified instructors.

The Issue of Brain Drain: in this regard Dabalen et al (2000) and Ogundowole (2002) have identified one of the possible causes of graduates' low employability as decline in staff quantity which is reflected in the high rate of human capital flight. So many professionals and qualified lecturers have left Africa for developed world in search of greener pastures (jobs). Appleton and Teal, (1998) affirmed that Africans formed the largest percentage in UK with recognized educational qualifications such as doctors, research scientists and university teachers. This must be re-addressed for the progress and empowerment of Nigerians and Africans as a whole.

Demand and Supply Factors in Employability of Graduates

The whole essence of employability is aimed at producing adult or graduates that are work ready. Individuals that are economically independent, self-employed and gainfully occupied as a result of the education they acquired, and not waiting for government employment. Economist has identified labour as key in every economic activity. This is because it is the human knowledge transformed into activity that gives utilities or value to all commodities.

This human effort or human resources is known as labour. According to Glatthorn (1994), human resources constitute the ultimate basis for the wealth of nations. Thus, the wealth of nations can be expressed in terms of the development and utilization of human energies, skills, and knowledge for useful purposes. Human resources connote the quality of the people, their skills and contents acquired through education, training and experience.

Factors of production can be classified into natural, capital and human resources. The capital and natural resources are passive agents of development while the human resources are active agents of development. Human resources are active because they have the ability to accumulate capital, exploit natural resources and combining them to produce good and render services (Lawrence 1999). For example, it is man who cultivates land, sow seeds, weed the farm, harvest it process the harvest, store and even sell it. Also, it is man who invents designs, makes and operates machines. In fact, every single endeavour here on earth has man's finger prints. This implies that without human effort, both of mind and muscle, there is no production and therefore no life (Ojo 1982).

Labour is one of the factors of production consisting of human time spent in the production processes (Samuelson & Nordhaus 1998). It is the aggregate of all human physical and mental efforts used in the creation of goods and services, which is mostly undertaken for economic gain or for monetary consideration. Labour supply consist of all those who are able and willing to work including the self-employed, unemployed and the employed workers, and because labour is varied in its levels of skills and qualifications, the wages and salaries paid are different depending on the nature of the job and the individuals involved. In fact, lalour is the *means and end of production*, as it remains the only factor that creates value, influences its prices and those of other factors, and sets the general level of productivity (Ilyin 1986).

Furthermore, the consumers of labour services are; firms, industries and government; not for direct consumption but for what labour can produce. Hence the theory of demand for labour says that ''a firm will employ labour so long as labour is productive and the revenue derived from what labour produces is at least equal to the wage-rate paid for its services''. For given skills on the part of labour and market situation, the tendency is for buyers to increase their demand for labour when the wage rates are low, and to decrease it when the wages are high. On the other hand, the supply of labour states that ''the higher the wage rate, the greater the supply up to a point, beyond which increase in wage rates may entail reduction in labour supply''. Unfortunately the supply of labour by various tertiary institution in the country do not observe this rule, year in, year out higher institutions in the country supply good numbers of graduates into the labour market without a commensurate demand for labour. This factor has been identified as a major cause of unemployment and therefore need argent attention.

However, employability is concerned about the quality and quantity of labour. Quality of labour according to Ojo (1982) refers to whether it is good or bad in reference to the production of a given goods or service. So as long as a labour is productive, it will be demanded for and vice vasa. The quality of labour: depends upon many factors such as education and training, personal health, organization of labour, working condition, attitude to work, organization of other factors of production used with labour etc. labour as a factor of production cannot be easily increased. It takes a long time to acquire skills and expertise; hence the need for a holistic and thorough training while at school, so that when they graduate they can be gainfully engaged; possessing the right experience and attitude alongside their qualification for self and societal development.

Perception of Employability by University Undergraduates

Literature revealed that university does not produce job-ready graduates; as employers of labour are not only concerned about those, having higher education alone, but those that also possess practical and soft skills appropriate for job fulfillment (Akinyemi et al 2012). Even though some graduate tend to be more employable than others, employers still note that they have to re-train fresh graduates to make them fit for practice. In Pakistan, employers complain about weak communication, practical and presentation skills among graduates (Warriach and Ameen, 2011). In Australia, Jackson and Chapman (2012) found that graduates lacked important elements of managerial skills set such as critical thinking and decision management. In South Africa, it was reported that the important of their students' employability was noted and placed at the top of the priority list. Yet research reported that employers expressed dissatisfaction with the shortage of high-level competencies among graduates, such as handling customers professionally and pro-activeness when solving problems (Zwane, Du Plessis & Slabbert, 2014). As such, the need to investigate the perception of employability-readiness of university undergraduates in Nigeria. The important of this study is that it will provide insight into the area that the students do not feel competent to face the job market. These are areas that the institutions may assume they have handled in the curriculum, but may not have been adequately addressed. It will reveal attributes that would take more than lecture to develop; and make graduates who are meant to be skilled in particular area, more relevant to real life practice by equipping them with the knowledge of necessary common soft skills which are not restricted to particular professions.

Employers prefers graduates who are proactive. According to Holden and Jameson (2006), today's employers look out for skills such as critical thinking, critical thinking is believed to foster innovation; ability to work in team, and proficiency in communication when they employ fresh graduates. According to UK Commission for Employment and Skills (2009), skills

include those that are technical and those that are more or less relational. The technical skills include knowledge of the business, problem solving, ICT knowledge, literacy and numeracy skills relevant to the post, while the relational skills include team working, as well as good interpersonal and communication skills. More so, employers also look out for self-management which is evident in motivation, ability to follow instruction, commitment and tenacity displayed by job candidate. Therefore, what is the perception of Employability by University Undergraduates in North West Nigeria?

A survey conducted by Adedapo, Akunnaya, Isidore and Osmond (2016), on the perceived preparedness of students of architecture for the job market. Their finding revealed that they are best prepared for team work and self-motivation. They are prepared to some extent in problem solving, creativity, personal organization and decision-making skills. While leadership skill and project management are areas where they needed attention. Also, Sri Lanka, Wickramasinghe and Perera (2010), found that employers, university lecturers and students rank problem solving as an important employability skill. Also, a survey by British Council in South Africa which look at key challenges and how students perceive employability in higher education found that there is a misalignment of theory and opportunities for knowledge applications through practical work or work experience in nearly all degree programmes; students do not access careers offices even though they offer a valuable service. Nor do all students capitalize on extra-curricular opportunities, or realize the value of these for their work readiness. More so, individual inequalities persist; this affects job searching and economic opportunities particularly for people from poor background and with low access to networks. Lastly, social arrangements and history affect graduate employment. Some degrees are more sought after by employers than others. The reputation of the university and its geographical location affect employment opportunities.

Another study by Koloba 2017), examined perceived employability of university students in South Africa; whether it is related to employability skills. The findings of the study revealed that majority of students regard themselves as possessing employability skills. Also, Zaharim, Yussof, Omar, Mohamed and Muhamad (2009), investigated the required employability skills for new engineers in Malaysia, Japan, Singapore and Hong Kong. Employers in all the four countries viewed communication, problem solving and interpersonal skills as the most important skills. Furthermore, Michael (2008) examine the way higher education students understand the role of their educational credentials in relation to their future employability. The study found that students perceived their academic qualifications as having a declining role in shaping their employment outcomes in what is perceived to be a congested and competitive graduate labour market. However, none of this studies evaluated the perceived employability skills among University Undergraduates in North West Nigeria, hence, the need for this study.

Universities Education in Nigerian and Employability of Graduates

The Nigeria university programmes is not silence or ignorant of the graduates employability development needs. The national universities commission received the federal government approved minimum academic standards (MAS) documents in 1989. After more than a decade of using the MAS documents as a major instrument for accreditation, the commission in 2001 initiated a process to revise the documents based on the fact that the frontier of knowledge in all academic discipline had been advancing with new information generated by research finding; the impact of information and communication technologies on teaching and learning; and the competitiveness engendered by globalization.

Other reasons include the need to up-date the standard and relevance of university education in the country as well as to integrate entrepreneurial studies, peace and conflict studies as essential new platforms that will guarantee all graduates from Nigerian universities the knowledge of appropriate skills, competences and dispositions that will make them globally

competitive and capable of contributing meaningfully to Nigeria's socio-economic development (National Universities Commission, 2007). These reasons among others gave rise to the development of an outcome-based benchmark statement for all the programmes in line with contemporary global practice.

As a remedy to the above mentioned limitations, the commission organized stakeholders statements for each programme in all the disciplines taught in Nigerian universities. The commission also merged the benchmark statement of 1985 and the revised minimum academic standards to produce a new document known as the benchmark minimum academic standards (BMAS). This new document is believed to have better learning outcomes and competencies expected of graduates of each academic programme. Also, the commission in its wisdom conducted a need assessment survey of labour market for Nigerian graduates. This was carried out for all the disciplines taught in Nigerian universities; its participants involves major stake holders particularly employers of Nigerian graduates and the sole objectives is the identification of expected knowledge, attitude and skills (that is employability) for graduates and their ability to fit into the requirements of the new national and global economy. These meticulous and rigorous processes embarked by this commission towards the good and employability of Nigeria graduates is an empirical evidence that proves that the Nigerian universities was employability conscious for its graduates. Then the question is, why is the opposite the case in present day Nigeria? This question is not within the scope of this study.

Moreover, to buttress the above assertion, education being the discipline of the researcher will be emphasized. Education is one of the biggest progammes among the disciplines in Nigeria universities. Its goals were derived from the national philosophy contained in the national policy on education. According to this document, a faculty of education as well as any other faculty should be able to enhance the development of respect for

the worth and dignity of the individual, faith in man's ability to make rational decisions, moral and spiritual values in inter-personal and human relations. Respect for the dignity of labor and promotion of the emotional, physical and psychological health of all children. It should be able to develop in its graduate a shared responsibility for the common good of the society and the inculcation of national conscious and national unity. It should inculcate the right type of values and attitude for the survival of the individual and the Nigerian society. A faculty of education should train the mind in the understanding of the world around and the acquisition of appropriate skills, abilities and competences both mental and physical as equipment for the individual to live in and contribute to the development of his society.

The goals of education covers what employability entails, such that whether white collar job is available or not a graduate of education (graduate generally) is not supposed to suffer joblessness for long nor to resort to criminal arts in the name of lack of job or unemployment. The BMAS document has adequate provision for all graduates from Nigeria universities to be trained as both employee and job creator in the absence of white collar job. Furthermore, to make the philosophy more functional, the national policy in section 5 and 9 provides details of these goals under higher education as thus;

a) The acquisition, development and inculcation of the proper value-orientation for the survival of the individual and society.

b) The development of the intellectual capacities of individual to understand and appreciate their environments.

c) The acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community.

d) The acquisition of an objective view of the local and external environments.

On the basis of the above articulation, the commission highlighted that a faculty of education should be able to produce prospective teachers with proper leadership qualities. Produce teachers with the knowledge, skills and attitude which will enable them to contribute to the growth and development of their communities in particular and their nation in general.

To produce teachers who have sound mastery of their subject areas and the ability to impact such knowledge to their students. It should be able to equip teachers with a mastery of problem solving skills and to produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system. The faculty should help teachers to fit into the social life of the community and society at large and enhance their commitment to national objectives. It should be able to provide teachers with the intellectual and professional background, adequate for their alignment and to make them adequate to any changing situation, not only in the life of their country but in the wide world. It should encourage the spirit of enquiry, creativity and entrepreneurship in teachers. The faculty should enhance teachers' commitment to the teaching profession and to the use of new technologies (NUC, 2007).

In other words, this educational goals and objectives is simply advocating for functional education and not just education (being able to read, write and acquire certificate). Functional/quality education according to Nwosu (2015), is a kind of education that can make its recipient to be economically independent, self-employed and gainfully occupied and not waiting for government employment. In the opinion of Obonya (2003), functional education enables the learners to gain thinking habits and develop the technical means needed in solving practical problems. Put in another way, Ocho (2005) defined functional education as the process through which individuals are made participating members of their society, possessing the ability to contribute towards the economic development of the society in the absence of white collar job. Unachukwu (2009) posited that it takes cognizance of the dynamics of the labour market, equipped its graduates with occupational skills and competences to enable them

to be self-reliant. More so, Abraham (2011) opined that there are different variants of functional education applied in literacy. They include programmes like vocational education, science education, teacher training and in educating persons with disabilities. This is supported by Adeyinka (1993), who noted that the national policy on education provided a curriculum which put considerable emphasis on science and technology, and on education for self-employment. Whatever programme that is applied must lead to solving day-to-day problems as they come as well as improving living condition of the recipients by making them employable.

Furthermore, the benchmark minimum academic standards for Nigerian universities provided the courses and course descriptions for all programs in the universities. For example in the faculty of education, the document provided the list of core courses, their titles, credit units and codes. This document also provided the competencies and skills needed to be developed in the students which includes;

Cognitive Ability: To produce graduate teachers and librarians who demonstrate competence in their areas of specialization; effect positive and desirable changes in the cognitive, affective and psychomotor behaviors of learners; show creative imagination in teaching by applying varied methods and innovative approaches; demonstrate skills in the organization and management of learning resources; motivate learners through their professional and personal qualities to aspire to excel; Demonstrate ability in solving life problems; and exhibit effective skills and competencies.

Practical Skills: To produce graduates who can demonstrate practical skills in keeping school records, e.g. registers, diaries, etc.; organizing and managing learning resources; organizing learning environments, e.g. classrooms, field trips, laboratories, studios, etc.; conducting practical in science laboratories, studios, etc.; writing proper and clear curriculum guides, curriculum models, lesson plans, and lesson notes, etc.; collecting, assembling, analyzing and

84

writing reports on simple school research. The faculty of education ensures its students' practical skill development by exposing the students to teaching practice exercise; this is aimed at producing teachers with enough intellectual and professional background for their assignments.

Teaching practice is a teacher training practical exercise for education students or students in education departments, that is organized to enable them acquire relevant practical experience in pedagogical science of teaching and learning in order to make them professional teachers (Salawu, Okonkwo, Osuji & Adeoye 2008). According to Jekayinfa, et al (2012), teaching practice involves posting students that are undergoing various education programme to schools (primary or secondary) other than their training institutions to observe, teach and to demonstrate in practical terms the knowledge and skills they had acquired during training in educational institutions. TP is a compulsory course in the faculties of education in Nigeria universities that is done by the students in 300 and 400 levels respectively. The credits load and the duration depends on the university and programme.

Teaching practice is a kind of hand-on experience. According to Owolabi (2018), hand –on experience is a knowledge or skill that someone gets from doing something rather than just reading about it or seeing it being done. Hand –on experience are employed in classroom activities in order to make learning possible by doing.   By implication, it means the coordination of mental processes (cognitive domain) with related physical processes (psychomotor domain) for achieving the goals of learning.

According to Nakpodia (2011), teaching practice is to the prospective teacher what internship is to the medical doctor or apprenticeship is to the technician. Also, Fasasi (2013) stated that teaching practice is part of the requirements for acquisition of knowledge, skills and competence to be professional teachers. It provides student teachers (prospective teachers) with the opportunity to put theories into practice and to develop a deeper understanding of

educational principles and their implication for learning. According to Idowu (2000) the scope of teaching practice is beyond cognitive domain as it also covers the affective and psychomotor domains. In the author's view, the responsibilities of a student teacher are not limited to classroom teaching (cognitive domain) alone but include the promotion of the psycho-social development and growth of their pupils,; which is adequately covered by the academic, activities and guidance programmes of the curriculum. However, Ajiboye et al (2013) found that higher education has influence on employability and that the degrees of influence of higher education on employability vary across different field of education. Their study revealed that majority of graduates from the faculty of education has a stereotype orientation (teaching). This study can be replicated in the North West Nigeria for proper feedback which can be progressive, corrective or remedial.

