

**RESOURCES FACTORS, SUPPLY OF SKILLS AND SKILLS
DEMANDED BY EMPLOYERS OF LABOUR AMONG PRIVATE
UNIVERSITY GRADUATES IN SOUTHWESTERN NIGERIA**

By

OPEYEMI SEYI OLASUNKANMI
NCE Oyo; B.Ed. M.Ed. Ibadan

Matric. No. 152659

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CERTIFICATION

I certify that this work was carried out by Opeyemi Seyi **OLASUNKANMI** (152659) in the Department of Educational Management, University of Ibadan, under my supervision.

A. O. Ayeni
B.Sc. (Ed). (Ife), M.Ed., Ph.D. (Ibadan)
Professor of Educational Management,
University of Ibadan, Nigeria

DEDICATION

To the glory of God, this work is dedicated to my parents: Pa. Joel Adewale
Olasunkanmi Oyundoyin and Mama Victoria Ibinike Olasunkanmi Oyundoyin.

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ABSTRACT

Skill is any personal characteristic that is a product of value and can be augmented through some forms of investment. However, despite the importance of Skills Demanded (SD) (new technologies, managers' strategies, associated ways of organising works and rising in equality) to economic productivity, there have been complaints of inadequacy of these skills in university graduates especially among private university graduates in Nigeria. Extant studies paid more attention to skills supplied in relation to employability, skills-mismatch, employers' satisfaction and skill gap assessment than SD by employers of labour among public university graduates. This study, therefore, was carried out to investigate resource factors (academic staff profile, accessibility and availability of ICT facility), supply of skills (analytical, creative, collaborative and communication) and SD by employers of labour among private university graduates in southwestern Nigeria.

The study was anchored to Campbell Theory of Job Performance, while the survey design of *ex-post facto* type was used. The multistage sampling procedure was adopted. Ten private universities (Babcock, Bowen, Covenant, Redeemers, Ajayi Crowther, Lead City, Crescent, Joseph Ayo Babalola, Caleb and Wesley University of Science and Technology) were purposively selected based on student enrolment of more than 300 in a session. Seventy percent of the faculties common to each university were selected through purposive sampling technique making 55 faculties, while 173 Heads of Departments in the sampled faculties were enumerated. Twenty-two Human Resource Managers from key sectors of the economy were purposively sampled (Communication-2; Banking-4; Education-4; Health-3; Judiciary-3; Manufacturing/Construction-3 and Agriculture-3). The instruments used were Skills Demanded by Employers and Graduates Assessment ($r=0.89$); Resource Factor in Private Universities ($r=0.81$) and Skills Supply in Private Universities ($r=0.79$) questionnaires. In-depth interviews were held with the seven most experienced employers of labour across the selected sectors. Quantitative data were analysed using descriptive statistics, ANOVA, Pearson product-moment correlation and Multiple regression at 0.05 level of significance, while qualitative data were content-analysed.

Private universities meet the benchmark of National Universities Commissions in terms of number of academic staff, availability and accessibility of ICT. The distribution of SD as required by employers based on analytical, creative and collaborative skills was found to be higher than the supply ($3.43 > 2.89$; $3.18 > 2.93$ and $3.16 > 2.90$) respectively, while communication skill was at equilibrium where demand equals supply (3.5). There was a significant difference in SD by employers in different sectors of the economy ($F_{(6,15)}=27.08$; $\eta^2=0.04$). There were positive significant relationships of academic staff profile ($r=0.206$), accessibility of ICT ($r=0.142$) and supply of skills ($r=0.11$) with SD. Resource factors and skills supply by private universities jointly contributed to SD ($F_{(4,18)} = 176.07$; Adj. $R^2=0.64$), accounting for 64.0% of its variance. Academic staff profile ($\beta=0.55$) and availability of ICT ($\beta=0.35$) relatively contributed to SD. There were complaints that private university graduates lacked managerial strategies and skills associated with organising things.

Academic staff profile, availability of ICT and skills supply in private universities enhanced skill demanded among graduates in southwestern Nigeria. Private universities should therefore infuse these skills into their curricula.

Keywords: Managerial strategies, Private universities in southwestern Nigeria, Employers of labour in southwestern Nigeria

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TABLE OF CONTENTS

Title page	i
Certification	ii
Dedication	iii
Acknowledgements	iv
Abstract	viii
Table of Contents	ix
List of Tables	xii
List of Figures	xiv

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study	1
1.2 Statement of the Problem	10
1.3 Purpose of the Study	11
1.4 Research Questions	11
1.5 Hypotheses	12
1.6 Significance of the Study	13
1.7 Scope of the Study	13
1.8 Operational Definition of Terms	14

CHAPTER TWO: LITERATURE REVIEW

2.1 Emergence of Private Universities in Nigeria	17
2.2 Conceptual Review	20
2.2.1 Concept of Demand for Skills	20
2.2.2 Concept of Supply of Skills	22
2.2.3 Concept of Resource Factors	23
2.2.4 Job Performance of Graduates	25
2.3 Empirical Review.....	26
2.3.1 Quality of Academic Staff in Universities	26
2.3.2 Skills Demanded by Employers of Labour.....	34
2.3.3 Skills Supplied by Private Universities and Skills Demanded by Employers	36
2.3.4 Analytical Skill and Skills Demanded by Employers	39

2.3.5	Creative Skill and Skills Demanded by Employers	43
2.3.6	Communication Skill and Skills Demanded by Employers	48
2.3.7	Collaborative Skill and Skills Demanded by Employers	50
2.3.8	Relevance of Curriculum and Skills Demanded by Employers	51
2.3.9	Availability and Accessibility of ICT Facilities and Skills Demanded by Employers	54
2.4	Appraisal of Literature	60
2.5	Theoretical Framework	62
2.6	Conceptual Model	74

CHAPTER THREE: METHODOLOGY

3.1:	Research Design.....	76
3.2:	Population of the Study	76
3.3:	Sample and Sampling Techniques	78
3.4:	Research Instruments	81
3.4.1	Questionnaire on Skills Demanded by Employers and Graduates Assessment Scale	81
3.4.2:	Questionnaire on Resource Factors and Skills Supply in Private Universities	82
3.4.3:	Key Informant Interview Guide	82
3.5:	Validity of Research Instruments	82
3.6	Reliability of Research Instruments	83
3.7	Administration of Research Instruments	83
3.8	Methods of Data Analysis	84
3.9	Ethical Consideration	84

CHAPTER FOUR: RESULTS

4.1:	Analysis of Demographic Information of the Respondents	87
4.2:	Answers to Research Questions	91
4.3:	Hypotheses Testing	116

CHAPTER FIVE: DISCUSSION

Discussion of Findings	126
 CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATIONS	
6.1: Summary	137
6.2: Conclusion	140
6.3: Recommendations	141
6.4: Limitation to the Study	141
6.5: Implications of the Findings	142
6.6: Suggestions for Further Research.....	143
6.7: Contributions to Knowledge	143
REFERENCES	145
APPENDICES.....	172

LIST OF TABLES

3.1: List of Accredited Private Universities that have been in Operation for Minimum of 8 Years in Southwestern Nigeria	77
3.2: List of Sampled Universities and Faculties	79
3.3: Sampled Sectors of the Economy	80
4.1.1: Demographic Distribution of Heads of Departments	87
4.1.5: List of Sampled Sectors	89
4.2.1: Level of Job Performance of Private University Graduates as Rated by Employers of Labour in Southwestern Nigeria	91
4.2.2: Extent at which each of the 21st Century Skills are Demanded by Employers	96
4.2.3: Extent to which 21st Century Skills are Supplied by Private Universities	103
4.2.4: Demand for and Supply of Skills Schedule	106
4.2.5a: Level of Compliance of Academic Staff Profile of Private Universities with NUC Benchmark	109
4.2.5b: Nature of Appointment of Academic Staff of Private Universities	110
4.2.6: Extent to Availability of ICT Facility among Private Universities in Southwestern Nigeria	112
4.2.7: Level of Accessibility of ICT Facility among Private Universities in Southwestern Nigeria	114
4.3.1: Difference in Skills Demanded by Employers among the Selected Sectors in Southwestern Nigeria	116
4.3.2: Difference in Skills Supplied by Private Universities in Southwestern Nigeria	118
4.3.3: Relationship between Skills Supplied by Private Universities and Skills Demanded by Employers in Southwestern Nigeria	120
4.3.4: Joint Contribution of Resource Factors (academic Staff Profile of Private Universities, Accessibility and Availability of ICT Facilities), Skills Supplied by Private Universities to Skills Demanded by	

Employers in Southwestern Nigeria	122
4.3.5: Relative Contribution of Resource Factors (Academic Staff Profile of Private Universities, Accessibility and Availability of ICT Facilities), Skills Supplied by Private Universities and Skills Demanded by Employers in Southwestern Nigeria	124

LIST OF FIGURES

2.1: Conceptual Model Showing Relationship among Resource Factors, Supply of Skill and Skills Demanded.	74
3.1: Graph Indicating extent to which each of the 21st Century Skills are Demanded by Employers	97
3.2: Graph Indicating extent to which each of the 21st Century Skills are Supplied	104
3.3 Demand and Supply of Skills Curve	107

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The problem of skill supply in Nigeria universities poses serious challenge to employers of labour. There have been constant complaints of not meeting the skills demanded by employers with the skills supply to labour market through graduates in various field of study. This problem hinders the growth of organisations, threatens economic development of the nations and makes the goals of organisations unrealistic. Many organisations under the employers' association have complained that supply of skills which is seen in job performance of graduates especially the fresh ones kept deteriorating (Asuquo and Agboola, 2014). Stated further, Asuquo and Agboola (2014) pointed out that skills demanded by employers of labour are not found in graduates, that is, the basic skills expected to be possessed by graduates to perform excellently on their job are not found in them, and such invariably implied that the newly produced graduates lack necessary qualities that can make them perform excellently at work.

Sodipo (2014) claimed that there is anxieties by employers of labour over the skills possessed by graduates that work in different organisations and that employers want their workers to be professionally competent in their chosen fields. Every employer desires their employees in different organisations to be well prepared with matching life supporting abilities to perform excellently at work like ability to: solve problem, think reflectively, team-work, communicate effectively, have good personality, organize thing orderly, and also to possess integrity, self-discipline, self-esteem and leadership skills, rising in equality, technologies usage skills and the ability to translate ideas to actions. Sodipo (2014) then submitted that the problem is that these skills were not included in the university curriculum and that it appears these graduates were rarely taught those skills, and these are the missing gaps in graduate ability to be gainfully employed and if employed, to perform very well on job.

In the same vein, Dabalén, Oni and Adekola (2000) reported that employers of labour have complained that graduates are poorly trained for work, thereby affecting their labour market performance. They stressed further that school standards have fallen over some decades from now and a certificate obtained from a university cannot guarantee any graduate to communicate effectively and to make such a graduate have competency in technical areas. As a result of the foregoing, university graduates were referred to as “half baked”. This with some other factors the study submitted as factors affecting the performance of graduates in labour market. Also, Gaby and Kate (2010) opined that since 1990s till now, employers of labour and other labour market stakeholders have shown their displeasure in the area of skills possessed by graduates seeking for employment, which have led to their poor performance on job.

Newly produced graduates’ inability to perform well on job in work places is caused by many factors. Skills supplied from various universities where graduates were trained is one of the factors that cannot be overlooked. Dabalén et al (2000) and Gambari and Chike-Okoli (2016) noted that one of the factors affecting skills acquired by graduates is a degeneration in the quantity of members of staff that is revealed in a very great level of brain drain. It was further stated in the study that many experts and experienced university dons had left for advanced countries for better jobs. Abiodun (2010) identified a serious gap between the number of competent lecturers and enrolment of students as another factor accountable for poor quality of tertiary institution graduates. Other factors for low performance of graduates at work according to Abiodun (2010), are outdated curriculum, deficiency in available resources to learn, corruption, class size increment, deficient inputs and insufficient funding. This study, however, investigated the relationship among resource factors, skills supply in private universities and skills demanded by employers of labour

The demand for required skills by employers of labour according to study on surveys of skills demanded in labour market and assessment of graduates’ performance by employers in Nigeria public and private establishments, revealed the commonness of gaps between the needed skills to carry out a given task in the work place and the

acquired skills by newly produced graduates. Pitan and Adedeji (2012) investigated mismatch of skills among Nigeria university graduates and observed a substantial negative correlation between skills demanded by employers and skills supplied by academic institutions with an assessed skills discrepancy of about 60.6 percent. Specifically, it was revealed in the study that the lowest skill supplied in relation to what skill demanded was found to be communication skill, this accounted for 67.7 percent, then, ICT which was next to communication accounted for 66.3percent, while decision-making skill was found to be 65.7percent.

The researchers further reported that various skills that employers of labour demanded from employees in addition to academic skills to enhance good performance of graduates in labour market are creative, investigative, innovative, communication, information technology (IT), numeracy, interactive, decision-making, problem solving and self-motivated skills which are rarely taught in private universities. From this assertion, it is important to state clearly that the inclusion of the required skills by the employers of labour into the curriculum of university education is very essential. According to the Association for Career and Technical Education (ACTE), Career Technical Education (CTE) and Partnership for 21st Century Skills (nd), (ACTE, CTE and P21stCS), the 21st century learning skills are referred to as 3CsA, which implies, creative ability, collaborating, communicating and analytical thinking skills. These skills are what ACTE, CTE and P21stCS (nd) refer to as 21st century skills. Apparently, these twenty-first century skills are gauges that could assist graduates to be productive after schooling if they are included in the university curriculum and well mastered by the students.

In the same vein, Boeteng and Ofori-Sarpong (2002), in their studies on skills demanded in labour market for university graduates in Nigeria and Ghana, found that aside from paper certificates owned by university graduates, other qualities which are referred to as soft skills that cannot reflect on their certificates are equally demanded by employers of labour. These skills could be in form of good personal relationship with others, ability to be social, investigative skills, mechanical skills, administrative

skills, good communication skills, etc. which may lead to good performance of graduates in their various places of work.

Association of employers of labour argued that capabilities and graduates' performance in recent times revealed that the required hard and soft skills expected from graduates are missing in university products that are graduating into the labour market. An example is seen in South Africa Pauw Ooshuizen, and Westhuizen (2008) submitted that most of the graduates seeking employment are not readily prepared for work and did not have experience and soft skills. It was further reported that many of the graduates lack soft skills such as creative, innovative, analytical, management of time and communication skills at the beginning of their careers. It was observed in Ghana by Boateng and Ofori-Sarpong (2002) that labour employers viewed the newly produced graduates as those that lacked fundamental skills to perform simple operation. This gives the impression that university certificate is not an indication of achievement and also not enough to perform excellently at work.

The situation is the same in Nigeria, as many labour employers stated that graduates from universities are not well trained and not performing to expectation on the job, this is noticed in most of them specifically in the area of communication both orally and in written form, and also in the area of application of practical skills (Dabalén et al; 2000). In the report of Gambari and Chike-Okoli (2016), it was reported by employers that graduates are not properly prepared to work effectively. Also, Oseni (2014) reported that there is a gap between the certificate obtained in university and graduates' performance in work place as a result of various factors such as quality of curriculum used in the university and the academic staff strength of the university. Oseni (2014) stressed further that university graduates do not measure up to the standards of both internal and external evaluators, and that their performance level has deteriorated.

It was established by many employers that university graduates have a very comprehensive, respectable and proper understanding of the technical-know-how of the theoretical knowledge in different fields of study, but most of them did not show

any level of satisfaction of graduates' preparation for work back in school in the area of application of technical skills which is important in problem solving and improving outcome performances. Most of the establishments described universities to be laying too much emphasize on theoretical aspect and very little in practical training. Many of the employers of labour from manufacturing companies complained that, most of the fresh graduates working in manufacturing sector were appraised low and they attributed this to the failure of university not adequately making them ready for job (Oseni, 2014).

Furthermore, different skills employers expect graduates to possess during their course of study in the university is another factor that could probably determine their job performance. These skills are what ACTE, CTE and P21stCS (nd) refer to as 21st century skills. Skills under the foregoing category include analytical, creative thinking, communicating and collaborating skills. Analytical skill is a crucial aspect that should be well developed by students when they were in school. It is seen as an important skill for any employee to possess, because it helps to make proper judgments on any issue, it also helps in reasoning ability and is very useful in problem solving.

Theda (2011) reported that analytical skill is a skill that ought to be inculcated in students right from year one in the university to enable them overcome any difficulties they might face in future and also to be useful to employers. This implies that analytical skill, if acquired, helps graduates to perform better after leaving school. However, it seems as if many fresh graduates lack this skill because of complaint from many employers of labour. Hughes and Barry in Theda (2011) suggested that assessing the analytical skill is to ensure that students have the ability to be focused, to carefully analyse a phenomenon or to have deeper understanding of an event. It was stated further in the study that many of the students do not possess the essential analytical skill, therefore, this will not develop them for analytical approach which they might need to become self-sufficient and skilled employees who can easily adjust to strange circumstances in the workplace which will contribute immensely to their job performance.

Again, creative skill is another skill that if possessed could enhance employee performance level on job. However, it appears that the skill is lacking in universities graduates in Nigeria, as a result of dissatisfactory comments of employers who complained that the skill cannot be found in graduates. Creativity is an expansive, open-ended invention and discovery of possibilities. It is the ability of an employee to brainstorm, create, design, entertain, imagine, question, improve, improvise and to be innovative in diverse circumstances. Senemoglu (2013) viewed creativity as the ability to give exceptional responses to situations: ability to be flexible and to adapt to varying situations, and ability to be very vast in innovating ideas.

Senemoglu (2013) went further to say that many of the fresh employees are not creative, though creativity means ability to cope and adapt with specified problems in dependable methods. This means that creative skill is the ability to see, investigate and solve a given problem in different ways. Creativity goes beyond generating things from nothing, but ability to bring out something better and useful from an existing problem. Thus, creativity is synthesizing previous thoughts and redefining previous thought, if the skill is acquired, it can enhance higher productivity on the job. Nevertheless, it seems that many of the graduates lack the skill of creativity, while many cannot express their ideas or thoughts to bring about new change, rather they follow the laid down process dogmatically.

Though, communication skill plays a very significant role in job performance of graduates, yet, it seems as if the skill is losing its ground as many of the graduates cannot communicate effectively to pass across their messages. ACTE, CTE and P21stCS (nd) found that effective communication skill is rated higher by many organisations as very necessary yardstick used in picking their employees. Also, skill to communicate fluently both in written and oral forms is important in determining job success. If a graduate can communicate well, it will be an added advantage to such graduate in sending information from one person to another effectively and also have perfect instruction in completing a given assignment. On the other hand, if the communication is not effective, the sent message can be lost in translation. ACTE,

CTE and P21stCS (nd) further submitted that though communication skill is so important in the workplaces, there are many people who see communication skill as hindrance to their progress, because such people may find it difficult to communicate their ideas and thoughts accurately, thereby making it challenging to perform their duties as expected.

Collaborative skill is the ability of an employee to allocate resources effectively, make timely decision, delegate authority, set goals, manage time effectively and work with a team to achieve a stated goal. Alison (2019) stated that collaborative skill is the ability to work with someone else in order to create something and be productive and efficient. Collaborative skill is an important skill because if acquired by any student while in the university, it will help such an individual to be productive on the job. Australian Research Alliance for Children and Youth (2013) opined that collaboration is an important skill and an educational outcome a student must acquire while in university, it involves the capability to work with different teams conveniently and respectfully. It also comprises willingness and readiness to be useful and helpful in making a common goal actualized. Collaborative skill gives room for supportive and collaborative work with value contributions from every member of the team in achieving stated goals which enhances good job performance of graduates (Trilling and Fadel, 2009).

Furthermore, resource factors in this study are referred to as the qualifications, rank, number of teaching staff, job experience and publication output of the lecturers in private universities with its conformity with NUC regulations. Also, the availability and accessibility of ICT to both staff and students is another area of resource factor in this study.

The academic staff strength in universities, being an essential factor that could determine the readiness of graduates for work and performance level of graduates on the job, seems not in conformity with NUC regulation. A close look at universities academic staff strength in private universities in terms of quality and quantity shows that many of the universities today do not meet up with the NUC stipulation on the

strength of academic staff. Abiodun-Oyebanji (2012) and Okojie (2008) pointed out that the major problem confronting Nigerian universities system is staffing. The studies stated that many of Nigerian universities especially private universities did not meet up with the needed quality and quantity of teaching staff to handle teaching and research work.

Olorunsola and Arogundade (2012) asserted that teaching staff members are the major determinants of success in universities system. They stressed further that accomplishment of goals of any educational system or its failure lies on the academic staff. All educational institution to function properly must have sufficient and suitable skilled manpower. Other resources such as equipment, technological facilities and physical facilities are to complement the efforts of teaching staff in the education industry. So, if there is deficiency in number, qualification and rank of academic staff in universities, it may lead to poor training of students and this could invariably affect the job performance of graduates in labour market. Abiodun-Oyebanji (2012) stated that staffing of universities does not conform with NUC regulation, then, there could probably be excess workload on the staff. When there is excess workload on staff, teaching and training of students may be affected leading to poor preparation of students which could affect job performance in labour market after graduation.

Furthermore, Oyesiku (2010) revealed that universities and other higher institutions of learning are criticized for deterioration in the educational outputs quality, as a result of decline in numbers and quality of members of academic staff, teaching facilities, insufficient funding and neglect of government or private sectors' meaningful contributions to educational system and the curricula for teaching students. Oyesiku (2010) reported that there is a serious decrease in the value of graduates turn out to labour market due to the fallen standard of education.

Apart from aforementioned, Information Communication and Technology also plays a vital role in learning, teaching and research process. Its usage widens the knowledge of both staff and students and exposes them to better ways of learning new things. Anyira (2011) submitted that the role of ICT in university education cannot be underestimated

because it forms a very important part of disseminating information among members of staff and from staff to students. It plays definite role in the field of education to meet the needs of students, staff members and researchers in the area of communication, teaching, research and community service. However, it seems that the extent of accessibility and utilization of ICT in most of Nigeria Universities is very low. Among the problems facing accessibility and utilization of ICT facilities in Universities are poor power supply, low access speed, poor network providers and so on. Nigeria is struggling with the problem of insufficiency in ICT infrastructure in many higher institutions of learning. If the accessibility and utilization of ICT to university staff and students is low, it may not adequately assist the staff in preparing students for job after schooling in order to meet up with the technological advancement in the world.

According to Philip, Oluwagbemi and Oluwaranti (2010), tertiary institutions in Nigeria lacked adequate ICT facilities. The study submitted that in most Nigerian universities, computers are insufficient for students to use and very few of these universities have internet facilities enabled environment such as campus-wide network (CWN). They stated further that internet services are not available in many higher institutions, and where they are available, they are faced with one challenge or the other such as electricity to power the internet equipment. Bola and Ogunlade (2012) observed that many students in Nigeria universities do not have access to internet service which may lead to unfamiliarity of basic knowledge in the ICT which may affect the graduate labour job performance.

There is no much difference in the problem facing public universities and private universities in Nigeria, according to Adavbiele (2016), many of the ICT facilities in term of campus wide area networking, VSAT access to the internet and e-learning course deliveries are available in most of the private universities, but they are not accessible to students and staff due to continuous power outage. It was reported that not very many of the private higher institutions in the country are capable of meeting the ICT needs of their staff and students. Many private university lecturers and

students have to depend on their personal internet facilities browsers like modems to be able to connect to the internet. It was against this background that the study examined resource factors, supply of skills and skills demanded by employers among private universities graduates in southwestern Nigeria.

1.2 Statement of the Problem

Despite the importance of skills demanded by employers of labour to economic growth, yet, there have been complaints of inadequacy of required skills by employers among university graduates, this with other factors hinder the growth of organisations and constitutes a threat to economic development. Different studies reported that poor training received by graduates have resulted to poor skills acquired by graduates which leads to low job performance at work. The problem if not given prompt attention, will have negative effect on the economic development of nations and the employers may have reservation to employ fresh university graduates in their various establishments. Many employers and other stakeholders have complained that skills supplied to the labour market by universities through their graduates did not meet up with what is expected, thereby creating a gap between the skills supplied and skills demanded.

Extant studies paid much attention on skills-mismatch, employers' satisfaction and skill gap assessment among public university graduates with little efforts on resource factors and supply of skills as it relates to skills demanded among private university graduates. Many of these studies identified problem of skills supplied to insufficiency of learning facilities, bad attitude of government to education, overcrowded classrooms, poor funding, outdated curriculum, deterioration in quality of teaching staff with several recommendations to ameliorate the problem of skills supply by universities. In most cases, attention were given to skills supplied and available resources in public universities, but this study investigated into the resource factors (academic staff profile, accessibility and availability of ICT facility), skills supply in private universities (analytical, creative, collaborative and communication) and demanded skills by employers of labour (new technologies, managers' strategies, associated ways of organising works and rising in equality) in southwestern Nigeria.

1.3 Purposes of the Study

The general purpose of the study was to investigate resource factors, supply of skills and skills demanded by employers of labour among private universities graduates in Southwestern Nigeria. The study specifically investigated the:

- i. level of job performance of private university graduates as measured by employers of labour;
- ii. extent to which each of the 21st century skills are demanded by employers of labour;
- iii. extent to which each of the 21st century skills are supplied by private universities;
- iv. level of compliance of academic staff profile in private universities with NUC benchmark;
- v. state of availability and accessibility of ICT facilities in private universities in Southwestern Nigeria;
- vi. difference in skills demanded by employers among the selected sectors in Southwestern Nigeria;
- vii. difference in skills supplied by private universities in Southwestern Nigeria;
- viii. relationship between skills supplied by private universities and skills demanded by employers;
- ix. relationship between resource factors in private universities and skills demanded by employers;
- x. joint and relative contributions of resource factors, skills supplied by private universities and skills demanded by employers in Southwestern Nigeria.

