

Influence of Institutional type and Academic Specialization on the Employability Skills of Undergraduate Students in Southwestern Nigeria

Prof. Babatunde Adeniyi Adeyemi¹, Associate Prof. Senimetu Ileuma², Mr. Moyosore Oluwatobi Beckley³

¹*Institute of Education, Faculty of Education, Obafemi Awolowo University, Ile-Ife, Nigeria*

^{2,3}*Department of Arts and Social Science Education, Faculty of Arts and Education, Lead City University Ibadan, Nigeria*

Abstract: The study investigated the influence of institutions type on the status of adequacy of employability skills of undergraduate students. It also determined the influence of academic specializations (Science oriented, Arts/Humanities, and Social Sciences) on the status of adequacy of employability skills of undergraduate students and as well established the influence of academic specializations (Science oriented, Arts/Humanities, and Social Sciences) on the strengths and weaknesses of the undergraduates in relation to the identified employability skills. These were with the view of providing information on the importance of institutional type and academic specialization on the employability skills of undergraduate students in Southwestern Nigeria. The study employed Descriptive Survey research design. The population consisted of undergraduate students in Southwestern Nigeria. The sample size was made up of 540 undergraduate students that were selected from Federal, State and Private universities with emphasis on three core areas of socialization. Three research hypotheses were raised and verified. An adapted instrument was employed. The results showed that there was no significant influence of institutional types (federal, state and private) on the status of adequacy of employability skills of undergraduates in the study areas ($F = 2.420, p > 0.05$). The results also indicated that there was no significant influence of (Science Oriented, Arts/Humanities and Social Sciences) on the status of adequacy of employability skills of undergraduates in the study areas ($F = 1.870, p > 0.05$), whereas there was significant influence of (Science Oriented, Arts/Humanities and Social Sciences) on the strengths and weaknesses of undergraduates in relation to the employability skills in the study areas ($F = 5.590, p < 0.05$). The study concluded that institutional type is not a major determinant of the status of adequacy of employability, whereas academic specialization is a determinant of the strengths and weaknesses of the undergraduates in relation to employability skills.

Keywords: Institutional type, Academic Specialization, Employability Skills, Undergraduate Students

I. INTRODUCTION

One of the most aching challenges confronting Nigeria today is the issue of unemployment. It has become so severe that policymakers, parents and youths, especially graduates alike are having sleepless nights over it. The issue has been in the front burner of national discourse in recent years. The unemployment question is even aggravated by the increasing number of graduates being churned out annually by tertiary institutions made up of Universities, Polytechnics,

monotechnic and Colleges of Education, about 322 in all excluding Technical Colleges (Educational and Employability Survey Report, 2014 in Ajiboye, Oyebanji and Awoniyi (2013) defined unemployment as the share of the labour force that is without work but available and seeking employment. It could also be seen as an economic condition in which individuals seeking jobs remain unhired (Edinyang, 2015). The rate of unemployment in Nigeria has assumed an alarming dimension. It had steadily risen from 21% in 2010 to 23.9% in 2011, though the economy has been growing in an average of 7% per annum (United Nation Development Programme, 2009). Employability skills are transferrable skills that are useful in nearly every job. They involve the development of an expertise, knowledge base or mindset that makes an individual more attractive to employers. Employability skills are the skills that have been developed inside and outside the colleges that is transferred to the workplace. Many students already have the employability skills companies are looking for, but they don't realize it that it is highly needed for their career. Employability skills can be listed as key behaviors, competencies, soft skills, transferrable skills, personal skills, generic skills and basic skills. These skills are employability skills. Usually, the employers look for Can you do the job? Are you motivated? Do you fit with the organization?

Employability skills are also often referred to as employment skills, soft skills, work-readiness skills or foundational skills. They often improve your performance, minimize errors and promote collaboration with your coworkers, enabling you to perform your role more effectively. Employability skills may not be listed in a job description, but they are important skills that can make you more attractive to prospective employers. The main benefit of having these traits is that it can help you stand out among other job candidates who are vying for the same position. While other candidates may have the same qualifications and experience, you may have a better chance of getting hired if you have employability skills that are particularly useful for the role. Some of the employability skills include communication skills, teamwork, reliability, problem-solving, and organization and planning skill among others. The employability skills that an undergraduate pose as a great influence in the type of profession he or she is putting

in for. Though the concept employability still encompasses the concepts of preparing for work, of improving career chances by becoming more employable, developing oneself to evaluate the skills and attributes they have and communication, it also covers the concept of employer engagement, focusing on developing work-based learning, encouraging individuals to become more innovative and creative both within their own discipline areas and the wider world of work.