General Skills: under this section, it is expected that teachers should be able to demonstrate ability in appreciating the ever-growing significance of computers to education; sending and accessing computer information, in all its ramifications; learning how to learn; cooperating meaningfully with colleagues and other members of the society and possession of entrepreneurship in at least one venture (NUC, 2007). The BMAS document has this provision for every single course offered in Nigeria universities which cannot be exhausted in the ongoing research. The possession of these skills is the standard expected from any graduates from Nigerian universities.

Curriculum of Tertiary Institutions and Skills Acquired by Students

Tertiary institutions are being rebuked for declining quality of educational products due to deterioration in teaching and physical facilities, inadequate funding, quality of inputs into the institutions, lack of support from government and private sectors, the curricular for teaching the students, and undue interference (Anho 2010; Oyesiku 2010; Sodipo 2014). These limitations result to a clear disconnect between job requirements and the graduates'

performance which in turn affect the demand for and the supply of graduates into the labour market. Sodipo (2014) affirmed that there exist a difference between employability skills and present performance of the individual (performance gap). That is, the skills that the individual lacks which are inhibiting his performance or which may make him unsuitable for a gainful employment that will guarantee a satisfactory life.

An individual should possess capabilities or competences like aptitude (talent) and attitude in addition to his/her qualifications or specialist experiences in order to be employable. Prospective graduates should be aware that employers are interested in employee that can demonstrate that they are employable, a team member and a contributing member of the organization (Sodipo 2014). Both the industry and the society at large have high expectation on the institutions to produce resourceful and competent graduates. As such, there is the need to identify and stress the skills that labour market participant need in order to close the gap between *unemployment* and the *unemployables*.

As a prospective graduate, one must have a vision of where he/her is going, and what he/she wants to do. Open your eyes to opportunities and have it in mind that you are a problem solver and not a robot that will wait to be directed to do this and that. Grow the ability to identify problem and proffer solution. In fact, one must be able to do the right thing at the right time. This will make you outstanding among the standing and enhance your employability.

With increasing recognition of the importance of employability, expectation is that graduates will develop employability skills through their programme of study. Effective graduate's employability involves understanding of one or more subject discipline and soft skills (such as working effective with others towards a common objective). It also encompasses both academic intelligence, co-curricular achievement of students and the counseling intelligence. Hence employability in other words, can be defined as a holistic learning that combines intellectual knowledge with practical knowledge as well as the desired soft skills in

order to package a graduate with the needed potentials to obtain and succeed in graduate-level positions.

Since employability demands a holistic development of an individuals' knowledge, action and self; the understanding of the term *curriculum* will enhance an individual understanding of employability skills and benefits. Curriculum is an essential aspect of the educational process around which the whole academic and non-academic activities revolves. In a nut shell, curriculum is a plan for learning or a plan for action. It is conceived by the progressives as the totality or all the experiences to which learners are exposed under the guidance of the school (Oladosu 2014). This author also redefined curriculum as stated by Tanner and Tanner as thus;

> *Curriculum is the planned and guided learning experiences and intended learning outcomes formulated through the systematic reconstruction of knowledge and experience, under the auspices of the school, for the learner's continuous and willful growth in personal-social competence.*

This definition is more comprehensive as it sees curriculum as an academic activities as indicated by the phrase *planned learning experience* and as a non-academic activities or an action as also indicated by the phrase *guided learning experience*. In other words, curriculum is seen as both what happens inside and outside the classroom. This definition takes care of both the organized branches of knowledge represented by the various school subjects and the learning experiences in form of the various school activities other than the subject matters. According to the progressive, the term curriculum contains three essential components which mutually and interactively contribute to the overall development of the child. The components are; academic programme, co-curriculum programme and counseling programme.

In other words, a good curriculum should emphasize the total development of the learners' domains which include the head, the heart and the hand. It should also be concerned about the nature, needs or interest of the learner as well as other school activities which are

capable of enhancing effective learning. According to Smith, Stanley and Shore (1957), curriculum is a sequence of potential experiences set up by the school for the purpose of disciplining children and youths in group ways of thinking and action. From this definition, curriculum can be described as an instrument or vehicle of developing students' employability skills particularly the key skills such as the inter-personal relationships, team working skills which help them to develop the sense of belongingness, communication skills among others; as well as any other necessary abilities needed to live a successful and satisfactory life.

Furthermore, Mkpae et al (2013) suggested the skill curriculum; this is designed for under graduates of various degree programme in the tertiary institution. It is designed to be taught alongside the required degree courses so as to have the opportunity to practice and be assessed in skills accordingly. Skill curriculum: is a curriculum that identifies, train and assess the various employability skills inherent in the course content. It is a kind of student industrial work experience scheme design to provide higher education students the opportunity to have work experience (hand-on experience) while at school. This is intended to prepare and expose undergraduates to the industrial work situation needed to perform specific tasks as well as core work skills: learning to learn, communication, problem-solving and teamwork which they may possibly encounter after graduation. For example, the teaching practice conducted by the department of education is an employability training activities that is aimed at training and assessing students' knowledge, professional skills and other personal attributes including dressing code. According to Ajidagba (2014), teaching is a complex problem-solving activity that involves transmission of the right knowledge, values and skills between at least two people, the teacher and the learner. It is problem-solving because the intention of teaching is to remove one from ignorance which is regarded as the mother of all problems. It is an activity because it is not a job of the lazy. Hence if the faculty of education should effectively and objectively

carry out its mandates, the issue of poor employability or unemployment will not be associated to its graduates.

Again is the Students' Employability Profiles (SEP), this is a guide for higher education practitioners developed with the help of subject Centre and the council for industrial and higher education (CIHE). The profile identifies skills that can be developed through the study of a particular discipline based on subject benchmark statement. These are items mapped against the qualities and attributes (generic skills) competencies sought by employers in their graduate recruits (Rees, Rorbes & Kubler 2006). This implies that each subject and each topic has some level of employability skills that it could develop in the learner if properly analyzed and assessed; hence higher education should embed employability skills into each level of the undergraduate study while lecturers should take note and do justice to the learners higher order domain. According to Fearn (2009), the best way to make a graduate globally employable is by putting a lot of pressure on students to develop the skills involved in digesting tense and difficult materials, teasing out argumentative structure and then producing powerful, clear, argumentative analysis (higher order objectives development). If the higher institutions could run expanded curriculum that accommodates dynamic ideas of philosophical context and technological construct, then the graduates of today can fully expect to still be relevant (employable) in the job market and in life generally.

The ILO document identified employability skills approaches to include; consultation with employers, students and professional bodies. Widening participation in higher education, Universities mapping of graduates attributes across curriculum to ensure that these attributes can be readily seen across an entire program or qualification. According to this document, universities work to develop employability skills in their students by;

a. Providing academic staff with relevant support and resources.

b. Integrating these skills into curriculum design, by embedding employability skills either in course content, delivery strategy or both.

c. Providing students with work experiences as a structured part of the curriculum.

d. Exposure to professional setting and,

e. Providing advice and guidance through career services, participation in clubs and societies and universities life.

f. The individual student taking responsibility for reflecting on and recording their learning in a portfolio or enhanced curriculum vitae document.

Other ways include through fieldwork, industry-based learning, sandwich years, cooperative education, work placement and internships, commonly called work integrated learning (WIL) programs are all methods that universities have used to equip students with knowledge of current work place practices. More so, most students are concurrently developing these skills through part-time employment, volunteer work and community participation. It should be recognized that while universities see it as part of their role to develop professionals who have the required discipline-specific knowledge and are work ready on graduation; it is acknowledge by both universities and employers that employability skills are mostly acquired and developed through many experiences and exposure.

Again, literature affirmed that skills are best developed or learned in a specific employability context and are highly transferable. Discipline-centered approaches are widely held to be more engaging for students and ultimately viewed as leading to better graduate employability outcomes (Bowden 2002). The author supported this motion with the fact that development, practice and assessment of attributes is most effectively achieved within the context of discipline knowledge. In this respect, the University of New South Wales also reinforces this approach thus:

a statement of broad graduate attributes has meaning when expressed to students and staff in the context of the discipline; the faculties have the responsibility to express these university graduate attributes in the context of the professional area, discipline, program level and for their explicit development and assessment within the curricula   (UNSW Academic Board AE03/57).

With this, University can be seen as the vehicle for the advancement of both the national economy and the wider society and should maintain a focus on keeping graduates capability in line with the needs of the economy and society (DEST, 2002). It is in this regard that the researcher intends to evaluate employability indices among University under graduates in North West Nigeria.

Co-curriculum programme*:* this is defined as the activities undertaken to strengthen the classroom learning as well as other activities both inside and outside the classroom to develop the personality of the child. Co-curriculum activities also known as extra-curriculum activities are the out of class activities that affect all domain of life such as cognitive, psychomotor, and affective domains. The development of this domain in the child help to build the child intellectually, socially, emotionally, culturally, morally and other wise. Co-curriculum activities are non-academic activities that support students to venture into professional fields, cooking, drama, fashion, singing, painting, art etc. However, due to the importance of these activities in promoting academic performance, most schools especially at the primary and secondary levels have included it as part of the school job and responsibilities. According to Mittal (1999), great educational thinkers such as Rousseau, Dewey (progressives) all gave much more importance to co-curriculum activities in school education. They opined that co-curriculum activities plays vital role in students' life in the following ways:

a) It supplements and complements the entire teaching-learning process and effectively impact on students' learning outcome.

b) It strengthens the classroom teaching and helps to clear the concept of topics.

c) Co-curriculum activities gives emphasize upon aesthetic as well as spiritual development, which are the essential components of education.

d) It helps to realize all round development of students; by developing features like speech, fluency and extempore etc such activities are good platform to excel in acting, singing, speaking and recitation.

e) It also helps to bring pleasant and joy back to the classroom when the classroom teaching becomes monotonous and routine.

f) People get acquainted with the culture, customs and activities of other places through co-curriculum activities like field trips, tours and excursion.

g) Students develop a feeling of harmony, unity and togetherness as they interact during co-curriculum activities. Also, psychological needs such as emotions, self-assertion, sex and curiosity are trained and groomed by these activities.

With the above mentioned importance of co-curriculum activities, there is the need to assess the level of employability development of prospective graduate in North West Nigeria based on co-curriculum activities.

Co-curriculum Activities in tertiary institutions: co-curriculum activities are additive to the regular academic work and are specially arranged with the sole aim of enabling the students to have meaningful digression from academic monotony and boredom. According to Watts (2006), career development learning has not always been as strongly represented in higher education institutions employability strategies as it should have been. The author suggested that career development learning should include activities that help students to become more self-aware, to enable them to give real consideration to the things of their interest. The authors also said that students needs to learn how best to research for job markets to see what opportunities are available to them, how to present themselves effectively to prospective employers or make considered decision about their future career. Also, Foster (2006) noted

that it's equally important that prospective graduates be helped and guided on how best to explain to potential employers about their achievements and how they will be of benefit to them in application forms, CVs and interview activities. To this effect, Marsh and Kleitman (2002) argued that co-curriculum activities may have positive effect on life skills and may also benefit academic accomplishments. Many studies has been conducted on co-curriculum activities and academic performance, Zahid (2012) found that co-curriculum activities can contribute towards enhancing academic achievements of the secondary school students; as the experimental groups showed better performance than the controlled group. As such, there is no doubt that if prospective graduates are encouraged to fully participate in co-curriculum activities it will go a long way to boost their employability.

According to Gyamum (2012), co-curriculum is an integral part of colleges and universities students. It develops social interaction and healthy recreation in the atmosphere of formal education. Some examples of co-curriculum activities in the universities include; debate and discussion, seminar, workshops, conference, social-interaction, dramatic clubs, study circle, societies, art groups, library work, sports and games, scouting, national cadet corps (NCC), dancing, exhibition, cultural programme, red cross, social survey, student union, write-ups for school magazines and journals etc. all of these activities are permitted in the universities in order to develop students' key skills in addition to their intellectual abilities. Yet researchers such as Mkpae et al (2013) found that employers of labours are of the opinion that the standard of education has fallen over the past decades and the University degree is no longer a sure guarantee of effective communication skills (0ral and written). Also, Abubakar, Terlenls and Mustapha (2013) found that students possessed low literacy skills, that only few of them were proficient in spelling, vocabulary, comprehension and writing. The implication of this findings is that their employability skill is limited in terms of future education and employment

opportunity; hence the need for further study that will empirically evaluate students' employability at the university level, hence the need for this study.

Developing Countries and the Expatriate System

Every society whether simple or complex, primitive or civilized, agrarian or industrial has a way of life and its own system of training and educating the youth. African traditional education also known as the Nigeria indigenous education is the type of education prevalent in Africa before the advent of European explorers, political administrators and Christian missionaries (Adeyinka, 1994). African traditional education (ATE) emphasized learning by doing through apprenticeship system and constant imitation of the activities of the older members of the society; as well as its emphasis on the utilitarian aspects of education.

Irrespective of society, place or time; education has always aimed towards the good of the people, and functionalism was the main guiding principle of ATE. This is affirmed by Garba (2012), who posited that traditional education was progressive in nature, because of its emphasis on functionalism. Generally, In the African society, education is seen as a means to an end; and not as an end in itself. It was meant to be an immediate induction into society and a preparation for adult life (a responsible life) that emphasize social responsibilities, job-orientation, political participation and the appreciation of spiritual and moral values (Adeyinka & Oyelade, 1994). According to Adeyinka et al (1994), ATE was an integral experience that combined physical training with character-building, manual activities with intellectual training. This authors described the activities of the ATE to includes practical farming, fishing, weaving, cooking, carving, knitting, etc. recreational subjects such as wrestling, dancing, drumming, acrobatic display and racing; intellectual training like the study of local history, legends, the environment (local geography, plants animals), poetry, reasoning, riddles, proverbs, story-telling etc.

At the end of each stage which is normally demarcated either by age or years of exposure, the child is given a practical test repeatedly which takes the form of a continuous assessment; which eventually culminated in a 'passing out' ceremony, or initiation into adulthood. These authors affirmed that the ATE has attained its main objectives as it has been able to satisfy the need and aspiration of the people. This assertion can be said to be true owing to the level of peace and security enjoy in those days, unlike today when we experience various kind of unrest and crime as a result of hunger, unemployment, poverty, diseases etc (Wasagu, 2016).

On the other hand, expatriate system has its own advantages and disadvantages. Common sense demands that we do away with the aspect that is detrimental to our society and up-hold the aspect that support the development and sustenance of our society. Provision has been made for every enterprise in Nigeria which wants to obtain business permit and quota to do so through the office of the Federal Ministry of Internal affairs (FMI). According to Agboola (2018), expatriate quota is a form of government gate keeping in international trade that emphasizes on the financial value of goods and services imported in the country within a particular period. The objectives of the expatriate quota policy includes; filling the gap of inadequate supply of manpower, training of local manpower, attracting foreign investment and achieving transfer of technology, whereby two Nigerians or more will be attached to understudy an expatriate.

The government in its quest for transfer of specialized skills and knowledge to Nigerians, has made provision for employment of highly skilled foreigner through the issuance of expatriate quota approvals; with the sole aim of employing Nigerians that will learn and take over from the foreign professionals. Agboola (2018), noted that Nigeria law only allows expatriates on technical ground. However, this author lamented that the Federal Government has failed to checkmate expatriate quota abuse by multinationals; hence it has not achieve its

objectives. Multinationals now bring expatriates as line managers, accountants, sales and marketing managers including other jobs that Nigerians are more qualified to do. This act according to the author has further compounded unemployment in the country.