1.4 Research Questions

The following research questions were raised to guide the study:

1. What is the level of job performance of private universities graduates as rated by employers of labour in Southwestern Nigeria?
2. To what extent is each of the 21st century skills demanded by employers of labour?

3. To what extent is each of the 21st century skills supplied by private universities in Southwest Nigeria?
4. What is the level of compliance of academic staff profile of private universities in Southwestern Nigeria with NUC benchmark?
5. What is the extent of availability of ICT facility among private universities in Southwestern Nigeria?
6. What is the level of accessibility of ICT facility among private universities in Southwestern Nigeria?

1.5 Hypotheses

The following hypotheses were formulated to guide the study:

- H₀₁: There is no significant difference in skills demanded by employers of labour among the selected sectors in Southwestern Nigeria.
- H₀₂: There is no significant difference in skills supplied by private universities in Southwestern Nigeria
- H₀₃: There is no significant relationship between skill supplied by private universities and skills demanded by employers in Southwestern Nigeria.
- H₀₄: There is no significant relationship between resource factors and skills demanded by employers in Southwestern Nigeria.
- H₀₅: There is no significant joint contribution among resource factors (academic staff profile of private universities, accessibility and availability of ICT facility), skills supplied by private universities and skills demanded by employers in Southwestern Nigeria.
- H₀₆: Resource factors (academic staff profile of private universities, accessibility and availability of ICT facility), skills supplied by private universities will not significantly have relative contribution to skills demanded by employers in Southwestern Nigeria.

1.6 Significance of the Study

It is expected that findings of this study would be of great benefit to the policy makers and the National Universities Commission (NUC). It would provide them with information on the feedback from employers of labour on the skills that could enhance the performance of graduates in labour market. The findings of the study will also provide information on the state of quality and quantity of academic staff of private Universities to the NUC and policy makers.

Also, the findings of this study would be of help to the prospective employees in such a way that it will help them to recognize the skills demanded by employers of labour. This will help them to adequately prepare and acquire the skills so as to fit in into labour market's demand and expectations.

Findings of the study would also be useful to employers of labour because the feedback from them would be incorporated into measurement or assessment of their graduates employees. Likewise it will serve as a standard for retraining those graduates that lack the skills expected when employed.

Furthermore, University authorities and management would find the findings of the study useful, it would provide information on the need to include the feedback from employers of labour into the curriculum used in the various universities, this will make their products to be relevant to the changing demands of the labour market. It may also help lecturers to reorganize and repackage their methods and techniques of lecture delivery in line with the demands of employers of labour.

1.7 Scope of the Study

The study was designed to investigate resource factors, supply of skills and skills demanded by employers of labour among private universities graduates in southwestern Nigeria. The study was carried out in the Southwest, Nigeria. The Heads of Department (HoDs) in private universities that have been in operation for minimum of eight years in the Southwest constituted part of the population. This is because it is expected that those universities should have produced enough graduates that are

already absorbed by the labour market. The study also covered the Human Resource Managers (HRMs) of firms in the key sectors of Nigeria economy. These sectors are Communication, Financial Institutions, Education, Health/Social Work, Manufacturing /Construction Companies and Agriculture. Finally, the conceptual scope of the study included skills required by employers (analytical, creative thinking, communicating and collaborating skills), skills supplied by private universities, quality and quantity of academic staff of private universities, availability and accessibility of ICT facilities in private universities and job performance of private university graduates.

1.8 Operational Definition of Terms

The following terms are operationally defined as used in the study:

Demand for Skills: This refers to skills employers of labour want or expect graduates to acquire from their respective institutions. Here, the employers of labour, either public or private organizations, are seen as those demanding the skills from the graduates. In this study, employability skills is captured by extent to which analytical, collaborative, communication and creative skills are demanded.

Supply of Skills: This is the provision of the expected skills employers of labour want by the institutions through graduates training. In this study, private universities are seen as those supplying the expected skills for the employers through training given to graduates when undergoing course of study.

Analytical Skill: It refers to ability of an individual to be focused, to carefully analyse a phenomenon or to have deeper understanding of an event. This is measured by the ability of an employee to analyze, argue, classify, compare, contrast, define, describe, evaluate, explain, solve problem and tackle cause and effect of issues.

Creative Thinking Skill: This is an expansive open-ended invention and discovery of possibilities. It is measured by the ability of an employee to brainstorm, create, design, entertain, imagine, question, improve, improvise and to be innovative.

Communication Skill: This is a process of transforming a thought from one mind to others, and in return, receiving thoughts back. Communication allows minds to tune to

each other and to think together. It is measured by the ability of an employee to choose an appropriate medium, evaluate message, follow conventions laid down in the organization, listen actively, read fluently, speak confidently and write.

Collaborative Skill: Collaborative skill involves ability to work together with others to achieve a common goal. This is measured by the ability of an employee to allocate resources effectively, to work with others, make timely decision, delegate authority, set goal, lead, manage time, resolve conflicts and to build team.

Resource Factors: These are the input put together which contribute to the output of institutions. Resource factors in this study refer to the academic staff profile of private universities, availability and accessibility of information communication and technology to students and staff of private universities in southwestern Nigeria.

Academic Staff Profile: As used in this study, it is the quality and quantity of teaching staff of private universities. Quality of academic staff is measured by qualifications, designation, job experience and publication output of the lecturers in private universities, while quantity is measured by number of teaching staff available to teach.

ICT Facilities: These are technologies put in place to provide access to information through the use of internet facilities. Information and Communication Technology is measured by availability and accessibility of internet facilities to staff and students. The facilities include: local area network, wide and campus area network, internet facilities, e-library, online lecture delivery and teleconferencing course delivery.

Employers of Labour: These are the organizations, industries, companies, either owned by privately individual, corporate bodies or owned by government, that employ people to work in their establishments.

Job Performance: This refers to work related activities expected of an employee and how well those activities were carried out and accomplished. Job performance of graduates may be low, moderate or high. Job performance in this study is seen as the application of 21st century skills and it is measured by the rating of the Human Resource Managers (HRMs) of firms in the key sectors of Nigeria economy.

CHAPTER TWO

LITERATURE REVIEW

The review of literature was done under the following sub-headings:

- 2.1 Emergence of Private Universities in Nigeria
- 2.2 Conceptual Review
 - 2.2.1 Concept of Demand for Skills
 - 2.2.2 Concept of Supply of Skills
 - 2.2.3 Concept of Resource Factors
 - 2.2.4 Job Performance of Graduates
- 2.3 Empirical Review
 - 2.3.1 Quality of Academic Staff in Universities
 - 2.3.2 Skills Demanded by Employers of Labour
 - 2.3.3 Skills Supplied by Private Universities and Employability Skills Required by Employers
 - 2.3.4 Analytical Skill and Skills Demanded by Employers
 - 2.3.5 Creative Skill and Skills Demanded by Employers
 - 2.3.6 Communication Skill and Skills Demanded by Employers
 - 2.3.7 Collaborative Skill and Skills Demanded by Employers
 - 2.3.8 Relevance of Curriculum and Skills Demanded by Employers
 - 2.3.9 Availability and Accessibility of ICT Facilities and Skills Demanded by Employers
- 2.4 Appraisal of Literature Reviewed
- 2.5 Theoretical Framework
- 2.6 Conceptual Model

2.1 Emergence of Private Universities in Nigeria

History of higher education in Nigeria dates back to the 19th century. This happened as a result of Nigerians being fascinated by the ideals of educational liberty that was brought by early missionaries. It was stated that seeking avenues in exploring fresh and thrilling vision of life that was available only outside Nigeria (Okojie, 2008),

Yaba Higher College was the first higher institution of learning that enjoyed the new higher level of education, the then colonial government established it and admitted the first set of the institution in 1932. Being the first higher education institution of learning, the college offered different courses/disciplines at the post-secondary level. This made the college to produce the needed indigenous manpower, like administrators in different fields, assistant in medical line, secondary school teachers, engineering assistants, surveyors, assistant in agricultural (Toye, 2004). It was later that the College was given the mandate to offer some sub-degree disciplines such as teacher training, engineering, agriculture, medicine, all these were trained to occupy some precise spaces left behind by the workforce of the administration of the colonial masters.

Gambari and Chike-Okoli (2016) stated that there were two major constraints faced by Yaba College and these were: drop-out rate was high, while the second challenge was perception of sub-standard level of education.

University College of Ibadan came into existence in 1948, and between then and 1960, it remained the only the university in Nigeria. However, as Nigeria was to prepare for her independence, the necessity of reviewing and ascertaining the educational system need for the minimum of the next 20 years as a post-independent educational programme in Nigeria. Consequently, there was a Commission that was set up by the then government known as the Ashby Commission (Ekundayo and Ajayi, 2009). Immediately Nigeria as a nation got independence in 1960, before the reports of inaugurated commission (Ashby Commission) was submitted, the University of Nigeria, Nsukka, was established to be the first indigenous Nigeria university.

When the report of the commission was implemented, it led to the establishment of two universities that were planned regional governments in 1962, these are: The Western Region government established University of Ife (now Obafemi Awolowo University), Ile-Ife, and the Northerner Region of Nigeria established Ahmadu Bello University, Zaria. Also, in 1962, University of Lagos was established by the Federal Government, which became number two in the country. University of Lagos came to existence as an implementation strategy of UNESCO Advisory Commission recommendations. Between then and now, all states in the country have either federal university or state owned university. Despite the government (federal and state) provision of university in Nigeria, it appears they cannot meet the demand for university education because of the problem of overcrowded, deplorable physical facilities and inability of the state and federal institutions to absorb the growing demand for university education, this formed one of the reasons for establishing private universities in Nigeria.

On paper, it has been recommended that there should be private participation in provision of education in 1920 by Phelps-Stokes Commission. In 1922, the Commission released her reports which led to the issuance of 1925 Memorandum. It was stated in Article 1 of the white paper that “private participation in provision of higher education should be motivated but government still has every right to supervise and control the educational policy guiding the operation of educational institutions through the establishment of Advisory Boards of Education (ABE) (Fafunwa, 1975). But, in real action, private participation in higher education started around the second half of the century (Gideon 2010)

According to Gambari and Chike-Okoli (2016), in late 1970s, the attempt to establish the first private university in Nigeria known as Technical University, located in Owerri by Dr. Basil Nnanna Ukaegbu did not succeed because of the legal encounter between the proprietor and the government. Nevertheless, Court injunction was in favour of Dr. Ukaegbu by stating that constitutionally, programmes standard obtainable in the institution can be enacted by the National Assembly (Gambari and Chike-Okoli2016).

Therefore, between 1979 and 1983, there were many organizations and private individuals that leveraged on Dr. Ukaegbu's legal victory and initiative, the about 26 private universities were established.

However, at the emergence of military government in 1983, during the regime of General Muhammadu Buhari, a Decree was promulgated (Decree No. 19 1984), it banned and eradicated private universities in Nigeria. Then, the then existing 26 private universities were closed down (Obasi, 2007). The issue of private universities came back into limelight during the convocation address by the then Vice Chancellor of the Federal University of Agriculture, Makurdi in 1991, where he reiterated reasons for the establishment of private universities because the available public universities could not absorb the university applicants. Then in the same year, 1991, another committee on the review of establishment of higher education was inaugurated by General Ibrahim Badamosi Babangida. The committee was Longe Commission, the commission had the mandate to consider the possibility of lifting embargo on the establishment and prohibition of private university.

There were 15 items contained in the Terms of Reference of the Commission proposing eligibility criteria for Nigerian private universities establishments in future. Among others, more importantly, there was recommendation on private participation in university education by Longe Report of 1991. Therefore, to support the recommendations made by the commission, Act No 9 of 1993 was promulgated by government, it cancelled 1984 Act to banned private universities operation. The new 1993 Act then permitted organizations, local governments, corporate bodies and individuals, to establish operate in the provision of private universities, if the laid down principles and guidelines are met and they must get approval from the government (Okojie, 2008).

2.2.1 Concept of Demand for Skills

Labour market is described as the channel by which human service is bargained and acquired like a produce and also the process by which labour demand (the type and number of jobs available) complement the labour supply (the type and number of workers available). As such, the labour market constitutes the orderly relationship that exists between work organisations and workers. In order to achieve its strategic objectives, a fundamental concern for an organization is to ensure that it has the right people with the right skills, knowledge and attributes in the appropriate positions.

A study carried out by Asuquo and Agboola (2014) on the outputs of Nigeria universities and labour markets employability demand in South-South, Nigeria, assessed the employability of outputs of Nigerian Universities in South-South, Nigeria and also examined the difference in the level of productivity among Universities outputs who had first degrees and those with postgraduate degrees. The study adopted descriptive research design of the *ex-post facto* type, the population of the study comprised Nigerian Universities graduates in both private and public establishments in South-South, Nigeria.

The study adopted the multi stage sampling procedure to select 1,200 graduates, at the first stage; simple random sampling was used to select four out of six States in South-South while the second stage adopted purposive sampling technique to choose the state capital of each of the sampled states. In each state, 150 graduates were sampled from private organizations and another 150 graduates from public organizations, making a total of 300 graduates working in different establishments in the region. A well-structured self-designed questionnaire by the researchers titled “Universities Output and Employability Questionnaire” was used as the instrument to collect data for the study. The division of the instrument was in two major sections: The first section consisted of employers’ demographics information, while the second section measured the employability and productivity level of Nigeria Universities output. There were 24 items on the questionnaire and reliability coefficient of 0.89 using Cronbach Alpha method was obtained. Four-point Likert scale of strongly agree (4

points), agree (3 points) disagree (2 points) and strongly disagree (1 point) were used to rate the items under section B.

Findings of the study showed that productivity level of Nigerian universities graduates was low when measured by the skills, knowledge acquired, ability, quality of instruction and types of curriculum used in the universities day. The result of the study showed that the expected weighted mean is significantly greater than the weighted mean ($2.50 > 1.78$; $p < 0.05$). The theoretic mean was significantly greater than the weighted mean obtained which reflect that low is the employability and productivity level of Nigeria universities outputs in labour market in South-South. The findings of the study also revealed that the ratings of these University outputs were not significantly different with respect to their sex, type of organization where they work (public or private) and their educational qualification.

Based on the findings of the study, it was recommended that Nigeria universities management should work in partnership with employers of labour in planning different curriculum for courses, this will help to achieve the certainty of the labour market requirements. It was also recommended that management of various universities in Nigeria should endeavour to improve the mental ability of the students in the area of increasing the practical skills that will enable the students to perform optimally in the labour market. Recommendation was also made on sponsoring lecturers of higher institutions in Nigeria on training in the area of new way of imparting and teaching that can afford students the chance of acquiring knowledge and skills needed to be better in the labour market.

Another study carried out by Akinyemi, Ofem and Ikuenomore (2012) on Graduate Turnout and Graduate Employment in Nigeria, sought to find out and evaluate the link between skills possessed by graduates and type of skills required by employers of labour. The study also investigated the mismatch level between university graduates and employed graduates in Nigeria labour market. The study used the descriptive survey research design, while the population consisted of the 36 states in Nigeria including the Federal Capital Territory (FCT), Abuja. All the public and private

universities, colleges of education and polytechnics that were in existence in 2007 were used to carry out the study. Also, parts of the population used for the study were registered public and private sectors employers of labour in Nigeria.

The instruments for data collection for the study were: (1) checklist titled “Skills Requirement for Graduate Employment by Employers” and (2) secondary archival data to elicit information from the employers was also used. The findings of the study revealed that graduates of Nigerian universities did not have skills that could make them employable to match-up with the requirements of jobs available with the employers of labour. It was also revealed from the study that apart from the academic certificates possessed by graduates, other qualities employers emphasized which are criteria for graduates’ performance on the job should be acquired by graduates. These qualities include: ability to effectively communicate verbally and to write correctly, talents of analytical and investigative capabilities, managerial and entrepreneurship skills, team work, computer skill, ability to manage time effectively and drive and flexibility.

The study recommended that government, stakeholders, employers of labour and management of tertiary institutions should collaborate in designing and planning the curriculum in line with what is needed in the labour market for graduate optimal performance. Introduction of literacy in Information and Communication Technology (ICT) ought to be an integral part of the educational process and this should be incorporated in the university curricula at different levels of studies in tertiary institutions. This will enable and afford graduates the opportunity to be versatile in information technology needed for good performance in private life and their respective workplace. Also, it was recommended that written and verbal communication should be offered as a course in the universities and should be made compulsory for all students in Nigeria tertiary institutions. It should not only be one of the criterial by Nigeria employers of labour for employability, but should also be expanded to the labour market worldwide, this is likely to improve the verbal and written communication skills of graduates.

From the above findings of Akinyemi, Ofem and Ikuenomore (2012), it is important to note that both soft skills and academic skills are required of the graduates to enhance high job performance in the workplace. The soft skill is what Pitan and Adedeji (2012) referred to as time management, creative thinking, analytical, decision making, interpersonal relationship, problem-solving, self-directed, general communication and numeracy skills. All these skills are not really taught in the classroom but they are very important and necessary with the knowledge gained from the academic skills to perform excellently and enhance graduates' job performance in the workplace.

Gaby and Kate (2010) reported in a study carried out by Mason, Williams and Cranmer (2006) on the Graduate Labour Market Supply and Demand: Final Year Students' Perceptions of the skills offered back in institution of learning and the skills employers of labour demand, it was reported that as the number of higher institutions of learning has increased, there were series of compliant on the types of skills acquired by students during their stay in universities and other higher institutions, far beyond the knowledge of paper certificate students acquired from schools, technical and soft skills that are related to the demand of employers are very crucial. They further explained that due to the fact that students are not well prepared for the challenge of job in different work places, access to gainful employment has been so narrow, and for those who secured job, they could not perform as expected. In addition, it was pointed out that since mid 1970s and earlier, there has been increase in dissatisfaction by employers and other stakeholders in the area of skills possess by graduates. The dissatisfaction has not only been reflecting through shortage of technical skills, but also it is seen in management and impersonal competences among graduates, especially the fresh ones.

Research on employers' perceptions of the graduate labour supply revealed that although graduate employers generally had a negative impression on job performance of graduates, they also stated that there is a lack of some capacities in job applicants, particularly it was reported that capacity for self-management and a lack of business awareness as well as shortage in skills were rarely found in the graduates. Also, Gaby

and Kate (2010) stated that in a survey research carried out, about sixty eight percent of the employers were satisfied with technical knowledge, skills (that is, the skills and the knowledge related specifically to their academic qualification) of their employees in their respective organisation, only fifty five per cent were satisfied with the generic skills possessed by graduates. Stating further, only one quarter of their employees (non-graduates and graduates) were well prepared for employment while forty per cent stated they were unprepared.

In Nigeria, the situation is the same as the employers of labour argued that university graduates are unproductive at work and many of the researchers have traced the problem to different factors. Dabalén, Oni and Bankole (2000) studied Prospect of Nigeria University Graduates in Labour Market. They reported that employers of labour complained that graduates are poorly prepared for labour market. They stated that qualities of academic standard have fallen beyond imagination in the past few years and that a university certificate cannot guarantee good communication skills or skill competence among Nigeria university graduates. As a result of this, they viewed Nigeria university graduates as “half baked”. They stressed further that the quality of the university graduates has deteriorated since 1990s as observed by many employers of labour. Moreover, the employers of labour stated that deterioration in standard of education is actually on the increase, rather than reducing. This opinion is shared by both major multinational corporations and regional employers. An employer of labour in the telecommunication sector stated that “some recent graduates do not have basic required skills.” Some concluded that “the last well-trained group of graduates in Nigeria left work in the mid-1980s.

In their work Dabalén et al (2000) further submitted that the perception of the deteriorating standard of education is supported by tracer studies. For instance, an interview conducted in a tracer study recently on University of Nsukka graduates revealed that the graduates of the university did not perform as expected in the workplace. More generally, they expressed their belief that the standard of education in universities has fallen. In a similar study reported by Dalblén et al (2000) on

graduates of the University of Benin, it was reported that the graduates in the 1980s and 1990s were far rated better than those who graduated recently.

Beyond general consensus as regards the falling quality of university education, many employers of labour noted some key skills that are lacking in recently produced graduates, two of these skills were technical proficiency and communication. Poor ability in the written and oral expression of English Language was mentioned as the most important skills expected of graduates. Insufficient preparation in English language was specifically noted by business owners on different pages of newspapers where regular report writing is required. As an illustration on the level of poor English proficiency, Dabalén et al (2000) reported that a banker once told them during an interview conducted that among the recent university graduates, he can hardly get five correctly drafted sentences in a paragraph. He stressed further that some graduates who were employed as senior managers cannot put up a memo of three paragraphs correctly. With the aforementioned, it is believed that those graduates that lack written and communication skills cannot be productive, especially when such work involves oral and written communication skills.

Similarly, their report further stated that the other skill area that can help the graduates to be productive at work and that is of great concern to employer of labour is the preparation of graduates technically. Although, many employers asserted that the graduates possess a respectable and broad understanding of the knowledge in technical disciplines, but, many at times, they felt disappointed with the preparation of graduates in the area of applied technical skills that are necessary to enhance business productivity and solving problems. An employer of labour in a large multinational manufacturing company attributed the problem of skills supplied to much emphasis on theoretical learning, while training on practical learning was neglected. The problem of skills supplied to another manufacturing firm is graduates' unfamiliarity with the basic manufacturing process essential for its business. This is attributed to inability of universities to expose their students to basic things during training in school. Other organisations also stated that tools used in companies for productions including

computer system operation are very strange to many graduates employed recently, that is, many of the graduates employed recently are not very conversant with production tools.

Dabalén et al (2000) further stated that conventional equipment used in different workplaces are totally strange to graduates and were not exposed to graduates when in schools. Not only this, it was also reported of graduates that they lack technical know-how and solutions to routine problems as expected of them as individuals who possess university education. As a result of all these, many of the firms, especially the larger ones, put their recruitment exercise through intensive post-employment training so as to prepare the new employees for new responsibilities ahead of them in the workplace.

Furthermore, Akinyemi, Ofem and Ikuenomore (2012), quoting National Universities Commission (2012), submitted that there are other characteristics expected of graduates such as non-academic skill requirements which are often referred to as soft skills which employers of labour emphasize and demand a prospective employee should possess, this is in addition to the qualifications that graduates possess. These characteristics, according to them, are verbal and written communication skills, interpersonal with social skills, skills to analyze, managerial and technical skills, among others. Also, Abiodun (2010) submitted that employers of labour force are not only interested in those having higher education but also practical skills appropriate for job fulfillment that can eventually enhance optimum graduate labour market performance.

It is very disheartening that many employers of labour responses on recent university graduates' competencies and performance showed that these features of soft skills were not found in graduates higher institutions of learning are sending into labour market. Though many employers of labour stated that many of the university graduates have comprehensive and reputable cognitive knowledge based on technical discipline, but they show disappointment in the way these graduates were prepared in the area of applied technical skills which are very important for enhancing business productivity

and solving problems. Corroborating this fact, Akinyemi et al (2012) reported that the former president APJ Abdul Kalam emphasized that 75% of graduating students were not found employable while the remaining 25% were only found to be employable after they underwent some trainings, this was so because they lacked expected skills such as technical know-how, critical thinking and ability to communicate orally and in written form.

2.3.1 Quality of Academic Staff in Universities

Human resource plays a very important role in any organisation; it is one of the most indispensable resources that can determine the attainment of organisational goals and objectives. It remains the most vital factor in the process of development in organizations. Human resources are the intellectual pool of resource of tertiary institutions (Abiodun–Oyebanji, 2012). She further described the impact of the quality of human capital on the development or otherwise of a system. Therefore, with the ongoing, university education is expected to provide needed human capital that is equipped and enhanced with different types of skills which can lead to productivity enhancement, great innovation in technological drive with development and growth within an economy. Human resource in an organization, according to Abiodun–Oyebanji (2012), is made up of people, their different knowledge, abilities and skills which can effectively and properly manage and coordinate all other resources. The failure or success of university is determined by the quality of human resources available to train the students.

The National Universities Commission (NUC) Manual of Accreditation Procedures for Academic Programmes in Nigerian Universities (2012) stated in section 8(c) that adequacy of teaching staff in terms of numbers, competence and the quality of instruction that is maintain in every area that provides instruction to learners are very important to the university system. Generally, the members of academic staff determine the sustainability and adequacy of every academic programme in the university system. Whether instructional goals and objectives will be achieved or not mainly depend on the level of vision, quality and competence of teaching staff in the

university system. The overall quality and competence of the academic staff in the university may be judged by factors such as: professional/academic quality; experience in teaching and professional work; their background diversity; the extent to which their level of education is furthered in relevant fields or programmes. Also, the degree of their professional association/societies participation is very germane in factors responsible for teaching staff quality; the existence of improvement in staff development programme and improvement of development in curriculum; good working conditions to draw and retain the attention of high quality academic staff, a reasonable hourly teaching load per week, which should fall in the average of stipulated hours as contained in the Minimum Academic Standards. (NUC, 2012).

Going with the above assertion, in an address delivered by the Executive Secretary of National Universities Commission (NUC) in 2008 to the association and committee of vice chancellors, Okojie referred to a regulation called the Benchmark Minimum Academic Standards (BMAS), which relate to the basic qualification a university teacher must possess. He said:

If you don't have a PhD you cannot teach. It has been an old regulation in the university system. If you graduate with a first class or second class upper, we take you as a graduate assistant. You are a trainee fellow. You are not a lecturer, when you earn your masters, you become an assistant lecturer, you are still not a lecturer.

A lecturer is an examiner. The day you obtain your PhD, even if you have never worked before, your first appointment is lecturer grade two. What has happened in the past is that because of the dearth of PhD holders, universities employed those with mature masters as a lecturer grade two."

Olorunsola and Arogundade (2012) stated that the major determinants of any educative process in the universities system are the members of academic staff. This

because of the peculiarity, they stated that the success or failure of the university education system lies on academic staff. Every educational institution needs skilled and adequate manpower to function well and to achieve the stated goals and objectives of the institution. Other facilities such as physical amenities and equipment are to complement efforts of human resources, because they are the one to put other resources in use and control. So, if there is no enough quantity and quality of the academic staff in the universities, it may lead to poor training of the students, and if the students are poorly trained, it will affect their job performance in the workplace. On the other hand, if there is enough quantity and quality of academic staff, the students will be adequately trained and prepared for work which will enhance high job performance of the graduates in their places of work.