Tertiary Education (TE) has the mandate to train learners for the work force and the self-reliance need. The Federal Government of Nigeria (2013) has expressly stated the relevance of education as an instrument for excellence. Education is conceived as the oxygen for development and the manure that stirs societal growth. It is aimed at producing productive and creative citizens with identifiable characteristics that can make them functional members of the society. Functionality, according to Ben (2010) is the ability of the individual to contribute to himself and the society at large. For this to be achieved, the tertiary education which is the apex of education in Nigeria is programmed to ensure that graduates from there acquire the skills that would enable them to live meaningfully in the society. One of the major goals of tertiary education as stated in National Policy of Education of Federal Republic of Nigeria (FRN, 2013) is that students will acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society. But this goal is yet to be achieved Yorke and Knight (2006) reported that about 4.5 million youths enter the labour market every year without any hope of getting employment for life sustenance due to lack of employability skills.

Yorke and Knight (2006) defined employability as a set of achievements skills, understanding and personal attributes that make graduates more likely to gain employment and be successful in their chosen occupations. According to Orji (2013), employability skills are non-discipline specific, economically valuable skills required to get initial employment, progress in a job, as well as securing another job when desired. Careers and Employability Centre, Loughborough University in Orji (2013) described employability skills as the professional competency sought after by employers which their students are helped to develop alongside subject/discipline. In this study, employability refers to the set of skills, competency and attributes that increase school leaver's chances of obtaining initial worthwhile employment, maintaining and progressing in the employment, obtaining new employment if required, and being satisfied on the job. These skills include analytical and problem-solving skills, numeracy, confidence, time management, teamwork, communication skills, information technology, and monitoring skills. Employability skills are diverse. Etuk (2013) identified employability skills to include communication, self-reliance, organization, initiative and enterprise, commercial awareness, problem-solving, teamwork and leadership, time management, and customer services. According to Learner (2012), eight nationally agreed

employability skills in Australia are: communication; planning and organizing; teamwork, problem solving; self-management; initiative and enterprise; technology; and learning. Duruamaku-Dim (2004) highlighted several employability skills which include visionary, leadership, managerial, tactical, strategic planning, and sense of judgement, delegating, motivation, intellect and knowledge as well as skill of ethics. Jakpa in Uchendu (2015) observed that Nigeria educational system does not train our youths to acquire skills that will make them the needs of the society. The effect of this lack of skills is evident in the activities of the youths. Majority of the youths who are not employed and cannot begin a new business venture of their have resulted to armed robbery, prostitution, political thuggery,

vandalization of oil pipelines, kidnapping among other societal ills that are exhibited in the society.

More worrisome is the problem of graduate employability, which has rendered many Nigerian graduate unemployable. This is because, while it is one thing for tertiary institutions to produce graduates, it is another for the products of these schools to meet u with employers' requirements, skills or competences for employment. Employers of labour often complain that some of these graduates though professionally or technically qualified are unemployable, in that they lack the requisite, essential skills or competencies needed in the job or for sustainable employment. These skills create a gap in their knowledge which must be filled to make them suitable to compete for few, existing vacancies that crop up from time to time (Sodipo, 2014). Eurosat (2013) noted that employability is about having the capability to gain initial employment, maintain employment and obtain new employment if required. For the individual, employability depends upon assets in terms of knowledge, skills and attitudes; the way these assets are used and deployed; presentation of assets to potential employers and the context within which the individual works, e.g., labour market and personal circumstances. Knight and Yorke (2001) consider the concept of employability to be a 'synergic combination of personal qualities, skills of various kinds and subject understanding.' Employability skills denote characters that may make an individual attractive to potential employers (Babalola, 2011). These skills and competencies are directly linked to the needs of the labour market and the mandatory inclusion of employability skills in higher education has been proposed in some countries.

