

# What factors determine the development of employability skills in Nigerian higher education?

*Innovations in Education & Teaching International*, October, 2020

Paul Agu Igwe\*, Deborah Lock and David Gamariel Rugara

*Lincoln International Business School, University of Lincoln, Lincoln, UK*

Dr Paul Agu Igwe  
Senior Lecturer and Programme Leader  
University of Lincoln  
Lincoln International Business School, Brayford Pool, Lincoln, LN6 7TS  
Email: [pigwe@lincoln.ac.uk](mailto:pigwe@lincoln.ac.uk)  
ORCID iD: [0000-0003-3624-1861](https://orcid.org/0000-0003-3624-1861)

Prof Deborah Lock  
Professor of Inclusivity and Innovation in Teaching & Deputy Head of College  
University of Lincoln  
Lincoln International Business School  
Brayford Pool, Lincoln, Lincolnshire, LN6 7TS  
Email: [dlock@lincoln.ac.uk](mailto:dlock@lincoln.ac.uk)

Mr David Gamariel Rugara  
Associate Professor / Head of International  
University of Lincoln.  
Lincoln International Business School  
Brayford Pool, Lincoln, Lincolnshire, LN6 7TS  
Email: [drugara@lincoln.ac.uk](mailto:drugara@lincoln.ac.uk)

## Abstract

Employability is a set of skills, knowledge and personal attributes that make an individual adapt to changes in the labour market. This study applies “Human Capital Theory” (HCT) and the “theory of Interrole Learning Transfer” (ILT) to examine factors which affect the attitudes, motivations and actions of learners towards their future employability. A qualitative approach enabled in-depth interviews with 36 participants drawn from academics, students, company managers and policymakers. Our findings reveal that there is a disconnect between the teaching of theoretical knowledge and employability skills. Higher education (HE) is presented to Nigerians as if young people must achieve a degree certificate to have a chance to succeed in life. Also, it appears that students have a notion that the certificate is enough to evidence ability. The findings lead to the development of ‘employability model’ which proposes that individual orientation and institutional factors determine the enactment of employability skills.

**Keywords:** Graduate Employability; Employability Skills; Employability Behaviours; Nigerian Higher Education

---

\* Email: [pigwe@lincoln.ac.uk](mailto:pigwe@lincoln.ac.uk)

## **Introduction**

There is a consensus that graduate employability should be the key driver and measure of higher education (HE) outcomes (Álvarez-González et al., 2017; Lock, 2019). Graduate employability refers to the knowledge, skills and attributes that graduates are expected to demonstrate to have acquired (Clarke, 2018). The World Economic Forum (2018) highlights 10 skills (in order of importance) that students need to develop to survive and perform effectively in future as: (1) complex problem-solving, (2) critical thinking, (3) creativity, (4) people management, (5) coordinating with others, (6) emotional intelligence (EI), (7) judgement and decision-making, (8) service orientation, (9) negotiation and (10) cognitive flexibility. These are soft skills, transferable skills and entrepreneurial skills (see, e.g., Igwe et al., 2019; Kanyarusoke, 2017; Pitan, 2017; Nwajiuba et al., 2020).

Arguably, individual motivation toward learning is influenced by achievement preferences such as one's goal orientation (Marshall et al., 2018). Therefore, this study uses theories of interrole learning transfer (ILT) (Marshall et al., 2018) and Human Capital Theory (HCT) (Schultz, 1961) to examine the phenomena of employability skills connected to positive academic outcomes (Naguib et al., 2019). HCT explains the connection and benefits of educational attainment linked to economic and social development (Schultz, 1961). It suggests that an individual invests in education with an expectation that it will provide a benefit in the form of higher earnings (Maringe, 2015).

In this study, we explore the factors which affect the attitudes, motivations and actions of learners towards their future employability and the role of higher education institutions (HEIs) in the development of employability skills in Nigeria. There have been previous studies focusing on Nigerian HE which established a positive relationship between education, career aspirations and graduates' employability (Pitan, 2017; Pitan & Atiku, 2017; Okolie et al., 2019; Okunuga, & Ajeyalemi, 2018). These studies indicate that many Nigerian universities are ill-equipped to adequately guide, orientate and help learners develop employability skills. This leads to a skills gap and mismatch. In these contexts, this article set out to examine factors that influences employability behaviours among students in the Nigerian HE. The critical research questions include:

- What are the individual, social and family factors that influence the development of employability behaviours among Nigerian students?
- What are the underlying institutional factors that enable or limit the development of employability behaviours?