There is need for the government to take the issue of expatriate quota abuse serious and take decisions that will be beneficial to the citizens. According to Lateef (2018) government should ensure that no expatriate comes in for the jobs that Nigerians can do. To this effect, the Nigerian content development and monitoring board (NCDMB) stated that companies seeking to get expatriate quota approval for the operation in the oil and gas industry must first advertise the positions to Nigerian through national and international outfits. This is aimed to ensure efficient management of expatriate quota approvals and compliance with the Nigerian content act. Other measures that were proposed to adopt in order to boost local contents development include;

a. Cooperation between the Nigerian content development and monitoring board (NCDMB) and the Federal Ministry of Internal affairs (FMI) in data sharing on applications for expatriate quota, manpower development initiatives and the creation of employment opportunities for Nigerians through the effective management of expatriate quota approval.

b. Observation of section 32 of the Nigerian oil and gas industry content development act; which stipulated that for each of its operations, an operator of project promoter may retain a maximum of five percent of management positions as may be approved by the board of expatriate position to take care of investor interests.

c. Observation of section 33 of the Nigerian oil and gas industry content development act; which mandates operators to apply and receive the approval of the board before making any application for expatriate quota to the ministry of internal affairs or any other agency of the federal government. There is need for serious collaboration with all

concerned agencies in order to meet the aspiration of the federal government to use the Nigerian content Act to promote the development and utilization of local capacity, to create employment for Nigerian in the oil and gas industry and drive development in other sectors of the economy (Lateef, 2018).

Transfer of Technology and Skill Development

Skills have become increasingly important in the globalized world. According to Brewer, (2013) skills development is essential for increasing the productivity and sustainability of enterprises and improving working conditions and the employability of workers and job seekers. Skills and habits are important, and require training opportunities that takes time; companies are looking for knowledgeable workers who take responsibility for their own professional development. According to Brewer (2013), employability skills can be integrated into core academic content and vocational training, rather than through a *core skills curriculum*.

There is also focus now on obtaining skills in order to gain good employment. Development of core skills, awareness of workers' rights and responsibilities, and an understanding of entrepreneurship are the building blocks for lifelong learning and capability to adapt to change (Watin, Nielsen, Potau & Simmonds 2015). The knowledge content of production processes and service is rising as a result of innovation and technological advancement. New occupation are emerging and replacing others. Within each occupation, required skills and competencies are evolving, and especially considering the fact that Nigeria is not an industrialized society; prospective graduates or labour market participants are better prepared for a smooth transition from school to work when they are given adequate vocational education and training opportunities, including in-work apprenticeships, hand-on experience and on-the-job experience (Watin, et al 2015).

. Even the employed ones need opportunities to update their skills and learn new ones for self-advancement, decent work and sustainable enterprise. Therefore, skill transfer and development remains an important factor for success and can happen through learning from best practice; Universities engaging in research and consultancy; mobility of researchers between academia and industry which allows for a much richer transfer of tacit knowledge not easily captured in publications and patents; entrepreneurship education/training for staff and students; as well as University-industry interaction (Watin, et al 2015).

More so, broad availability of quality education is the foundation for future training. There is the need for Children to acquire basic education as it is very useful for future training. In other words skill development demands and supported *Education for all*. Basic education gives each individual a basis for the development of their potential, laying the foundation for employability. Other strategies for skill development according to International Labour Office Document (2010) is to build a solid bridges between the world of work and training provider (Higher Education Institutions) in order to match skills provision to the needs of enterprises and the labour market. This document suggested that this objective is best achieved at the sectorial level involving the direct participation of employers, worker/students, the government and training providers in order to ensure the relevance of the training. This is also called *initial training stage* where individuals are provided with the core work skills, general knowledge and industry-based or professional competencies that facilitate the transition from education into the world of work. Thirdly is continuous workplace training and lifelong learning which enables workers and enterprises to adjust to an increasingly rapid pace of change, as well as anticipating and building competencies for future skills needs. This can be identified through dialogue between employers and trainers; coordination across government institutions, labour market information, employment services and performance reviews etc. finally, is ensuring

broad access to training opportunities of relevant skills to all irrespective of gender and qualification, location or disability.

Knowledge transfer is now a political priority forming an integral part of national innovation *policy* in most countries since the turn of the century. The objective of this policy is to generate economic and social returns on investment in the form of economic growth and job creation (Watin et al 2015). In many cases, new legislation and policies has been made on social contract, with public research organizations, especially universities; this mandate has been accompanied by a move to *institutional ownership* of the intellectual property arising from publicly funded research, in order to incentivize entrepreneurship. The central knowledge transfer office in Ireland made an effort to examine the nature of investment and the measure taken to support knowledge transfer across seven countries which include Ireland, Denmark, Finland, Is-real, New Zealand, Scotland and Singapore. Their finding reveals that; Denmark and Is-real rely on general institutional funding to cover the costs of knowledge transfer activity within the university sector, whereas Scotland, New Zealand and Ireland provide specific knowledge transfer (KT) funding to support the recurrent costs of running KT offices as well as project – related KT activities.   More so, Scotland, New Zealand and Ireland have also established national KT resources to complement the KT offices of the individual research organizations, to champion KT within policy circles and to facilitate peer-to-peer learning and professionalization. The study also revealed that other countries have established national coordination functions to service specific constituencies. For example, the National Technology Transfer Company (NTTC) for teaching colleges in Is-real and the Explicit Technologies Pte Limited (ETPL) Company in Singapore, which carries out technology transfer activities for the government's public laboratories.

Also, more ways through which institutions could boost KT is through staff salaries, patent operations training and professional development, international links and

entrepreneurial culture. Others, is by improving the understanding/appraisal of their portfolios; being tougher in the prioritization of projects; getting their supported projects to go through a mentoring process in order to develop awareness of users markets, develop better prototypes and presentations and generally improve their business proposition.

Again is the *Human Resources Business Program for the Transfer of Technology*, run by National Center for Industrial Property and Information, (NCIPI). Their goal is to facilitate the cultivation of young personnel for the transfer of technical skills through patent circulation and trading. Other programs related to the cultivation of young personnel for the purpose of technical skill transfer include: Japan Science and Technology Agency (JST)'s, Personnel Development Program for the Creation of New Businesses; and Tokyo University's Research Center for Advanced Science and Technology's, Open School for Advanced Intellectual Property Personnel (also known as the Tokyo University Program for the Cultivation of Advanced Research Personnel, part of the *Intellectual Personnel Development Program*).

Also, the Ministry of skill development and entrepreneurship has actively engaged several countries with the purpose of technology transfer in skill training, training of trainers, setting up of model and centers of excellence. More so, active collaboration is being sought in the area of creation of international mobility through mapping of job roles and development of transnational standards. The strategy for International framework focuses around implementing and adapting the best practices in skill development of worthy countries.

Vocational Technical Education and Employability

Given the high level of unemployment prevailing in Nigeria today, there is a need to re-direct curriculum towards equipping students to be self-reliant as gone are the days when jobs was readily available for graduates. Omokungbe (2014) suggested a functional entrepreneurship as the only remarkable and dependable strategy for solving the problem of employment. The

author affirmed that there are endless opportunities which abound in entrepreneurship education if well taught in our schools and institutions. Entrepreneurship education is designed to provide students with knowledge, skills, information and motivational drive to encourage entrepreneurial success in a variety of setting for society and economic transformation. Hence, there is a need for vocational technical education. According to Owolabi (2005), vocational technical education refers to any programme which provides training for a particular occupation, business or profession. It is viewed as a type of education that offers skills, or semi-skills training in different trades and occupations; such training given to the learners prepares them for entrance in a particular chosen vocation, be it trade, industry, health, agriculture, business organization, offices etc. The author asserts that vocational education equips learners with saleable occupational skills which prepare them for both employment and assumption of a place in the society.

Owolabi (2005) noted that science, technical and vocational education made a late entry into the school curriculum, as even the first set of secondary schools established in Nigeria were grammar schools that produce art graduates. Between 1842 and 1884, some of the missionary bodies expanded their curriculum to include technical and vocational education. The church missionary society (CMS), church of Scot land and others added agriculture, carpentry, brick laying, joinery etc to book learning. The Roman Catholic Mission also started training of delinquent children at the Topo Industrial School in 1876. These are all missionary effort towards enhancing the peoples' skill development and employability.

The emphasis on technical education in Nigeria was due to the pursuit of development. Government involvement in technical and vocational education officially started with the setting up of an educational department in 1903. This department observed the education law which in addition to the regulation of primary and secondary education in Southern Nigeria, decreed that schools should provide instruction in branches of industrial work. This law was

promoted by the activities of Sudan Interior Mission (SIM) who indicated their interest in industrial education and open farms in Patigi, Wushishi and Bida.

More so, at the turn of the twentieth century, the colonial government then found that it was necessary to train its own workers to be able to carry out required assignment especially in the technical and vocational department (Owolabi, 2005). This led to skill development of staff in many government departments such as staff of Nigeria rail Ways Corporation. The marine department commenced a six-year training programmed which prepared beneficiaries for the British Board of trade certificate, the post and telegraphs department for sub-inspectors of telegraph lines. The department of agriculture in a similar move opened a veterinary school in Vom, near Jos for the training of assistant veterinary officers in 1935 and a forestry school in Samaru, Zaria in 1938 to improve the quality of its field staff.

Also technical and vocational education was given to staff of public works department by offering a training course which prepared junior technical staff in government service for supervisory assignment. In 1938, another Centre which give skill development training was opened in Kaduna where African engine driver were trained by the Nigerian railways corporation while apprenticeship course in mechanical engineering was introduced in 1942, such skill given to staff in different department was aimed to enhance their productivity in their different office and allow them switch to other department or even stand on their own in case of retrenchment.

Literature also affirmed that the Northern Nigeria began to pay attention to vocation education in 1909 under the leadership of Lord Lugard. He established a Boarding school in Nasarawa, then Kano state which had agriculture, carpentry, leather work and smiting in its curriculum. Lord Lugard also proposed the introduction of village schools, throughout the country. These schools were expected to teach simple agriculture and marketing of farm

products. The scheme aimed at fostering agricultural training in rural schools and literary training in urban schools. This author noted that financial problem, heavy material investment and the first world-war (1914-1981) prevented the implementation of this proposal. This confirmed that the British government had made some practical effort towards staff skill development even though the implementation is slow even in the present day Nigeria.

International Agencies and Skill Transfer

Equipping the workforce with the skills required for the jobs of today and those of tomorrow through training and retraining is very important. Skills are critical factors of success for job seekers and are a foundation of decent work. It is cost centered and therefore warrants government investment due to its importance in the growth, development and sustainability of the technological status of both developing and developed nation. The cognitive psychology has established that humans often reuse knowledge gained in early setting to aid learning in ones they encounter later. This phenomenon is called transfer. This explains why learning progresses from known to unknown and from simple to complex. These are some of the psychological principles that aid transfer of learning. Individual skill transfer and development must be given adequate consideration. This can be achieved through *basic skills* being developed at school, complemented by the accumulation of *work-related (practical and generic) skills,* accompanied by *retraining* and new skill acquisition in line with changing technologies (Klosters 2014).

Current job seekers face few job opportunities and accept part-time employment and work that are not well matched to their skills. Such jobs-tends to provide limited opportunities for skill development and lead to scarring effects on individuals' careers. Hence there is a need to support prospective graduates to train adequately in order not to face the prevailing high and increasing level of unemployment in Nigeria. The service of training centers or agencies whether profitable or non- profitable organization is necessary in order to assume a supportive

and remedial role by developing and steering training and work-experience programmes to prevent the skills of the unemployed from becoming obsolete or depreciated as a result of prolonged joblessness. According to Okuma (2005), cultivating young human resources in technical field and passing on the technical skills of veterans are urgent problems for Western States like the Japans manufacturing industry. Based on this, many national and international efforts have been employed in order to cultivate young technical personnel. Some big agencies provide job-search assistance, employment subsidies etc. Measures employed to prevent the dissipation of technical skills and to cultivate young personnel for the purpose of technical skill transfer as identified by Okuma include;

The establishment of Industrial Technology Fellowship Program run by the National Economic Development Office (NEDO). NEDO is an extra-governmental organization affiliated with the Ministry of Economy, Trade, and Industry (METI). The aim of this organization is to cultivate young personnel in technical fields. The contents of such training include Research and Development fields-such as life science, information and telecommunication, and technology-as well as commercially viable services that include the transfer of technology, management of technology (MOT), intellectual copyrights, and intellectual foundation.

Others include the United Nations International Children's Emergency Fund (UNICEF): UNICEF was established on 11 December 1946 by the United Nations to meet the emergency needs of children in post-war Europe and China. In 1950, its mandate was broadened to address the long-term needs of children and women in developing countries everywhere. UNICEF supports governments and partners to reduce gender-based disparities in learning and development of skills, and supports them in challenging gender stereotypes in the education system that perpetuate gender biases in the labor market. UNICEF seeks to

contribute to the realization of the rights of all children, especially the most disadvantaged. Since learning and skills development are key areas to achieve this envisaged impact, UNICEF's focused on second decade of life and transferable skills. The goal area of UNICEF Strategic Plan 2018 – 2021 includes a focus on strengthening education systems to effectively support children and adolescents to learn and to develop skills for personal empowerment, active citizenship, non-violence, gender equality and employability, both in and out of schools, including in humanitarian situations. UNICEF's work on skills development has a clear focus on the most disadvantaged adolescents, both those who dropped out of school or are at risk of dropping out, and older adolescents who are not in school or training or employment (Gemma & Josephine, 2018).

The priority that UNICEF has identified for the second decade of a child's life is investing in adolescents' learning and skills development particularly, the most disadvantaged adolescents. This priority links directly to the achievement of sustainable development goals (SDG) targets; including those related to ending poverty in all its forms, enhancing education and life learning opportunities and promoting employment and decent work for all. Strategies adopted by UNICEF to provide better opportunities for adolescents to be productive and break intergenerational cycles of poverty include;

a. Accelerating programming for the retention of primary school students, transition to post-primary education and secondary completion with a focus on quality and learning outcomes.

b. Investing in programmes that nurture adolescents as innovators and critical thinkers, both through formal or non-formal learning environments.

c. Supporting social protection approaches that build the skills and knowledge required for employability and entrepreneurship.

d. Eliminating child labour, in particular hazardous work, for children who are old enough to work.

UNICEF is working globally towards strengthening policy and programme interventions that improve skills development for adolescent boys and girls (10-17years) by contributing to their learning of content and skills and by providing them with increased opportunities for employment, entrepreneurship and citizenship. Since issues of employability and employment require an approach that links both the supply and demand side, it requires collaboration in the area of learning and good practices in the areas of skill transfer.

Further, the United Nations Education Science and Culture Organization (UNESCO) is the specialized U.N. agency whose mandate spans the entire education sector, from pre-school, through primary, secondary and university education. The Organization thus promotes technical and vocational education and training (TVET) and skills development in preparation for the job market, within a broad framework of lifelong learning. In cooperation with Ministries of Education, UNESCO's work on secondary and post-secondary. TVET is divided into three core areas: providing upstream policy advice and related capacity development; clarifying the concept of skills development and improving its clearinghouse, and informing the global TVET debate while acting as an information agent Français, (2012).