Abiodun-Oyebanji (2012), quoting Mkpa (1991), stated that regardless of the size or type, the most productive capital in any organization is human capital. This holds to the fact that every teaching staff in any educational institution is superior to the educational programme or institution. The quantity and quality of employees working in any organization for its goals and objectives to be achieved are very important to its success. It is generally believed that sufficient and capable human resource in Nigeria higher institutions is very essential, because it will aid right and adequate manpower in different establishments in terms of quality, which will transform the developing nations to a developed ones (Gambari and Chike-Okoli2016).

Also, Jatula (2010) posited that it is common knowledge that the standard of institution has direct relationship with the academic staff quality. The higher the quality of teaching staff, the better the graduates that will be produced and sent to labour market. The quality of academic staff depicts the quality of its products and they are more likely to perform better in their workplaces and excel in their chosen professions. He further affirmed that higher institutions of learning need to draw, attract and maintain the experts in different fields in their chosen in order to become great and produce productive workers. This is justified with a minimum qualification of Ph.D. as an entry point to become an academic staff, these are believed to be

capable of keeping abreast of the current issues in their chosen areas of specialization. They are also able to disseminate knowledge in a symbiotic atmosphere and have the potential to win staff prizes, research grants, medals and citation.

Abiodun-Oyebanji (2012) carried out a study titled “Human Resource Situation in Nigerian Universities: A Case Study of Ekiti State University, Ado-Ekiti”. The research work examined the situation of human resources in Ekiti State University, Ado-Ekiti, Nigeria. Descriptive survey research design was adopted for the study, and all the academic staff of Ekiti State University comprised the population of the study. Simple random technique was used to select members of academic staff from all the eight faculties in the university. The instrument used for data collection was secondary data from the Academic Planning division of the Vice-Chancellor’s office, Ekiti State University, Ado-Ekiti to find out the human resource situation in the university; with respect to the availability, quality and adequacy in accordance with National Universities Commission’s (NUC) guidelines.

The study population comprised members of teaching staff from all the eight faculties in the university, simple random technique was used to select the respondents for the study. A secondary data collected from the Academic Planning division of the Vice-Chancellor’s office, Ekiti State University, Ado-Ekiti which was to investigate the situation of human resources in the university with respect to the availability, quality and adequacy in accordance with National Universities Commission’s (NUC) guidelines was used as the instrument for data collection.;

The finding of the study showed that the percentage of Professors/Readers in Ekiti State University was 19.4% which was quite very close to the NUC requirement of 20%. However, the percentage of Senior Lecturer was 15.6%; and this was far less than the NUC requirement of 35%. On the other hand, the percentage of Lecturer 1 downward was 65.1%, which is over and above the 45% requirement of the NUC. This may also be attributed to the failure of University management to employ more academic staff of the senior cadre into the system due to shortage of fund.

From the findings of Abiodun-Oyebanji (2012), it is obvious that the staffing of the university did not conform with the NUC regulation, which may probably lead to overload of the staff. If this happens, the staff will not be able to discharge their duties and responsibilities effectively and the students will not be adequately trained and prepared for the job which will affect their job performance after graduation in workplaces.

The findings of Abiodun-Oyebanji (2012) confirmed what Okojie (2008) said that the major problem of Nigerian university system is under staffing and this is peculiar to academic staff, it was affirmed that most Nigerian private universities do not meet the required quantity and quality of academic staff to perform the task of teaching and research in their various institutions. This, according to Abiodun-Oyebanji (2012), suggests that many of the private universities shared the limited number of academic staff in public universities, not only this, it was stated that most of the lecturers in private universities are very young to handle the rigorous academic activities.

Abiodun-Oyebanji (2012) concluded in her study that it is an understatement to say that the major problem confronting Nigeria universities system is under staffing due to the current situation on staffing in the higher institution of learning. It was further stated that university system generates the needed manpower to the world around but has not been able to absolve them back to the system where they are coming out. The condition of quantity of academic staff in many Nigerian universities today is worrisome and inadequate based on the recommendations of the National Universities Commission (UNC). From the ongoing, it is seen that quantity and quality of academic staff could enhance good preparation of students for good job performance in the workplace and since it cannot be overlooked, then it implies that if there is shortage of academic staff in quality and in quantity, it is likely that it will bring about low job performance of the graduates in their places of work.

Based on the findings of the study, it was recommended that Nigerian universities management should ensure better conditions of service of academic staff, improved conditions of staff will not only motivate them to discharge their duty as expected but

will as well retain the best brain in the education industry. Also, members of academic staff should be motivated through good salary package, this will help to combat problem of brain-drain in Nigerian universities. It was also recommended that for better productivity among academic staff, computer literacy and appreciation should be made compulsory for all teaching members of staff in the universities. Recommendation was also made on employing more members of academic staff especially in the departments where there is shortage of staff, this will reduce the problem of understaffing in the Nigerian universities. The study also recommended that empowerment and development of academic staff through further training, attendance of local and international conferences, also, there should be regular workshops and seminars attendance. Finally, it was recommended that academic staff should be encouraged not just to publish for promotion exercise, but should get involved in productive and problem-solving researches that could solve national or global problems.

Furthermore, in the work of Godwin and Johnson (2012) on Labour Market Distortion and University Graduate Unemployment in Nigeria: Issues and Remedies, the study appraised the existing gap between the demand for and supply of university graduates in Nigeria. They submitted that part of the reasons given for the quality deterioration in university education are lack of employees motivation, incessant strikes, shortage of staff, corruption, weak accountability for educational performance, and basing admissions exercise on quota system rather than on merit basis. They stretched further no system can rise above the quality of its instructors, therefore, poor quality graduates is as a result of poor quality of staff. Many employers and scholars have reiterated that the quality of the graduates supplied is a reflection of academic staff quality, funding limitations, learning resources such as libraries and laboratories. They further reported the severity in the problem of staff quality. The decline in staff quality is reflected in the reduction in number of professors and senior lecturers in Nigerian university system as a result of high rates of brain drain among the academic staff. With this, if the staff quality declines, it will affect what the students should be exposed to in the

university, since one cannot give what one does not have, when this happens, it will affect job performance of graduates the work place.

Moreover, Akinyemi, Ofem and Ikuenomore (2012) carried out a study on Graduate Turnout and Graduate Employment in Nigeria. The study assessed the mismatch between graduates turnout and graduate employment in Nigeria. The study adopted a descriptive survey research design with secondary data and checklist as an instrument to collect data. The population of the study covered all the Universities, Colleges of Education and Polytechnics (both private and public) as at 2007. The population of the study also included all the registered employers of labour who belonged to organised public and private sectors in Nigeria. These consisted of those who registered with the Manufacturers' Association of Nigeria (MAN), the Nigeria Chamber of Commerce and Industry (NCCI) and government establishments. The purposive sampling technique was adopted to select the dominant sectors in the Nigerian economy which included both private and public organisations in the federation which are: Mining and Quarrying; Manufacturing and Industries; Building and Construction; Hotels and Restaurants; Transport, Storage and Communication; Finance and Insurance Companies; Public Administration, Defence and Community Social Services; Education and Health.

They stated that possibility of low quality of graduates in developing countries is traceable to drop in quality of academic staff in the university system, this is reflected in the high rate of brain drain. They submitted that many qualified and professional academic staff have left African nations for developed world to search for greener pastures. Stated further, it was reported that another factor responsible for poor output of tertiary education institutions in Nigeria is a very wide gap between the few numbers of qualified academic staff and high rate of student enrolment. Student enrolment in Nigerian tertiary education institutions has no correlation with the available number of qualified academic staff and the available educational resources. It was then concluded in the study that employable skills that can match the requirement of job by employers of labour were not found in Nigerian graduates, this is as a result

of the shortage in numbers of academic staff strength in the higher institutions of learning. From this finding, it shows that shortage of teaching staff in universities will not help the system and will not make graduates to be adequately equipped with suitable skills, attitudes and knowledge that can enhance high job performance in the work place.

Ige (2013) investigated the Evolution of Private Universities in Nigeria: Matters Arising and the way forward. He claimed that it is a fact that profit making remains one of the main reasons for establishing private universities. The proprietors of private universities have the ultimate goal of making much profit from their investments and also have the power to hire and fire their employees. Due to problem of job insecurity, attrition rate is high in private universities. Many lecturers in the private universities are 'retirees' who, apart from being too old to teach effectively, are myopic of fresh ideas and skills. Ajadi (2010) stated that Nigerian private universities operate with very limited number of teaching and non-teaching staff. Stated further, Ajadi (2010) confirmed that the private universities in Nigeria are dominated with part-time staff and also many of their teaching staff are on sabbatical leave. Many among the limited teaching staff in private universities are without the doctoral (PhD) degree which is the benchmark for lecturing in any university in the country, as specified by National Universities Commission (NUC). This situation thus calls into questioning the quality of training received by students in the private universities. With all these factors, the strength of academic staff may be low in these Universities which may lead to overload on the part of the lecturers. Due to this, the students may not be properly exposed to the required knowledge and skills that can bring about excellent job performance among graduates.

2.3.2 Skills Demanded by Employers of Labour

Quality and standard education with better and updated curriculum based on the requirement of employers of labour would give the recipients adequate skills to meet up with the requirements in labour market, it will also improve their decision making and status mobility while, in turn, will enhance national growth and development. Asuquo and Agboola (2014) opined that goals of university education remain, very important in promoting national development but seem unrealistic, because, graduates of Nigeria universities often times could not translate or apply acquired knowledge effectively to solve problems when employed.

They stressed further that job-related skills which can enhance job performance are lacking in majority of Nigeria university graduates, resulting to complaints from employers on low performance of fresh graduates. Asuquo and Agboola (2014) argued further that the former Education Minister, Dr. Sam Egwu, while delivering his speech in a retreat for the then newly reconstituted governing councils/boards for Federal Universities in Abuja, link the bad situation of poor job performance of graduates to poor teaching in the university system and outdated curriculum that did not incorporate the required skills by the employers of labour. He said this has a negative effect on the standard of learning, teaching and research quality as just only twenty percent of fresh Nigerian university graduates are found employable, this implies that the remaining eighty percent of graduates from Nigerian universities lack employable and 21st century skills for employment.

Sodipo (2014) stated that stakeholders and employers from different fields are worried about the competence of graduates that do apply to fill job vacancies recently, stating that many of the graduates could not express themselves in simple English. Meanwhile, employers of labour demand that graduates that will take up the appointment with them should be able to show some level of professional competency in their chosen fields. They also want them to be well-prepared with basic soft skills such as reflective skill, creative skill, thinking ability, problem-solving skill, ability to communicate very well, high level of integrity, good interpersonal relationship skill,

ability to work with others, self-discipline, organizing skills, teaming skill, self-esteem, leadership skill and skills to transform conceived ideas into action. He stressed further that graduates lack these skills because most of these skills were not taught in universities because they are not included in the curriculum used in the process of teaching them, this resulted to a wide gap between the skills demanded by employers and skills supplied by various universities especially the private universities.

Based on the submission of ACTE, CTE and P21stCS (nd), the 21st century learning skills are referred to as the 4Cs, which imply critical thinking, creativity communication and collaboration. These skills, according to these bodies are important to success in schools and labour market. The acquisition of the skills could assist students to learn and be productive at work.

Okebukola (2013) stated that, the curricula of schools in Nigeria are, many at times, based on the theoretical learning and focus less on acquisition of skills. The development of 21st century skills in students will assist students to become employable. Considering the relevance of these skills to the world of the 21st century, Okebukola (2013) advocated that there should be a way of incorporating the teaching of these soft skills in the university curricula so as to make students relevant in the world of employment. According to him, skills to be included are: religious tolerance, collaboration, peace building, use of technological skill, problem-solving with creativity skill, decision making skills, personal and social responsibility skills.

Pitan (2010) carried out a study on Skills Mismatch Assessment among Employed University Graduates in Nigeria Labour market, which aimed at identifying gaps in knowledge and skills acquired by university graduates and also to identify the skills that the employers of labour demand from university graduates. Research design adopted to carry out the study was descriptive survey of *ex-post facto* type. The study covered the six geo-political zones of Nigeria. Sampling technique used was purposive technique through which one town per geo-political zone was selected. One thousand, eight hundred graduate employees and six hundred management staff were randomly selected for the study. Two different sets of questionnaires were used to collect data

from respondents. The first instrument was tagged “Labour Market Demands and Employers’ Assessment Questionnaire” and the second instrument was tagged “Employees Questionnaire on Relevance of Training and Employment”.

The finding of the study showed that employers of labour demanded entrepreneurial skills, analytical skills, skill of rational and quick thinking, skills of communication, decision-making skill, information technology skills, interpersonal relationship skill, and skills to solve problem in different ways. The finding also indicated that graduates of university were not trained and prepared adequately for work with respect to skills supplied to labour market as against skills demanded by employers. It was, therefore, recommended that universities should adjust the curriculum contents to suit the demands of employers of labour market; and that, universities should integrate the required skills that are in high demand in the labour market into their curriculum. This can be attained by incorporating the feedback from employers of labour on the new trend of skills demanded in labour market into the university curriculum. Also, too much emphasis on theoretical aspect in the curriculum should be replaced with practical work. Recommendation was also made that, while students are in school, they should be motivated to find means of acquiring soft skills in form of generic skills that can help to prepare them for work after schooling. From the findings of Pitan (2010), it was concluded that graduates were poorly trained for work and they did not possess the skills employers of labour are looking for in graduates which will not make them productive at work.

Also, Asuquo and Agboola (2014) carried out a study on Nigerian Universities Outputs and their Employability in the Labour Markets in South – South, Nigeria. The objective was to investigate differences (if any) in the employability of Universities products in public and private organisations in South-South, Nigeria and to investigate the differences in the productivity level of universities graduates who were first degree holders and those with higher degrees in the labour market in South-South, Nigeria. The research design adopted for the study was descriptive of *ex-post facto* type. The population of the study consisted of graduates from Nigerian Universities in public and private organisations in South-South, Nigeria. The researchers adopted multi stage

sampling technique to select 1,200 graduates, at the first stage, four states were selected out of six states through simple random technique while at stage two, purposive sampling technique was adopted to sample the state capital of each of the chosen states. In each state, 150 graduates were sampled from private organizations and another 150 graduates from public organizations, making a total of 300 graduates working in different establishments in South-South, Nigeria. The study used a self-designed questionnaire titled “Universities Output and Employability Questionnaire” as instrument for data collection. The instrument was of two sections. The first section obtained information on the demographics data of the employers, while the second section obtained information on the employability of graduates of Nigerian University and their productivity level. There were 24 items in the questionnaire.

Findings of their study showed that productivity level of the Nigerian University graduates was very low compared with the expectations of employers, which indicated the need for total restructuring of universities’ curricula to reflect the required skills employers of labour want in graduates, this can be done by getting feedback from employers of labour. Recommendations were made from the findings that, university curriculum should be designed in such a way that the psychomotor skill of students will be developed. This can be done by focusing more attention on practical work that can prepare students and as well develop their skills to function optimally after graduation. It was also recommended that there should be improvement in the quality of industrial training and other activities geared towards equipping students with practical skills by stakeholders such as university management, government and other players in the Nigerian universities administration.

2.3.3 Analytical Skill and Job Performance of Graduates

Analytical skill which some authors refers to as ability of rational thinking is a skill that enables an individual to be reasonable in thinking and in judgement, it also involves reflective thinking beyond immediate. It is an act of an individual to be rational in passing judgement about an issue or a particular phenomenon in order to evaluate, interpret and to gather information to draw conclusion. It is very important in the life of an individual as a student to do well and perform effectively at work after schooling. Ann (2007) stated that analytical skill enables an individual to identify differences in a range of subjective analyses of a situation and to appraise how the level at which each identified analysis might meet an individual needs. Fact may remain unchanged but level of interpretation will vary from an individual to individual and in different situations. Inclusion of analytical thinking skill is important in university curriculum because, it helps graduates to be distinct and be a better employee to be self-dependent in a given tasks which can be assigned by superordinates at work. It also helps graduates who acquired it to create knowledge and to evaluate challenge and change in the structure of the organization.

Main Characteristics of Analytical Skill

Ann (2007) stated the characteristics of analytical thinking skill to include a multifaceted mixture of different skills. According to Paul and Elder (2006) the standard of analytical skill should be: ability to be accurate, relevancy, depth, precision, breadth, fairness, significance and logic. Characteristics exhibited by analytical thinkers are the following:

- ✓ Skeptical in nature. They approach texts with the same skepticism and suspicion as they approach spoken remarks.
- ✓ Very active and not passive in nature. Asking questions and analyzing answer supplied is exhibited by analytical thinkers. They deliberately apply strategies and tactics to uncover meaning or assure their understanding.
- ✓ Inability of taking egotistical view of an issue. They exhibit openness to new perspectives and ideas. They are willing to contest their beliefs on any phenomenon and investigate any issue completely with evidence.

On the other hand, in contrast, passive and non-analytical thinkers display the following:

- ✓ Ability to see things the way it is or the way it is presented by other people, it is either-or, rather than having variety of different ways of understanding things, they see it either in black or white.
- ✓ They do not analyse questions beyond yes/no level.
- ✓ No ability to view linkages among issues
- ✓ They do not give room for complexities in any situation.
- ✓ No ability to recognize related elements.

Ann (2007) went further that non-analytical thinkers take an egotistical view of the world and they believe that their own perspectives on issue is the only sensible ones, they see their submission on any situation as final and they take their goals as the only valid ones.

Strategies of Analytical Skill

- i. Reflection: It involves engagement in the insightful procedure.
- ii. Rationality: This is relying on reason rather than emotion, it requires proof, survey evidence where it leads and ignore non proof evidence. Ability to be concerned more with finding the best explanation than being right, and analyze apparent confusion and ask questions.
- iii. Self-awareness: Evaluating the influences of bias and motives, it also involves recognition of an individual point of view and assumptions.
- iv. Honesty: To think analytically means ability to recognize emotional desires, disreputable determinations, selfish intentions, or other modes of self-deception.
- v. Open-mindedness: This is assessment of all rational insinuations, considering a series of possible perceptions or perspectives of a phenomenon, open to different alternative measures, accept a new explanation, model, or paradigm as a result of better explanation of evidences, it is more simpler and has fewer inconsistencies or covers more data, accept new priorities in response to a

reevaluation of the evidence or reassessment of our real interests, and do not reject unpopular views out of hand.

- vi. Discipline: This is to be detailed, thorough, ability to be comprehensively precise and meticulous, most of the time, it involves been engaged in listening actively and reading practices resist manipulation and avoid snap judgments.
- vii. Judgment: This recognizes the significance and/or worth of substitute assumptions and perceptions which also identifies the weight and extent of evidence.

Emily (2011) opined that analytical thinking skill includes the element of ability to argue, analyze, inferring inferences with the use of deductive or inductive reasoning, ability to evaluate, judge, and to make concise decisions on time to solve problem. She pointed out that background knowledge is very important but it is not enough condition for sufficient analytical thought to solve problem of a task in any situation. Analytical thinking skill involves disposition and exhibition of cognitive skills. These exhibitions, which is seen as or habits of mind of an individual and attitudes, include fair-mindedness, openness, ability of flexibility, inquisitiveness, propensity reason seeking to desire to be well-informed, and a respect for and willingness to entertain diverse viewpoints.

Emily (2011) further identified difficulties involved in evaluating analytical thinking skill and disposition in employee. She identified challenges associated with both validity and reliability of standing procedures in evaluating analytical skill. Students who read a social studies passage either supported an extrapolation with argumentation or appraised an argument from the passage. It was revealed from the work of the authors that no clear common factor was found fundamental to the performance across the tasks given that were designed to be parallel. Additionally, abilities of students to make use of evidence, explanations, topic statements, conclusions, and rational organization did not generalize across a task, which implies that idiosyncratic and perhaps construct-irrelevant features of each passage or task were more salient aspects of student performance than any general ability to think analytically. Emily (2011)

also pointed out that introduction of performance-based assessments of creativity is rather subjected to error than its original measures. Moreover, use of such tasks performance to assess the development of analytical thinking skills over time still remains fraught with complications as long as tasks of individual communicate serious noise than signal.

Norris (1989) argues that the fact that the level of domain specificity in analytical thinking remains unsettled makes evaluation of analytical thinking skill difficult. Firstly, the form of inferences one is making may be unclear to the extent that people find it difficult to agree that analytical thinking skill is subject-specific or general. Secondly, analytical thinking transfer may be challenging in assessment, this is because transfer to other contexts is perplexed with knowledge of subject-specific based that is important for using analytical skill. Thus, an individual who cannot transfer to another subject either requires additional instruction in analytical thinking or more specific information in the subject matter.

Likewise, the impression to think analytically is confounded with the ability to do so. Thus, in spite of identification of analytical skills and its disposition by many scholars, as very important in any establishment, the skill is still lacking in many people. In conclusion, Norris (1989) submitted that traditional evaluations of analytical skill are ill-suited for many reasons. They are very limited in the aspects of the construction, therefore standardized tools using multiple-choice style to evaluate reliability judgment or deductive reasoning are as likely to reflect extraneous constructs—such as test-makers' empirical, religious, or political beliefs and judgments—as they are to reflect critical thinking.

2.3.4 Creative Skill and Skills Demanded by Employers

Creative skill is the application of imaginary way of finding solution to existing problem through different means considered best to the task learners. It is much more than the domain of musicians, artists, inventors and designers. That is, it does not mean that a distinct type of an individual need to arrive at inventive ways of solving problem or thinking. Creativity skill represents an open, relaxed and playful approach that is less in ordering. It is usually structured and predictable than skill of analytical thinking. It entails some risk-taking as there is a possibility that an individual will make an error or unable to come up with accurate answer. It includes ability to cope with the disorder, confusion and resultant risk. Creative skills involve more of an individual attitude and self-confidence.

Creativity skill in the systems of education and how it is being delivered is one of the most significant skills which an individual as student should gain during schooling. Creativity is defined as ability in uniqueness, fluency, flexibility and extraordinary thinking in different ways (Turkmen and Sertkahya, 2015). According to them, creative skill is the ability to cope with a identified challenge in a particular situation through a reliable way. Such capacity is about looking at a specific situation and problem from different perspectives. Creative skill goes beyond generating something out of nothing, but is the ability to bring a new impression or idea that, most of the times, varies from version to version. It also involves transforming older idea or a mixture of previously known ideas. Thus, the act of creating and conceiving ideas, thoughts and apprehending taught refers to creativity. The basic skill which includes every facet of an individual and human being development is known as creativity. Stressed further, creativity refers to the sensitivity to challenge, inadequacies, scarcity of material, inadequacies of elements, and non-compatibility, challenges identification, proffering solutions to problems, appraisal and theorizing or amending hypotheses in relation to non-sufficiency and selection of solutions to problems

It was pointed out that creative skill is one of the inborn characteristics that can be found in any individual, though differs from one level to the other, they are not learnt. Creativity is common and seen among children, they possess and exhibit creativity

skill and possess willpower to create unconsciously. Young people feelings, thoughts and imagination are united with natural motivation, with children especially expressing their thoughts and ideas freely. Several studies on creative skills indicate that virtually every child possesses creativity skill at one level or the other. Creativity is more pronounced, noticed and observed among young children than adults, however, it is very easy for it to get disappeared especially if such skill is not developed and reinforced with motivation comments. From the basic meaning of creativity as ability of rational thinking, creativity is understood at different levels based on the view and aspect at which is perceived. It is also connected with discerning separately by a different individual

The concept of creative skill is summarized in five approaches which places by Treffinger as cited in Turkmen and Sertkahya (2015), the approaches are as follows:

- i. *Approach of Rationalism*: This approach stresses that creativity is a cognitive action and mental in nature. This approach, conceived and considered creativity as a rare phenomenon and mysterious. Rather, it was considered as a way through which an individual uses his/her senses in a reliable and effectual manner. In this way, it is seen as disparity in the way of an individual integration, reasoning, thinking, or resolving challenges.
- ii. *Approach of Traits and Personality*: Creativity of an individual traits and personality factors were determined by Berkley Institute of Personality Research and Assessment (IPRA) in a survey study, Creativities were not found in some groups which are include in a sample of scientists, writer and artists.
- iii. *Interpersonal and Social factors*: The factors here comprise role, values, expectations definition, norms, explanation of expression creativity which is supported or not sustained by using approval and rewards. This means environmental/contextual issues in increasing or hindering creativity ideas from anthropological, sociological, environmental perspective.
- iv. *Approach of Lifestyle*: Lifestyle approach is anchored to daily life application of creativity in departing from creative persons' lifestyles. Creative skill refers

to individual accomplishment, self-realization, positive image identification or individual development.

- v. *Approach of Illogical factor:* Investigations on interactions of psychological, physical and biological factors were carried out in biochemistry, neuropsychology and other related fields. Here creativity was taken as recognizing the world in different ways through the inputs-process in different way or operational as a system of authentic.

Also, Graham cited in Turkmen and Sertkahya (2015) recognized process of creativity thinking in four different stages in his research work.

- i. *Stage of Preparation:* This stage involves introduction of an individual to challenges and also to learn from such challenges. The stage also involves relationship between theorems and hypothesis which is studied about the identified problems or challenges. Such person firstly appraises studies on the problems that were done previously. Through this manner, such individual learns from observations and probably self-mistake committed.
- ii. *Incubation Stage:* This is the second stage after the stage of preparation. This stage consists of having fresh view and synthesis of an idea and putting it forward as a result of control measures put in place consciously. Some reliable thoughts can be developed through increase in rational thinking with time. Based on their reports, the phase involved may be long or very short depending on the way an individual conceived the fresh idea. Every connection may not be established with instant subject matter. Many at times, when during interruption of thoughts, brain still works. The observed experiences and thought interruption may then give way to thought development. When other things were given attention to from time to time, the period of incubation may be more fruitful.
- iii. *Stage of Illumination:* At this stage, an individual proffers solution to the identified problems, such solution upsurges from the mind of the individual

suddenly. The solution comes at this stage as a result of creating or synthesizing information in previous stages.