Through a qualitative and purposeful approach, this study focuses on business schools to explore the research questions. Globally, business schools have been criticized for failing to impart useful skills, prepare leaders, instil norms of ethical behaviour and produce responsible management professionals (Dwivedi & Mahra, 2013; Bennis & O'Toole, 2005). According to Denning (2018), today's business schools are busy teaching and researching 20th-century management principles and consequently, leading the parade towards yesterday.

### **Human Capital Theory (HCT)**

HCT is concerned with knowledge and experiences (Marginson, 2019). Schultz (1961) HCT explain the relationship between human capital (education) and economic activity (employment). HCT emphasizes that education increases the productivity and efficiency of workers by increasing the level of cognitive learning (a mental process of gaining knowledge and understanding through the senses, experience and thought). To enhance students' human capital and employability prosperity, HE should focus their attention on four specific areas:

- Critical thinking - Abstraction (theorising and/or relating empirical data to theory, and/or using formulae, equations, models and metaphors);
- Connectivity - System thinking (seeing the part in the context of the wider whole);
- Creativity - Experimentation (intuitively or analytically); and
- Collaboration - Collegiality (co-operation, citizenship, communication and team-working skills) (Higher Education Academy (2006, p.5).

It is believed that attaining HE has long-term social and economic benefits to individuals. However, the benefits sometimes may not bring the expected social and economic rewards (Mark et al., 2015). Another hypothesis focuses on the correlations between education, democracy and political participation (Papaioannou & Siourounis, 2007; Glaeser et al., 2007).

### **Theory of Interrole Learning Transfer (ILT)**

Theories of ILT explain 'that positive interrole exchanges occur because individuals view knowledge and skills generated in one role as particularly valuable to performance in another' (Marshall et al., 2018, p. 3092). Individual motivation is influenced by one's goal orientation, situational and contextual factors (Donald et al., 2018; Marshall et al., 2018; Pryor et al., 2019; Valenti & Horner, 2019). Individuals are guided within a pattern of traits-interest, aptitudes,

achievements, and personality characteristics; this appears to suggest that an individual can have some ability to control their destiny if properly guided (Christie, 2016). Higher education is central to the achievement of sustainable goals. The United Nations (UN Principles of Responsible Management Education) emphasises the need to develop the capabilities of students to be future generators of sustainable value for business and society.

### **The teaching of Employability Skills in the Nigerian HEIs**

There are 44 federal government universities, 48 state government universities and 79 private universities in Nigeria (National University Commission, 2020). The goals of university education, as specified in the Federal Republic of Nigeria (FRN, 2019, p. 1) HE policy are: (1) To contribute to national development through relevant high-level manpower training; (2) To develop and inculcate proper values for the survival of society; (3) To promote scholarship, community service, national unity and international understanding. Arguably, from the three statements, no concrete regulation guides the teaching of employability skills.

HE policies in Nigeria in the last three decades has focused on improving access to education (British Council, 2010). Unfortunately, improved access to education has failed to translate into increased learning, where studies consistently find students are poorly taught, and curriculum underdeveloped leading to low skills and high level of unemployment (British Council, 2010). Also, many Nigerian universities do not adequately incorporate into their curriculum the teaching of employability skills (Okolie et al., 2019; Nwajiuba et al., 2020). Therefore, many students graduate without developing self-awareness and opportunity-awareness that helps match individuals to the right career opportunities.

The projections from the companion Nigeria Jobs report by the World Bank reveal that between 2010 and 2030, the population will need over 40 million jobs. The report recognizes the importance of education and skills in the production of these jobs (International Bank for Reconstruction and Development/the World Bank, 2015). The diagnostic of the state of Nigerian skills and human capital by the International Bank for Reconstruction and Development/the World Bank (2015) reveal the following findings:

- A failure of the skills development system, inability of many educated Nigerians to find productive work and the problem appears to be worsening. Many employees are either underqualified or overqualified for their occupations.