More so, the Organization of American States "OAS" is the oldest regional organization in the world and serves as a political forum for 35 member-states in the Western Hemisphere (Latin American and Caribbean countries; Brazil, México, Venezuela, Colombia etc). OAS is known mostly for its role in defending human rights and promoting democracy, the OAS offers a wide variety of youth programs such as: scholarships for abroad studies, interest-free loans for U.S. studies through the Rowe Fund program, OAS internship and Model OAS programs. Established in 1948, the Rowe Fund has helped thousands of citizens of Latin American and

Caribbean countries fund their studies at universities in the United States by providing interest-free student loans. Eligible citizens from 32 of the 35 OAS member states benefited from this program. Through the Rowe Fund's supplementary financial aid, the OAS contributes to the economic and social advancement of developing countries in the region. Many Rowe Fund beneficiaries occupy key positions in the countries' public and private sectors, there by contributing to the social and economic development of the region.

Similarly, the Economic Community of West African States (ECOWAS) is a sub-regional organization formed by West African Countries in 28th May 1975 at Lagos, Nigeria. Its main purpose is to promote co-operation and development in all economic fields and to contribute to the progress and development of African continent; as well as to liberate West African countries economically from the shackles of imperialism (Anyaele, 1990). To achieve this purpose ECOWAS has achieved trade liberalization, expanded market, exchange of raw material, availability of more labour, establishment of ECOBANK which have made currency convertibility possible among member nations, as well as general economic growth.

However, problem of language, fear of domination and unequal development, escalation of smuggling as a result of free movement of the community citizens. Multiplicity of other associations where member states belongs and pay more loyalty and allegiance to, than they do to ECOWAS. Lack of enough infrastructures which have contributed to delay in the achievement of the objectives of the communities, political instability, non-policy implementation, inadequate contribution of resources, unemployment and ideological differences that characterized most developing countries has limited the success of ECOWAS achievement in the region. As such, Skill transfer and technological development should be emphasized in this region.

Employability and Gender Issues

The global community of Nations in 2015 adopted the sustainable development goals (SDGs) of the 2030 agenda which officially came into force on January 1, 2016. The sole aim of the SDGS is to end poverty, hunger, fight inequality by carrying both female and male along and tackle climate change. The SDGs harmonize three core elements namely economic growth, social inclusion and environmental sustainability. These core elements are crucial for the well-being of individuals and societies. The SDGs build upon and consolidate the achievement from the previous millennium development goals (MDGs) and aim to go further to end all forms of poverty.

One of the crucial goals of the SDGs is the empowerment of girls and women. Women must not be viewed as victims but as active agents capable of transforming themselves, their families and societies. With the right support and the full enjoyment of their rights as economic actors, the potential to overcome poverty and marginalization is enormous. This can be achieved through sound public policy, integrated approaches, partnerships and political will (ILO, 2017). According to the ILO document, the argument of gender equality coalesced around two main pillars: the right-based arguments (where international human rights standards place an obligation on States to uphold and promote equality as part of universal right), and the economic arguments (which focused on the economic efficiency advantages of promoting equality). Considering the fact that women and children constitutes greater percentage of the population of most Nations, tackling issues of women economic empowerment is tackling the nation's poverty and hunger issues. This in agreement with the findings of Chattopadhyay and Duflo's (2004) in the study conducted in India, affirmed that when women have greater voice and participation in public administration, public resources are more likely to be allocated to investment in human priorities such as child care, nutrition and access to employment.

Research revealed that inequalities between women and men persist in all labour market with respect to opportunities, treatment and outcome. According to Cook and Razavi (2012), Labour market like other institutions are shape by norms, discriminatory forces and power inequalities which place constraint on the access to women choices and opportunities. Some areas where women faces discrimination are; gender wage gap, Motherhood pay penalty, and low pension coverage for women than men (Grinshow & Rubery, 2015). Also, ILO 2017 asserted that women undertake more unpaid work than men due to time spent on household chores and family responsibilities. All these cumulative disadvantages faced by women throughout their life cycle and in the labour market put them at greater risk of poverty in their later years.

Despite the laudable progress made by the Millennium Development goals in advancing gender equality, The SDGs recognize that there are tremendous work still to be done in achieving girls and women's empowerment as violence, early marriage, early pregnancy, missing education opportunities and discrimination in the labour market continue to scar the lives of millions of women and impede their life chances and opportunities (ILO, 2017). Therefore, women's economic empowerment should consider and include the provision of more jobs and good quality work for women, universal social protection and measures to recognize, reduce and redistribute unpaid care and household work.

According to Oliveira (2014), Gender inequality are generally defined as the differences in status and power that women and men have in groups, communities and societies. Research evidence revealed that gender inequality is still rampart in various sectors of the society with women at the receiving end. In response to this, the ILO (2012) called for the abolition of gender disparity in employment, wages, salaries, promotion, gratuity and other work benefit. This body urged all countries to imbibe equality in treatment of workforce without giving preference to one above the other. Similarly, the Chartered Institute of Personnel

and Development (2010) also joined the campaign when it launched and opined that agencies must treat employees equally irrespective of their sex, race, religion, social background and others.

Gender equality has an intrinsic value in itself, enabling the enjoyment of a full range of rights for girls and women. It is an essential aspect of human dignity and social justice, benefiting not only individuals who can therefore take advantage of fuller range of opportunities and choices, but it also supports the democratization of institutions and societies so that women are able to take greater role in all aspect of the economic and society. Research revealed that when women have greater voice and participation in public administration, public resources are more likely to be allocated in human priorities such as child health, nutrition and access to employment (Chattopadhyay & Duflo 2004).

The SDGs recognize that ending poverty must go hand in hand with strategies that build inclusive economic growth and the need to address a broad range of social needs such as education, health, social protection and job opportunities alongside environmental sustainability. The employment of girls and women is recognize as the means to achieve sustainable development and is also a goal in itself (SDGs 5). This is in agreement with the maxim that he who train a boy, trained an individual but he who train a girl, trained a nation. This is because women have key role in nation building, and as such gender equality is recognized as both a fundamental right and a driver of progress across the seventeen goals. Seventeen goals to transform our world as stipulated by the SDGs are: No Poverty; end poverty in all its forms, everywhere. Zero Hunger; end hunger and achieve food security, improved nutrition and promote sustainable agriculture. Good Health and Well-being; ensure healthy life and promote well-being for all at all ages. Quality Education; ensure inclusive, equitable and quality education and promote lifelong learning opportunities for all. Gender Equality; achieve gender equality and empower all women and girls. Clean water and Sanitation; ensure

availability and sustainable management of water and sanitation for all. Affordable and Clean Energy; ensure access to affordable, reliable, sustainable and modern energy for all. Decent Work and Economic Growth; promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all women and men. Industry, Innovation and Infrastructure; these means to build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation. Reduce Inequalities; that is to reduce income inequalities within and among countries. Sustainable Cities and Communities; make cities and human settlement inclusive, safe resilient and sustainable. Responsible Consumption and Production by ensuring sustainable consumption and production patterns. Climate Action; take urgent action to combat climate changes and its impacts by regulating emissions and promoting developments in renewable energy. Life below Water; conserve and sustainably use the ocean, seas and marine resources for sustainable development. Life on Land; protect, restore and promote sustainable use of terrestrial ecosystem, sustainable manage forest, combat desertification, halt and reverse land degradation and biodiversity loss. Peace, Justice and Strong Institution; promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. Partnerships for the Goals; this strengthen the means of implementation and revitalize global partnerships for sustainable development (https://sustainabledevelopment.un.org/sdgs).

Over View of Factor Analysis

Factor Analysis is a multivariate method used for data reduction purposes (Field, 2005). Factor Analysis is frequently used to develop questionnaires. It is a multivariate statistical technique which do not differentiate between dependent variable and the independent variables. In Factor Analysis all variables under investigation are analyzed together to extract the underlined factors, which explained most part of the variations of the original set of data (Chawla & Sondhi, 2011).

In factor analysis, variables that have something in common are group together. This help to detects structures and commonalities in the relationships between variables; such that researchers can identify where different variables are addressing the same underlying concept and reduce them to a smaller number of underlying factors which account for as many variables as possible. For instance, if variable A measured somebody's height in centimeters; and variable B measured the same person's height in inches. The underlying factor common to the two variables is height; height is the latent factor that is indicated by both variables A and B.

According Chawla and Sondhi (2011), Factor is defined as a linear combination of variables. Linearity implies that there must be a linear or straight relationship between variables of interest. Factor is a construct that is not directly observable, rather are inferred from the input variables. Factors are statistically independent. This means that each factor is different from other potentially similar factors; and each factor cluster together similar issues or items and separates them from others. As such, this study investigated whether Life-long learning skill, Problem solving, Emotional Intelligent, Team Work, Commitment to self-development and Communication skills (independent variables) are statistically independent or not.

Assumptions of Factor Analysis

Some important conditions that must be ensured before executing the technique of Factor Analysis as stated by Chawla and Sondhi (2011) include:

a) Metric Data – this means that the data should be either interval or ratio scale in nature.

b) Data must come from a random sample.

c) The sample size should be more than the number of variables. At least four to five times more than the number of variables.

d) Factorability: this is the assumption that there are at least some correlations amongst the variables so that coherent factors can be identified. The basic

113

principle behind the application of factor analysis is that the initial set of variables should be highly correlated. A correlation matrix of the variables are computed and tested for its statistical significance. The test is carried out through the Barttlet test of sphericity. Barttlet test takes the determinant of the correlation matrix into consideration, and a Barttlet's test of < 0.05 is a significant and accepted value.

e) More so, is the value of Kaiser-Meyer-Olkin (KMO) statistics which takes a value between zero and one, is the measure of sampling adequacy for the variables. The value of KMO should be greater than 0.5 for the application of factor analysis to be valid. The KMO statistics compares the magnitude of observed correlation coefficients with the magnitudes of the partial correlation coefficients. A small value of KMO is an indication that correlation between variables cannot be explained by other variables.

Types of Factor Analysis

Cohen, Manion and Morrison (2007) classified Factor Analysis into two main forms namely: exploratory factor analysis and confirmatory factor analysis. Exploratory factor analysis (EFA) is the use of principal components analysis or principal axis factoring to explore group of variables, to seek underlying patterns, clustering and groups; (prior to further analysis). EFA is a statistical technique employed by the researcher to reduce data to a smaller set of summary variables and to explore the underlying theoretical structure of employability.

In Exploratory Factor Analysis, data is simply explore and provides information about the numbers of factors required to represent the data. The primary goal of EFA is to reduce the number of correlating variables (variables sharing a certain amount of information) to a smaller number of usually uncorrelated variables. In a scale construction, we are interested in the variance in the population. A large variance is an essential attribute of a good scale. The

variance of a variable is defined as the amount of information contained in the variable. Larger variance, implies a larger amount of information while a smaller variance implies a small amount of information (Blunch, 2013). Basically, the researcher used EFA to condense the numbers of items which appeared in the instrument into more manageable and smaller composite dimension or factors. To establish the number of factors required to represent the data; to ensure that the factors are statistically independent; and; to identify where different variables are addressing the same factor. More so, EFA also pave the way for the use of other multivariate techniques such as confirmatory factor analysis and structural equation modeling (Costello & Osbome, 2005).

On the other hand, Confirmatory Factor Analysis (CFA) is used to test a found set of factors against a hypothesized model of groupings and relationships. According to Tijani (2017) CFA is a positivist paradigm used in quantitative study which takes the theoretical framework into account. CFA help to ascertain the validity of one factor model, to examine the correlated and uncorrelated factors on a set of different measures and to determine discriminant and convergent validity (Sahari, 2004; Costello & Osbome, 2005).

One assumption in confirmatory factor model is that the latent variable causes the observed variables. As such, in CFA, researcher can specify the number of factors required in the data, and which measured variable is related to which latent variable. In conducting CFA, researcher develops a hypothesis about what factors they believe are underlying the measures used. Then, CFA is used to test whether the measures of a construct are consistent with the researcher's understanding and interpretation of the constructs (factors). The aim of CFA is to test whether the data fit a hypothesized measurement model. That is, to test how well the measured variables represent the number of construct.

Method of Extracting Factors and Test of Assumption

The Statistical Package for Social Science (SPSS) is commonly used in social science research. This researcher conducted an exploratory factor analysis using Principal Component Analysis extraction method. This extraction method has the capability of computing, retaining and transporting the factor scores into the data view for further analysis (SPSS version 23.0).

Extraction of Factor: a decision needed to be made as to how many factors to include. To determine the number of factors that were extracted, two prominent methods could be used. Theory may be used to specify how many factors should be extracted; or it may be based on the criterion of the Kaiser Guttman Method. This method states that the number of factors to be extracted should be equal to the number of factors having an eigenvalue of at least 1 (Pallant, 2011). All the factors having eigenvalues less than 1 are rejected because each of the variables has a variance of 1, hence, a linear combination of these variables called factors should not have an eigenvalue less than 1. The present study used the second method rather than the first method.

Determinant of Factors to be Retained: In exploratory factor analysis, one of the criteria to retain the factors is that the eigenvalues should be greater than 1.0 (eigenvalue>1) (Pallant, 2011). In this study, the researcher conducted an exploratory data analysis; aimed at discovering simplified factors or dimension descriptions that exist in the data, using one of the common orthogonal rotation method called Varimax. In orthogonal rotation, factors are unrelated to, and independent of each other.

SPSS output entitled total variance explained table has the list of eigenvalues associated with each linear component (factor) before extract, after extraction and after rotation corresponding to initial eigenvalues, extraction sums of squared loadings and rotation sum of squared loadings respectively (Field, 2005). ***Eigenvalues*** are values that measures the variance between factors, and we are interested in eigenvalues >1, the eigenvalues associated with each

factor represent the variance explained by that particular linear component, and eigenvalue is displayed in terms of the percentage of variance explained.

Extraction Sums of Squared Loadings: extraction sums of squared loading gives the initial, crude and unadjusted percentage of the variance explained by the factors. It gives the list of eigenvalues after extraction but before rotation.

Rotation Sum of Squared Loadings: the process of rotation keep variables that are closely interrelated together; and separate them from those variables that are not closely related. This differentiates more clearly one factor from another than that undertaken in the extraction sum of squared loadings. It also gives the list of eigenvalues after extraction and rotation.

SPSS also compute factor score for each of the factors corresponding to each respondent. These factor scores are statistically independent, and can be used in regression and discriminant analysis as independent variables (Chawla & Sondhi, 2011).

Determinant of Factor Loadings: factor loading is the correlation coefficient of the extracted factor score with a variable. It help to determine the number of items for each dimension or factor. It is also important for a better interpretation of the results and for the ease of naming the factors. To achieve the above mentioned points, the researcher should decide or choice a cut-off point. Pallant (2011) presented a guide for sample size and the threshold for maximum factor loading extraction or cut-off point as thus;

Table 2: Sample Size and the Threshold for Maximum Factor Loading Extraction

S/N	Factors Loading	Sample required for Extraction
1	.30	350
2	.35	250
3	.40	200
4	.45	150
5	.50	120
6	.55	100
7	.60	86

Source: Pallant (2011)

Table 2 indicates that a researcher can chose a cut-off point for factor loading depending on the sample size of the study (Pallant, 2011). After the cut-off point is decided, all those variables attached to a factor are used for naming the factors. This is a very subjective procedure and different researchers may name same factors differently depending on the theory of the variable. Furthermore, a variable which appears in one factor should not appear in any other factor. This means that a variable should have a high loading only on one factor and a low loading on the other factors. Otherwise, it implies that the question has not been understood properly by the respondent or it may not have been phrased clearly. Another possible cause could be that the respondent may have more than one opinion about a given item or statement (Chawla & Sondhi, 2011). To this effect, Child (1970) recommended that when the difference between two cross loading items is not up to 0.2, the two items should be ignored otherwise, the item with the higher value should be selected. This process help to remove low and redundant items, as well as to properly place items that cross loaded.