It has been proven that these employability skills promote performance in the workplace. Harvey (2001) define 'employability skills' in terms of four key areas: (a) Traditional intellectual skills for example, critical evaluation, logical argument (b) Key skills – communication, IT, etc., (c). Personal attributes motivation, self-reliance and (d) Knowledge of organizations and how they work. Sodipo (2014) said these skills (soft) are usually lacking in graduates that are just out of school and even those already in employment. Organizations spend a lot of time and money training staff, not only in job specific areas but also in general

and basic skills. This is therefore a key challenge to tertiary institutions in Nigeria, which produces over 300,000 graduates annually; a number that should ordinarily meet the country's human capital resources needs (Oyesiku, 2010). But employers willing to pay well to attract skilled workers are increasingly, finding it difficult to fill job vacancies. Akanmu (2011) opines that product of the Nigerian University system have at different forum been challenged to test their suitability or otherwise to secure few available white-collar jobs. He went further to say that the situation is not only sympathetic but embarrassing that the vast human material resources available to the country had not been trained and utilized to the advantage of the country.

Institutional variables are centered on students supports provided by the colleges, polytechnics and universities that the students attend. It is concerned with those variables within the school environment that influences the activities of the teacher and students. One key institutional variable is classroom climate. Classroom climate referred to as the learning environment, as well as by terms such as atmosphere, ambience, ecology, and milieu. The impact of classroom climate on students and staff can be beneficial for or a barrier to learning. It emerges in a somewhat fluid state from the complex transaction of many immediate environmental factors (e.g., physical, material, organizational, operational, and social variables). Graduate employability is now a key strategic concern for universities internationally (Tomlinson, M. (2007). Many universities now include some form of work-integrated learning (WIL) experience in their curricula as a response aimed at enhancing graduate employability (Artess, Mellors-Bourne, & Hooley, 2017; Clarke, 2017). It has largely become an article of faith that WIL offers a range of benefits to students, including enhanced academic performance, improved graduate employability (Wilton, 2012), and increased likelihood of employment (Artess et al., 2017). It is of the view that some employers based graduate employment based on the type of institution that they attend, many are of the view that graduate from colleges of education are best suit in the position of being a classroom teacher or education sector, graduate from polytechnics are more suitable in the position of engineering work and practical aspect. They believed that polytechnic graduate is more useful in the industrial sector rather than other sectors, and while some employers based their employment on universities graduates with the view that they are good in the practical aspect, theory aspect, communication, teamwork among others. It's a believe that the type of institution a graduate attend as role to play in the employability of such graduate likewise on the academic performance of such graduate, talking on the aspect of academic specializations (Science oriented, Arts/humanities, Social Sciences). Each graduate fall on the category of different employability scale based on the academic specialization such graduate as and this also have impact on the type of salary they are being paid and the recognition given to them at their place of work. "Employability means that students and graduates can discern,

acquire, adapt and continually enhance the skills and attributes that make them more likely to find and create meaningful paid and unpaid work that benefits themselves, the workforce, the community and the economy"

Academic specialization is the course of a study or major at an academic institution or may refer to the field in which a specialist practice. Academic specialization pertains to the subject that a student specializes on such as (science oriented, Arts/humanities, Social Science among others) which makes such student different in the field of study and work. It is considered a precondition of objective truth and works by restricting the minds propensity for eclecticism through methodological rigor and studious effort. It is also employed as in information management strategy, which operates by fragmenting an issue into different inspective fields or areas of expertise to obtain truth. Academic specialization should be one who is rooted in the subject content, method, ideas, and philosophy of his area of specialization and should be knowledgeable always to deliver or respond to whom the need arises such as the area of employment. Being a specialist is being rooted in the subject matter and the concept used to deliver lesson effectively. Choosing one academic specialization, the SWOT analysis is of a good in identifying the areas for development and one can analyze his or her strengths and weaknesses as well as the opportunities and threats that are being faced. SWOT helps to focus on the strengths and minimize the weaknesses and take the greatest possible advantage of opportunities available to the students. When an undergraduate fails to have a major area in choosing his or her academic field, it has great influence in the aspect of employment. Going by a popular saying 'Jack of all trade Master of none', this implies that when an undergraduate if fun of moving from one academic profession to another, he or should tends to be a confused individual which will tell on the aspect of employment.