- iv. *Verification Stage*: This stage is a rational and conscious period when solutions to problems are confirmed. Also, at this stage, identified mistakes in the solution to problems at previous stage are removed while accurate or precise parts are reviewed for adoption.

Approaches Involved in Creative Skills

The following are the approaches involved in creative skills:

- Reflection engagement
- Searching for different possible ways of solution to problem
- Making different suggestions to the problem, including the ones that sound and look senseless with sensible ones.
- No ideas should be thrown away at the early stage, i.e. all suggestions and ideas should be well treated because they may have potentially useful seed.
- Permitting oneself to sketch, contemplate with different proposition.
- Awareness of involvement that the approaches can make different propositions that are unusable and may even sound silly.
- Allowing mistakes to be made.
- Knowledge acquisition from different suggestions that did not work and also from suggestions that work

Creative Skills Strategies

Some procedures or strategies of creative skills are mentioned below.

- i. Writing down different ideas that come to mind during brainstorming, this is done by writing down the thought or concept as it comes to mind without editing.
- ii. Permit ideas to flow in you and engage in deep thinking during activities when alone or while taking a walk.
- iii. Write down the model/theory on piece of paper.
- iv. Probe into the similar question over and over to suggest and bring different answers to the same question that is being asked.
- v. Merge the related features that are similar but conceived in different ways to create or form more ideas.
- vi. Do not be stereotype, the routine should be changed, things should be done differently.
- vii. Allowing mind to be influenced and engaged in a new way like inducing unusual music not always listening to.
- viii. Consciousness to new ideas when they come to mind newly. The means through which things work should be sought for, also, interpreting the conceived idea to different means.
- ix. Developing creativity serendipity.
- x. Probing one's mind with questions like 'what if....?' Or 'supposing....?'

2.3.5. Communication Skill and Skills Demanded by Employers

Communication skill is the ability to choose an appropriate medium to evaluate message, follow conventions laid down in the organization, listen actively, read fluently, speak confidently and write properly. Alireza and Ali (2016) stated that communication skill is a very important skill in any formal or informal establishments, it is seen as a tool through which effectiveness and success of any organisation can be achieved. An act through which people are involved in interactive exchanges of ideas, opinion, processes of relationship and interchanging views refers to communication skill. It also involves a process by which individuals relate and pass message, personal feelings, moods, thoughts and information via verbal and non-verbal expressions from one person to another. These skills include the skills related to "understand verbal and nonverbal messages" regularizing to thrill "," listening "," insight into the communication process "strongly in relation" that constitute the basis of their communication skills. Skills of communication, verbal and non-verbal, are as important as breathing as it is one of the major determinants of organizational goals and objectives, it reduces emotions, tensions and as well solve problem successfully and constructively.

Khuong, Linh, Nguyen, and Nguyen (2016) stated that communication is very important to all individuals, starting from home. If the channel of communication is broken, the achievement of the stated goals will be very unrealistic. Interactive communication assists individuals to meet specific needs and other goals via definite messages. Likewise, they stated that without effective communication, loneliness and feeling lost amidst groups of people will set in. Therefore, ability to communicate effectively seems to top the list of skills labour employers want in employees. They further categorized communication skill to three different areas which are verbal, non-verbal and para-verbal communication.

Verbal communication: Verbal communication refers to the expression of opinions and feelings clearly and loudly, which is to say the act of speaking out for someone or group of people to hear. This skill has direct relationship with ability to speak out. The language or the spoken word plays an indispensable

role in creating the type of communication involved. Verbal communication comprises and involves five Cs which include consistent, clear, credible, concise and courteous. Equally, ability to be courteous means trust establishment, demanding suitable question, non-interruption of ideas and carefully choice of words, all these are verbal communication factors.

Non-verbal communication: The process of information transmission without using any definite action words is referred to as non-verbal communication. This could be in form of any of the following: facial expression, a gesture, body positioning, looking and touching. Also, eye contact maintenance, gesture appropriately, pleasant or unpleasant facial expressions, good posture maintenance and distance keeping are key features of non-verbal communication. In conclusion, features of nonverbal communication can be regarded as eye contact maintenance, overall appearance caring, facial expression and suitable posture and gesture maintenance.

Para-verbal communication: This refers to sending and transmitting information or messages from sender to the receiver through pitch, tone, and pacing voices. It can also be defined as conveyance of messages through proper taking into cognizance the pitch, pace voice and tone of the sender of the message. In this area of communication, emphasis is laid on pause, phrase or certain words while speaking. It involves how message is delivered, rather than what the message contains. There is more emphasis on how the sender transmits the words or the messages in para-verbal communication. The inclusion of communication signals that have relationship with modulation of voice is also involved in para-verbal communication.

A study was carried out on personality and communication skill effects on employee job performance of employee in multi-national companies in Ho Chi Minh City, Vietnam by Khuong, Linh, Nguyen, and Nguyen (2016). The objective of the study was to investigate the effect of five basic traits of employee personality and their skills on communication on their job performance in some establishments. The approach adopted to carry out the research work was quantitative, while the instrument used to collect data was a structured questionnaire which was administered directly on 300

members of staff in the selected establishments. Four different hypotheses were formulated to carry out the study and the findings showed a significant and positive relationship between job performance of employee and skill of communication among the selected employees, and that good job performance of employees could be ascertained and improved with good interactive skill which can be seen in communication skill.

Furthermore, the finding of their study revealed that though, there was positive effect on employees' job performance, yet it was reported that communication skill predicted just 3.4 percent of employees' job performance in the various establishments. Though, this is a small proportion, and there were very little reports on this type of research work that reveals relationship. Nevertheless, for the fact that an employee or an individual is good in communication skill does not totally mean that such an individual is good in doing the task assigned to him. That a person can deliver good and wonderful things, and that he can make people feel lovely do not mean they can do what they say. There are lots of cases whereby people cannot function well on their jobs but they are very good when it comes to speaking, especially in public and presentation. Those people tend to hold management positions in a company while others people with good skills on specific tasks have to work for them and follow their leadership. Also, there are many cases in such a way that people that are hard-working and as well with deep knowledge on how to do things in some specific areas such as engineering or researching tend to be less socialized and are not good in communicating effectively.

Asamu (2014) investigated the impact of communication skills possessed on performance of workers, to determine the extent to which communication skills acquired influenced level of commitment of workers and also to examine how communication skill affected productivity of workers in the selected establishment in Lagos State. To carry out the study, three hypotheses were formulated and descriptive survey method was adopted as the research design. The population of the study was private organizations in Lagos State. Stratified random sampling technique was used

to sample five private organizations and simple random technique was used to select 120 staff members from the selected organizations.

The instrument used for data collection was a structured self-designed questionnaire. The questionnaire had two sections. The first section collected information related to respondents' socio-demographic data such as name of organization, sex, age, marital status etc. while the second section contained items related to the variables of the study.

The study showed that effective communication skill had impact on workers' performance. The finding of the study supported the findings of Ayatse (2005) who reported that communication skill is needed to establish and disseminate the goals of the enterprise. This is because the competencies and skills they possess will enable them to exhibit work behaviours appropriately and relevant to the performance of the job. It was also reported that effective communication skill system helped in achieving maximum productivity within the organizations. Also, the study found that communication skill affected the level of workers' commitment within an organization.

2.3.7 Relevance of Curriculum and Skills Demanded by Employers

The curriculum is the blueprint of the set of courses, coursework and their contents to be offered for a specific period of time. The Manual of Accreditation Procedures for Academic Programmes in Nigerian Universities by National Universities Commission (2012) indicates that the curriculum of the programme to be used should be adequate to prepare practitioners at an appropriate level in the particular field. Suitable theoretical understanding and ability of skills fulfillment as required for specific job objectives, and ability of equipping graduates with suitable communication skills, written and oral, with a very sound knowledge of the social, political and economic environment in which the graduates shall live, work and make useful contributions as citizens should be included.

So, from the above, it is expected that the curriculum structure to be used in Universities should be relevant and adequate, should as well be consistent with the National Policy on Education requirements and also meet the Minimum Academic Standards laid down by the NUC. It is also expected to involve skills that can prepare the graduates for employment and should as well put into consideration the inputs from the employers of labour and feedback from ex-students. If all these are well taken care of and considered, it will increase job performance of graduates in their places of work.

Archbong, Oshiomu, Augustine and Bassey (2010) carried out a study on the Perspective of Lecturers in Universities of Uyo and Calabar on Quality of Delivery in Education. The study examined trainers' perspective on the sufficiency of quality indices of programmes for graduates' preparation for employment and the positions of employers of labour on the adequacy and relevance of training received by the graduates. The study adopted survey research design and simple random sampling technique was adopted to select three faculties per university. In University of Calabar, Faculties of Social Sciences, Arts and Education were sampled while Faculties of Engineering, Environmental Studies and Pharmacy were sampled in University of Uyo. Sampling technique adopted was stratified sampling, this was used to select fifty percent of the academic staff in each of the departments that made up the sample, fifty six lecturers in Faculty of Arts were sampled, thirty five were sampled in Faculty of Education, fifty five were sampled in Faculty of Social Sciences, twenty nine were sampled in Faculty of Engineering, twenty seven lecturers were sampled in Faculty of Environmental Studies and twenty were sampled from Faculty of Pharmacy. The total number of lecturers selected to carry out the study were 222. For collection of data, a questionnaire tagged "Graduate Preparation Index Questionnaire (GRAPIQ) was used to collect data, which had two sections with 20 items in the questionnaire.

The findings of their study revealed that the curriculum used in training graduates is not relevant and not adequate to produce the needed employees in labour market. As regards the level at which the curriculum is related to need of employers, it was

reported that that 82.3 percent of the lecturers agreed that the departmental curriculum was sufficient in preparing graduate for employment; 80.7% of the lecturers agreed that their curricula were current. The findings of the study further showed that thirty eight percent of the lecturers did not agree that contents of the curriculum were derived from task analysis based on the requirement of employers, while 68.7% of the lecturers disagreed that they included feedbacks from former students and employers of labour into the curriculum in their respective departments. The conclusion of their study revealed that though a high percentage of the lecturers assessed their curricula as adequate and current, yet the structure of curriculum in Universities lacked adequate input from employers of labour and feedback of ex-students which will not contribute positively to the graduate job performance in their places of work. The study, therefore, recommended that there should be urgent and total restructuring of curricula in Nigerian Universities so as to meet labour market requirements. The study also recommended that the curriculum used in training graduates should be relevant and adequate in order to produce the needed employees in labour market and should be suitable and appropriate to all students regardless of any course such a student may registered for.

Furthermore, Godwin and Johnson (2012) carried out a study on labour market distortions and University Graduates unemployment in Nigeria. The study traced the declining quality of education and found that most of Nigerian universities curricula bore no or little practical relevance in the area of needs of the economy. It was argued from the study that there was too much emphasis on theoretical aspect rather than practical training in the curricular of the University. Also, they reported that recent explosion in information technology and computerization has not been adequately reflected in the course contents of the universities. For example, there were some tracer studies which stated that employers frequently complained that most of the newly employed graduates were not acquainted with the use of computers or the tools that the company used in production. There were also reports that newly employed graduates were not capable of solving technical problems that could arise in their organizations which is expected of an individual with the level of training received.

Many establishments, as a result of this, subject their recruitment procedures through rigorous exercise to select the best out of the applicants. Also, after recruitment, many of these organisations expose their new staff to post-employment training to make them fit for the responsibilities ahead of them in their respective places of work. It was concluded that, the implication of this additional process of training the newly hired employees is that it increases the cost of production and lowers the profit of establishments.

2.3.8 Availability and Accessibility of ICT Facilities and Skills Demanded by Employers

The role of information and communication technologies (ICT) in Universities cannot be underestimated. ICT plays a vital role in the teaching, research and learning processes. Its usage widens the knowledge of the students and exposes them to better way of learning new things which can prepare them adequately (if well mastered) for job after schooling. Anyira (2011) observed that the ICT has become an integral part of university education as it plays an undisputed role in meeting the educational, research, information and communication needs of academics, researchers and students. The use of ICT, especially the internet, has made it possible for scholars at different locations on the globe to exchange ideas on various fields of study and also allows students and lecturers to communicate both within and across international borders. Adavbiele (2016) submitted that during the last two decades, higher education institutions have invested heavily in information and communication technologies (ICT). ICT has had a major impact in the University context, in organization and in teaching and learning methods. It is important to note that the world has become one in the present century with the advent of the ICT. So the availability, functionality and accessibility of ICT both to the students and staff in university is very important. The acquired knowledge in ICT will equip, broaden and widen the knowledge of the students in the university and thereby prepare them well for job after school.

Ikonne, Madukoma and Onuoha (2013) opined that internet facilities have been linked to education in universities based on the fact that the acceptance of the internet usage in university system has lessened the difficulty encountered in accessing information, thereby intensifying access to information and technology which will facilitate teaching and learning in the university system. They further identified the following as the uses of information and communication technology especially the internet facility: for writing of article and carrying out research works; for knowledge development in modern and current ways; for sending and receiving emails; for teaching; for communication with colleagues and relations; for personal purposes; for submitting research papers to journals online; for submission of assignment; for networking purposes, for health information; for job search; for charting and for sport news. If the internet facility is available and used properly, it will help in the dissemination of information and widen the knowledge of the students in ICT which will adequately prepare them and be productive at job in their places of work.

Bola and Ogunlade (2012) carried out a study on accessibility and utilization of internet service by graduate students in University of Lagos, Nigeria which aimed at examining the extent of internet accessibility to the university students and members of staff and to find out the factors motivating the usage of the internet facilities in the university. The study adopted a descriptive survey research design with a self-designed questionnaire to collect data from the respondents. The study sampled 200 respondents who were graduate students in the Faculty of Education, University of Lagos, out of which 173 were found useful for the study. The results of the research work showed that the university students did not have access to internet service which may lead to unfamiliarity of basic knowledge in the ICT which may affect the graduate job performance. The study recommended that the university should make internet facilities available to the students and lecturers.

Another study was carried out by Anyira (2011) on internet service in Nigerian private universities: a case study. The study investigated the use of internet facilities service and its accessibility in Western Delta University, Oghara. The study adopted survey

research design in. The sampled population to carry out the research work comprised 564 students, 57 academic staff and 85 non-academic staff. Fifty percent was selected using a simple random technique from each category. This was made up of 354 respondents that comprised 282 students, 29 academic staff and 43 non-academic staff. Questionnaire was used to collect data from the sampled respondents.

The study indicated that internet services were limited in supply in the university. Many of the respondents who were students and members of staff complained and submitted that internet facilities services were limited in supply because of university ineffectiveness in internet infrastructure and also the dearth of circulation of the inadequate services being offered. This will not help the output of the university because it will not adequately prepare the students for job and it may affect their performance in labour market. They may also not be able to compete with their counterparts in the labour market. Based on the findings of the study, it was recommended that there should be provision of ICT laboratory with internet facilities in order to improve students and members of staff internet access that will widen their knowledge and thereby contribute positively to the performance of their graduates in their places of work.

Furthermore, Philip, Oluwagbemi and Oluwaranti (2010) observed in their study on evaluation of the impact of Information and Communication Technologies diffusion in Nigeria's higher educational institutions that, higher institutions of learning in Nigeria did not have enough infrastructure on ICT that can aid the effectiveness in tapping into the argumentation offered by the cybercafe. They stated that though there are availability of personal computers in many Nigeria higher institutions of learning, most of the computers connected and not accessible to internet facilities as a result of students and low computer ratio. In addition, because of the said low ratio of students to computer, the needed basic software for practical trainings are not readily available and in a situation where they are scantily available, they are not accessible to many of the students. It was reported that the bandwidth subscribed for internet connectivity in most of higher institutions of learning in Nigeria, is very small compared with student

enrolments. It was also well pointed out that where the ICT infrastructure such as projector is available, it is not functioning while other facilities like interactive whiteboards are not available.

Osofisan and Osunlade (2007) investigated the ICT services available in educational and research institutes in Nigeria. Reports showed that, in most of the research institutes and educational institutions. ICT infrastructure had just been installed and made available for students' and staff use. Although, there were computer systems available for many years, their use was limited to only word processing. It was stated that the drive in most of the higher institutions of learning was on internet facilities enabled environment. The study showed that available services and equipment in the universities and research institutes include scanners, internet, printers, Email, LAN, telephone, websites, and internet facilities. It was reported that no two educational institutions or research institutes in Nigeria are connected together through WAN connectivity.

The study also found that not all the educational institutions and research institutes had websites for their institutions, while those who had hardly done regularly update which makes the present content on most of the websites to be obsolete and were not valuable and usable to researchers.

Adavbiele (2016) investigated the challenges and strategies of ICT infrastructural development for university education in Nigeria. It was stated in the study that ICT infrastructure in most Nigeria higher institutions of learning was not adequate. He stated that most students in Nigerian university still visit the internet off campus as a result of too many demand on internet on-campus. It was reported that available computers for internet facilities were not adequate to meet the demand for their usage. Stating further, there was too much attention to internet browsing and computers, while other ICT infrastructure and their accessories were not available for effective teaching. It was also stated that awareness level on the extent to which ICT could be useful in university education was still low. Aside from this, it was reported that some lecturers were not even conversant with the effective use of ICT facilities.

Views of students of higher institutions of learning on ICT usage in Ghana were sought by Kumah and Tanye (2009). It was stated that effective ICT growth was lagging behind in comparison with the usage of it in the world of business. It should be noted here that ICT usage like the interactive whiteboards, was increasing in number in the available lecture rooms. The usage of e-mail among most students is limited to the personal communication of students with the members of their families and their friends. It was stated that most of the university students were not fully engaged by their lecturers on usage of ICT for academic purposes.

Kumah and Tanye (2009) investigated the key aspects of ICT infrastructure in three selected universities in Singapore. It was found that:

- i. Universities were linked up and fully networked within the campus using wireless LAN. There was networking of all the computers in the universities which were extended to students halls of residence, libraries, laboratories, staff offices, tutorial rooms and so on.
- ii. There was internet access with improved bandwidth in all the campuses;
- iii. For effective communication, there was provision for e-mail accounts for members of staff and students;
- iv. There was computer for every faculty member and administrative staff;
- v. Many computer laboratories were provided on the campus with equipped computers with specialized software for teaching activities and research purposes.
- vi. There was provision of well-equipped and proper audio-visual facilities, projector machine, computer connected to internet, and videoconferencing facility in the tutorial rooms for students to be used in connecting to international organizations for research, collaboration and meetings.

A study carried out by Egoeze, Akman and Palacios (2014) on evaluation of ICT infrastructure and application in Nigeria Universities. The objective of the study was to evaluate the ICT infrastructure and application in Nigeria universities. The study was a descriptive survey. Fifteen universities from different regions of Nigeria were

used for the study. The population of the study consisted of lecturers, students and administrators of the universities. The instrument used to collect data was a self-designed questionnaire. Three research questions and two hypotheses guided the study.

The results showed that ICT facilities available in most of the Nigeria universities were internet, computers and telephone and that the internet resources of the web, e-mail and websites were the ICT services utilized in most of the universities. Based on the findings, it was concluded that most of the universities were still low in utilization and provision of ICT facilities. It was also discovered from their study that most Nigeria universities are oftentimes made ready provision of internet facilities. This could be attributed to the numerous benefits in using the internet. As a result, availability of internet facilities has become a tool which lecturers, students and researchers cannot underestimate. The findings of the study also showed that the web and e-mail facilities are used in the universities. These are regarded as the most popular resources on the internet, with wide usage due to the numerous benefits offered.

2.4 Appraisal of Literature Reviewed

A good number of studies had been carried out on skills demanded by employers. For instance, Asuquo and Agboola (2014) investigated Nigerian Universities outputs and their productivity in labour markets in South-South, Nigeria. The study examined the differences in productivity level of Universities outputs. The study sampled 150 graduates each from private and public organizations, making a total of 300 graduates working in different establishments in the region. The study found that productivity level of Nigerian universities graduates was low when measured by the skills, knowledge acquired, ability, quality of instruction and types of curriculum used in universities. In this study, university graduates used for the study were graduates from public universities in south-south, Nigeria. But this study investigated resource factors, supply of skills and skills demanded by employers of labour among private universities graduates in Southwestern Nigeria.

Study of Akinyemi, Ofem and Ikuenomore (2012) on Graduate Turnout and Graduate Employment in Nigeria linked job performance of graduates to factors such as decline in staff quantity and quality, outdated curriculum and poor condition of facilities in the universities and concluded that graduates from Nigeria universities did not possess employable skills that could match the requirements of employers and labour market. It was also reported by the study that there were other attributes which employers emphasized as soft skill for job performance of graduates apart from the qualifications that graduates possessed. This study investigated demand for skills, extent to which required skills were supplied by private universities and correlation among resource factors used in training graduates and job performance of private university graduates in southwestern Nigeria.

Pitan (2010) carried out an assessment of skills mismatch among employed university graduates in Nigeria labour market. The study identified gaps in knowledge and skills acquired by graduates of Nigeria university and skills employers of labour demand from university graduates. But this study was examined the demand for skills from the end of employers and supply of skills from the side of private universities in

southwestern Nigeria. This study also investigated correlation among resource factors such as academic staff profile, availability and accessibility of ICT facilities and job performance of private university graduates.

The reviewed literature reported a wide gap between the skills employers of labour wanted in graduates and skills possessed by graduates. What employers demand from employees is more than academic qualification, but possession of additional skills that can translate ideas to actions, and ability to make graduates more productive at work. Studies also showed that employers of labour complained that graduates were poorly trained and unproductive in the work place as a result of decline in staff quantity and quality, outdated curriculum and poor condition of facilities in the universities. This shows that much has not been done on the correlation between resource factors used in training graduates and their job performance. Not only this, many of the studies on performance of graduates were carried out using public university graduates but very little study has been conducted on private university graduates, which was the focus of this study and the gap the study filled.

2.5 Theoretical Framework

Campbell Theory of Job Performance

The theoretical framework for this study is patterned after Campbell theory of job performance. This theory according to Linda, Claire, Vincent, Wilmar, Henrica and Allard (2011), emphasizes the importance of job performance to organizations. Campbell defines job performance as behaviour or activity appropriate to organizational goals and objectives and it is captured by three notions: (1) determining job performance through behaviour instead of results (**Attitude**); (2) job performance comprises only behaviours applicable to organizational objectives (**Job Knowledge**); and (3) multidimensional in job performance (**Skills**).

It is generally assumed that job performance varies from job to job and from one individual to another. Due to this fact, several measurement of job performance have been adopted by different people. So far, the evaluation of job performance of an individual has focused primarily on either subjective judgments of quality and quantity of work (this is done through the measurement of job performance by supervisors, peers or employee him/herself) or objective measures (this is in form of estimating number of days absent, counts of some specific acts by such employee and records of outstanding output in organization by such employee). Though, these two methods may provide the estimation information on job performance of an employee, it can be stated that none of them can completely capture the totality and complexity of employees' job performance and manners well accepted that may likely establish job performance of workers in their places of work

As a result of this, the real question that need an answer is what exactly constitutes job performance of an individual at work. Job performance is a complex term to measure, it is a latent construct and an abstract concept that is difficult to directly measure. It is of manifold mechanisms or magnitudes. These magnitudes comprise different indicators which are directly ascertained through different means. For job performance of an individual to be operationalized and conceptually measured, the domain of

construct of job performance has to be explained and classify its dimensions and pointers.

Campbell is one of the first authors to give explanation on the field of job performance of an individual by stipulating main dimensions of general work performance. Four dimensions are involved in modeling domain of job performance (Murphy 1989). These are: (a) relational behaviours (interacting and uniting with co-workers), (b) task behaviours, (c) hazardous/ destructive behaviours (behaviours that lead to a threat of productivity losses, damage, or other setbacks), and (d) downtime behaviours (work-avoidance behaviours). There are eight dimensions of job performance as proposed by Campbell. They are: (1) precise job duty aptitude, (2) non-precise job duty aptitude (3) oral and written communication, (4) effort of practical exhibition, (5) upholding individual discipline, (6) enabling team and peer performance, (7) inspection, and (8) administration and management.

The eight dimensions of job performance as proposed by Campbell are enough in describing the latent structure of performance at a general level. Nevertheless, it was stated by Campbell that the identified eight factors may have different patterns of sub dimensions, and their content and salience can vary across jobs. Based on the group of conceptual standing, there are 486 measurements of performance of job which are stated in the literature.

Ten dimensions of individual work performance were developed by Organ (1998). Aside from the overall generic factors associated with job performance, the following were distinctly distinguished: productivity dimension, work quality, knowledge of assigned job, competency in communication, leadership ability, effort, , competency in administrative work, competency in interpersonal relationship, and compliance with/acceptance of authority.

Contextually performance and task performance dimensions of comprehensiveness can be encompassed through the whole domain of job performance of an individual. It was stated that performance of task by an individual can be described as efforts that can directly or indirectly add to any establishment technical core, and contextual

performance as behaviours that support the organizational, psychological and social atmosphere of the functionality of the technical core. Activities such as cooperation, following stated rules and regulations, persistence, ability to help and cope, and volunteering are involved in contextual activities. Job activities usually vary from one job to another, whereas contextually, all activities are conjoint with most of the jobs. In the early 2000s, reviews on frameworks of individual job performance were conducted. It was concluded in the reviews that there are three main broad dimensions of job performance. These are performance of task, behaviour of organizational citizenship, and behaviour of counterproductive work. The first to be introduced was the behaviour of organizational citizenship. This was introduced by Organ (1998) and it refers to behaviour of individual which has contribution to enhancement and maintenance of social and psychological context that agree with performance of a particular task by that individual.