Theoretical Framework

The theoretical framework for this study includes the theory of demands for and supply of labour. These theories are germane to this study as the issues discussed in them relate directly with the operations of employability. The demand for and supply of labour theory postulates that an inverse relationship exists between the real wage rate and the demand for labour, while a direct relationship exists between real wage rate and the supply of labour. The implication of this, is that the demand for labour (derived demand) increases as the real wage rate decreases, while the demand for labour decreases as the real wage rate increases, resulting in a downward sloping demand curve for labour. Conversely, for the supply of labour, the higher the real wage rate, the higher the willingness to offer themselves for work, while as the real wage rate falls, individual will supply less labour gainful activities, resulting in an upward supply curve for labour (Waheed 2015). At the point of intersection where the demand for labour equals the

supply of labour, equilibrium position is established. At this point, the market forces (labour market) is cleared, the demand for labour exactly equals the supply of labour.

However, the limitation of these theories is that when there is glut (excess) in the market, the forces of demand for and supply of labour can no longer determine wages. Equilibrium position is not assured because when we have excess supply of labour over the required quantity, competition to secure a job at all cost will cause the wage rate to fall below the equilibrium level. Similarly, a situation where the need or demand for labour is more than what is available (supply of labour), wage rate will be at a level above the equilibrium position, therefore, tertiary institutions should endeavour to harmonize graduate production (supply of labour) with graduate demand (demand for labour) in Nigeria in order to ensure maximum utility of labour.

Progressivism Theory: the progressive philosophers include John Dewey, Rousseau, Willian Heard Kilpatrick and Sigmund Freud; they emphasized the concept of progress. They assert that human beings are capable of improving and perfecting their environments by applying human intelligence and the scientific methods to solving social, political and economic problems (Gutek 1997). The progressive believe that learning should focus on problem solving rather than on artificial methods of teaching subject matter. According to the progressive, curriculum and teaching should focus on students' needs, interests and initiatives as knowledge is obtained through experience and social interaction. The progressives aimed that education should provide the freedom that would encourage the child's natural development and growth through activities, that will cultivate his or her initiative, creativity, and self-expression. The progressive also proposed that all instruction should be guided by the child's own interest, stimulated by contact with the real world. According to the progressive, students' achievement is to be measured in terms of mental, physical, moral and social development (Jagusah 2015).

The progressive education and assessment in its pro-active nature no doubt will enhance prospective graduate employability. The progressive proposed that the school should be a laboratory for innovative practices. Students oath to desire to learn; develop problem solving skills needed to function in society and be able to work collaboratively with other students while the teachers act as a guide and advisor in learning. This theory support employability and will empower prospective graduate to be self-reliant as its education proposed a curriculum that is related to the learners and society needs; as well as other school activities which are capable of enhancing effective learning. The progressive theory also took note of the dynamic nature of knowledge, experience, the learner, the society and matters arising from time to time.

Pragmatism Theory*:* John Dewey is the leader of American pragmatist philosopher and proponent of experimentalism in education. To Dewey, the method of philosophy, like the method of science, was experimental. Our ideas should be instruments to be used in solving human problems. The pragmatists believe that reality is constantly changing and that we learn best through applying our experiences and thoughts to problems as they arise. In their opinion, the universe is dynamic and evolving, hence there is no absolute and unchanging truth, rather truth is what works. They believe that thought must produce action, rather than linger in the mind and lead to indecisiveness (Gutek 1997). According to the pragmatists, curriculum should bring the disciplines together to focus on solving problems in an interdisciplinary way rather than passing down organized bodies of knowledge to new learners. Pragmatists believe that learners should work in group and apply their knowledge to real situations through experimental inquiry, problem solving, and project methods. This prepares students for citizenship, self-empowerment and self-reliant in the absence of white collar job.

Conceptual Frame Work

Figure 1: Diagrammatic Representation of Conceptual Frame Work

```
┌─────────────────────┐                    ┌─────────────────────┐
│   EMPLOYABILITY     │ ─────────────────> │   EMPLOYABILITY     │
│                     │                    │      INDICES        │
└─────────────────────┘                    └─────────────────────┘
          │                                           │
┌─────────────────────┐                    ┌─────────────────────┐
│ LEVEL OF EDUCATION  │ ─────────────────> │  Life Long Learning │
└─────────────────────┘                    └─────────────────────┘
          │                                           │
          │                                ┌─────────────────────┐
          │                                │  Problem Solving    │
          │                                └─────────────────────┘
          │                                           │
┌─────────────────────┐                    ┌─────────────────────┐
│      GENDER         │ ─────────────────> │Emotional Intelligence│
└─────────────────────┘                    └─────────────────────┘
                                                      │
                                           ┌─────────────────────┐
                                           │     Team work       │
                                           └─────────────────────┘
                                                      │
                                           ┌─────────────────────┐
                                           │ Committed to Self-  │
                                           │   Development       │
                                           └─────────────────────┘
                                                      │
                                           ┌─────────────────────┐
                                           │ Communication Skill │
                                           └─────────────────────┘
```
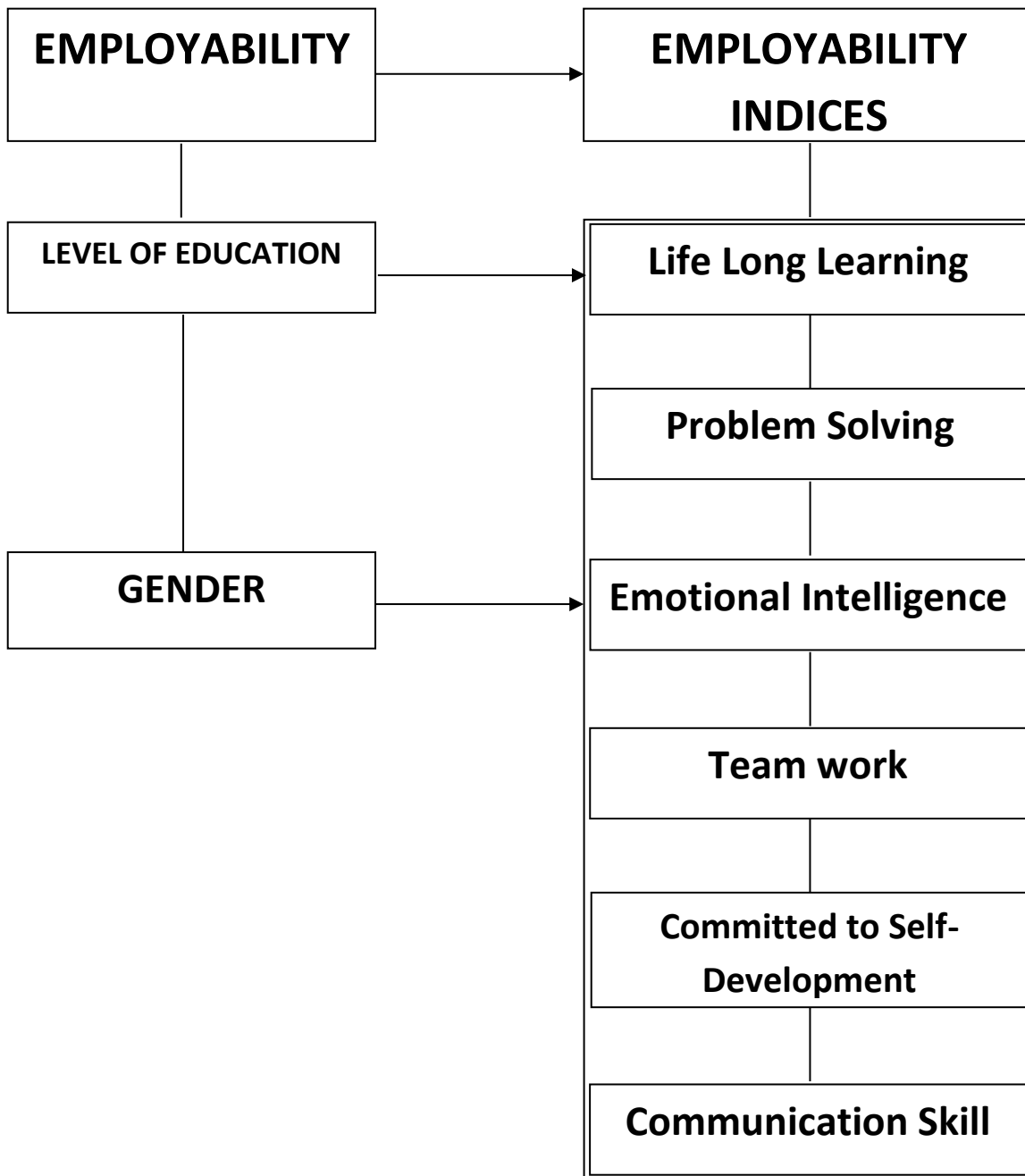
The conceptual frame work for this study has gender at the base, followed by level of education; these are the personal variables that determines employability in this study; A labour market participant's gender either in terms of sex (male or female) or social role is connected to his/her level of education. One can attain any level of education irrespective of gender if

he/she is determine and hard work. This will in turn build the employability of the individual and enable him/her to possess and demonstrate the desired employability skills. Your level of education determines your employability this is affirmed by Owolabi (2018) who asserted that as people grow; education exposes them to experiences that make them wholesome persons whose behaviours are beneficial in all ramifications.

The general goal of education is to change life positively and solve problems, and it has been established that the end result of education is action and not just knowledge. Employability is education in action. It is the possession and demonstration of the good objectives of education. According to Yorke and Knight (2006), employability is a set of achievements, understandings and personal attributes that make an individual more likely to gain employment and be successful in their chosen occupations. To be employable demand that one should possess employability indices which include communication skill, committed to self-development skill, team work skill, emotional intelligence skill, problem solving skill and life-long learning skill.

For a labour market participant to be employable he/she must have good communication skill. Communication is a written, oral/verbal or non-verbal media for sharing knowledge, interests, opinions, feelings and ideas in order to influence and ultimately lead others. The individual should also be committed to self-development. It is not enough to communicate, take and follow instruction, one should be able to reflect on his/her performance, maintain and improve on the good habit/performance and modify the subnormal and abnormal behavior and the ability to take responsibility of your own development. Next is the team work skill, team work is defined as the ability to operate smoothly and efficiently within a group. This skill is critical and of high priority for most employers; because no one live in isolation and no single individual can do everything in any setting, one need a second person to make the work easy and smooth, hence one need the skill to work well with colleagues in order to

accomplish a purpose. To achieve this purpose, labour market participant must be emotional intelligent. Emotional intelligent is the ability to sense and understand, manage and communicate your emotion and that of others. A prospective graduates should be able to differentiate emotion and thought and use this information to guide future thinking and actions.

The above mentioned skills are germane for problem solving skill. Problem solving being the ability to analyze facts, situation and behavior as well as applying creative thinking to develop appropriate solution for a life-long benefits. Life-long learning is very essential, whether as a child or scholar, learning continuous; this is why learning is also defined as what happens from the day one is born and ends the day one dies. Therefore, a prospective graduate must understand that in any situation, there is a lesson to be learnt. One should identify the lesson in every situation and experience, and let it guide his/her action and decision in the future.

If you have studied and develop your cognitive, affective and psychomotor domain adequately you will surely be employable with or without white collar-job; therefore, life-long learning is a must for labour market participant and a key element to being successful. According to the ILO report, the key foundation to employability skill must be a positive attitude, a "can-do" outlook, a readiness to take part and contribute, openness to new ideas and a drive to make these happen.

Appraisal of the Literature Reviewed

The literature reviewed focused on employability and employability models, education and models of educational evaluation, representations of joblessness, demand and supply factors in employability of graduates, perception of employability by university undergraduates, universities education in Nigerian and employability of graduates, Curriculum of tertiary institutions and skills acquired by students, developing countries and the expatriate

system, international agencies and skills transfer, employability and gender issues, over view of factor analysis, theoretical frame work and conceptual frame work.

The literature reviewed critically examined the concept of employability. Some researchers viewed employability as being employed (Harvey 2003) others (Oliver 2015; Oluyomibo 2016) took time to differentiate the terms. In their opinion, while to be employed means having a job. Employability means the possession of necessary qualities to get employment, maintain it and progress in it. This study brought all the various view together.

Obowu-Adutchay et al (2013), evaluated job requirement and graduates employability in Nigeria, with emphasis on the evidence of high graduates unemployment due to the employers' demand. They found that employability requirement does not only depend on skills as posited by many researchers and employers of labour but professional/personal attributes. Others in this category include; (Akinyemi et al 2012, and Anho 2011). Also Pitan et al (2014) and Kinash et al (2015), found that many students do not realize the need for career education until it is too late. The study conducted in York, by Watts (2006), on career development learning and employability found that career development learning has not been strongly represented in higher education institution employability strategies as expected. This study investigates what the situation is in Nigeria

A survey conducted by Adedapo, et al (2016), on the perceived preparedness of students of architecture for the job market found that they are best prepared for team work and self-motivation. The students acknowledged that they need varying degree of attention in all other skills required. Also, Zaharim, et al (2009), investigated the required employability skills for new engineers in Malaysia, Japan, Singapore and Hong Kong. Employers in all the four countries viewed communication, problem solving and interpersonal skills as the most important skills. Other study in this category is Wickramasinghe et al (2010).

The finding of Ajiboye et al (2013) on the influence of higher education on employability in Ilorin revealed that the degrees of influence of higher education on employability vary across different field of education and that majority of graduates from the faculty of education have a stereotype orientation (teaching). More so, Olofintoye et al (2013) carried out a research on the employability of graduates of private tertiary institutions into Nigerian public services, perception of Nigerian parents in Ekiti State, findings of the study revealed that parents in Ekiti State had negative perceptions towards the employability of their wards in the public services after graduation. The present study vary from the reviewed studies in terms of locale, population, sample and sampling technique, instrument for data collection and the use of robust statistical tools for data analysis.

Another study by Koloba 2017), examined perceived employability of university students in South Africa; whether it is related to employability skills. The study found that majority of students regard themselves as possessing employability skills. This study used questionnaire to collect data from convenient sample and Factor Analysis was used to establish the factors. While Tijani (2017) Assessing the relationships between integrated and holistic education factors in selected Islamiyyah Madrasah in North-Central Nigeria; this researcher also used Factor Analysis to analyze data. However, these studies vary from the present study in terms of the locale, population and sample technique as well as the instrument for data collection.

Also, Zaharim, et al (2009) and Wickramasinghe et al (2010), investigated the required or most important employability skills for labour market participants. They found that employers, university lectures and students rank problem solving, communication, and interpersonal skills as the most important employability skills. These studies only identify the important skills and not the perceived need of the skills by university undergraduates.

Michael (2008) examined the way higher education students understand the role of their educational credentials in relation to their future employability. The finding shows that students perceive their academic qualifications as having a declining role in shaping their employment outcomes in what is perceived to be a congested and competitive graduate labour market. Even though this study sampled the views of final-year University Undergraduates like the current study, the identify gaps in this study is that the study is a qualitative study with limited sample size that characterized the instrument of interview. While the present study is a quantitative study, with larger sample size to be conducted in North West Nigeria. Robust statistical tools like Factor Analysis and t-test, as well as descriptive statistics was used for data analysis.

According to Coetzer and Beukes (2010), in a study carried out on the relationship between emotional intelligent and employability, their finding showed that a higher level of emotional intelligent brings about more confidence in exhibiting employability skills and behaviours. In another study carried out by Xu (2013) in China among college students, finding showed that the correlation of emotional intelligent and employability is significant, and that the level of emotional intelligent is an indicator of a student's employability.