Statement of the Problem

Based on the researcher's observation and experience gathered during the research exercise, as well as reviewed literature, institutional type and academic specialization seems to relate with employability skills of undergraduate students. Even though there would still be some other factors as well like environmental factor, family factor, to mention a few. It seems that the academic specialization acquired by undergraduate students have either positive or negative influence on their employability skills. It appears that when students get to school their minds tend to be like a "tabula rasa", but researcher observed that when students mix with their peers, they tend to be greatly influenced in their behavior and in choosing their academic specialization. For example, you see student making a noise, forming cliques and so on, which could be as result of the group they belong to. Researchers appear to focus more attention on cognitive domain (student academic specialization), how Influence of Institutional type and academic specialization on the employability skills of undergraduate students in

Southwestern Nigeria affect cognitive domain likewise in their employability skills and very few work as being done in the area of affective domain, which this study will investigate. The researcher feels that affective domain may increase the cognitive domain. Considering this, the study will investigate the relationship between Institutional type and academic specialization on the employability skills of undergraduate students in Southwestern Nigeria

Objectives

The main objective of the study is to investigate the influence of institutional type and academic specialization on the employability skills of undergraduate students in Southwestern Nigeria. The specific objectives are to:

1. investigate the influence of institutions type on the status of adequacy of employability skills of undergraduate students.
2. determine the influence of academic specializations (Science oriented, Arts/ humanities, Social Sciences) on the status of adequacy of employability skills of undergraduate students; and
3. establish the influence of academic specializations (Science oriented, Arts/humanities, Social Sciences) on the strengths and weaknesses of the undergraduates in relation to the identified employability skills.

Hypotheses

H₀₁: There is no significant influence of institutional types (federal, state and private) on the status of adequacy of employability skills of undergraduates in the study areas.

H₀₂: There is no significant influence of academic specializations (Science Oriented, Arts/Humanities and Social Sciences) on the status of adequacy of employability skills of undergraduates in the study areas.

H₀₃: There is no significant influence of academic specializations (Science oriented, Arts/Humanities and Social Sciences) on the strengths and weaknesses of undergraduates in relation to the identified employability skills in the study areas.

II. METHODOLOGY

The study employed descriptive survey research design. The population was made up of undergraduate students in Southwestern Nigeria. A sample size of 540 undergraduate students was selected using multistage sampling procedure. From the six the Southwestern states, three states were selected using simple random sampling techniques which include Osun, Ondo and Ogun states. In each of the selected states, convenience sampling techniques was employed in selecting one federal, one state and one private university. From each of the selected universities, sixty students were

selected using simple random sampling techniques. The breakdown is as follows:

Osun State: Obafemi Awolowo University, Ile-Ife (Federal), Osun State University, Osogbo (State) and Bowen University, Iwo (Private).

Ondo State: Federal University of Technology, Akure (Federal), Adekunle Ajasin University, Akungba-Akoko (State) and Achiever University, Owo (Private).

Ogun State: Federal University of Agriculture, Abeokuta (Federal), Olabisi Onabanjo University, Ago-Iwoye, (State) and Covenant University, Ota (Private).

An instrument, by Orji (2013), originally named Student Employability Skills Questionnaire (SESQ) with 32 items questionnaire of five-point loading ranging from 'Excellent' (4) to 'Not at all' (0) which captured students' assessments of their employability skills was adapted for this study. The items were grouped according to eleven skills categories. The reliability of the instrument was found to be 0.70. However, the instrument was renamed 'Undergraduates Employability Skills Questionnaire (UESQ)'. The instrument was revalidated using 30 undergraduates each from University of Ibadan (Federal), Ladoke Akintola University, Ogbomosho (State) as well as Lead City University (Private) to ascertain its suitability for the present study. The reliability was then found to be 0.82. The instrument was administered on the undergraduate students. Three hypotheses were raised and verified. Data collected were analysed using multiple regression analysis.

III. RESULTS

Hypothesis 1: There is no significant influence of institutional types (federal, state and private) on the status of adequacy of employability skills of undergraduates in the study areas.