Though initially, there were some differences in the definitions and meanings of behaviour of organizational citizenship and contextually performance, definition of organizational citizenship behaviour given by Organ has changed to significantly overlay with definition of contextual performance given by Organ (1998). In the present review, contextual performance is used to mean behaviours that agree with the functions of the establishments, socially or psychologically equipped environment that technical core can perform actively. The last dimension which is behaviour of counterproductive work, was explained as any behaviour that can damage the safety of the members of staff or community members of the establishments. This may include behaviours like theft, abuse of substance, absenteeism and off-task behaviour.

Campbell (1990) developed a framework in which job performance in the Army was described by five dimensions: (a) proficiency in core technical, (b) proficiency in general soldiering, (c) leadership and efforts, (d) individual self-control, and (e) physical suitability and soldierly attitude. The last dimension refers to the extent to which a person fits in terms of physical fitness, maintenance of suitable military look, and appropriateness in carrying or conducting oneself. Campbell (1990) developed a framework on the basis of critical incidents analysis, in which managerial job

performance was described by (a) management of mechanisms and technical activities, (b) communication and interpersonal dealings, (c) supervision leadership, and (d) skills and useful personal behaviour (such as, persistency, crises handling and organizational commitment stress). This framework was developed independent of Borman and Motowidlo's two-dimensional framework. Campbell (1990) explained employees' performance in three ways which are: in-role, extra-role performance toward customers, and extra-role performance toward the establishments. General frameworks that are used are more broad dimensions in describing performance of work, whereas job-specific frameworks used more narrower dimensions to explain performance of work elements.

There were observed similarities between job performance of an individual as described in the frameworks. Based on the grouping conceptually and in dimensions of individual performance of job, there is literature on three broad dimensions that is clearly distinguished: performance of task, contextually performance, and behaviour of counterproductive work. Lastly, some frameworks explained dimensions that are not directly classified in any of the following categories: creative performance, adaptive performance and proactive performance.

Virtually, all mentioned frameworks of task performance as an important dimension of job performance of individual. Task performance can be defined as the know-how (i.e. capability) with which a particular task is being performed by an individual. Other labels sometimes used for performance of task are task proficiency in specific job, in-role performance and technical proficiency. This includes, for instance, quantity of work, quality of work and knowledge of job. In the framework of Murphy (1989), the first dimension, listed task behaviours, is considered as performance of task. Campbell (1990) in his own view stated that his first two dimensions, task proficiency in specific job (tasks of core job) and task proficiency in non-job-specific (tasks not specific to a given job, but expected of all employees), represent task performance. Viswesvaran's (1993) first three dimensions, *productivity*, *quality*, and *job knowledge*, could be considered task performance. Later developed individual job performance frameworks all included one dimension to describe task performance. The only exception was

Renn and Fedor's framework, in which task performance was split into *work quantity* and *quality*. Of course, what constitutes core job tasks can differ from job to job. In contrast to generic frameworks, job-specific frameworks often used multiple, specific dimensions to describe task performance. For example, Viswesvaran (1993) described task performance of clerical workers, using the dimensions of *working accurately*, *showing concern for time* and *detail and planning*. Viswesvaran (1993) described task performance for public accountants as *understanding*, *planning*, and *revising work*. Engelbrecht and Fischer (1995) divided task performance for managers into *action orientation* (e.g., getting things done, decisiveness), *task structuring* (e.g. leadership, planning), and *probing, synthesis, and judgment* (problem resolution). Also, Schmidt & Hunter, (1992) divided task performance for managers into traditional functions (e.g., decision making, planning) and occupational acumen and concerns (e.g., job knowledge, concern for quantity and quality)

2.5.1 Dimensions of Job Performance

Campbell's job performance theory posited eight main substantive factors at the highest level of generality that are very useful. That is, each factor describes a specifiable content domain of goal relevant actions such that aggregating them into a smaller number of higher-order factors would tend toward adding apples and oranges. The eight factors are:

- (i) Task proficiency of specific job;
- (ii) Task proficiency of non-job-specific;
- (iii) Oral and Written communications;
- (iv) Demonstrating effort;
- (v) Personal discipline maintenance;
- (vi) Team performance and Facilitating peers;
- (vii) Supervisions; and
- (viii) Administrations and Management.

The argument for all the eight factors was not made solely on the basis of the observed or forecasted inter-correlation matrix of scores on measures of the factors, although the available data indicate the-corrected (for attenuation and method variance) estimates of the factor inter-correlations to be considerably less than 1.0 (Campbell & Knapp, 2001; Viswesvaran, Schmidt, and Ones, 2005). It is also based on the judged appropriateness of describing each of the eight factors as a construct. There is a distinction to be made between composite scores that are simply aggregations of scores on different constructs and scores that do represent a definable construct. Also, as Viswesvaran, Schmidt, and Ones, (2005) point out, they require different latent models. By this same reasoning, while a criterion inter-correlation matrix will usually yield a general factor, due to common determinants (e.g., GMA) or method variance, the notion of overall performance has no substantive meaning as a construct. Performance is not one thing. If it is, no one as yet has been able to provide a substantive description of what it is without simply appealing to the aggregation of scores across different factors. Now, this does not rule out the possibility that individual might base their overall performance assessments on their personal combination of several latent factors, or primarily on the basis of one factor, and not tell anybody, or even be aware of what they were doing when they make such a rating.

The identification of the factors came from two primary sources. The first was simply the extant literature, as it existed in the late 1980. For example, the much maligned two factors of leadership and supervisory behaviour, consideration and initiating structure, are very robust and appeared in study after study (Viswesvaran, Schmidt, and Ones, 2005). Also, there is a frequently appearing structure for the functions of management (Viswesvaran, Schmidt, and Ones, 2005), and both leadership and management functions are ascribed to peers in certain kinds of work teams such that it is possible to make a very distinct between and supervisory leadership and peer leadership, when the sub factors within each are similar (Viswesvaran, Schmidt, and Ones, 2005).

The second major influence was the work on modeling individual performance conducted as part of Project A (Campbell and Knapp, 2001). In Project A, two cohorts

of 10,000 Army enlisted personnel separated by three years and distributed over a wide range of skilled, but entry level, jobs were assessed on multiple indicators of individual performance. Each cohort was assessed after approximately three years on their first job (Military Occupational Specialty – MOS in Army parlance), and then a second time approximately four years later, after re-enlisting and beginning to take on leadership/supervisory responsibilities. The multiple performance indicators were reduced, via subject matter expert (SME) judgment and a series of correlational analyses, to a set of 24 basic performance scores, varying in both content and method, which were then subjected to a series of confirmatory factor analyses. That is, alternative substantive factor models of the latent structure of the 24 scores were proposed and evaluated for best fit in each of the two cohorts at each of the two points in time.

The conceptual generation of alternative models was done independently for each of the four performance data sets. The clear winners were a five-factor model of entry level performance and a six-factor model of leader/supervisory performance (see Campbell & Knapp, 2001, for details). Within organizational level, the best fitting models in each of the two cohorts were identical. Further, when the model identified in one cohort was subjected to confirmatory analysis in the other, the fit was also identical. The lawfulness of these data had an influence on the specifications for the Campbell et al. (2001) model. All but one of the Project A factors, Military Presence and Bearing, which was unique to the Army, appear in some form in the eight factors.

In retrospect, the distinction between factor one and factor two, which was also generated by the Project A data, is a bit too military-centric. That is, there is a large category of technical performance actions (e.g., first aid) that every uniformed individual must be able to do, in addition to the technical side of their specialty. This dichotomy may not appear in many occupations, although it certainly does in education (i.e., research versus teaching). Also, the use of the work task as if it was synonymous with the technical components of performance was ill-advised. Task is simply a unit of description, and could be used as the unit of description in any of the factors.

The Demonstrating Effort factor, depending on how it is framed, also might be problematic. Effort underlies performance on all factors, and in that sense, is a determinant of individual differences in performance, not an independent performance action. However, this factor was intended to represent observable actions that are independent of performance on the other factors, such as putting in more time, and continuing under different kinds of adverse conditions (e.g., extensive traveling). Defined in this way, the factor repeatedly emerged from critical incident data collections in Project A; and, as detailed below, it also appears in various forms as an Organizational Citizenship factor (Organ, 1988) and as a Contextual Performance factor in the Viswesvaran, Schmidt, and Ones, (2005) model.

Again, a substantive content model does not preclude performance dynamics. Such dynamics must surely occur. It does not preclude changes in the sample of behaviours or actions comprising each factor, or changes in the level of difficulty of the performance requirements. It only requires that the required actions in each factor be sampled from the same construct domain.

Viewed from this model, differences in individual job performance itself are a function of two sets of determinants: direct and indirect.

1. **The Direct Factors:** These refer to the present job's that are related to knowledge and skills, and three choices of volitional (euphemistically which is referred to as motivation) corresponding to the traditional (a) choice to perform, or choice to expend effort, (b) the amplitude or level of effort to which the individual commits, and (c) the persistence, over time, of that level of effort expenditure. The direct determinants operate in real time, or on the job. The knowledge and skill versus volitional choice distinction is similar to the resource level versus resource allocation distinction discussed by Viswesvaran, Schmidt, and Ones, 2005. Variance in performance by their interaction can be accounted for. For instance, very high specific knowledge about a specified job prerequisite could lead to increase in the chance of choosing to invest efforts and to do it.

2. Indirect Factors: These are all the things that produce individual differences in the direct determinants (e.g., IQ, personality, training, goal setting, reward preferences, self-efficacy, etc.). They can influence performance only by influencing the direct determinants. That is, the direct determinants totally mediate the effects of the indirect determinants. The available path model studies support this assertion Viswesvaran, Schmidt, and Ones, 2005.

The model also distinguishes determinants of individual differences in performance from influences on the mean of performance, for a specific sample of individuals. For example, one of the most important influences on the performance mean these days, at least in the *opinion* of many people, is technology. Technology only becomes a determinant of individual differences in performance if we assess the individual differences in how well people have learned to use the technology. Then it becomes part of Factor one. The same would be true for any intervention, constraint, or situational factor that is intended to influence the mean.

Individual differences in performance can also be a function of the interactions among individual determinants, or between individual differences and features of the intervention, constraint, or situation. For example, while a particular constraint (time limits) could lower the mean, higher ability people could compensate more effectively. The above specifications are presented in the context of the variance among individuals. It also can portray the substantive content and the determinants to performance differences across time within individuals. The relative importance of skill level versus choice behaviour may be different for the between versus within, although changes in skill level could occur quickly for an individual.

2.5.2 Measurement of Job Performance

The centrality of performance of job in any establishment has become very clear that the performance capacity of an individual should be captured through performance of job as and valid and reliable as possible. A diversity of methods of performance of job has been used over the years (Campbell et al. 1990; Viswesvaran et al, 1996). For instance, tests of job knowledge, rating scales, hands-on job samples, and archival

records. All these have been used over the years to determine performance of job of an individual (Campbell et al 1990). Among the options job performance measurement options, performance ratings (e.g. ratings by peers and supervisors) are the most common and most used one in measuring job performance (Viswesvaran et al 1996). Often, 'objective' criteria such as sales figures and production records are requested. However, these criteria involve subjective judgments of which specific type of criteria pictures performance (Campbell, 1990) and are, like other performance measures, not perfect. Several studies have focused on the degree of convergence across various sources of performance ratings (Campbell et al. 1990; Viswesvaran et al 1996).

Using meta-analysis, Viswesvaran et al, (1996) compared the reliability of rating by supervisors and ratings by peers. It was concluded that ratings by supervisor's emerged as the most reliable one and far better than the rating by peers. Another meta analytic reports (Harris and Schaubroeck, 1988) showed that supervisor ratings and self-rating are significantly correlated moderately ($r = 0.35$) as did self and peer ratings ($r = 0.36$), whereas correlations between peer and supervisory ratings were higher ($r = 0.62$). Comparing the reliability of and supervisor and peer ratings, findings yielded very high correlations of rating by different supervisors in assessing the same individual compared to different peers ratings evaluating the same individual (Campbell et al. (1990); Viswesvaran et al (1996) investigated the impact of the performance dimension (e.g., technical knowledge, integrity, and leadership) and rating source (i.e., peer, self, and supervisor) as well as the degree of measurement equivalence across sources. Results suggest that the impact of the underlying performance dimension is comparable across different rating sources. Campbell et al. (1990) also found that, in terms of a multi-trait multi-method approach, trait effects (source) were larger than method (source) effects. Thus, Viswesvaran et al (1996) concluded that ratings from different sources are, to some extent, comparable.

However, there is no perfect conjunction of ratings across sources and at present, it is not clear if this is attributable to systematic or random error components. Literature examining the effect of contextual performance on managerial evaluations (Organ, 1988, Viswesvaran, Schmidt, and Ones, 2005) suggests that manager ratings should,

aside from evaluations of task performance, incorporate ratings of contextual performance and that the effects of contextual performance on organizational performance and success are, at least, as great as those of task performance. As it is not always possible to assess multiple performance dimensions in practice, it is valuable to know if there is one general factor in ratings of job performance. Viswesvaran et al. (2005) addressed this question using a meta-analytic framework, and their results suggest that there is one large general factor. This finding implies that the practice of generating a composite measure of various performance dimensions seems to be justifiable as long as it is theoretically satisfying

2.5.3 Relevance of the Theory to the Study

Job performance theory by Campbell is centered on work performance of employee at the workplace. It proposed three notions to which job performance of employee can be related, which are: (1) Attitude (2) Job knowledge and (3) Skills. This study is centered on the relationship among the demanded skills by employers, skills supplied by the institutions, resource factors in private universities such as academic staff strength (quality and quantity), availability and accessibility of ICT and job performance of private university graduates. This study was designed to investigate the job performance of private university graduate with respect to the training received in their institutions and the resource factors available to train them.

The first notion which was centred on job performance theory by Campbell is attitude, this supports one of the ways through which job performance is defined in terms of behaviour rather than results. The behaviour and attitude of an employee to work, organization and the co-workers. The attitude of workers in an organization is very important in achieving the organizational goals and objective, good attitude of workers to work and co-workers with some other factors is expected to favour the organization and bring about efficiency.

Not only this, another notion of the theory is centered on the job knowledge, this is job performance that includes only those behaviours that are relevant to organizational

goals, that is employee must have the knowledge of the job description. Finally, the third concept of the theory is on the skills, this is the multidimensionality of the job performance. That is, an employee is expected to acquire different skills to perform better at work. The skills to discover a problem or issue, ability to design solution to the problem discovered, instinct to develop the solution to a workable programme and the competence to deliver and to solve the problem with the identified solution.

Job performance theory postulated by Campbell is applicable to this study because all the eight job performance dimensions hypothesized by Campbell which are: task proficiency of specific job, task proficiency of non-job-specific, oral and written communications, demonstrating effort, personal discipline maintenance, team performance and facilitating peers, supervision and administration and management are captured in the study.

2.6 Conceptual Model

The conceptual model developed for the study is presented in Figure 2.1.

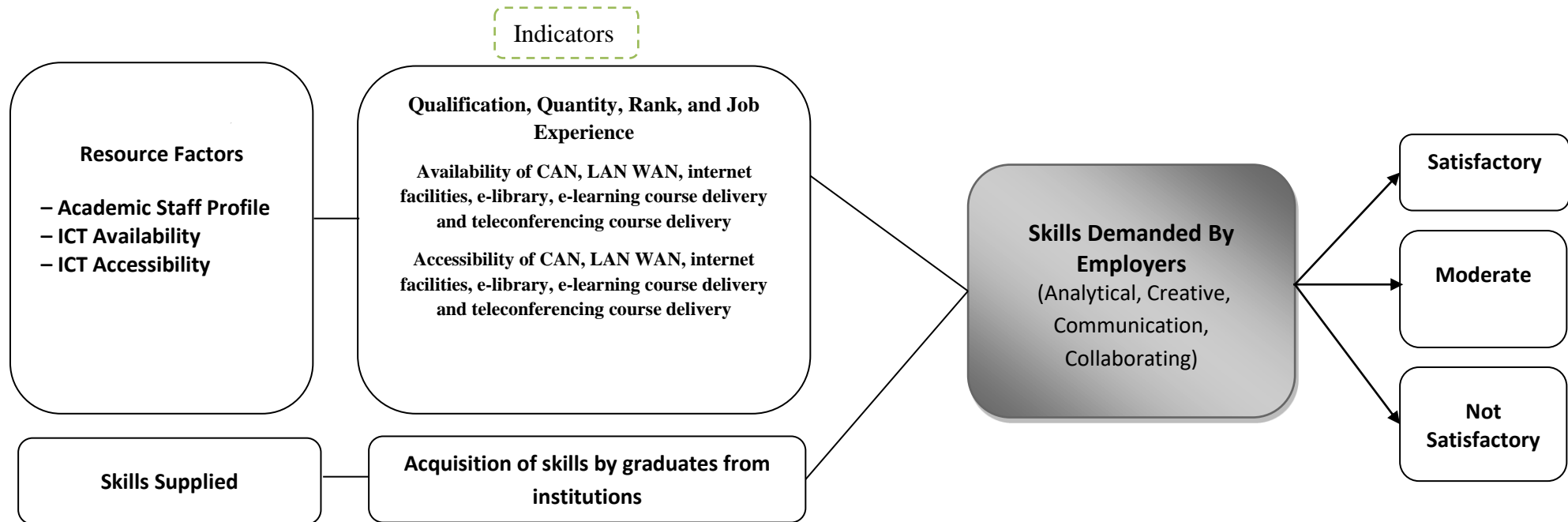


Fig. 2.1: Conceptual Model Showing Relationship among Resource Factors, Supply of Skill and Skills Demanded.

Source: Developed by Researcher

The conceptual model showing relationship among skills inputs, academic staff strength (measured by quality and quantity), availability and accessibility of ICT and skills demanded by employers in labour market. The model shows the interaction between the independent variables and the dependent variables, the relationship that exist among the variables indicate that when the skills required by employers are well emphasized and probably included in curriculum used in private universities, if such curriculum is well implemented and taught, and the resource factors are available and adequate, it is expected to bring about satisfaction to employers of labour which will be reflected in the job performance of graduates. On the other hand, if the skills required by employers are not well emphasized and included in the curriculum, the output could be moderate or non-satisfaction employers of labour which can be seen in the job performance of graduates, depending on skills supplied and the available resource factors.

The model also shows that the quantity and quality of academic staff profile, when conformed with the stipulation of NUC, the teaching-learning process will be effective, the skills required by the employers will be imparted and the students will receive good training which could make the products to perform better when they are eventually employed. When the quantity and quality of academic staff is not in accordance with the stipulation of NUC, the teaching-learning process will be not be effective which may be reflected in the job performance of graduates and lead to low satisfaction of employers of labour.

The accessibility of ICT in the model shows that when ICT is available and accessible to staff and students, the availability and accessibility of ICT will make the staff to be effective in teaching and imparting knowledge and also increase students' knowledge in technology capacity which tends to help graduates on the job. The model also shows that the combination of all the variables, if well implemented, will make the graduates to perform better on the job.

CHAPTER THREE

METHODOLOGY

3.1 Research Design

The study adopted the descriptive survey research design. This is because the variables in the study have been identified and the researcher has no control over them or cannot manipulate them. The descriptive research design was used because the study is a description of existing characteristics of the university and the labour market, also it enabled the researcher to use analytical methods to estimate the values of the variables and estimate the relationship between them.

3.2 Population of the Study

The population of the study consisted of all the Heads of Departments in private universities that have been in operation for minimum of eight years in Southwestern, Nigeria. The population of the study also covered the human resource managers (HRMs) of firms in the key sectors of Nigeria economy in the Southwest that are part of organized private and public sectors. This involved those that are listed with the Manufacturers Association of Nigeria (MAN), the Nigeria Chamber of Commerce and Industry (NCCI) and government establishments in capital cities of Southwest states.

Table 3.1 List of Accredited Private Universities that have been in Operation for Minimum of 8 Years in Southwestern Nigeria

S/N	Name of Private Universities	Year Established	Number of Faculty/ College	HOD
1	Babcock University, Ilisan Remo Ogun State	1999	8	36
2	Bowen University, Iwo, Osun State	2001	6	23
3	Covenant University, Ota, Ogun State	2002	4	23
4	Pan-African University, Lagos, Lagos State	2002	3	12
5	Redeemers University, Ede, Osun State	2005	6	19
6	Ajayi Crowther University, Oyo, Oyo State	2005	7	19
7	CETEP City University, Lagos, Lagos State	2005	4	19
8	Bell University of Technology, Ota, Ogun State	2005	5	33
9	Lead City University, Ibadan, Oyo State	2005	4	19
10	Crawford University, Igbesa, Ogun State	2005	5	19
11	Crescent University, Abeokuta, Ogun State	2005	5	17
12	Joseph Ayo Babalola University, Ikeji-Arakeji, Osun State	2006	7	36
13	Fountain University, Osogbo, Osun State	2007	4	13
14	Wesley University of Science and Technology, Ondo, Ondo State	2007	5	28
15	The Achievers University, Owo, Ondo State	2007	4	20
16	Caleb University, Km 15, Ikorodu-Itoikin Road, Imota, Lagos State	2008	3	26
Total				362

Source: National Universities Commission, January, 2017

3.3 Sample and Sampling Techniques

Multi stage sampling procedure was adopted for the sampling. At the first stage, the researcher used purposive sampling technique to select 60% of private universities that have been in operation for minimum of eight years in Southwestern, Nigeria. Purposive sampling technique was used because it is expected that such universities should have produced enough graduates working in different establishments. This gave a total number of 10 universities.

At the second stage, simple random sampling technique was used to select 70% of the faculties in the sampled universities and all Heads of Departments in sampled faculties were chosen using total enumeration technique. At the third stage, seven firms in the key sectors of Nigeria economy were sampled, and these sectors are: Communication, Banking, Education, Health, Judiciary, Manufacturing/Construction and Agricultural. These sectors were used for the study because it is believed that these are the sectors that most of the private universities graduates could be located. Also, 200 employers in these sectors were sampled from private and public labour organisations in capital cities of the Southwestern states, while key informant interview were conducted on 22 human resource managers in these sectors (Communication–2; Banking–4; Education–4; Health–3; Judiciary–3; Manufacturing/Construction–3 and Agriculture–3).

Table 3.2: List of Sampled Universities and Faculties

S/N	Name of Private Universities	Year Established	Faculties / Colleges	No. of Depts	Sampled Faculties (70%)
1	Babcock University, Ilesha Remo, Ogun State	2001	Administration Agriculture Arts and Humanities Arts Law / Legal Studies Medical/Pharm/Health Sciences Sciences Social Sciences	1 3 2 5 1 6 11 7	Administration Agriculture Arts Medical/Pharm/Health Sci. Sciences Social Sciences
2	Bowen University, Iwo, Osun State	2001	Health Sciences Agriculture Humanities Law Sciences and Science Education Social and Management Sciences	3 3 4 1 6 5	Agriculture Humanities Sciences & Sci. Education Social & Mgt. Sciences
3	Covenant University, Ota, Ogun State	2002	Business and Social Sciences Engineering Leadership Development Studies Science and Technology	6 5 4 8	Business and Social Sci. Engineering Science and Technology
4	Redeemers University, Ede, Osun State	2005	Administration Agriculture Arts Law Sciences Social Sciences	1 2 5 1 6 4	Agriculture Arts Sciences Social Sciences
5	Ajayi Crowther University, Oyo, Oyo State	2005	Education Arts and Humanities Engineering and Environmental Studies Law Natural Sciences Social Sciences Management Sciences	2 4 2 1 6 3 1	Arts and Humanities Engineer. & Envir. Studies Natural Sciences Law Social Sciences
6	Lead City University, Ibadan, Oyo State	2005	Law Arts and Education Social Sciences Sciences	1 7 5 6	Arts and Education Social Sciences Sciences
7	Crescent University, Abeokuta, Ogun State	2005	Bola Ajibola College of Law Natural and Applied Science Environmental Sciences Social and Management Sciences Information and Comm. Tech.	2 4 3 6 2	Bola Ajibola College of Law Natural and Applied Sci. Environmental Sciences Information and Comm. Tech
8	Joseph Ayo Babalola University, Ikeji-Arakeji, Osun State	2006	Agricultural Sciences Environmental Sciences Humanities Natural Sciences Social Sciences Management Sciences Law	5 6 5 6 7 6 1	Agricultural Sciences Environmental Sciences Natural Sciences Social Sciences Management Sciences
9	Wesley Uni. of Science and Technology, Ondo, Ondo State.	2007	Pure and Applied Sciences Environmental Sciences and Mgt. Social and Management Science	11 7 8	Pure and Applied Sciences Social and Mgt. Science
10	Caleb Uni. Lagos, Lagos State	2008	Administration Agriculture Engineering/Technology/Environmental Sciences Social Sciences	1 5 4 14 4	Administration Agriculture Engineering/Tech/Environ. Social Sciences
Total Sample					178

Table 3.3: Sampled Sectors and Establishment

S/N	Name of Sector	Number of Firm
1	Communication	25
2	Banking	25
3	Education	35
4	Health	30
5	Judiciary	25
6	Manufacturing/Construction	30
7	Agricultural	30
Total		200

3.4 Research Instruments

Three sets of instruments were used in collecting data for the study. The first instrument was a self-designed questionnaire for employers in the capital cities of southwestern states. It was titled “Questionnaire on Employability Skills Required by Employers and Graduates Assessment Scale (QESREGAS)”, to find out the types of skills expected from graduates and to assess the performance of private university graduates in the establishments. The second instrument was a self-designed questionnaire for the heads of the selected Departments of the private universities titled “Questionnaire on Resource Factors and Skills Supply in Private Universities (QRFSSPU)”. Lastly, the third instrument was a key informant interview guide designed for the human resource managers to elicit information on types of skills employers want in graduates, perception of employers about job performance of private university graduates, feedback from employers to universities on trend of required skills.