However, the gaps identified in the literature reviewed is that most of the study focused on graduates who are already in the job market. Their measure of employability have been investigated from the point of view of either employers of labour, parents or lecturers. Some of the study investigated only one university in different locale, and to the best knowledge of the researcher, none has empirically evaluated the employability indices among university undergraduates in North West Nigeria. Hence, the need for this study.

CHAPTER THREE

RESEARCH METHODOLOGY

In this chapter, the procedure that was used in conducting this study are describes under the following sub-headings:

a) Research Design

b) Population, Sample and Sampling Techniques

c) Instrumentation

d) Procedure for Data Collection, and

e) Data Analysis Techniques

Research Design

The research design adopted for this study is the descriptive design. This kind of design is concerned with describing events as they are, without any manipulation of what caused the event or what is being observed. Specifically the study employed the evaluation design. According to Ali, (2006), evaluation design are studies that seek to provide data for making value judgments about some events, objects, methods, materials, phenomenon, programme etc. Evaluation studies documents the status of events and passes value judgements on that event. It is a study that makes value judgement on programme against certain pre-determined criteria. Evaluation often involves comparisons; to evaluate a given project, event or programme, it must be compared to a standard.

This study adapted the Discrepancy Evaluation Model (DEM) of Andre Steinmetz propounded in 1986. According to this model, evaluation is a matter of making judgement about the worth or adequacy of a programme based upon discrepancy information between standard and performance. Standard (S) means a list or description or representation of the qualities or characteristics that the subject should possess. In other words, a standard is a description of how something should be. The researcher proceeds to find out whether they are

that way. The act of finding out the characteristics of programme (employability skills) is known as taking performance measure (P), which yield discrepancy information (D). Discrepancy information can be used to keep action flexible, responsive and informed as DEM programme evaluation is aimed at programme improvement.

Therefore, DEM view evaluation as the process of agreeing upon programme standard and using discrepancy between outcome and standard to evaluate the programme. As such, this study will use the university objectives as stated in the Benchmark Minimum Academic Standard (BMAS) document as the standard (S), which will be compare with performance (P) in employability indices possessed by university undergraduates. Thus, the study would compare standard (S) against performance (P) and the comparison would yield (D) discrepancy information based on which decision whether to retain or modify the programme will be recommended.

Population, Sample and Sampling Techniques

The population comprises of all university undergraduates in North West Nigeria. There are seven states in North West Nigeria, which are Kaduna, Kano, Katsina, Kebbi, Jegawa, Sokoto, Zamfara. The target population for the study consists of all final year university undergraduates in North West Universities. This study is interested in undergraduates because they are the future labour forces, who are still on process, and final year students have got both academic and work experience by virtue of exposure to industry-based learning, work placement and internships, commonly called work integrated learning (WIL) programmes or teaching practice exercise in education department.

Table 3: Distribution of Population and Sample for the Study

S/N	Federal Universities in Selected States	Population Size	Sample Size
1	Usmanu Danfodiyo University Sokoto (UDUS)	9880	697
2	Federal University Gusau (FUG)	695	350
3	Federal University Birnin Kebbi (FUBK)	847	330
4	Total	11,422	1,377

Source: management and information system unit of UDUS, FUG and FUBK.

The sampling technique employed in the selection of the participants for this study was the Multi-stage sampling approach. This is in agreement with Sambo (2008), who posited that when the population involves more than two clusters, the best approach a researcher could adopt for the selection of respondents is the multi-stage approach. *Stage one*: selection of states, simple random sampling technique was used to draw three states out of the seven states in North West Nigeria; the states selected are Kebbi State, Sokoto State and Zamfara State. *Stage two:* selection of institutions, purposive sampling technique was used to select Federal Universities in the selected states in North West Nigeria. They are; Usmanu Danfodiyo University Sokoto, Federal University Gusau and Federal University Birnin Kebbi. This was to ensure the homogeneity of variance of the Participants. *Stage three:* selection of participants, based on Research Advisor table of statistics, and given the population of final year undergraduate from each selected universities; the researcher used Proportionate sample technique to select 697 respondents from Usmanu Danfodiyo University Sokoto, 350 respondents from Federal University Gusau and 330 respondents from Federal University Birnin Kebbi.

The researcher administered a total of one thousand three hundred and seventy-seven (1,377) copies of the questionnaires to the participants. The researcher administered 697 copies of the questionnaire in Usmanu Danfodiyo University Sokoto, 350 copies of the questionnaire in Federal University Gusau and 330 copies of the questionnaire in Federal University Birnin

Kebbi. This is in agreement with Fraenkel (2000) who stated that a sample should be as large as the researcher can obtain with a reasonable expenditure of time and energy. A general rule of thumb on sample size is to have the largest possible sample that resource permit; because larger sample size, is a better representative of the population.

Instrumentation

The instrument that was used for data collection in this study was a researcher-developed questionnaire entitled "Employability Indices Questionnaire" (EIQ). The instrument was developed from the extant literature related to employability and employability skills. The instrument consists of three parts, namely; sections A, B and C. Section A consists of items that elicit information on respondents' demographic data; section B contains items that elicits information about undergraduates' employability perception. The response pattern in section B are: *Not at All* - 0 point, *A Little* - 1point, *Fairly Detailed* – 2 point and *Very Detailed* – 3 points. Section C has six sub-scales, which consist of items that elicit information on students' employability skills. The response pattern in section C, are: *Not True of Me* -0 point, *Somewhat True of Me* - 1point and *Very True of Me* – 2 points.

Not True of Me (NTM) – means that you do not need the skill at all, because you already have it. *Somewhat True of Me* (STM) - means that you need the skill in a limited extent; while *Very True of Me* (VTM) – means that you need the skill in a very large extent. Therefore, the more (high) the score of a participant, the more such a participant needed the skill; and the less (lower) the score of a participant, the less the participant needed the skill.

In order to ascertain the construct validity of the instrument, which means confirming whether the questionnaire items is in agreement with what is contained in relevant literature, the researcher rooted the questionnaire development in a wide literature search in order to bring out the meaning of the construct. The questionnaire was then given to seven experts in the field

of educational research, measurement and evaluation and other lecturers in the Department of Social Sciences Education to inquire and confirm if the researcher's interpretation of the constructs is in agreement with the generally accepted definition of the constructs. After this, the researcher modified the items in line with experts' comments and suggestions.

The researcher also obtained the reliability of the instrument by conducting a trial test on a sample size of 60 respondents on a population that is similar but not among the sampled population. To determine the internal consistency of the items, Cronbach's Alpha was used to obtain a reliability coefficient of the items. A reliability coefficient of 0.82 was obtained for employability Perception scale, while the reliability coefficient of Section C with sub-scale is presented thus:

Table 4: Reliability Coefficient for the Sub-scales of Employability Indices Questionnaire

Sub-scales	Number of Items	Cronbach Alpha
Life-long Skill	9	0.73
Problem Solving Skill	12	0.85
Emotional Intelligent Skill	19	0.88
Team Work Skill	18	0.93
Self-development Skill	9	0.73
Communication Skill	9	0.80
Overall	76	0.96

According to the trial test result on the sub-scales in the instrument, the reliability coefficient of the instrument was adequate because the Cronbach's Alpha's reliability coefficient of the scales were more than 0.70 this is in agreement with George and Mallery (2003) who illustrated an indication of goodness and acceptability of the instrument at various degrees or levels of reliability of the instrument based on Cronbach's Alpha reliability as shown in table 5.

Table 5: Degree of Internal Coefficient Based on Cronbach's Alpha

S/N	Degree of internal coefficients	Cronbach Alpha
1.	Excellent	>.9
2.	Good	>.8
3.	Acceptable	>.7
4.	Questionable	>.6
5.	Poor	>.5
6.	Unacceptable	<.5

Source: George and Mallery (2003)

Table 5 indicates that the reliability coefficient greater than .7, .8, and .9 are acceptable, good and excellent respectively. Nonetheless, from table 4, it is observed that each of the sub scale has a reliability coefficient greater than 0.70 and above, which George and Mallery (2003) considered as acceptable thresholds. The overall reliability value of the employability indices scale is 0.96 which is considered excellent while the reliability coefficient of 0.82, valued as good was obtained for the employability Perception scale.

Procedure for Scoring the Data: the response patterns for section B are: The result of section B with 20 items, was classified into three categories, namely; low, fair and high. The minimum score a respondent can obtain is zero and the maximum score he or she can obtain is 60 points. Divide 60 by three which is equal to 20. Therefore, 0 to 20 = low level, 21 to 40 = Fair, while 41 to 60 = High.

Section C has six scales with various number of items. Its results were classified into three levels of need, namely; high, moderate and low level. Life-long learning skill for example has nine items that elicits information on students' life-long learning skills. The minimum score a respondent can obtain is zero (0) and the maximum score he or she can obtain is 18 points. Since we have three levels of life-long learning skills possession, we divide 18 by three which is equal to 6. Therefore, 0 to 6 = low need, 7 to 12 = moderate need, and 13 to 18 = high need.

Likewise for other sub-scales in section C, the three levels for each skill was computed along-side the number of its items.

High need implies that the skill concerned should be made a development priority area. Moderate need means that the skill concerned calls for attention or improvement while low need means an area of strength for the concerned respondents.

Procedure for Data Collection

To this effect, the researcher collected an introductory letter from the head of department of social science education, University of Ilorin. This was presented to the management of the sampled institutions for permission to administer the instruments. The researcher personally administered the questionnaire to the respondents with the help of five research assistants who were briefed on the purpose of the study before the commencement of the data collection exercise. The instrument was retrieved immediately it was completed, with 99.1% return rate.

Ethical Consideration

In the course of this research, ethical issues were observed, the researcher reviewed literature to identify gaps which the current research filled. This is to ensure that work on employability is progressive as the researcher contributed her bit to the frontier of knowledge. The researcher also ensured that all literature reviewed was cited and referenced to avoid plagiarism. The researcher further ensured that the instruments used for the study is the appropriate instrument and also ensured the appropriateness of its psychometric property.

More so, in order to ascertain and fulfill informed consent, the researcher disclosed her identity by introducing herself and purpose of the study to the respondents, sought their consents and assured the participants of anonymity and confidentiality of any data collected from the questionnaire. Furthermore, respondents were not coerced into participating in this

study rather, voluntary participated in the study; and information obtained was not made available to anyone who is not directly involved in the study, and participants remain anonymous throughout the study. Lastly, participants were assured of protection. That is, leaving them in the same physical and psychological state in which they were before the study.

Data Analysis Techniques

The response to the various aspect of the questionnaire was analyzed using both descriptive and inferential statistical methods. Percentage was used to describe the demographic data, Summated Scale was used to answer research questions, t-test was used to test hypothesis one at 0.05 level of significance; while Factor Analysis was also used to explore, and establish the factors; as well as to confirm whether the constructs were statistically independent or not.

CHAPTER FOUR

DATA ANALYSIS AND RESULT

In this chapter, the researcher analyzed the responses from the participants in order to answer the research questions and test hypotheses. The data collected were collated, analyzed and interpreted. Nine research questions were raised and two hypotheses were postulated earlier in chapter one. Seven research questions were answered and two research questions that have a corresponding hypotheses were tested using t-test and factor analysis.

A total of 1,377 copies of questionnaires were distributed to participants. 1365 were collected at the end of the exercise, representing 99.1% return rate; while thirty-one (31) questionnaires were condemned remaining 1,334 that was used for the analyses. The chapter begins with presentation of descriptive statistics, which describe the demographic data of the students. Frequency and percentage were used to describe personal information of the respondents that participated in this study. The variables involved in the demographic data include; gender, age-range, mode of admission, faculty, school residence, father's work, mothers' work, home residence and preferred job. Tables were presented to illustrate and support the findings.

Analysis of Demographic Data

Table 6: Distribution of Respondents by Gender

Gender	Frequency	Percentage %
Male	896	67.2
Female	438	32.8
Total	1334	100.00

Table 6 shows that 1334 university undergraduate in North West Nigeria participated in this study, out of which 896 (67.2%) were male and the remaining 438(32.8%) were female. This implies that there are more males respondents in this study compared to the female counterpart.

Table 7: Distribution of Respondents by Age Range

Age Range	Frequency	Percentage %
18-20	180	13.5
21-23	594	44.5
24-26	368	27.6
27-29	138	10.3
30-32	27	2.0
33 and above	21	1.6
No Response	6	.4
Total	1334	100.00

The analysis in table 7 indicates that 180 (13.5%) respondents belong to age range of 18-20 years, 594(44.5%) had their ages within the age range of 21 – 23 years, 368(27.6%) had their ages within the age range of 24 – 26 years, 138 (10.3%) had their ages within the age range of 27 – 29 years, 27(2.0%) had their ages within the age range of 30-32 years and 21(1.6%) had their ages within the age range of 33 and above while (0.4%) had their age range missing. This implies that the 21-23 years of age groups are more than every other age groups in this study.

Table 8: Distribution of Respondents by the Mode of Admission

Mode of Admission	Frequency	Percentage (%)
Matriculation/Remedial Studies	437	32.8
JAMB	734	55.0
Direct Entry	147	11.0
No Response	16	1.2
Total	1334	100.00

Table 8 shows that 437(32.8%) of the participants were admitted through matriculation/ remedial study, 734(55.0%) admitted through JAMB and 147(11.0%) were admitted through direct entry. 16(1.2%) did not indicate their mode of admission, hence, more university

undergraduate are admitted through JAMB than through Matriculation/Remedial and Direct Entry.

Table 9: Distribution of Respondents by Faculty

Faculty	Frequency	Percentage (%)
Science and Technology	388	29.1
Social Sciences	256	19.2
Education	375	28.1
Arts	104	7.8
Agriculture	131	9.8
Law	80	6.0
Total	1334	100.00

Table 9 indicates that 388(29.1%) of the respondents belongs to Faculty of science and technology, 256(19.2%) belongs to Faculty of Social Sciences, 375(28.1%) belongs to the Faculty of Education, 104(7.8%) belongs to the Faculty of Arts, 131(9.8%) belongs to the Faculty of Agriculture while 80(6.0%) belongs to the Faculty of Law. This indicate that there are more respondents from the faculty of Science and Technology than any other Faculty involved in this study.

Table 10: Distribution of respondents based on school Residence

School Residence	Frequency	Percentage (%)
On Campus	638	47.8
Off Campus	690	51.8
No Response	6	.4
Total	1334	100.00

Table 10 indicates that 638(47.8%) of the respondents stays on campus while 690(51.8%) stays off campus. However 6(0.4%) of the respondent do not indicate their residence while at school. As such, there are more respondents leaving off campus compare to those leaving on Campus in this study.

Table 11: Distribution of Respondents Based on Father's Job

Father's Job	Frequency	Percentage (%)
Self Employed	591	44.3
Civil Servant	640	48.0
Private Sector Employee	95	7.1
No Response	8	.6
Total	1334	100.00

Table 11 indicate that 591(44.3%) of the respondent's Father are self-employed, 640(48.3%) are civil servant and 95(7.1%) are private sector employee while 8(.6%) respondents did not indicate their father's job. This indicates that there are more respondent whose Father were civil servants.

Table 12: Distribution of Respondents Based on Mother's Job

Mother Job	Frequency	Percentage (%)
Self Employed	871	65.3
Civil Servant	342	25.6
Private Sector Employee	108	8.1
No Response	13	1.0
Total	1334	100.00

Table 12 shows that 871(65.3%) of respondents' Mothers are self-employee, 342(25.6%) are Civil Servants and 108(8.1%) are private sector employee while 13(1.0%) did not indicates their Mothers' job, this implies that there are more respondents whose Mothers were self-employed in this study.