- Most of the active population has continued to operate within low productivity and low-earnings sectors and more than 90 per cent of the labour force is employed in the informal sector.
- There are failures in the skills-building system due to imperfections in the skills supply market, job market, and capital market and due to limited capacity in workforce projections and inefficiencies in the mechanisms and institutions designed to facilitate the transition from school to work.
- There are deep institutional constraints in the Technical Vocational Education and Training system, weak systems of governance and quality assurance mechanisms.

### **Research method**

This study takes a qualitative and narrative approach (Corley, 2015). Purposeful sampling was adopted for the identification and selection of participants (Palinkas et al., 2015). We identified and contacted participants through a personal network, ResearchGate, LinkedIn and university websites. This enabled 36 in-depth semi-structured interviews. The participants include students on work placement (n=10); senior academics (n=10); senior company managers (Banking and IT sectors, n=6); policymakers (5 staff of Nigerian Ministry of Education); and 5 policymakers (from education non-governmental organisations). Students and senior academics were sampled from 5 universities. We obtained clearance from the departmental heads to interview the staff and students. The semi-structured questions covered the research aims and research questions while allowing for exploration of new areas (Charmaz, 2014).

All interviews were conducted face-to-face in 2019. Interviews lasted between 45 to 90 minutes. We conducted the interviews until we reached a point of saturation – that is until each additional interview added little new information (Colman & Rouzies, 2019). We sent the transcripts from the interviews to the participants to validate and confirm their responses (see, e.g., Mero-Jaffe, 2011). Participants were promised anonymity. Throughout the study, we observed and followed Nigerian research ethical procedures by approaching and selecting participants voluntarily. All participants were informed of the aims and objectives of the study. We adopted an inductive coding approach (Colman & Rouzies, 2019) which allowed us to code and recode to determine repeated configurations of meaning (Hughes et al., 2017).

## **Findings**

The emerging data specifies the relationship between education, individual and institutional factors influencing attitudes, motivations and the development of employability skills.

### ***Individual orientation, self-awareness and opportunity-awareness***

The findings reveal that many students are not aware of the benefits of achievement of employability skills and as such not motivated;

*Student's educational foundation from primary to secondary do not place much emphasises on skills and learning-by-doing. Therefore, many students are unaware of the positives of gaining employability skills (IT Manager).*

Another factor is associated with opportunity-awareness, inadequate orientation about the degree programmes on offer and the career prospects;

*Many people enter universities and graduate without knowing what they want to do apart from getting the certificate and getting a job – any job (Bank Manager).*

Many come into the universities focused on acquiring the degree and ignoring other extra-curricular activities that will add value to the degree certificate;

*Many student's main objectives tend to be the achievement of degree certificate and not about cognitive knowledge and employability skills (student).*

*[HE] ... is presented to Nigerians as if you must achieve a degree certificate to have a chance to get decent jobs or succeed in life (student).*

There seems to be a disconnect between skills and education and that the certificate is enough to evidence ability. Hence, many of the students do not have personal goals or targets;

*The orientation of many young people is negatively biased towards the achievement of skills, rather many believe that getting employed does not depend on skills of the graduates rather on knowledge, certificates and corrupt practices (who do you know or through parental influence) (Policymaker).*

Other themes that emerged from the data point to a corrupt society and dysfunctional employment system, which do not focus on skills but rather on qualifications, favouritism and nepotism;

*Nowadays, you can get a job without employers asking you about the grade of your degree, what you studied, tasks that you can perform or where you studied but based on who do you know (student).*

Besides, the attitudes and orientation of teachers and learners fall short of a high standard;

*The behaviours and unethical practices such as examination cheating, bribery and corruption discourage and demotivate students from setting higher standards and achievement (education NGO policymaker).*

A major challenge in the teaching of HE courses is the lack of focus on employability skills, ineffective teaching pedagogy and learning environment which do not motivate learners;

*The underlying pedagogy and campus environment lead to dissatisfaction and does not motivate students to learn or improve their employability skills (Policymaker).*

*There is a lack of career advice centres at the campuses and job information centres in the cities to guide and inform students of career opportunities (IT Manager).*

The findings reveal that tutors and students are less motivated towards learning. Also, individual orientation, aspirations and hardworking is limited;

*The attitude of many students toward hardworking is shocking (University Lecturer).*

*But, also the attitude of some teachers does not help (University Lecturer).*

There is a consensus among the participants that developing student's employability skills is a way of ensuring that universities fulfil their role in 'producing graduates who will contribute to social and economic development.