3.4.1 Questionnaire on Skills Demanded by Employers and Graduates Assessment Scale (QESREGAS)

The instrument was designed for employers of labour to find out the skills demanded from university graduates and also to assess the skills acquired based on their job performance. The instrument is divided into three sections. Section A contains information on the information about the establishment such as name of establishment, establishment type, location, and number of private universities graduates in their establishments. Section B is designed for employers that have private university graduates working in their establishments, this is to assess their performance in different skills under consideration, while Section C is designed for employers that did not have private university graduates in their establishments to state their perception about the performance of private university graduates and some likely reasons why they did not have them in their establishments.

3.4.2 Questionnaire on Resource Factors and Skills Supply in Private Universities (QRFSSPU)

This is a self-designed questionnaire developed for the Heads of Departments of the selected private universities. The target of the instrument is to collect information from the Head of Department on the resource factors such as academic staff profile, (in terms of qualifications and number), availability and accessibility of ICT in private universities and the level at which the skills demanded by employers are supplied by private universities. The questionnaire is of sections A and B. Section A contains two parts, Part I elicited information about the demographic information of the Head of Department such as Sex, Age Group, Designation and Nature of Appointment, while Part II elicited information about the information on the institution, such as Department accreditation type, number of academic staff in the department, breakdown of academic staff cadre in the department.

Section B of the questionnaire contains different items raised to elicit information on the inclusion of skills into the curriculum as required by employers of labour, availability and accessibility of ICT in private universities.

3.4.3 Key Informant Interview Guide

This instrument was used to elicit information from the human resource managers of the key sectors in the economy: communication, banking, education, health, judiciary, manufacturing/construction and agriculture. Questions related to types of skills employers want in graduates, perception of employers about job performance of private university graduates, feedback from employers to universities on trend of required skills in labour market were asked.

3.5 Validity of Research Instruments

Face and content validity was adopted for the instruments. The instruments were validated by subjecting the drafts of the questionnaires and interview guide to the supervisor and the experts in the field of Educational Management, Institute of Education, and Quality Assurance Unit, University of Ibadan. Copies of the

instruments together with the research questions and hypotheses were presented to them to assess and ascertain face, content and construct validity. Their various suggestions, advices and ideas were incorporated in the final draft before administration.

3.6 Reliability of Research Instrument

An instrument is said to be reliable when it yields the same score when administered in different times, locations or population. Therefore, for the purpose of this study, a field test was conducted to establish the reliability of the two instruments. This was done by administering 10 copies of Employability Skills Required by Employers and Graduates Assessment Scale (QESREGAS) to employers of labour within Osogbo metropolis. Also, 10 copies of Resource Factors and Skills Supply in Private Universities (QRFSSPU) were administered to 10 different heads of departments at Fountain University, Osogbo, Osun State, which is not part of the selected sample for the study. These were subjected to reliability analysis using Cronbach alpha statistics. Questionnaire on Employability Skills Required by Employers and Graduates Assessment Scale (QESREGAS) yielded reliability coefficient of $r = 0.89$, Questionnaire on Resource Factors in Private Universities (QRFPU) yielded reliability coefficient of 0.81 while Questionnaire on Skills Supply in Private Universities (QSSPU) yielded reliability coefficient of 0.79. These coefficients of reliability show that the instruments were reliable.

3.7 Administration of Research Instruments

Letter of introduction about the researcher and the study was obtained from the Head of Department so as to obtain necessary permission from the sampled respondents. Three research assistants were trained and engaged in the study. Two of the research assistants were Master's degree holders and one of them was a degree holder. One hundred and ninety five copies of QRFSSPU were administered and one hundred and seventy three were retrieved and found useful for the study (97.2%). Also, two hundred copies of QSDEGAS were administered out of which one hundred and eighty

five were retrieved (92.5%). Out of 185 copies of EAPUGJP retrieved, (173) were found useful for the study through data cleaning.

3.8 Method of Data Analysis

The data obtained from the field were analyzed using descriptive statistics for the demographic data of the respondents. The research questions were answered with the use of frequency, percentage and mean scores. A mean score below 2.0 was regarded as disagree, while a mean score of 2.1 and above was accepted as agree. Hypotheses 1 and 2 were tested with the use Analysis of Variance (ANOVA). Hypotheses 3 and 4 were tested with Pearson Product Moment Correlation, while hypotheses 5 and 6 were tested with Multiple Regression Analysis. All hypotheses were tested at 0.05 level of significance.

3.9 Ethical Consideration

I solemnly state that this thesis was carried out by me and all work of authors, editors and cooperate bodies used as sources of information were duly cited and acknowledged in the study. The participants were not put under any trepidation or compulsion, responses were elicited from them out of their own volition and they indicated total willingness to participate in the survey. Therefore, ethical consideration that guided the researcher in the course of this study are listed under the following headings:

3.9.1 Plagiarism

The study was subjected to turn-it-in plagiarism checkers to confirm the originality of the study. The result of the plagiarism test was 22% similarity index as indicated on Appendix VI. University of Ibadan manual style of referencing was strictly adhered to.

3.9.2 Confidentiality

The introductory section of the instruments used conveyed the message of utmost confidence and anonymity and the assurance that the responses will be used solely for

academic purposes. All information elicited from the respondents was not leaked or given to the third party or used for commercial purposes. The questionnaire will be destroyed after the completion of the study to guide against future leakage occurrences.

3.9.3 Informed Consent

Participants were informed briefly on the purpose of the study. It was explained to the participants that they were not under any duress or obligation to respond or participate in the survey. The intricacies of the data collection and analyses were explained in clear words to ensure no respondent would be forced to participate, therefore, the respondents participated in the survey out of their own free will and voluntarily.

3.9.4 Falsification and Fabrication of Data

Only data collected from the field was used by the researcher in this study. The findings and results were based on data obtained from the field which were neither falsified nor fabricated.

3.9.5 Risk Concern

This study involved the Heads of Department (HoDs) in private universities and Human Resource Managers (HRMs) of firms in the following sectors: Communication, Banking, Education, Health, Judiciary, Manufacturing /Construction and Agricultural. There is no form of risk involved in this study, the researcher ensured that no sensitive question relating to religious biasness and academic grades were asked during the course of the interview.

CHAPTER FOUR

RESULTS

This chapter presents the analysis of data collected and interpretation of results. The demographic characteristics of the respondents, answers to research questions and the results of the tested hypotheses were presented in tables. The research questions were answered with the use of frequency, percentage and means scores while the hypotheses were tested with ANOVA, Pearson Product Moment Correlation and Multiple Regression Analysis.

4.1 Analysis of Demographic Information of the Respondents

Table 4.1.1: Demographic Distribution of Heads of Departments

Variables	Frequency	Percentage
Sex		
Male	121	69.9
Female	52	30.1
Total	173	100
Educational Qualification		
M.A/M.Ed./M.Sc.	6	3.5
Ph.D.	167	96.5
Total	173	100
Age Group		
41 – 45	9	5.2
46 – 50	24	13.9
51 – 55	103	59.6
56 – 60	15	8.7
61 – 65	16	9.2
66 – 70	3	1.7
Above 70 years	3	1.7
Total	173	100
Rank		
Senior Lecturer	139	80.3
Associate Professor	23	13.3
Professor	11	6.4
Total	173	100

The distribution of the demographic data of the Heads of Department sampled for the study is presented in the table 4.1.1. The information on the table reveals the sex, educational qualification, age group distribution and rank distribution of HoDs. For the sex distribution, the table shows that out of 173 HODs sampled for the study, 121 (69.9%) were male, while 52 (30.1%) were female. This shows that male respondents were more than female respondents. Distribution of educational qualification of the sampled heads of departments shows that 6 (3.5%) were M.A/M.Ed./M.Sc. holders, while 167 (96.5%) were Ph.D. holders. The age distribution revealed that most of the HoDs were between 51 and 55 years (59.6%), followed by those between 46 and 50 years (13.9%). Next were those between 61 and 65 years (9.2%), those from 56 to 60 years is given as 8.7%, and those between 41 and 45 years is 5.2% while 3 HoDs (1.7%) each were between 66 and 70 years and above 70 years. This implies that majority of the HoDs sampled were between ages 51 and 55. Lastly, the table presents the rank of the sampled HoDs, it shows that 139 (80.3%) were Senior Lecturers, 23 (13.3%) were Associate Professor while 11 (6.4%) were Professors. This shows that majority of HoDs were Senior Lecturers (Ag. Heads of Departments)

Table 4.1.2: Sampled Sectors

S/N	Name of Sector	Frequency	Percentage
1	Communication	19	11.0
2	Banking	18	10.4
3	Education	35	20.2
4	Health	26	15.0
5	Judiciary	22	12.7
6	Manufacturing/Construction	29	16.8
7	Agricultural	24	13.9
Total		173	100

Table 4.1.2 shows that out of 173 establishments sampled across seven sectors of the economy, 11.0% establishments were sampled from communication sector; 10.4% from establishments were sampled from banking sector; 20.2% establishments from education sector and 15.0% establishments from health sector. Also, 12.7% establishments from judiciary section, 16.8% establishments from manufacturing/construction sector and 13.9% establishments were sampled from agricultural sector.

4.2 Answers to Research Questions

RQ 1: What is the level of job performance of private universities graduates as rated by employers of labour in Southwestern Nigeria?

Table 4.2.1: Level of Job Performance of Private University Graduates as Rated by Employers of Labour in Southwestern Nigeria

Scale	Frequency	Percentage
Excellent	13	7.4%
Very Good	17	9.8%
Good	89	51.5%
Average	46	26.7%
Poor	8	4.6%
Total	173	100.0%
Mean = 2.89		

Note: Mean responses ranges from 0 – 1.4 = Poor; 1.5 – 2.4 = Average; 2.5 – 3.4 = Fairly Good; 3.5 – 4.4 = Very Good; 4.5 – 5.0 = Excellent

Answer to research question 1 is presented on table 4.2.1. It shows the rating of private university graduates by employers of labour. It was revealed from the table that 7.4% of the employers rated the performance of private university graduates as excellent; 9.8% of the employers rated the performance of private university graduates to be very good, 51.5% of the employers rated private university graduates to be good, 26.7% of the employers rated the performance of private university graduates to be average, while 4.6% of the employers rated the job performance of private university to be poor.

The implication of the result in table 4.2.1 is that performance of private university graduates in Southwestern Nigeria was good and above average level. This is shown in the table through the mean value given as 2.89 which reflected that the performance of private university graduates was fairly good.

This research question was further investigated through qualitative data where employers of labour were granted interview, the responses of the interviewees are the following:

Question: Do you have private university graduates in your establishment? If yes, how can you rate the job performance of private university graduates working in your establishment?

The responses of the employers are stated below, Employer A was in Communication sector.

Employer A:

Yes, we have about 3 of them. I may not be able to rate their job performance collectively, because their level of job performances are not the same. Anyway, that is how we have them among public university graduates as well. But averagely, the performance of private university graduates is not bad and they are fairly good, but we bring out the best in them after we send them on training, though our work demand we send our newly employed workers on training.

Employer B (Education Sector)

No, we don't have any of them, as a matter of fact, we don't have them as applicants, because, we may not be able to pay them considering what they have spent back in school, (laugh) besides, many of the private universities are not running education course, so they will not come to us for work. Where you can easily find private university graduates are sectors like communication, bank and law firm. As regards their job performance, I am indifferent. But what I can say is that education in public universities is far better than that of private universities, this is in terms of inculcating discipline, moral and character. The only advantage with private universities is that their students graduate to time. Thanks you.

Employer C (Education Sector)

No, there is none here, probably if we are to see them in education sector, it will be in university. As regards their job performance, it is relative as Economists will say. It all depends on individual, because apart from the training receive in schools, many students go on self-training to fit in for labour market. Apart from this, some students are exceptionally good. To me, I believe there is no one that is not good at work, so, I cannot say their performances are bad or good.

Employer D (Law Firm)

Yes, there are two of our workers from private universities. As regards the job performance, well, they are doing well. Initially, I have problem with one of them, but after some time,

he had to adjust and learn from job. Generally, I think their performance is okay to me.

Employer E (Health Sector)

Presently, I have none. But some years back I used to have somebody from (name of the private university withheld), who came to serve (NYSC) in our hospital. To be honest with you, I enjoyed working with him, he tried and put in his best in all he did. What I can say about the performance of private university graduate is that, they are good. The reason is not far fetch, most of the experience lecturers in public universities are hired in private universities as part time or most of them go there for their sabbatical leave, and the way they work in private universities cannot be compared with the way they work where they are coming from. In private universities, their lectures are monitored and they must discharge their best and justified their pay at the end of the month. But in public universities it is not like that, nobody will monitor the lectures of any lecturer, (my opinion anyway), I am not saying that lecturers in public universities are not doing their work, what I am saying is that nobody can monitor them whether they do it or not.

Employer F (Banking Sector)

Yes, we have many of them across our branches. As for the job performance of private university graduates, you know, different establishments and sectors have a laid down way of doing things. Mostly, for anybody to work in the bank, immediately after such person is employed, training is the next thing, because we discovered that it is not what they were taught in school we actually need in banking industry most of the time,

that necessitate the training. If I am to judge on the performance based on the knowledge acquired in school and what they do here, it is zero. But their performance base on their certificate and training we give them, I think most of them (not all) are doing well. All the same, we should factor in individual differences, they cannot all perform the same way, but judging them holistically, they are doing well. I don't want to compare the performance of public and private university graduates, because you did not ask your question in that line. I hope your question is answered satisfactorily?

Employer G (Construction)

Yes, we have them. The job performance of private university graduates is quite different from one person to another, based on some measuring scale like ability to cope in the face of multidimensional tasks and to work under pressure. You see, many of the private university graduates did not study under stress, things were working for them, most of the policies in private universities are students centred. All these and some other factors are likely the contributing factors that make private university graduates not to work under stress. Generally, job performance of private university graduates are not bad but are fairly good.

RQ 2: To what extent is each of the 21st century skills are demanded by employers of labour?

Table 4.2.2: Extent to which each of the 21st Century Skills are Demanded by Employers

Skills	Very Highly Demanded	Highly Demanded	Slightly Demanded	Not Demanded	Mean
Analytical Skill	101 (58.4)	51 (29.4)	15 (8.7)	6 (3.5)	3.43
Creative Skill	74 (42.8)	62 (35.8)	31 (17.9)	6 (3.5)	3.18
Communication Skill	119 (68.8)	35 (20.2)	19 (11.0)	– (0.0)	3.46
Collaborating Skill	91 (52.6)	49 (28.3)	21 (12.2)	12 (6.9)	3.16

Notes: Mean responses range from 0 to 1.4 = Not Demanded; 1.5 to 2.4 = Slightly Demanded; 2.5 to 3.4 = Highly Demanded; 3.5 to 4.0 = Very Highly Demanded

Figures in parentheses are percentages

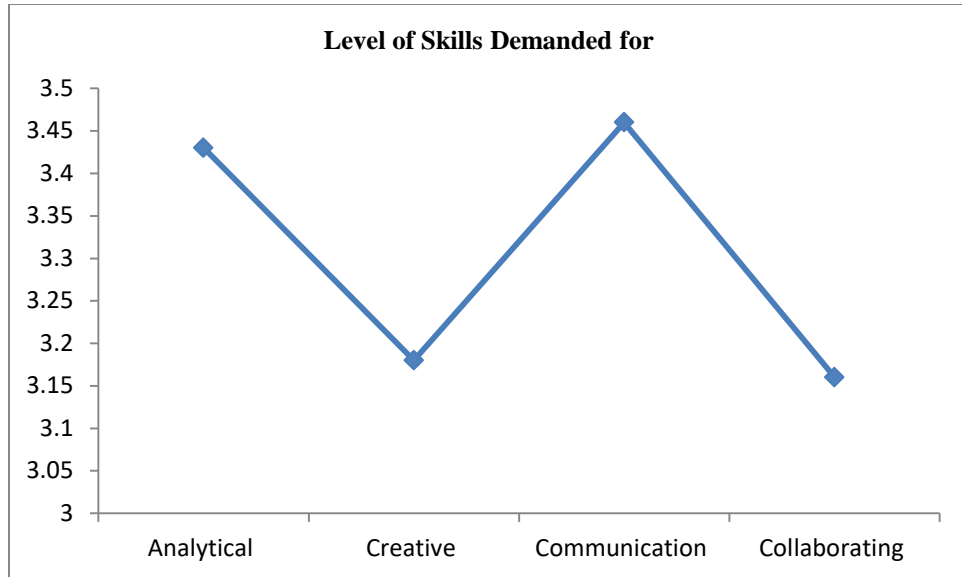


Figure 3.1: Graph Indicating extent to which each of the 21st Century Skills are Demanded by Employers

Answer to research question 2 on extent to which 21st century skills are demanded by employers of labour is presented on table 4.2.2. Furthermore, the level at which the skills were demanded for by employers of labour is presented in figure 1. It was revealed from the table and figure that all identified skills in the study are highly demanded by employers of labour in southwestern Nigeria. It was revealed that communication is the highest skill that is highly demanded by employers (mean = 3.46); this is followed by analytical skill (mean = 3.43); followed by creative skill (mean = 3.18) and then collaborative skill (mean = 3.16).

Research question two was further investigated through qualitative data where employers of labour were interviewed, three questions were asked on this, these are:

1. To what extent is your demand for 21st century skills in graduates?
2. What are the types of skills do you expect a university graduates to possess?
3. From your own point of view, did the private university graduates possess the skills you demanded for?

The responses of the employers are stated below:

Employer A (Communication)

Response to Question 1: *The demand for 21st century skill from graduate in communication sector is very high and necessary. This is century that everyone and everything is going technologically, things are no longer the way they used to be. Anyone who desire to work in communication industry is expected to possess the 21st century skill.*

Response to Question 2: *Skills we expect university graduates to possess before we can employ them are many. Far beyond paper certificate or qualification, in communication industry, as the name implies, communication skill, i.e. ability to communicate very well both in written form and verbal is very important. Also,*

skill of boldness is required (not to be ashamed), time management, handling difficult situation, problem solving, leadership and so on.

Response to Question 3: *To be honest with you, most of these skills I mentioned are rarely found in any graduate, because they are not taught in schools, each and everyone have to develop in these skills. Most of these skills are acquired when they are already on the job.*

Employer B (Education)

Response to Question 1: *It is not about this sector only, I think every sector nowadays requires and demands for 21st century skill from any university graduate. I am not sure if these skills are included in the university curriculum, if not, it should be included, though there are some skills that cannot be taught literarily, they are to be self learnt. Generally here, the possession of 21st century is highly needed, this is to be able to compete with the world around us.*

Response to Question 2: *Skills we expect from graduates are many. Number 1 is skill of self-discipline, anyone in education industry is a role model, you are imparting life. Other skills expected of university graduates to compete with colleagues around the world are: written and verbal communication skill, listening skill, skill to handle difficult situation, problem solving skill, ability to turn ideas into action, team building skill, working independently, skills of multi-tasking, ability to meet target, and time management skill.*

Response to Question 3: *I cannot say they possess all the skills, as a matter of fact, hardly will you see anyone in world that will possess all the skills I mentioned, but ability to possess average in all. To answer your question, private university graduates did not possess many of these skills, this is because they may not be taught at the four corner of the classroom, one has to develop himself in those skills.*

Employer C (Law Firm)

Response to Question 1: *21st century skill is highly demanded from graduates to fit-in into the law firm, because skills required to function and perform as expected has gone beyond analogue age, this is 21st century and required skills in labour market is also technological driven skills.*

Response to Question 2: *Types of skills expected from graduates are self-motivated skills, and these are many. Ability of an employees or graduates to see they can perform a particular task with no or little support, because no one is ready to hire liability. Not only this, ability to transform idea to action, skill and ability to argue constructively and convincingly. In our field, even if you know what you are saying is wrong, you can still argue it out and win the case, and if you don't possess the skill, even when you are right, your colleague who is wrong will argue with you convincingly and still win the case. Other skills we look for in graduates are skill of negotiation, team building, ability to meet target, time keeping and working independently. If all these skills can be found in a graduate, I tell you sky will be the starting point.*

Response to Question 3: *No, they don't possess all the skills we demand for, but if a graduate can possess some of the skills I mentioned the other time and we see that such a graduate is ready to learn, then we can give such a person a trial.*

Employer D (Banking)

Response to Question 1: *In banking and any financial institution, 21st century skill is highly demanded from graduates.*

Response to Question 2: *The most important types of skills we desired any graduate to possess are skill of literacy in computer, time management and ability to critically think and bring out something from nothing. There is competition in every sector, and we want to employ somebody that will we spend little on and yield more. Bearing in mind that the whole world has become a small village where we can view everything happening in a small room. Therefore, skills in networking, computing, team building, handling difficult situation, problem solving, leadership skill, negotiation skill, working independently, multi-tasking, ability to meet target and time management are all essential we expect a graduate to possess to be employable and perform as expected.*

Response to Question 3: *They can't have all at point of entry, we train them up, re-package them and re-sharpen them to become what we want. As a matter of fact, we train them before they start work, and we still give them time-to-time training on the new trend obtainable elsewhere.*

Employer D (Health)

Response to Question 1: *Yes, of course, 21st century skill is essential in any establishment and highly demanded from graduates.*

Response to Question 2: *Any skill that will make an employee to stand is what we want in graduates. For, example, in working as a doctor or nurse in this hospital, while the paper qualification is important, human relation is very important, because the way you relate with patients could determine their wellness. Apart from this, skill to work under pressure without losing focus is also needed. You should also be. Other skills that may be needed are able to control your emotion and temperament for you to be able to perform excellently. Another skill that may be needed is ability to handle difficult situation and ability to be ready to learn at all time.*

Response to Question 3: *I can say they have all, but they grow into it, this happens that they get to know more as they are in the job.*

RQ 3: To what extent is each of the 21st century skills supplied by private universities in Southwest Nigeria?

Table 4.2.3: Extent to which 21st Century Skills are Supplied by Private Universities

Skills	Very Highly Supplied	Highly Supplied	Slightly Supplied	Not Supplied	Mean
Analytical Skill	29 (16.8)	97 (56.0)	47 (27.2)	– (0.0)	2.89
Creative Skill	33 (19.1)	95 (54.9)	45 (20.0)	– (0.0)	2.93
Communication Skill	108 (62.4)	41 (23.7)	24 (13.9)	– (0.0)	3.48
Collaborating Skill	49 (28.3)	58 (33.5)	66 (38.2)	– (0.0)	2.90

Notes: Mean responses range from 0 to 1.4 = Not Supplied; 1.5 to 2.4 = Slightly Supplied; 2.5 to 3.4 = Highly Supplied; 3.5 to 4.0 = Very Highly Supplied

Figures in parentheses are percentages

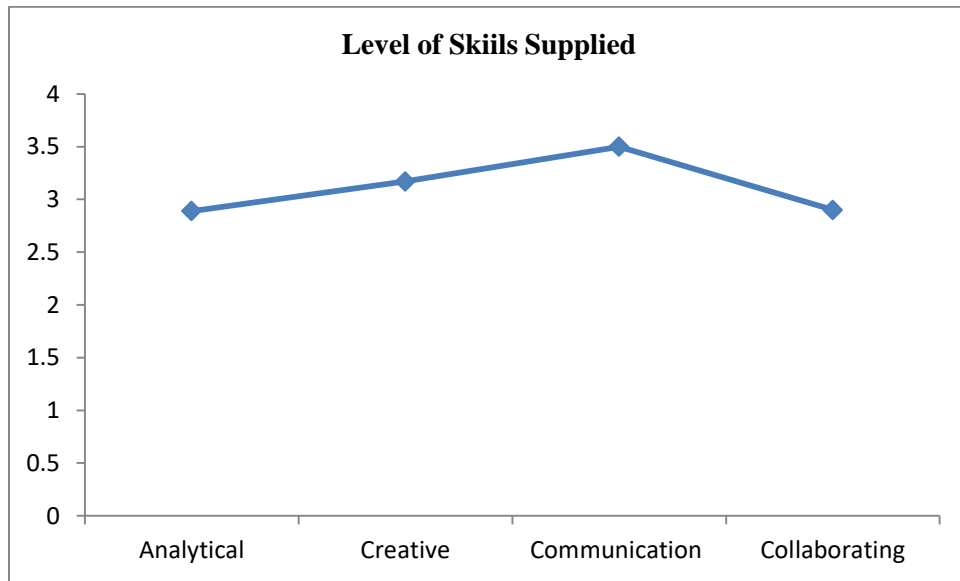


Figure 3.2: Graph Indicating extent to which each of the 21st Century Skills are Supplied

Table 4.2.3 presents answer to research question 3 on the extent to which 21st century skills are supplied by private universities in Southwest, Nigeria. Also level at which the skills were supplied by private universities in southwestern Nigeria is presented in figure 2. It was revealed that communication was the skill that had highest supply by the private universities in southwestern Nigeria (mean = 3.48). Creative is the next skill that had the highest supply among the skills under consideration (mean = 2.93), this is followed by collaborating skill (mean = 2.90) and then analytical skill (2.89).

