

Planning University Education for Graduate Demand in the Nigerian Labour Market

AKPOREHE, Dorah A.

Department of Educational Management and Foundations
Delta State University, Abraka

Abstract

The paper dwelt on planning university education for graduate demand in the Nigerian labour market. It is worrisome that a huge number of graduates from the Nigerian universities are unemployed as they are not demanded in labour market. This phenomenon is disturbing considering the huge amount of money used in producing a graduate out of the university system by parents as well as expenditure spent on education from other stakeholders. Educational planners, policy makers and stakeholders must proffer ways of stemming the trend of low demand of university graduates in labour market in Nigeria. The paper identified methods of planning education such as manpower requirement approach and cost benefit approach. Reasons were adduced why university graduate in Nigeria are not demanded in labour market such a slack of plan continuity, poor training of undergraduate in university, poor learning infrastructure, brain drain of experienced and high level profile academics to diaspora and others. The paper suggested various way of planning university education for demand in labour market such as - provision of educational facilities for effective teaching and learning, teacher capacity development in critical areas, globalizing the Nigerian higher education content, producing university graduates with the relevant skill needed in labour market through industry and university collaboration and so on.

Key Words: Planning, University Education, Graduate, Labour Market

Date of Submission: 01-04-2023

Date of Acceptance: 11-04-2023

I. Introduction

Education remains a veritable tool for the empowerment of the individual as it imparts skills and knowledge to the recipient. Section 1 paragraph 7b of the National Policy on Education emphasized that one of the national educational goals is the acquisition of appropriate skills and the development of mental, physical and social abilities and competences as equipment for the individual to live in and contribute to the development of the society (FRN, 2013). University education which is the apogee of learning is therefore expected to produce manpower for labour market *ceteris paribus*. As at 2022, there were 219 universities Legit.ng; and more would be established as part of sharing political cake as well profiteering individuals. However, the usability of education product (graduates of university) is a big question in Nigeria. A university graduate is someone who has acquired university education and deemed to have acquired the requisite skill and knowledge to function effectively in the labour market and other endeavours of life. Hence, university education rob off inequality and helps for attaining human dignitary as a result of income being attained and self-actualization (Akporehe & Agboola 2014). Oluwakemi and Adeolu (2017) maintained that a graduate has post matriculation qualification, tertiary diploma or certificate. Several studies highlighted the issue of skills mismatch that could have significant policy and practical implications for universities and the government to take consideration of (Muhammad 2021; Patin, Olayomi & Adedeji, 2012; Nasharsh, 2015). <https://www.macrotrends.net/countries/NGA/nigeria/labor-force-participation-rate> disclosed that from 2019 to 2021 the participation of age bracket of 15-24 years in the labour market was 32.48, 30.49 and 31.89 respectively. This calls for planning university education by educational managers for labour market demand. Nwachukwu (2013) posits that planning is a necessary function of management

Meaning of Educational Planning

Educational planning according Azunwena and Uchenna (2012) is a process of preparing a set of decisions about educational enterprise in such a way that the goals and objectives of education will be sufficiently realized in the future with the available resources. Longe (2013) and Ajayi and Ayodele (2016) define educational planning as the process of taking decisions for future action with the view of achieving pre-determined objectives through optimum use of scarce resources. Fadipe (2021) posits that educational planning can be described as the logical response to general trend towards/planning for overall development of a nation.

From the forgoing, educational planning can be defined as identifying educational needs, determining the direction which education should take and how to implement the plans. The importance of planning cannot be overemphasized. Yawe and Terzungwe (2019) maintained that educational planning gives a sense of direction to achieve; it helps to for the management of uncertainty in the production process. Thus with educational planning, the society can be scanned to determine the educational experiences to provide for the student in order to be economically viable.

Approaches of Planning Higher Education

There are many ways of planning higher education namely social demand, eclectic, manpower requirement and rate of return/cost benefit but the study is limited to these two approaches.