In order to test this hypothesis, data collected on institutional types and status of adequacy of employability skills of the undergraduates were subjected to regression analysis and the result is presented in Table 4.

Table 1: Regression analysis of the influence of institutional types (federal, state and private) on the status of adequacy of employability skills of undergraduates in the study areas

R = 0.067 ^a	Unstandardized	Standardized			
R ² = 0.004	Coefficients	Coefficients			
Adj. R ² = 0.003					
F = 2.420	B	Std. Error	Beta	t	Sig.
(Constant)	79.774	2.407		33.145	.000
AESU	-1.733	1.114	-.0067	-1.556	.120

a. Dependent Variable: Adequacy of Employability Skills of Undergraduates (AESU)

b. Predictors: (Constant), Institutional Types (Federal, State and Private)

Results in Table 1 showed that there was no significant influence of institutional types (federal, state and private) on the status of adequacy of employability skills of undergraduates in the study areas ($F = 2.420, p > 0.05$). Therefore, the null hypothesis that states that there is no significant influence of institutional types (federal, state and private) on the status of adequacy of employability skills of undergraduates in the study areas is hereby not rejected. The model summary as presented in Table 3 showed the multiple r and coefficient of determination (R^2) for the regression model. The $R^2 = 0.004$ that accounted for 0.4% which indicated a very minute influence of institutional types (federal, state and private) on the status of adequacy of employability skills of undergraduates in the Southwestern universities, Nigeria.

Hypothesis 2: There is no significant influence of academic specializations (Science Oriented, Arts/Humanities and Social Sciences) on the status of adequacy of employability skills of undergraduates in the study areas.

In order to test this hypothesis, data collected on academic specializations (Science Oriented, Arts/Humanities and Social Sciences) and status of adequacy of employability skills of the undergraduates were subjected to regression analysis and the result is presented in Table 2.

Table 2: Regression analysis of the influence of academic specializations (Science Oriented, Arts/Humanities and Social Sciences) on the status of adequacy of employability skills of undergraduates in the study areas

$R = 0.055^a$	Unstandardized	Standardized			
$R^2 = 0.003$	Coefficients	Coefficients			
Adj. $R^2 = 0.002$					
$F = 1.870$	B	Std. Error	Beta	t	Sig.
(Constant)	67.656	1.870		29.252	.000
AESU	1.420	1.121	0.055	1.660	.210

- a. Dependent Variable: Adequacy of Employability Skills of Undergraduates (AESU)
- b. Predictors: (Constant), Academic Specializations (Science Oriented, Arts/Humanities and Social Sciences)

Results in Table 2 showed that there was no significant influence of (Science Oriented, Arts/Humanities and Social Sciences) on the status of adequacy of employability skills of undergraduates in the study areas ($F = 1.870, p > 0.05$). Thus, the null hypothesis that states that there is no significant influence of (Science Oriented, Arts/Humanities and Social Sciences) on the status of adequacy of employability skills of undergraduates in the study areas is hereby not rejected. The model summary as presented in Table 3 showed the multiple r and coefficient of determination (R^2) for the regression model. The $R^2 = 0.003$ that accounted for 0.3% which revealed a very minute influence of (Science Oriented, Arts/Humanities and Social Sciences) on the status of adequacy of employability skills of undergraduates in the Southwestern universities, Nigeria.

Hypothesis 3: There is no significant influence of academic specializations (Science oriented, Arts/Humanities and Social Sciences) on the strengths and weaknesses of undergraduates in relation to the identified employability skills in the study areas.

In order to test this hypothesis, data collected on academic specializations (Science oriented, Arts/Humanities and Social Sciences) on the strengths and weaknesses of undergraduates in relation to the identified employability skills were subjected to regression analysis and the result is presented in Table 3.