Table 4.2.4: Demand for and Supply of Skills Schedule

Skills	Level of Demand	Level of Supply
Analytical	3.43	2.89
Creative	3.18	2.93
Communication	3.46	3.48
Collaborating	3.16	2.90

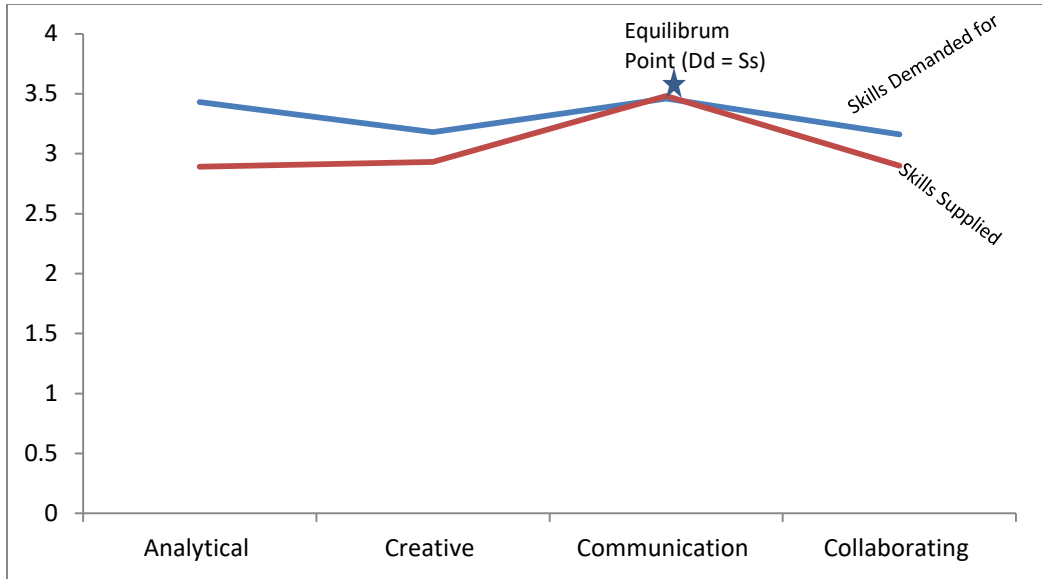


Figure 3.3: Demand and Supply of Skills Curve

Table 4.2.4 presents the extract of demand for and supply of skills from tables 4.2.2 and 4.2.3, which is presented in figure 3. It was revealed from the table and figure that level of demand for analytical skill is higher than supply of it ($3.43 > 2.89$); for creative skill, the level of demand is higher than level of supply ($3.18 > 2.93$); level of demand for communication skill is almost the same with the level of supply, while level of demand for collaborating skill is higher than level of supply ($3.16 > 2.90$).

It can then be submitted that demand for analytical, creative and collaborative skills by employers of labour from private university graduates is higher than the supply of those skills by private universities in southwestern, Nigeria. But the demand for communication skill is the same with the level of supply, this is the point of equilibrium where demand is equal to supply.

RQ 4: What is the level of compliance of academic staff profile of private universities in Southwestern Nigeria with NUC benchmark?

Table 4.2.5a: Level of Compliance of Academic Staff Profile of Private Universities with NUC Benchmark

Scale	Frequency	Percentage
Very High	24	13.9
High	51	29.5
Moderate	95	54.9
Low	3	1.7
Total	173	100.0
Mean = 2.56		

Notes: *Mean responses ranges from 0 to 1.4 = Low; 1.5 to 2.4 = Moderate; 2.5 to 3.4 = High; 3.6 to 4.0 = Very High*

Table 4.2.5b: Nature of Appointment of Academic Staff of Private Universities

Categories of Staff	Frequency	Percentage
Full Time Appointment	81	46.8%
Part Time / Adjunct Appointment	55	31.8%
Sabbatical Appointment	37	21.4%
Total	173	100

Answer to research question 4 is presented in tables 4.2.5a and 4.2.5b. It shows the level of compliance of academic staff profile of private universities in Southwestern Nigeria and the percentage of nature of appointment of academic staff in private universities in Southwestern Nigeria. It was revealed from table 4.2.4a that 13.9% of the sampled universities indicated that the compliance level of academic staff profile in line with NUC benchmark was very high, 29.5% pointed out that level of compliance was high, 54.9% of the sampled universities submitted that level of compliance of academic staff profile in line with NUC benchmark was moderate, while 1.7% indicated that the level of compliance was low.

Also, table 4.2.4b revealed that 46.8% of the lecturers in private universities were full time lecturers; 31.8% of them were part time / adjunct lecturers, while 21.4% were on sabbatical appointment.

From table 4.2.5a, the mean is 2.56, this implies that the level of compliance of academic staff in private universities with NUC benchmark is high, which means many of the private universities complied with the NUC benchmark on the minimum standard of academic staff. But table 4.5b revealed that below average (46.8%) of the academic staff in private universities were on full time appointment. This implies that most of the private universities meet up with the minimum standard of academic staff but about 53.2% of their academic staff were either on part time / adjunct appointment or on sabbatical appointment.

RQ 5: What is the extent of availability of ICT facility among private universities in Southwestern Nigeria?

Table 4.2.6: Extent of Availability of ICT Facility among Private Universities in Southwestern Nigeria

Items	Highly Available	Moderately Available	Slightly Available	Not Available	Mean	SD
Campus Area Network	70 (40.5)	79 (45.7)	15 (8.7)	9 (5.2)	3.21	0.811
Local Area Network	60 (34.7)	74 (42.8)	24 (13.9)	15 (8.7)	3.03	0.914
Wide Area Network	54 (31.2)	74 (42.8)	18 (10.4)	27 (15.6)	2.90	0.969
Cybercafe	88 (50.9)	60 (34.7)	16 (9.2)	9 (5.2)	3.31	0.846
Computer Based Test (CBT) Centre for students to write exam	70 (40.5)	46 (26.6)	27 (15.6)	30 (17.3)	2.92	0.875
Online/E-learning course delivery	40 (23.1)	27 (15.6)	64 (37.0)	42 (24.3)	2.38	0.965
Teleconferencing course delivery	18 (10.4)	30 (17.3)	37 (21.4)	88 (50.9)	1.87	0.649
E – library	122 (70.5)	42 (24.3)	6 (3.5)	3 (1.7)	3.64	0.638
Projectors for course delivery	87 (50.3)	57 (32.9)	23 (13.3)	6 (3.5)	3.30	0.830
Interactive white board	87 (50.3)	18 (10.4)	32 (18.5)	36 (20.8)	2.90	0.888
Email service for staff and students	134 (77.5)	30 (17.3)	9 (5.2)	– (0.0)	3.72	0.553
Weighted Mean (WM) = 3.02						

Decision Level (DL) = 2.5; WM > DL

Note: Figures in Parentheses are Percentages

Table 4.2.6 presents extent of availability of ICT to staff and students of private universities in southwestern Nigeria. The finding showed the ICT facilities that were available in most of the private universities in Southwestern Nigeria were: Campus Area Network (mean = 3.21); Local Area Network (mean = 3.03); Wide Area Network (mean = 2.90); Cybercafe (mean = 3.31); Computer Based Test (CBT) Centre for students to write exam (mean = 2.92); E – library (mean = 3.64); Projectors for course delivery (mean = 3.30); Interactive white board (mean = 2.90), Email service for staff and students (mean =3.72). The table further shows that the following ICT facilities were not available in most of the private universities in Southwestern Nigeria according to the data gathered: Online / E-learning course delivery (mean = 2.38); Teleconferencing course delivery (mean = 1.87). The average mean of the table is given as 3.10 which is greater than 2.50, this implies that the ICT facilities were moderately available in private universities in Southwestern Nigeria.

RQ 6: What is the level of accessibility of ICT facility among private universities in Southwestern Nigeria?

Table 4.2.7: Level of Accessibility of ICT Facility among Private Universities in Southwestern Nigeria

Items	Highly Accessible	Moderately Accessible	Slightly Accessible	Not Accessible	Mean	SD
Campus Area Network	64 (37.0)	78 (45.1)	22 (12.7)	9 (5.2)	3.14	0.831
Local Area Network	60 (34.7)	70 (40.5)	31 (17.9)	12 (6.9)	3.03	0.898
Wide Area Network	51 (29.9)	67 (38.7)	31 (17.9)	24 (13.9)	2.84	0.998
Cybercafe	75 (343.4)	70 (40.5)	13 (7.5)	15 (8.7)	3.18	0.909
Computer Based Test (CBT) Centre for students to write exam	60 (34.7)	47 (27.2)	27 (15.6)	39 (22.5)	2.74	0.652
Online / E-learning course delivery	43 (24.9)	33 (19.1)	45 (26.0)	52 (30.1)	2.38	0.555
Teleconferencing course delivery	18 (10.4)	40 (23.1)	27 (15.6)	88 (50.9)	1.93	0.890
E – library	119 (68.8)	45 (26.0)	6 (3.5)	3 (1.7)	3.62	0.664
Projectors for course delivery	72 (41.6)	67 (38.8)	22 (12.7)	12 (6.9)	3.15	0.896
Interactive white board	84 (48.6)	24 (13.9)	23 (13.2)	42 (24.3)	2.87	0.872
Email service for staff and students	122 (70.5)	30 (17.3)	18 (10.4)	3 (1.7)	3.57	0.749
Weighted Mean (WM) = 2.95						

Decision Level (DL) = 2.5; WM > DL

Note: Figures in Parentheses are Percentages

Extent of accessibility of ICT facilities in private universities in Southwestern Nigeria is presented in table 4.2.7. The result revealed that the following ICT facilities were accessible to staff and students in private universities: Campus Area Network (mean = 3.14); Local Area Network (mean = 3.03); Wide Area Network (mean = 2.84); Cybercafe (mean = 3.18); Computer Based Test (CBT) Centre for students to write exam (mean 2.63); E – library (mean = 3.62); Projectors for course delivery (mean = 3.15); Interactive white board (mean = 2.87); and Email service for staff and students (mean = 3.57). Following the result on the table, the respondents stated that the following ICT facilities were not accessible to staff and students of private universities, Online / E-learning course delivery (mean = 2.38) and Teleconferencing course delivery (mean = 1.93).

The weighted average mean of the table is given as 2.95 which is greater than 2.50, the acceptability level. The implication of this is that most of the ICT facilities available in private universities in southwestern Nigeria were also moderately accessible to staff and students.

4.3 Hypotheses Testing

H₀₁: There is no significant difference in skills demanded by employers among the selected sectors in Southwestern Nigeria.

Table 4. 3.1: Difference in Skills Demanded by Employers among the Selected Sectors in Southwestern Nigeria

Variable	N	Mean	SD	T	F	Sig	Rmk
Communication	19	3.87	0.336	2.392	171	0.017	Sig
Banking	18	3.14	0.810				
Education	35	3.63	0.485				
Health	26	2.28	0.506				
Judiciary	22	3.27	0.610				
Manufacturing	29	3.36	0.472				
Agricultural	24	3.61	0.641				
Demanded Skills	173	3.55	0.392				

Significant at 0.05 level of significance

Table 3.1 shows the ANOVA analysis of hypothesis one on difference in skills demanded for by employers among the selected sectors in Nigeria economy in Southwestern Nigeria. The table shows that there was significant difference in skills demanded by employers in different sectors of the economy in Nigeria ($t = 2.392$; $df = 171$; $P < 0.05$), then, the hypothesis was rejected at 0.05 level of significance. This implied that skills demanded by employers were different from sectors to sectors. The mean values of communication sector were 3.87; Banking was 3.14; Education was 3.63; Health was 2.28; Judiciary was 3.27; Manufacturing was 3.36; while Agricultural sector was 3.61. The standard deviation of communication sector was 0.336; Banking sector was given as 0.810; Education was 0.4585; Health was 0.506; Judiciary was 0.610; Manufacturing was 0.472 and Agricultural sector was given as 0.641.

H₀₂: There is no significant difference in skills supplied by private universities in Southwestern Nigeria

Table 4. 3.2: Difference in Skills Supplied by Private Universities in Southwestern Nigeria

Variable	N	Mean	SD	T	F	Sig	Rmk
Analytical skill	24	3.87	0.336	2.392	171	0.153	Not Sig.
Creative skill	35	3.14	0.810				
Communication skill	83	3.63	0.485				
Collaborative skill	31	2.28	0.506				
Skills Supplied	173	30.352	4.6273				

Significant at 0.05 level of significance

Table 4.3.2 shows the ANOVA analysis of hypothesis formulated on difference in skills supplied by private universities in southwestern Nigeria. The table indicates that there was no significant difference in skills supplied by private universities in southwestern Nigeria ($t = 2.392$; $df = 171$; $P > 0.05$), then, the hypothesis was accepted at 0.05 level of significance. This implied that there was no significant difference in the type of skills supplied by private universities in southwestern Nigeria. The mean value of private universities was given as 13.737 and mean value of skills supplied was 30.352, while the standard deviation values of private universities and skills supplied were given as 2.4622 and 4.6273 respectively.

H₀₃: There is no significant relationship between skill supplied by private universities and skills demanded by employers in Southwestern Nigeria.

Table 4.3.3: Relationship between Skills Supplied by Private Universities and Skills Demanded by Employers in Southwestern Nigeria

Variable	N	Mean	Std. Dev.	r	P value	Remarks
Skills Supplied	173	13.5055	2.62482	0.112	0.017	Significant
Skills Demanded	173	30.3521	4.6734			

Table 4.3.3 presents result of hypothesis three formulated on relationship between skills supplied by private universities and skills demanded by employers in southwestern Nigeria. The result shows a significant relationship between skills supplied by private universities and skills demanded by employers ($r = 0.112$; $P < 0.05$), the hypothesis was therefore, rejected at 0.05 level of significance. The implication of this is that skills supplied in private universities had significant relationship with skills demanded by employers in southwestern Nigeria. Mean value of skills demanded for by employers was 30.3521 and mean value of skills supplied was 13.5055, this implies that though there was significant relationship between skills demanded for by employers and skills supplied by private universities, but skills demanded was higher than skills supplied. While the standard deviation values of the two variables are 4.6734 and 2.6248 respectively.

H₀₅: There is no significant joint contribution of resource factors (academic staff profile of private universities, accessibility and availability of ICT facility), skills supplied by private universities to skills demanded by employers in Southwestern Nigeria.

Table 4.3.4: Joint Contribution of Resource Factors (academic Staff Profile of Private Universities, Accessibility and Availability of ICT Facilities), Skills Supplied by Private Universities to Skills Demanded by Employers in Southwestern Nigeria

Model	Sum of Squares	Df	Mean Square	F	Sig	Rmks
Regression	4770.390	3	1590.131			
Residual	2.655.234	169	9.031	176.067	0.004	Sig.
Total	7425.624	172				
R = 0.802 R Square = 0.642 Adjusted R Square = 0.639 Std. Error of the Estimate = 0.859						

Table 4.3.4 presents analysis of hypothesis four on joint contribution of resource factor indicators (academic staff profile of private universities, accessibility and availability of ICT facilities), skills supplied by private universities to skills demanded by employers in Southwestern Nigeria. The result shows that there was significant joint contribution of resource factor indicators (academic staff profile of private universities, accessibility and availability of ICT facilities), skills supplied by private university to skills demanded by employers in Southwestern Nigeria ($R = 0.802$; $R^2 = 0.64$; $F = 176.067$). This shows that all the variables of resource factor indicators (academic staff profile of private universities, accessibility and availability of ICT facilities) and skills supplied accounted for 64.0% of the variance in skills demanded by employers in Southwestern Nigeria. The remaining 36.0% might be captured by other exogenous variables that were not included in the study. Based on this, the joint contribution is shown to be significant ($F_{(4, 18)} = 176.067$; $P < 0.05$), therefore the hypothesis was not accepted. This implied that resource factor indicators (academic staff profile of private universities, accessibility and availability of ICT facilities) and skills supplied by private university have joint contribution to skills demanded by employers in Southwestern Nigeria.

H₀₆: Resource factors (academic staff profile of private universities, accessibility and availability of ICT facilities) and skills supplied by private universities will not significantly have relative contribution to skills demanded by employers in Southwestern Nigeria.

Table 4.3.5: Relative Contribution of Resource Factors (Academic Staff Profile of Private Universities, Accessibility and Availability of ICT Facilities), Skills Supplied by Private Universities to Skills Demanded by Employers in Southwestern Nigeria

Dependent Variable	Independent Variables	Unstandardized Coefficient		Stand. Coefficient	T	Sig.
		B	Std. Error	Beta Contribution		
Skills Demanded by Employers	(Constant)	21.259	2.074		10.249	0.000
	Academic Staff Profile	0.247	0.078	0.549	3.163	0.007
	Availability of ICT	0.404	0.101	0.352	3.998	0.241
	Accessibility of ICT	0.365	0.070	0.450	5.194	0.018
	Skills Supplied	0.391	0.064	0.490	3.001	0.002

Table 4.3.5 reveals relative contribution of academic staff profile, availability and accessibility of ICT facilities to skills supplied by private university graduates, expressed as beta weights: academic staff profile($\beta = 0.549$, $P < 0.05$), availability of ICT facility($\beta = 0.352$, $P > 0.05$), accessibility of ICT facility ($\beta = 0.450$, $P < 0.05$), and skills supplied ($\beta = 0.490$, $P > 0.05$). Result from the table shows that three of the indicators of the independent variables in the model (academic staff profile, accessibility of ICT facilities and skills supplied by private university) contribute significantly to skills demanded by employers in southwestern Nigeria, while availability of ICT facilities was found to have no significant contribution to skills supplied by private university in Southwestern Nigeria.

CHAPTER FIVE

DISCUSSION OF FINDINGS

The findings of this study were discussed in line with the answers to the research questions and results of tested hypotheses.

Level of Job Performance of Private Universities Graduates in Southwestern Nigeria

Level of job performance of private university graduates revealed that 7.4% of the employers rated the performance of private university graduates as excellent; 9.8% of the employers rated the performance of private university graduates to be very good, 51.5% of the employers rated private university graduates to be good, 26.7% of the employers rated the performance of private university graduates to be average while 4.6% of the employers rated the job performance of private university to be poor. The mean value of 2.89 implied that the performance of private university graduates in Southwestern Nigeria was good. The finding contradicts the submission of Asuquo and Agboola (2014) in a study carried out on Nigerian Universities outputs and their employability in the labour markets in South-South, Nigeria that the performance level of Nigerian Universities graduates is low when measured by the skills, knowledge acquired, ability, quality of instruction and types of curriculum used at university days.

Also, the finding disagrees with the findings of Akinyemi, Ofem and Ikuenomore (2012) in a study conducted on graduate turnout employment in Nigeria that graduates do not possess employable skills to match-up to the requirement of jobs in the present day labour market. The study of Akinyemi, Ofem and Ikuenomore (2012) also reported that apart from the qualifications that graduates possessed, there were other attributes such as verbal and written communication, analytical and investigative abilities which employers emphasized as criteria for graduates' performance on the job that cannot be found in graduates. The study of Asuquo et al (2014) and Akinyemi et al (2012) which revealed low job performance of graduates in their places of work were not specifically carried out on private university graduates, but this study was

conducted on private university graduates in southwestern Nigeria and the finding revealed that their job performance was fairly good.

In line with the answer to the research question raised on level of job performance of private university graduates and different literatures consulted, an interviewed granted by a respondent (lawyer by profession) who had a chamber and also an employer of labour. The respondent was interviewed on whether there was a private university graduates in their establishment, also, the respondent was asked to rate the job performance of private university graduates working in their establishment. The respondent stated that there was a private university graduate in his chamber, who had been with them for couple of years. It was stated that the current job performance of the private university graduate was relatively good, considering the level of exposure and different experience gathered so far. The respondent stated that it was not so at initial stage of employing the graduate. It was stated that there were too much of theoretical training with less practical in school.

Furthermore, the respondent during the interview stated that, for them to get satisfied with the job performance of private university graduates, they had to send them on special training and workshop to get acquainted with practical aspect involved in their field. Also, the respondent stated categorically that he preferred to employ graduates of public university than that of private university because many skills were lacking in most of private university graduates, such as associated ways of organising work, coping strategy.

In addition, another respondent in manufacturing company was interviewed on the level of job performance of private university graduates working in their establishment. The respondent stated that as at the point of the interview, there was no private university graduate working in their hospital, he added that though there was one who had his NYSC service with them, the respondent concluded that he did not enjoy the job performance of the fellow during the time. The respondent complained that the fellow did not have ability to work under stress, could not do many things on

his own, depended too much on efforts of others, this made the respondent to conclude that he was not satisfied with the job performance of private university graduates.

Extent to which 21st Century Skills are Demanded by Employers

Extent to which skills demanded by employers of labour was investigated on and the result was presented in table 4.2.2, it was revealed from the study that all the identified 21st century skills were highly demanded by employers of labour. The finding also revealed order of importance of the skills which revealed that communication skill was the highest skill that was highly demanded by the employers (mean = 3.46); this is followed by analytical skill (mean = 3.43); followed by creative skill (mean = 3.18) and then collaborative skill (mean = 3.16).

The finding corroborates the submission of Akinyemi, Ofem and Ikuenomore (2012) on study conducted on graduate turnout employment in Nigeria that in addition with paper qualifications that graduates possessed, there were other attributes which employers emphasized as criteria for graduates' performance on the job which include verbal and written communication, analytical and investigative abilities, entrepreneurship and managerial skills, team work, computer skills, time management, and drive and flexibility.

Many employers of labour interviewed on the types of skills they expect university graduates to possess and the extent to which 21st century skills are demanded by employers. It was gathered that what many of the employers of labour want from graduates is very far from just paper qualification, as a matter of fact, paper qualification cannot predict the performance of many graduates. A respondent in manufacturing company stated that paper qualification is just for any student to read and give what is been read back to the lecturers during examinations and pass the course, but skills required are more than theoretical knowledge but ability to transform theory or what is been read to action. Therefore, the respondent stated that part of the 21st century skills expected from any private university graduate are communication skills, practical skill, adaptability to the use of new technology, computing skills and analytical skills.

Stating further, the respondent from the manufacturing company reported that the extent to which 21st century skills are required is very high, but they are highly disappointed in many of private university graduates, because they could not see these skills in them, though few of them are exceptionally good. Also, another respondent from education sector stated that most of the private university graduates do not study education because many of the private universities do not run education courses. This did not make many of them to fit in education industry. But speaking generally, the respondents stated that skills required in labour market in this 21st century are far beyond paper qualifications, but additional soft skills in computer, interpersonal relationship skill, skill to collaborate with co-workers, team spirit skill, creative skill and communication skill. All these skills are meant to complement the paper qualifications of graduates.

Another respondent stated that the 21st century skills are rarely taught in most of the private universities, stating that profit making is the main purpose of establishing private university, therefore, most of the skills expected to be imparted in their graduates, especially, in the area of self-discipline and ability to solve problem independently are not found in most of the private university graduates, the respondent stated that many of the students in private university are been spoon-fed. The rigorous academic work and some other co-curricular activities that can shape and mode them in learning and character are not properly taught in private universities, this makes most of them not found employable.

Extent to which 21st Century Skills are Supplied by Private Universities in Southwest Nigeria

Extent to which 21st century skills are supplied by private universities in Southwestern Nigeria was investigated and the findings were presented in table 4.2.3 present. It was revealed that all the identified 21st century skills in the study (communication, collaborating, analytical and creative) were being supplied by private universities in southwestern Nigeria. It was further revealed that communication is the skill that is being supplied most by the private universities in southwestern Nigeria (mean = 3.50). Collaborating is the next skill that has the highest supply among the skills (mean = 3.41), this is followed by creative skill (mean = 3.17) and then analytical skill (2.89).

Demand for and Supply of Skills

Table 4.2.4 revealed demand for and supply of skills, it was shown in the table that level of demand for analytical skill is higher than supply, in the demand for creative skill, demand is higher than supply, level of demand for collaborating skill is as well higher than the level of supply. It was only communication skill that meet up with the level of supply by private universities in southwestern, Nigeria. It can then be submitted that the demand for 21st century skills was higher than the supply by private universities in Southwestern Nigeria. Also, it was revealed that demand for analytical, creative and collaborating skills by employers of labour was higher than the supply by private universities in southwestern, Nigeria. But communication skill had the same demand with the supply of it, this is the point of equilibrium where demand is equal to supply. Therefore, it is only supply of communication skill that meet up with the demand in labour market.

Level of Compliance of Academic Staff Profile of Private Universities in Southwestern Nigeria with NUC Benchmark

Tables 4.2.5a and 4.2.5b present the level of compliance of academic staff profile of private universities in Southwestern Nigeria and the nature of appointment of academic staff in private universities in Southwestern Nigeria. It was revealed from table 4.2.4a that 13.9% of the private universities indicated that the compliance level of academic staff profile in line with NUC benchmark was very high, 29.5% pointed out that level of compliance was high, 54.9% of the sampled universities submitted that the level of compliance of academic staff profile in line with NUC benchmark was moderate while 1.7% indicated that the level of compliance was low. The mean value of the table was given as 2.56 which implies that the aggregate compliance level of academic staff profile of private universities which was measured in terms of quality and quantity of academic staff is high.

In addition to this, table 4.2.5b revealed that 46.8% of the lecturers in private universities were full time lecturers; 31.8% of them were part time/adjunct lecturers while 21.4% were on sabbatical appointment. This shows that 46.8% of academic staff of private universities were on full time appointment, while 53.2% of the academic staff of private universities in southwestern were on either part time/adjunct or sabbatical appointments. The implication of this is that compliance level of many private universities with NUC benchmark is high, but about 53.2% of members of staff were either on part time/adjunct or sabbatical appointments. The finding negates the submission of Abiodun-Oyebanji (2012) who investigated human resource situation in Nigerian Universities, a case study of Ekiti State University, Ado-Ekiti and found that many universities did not conform with NUC regulation on staffing.

Not only that, findings on compliance level of academic staff in private universities was not in line with the findings of Ige (2013) who investigated the evolution of private universities in Nigeria: matters arising and the way forward and concluded that most of the universities in Nigeria did not conform with the NUC regulations on staffing.

Extent of Availability of ICT Facility among Private Universities in Southwestern Nigeria

Extent to which ICT facility was made availability to staff and students of private universities in southwestern Nigeria was investigated on in research question 5. The finding revealed that the following ICT facilities were available in most of the private universities Campus Area Network (CAN), Local Area Network (LAN), Wide Area Network (WAN), cybercafe, Computer Based Test (CBT) Centre for students to write exam, E – library, Projectors for course delivery, Interactive white board, and E-mail service for staff and students. On the other hand, the finding revealed that the following ICT facilities were not available in most of the private universities in Southwestern Nigeria: Online / E-learning course delivery and teleconferencing course delivery.