Table 13: Distribution of Respondents Based on Home Residence

Home Residence	Frequency	Percentage (%)
Urban	943	70.7
Rural	381	28.6
No Response	10	.7
Total	1334	100.00

The analysis in table 13 shows that 943(70.7%) of the respondent reside in Urban areas while 381(28.6%) of the respondent reside in Rural areas. This indicates that more of the respondent live in urban area.

Table 14: Distribution of Respondents Based on preferred Job

Preferred Job	Frequency	Percentage (%)
White Collar Job	474	35.5
Self Employed	237	17.8
Both	619	46.4
No Response	4	.3
Total	1334	100.00

The analysis in table 14 indicates that 474(35.5%) of the respondents preferred white collar jobs, 237(17.8%) preferred to be self-employed Job, while 614(46.4%) of the respondents choice to engage in both form of jobs (white collar/ self-employed). However, 4(0.3%) did not indicate their preferred Job and the analysis shows that more respondents preferred to engage in both type of jobs after their graduation than doing white collar job or self-employed alone.

Results of Research Questions and Hypothesis

Research Question 1: To what extent do university undergraduates in North West Nigeria perceive themselves as having the knowledge of employability?

The result of research question one as contained in table 15 was obtained from 20 items that elicit information about university undergraduates' employability perception. The response patterns for the items in this scale are: Not at All -0 point, A Little - 1point, Fairly Detailed – 2 point and Very Detailed – 3 points. The results of the scale (section B) was classified into three categories, namely; low, fair and high. The minimum score a respondent can obtain is zero and the maximum score he or she can obtain is 60 points. Divide 60 by three which is equal to 20. Therefore, 0 to 20 = Low, 21 to 40 = Fair, while 41 to 60 = High.

Table 15: Summary Result of Respondents' Employability Perception

Employability Level	Score Range	Frequencies	Percentage (%)
Low	0 – 20	3	0.2
Fair	21 – 40	299	22.4
High	41 – 60	1032	77.4
Total		1334	100

Table 15 shows that majority of the respondents have high knowledge of employability. 1032 (77.4%) of the respondents perceived themselves to have high knowledge of employability, 299(22.4%) respondents perceived themselves to have fair knowledge of employability while 3(0.2%) respondents perceived themselves to have low knowledge of employability. Therefore, the extent to which university undergraduates in North West Nigeria perceive themselves as having the knowledge of employability is high.

Research Question 2: To what extent do university undergraduates in North West Nigeria perceived themselves to have need of life-long learning skills?

Research questions two to seven are taken care of by section C of the instrument with six sub-scales, which consist of items that elicit information on students' employability skills. The response patterns are: Not True of Me -0 point, Somewhat True of Me - 1point and Very True of Me – 2 points. Therefore, the result of life-long learning skill was obtained from 9 items that elicit information on students' life-long learning skills. In this scale, the minimum score a respondent can obtain is zero (0) and the maximum score he or she can obtain is 18. Since there are three levels of life-long learning skills possession, we divide 18 by three which is equal to 6. Therefore, 0 to 6 = low need, 7 to 12 = moderate need, and 13 to 18 = high need.

Table 16: Summary result of Respondents' Life-long Learning Skill Need

Life-long Skill Need	Score Range	Frequencies	Percentage (%)
High	13 – 18	926	69.4
Moderate	7 – 12	350	26.3
Low	0 – 6	58	4.3
Total		1334	100

Table 16 indicates that 926(69.4%) respondents perceived themselves to have high need of lifelong learning skills, 350(26.2%) needed moderate lifelong learning skills while 58(4.3%) of the respondents needed low lifelong learning skills. As such, majority of the respondents have high need of lifelong learning skill. Therefore, the extent to which university undergraduates in North West Nigeria perceive themselves to have need of lifelong learning skill is high.

Research question 3: To what extent do university undergraduates in North West Nigeria perceived themselves to have need of problem-solving skills?

Problem solving skill has 12 items that elicit information on respondents' perceived problem solving skills. The minimum score a respondent can obtain is zero (0) and the maximum score he or she can obtain is 24. Since there are three levels of problem solving skills, we divide 24 by three which is equal to 8. Therefore, 0 to 8 = low need, 9 to 16 = moderate need, and 17 to 24 = high need.

Table 17: Summary Result of Respondents' Problem Solving Skill Need

Problem Solving Need	Score Range	Frequency	Percentage (%)
High	17 – 24	946	70.9
Moderate	9 – 16	315	23.6
Low	0 – 8	73	5.5
Total		1334	100

Table 17 indicates that 946(70.9%) of the respondents perceived themselves as having high need of problem solving skills, 315(23.6%) perceived themselves as having moderate need of problem solving skills, while 73(5.5%) perceived themselves as having low need of problem solving skills. This result also showed that majority of the respondents' perceived themselves as having high problem solving skill need. Therefore, the extent to which university undergraduates in North West Nigeria perceive themselves to have need of problem solving skill is high.

Research question 4: What are the levels of perceived emotional intelligence skills need by university undergraduates in North West Nigeria?

Emotional intelligence skill has 19 items that elicit information on respondents' perceived emotional intelligence. The minimum score a respondent can obtain is zero and the maximum score he or she can obtain is 38. Since there are three levels of emotional intelligence skills, we divide 38 by three which is approximately 13. Therefore, 0 to 13 = low need, 14 to 26 = moderate need, and 27 to 39 = high need.

Table 18: Summary Result of Respondents' Perceived Emotional Intelligence Skill Need

Emotional Intelligence Need	Score Range	Frequency	Percentage (%)
High	27 – 39	854	64.0
Moderate	14 – 26	411	30.8
Low	0 – 13	69	5.2
Total		1334	100

The result of the analysis in table 18 indicates that 854(64.0%) of the respondents perceived themselves as having high need of emotional intelligence skill, 411(30.8%) of the respondents perceived themselves as having moderate need of emotional intelligence skill while 69(5.2%) perceived themselves as having low need of emotional intelligence skill. Again statistical evidence from the table indicates that majority of the respondents perceived

themselves to have need high of emotional intelligent skill. Therefore, the levels of perceived emotional intelligence skills need by university undergraduates in North West Nigeria is high.

Research question 5: To what extent do university undergraduates perceived themselves to be in need of team-work skills?

Team-work skill has 18 items that elicit information on respondents' perceived team-work skills. The minimum score a respondent can obtain is zero (0) and the maximum score he or she can obtain is 36. Since there are three levels of team-work skills, we divide 36 by three which is equal to 12. Therefore, 0 to 12 = low need, 13 to 24 = moderate need, and 25 to 36 = high need.

Table 19: Summary Result of Respondents' Team Work Skill Need

Team Work Need	Score Range	Frequency	Percentage (%)
High	25 – 36	872	65.4
Moderate	13 – 24	360	27.0
Low	0 – 12	102	7.6
Total		1334	100

Table 19 shows that 872(65.4%) of the respondents perceived themselves to have high need of team work skill, 360(27.0%) perceived themselves to possess moderate need of team work skill, while 102(7.6%) of the respondents perceived themselves to possess low need of team work skill, hence majority of the respondent perceived themselves to possess high need of team work skill. Meaning that the extent to which university undergraduates in North West Nigeria perceive themselves to be in need of team work skill is high.

Research Question 6: What are the levels of perceived commitment to self-development skills needed by university undergraduates in North West Nigeria?

Commitment to self-development skill has 9 items that elicit information on respondents' perceived commitment to self-development skills. The minimum score a respondent can obtain is zero and the maximum score he or she can obtain is 18. Since there are three levels of commitment to self-development skills, we divide 18 by three which is equal to 6. Therefore, 0 to 6 = low need, 7 to 12 = moderate need, and 13 to 18 = high need.

Table 20: Summary Result of Respondents' Commitment to Self-development Skills Need

Self-development Need	Score Range	Frequency	Percentage (%)
High	13 – 18	752	56.4
Moderate	7 – 12	496	37.2
Low	0 – 6	86	6.4
Total		1334	100

Table 20 show that 752(56.4%) of the respondents perceived themselves to possess high need of commitment to self-development skill, 496(37.2%) perceived themselves to possess moderate need of commitment to self-development skill, while 86(6.4%) perceived themselves to possess low need of commitment to self-development skill. Meaning that more respondents perceived themselves to possessed high need of commitment to self-development skill. This implies that the levels of perceived commitment to self-development skills needed by university undergraduates in North West Nigeria is high.

Research Question 7: What are the levels of perceived communication skills needed by university undergraduates in North West Nigeria?

Communication skill has 9 items that elicit information on respondents' perceived communication skills. The minimum score a respondent can obtain is zero (0) and the maximum score he or she can obtain is 18. Since there are three levels of communication skills,

we divide 18 by three which is equal to 6. Therefore, 0 to 6 = low need, 7 to 12 = moderate need, and 13 to 18 = high need.

Table 21: Summary Result of Respondents' Communication Skill Need

Communication Need	Score Range	Frequency	Percentage (%)
High	13 – 18	833	62.4
Moderate	7 – 12	417	31.3
Low	0 – 6	84	6.3
Total		1334	100

Table 21 indicates that 833 which represents 62.4% of the respondents perceived themselves to have high need of communication skill, 417 representing (31.3%) of the respondents perceived themselves to have moderate need of communication skill while 84 representing 6.3% respondents perceived themselves to have low level of communication skill. This implies that majority of the respondents in this study perceived themselves to have high need of communication skill. Therefore, the levels of perceived communication skills needed by university undergraduates in North West Nigeria is high.

Hypothesis One: There is no significant difference in the employability perception of male and female university undergraduates in North West Nigeria?

Table 22: t-test Summary of University Undergraduates employability perception

Gender	N	Mean	SD	df	Cal.t-value	p-value	Decision
Male	896	46.08	7.77	1332	.606	.436	Do not Reject (NS)
Female	438	46.71	7.59				

Table 22 shows that p = 0.436 > 0.05, this indicates that the null hypothesis is not rejected. Meaning that there is no significant difference in the employability perception of male and female undergraduates in North West Nigeria.

Result and Interpretation of Factor Analysis

Hypothesis Two: Are employability Skills (Life-long learning skill, Problem solving, Emotional Intelligence, Team-work, Commitment to Self-development and Communication skills) statistically independent or not?

Sections A and B were not included in the factor analysis. Only section C which measures employability indices was factor analysed. This researcher conducted exploratory factor analysis EFA in order to provide information about the numbers of factors required to represent the data and to establish whether the factors are statistically independent or not.

Table 23: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Test	Bartlett's Test of Sphericity		
	Chi-Square	df	Sig
.948	15473.534	2850	.000

Table 23 showed that life-long learning skill, Problem solving, Emotional Intelligence, Team-work, Commitment to Self-development and Communication skills are statistically independent at Bartlett's test value of $0.000 < 0.05$. This implies that the measured variables adequately represented the six factors. Bartlett's test is used to check whether the original variables are sufficiently and significantly correlated at $P < 0.05$. The result of the Bartlett's test indicates that the correlation coefficient matrix is significant as indicated by the p value corresponding to the chi-square statistic. The p value is 0.000, which is less than 0.05; and a Bartlett's test value <0.05 is a significant and accepted value.

Also, the value of Kaiser-Meyer-olkin (KMO) measure of sampling adequacy for the variables is 0.948 greater than 0.5; this indicates that the sample is adequate and that factor analysis could be used for the given set of data. KMO is a statistics which tells whether there

are sufficient items for factor analysis. Therefore, the result in table 23 revealed that the sample is adequate and significant.

Extraction of Factors and Factor Loading

To determine the number of factors that were extracted, theory and extant literature were used to specify that six factors should be extracted; the 76 items in the employability indices scale were represented by six factors or constructs. All the factors have eigenvalues greater than 1 as recommended by the Kaiser Guttman Method. This method states that the number of factors to be extracted should be equal to the number of factors having an eigenvalue of at least 1. This is because each of the variables has a variance of 1; hence, a linear combination of these variables called factors should not have an eigenvalue less than one. This is shown in SPSS outcome entitled total variance explained under column rotation sums of squared loadings (seen Appendix A).

The result in Appendix A indicate that the factors are unrelated to, and independent of each other. Hence, Life-long learning skill, Problem solving, Emotional Intelligent, Team-work, Commitment to Self-development and Communication skills are statistically independent.

More so, is the determination of factor loading; Factor loading is the element of the component or factor matrix. It helps to determine the number of items for each dimension or factor, for the ease of naming the factors. The researcher, retained a factor loading of 0.3 and above as mentioned in the literature (Pallant, 2011). This helps to managed all cross loading items in the final analysis (seen Appendix B).

Appendix B entitled Rotated Factor Matrix provides more evidence that the factors are statistically independent. From Appendix B, it can be observed that each factor cluster together similar issues or items and separates them from others. As such, the table distinguishes one

147

factor from another and keep together those variables that are closely interrelated from those variables that are not closely related.

Factor Analysis identifies correlations between and among variables to bind them into one underlying factor driving their values. Appendix B showed the number of items under each factor. From Appendix B it could be observed that factor one has 25 items, factor two has 17 items, factor three has 14 items, factor four has 13 items, factor five has 4 items, and factor six has 3 items. Worthy of note is that no item repeat itself, all the 76 items survived for the final instrument while items that cross loaded was assigned to the factor with the highest value (Child, 2000).

Naming the Factors

This is the art in factor analysis, the researcher collected all the items that falls under each factor and name them accordingly. The naming of factors and corresponding items are as follows;

Factor 1: Teamwork Skill

To be employable, I need

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 Skill

To be employable, I need

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

To be employable, I need

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: Life-long Learning Skill

To be employable, I need

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

To be employable, I need

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 Skill

To be employable, I need

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.

As stated in the literature, factor analysis is often referred to as data reduction process; where by a large set of variables may be reduced to only several factors. Therefore, this data set is explained by six factors rather than by 76 variables. Factor Analysis also helped to sequence the variables by re-ordering the order of the items, from the most powerful to the least powerful; that is the nature of the final and revised employability indices questionnaire (see Appendix B).

Summary of the Findings

Based on the data collected, analyzed and interpreted, the following findings were obtained.

1. The first major findings of this study revealed that majority of university undergraduates in North West Nigeria (1032 participants) representing 77.4% of the respondents have high perception of the knowledge of employability.

2. The study indicate that majority (69.4%) of the respondents perceived themselves to have high need of lifelong learning skill.

3. Finding also revealed that majority (70.9%) of the respondents perceived themselves to have high need of problem solving skill.

4. The result of this study indicates that majority (64.0%) of the respondents also perceived themselves to have high need of emotional intelligent skill.

5. The fifth finding of this study indicates that (65.4%) of the respondent in this study perceived themselves to possess high need of team work skill.

6. The sixth finding of this study indicates that majority (56.4%) of the respondent perceived themselves to have high need of commitment to self-development skill.

7. The seventh finding of this study showed that majority (62.4%) of the respondents in this study perceived themselves to have high need of communication skill.

8. The finding of hypothesis one showed that there is no statistically significant difference in employability perception of male and female respondents in North-West Nigeria. As such, the null hypothesis is not rejected.

9. The result of hypothesis two also showed that life-long learning skill, problem solving skill, emotional intelligent skill, team work skill, commitment to self-development skill and communication skill are statistically independent. This implies that the measured variables adequately represented the number of factors or constructs.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the discussion of finding summarized in chapter four, conclusion drawn from the findings, recommendations and suggestions for further studies as guided by the findings of this study. The study evaluated employability indices among university undergraduates in North West Nigeria. Seven research questions were raised to guide the study while two null hypotheses were tested at significance level of 0.05.