### ***Higher education policies and regulations***

Our findings reveal that HEIs do not adequately facilitate the future workforce thereby producing low skilled graduates. To explain the situation further, HE curriculum focuses on producing graduates whose targets are to seek for employment in government departments, parastatals and agencies. Consequently, little or no attention is paid to employability skills;

*There is less emphasizes in the curriculum about teaching generic skills, rather there is much focus on theoretical knowledge and discipline (Bank Manager).*

In line with evidence from previous studies (see, e.g., Okolie et al., 2019), it could be argued that the teaching methods employed by many universities in Nigeria are passive and do not encourage students to feel positive about meeting their developmental needs and employability skills. There is too much focus on discipline, listening skills and moral behaviors;

*The approaches by many universities date back to the 1980s where higher education focused on graduates taking up white-collar jobs. Not much has changed, and little effort is put on vocational and employability skills (IT Manager).*

*Almost all courses have an examination at the undergraduates and postgraduate levels. Sometimes you think if students have only come to learn how to write examinations (student).*

*It is all about students' discipline, assessment evaluation and how to pass exams (Bank Manager).*

In many cases, students are never aided on career and employability. Where students want to seek part-time or placement work, they must make an informal or private arrangement without the support from the faculties;

*The lack of career and employability schemes in the curriculum make students graduating empty-handed, lacking adequate knowledge in the field and technical skills (student).*

These will ultimately have negative consequences on the employability behaviour linked to the 'theories of ILT' and HCT. Our findings indicate that poor teaching pedagogy, lack of equipment, a lack of blended teaching (a mix of theoretical and practical-based teaching) and a lack of blended learning (a combination of face-to-face and online teaching) affect the knowledge of graduates;

*The curriculum and teaching methods do not focus on the transfer of employability skills (IT Manager).*

*The lecturer-student ratio does not encourage practical learning or one-to-one support (student).*



The lack of blended approach is a major challenge in Nigerian HE. It does appear that many Nigerian universities focus on rigorous curriculum that is teacher-focused, rigorous examination of knowledge but lacks practical teaching and learning (Igwe et al., 2019).

### ***Economic factors***

Our findings reveal that underfunding and misallocation of funds mean universities focus on admitting more students than their resources and facilities can hold;

*Teaching takes place in overcrowded classes and teachers do not know most of their students (student).*

*Lack of resources makes many institutions neglect to recruit support staff to take-up teaching of employability skills (University Lecturer).*

According to Ekechukwu (2019), decades of underfunding in the Nigerian universities have had dramatic consequences. To bridge the funding gap, universities are forced to adopt various strategies to rein in costs and raise alternative sources of revenue (Nwajiuba et al., 2020). These include enlarging class sizes and increasing teachers' workloads;

*Poor infrastructure, especially inadequate classrooms, electric or solar power and internet prevent conducive learning environment (Policymaker).*

*The ratio of lecturers to students does not allow for teaching employability skills (University Lecturer).*

*It is common to see one lecturer teaching a course with more than 300 registered students. This makes practical teaching and personal tutoring impossible (student).*

Most of the participants emphasized that due to the low level of the country economic development, HE is still underdeveloped, hence, low standard dominates. Previous studies reveal similar issues and challenges in other African countries (see, e.g., Pitan, 2017; Pitan & Atiku, 2017; Pitan & Muller, 2020; Okolie & Mlangi, 2019).