The aggregate response of the finding revealed that ICT facilities were moderately available to staff and students of private universities in Southwestern Nigeria. This contradicts the findings of Egoeze, Akman and Palacios (2014) who evaluated the ICT infrastructure and application in Nigeria Universities and submitted that Nigeria universities are still low in provision of ICT facilities. Though the study of Egoeze et al (2014) on evaluation of ICT infrastructure and application in Nigeria Universities which revealed low provision of ICT facilities was conducted on public universities, but findings of this study revealed that ICT facilities were moderately available to staff and students of private universities in Southwestern Nigeria.

Also, the finding of this study on availability of ICT facilities to staff and students of private universities does not conform with the submission of Godwin and Johnson (2012) who carried out a study on labour market distortion and University graduate unemployment in Nigeria: issues and remedies, and concluded that ICT facilities are not available in Nigeria universities.

Level of Accessibility of ICT Facility among Private Universities in Southwestern Nigeria

The extent of accessibility of ICT facilities to staff and students of private universities in Southwestern Nigeria was presented in table 4.2.7. The finding revealed that the following ICT facilities were accessible to staff and students of private universities: Campus Area Network (CAN), Local Area Network (LAN), Wide Area Network (WAN), Cybercafe, Computer Based Test (CBT) Centre for students to write exam, E – library, Projectors for course delivery, Interactive white board, E-mail service for staff and students. The finding on the other hand revealed that the following ICT facilities were not accessible to staff and students of private universities, Online / E-learning course delivery and Teleconferencing course delivery.

The weighted average mean of the table revealed that ICT facilities are moderately accessible to staff and students of private universities in southwestern Nigeria. It was also revealed that all the ICT facilities that are available to staff and students in most of the private universities are also accessible, but the level of availability of the ICT facilities (mean = 3.02) is greater than the level of accessibility (mean = 2.95). The finding on level of accessibility of ICT facilities to staff and students contradicts the submission of Egoeze, Akman and Palacios (2014) who investigated the evaluation of ICT infrastructure and application in Nigeria Universities and found out that Nigeria universities are low in utilization of ICT facilities. Also, the finding here negates the submission of Gambari and Chike-Okoli (2016) who investigated availability and utilization of information and communication technology (ICT) facilities in higher institutions in Niger state, Nigeria. It was concluded from their study that the level of utilization of ICT in higher institutions of Nigeria is low with reference to lack of network infrastructure, high cost of internet facilities, limited expertise and ICT skills level and lack of enabling environment.

Finding of the study corroborates the submission of Agim, Iroeze, Osuji and Obasi-Haco (2018) who investigated level of availability and utilization of information and communication technology facilities by students: A case study of Federal Polytechnic,

Nekede, Owwerri, Imo State Nigeria and found out that ICTs are useful and accessible to students.

Difference in Skills Demanded by Employers among the Selected Sectors in Nigeria Economy in Southwestern Nigeria

Table 3.1 shows the t-test table analysis of hypothesis one on difference in skills demanded for by employers among the selected sectors in Nigeria economy in Southwestern Nigeria. The table revealed that there was significant difference in skills demanded for by employers in different sectors of the economy in Nigeria ($t = 2.392$; $df = 171$; $P < 0.05$), then, the hypothesis was rejected at 0.05 level of significance. This implies that skills demanded for by employers are different from sectors to sectors. The mean value of communication sector was 3.87; Banking was 3.14; Education was 3.63; Health was 2.28; Judiciary was 3.27; Manufacturing was 3.36; while Agricultural sector was 3.61. The standard deviation of communication sector was 0.336; Banking sector was given as 0.810; Education was 0.4585; Health was 0.506; Judiciary was 0.610; Manufacturing was 0.472 and Agricultural sector was given as 0.641.

Difference in Skills Supplied by Private Universities in Southwestern Nigeria

Table 4.3.2 shows the t-test table of analysis of hypothesis formulated on difference in skills supplied by private universities in southwestern Nigeria. The table revealed that there was no significant difference in skills supplied by private universities in southwestern Nigeria ($t = 2.392$; $df = 171$; $P > 0.05$), then, the hypothesis is accepted at 0.05 level of significance. This implies that there is no significant difference in the type of skills being supplied by private universities in southwestern Nigeria. The mean value of private universities was given as 13.737 and mean value of skills supplied was 30.352 while the standard deviation values of private universities and skills supplied were given as 2.4622 and 4.6273, respectively.

Relationship between Skills Demanded by Employers and Skill Supplied by Private Universities in Southwestern Nigeria

Table 4.3.3 presents result of hypothesis three formulated on relationship between skills demanded for by employers and skill supplied by private universities in southwestern Nigeria. The result shows a significant relationship between skills demanded by employers and skill supplied by private universities ($r = 0.112$; $P < 0.05$), the hypothesis was therefore rejected at 0.05 level of significance. The implication of this is that skills demanded by employers had relationship with skills supplied in southwestern Nigeria. Mean value of skills demanded for by employers was 30.3521 and mean value of skills supplied was 13.5055, this implies that though there was significant relationship between skills demanded for by employers and skills supplied by private universities, but skills demanded were higher than skills supplied. The standard deviation values of the two variables are 4.6734 and 2.6248, respectively.

Joint Contribution of Resource Factors (academic Staff Profile of Private Universities, Accessibility and Availability of ICT Facilities) and Skills Supplied by Private Universities to Skills Demanded by Employers in Southwestern Nigeria

Table 4.3.4 revealed joint correlation of resource factor indicators (academic staff profile of private universities, accessibility and availability of ICT facilities) and skills supplied by private university to skills demanded by employers in Southwestern Nigeria. The result shows joint significant contribution of resource factor indicators and skills supplied by private university to skills demanded by employers ($R = 0.802$; $R^2 = 0.642$; $F = 176.067$). This implies that all the variables of resource factor indicators (academic staff profile of private universities, accessibility and availability of ICT facilities) and skills supplied by private university accounted for 63.9% of the variance in skills demanded by employers of labour in Southwestern Nigeria. Based on this, joint contribution of resource factors and skills supplied by private universities

shown to have significant contribution to skills demanded by employers of labour. That is, personnel that train graduates in school, (quality and quantity of academic staff) and resources used to train them, such as availability and accessibility of ICT, all put together had significant joint contribution to skills demanded by employers labour.

Relative Contribution of Resource Factors (Academic Staff Profile of Private Universities, Accessibility and Availability of ICT Facilities) and Skills Supplied by Private Universities to Skills Demanded by Employers in Southwestern Nigeria

Relative correlation of indicators of resource factors (academic staff profile, availability and accessibility of ICT facilities) and skills supplied by private university to skills demanded by employers revealed that academic staff profile of private universities had the highest contribution to skills demanded by employers, this is followed by skills supplied by private universities, then accessibility of ICT facilities and availability of ICT facilities had the lowest contribution to skills demanded by employers. Finding from the study further revealed that academic staff profile in private universities, skills supplied by private universities and accessibility of ICT facilities had significant contribution to skills demanded by employers, while contribution of availability of ICT facilities to skills demanded by employers of labour was not significant.

Implication of the finding revealed that making ICT facilities available is not enough, but accessibility and utilization of such facilities by staff and students is more important. There are cases in many higher institutions where ICT facilities are provided for the use of university community, but to access and use them become challenges to the end users as a result of lack of network infrastructure, high cost of internet facilities, limited expertise of ICT skills and lack of enabling environment.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents summary of the findings, conclusion derived from the study, recommendations made based on the findings, limitation of the study and suggestions for further studies.

6.1 Summary

The problem of the study centered on private university graduates inability to perform well on the job. This could be as a result of many factors, but the study focused on the resource factors available in different private universities to train their graduates. Also, the study investigated type of skills that were supplied in private universities as against skills demanded for by employers of labour. To achieve this, six research questions were raised and six hypotheses were tested for the study.

The theoretical framework used for the study was patterned after Campbell theory of job performance which emphasized the importance of job performance to organization. The descriptive survey research design was adopted for the study. The study made use of 173 human resource managers from seven key sectors of the economy which are communication, banking, education, health, judiciary, manufacturing /construction and agriculture sectors. Also, 173 heads of departments in private universities across states in southwestern Nigeria were sampled for the study. Questionnaires were the instruments used for data collection and two sets of questionnaire were used. The first questionnaire was designed for the heads of departments in private universities and the second questionnaire was designed for the HRMs of the sampled sectors. The Cronbach Alpha reliability coefficients of 0.81 and 0.89 respectively were obtained through a field test. Frequency distribution and percentage of means score were adopted to answer the research questions while inferential statistics of analysis of variance (ANOVA), Pearson product moment correlation and multiple regression analysis were used to test the hypotheses formulated at 0.05 level of significance.

Findings from the study revealed that the level of job performance of private university graduates in Southwestern Nigeria was good and was above average. Furthermore, the finding revealed that all identified 21st skills were demanded by employers of labour with communication as the highest skill that was highly demanded, followed by analytical skill, creative skill and then collaborative skill.

Finding on the supplied skills by private universities revealed that all the 21st century skills under consideration i.e. analytical, creative, communication and collaborating skills were all supplied by private universities in southwestern Nigeria, but with different level of supply. It was revealed that communication skill had the highest supply by private universities in southwestern Nigeria, creative was the next skill that had highest supply among skills under consideration, followed by collaborative skill and then analytical skill.

Finding on demand for and supply of skills shows analytical, creative and collaborative skills by employers of labour was higher than the supply of those skills by private universities in southwestern, Nigeria. But the demand for communication skill had the same supply of the skill, this is the point of equilibrium where demand is equal to supply.

It was also revealed from the study that the level of compliance of academic staff in private universities with NUC benchmark was high, which means many of the private universities complied with NUC benchmark on the minimum standard of academic staff. But finding revealed that most of the members of academic staff in private universities were on part time or sabbatical appointments (53.2%), and about 46.8% of the academic staff in private universities in Southwestern Nigeria were on full time appointments.

The finding further revealed that the ICT facilities were moderately available in private universities in Southwestern Nigeria, this implies that ICT facilities are made available to staff and students in private universities. It was also revealed that ICT facilities were accessible moderately to staff and students in private universities in Southwestern Nigeria.

It was also revealed from the study that skills demanded by employers are different from sectors to sectors. The implication of this is that each of the sectors has specific skills that are expected of their employees to have, this skills were different from sector to sector but skills every sector desires was communication skill, i.e. ability of their employees to communicate effectively. The finding also revealed no difference in skills supplied by private universities in southwestern Nigeria. This indicates that skills supplied in different private universities in Southwest Nigeria are not different from institutions to institutions.

Findings from the study showed that skills demanded by employers had relationship with skills supplied in southwestern Nigeria, though there was relationship, but skills demanded by employers was higher than skills supplied by private universities graduates, employers stated that they close the gap by training the newly employed graduates through different means such as workshops, training programmes and seminars.

It was revealed from the finding that the joint contribution of resource factors and skills supplied by private universities was significant to skills demanded by employers of labour. That is, personnel that train graduates in school, (quality and quantity of academic staff) and resources used to train them, such as availability and accessibility of ICT, all had contributions to skills demanded by employers. Finding from the study further revealed contribution of each of the independent variables to dependent variables as follows: academic staff profile in private universities, skills supplied by private universities and accessibility of ICT facilities had significant contribution to skills demanded by employers, while contribution of availability of ICT facilities to skills demanded by employers was not significant.

6.2 Conclusion

Based on the findings of the study, it was concluded that the job performance of private university graduates in Southwestern Nigeria was above average level.

The level of skills demanded by employers of labour was higher than the level of supply, yet employers of labour were satisfied with job performance of private universities graduates, this is as a result of additional training most of the employers provided their new staff, such as seminar and workshop, training on practical task, exposure to technical knowhow of the job and management of time.

It was also concluded in the study that the level of compliance of academic staff in private universities with NUC benchmark was high, but many of the academic staff in private universities were on part time/adjunct or sabbatical appointment.

Another conclusion made based on the findings from the study is that expectations of employers on skills supplied by private universities such as analytical, collaborating and creative skills were low compared with the level of demand.

It is concluded that ICT facilities such as campus area network, local area network, wide area network, CBT, projectors for course delivery and so on were available to staff and students in private universities and as well were accessible to staff and students.

Furthermore, it is concluded that skills demanded by employers of labour (analytical thinking, creative, communication and collaborating skills) had joint significant correlation with job performance of private university graduates. But the skills supplied by private universities had no joint correlation with job performance of private university graduates.

Finally, it was concluded that, resource factors indicators (academic staff profile of private universities, availability and accessibility ICT facilities) had significant joint correlation with job performance private university graduates.

6.3 Recommendations

Based on the findings of the study, the following recommendations are made:

The management of private universities should focus more on the skills supplied to labour market through their graduates so that the employers of labour will be more satisfied with the job performance of their graduates. More concentration should be made on analytical skill, collaborative skill and creative skill.

It is recommended that there should be time to time feedback from employers of labour to the universities on the new trend of needs in the labour market.

Management of private universities in southwestern Nigeria should increase the number of full time academic staff and part time teaching staff should be discouraged so as to have more academic staff that will be fully on ground for the attention of students.

Also, it is recommended that ICT facilities should be made available and accessible to staff and students. Availability is not enough, but accessibility and functionality of the facilities are also important.

It is recommended that the graduates of private universities should pay attention to details and improve themselves in skills demanded by employers so as to be able to meet up with demand of employers and also to be able to perform very well on the job.

6.4 Limitations to the Study

There were many constraints encountered in the course of carrying out the research work which are identified as follows:

There are very few literature materials on the job performance of private university graduates, many of the materials focus on the performance of graduates generally, there were few authors who worked on the job performance of private university graduates.

Also, problems were encountered in collecting data, many of the heads of departments in the sampled universities that were expected to be supportive in getting data for the study were not.

The researcher as well encountered problems in accessing the employers of labour, many of them were not ready to fill the questionnaire, the researcher had to plead and appeal to them before they could respond to the instruments.

Another limitation of the study is that some of the sampled employer found it difficult to rate the performance of private university graduates especially where there were more than one private university graduate in their establishments. Also, the assessments of job performance of private universities graduates were based on the rating of HRMs, private universities graduates were not allowed to assess themselves. Resource factors in higher institutions of learning that could determine job performance of graduates are more than those covered in this study. Resource factors in this study were limited to availability of ICT facilities, accessibility of ICT facilities and academic staff profile.

6.5 Implications of the Findings for Universities and Employers

It is very important for the private university managements to always get feedback from the employers of labour, if this is done, the gaps between the skills demanded by employers of labour and the skills supplied by private university will not be too wide.

The study revealed that the employers of labour were satisfied with job performance of private university graduates and skills demanded by employers had significant correlation with job performance of private university graduates but skills supplied in private universities had no significant correlation with job performance of private university graduates. This implies that something happened between the period of graduation and the period of working, this could be in form of training, seminar and workshop organized for newly employed graduates by different establishments. This indicates that employers get satisfied with job performance of private university graduates as a result of training given to new staff, such as seminar, workshop and training on practical exposure to technical knowhow of the job.

6.6 Suggestions for Further Research

In view of the fact that this study could not have exhausted issues concerning the problems of performance of private university graduates, it is suggested that some other factors that could affect job performance of private university graduates should be investigated.

It is also suggested that comparative study of job performance of public and private university graduates should be carried out by other researchers.

It is suggested that other researchers should carry out tracer studies to investigate skills supplied by each of the private universities in southwest and job performance of their graduates.

Also, future researchers should investigate other resource factors that were not covered in this study, and should also base the job performance of graduates on the average of HRMs assessment and self-assessment.

6.7 Contributions to Knowledge

It is believed that this research work has contributed immensely to the body of existing knowledge in the following ways:

1. The study showed that the job performance of private university graduates was fairly good and above average level.
2. A model developed for the study which revealed the relationship among demand and supply of skill, resource factors and job performance of graduates also contributed to the existing knowledge. The model could be adopted or adapted by other researchers who are interested in conducting related studies.
3. Also, the instruments developed for the study contributed to the body of knowledge which can be used by other researchers.
4. The study also showed that employers of labour were satisfied with job performance of private universities graduates because of training given to their new staff, such as seminar, workshop and training on practical exposure to technical knowhow of the job.

5. Finally, the study has showed that level of skills in private university graduates which employers demanded was relatively low compared with skills supplied by private universities in southwestern Nigeria.

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APPENDICES

Appendix I

QUESTIONNAIRE ON SKILLS DEMANDED BY EMPLOYERS AND GRADUATES ASSESSMENT SCALE (QSDEGAS)

Sir/Ma,

I am a postgraduate student of the University of Ibadan conducting a research work on resource factors, supply of skills and skills demanded by employers of labour among Private University graduates in Southwestern Nigeria

This instrument is designed to obtain information on the job performance of private university graduates and it is basically for academic purpose. I, therefore, humbly solicit your help and supports to kindly supply the required information, any information supplied will be treated confidentially.

Thank you.



Olasunkanmi, Opeyemi Oluseyi
Researcher

SECTION A

Name of Establishment:

.....

Establishment Type: Government-Owned () Privately-Owned ()

Location:

How many private university graduates do you employ in your establishment/department?

.....

If none, kindly give reasons?

.....

***If you do not have private university graduates in your establishment, please go to Section C otherwise, complete Section B.**

SECTION B

Please rank the private university graduates in your establishment based on the following:

S/N	Skills	Options				
1	Analytical Skill –Ability to:	Excellent	Very Good	Good	Average	Poor
	analyze situation					
	argue issues out					
	classify something to show distinctiveness					
	compare and contrast two subjects					
	describe something					
	evaluate issues					
	explain something					
2	Creative Skill –Ability to:	Excellent	Very Good	Good	Average	Poor
	brainstorm on various ideas					
	create something					
	design something					
	entertain others					
	imagine situation					
	questioning ideas					
	improve the existing ideas					
3	Communication Skill –Ability to:	Excellent	Very Good	Good	Average	Poor
	choose an appropriate medium to pass across message					
	evaluate message					
	follow conventions laid down in the organization					
	listen attentively					
	read fluently					
	speak confidently					
	write legibly					
4	Collaborative skill –Ability to:	Excellent	Very Good	Good	Average	Poor
	allocate resources effectively					
	make timely decision					
	delegate authority					
	set goals					
	lead others					
	manage time					
	resolve conflict					
build team						

How satisfied are you in general with the performance of private university graduates in your establishment?

Very Highly Satisfied	Highly Satisfied	Slightly Satisfied	Not Satisfied

Kindly state extent to which the following skills are demanded for in your establishment

Skills	Very Highly Demanded	Highly Demanded	Slightly Demanded	Not Demanded
Analytical Skill				
Creative Skill				
Communication Skill				
Collaborating Skill				

What additional training do you provide for your new staff after they start working?

.....

Is there any feedback from your establishment to the private universities on what to include in their curriculum for better performance of their graduates? Yes () No ()

In your own opinion, what is the extent to which the skills demanded for by employers are supplied by private universities?

Very Great Extent	Great Extent	Little Extent	No Extent

Are there other qualities, attributes or skills that students should gain from university in addition to work competence? *(If there are, please list them).*

.....
.....
.....

Any other comment(s) or views you would like to add on the issue of private university graduates job performance?

.....
.....

SECTION C

**Please, kindly supply the following if you do not have private university graduates in your establishment*

Do you have private university graduates as applicants in this establishment? Yes ()
No () *(If yes, why have you not been employing them?)*

.....
.....

What is your perception about the performance of private university graduates?

Excellent	Very Good	Good	Average	Poor

What are the key attributes (i.e. knowledge, skill, dispositions, values etc.) you are looking for in a graduate that you cannot find in private university graduates?

.....
.....

Do you think there are gaps in the kind of skills private universities are developing?

Yes () No () *(If Yes, please mention those gaps)*

.....
.....

What is your general comment about the private university education in Nigeria?

.....
.....
.....
.....

Thank you for your time, patience and attention.

Appendix II

QUESTIONNAIRE ON RESOURCE FACTORS AND SKILLS SUPPLY IN PRIVATE UNIVERSITIES (QRFSSPU)

Sir/Ma,

I am a postgraduate student of the University of Ibadan conducting a research work on resource factors, supply of skills and skills demanded by employers of labour among Private University graduates in Southwestern Nigeria.

This instrument is designed purposely to obtain relevant information for a research work on the above issue, the information is mainly for academic purpose. Therefore, I humbly solicit your help and supports to kindly supply the required information, any information supplied will be treated confidentially.

Thanks for your cooperation.

SECTION A

Part I: Information on the Head of Department

Sex: Male () Female ()

Age: Below 35 Years () 36 – 40 () 41 – 45 () 46 – 50 () 51 – 55 ()

56 – 60 () 61 – 65 () 66 – 70 () Above 70 Years ()

Designation: Mr. () Mrs. () Dr. () Prof. ()

Highest Qualification when you joined the University:

Present Qualification: Rank:

Number of years as Head/Ag. Head

Number of years of Service in this Institution

Nature of Appointment: Permanent () Sabbatical () Adjunct ()

Part II: Information on the Institution

Name of Institution:

Faculty:

Department:

Department Accreditation Type: Full Accreditation () Interim Accreditation ()

Denied Accreditation ()

NUC Recommendations on Staff (*Please indicate NUC recommendations on numbers of Academic and Non Academic Staff*):

Academic: Non Academic:

Number of **Non Academic Staff** in the Department:

Breakdown of **Academic Staff** in the Department (*Please supply the number of the following as applicable in your Department*)

Assistant Lecturer Lecturer II Lecturer I Senior

Lecturer Reader/Associate Professor Professor

How many are **NOT** Ph.D Holders?

How many are Part time / Adjunct lecturers in your Department?

How many are Full time lecturers in your Department?

How many on sabbatical appointment in your Department?

What is the level of compliance of academic staff profile with NUC regulation in your institution?

Very High	High	Moderate	Low

SECTION B
Relevance of University Curriculum to the Demand of Employers of Labour

Please indicate your opinion by ticking the appropriate boxes provided on the extent to which curriculum used in your institution is relevant to the demand of employers of labour

S/N	Items	Great Extent	Some Extent	Little Extent	Not At All
1	Extent of adequacy of departmental curriculum with NUC recommendations				
2	Inculcate feedback from employers of labour to the curriculum used in the department				
3	Extent of the curriculum to equip students with adequate collaborative skills (to set goal, lead others, manage time, make timely decision, build team, resolve conflict)				
4	The curriculum used in the department is more of theoretical than practical oriented for graduate labour market performance				
5	Extent of including adequate theoretical knowledge in the Departmental curriculum to fulfill the requirement for specific job objectives				
6	Extent of including adequate practical skills in the Departmental curriculum to fulfill the requirement for specific job objectives				
7	Curriculum is designed to equip students with adequate communication skills (written and oral)				
8	Extent of inculcating analytical skill such as ability to analyze situation in departmental curriculum				
9	Extent of inculcating ability to solve problem in departmental curriculum				
10	Extent of inculcating ability evaluate issues in departmental curriculum				
11	Extent of ability of departmental curriculum to make graduates perform well in labour market				
12	Extent of curriculum contents derivative from task analysis from labour employers' requirements.				
13	Extent to which the curriculum used in the departments is current in respect to the skills required by employers of labour				
14	Extent of incorporating feedbacks from the departments' ex-students into the curriculum				
15	Extent to which the curriculum equip students with adequate creative skills (such as brainstorming, creating, improvising etc)				

Kindly state extent to which the following skills are supplied by your institution

Skills	Very Highly Supplied	Highly Supplied	Slightly Supplied	Not Supplied
Analytical Skill				
Creative Skill				
Communication Skill				
Collaborative Skill				

Availability of Information Communication Technology Facilities

Please indicate the extent to which the following ICT facilities are available in your institution:

S/N	Items	Highly Available	Moderately Available	Slightly Available	Not Available
1	Campus Area Network				
2	Local Area Network				
3	Wide Area Network				
4	Internet facilities / cybercafe				
5	Computer Based Test (CBT)				
6	Online / E-learning course delivery				
7	Teleconferencing course delivery				
8	E – library				
9	Projectors for course delivery				
10	Interactive white board				
11	Email service for staff and students				

Accessibility of Information Communication Technology Facilities

Indicate the extent to which the following ICT facilities are accessible in your institution

S/N	Items	Highly Accessible	Moderately Accessible	Slightly Accessible	Not Accessible
1	Campus Area Network				
2	Local Area Network				
3	Wide Area Network				
4	Internet facilities / cybercafe				
5	Computer Based Test (CBT)				
6	Online / E-learning course delivery				
7	Teleconferencing course delivery				
8	E – library				
9	Projectors for course delivery				
10	Interactive white board				
11	Email service for staff and students				

Thank you for your time, patience and attention.

Appendix III

INTERVIEW GUIDE FOR HUMAN RESOURCE MANAGERS

1. Name of your organization
2. What are the types of skills you expect a university graduate to possess?
3. To what extent is your demand for 21st century skills in graduates?
4. Do you have private university graduates in your establishment? If yes, how can you rate the job performance of private university graduates working in your establishment?
5. From your own point of view, did the private university graduates possess the skills you demanded?
6. What is the relevance of skills possessed by private university graduates to the operation of your establishment?
7. Do you give feedback to the universities on the new skills required in labour market?

Appendix IV

Department of Educational Management
Faculty of Education
University of Ibadan
8th October, 2018

Sir/Ma,

REQUEST FOR PERMISSION

I, Opeyemi Seyi OLASUNKANMI, a Ph.D. student in the Department of Educational Management, Faculty of Education, University of Ibadan hereby solicit your assistance to allow me obtain necessary data for my research work.

I am conducting a research work on “*Resource Factors, Supply of Skills and Skills Demanded by Employers of Labour among Private Universities Graduates in Southwestern Nigeria*” and your institution is one of the sampled universities for the study. My target population for the research work is the Heads of Department and the type of instrument I intend to use to collect data is questionnaire.

I, therefore, seek your approval to allow me administer the questionnaire on the sampled Heads of Departments.

Thanks you.

Appendix VI

Bowen Letter

Appendix VI

Plagiarism