Table 3: Regression analysis of the influence of academic specializations (Science Oriented, Arts/Humanities and Social Sciences) on the strengths and weaknesses of undergraduates in relation to the employability skills in the study areas

$R = 0.451^a$	Unstandardized	Standardized			
$R^2 = 0.203$	Coefficients	Coefficients			
Adj. $R^2 = 0.018$					
$F = 5.510$	B	Std. Error	Beta	t	Sig.
(Constant)	1.854	0.195		19.424	.000
SWESU	1.142	0.203	0.451	2.364	.018

- a. Dependent Variable: Strengths and Weaknesses of Employability Skills of Undergraduates
- b. Predictors: (Constant), Academic Specializations (Science Oriented, Arts/Humanities and Social Sciences)

Results in Table 3 showed that there was significant influence of (Science Oriented, Arts/Humanities and Social Sciences) on the strengths and weaknesses of undergraduates in relation to the employability skills in the study areas ($F = 5.590, p < 0.05$). Hence, the null hypothesis that states that there is no significant influence of (Science Oriented, Arts/Humanities and Social Sciences) on the strengths and weaknesses of undergraduates in relation to the employability skills in the study areas is hereby rejected. The model summary as presented in the Table showed the multiple r and coefficient of determination (R^2) for the regression model. The $R^2 = 0.203$ that accounted for 20.3% which revealed an influence of (Science Oriented, Arts/Humanities and Social Sciences) on the strengths and weaknesses of undergraduates in relation to the employability skills in the Southwestern universities, Nigeria.

IV. DISCUSSION OF FINDINGS

From hypothesis one, result showed that there is no significant influence of institutional types (federal, state and private) on the status of adequacy of employability skills of undergraduates in the study areas. The result shows that it doesn't matter the type of institution undergraduate finishes from either federal, state or private as status on the employability skills the undergraduate might have acquire. The finding of the study is in line with the submission of Ajiboye, Oyebanji and Awoniyi (2013), who discovered that there is no significant relationship between the type of

institution that an undergraduate finish from in respect of the status, adequacy and employability skills.

Based on the result gotten from hypothesis two, there is no significant influence of academic specializations (Science Oriented, Arts/Humanities and Social Sciences) on the status of adequacy of employability skills of undergraduates in the study areas, result shows that it doesn't matter whether an undergraduate student have specialization in the field of (Science Oriented, Arts/Humanities and Social Sciences). This implies that there is no significant influence on the academic specialization acquired on the status of adequacy of employability skills of undergraduate in the study areas. The finding of this result is in line with the submission of Etuk, (2013), who discovered that there is no significant influence on undergraduate students' academic specialization such as Science Oriented, Arts/Humanities and Social Sciences. He later went further by saying that the courses taken by undergraduate students as nothing to do with the academic motivation of student (public and private), it is left for such student to choose the type of academic specialization such students want to do,

From hypothesis three, results showed that there is no significant influence of academic specializations (Science oriented, Arts/Humanities and Social Sciences) on the strengths and weaknesses of undergraduates in relation to the identified employability skills in the study areas. This implies that there is no significant influence on the academic specialization (Science oriented, Arts/Humanities and Social Sciences) to determine the strengths and weakness acquired in relation to the identified employability skills of undergraduate in the study areas. The finding of the study is in line with the submission of Jane Andrews and Helen Higson (2008), who discovered that there is influence on the academic specialization on the aspect that helps undergraduate to identify their strengths and weakness using the SWOT analysis.

V. CONCLUSION

Based on the data collected and analyzed for the study, the following conclusions are made:

It was concluded in this study that academic specialization of undergraduate plays a major role in their employability skills. Another conclusion derived from the study is that the following purposes are found to be factors influencing undergraduate specialization on their employability skills such the academic skills they acquired in terms of Science Oriented course, Arts/Humanities and Social Science. It seems that the academic specialization acquired by the undergraduate students have either negative or positive influence on their employability skills.

Another conclusion made by the researchers is that when undergraduate students have multiple specializations it helps the employability skills. Having multiple specializations

that will add good value to undergraduate students is another way of improving employability skills.

It was also concluded that the influence of academic specialization (Science oriented, Arts/Humanities and Social Sciences) as some strength and weakness of undergraduates in relation to the identified employability skills. The great challenges are to make employable all the graduate students in the academic, in these perspectives the curriculum mapping is a foundation stone for employability skills which needs to be supported by quality delivery and assessment strategies to ensure that students should develop as per the employer expectations and the skills to meet the competition. Developing employability skills is a continuum; students learn them through their academic work, community, social connections and life experiences. Developing student's employability skills require teaching staff with suitable skills resources and awareness of current industry practice.