### ***Social, family and cultural factors***

In Nigeria, there is a social attitude among the population to pursue HE or obtain a degree certificate. Young people believe that doing so will help secure their future prosperity. Many young people do not recognise the importance of employability skills, but they believe a degree will enable them to prosper;

*Many families will do anything to send their members to universities, even against the will of their children (University Lecturer).*

*It is almost like the society believes in the certificate and not what you can do with the certificate (IT Manager).*

*It is almost like you need to achieve a degree certificate to have a chance to secure highly paid jobs or succeed in life, but the reality is that many remain unemployed several years after graduation (Bank Manager).*

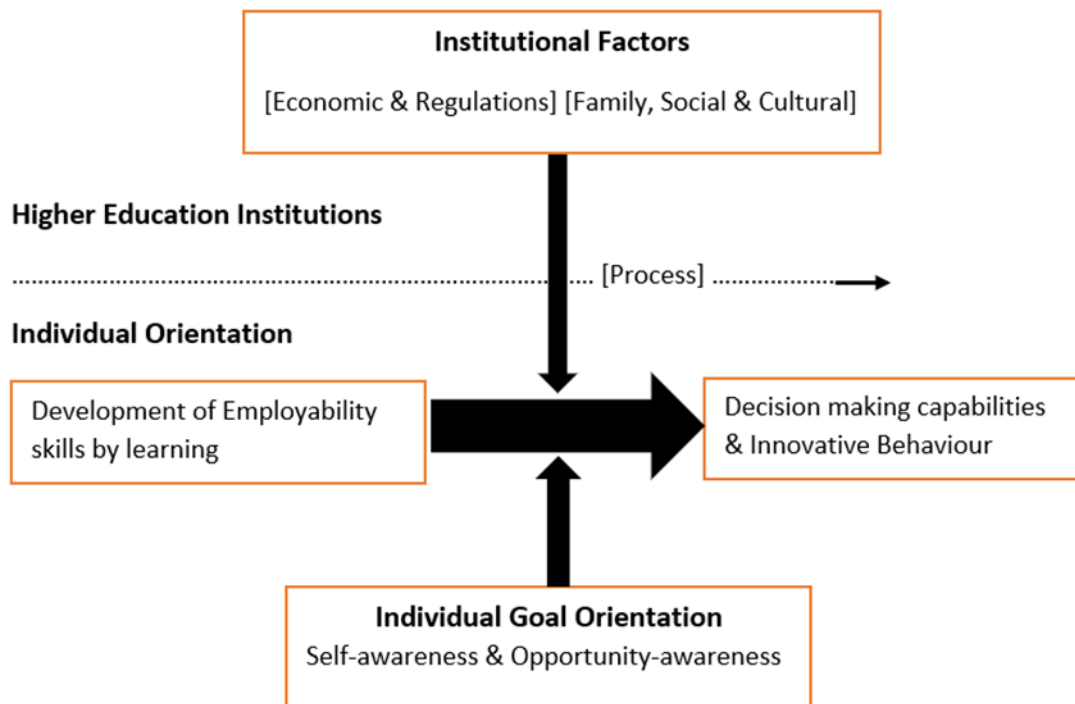
It could be argued that because of overemphasis on degree certificates as highlighted earlier, many job seekers are over-qualified or hold qualifications (Green & Zhu, 2010) more than those required for vacant positions. This is interpreted as a disadvantage (Nielsen, 2011).

### **Discussion**

The theory of ILT emphasizes the processes that interact with the psychological and occupational growth of a person (Marshall et al., 2018). The findings from this study reveal individual factors (such as orientation, self-awareness and opportunity awareness) and institutional factors (family, cultural, social, regulations, economic, etc.) that influence the development of employability skills. Our findings reveal that at the individual level, students and teachers are less motivated. There is much emphasis on obtaining a degree qualification and pressure from family and society.

Linked to HCT, we develop an “*employability behavioural model*” which proposes that the extent to which an individual possesses employability capabilities and behaviour will be dependent on activities of the higher education institutions and individual aspirations (Figure 1). The model (adapted from the Marshall et al., 2018 innovative behavioural transfer but modified) proposes that the development of employability skills is dependent on institutional and individual goal orientations.

## Emergent model



The model proposes that the process of development of employability skills and behaviours is rooted in individual orientation and activities of higher education institutions and the goals of the individuals. As explained earlier, it appears that Nigerian universities are ill-equipped to develop adequate skills in their students. Evidence from previous studies suggests that universities are underfunded and lack adequate facilities required for advancement and achievement of HE goals (Igwe et al., 2019; Okunuga & Ajeyalemi, 2018; Okolie et al., 2019; Pitau & Muller, 2020).