Discussion of the Findings

From the analysis presented in the previous chapter, the first major findings of this study revealed that majority of university undergraduates in North West Nigeria perceived themselves to have high knowledge of employability. This confirmed the literature assertion that plans for learning in most tertiary education institutions in Nigeria centered mainly on the cognitive domain. The respondents' high knowledge of employability is an empirical evidence that confirm this assertion. This finding is in agreement with Sodipo (2010), who found that all the research respondents disagreed that the graduates' knowledge in their area of specialisation is outdated. Other reasons for this result could be due to their exposure and experience in life and school. The demographic results revealed that majority of the respondents' fathers were civil servant, so they could have got the knowledge from their father. Again, is that most of the respondents in this study live in urban area where the major business is white collar Job, this might have also informed their knowledge of employability.

Another finding of this study indicate that majority (69.4%) of the respondents perceived themselves to have high need of lifelong learning skill, (26.3%) perceived themselves to have moderate need of lifelong learning skills while only (4.3%) of the respondents perceived themselves to have low need of lifelong learning skills. This finding confirmed the assertion of Sodipo (2014) who affirmed that classroom teaching mostly focused

on concepts and not marketable skills. It also supported the finding of Owolabi (2018) also asserted that the Nigeria school system is examination driven; an act which has affected the extent to which other beneficial skills, competencies and abilities receive attention. Other reasons for this result could be due to the age of the respondents. This study revealed that 21-23 years of age groups are more than every other age groups in this study. This is the stage of early adulthood with little or no much life experience. As such, they view education as certification; which end up producing graduates with certificate that have face without much content value. Literature also confirm that the Nigeria school curriculum is too theoretical; more concerned about content coverage and passing of examination. However, this finding disagree Koloba (2017) who found that majority of university students in South Africa regard themselves as possessing employability skills.

Findings further revealed that majority of the respondents perceived themselves to possess high need of problem solving skill. From the result of this research question, 70.9% of the respondents perceived themselves to have high need of problem solving skills, while 23.6%, and 5.5% perceived themselves to have moderate and low need of problem solving skills respectively. This finding agrees with the report of the survey conducted by the Afterschool Graduate Development Center in 2010, where 48% of the respondents rated young graduates poor in conceptual and creative thinking. This not only suggests that the Nigerian school system is examination driven but has failed to produce good products, thinkers and problem solvers; as schools are busy separating and categorizing learners into good, average and poor; as such, producing graduates that hold certificate which do not match their skills and ability (Owolabi, 2018). Another reason for this result could be that prospective graduates do not see themselves as problem solvers. They conceived education as school, and has regarded schooling as an unfailing solution to all problem. They are only interested on how to successfully graduate, get their certificates and go pick a job. The truth is that this assumption

is far from reality, so, institutions and Government should help to emphasize and develop critical reflective abilities, with a view to empowering and enhancing the learner. Also, A survey conducted by Adedapo, et al (2016), on the perceived preparedness of students of architecture for the job market revealed that they are prepared to some extent in problem solving and creativity.

The fourth finding of this study indicates that majority (64.0%) of the respondents perceive that they have high need of emotional intelligence skill. Only less than half of the respondents 30.8% and 5.2% perceived themselves to have both moderate and low need of emotional intelligence skill respectively. This result disagrees with the report of the survey conducted by the Afterschool Graduate Development Center Lagos on youth employability in 2010, which revealed that 34.1% respondents rated young graduates poor in sense of career direction and emotional intelligence. Therefore, instructors in North-west Nigeria must encourage students to develop emotional intelligence as literature revealed that emotional intelligence is a desirable outcome for students, employees and employers Jaeger, (2003).

The fifth finding of this study indicates that majority (65.4%) of the respondents perceive that they have high need of team work skill, while 27.0% and 7.6% of the respondents perceived themselves to have moderate and low need of team work skill respectively. This finding contradicted the report of Adedapo, et al (2016), on the perceived preparedness of students of architecture for the job market. Their finding revealed that they are best prepared for team work and self-motivation. While Sodipo (2010) found that 30% of the respondents rated tertiary education graduates employed in Ogun State Civil Service between 2004 and 2006 good in organisational and interpersonal skills. This report implies that 70% of the respondents rated tertiary education graduates poor in this skills. This finding also tallies with the report of the Nigeria Institute of Personel Management (NIPM, 2000) who asserted that the quality of graduates in Nigeria is on a rapid decline especially in the area of valuable skills like

communication, technical abilities, human interaction, social, conceptual and analytical capacity. Given the empirical evidence that employers of labour are not only concerned about those having higher education but practical and generic skills appropriate for job fulfilment (Akinyemi et al, 2012), it therefore become imperious to encourage prospective graduates to strive for skill plus, without basing the competences on subject-specific knowledge as sufficient factor to the needs of the new and ever-changing circumstances in the Nigeria environment.

The sixth finding of this study indicates that majority of the respondents perceived themselves to have high need of commitment to self-development skill. 56.4% of the respondents perceived themselves to have high need of commitment to self-development skill, 37.2% perceive that they have moderate need of commitment to self-development skill, while 6.4% perceive that they have low need of commitment to self-development skill. The reason for this result could be that prospective graduates perceived education as a process of acquiring knowledge for securing white-collar jobs after leaving school. As such, they felt no need to add value to their credentials.

Literature also revealed that student industrial work experience scheme (SIWES) which is intended to prepare and expose undergraduates to the industrial work situation, which they may possibly encounter after graduation; is not performing as expected. Students either gain insufficient experience during the training or they are not involved at all. Students ignorantly underscore the important of the exercise. According to Okechukwu and Robinson (2011), some of the major problems facing the SIWES program include rejection of students for industrial training by organizations, unavailability of vacancy in organizations, ineffective/inadequate supervision of students and insufficient funding of the program. These could also be the reasons behind undergraduates' low level commitment to self –development skill.

Further, Akinyemi et al (2012), identified wide gap between students' enrolment and the number of qualified instructors as another factor responsible for graduates' poor employability. They posit that student enrolment in Nigeria tertiary institutions has outpaced the number of qualified instructors. Hence, university students must add value to their credentials (while in the university) in order to have better chance to compete in the labour market.

The seventh finding of this study revealed that majority of the respondents perceive that they have high need of communication skill. 62.4% of the respondents perceive that they have high need of communication skill, 31.3% perceived themselves to have moderate need of communication skill while 6.3% perceived themselves to have low need of communication skill. This finding contradicts the report of Owolabi, et al (2013) who found that upper basic schools in Ilorin South Local Government of Kwara State are most proficient in literacy, communication and interpersonal skills; and Sodipo (2010) who found that 40% of the respondents agreed that tertiary education graduates have poor command of English. This report implies that 60% of the respondents rated tertiary education graduates good in communication skills. Meaning that students in these areas have better command of English language than the students in North West Nigeria.

Also, this finding agreed with Mkpae et al (2013), who investigated job requirements and graduates' employability in Nigeria, and found that employability requirements not only depend on skills as posited by many researchers and employers of labour but personal attributes and weaknesses of graduates in communication and writing skills. Again, in the demographic section of employability indices questionnaire used in the current study, some respondents failed to give the desired information about themselves. This is a communication gap and an

indication of low level communication skill among university undergraduates in North West Nigeria.

The finding of hypothesis one revealed that there is no statistically significant difference in employability perception of male and that of female students in North West Nigeria. This implies that the null hypothesis was not rejected. This finding supported the report of Ajiboye, et al (2013) who found that there is no significant difference in the perception of university lecturers with respect to gender; and that of Olofintoye et al (2013) who found that gender difference do not significantly influence the perception of Ekiti state resident parents towards the employability of their wards in private tertiary institutions into public service after graduation. However, the finding contradicts the report of Oloni (2015), who found that women are marginalized in many decent work, while they are limited to trading and farming in the informal sectors.

Finally, the study also confirmed that life-long learning skill, problem solving skill, emotional intelligent skill, team work skill, commitment to self-development skill and communication skill investigated in this study are statistically independent. This implies that the measured variables adequately represented the number of constructs.

Conclusion

This research evaluated employability indices among university undergraduates in North-West Nigeria. Based on the findings of this study, 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 all the employability skills investigated in this study. This implies that the respondents have low level of life-long learning skill, problem solving skill, emotional intelligent skill, team work skill, commitment to self-development skill and communication skill; and do not feel competent enough to face the job

market in these areas. More so, it can be inferred that plans for learning focused mainly on the cognitive domain, to the neglect of skills that are associated with both character and industry.

The participants have high knowledge of the concept of employability but have not received adequate training in the affective and psychomotor domain that will enable them to demonstrate these desired skills in the labour market. Literature affirmed that every act of knowledge must result to action. Knowing alone is not enough, because knowledge is the lowest level of learning. Therefore, one must like and be able to demonstrate what he/she know.

The finding of this study also indicates that less than 8% of the respondents perceived themselves to have low need of the employability skills (life-long learning skill, problem solving, emotional intelligence, team-work, commitment to self-development and communication skills) investigated in this study. This implies that only very few number of the respondents (less than 8%) have strength in these skills. This is not good enough as every good practice settles for the best and as the saying goes ''what is not done well is not done at all''.

More so, this study equally found that less than 38% of the respondents perceived themselves to have ''moderate need'' of each of the above assessed skills, meaning that about two third of the respondents has need for improvement on these skills, while a minimum of 56% and above of the respondents perceived themselves to have high need of life-long learning skill, problem solving, emotional intelligence, team work, commitment to self-development and communication skills, As such; these skills should be made a development priority area for undergraduates in North West Nigeria. The findings of this study also confirmed the assertion of Lawal (2016) who affirmed that the potential of education is yet to be properly appreciated and harnessed for true development in Nigeria.

Furthermore, the finding of this study revealed that there University undergraduates can build and develop employability skills irrespective of Gender. And that Life-long learning skill,

problem solving skill, emotional intelligence skill, team work skill, commitment to self-development skill and communication skill are statistically independent.

The study thereby conclude that university undergraduates in North West Nigeria have not adequately attain the standard of university objectives as contained in the Nigerian Universities Benchmark Minimum Academic Standards. This is evidenced in the discrepancy between the programme standard and the actual programme performance as revealed by the performance report of the respondents in employability indices questionnaire. Hence, the general feelings expressed by employers of labour and the general public are confirmed.

Recommendations

Based on the findings of this study the following recommendations were proffered;

1. University Management should improve standard by making Employability Skills and Affective Domain a development priority area for its undergraduates before their graduation

2. University Management should exert greater control over Work integrated learning (WIL) programmes like teaching practice, internship, and student industrial work experience scheme (SIWES). These programmes should be adequately funded and supervised with deep sense of commitment; because it takes more than lecture to develop some of this skills.

3. University and Governments should ensure that there is a clear connection and collaboration between schools and industries/labour market; giving adequate consideration to both the professional and social aspects of labour market, with character education adequately appreciated. This is to ensure that the training given to prospective graduates meets the socio-economic needs of their countries. And to

harmonize graduate production (supply of labour) with graduate demand (demand for labour) in Nigeria, and ensure maximum utility of labour.

4. Both instruction and assessment of undergraduates should challenge and develop students' life-long learning skill, team-work skill, emotional intelligence, creativity, critical thinking, communication, problem solving skills and other relevant skills before graduation. At this stage, students should be encouraged to defend, critique, argue for or against, construct, develop, analyze and even differentiate phenomenon; such questions will engage students to read and think wide, this will also make graduates to be more rational citizen.

5. Employability education should further be stressed in all discipline. Lecturers and educators in general should always identify and emphasize foundational and basic skills in the course of executing their job.

6. Establishment of employability skill development committee in each department that will be responsible for career activities, information, advice and guidance; which will help students to make their career decision. There should be career week where employers are invited to give talk on their businesses. An avenue that will promote job searching and economic opportunity particularly for people from poor background and network.

7. To boast students' communication skill, university undergraduates should be encouraged to defend their project, take note, write lots of term paper and do presentations as a requirement for their degree programme. Also, there should be a kind of new semester and exam essay that will commit each student to write an essay to that effect. Students' performance in the essay writing should be discussed in departmental meeting for necessary action.

8. Students should consider commitment to self-development and self-employment by participating in extra curriculum activities, volunteer service during long vacation and extension of work-study to all vocational areas.

Implications of the Study

1. The implication of these findings is that the general feelings expressed by employers of labour and the general public are confirmed as majority of the respondents possessed low employability skills.

2. Low employability preparedness have implications for job applications after graduation. It can make graduates to be deficit in the congested and competitive labour market. It is important therefore, for Universities to ensure that prospective graduates are employable before graduation.

3. Skill gap is a real problem that demand urgent attention. Therefore, Universities should improve standard and exert greater control over Work integrated learning (WIL) programmes.

4. Another implication of these findings is that the outcome of this research can serve as a documentation on employability perception of university undergraduates in North West Nigeria. This will go a long way to help both Government and the Universities to find a lasting solution to the problem of high need of employability skills by the respondents; as the saying goes ''problem known, is problem half solved''.

5. The finding of this study will help universities to define their unique employability attributes and find ways to integrate or inculcate them into the curriculum.

6. Another implication of the finding of this study is that universities are challenged to support prospective graduates to train adequately in order not to suffer the prevailing high and increasing level of unemployment.

Limitations of the Study

1. The present study has a restricted sample size. The sample comprised of 1334 students drawn from three universities in three States namely; Sokoto, Zamfara and Kebbi states in North West Nigeria. A more comprehensive finding could have been obtained if the scope of this study is extended to other geo-political zones of Nigeria.

2. The study focused on federal universities in North West Nigeria, therefore, the finding may not be generalized to state and private universities that do not have equivalent characteristics of the sampled universities.

3. Another limiting factor of this study is that the participants are just saying what they perceived through the filling of the questionnaire, which is a quantitative method. Further study could be conducted using the qualitative method or both qualitative and quantitative research methods. However, the study is useful in many ways especially in the area of fact finding based on empirical data for knowledge building, decision making, planning and development.

Suggestions for Further Studies

1. Owing to the limitations of this study and the need to further explore the generalizability of the findings to all tertiary institutions in Nigeria, other researchers may consider a more comprehensive sample which cuts across all the Geo-political zones in Nigeria.

2. This study was limited to students. Further study could be carried out on lecturers and non-academic staff perception of students' employability skills in North West Nigeria.

3. Employability variables that were not covered by this work such as numeracy skill, ICT skill, sport and other extra curriculum activities should be investigated into by future researcher.

4. Other researchers can also do a comparative study of employability indices between public and private university undergraduates in Nigeria.

Contributions to Knowledge

The novelty of this study is the development and validation of a measurement scale for assessing employability skills. The scale is developed as a measurement tool for researchers and evaluators to assess employability indices in any respondents with similar characteristics. The outcome of this research contributed to knowledge in terms of understanding and clearly documented unique attributes of employability skills framework, the levels of employability skills possessed by university undergraduates in North West Nigeria as well as their knowledge of employability.

The first major contribution to knowledge is that this research found that a larger percentage of university undergraduates in North West Nigeria have high perception of the knowledge of employability. This confirmed the claim that plans for learning centered mainly on the cognitive domain, as against the affective and psychomotor domain. However, subsequent finding revealed that majority of the participants perceived themselves to have high need of life-long learning skill, problem solving skill, emotional intelligent skill, team work skill, commitment to self-development skill and communication skills. This implies that the respondents have low level of all the employability skills investigated in this study. This must be worked upon, because knowledge is the lowest level of learning. It is not enough to know, one must like and demonstrate what he/she know. Knowledge must produce action for both individual and societal development.

Furthermore, the study bring together literature on employability and employability skills, factor analysis, and also revealed several interesting facts and findings.