Students' employability skills will also be strengthened where students have assessed to relevant work experience through quality work integrated learning programmes and cooperative learning programs. Every student must apply SWOT analysis for understanding their level which helps to identify their gap and fulfill with the necessary inputs.

VI. RECOMMENDATIONS

Based on the findings and conclusion of this study, the following recommendations are made that:

1. Employability skills of undergraduate shouldn't be based on the type of institution that is being attended federal, state or private.
2. Employability skills should base on the type of academic specialization acquired by such undergraduate from any institution (Federal, State and Private)
3. More orientation should be given to undergraduate students in choosing their area of specialization by both the government and school administrators so as to enable to identify their strength, weakness, opportunity, and threats (SWOT).

REFERENCES

- [1] Ajiboye, S., Oyebanji, T. & Awoniyi, S. (2013). Influence Of Higher Education on Employability as Perceived by Lecturers of University of Ilorin, Nigeria. *European Scientific Journal*. Doi: 10.119044/ESL. Corpus ID 55843966
- [2] Akanmu, O. (2011). Graduate Employment and Employability Challenges. Paper presented at British Council Global Higher Education Conference King on 12th March 2011.
- [3] Andrews, J. & Higson, H. (2008). Graduate Employability, 'Soft Skills' Versus 'Hard' Business Knowledge: A European Study. *Higher Education in Europe*, (33), 411-422
- [4] Atah, C. & Abeng, C. (2019). Influence of Institutional Variables on Employability Skills Acquisition among Business Educations Students in Tertiary Institutions in Cross River State, Nigeria. *International Journal of Vocational and Technical Education Research*, 5(1), 1-12

- [5] Ben, C. B. (2010). Vocational Education in Nigeria. Ibadan: El Summer Educational Books.
- [6] Chukwurah, C. & Atah, C. A. (2019). Influence of Student-Teacher Relationship and Instructional Facilities on Employability Skills Acquisition among Business Educations Students in Tertiary Institutions in Cross River State, Nigeria. *British International Journal of Education and Social Science*, 6(5), 1-9.
- [7] Duruamaku-Dim, G. C. E. (2004). Essential Concepts and Issues in Business and Management Education. Owerri: Duchi.
- [8] Edinyang, S. D., Odey, C. & Gimba, J. (2015). Academic Factors and Graduate Employability in Nigeria. *European Centre for Research Training and Development*, 3(5) 9-17.
- [9] Etuk, V. (2013). Factors Contributing to Lack of Employable Skills among Technical and Vocational Education (TVET) Graduates in Tanzania. *Business Education Journal*, 1(2), 34-47.
- [10] Federal Republic of Nigeria (FRN, 2013), National policy on Education: Abuja: NERDC
- [11] Mc Laughlin, M. (1992). Employability skills profile: What are employers looking for? (Report 81-92-E) Ottawa, ON: Conference Board of Canada
- [12] Orji, S. A. (2013). Assessment of employability skills development opportunities for senior secondary school chemistry students. *Journal of Educational Research and Review*, 1(2), 16 – 26.
- [13] Oyesiku, K. (2010). Synopsis of a Colloquium on Organized private sector Demand for Nigerian Universities, Colleges of Education and Polytechnics Employability, organized by Bureau of Tertiary Institutions, Abeokuta Between 12th and 13th October.
- [14] Sodipo, O. O. (2014). Employability of tertiary education graduates in Nigeria: Closing the skills-gap. *Global Journal of Human Resource Management*, 2(3), 28-36.
- [15] Tomlinson, M. (2007). Graduate employability and student attitudes and orientations to the labour market. *Journal of Education and Work*, 20(4), 285–304.
- [16] Uchendu, C. C. (2015). Assessing University Students' Skill Acquisition for Employability in Cross River State. *International journal of Education, learning and development*, 4(1), 45-51
- [17] United Nation Development Programme (2009). Human Development Report, Nigeria, 2008-2009. Abuja, Nigeria: United Nation Development Programm, 2009.
- [18] Yorke, M. & Knight, P. T. (2016) Employability Skills as Perceived by Employers and University Faculty in the Fields of Human Resource Development (HRD) for Entry Level Graduate Jobs. *Journal of Human Resources and Sustainability Studies*, 4(1), 39-49.