## Conclusion and implications

This article examined factors which affect the development of employability skills among HE graduates. Our findings reveal that there is a disconnect between the teaching of theoretical knowledge and employability skills. It appears that students have the notion that the certificate is enough to evidence ability. In advanced economies, employers place less importance on graduates' actual degree discipline in favour of the more generic skills which are outside the subject area of study. Nigerian HE must promote policies and innovative measures that enable the development of digital literacy, employability skills, information and communications technology (ICT). This will enable universities (especially business schools) to produce

graduates who can be relied upon to respond to today's demands for labour and graduates that can respond to the future labour market, technological and industrial revolution.

Besides the teaching of employability skills, business schools must have career guidance and counselling units to guide students toward suitable career choices and opportunities. Business schools must give students opportunity to study advanced entrepreneurship education that will enable the development of entrepreneurial mindset, opportunity identification, creativity and self-employment. Also, universities must incorporate internship or work placement in the curriculum to enable students gain practical knowledge and work experiences during their studies (Hénard & Roseveare, 2012).

Developing robust policies towards the teaching of employability skills and entrepreneurship should be a top priority for HEIs. Finally, despite the benefits of the qualitative method and the validation process that we undertook, there are some limitations concerning the size of the data and the focus on business schools. Despite the limitations, this study presents opportunities for future studies related to mapping of skills needs of industry and the teaching of employability skills in Africa. Future studies can focus on this study findings and extend the investigation to other disciplinary areas.

### **Disclosure statement**

No potential conflict of interest has been reported by the authors.

#### **Dr Paul Agu Igwe**

Dr Igwe is a Senior Lecturer in Strategy and Enterprise at Lincoln International Business School, University of Lincoln. He received his PhD in Business with Management in 2013 from the University of Plymouth. Paul has more than 10 year's teaching experience in Entrepreneurship, Business Strategy and International Business. His faculty responsibilities include: Programme Leader BA (Hons) Business and Enterprise Development; International Academic Lead West/East Africa; and member of UNESCO Chair on Responsible Foresight for Sustainable Development at LIBS. His recent publications include articles in *Studies in Higher Education*, *Politics and Policy*, *Thunderbird International Business Review*, and *International Journal of Entrepreneurship and Innovation*, and *International Journal of Entrepreneurial Behavior & Research*.

#### **Prof Deborah Lock**

Deborah is a Professor of Inclusivity & Innovation in Teaching & Deputy Head of College at Lincoln International Business School, University of Lincoln. She is an academic leader with more than twenty years of strategic-level experience in higher education. Her previous roles include being an Executive Director of Enterprise, Bid and Programme Manager, Head of Business Development and Change Director for a Business School. She is responsible the internationalisation of the curriculum, online and flexible employer-led provision and student employability. She has been a Visiting Professor at Heilongjiang International University since 2019, and frequently delivers teaching sessions in China on Cross-Cultural Management, Global Citizenship and Training the Trainers.

## Mr David Gamariel Rugara

David is Associate Professor and Head of International Partnerships at Lincoln International Business School (LIBS), University of Lincoln. He is responsible for the LIBS internationalisation strategy, Transnational Education and global partnership development. His teaching and research interests are in Leadership, Knowledge Economy, Organisational Behaviour, Philosophy of Management, Global Sustainability and Sociology of Development Economics.

## References

- Álvarez-González, P., López-Miguens, M. J., & Caballero, G. (2017). Perceived employability in university students: Developing an integrated model, *Career Development International*, 22(3), 280-299
- Bennis, W., & O'Toole, J. (2005). *How business schools lost their way*. *Harvard Business Review*. <https://hbr.org/2005/05/how-business-schools-lost-their-way>
- British Council (2010). *The next generation Nigeria task force*. [https://www.britishcouncil.org/sites/default/files/nigeria\\_the\\_next\\_generation\\_report.pdf](https://www.britishcouncil.org/sites/default/files/nigeria_the_next_generation_report.pdf)
- Charmaz, K. (2014). *Constructing grounded theory*. 2. Edition. SAGE Publications.
- Clarke, M. (2018). *Understanding and managing employability in changing career contexts*. *Journal of European Industrial Training*, 32(4), 258-284
- Christie, F. (2016). Careers guidance and social mobility in UK higher education: Practitioner perspectives. *British Journal of Guidance & Counselling*, 44(1), 72-85
- Colman, H. L., & Rouzies, A. (2019). Postacquisition boundary spanning: A relational perspective on integration. *Journal of Management*, 45(5), 2225–2253.
- Corley, K. G. (2015). A commentary on “What grounded theory is...”. Engaging a phenomenon from the perspective of those living it.” *Organizational Research Methods*, 18(4), 600–605
- Denning, S. (2018). Why today's business schools teach yesterday's expertise? *Forbes* May 27, 2018. <https://www.forbes.com/sites/stevedenning/2018/05/27/why-todays-business-schools-teach-yesterdays-expertise/#35556a359488b>
- Donald, W. E., Ashleigh, M. J., & Baruch, Y. (2018). Students' perceptions of education and employability: Facilitating career transition from higher education into the labor market. *Career Development International*, 23(5), 513-540.
- Dwivedi, S. M., & Mahra, A. K. (2013). Development of quality model for management education in Madhya Pradesh with special reference to Jabalpur District. *Asian Journal of Multidisciplinary Studies*, 1(4), 204-216
- Ekechukwu, V. (2019). Nigeria's universities are performing poorly. What can be done about it? *The Conversation*, March 11, 2019, 2.21 pm GMT. <https://theconversation.com/nigerias-universities-are-performing-poorly-what-can-be-done-about-it-112717> (accessed 15 October 2019).
- Federal Republic of Nigeria (FRN, 2019). *Education: Programs and initiatives*. <http://nigeria.gov.ng/index.php/2016-04-06-08-48-10/programs-initiatives/246-education>
- Glaeser, E. L., Ponzetto, G. A. M., & Shleifer, A. (2007). Why does democracy need education? *Journal of Economic Growth*, 12(2), 77-99.
- Green, F. and Zhu, Y. (2010). Over-qualification, job dissatisfaction, and increasing dispersion in the returns to graduate education. *Oxford Economic Papers*, 62(4), 740–763.
- Hénard, F., & Roseveare, D. (2012). Fostering quality teaching in higher education: Policies and practices. An IMHE guide for higher education institutions, institutional

- management in higher education & OECD. <https://www.oecd.org/education/imhe/QT%20policies%20and%20practices.pdf>
- Hughes, J., Simpson, R., Slutskaya, N., Simpson, A., & Hughes, K. (2017). Beyond the symbolic: A relational approach to dirty work through a study of refuse collectors and street cleaners. *Work, Employment and Society*, 31(1), 106–122.
- Igwe, P. A., Hack-polay, D., Mendy, J., Fuller, T., & Lock, D. (2019). Improving higher education standards through re-engineering in West African universities - A case study of Nigeria. *Studies in Higher Education*. December. <https://doi.org/10.1080/03075079.2019.1698534>
- Igwe, P. A., Okolie, U. C., & Nwokoro, C. V. (2019). Towards a responsible entrepreneurship education and the future of the workforce. *The International Journal of Management Education*. <https://doi.org/10.1016/j.ijme.2019.05.001>
- International Bank for Reconstruction and Development/the World Bank (2015). Nigeria: Skills for competitiveness and employability, World Bank. Danvers, MA, USA. <http://documents1.worldbank.org/curated/en/886411468187756597/pdf/96420-WP-P148686-PUBLIC-Nigeria-Skills-report-January-5-Final-Draft-report.pdf>
- Kanyarusoke, K. E. (2017). Nurturing competitive teamwork with individual excellence in an engineering classroom. *Innovations in Education and Teaching International*, 54(5), 438-447, DOI: [10.1080/14703297.2015.1109532](https://doi.org/10.1080/14703297.2015.1109532)
- Lock, D. (2019). Constructing careers: Self-awareness, self-reflection, and self-efficacy amongst undergraduate business students. In A. Diver (Ed.) *Employability via higher education: Sustainability as scholarship* (pp. 373-388).
- Marginson, S. (2019). Limitations of human capital theory. *Studies in Higher Education*, 44(3), 1-15
- Maringe, F. (2015). *Higher education market*. International Encyclopedia of the Social & Behavioral Sciences (Second Edition), 1-15. Elsevier B.V [Online] <https://www.wits.ac.za/education/research/unesco-chair-in-teacher-education-for-diversity/>
- Mark, L. J., Wierika T, Beishuizenb, J., & van-Osb, W. (2015). Career guidance and student success in Dutch higher vocational education. *Studies in Higher Education*, 40(10), 1947–1961
- Marshall, D., Davis, D. W., Dibrell, C., & Ammeter, A. P. (2018). Learning off the job: Examining part-time entrepreneurs as innovative employees. *Journal of Management*, 45(8), 3091–3113. <https://doi.org/10.1177/0149206318779127>
- Mero-Jaffe, I. (2011). Is that what I said? Interview transcript approval by participants: An aspect of ethics in qualitative research. *International Journal of Qualitative Methods*, 2011, 231–247
- Naguib, C., Baruffini, M., & Maggi, R. (2019). Do wages and job satisfaction really depend on educational mismatch? Evidence from an international sample of master graduates. *Education + Training*, 61(2), 201-221.
- National University Commission (2020). *List of universities*. <https://www.nuc.edu.ng/nigerian-universities/federal-univeristies/>
- Nielsen, C. P. (2011). Immigrant over-education: Evidence from Denmark. *Journal of Population Economics*, 24(2), 499–520.
- Nwajiuba, C. A., Igwe, P. A., Akinsola-Obatolu, A. D., Icha-Ituma, A., & Binuomote, M. O. (2020). What can be done to improve higher education quality and graduate employability? A stakeholder approach. *Industry and Higher Education*. SAGE. ISSN 0950-4222I. <https://doi.org/10.1177/0950422219901102>
- Okolie, U. C., Nwosu, H. E., & Mlanga, S. (2019). Graduate employability: How higher education institutions can meet the demand of the labour market. *Higher Education*,

- Skills and Work-Based Learning*, 9(4), 620–636. DOI:10.1108/HESWBL-092018-0089
- Okunuga, R. O., & Ajeyalemi, D. (2018). Relationship between knowledge and skills in the Nigerian undergraduate chemistry curriculum and graduate employability in chemical-based industries. *Industry and Higher Education*, 32(3), 183–191.
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Adm. Policy Mental Health*, 42(5), 533-544
- Papaoiannou, E., & Siourounis, G. (2007). *Initial factors behind the third wave of democratization*. mimeo, Dartmouth College, Economics Department. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.536.9343&rep=rep1&type=pdf>
- Pitan, O. S. (2017). Graduate employees' generic skills and training needs", *Higher Education, Skills and Work-Based Learning*, 7(3), 290–303
- Pitan, O. S., & Atiku, S. O. (2017). Structural determinants of students' employability: Influence of career guidance activities. *South African Journal of Education*, 37(4), 1-13 <http://www.sajournalofeducation.co.za/index.php/saje/article/view/1424/728>
- Pitan, O. S., & Muller, C. (2020). Student perspectives on employability development in higher education in South Africa. *Education + Training*, DOI10.1108/ET-02-2018-0039
- Pryor, C., Holmes, R. M., Webb, J. W., & Liguori, E. W. (2019). Top executive goal orientations' effects on environmental scanning and performance: Differences between founders and non-founders. *Journal of Management*, 45(5), 1958–1986 <https://doi.org/10.1177/0149206317737354>
- Schultz, T. W. (1961). Investment in human capital. *The American Economic Review*, 51(1), 1-17
- The Higher Education Academy (2006). Employability in higher education: What it is and what it is not? (eds) Mantz Yorke. [https://www.ed.ac.uk/files/atoms/files/hea-learning-employability\\_series\\_one.pdf](https://www.ed.ac.uk/files/atoms/files/hea-learning-employability_series_one.pdf)
- United Nations Principles for Responsible Management Education. UN PRME Principles, 1. Retrieved from <https://sustainabledevelopment.un.org/partnership/?p=29256>
- Valenti, A., & Horner, S. (2019). Leveraging board talent for innovation strategy. *Journal of Business Strategy*, Vol. ahead-of-print No. ahead-of-print. <https://doi.org/10.1108/JBS-12-2018-0207>
- World Economic Forum (2018). *The 10 skills you need to thrive in the fourth industrial revolution*. <https://www.weforum.org/agenda/2016/01/the-10-skills-you-need-to-thrivein-the-fourth-industrial-revolution/>