(A) Manpower Requirement Approach

Approach of Manpower requirement is generally concerned with demand of economy of any country. Okwori and Ede (2012) posits it to be an approach which aims at developing those skills that are in severe shortage in economy. It also aims at planning for future manpower requirement to increase economic development. This approach is based on forecasting manpower needs of nations in the various skills areas of the labour market to produce a certain level of development for a given period (Osareren-Osaghae & Omoike, 2013 and Okechukwu, Ironkwe & Abiodun 2022)

(B) Cost Benefit Approach

This approach is also known as the rate of returns approach. This approach recognizes that resources are scarce and must only be applied when the best advantage or result can be achieved. Thus the developmental needs of a nation should determine the content of education in this approach. It is worrisome to educational planners that university education products are not well demanded in labour market and thus, the high unemployment rate the country is experiencing. This situation has made many parents and graduates to be frustrated considering huge expenses spent by parents in sending their children to universities. This has made the researcher to x-ray the causes of poor demand for Nigerian graduates in the labour market as well as proffer solution to this problem. The purpose of the study is therefore identifying causes of poor demand of university graduates in Nigeria and proffering ways of solving this problem. The study is significant as it will help in planning university education in Nigeria to meet demand of labour market.

Concept of University Education

University education is higher education that provides the recipient a degree holder status. University education is a formal education that confers academic degree on a person that went through institution of learning and whom the society adjudged as a repository of knowledge (Akporehe and Osiobe 2020). A university comprise diverse faculties with department and subsidiaries which award professional diplomas that specialize in various aspect of life. University through her academia undertake research, teaching and community development that impact on life of the immediate community and the society at large. University therefore provides manpower for the labour market. The hope for national development all over the world is university education (Oluma, 2014). Higher education trains manpower for the national economy, helps to develop the potential of individuals and helps such individuals consummate employment opportunities in the labour market (Osagie, 2014, Asiyai, 2015). This is the reason why Unified Tertiary Matriculation Examination (UTME) is of high demand in Nigeria being the qualifying examination for one to get admission into the university. For example, in 2023, 1.6m candidates enrolled to sit for UTME, <https://lifestyle.thecable.ng/1-6m-candidates-to-sit-for-2023-utme-as-jamb-ends-registration/>.

Labour Market

Labour market can be understood as the mechanism through which human labour is brought and sold as a commodity. It is a means by which labour; the number and type of available jobs is matched with labour supply and the member and type of available workers. Hence, labour market constitutes the systematic relationship that exists between workers and work organizations. The labour market occupies a key position in the economic and social development of societies, bringing together a set of social, economic and cultural determinants in each society (Cantante, 2018). According to Oviawe (2018), affirm may recruit the required labour from outside apart from retraining those already there. The question is- do our university graduates possess the relevant skills to match labour market?. Dumani; Fems; Ebikila; Dinipre and Sigah (2021) made an estimate that the chance for employment to match degree acquired is 54% of tertiary institution in Nigeria. Aminu (2019) study indicated that unemployment rates were at 30.8 per cent for Nigerian post-secondary graduates. A conscious effort must be made to produce graduates who will fill occupational positions in Nigeria. This is an important reason for investing in education. Boateng and Ofori-Sarpong (2012) noted that the main determinant of the demand for higher education is the expectation of higher earnings over an individual's lifetime, and higher income is necessary to compensate for the high costs associated with higher education.

To improve the capacity of higher education institutions to narrow the gap between universities and labour market, the intentional promotion of development of transversal competences is determinant (Rocha, Almeida, Casquilho-Martins, & Ferreira, 2017). Oluwakemi and Adeolu (2017) citing Asuquo & Agboola (2014) maintained that in labour markets in South-South of Nigeria, employability of outputs of Nigerian Universities is low.

Theoretical Framework

This study is hinged on the human capital theory (HCT), which was propounded by Becker (1964). The theory dwelt on human development in skills and knowledge. The developed skills enable one to participate in the production of goods and services in the economy. This explains the reason for investment in education by government and individuals. University produces output in form of skilled graduates that the labour market demands for production of goods and services needed in the society. This theory is supported by social system concept of school as espoused by Hoy and Miskel (1975) and Getzel and Guba (1957). Social system concept is part of general system theory of Bertalanffy (Bozuş 2014). Social roles are occupied by students according to their capacities after leaving the school as the school is a social system (Reddy & Sailakshm, 2018). Hence there is an interdependent on both school and society in the dynamics of labour production and utilization. School produces labour (human capital) in the process of training while the society utilize skilled labour for production of goods and services. Figure 1 is a diagrammatic presentation of the interrelationship between human capital and social system view of the school.

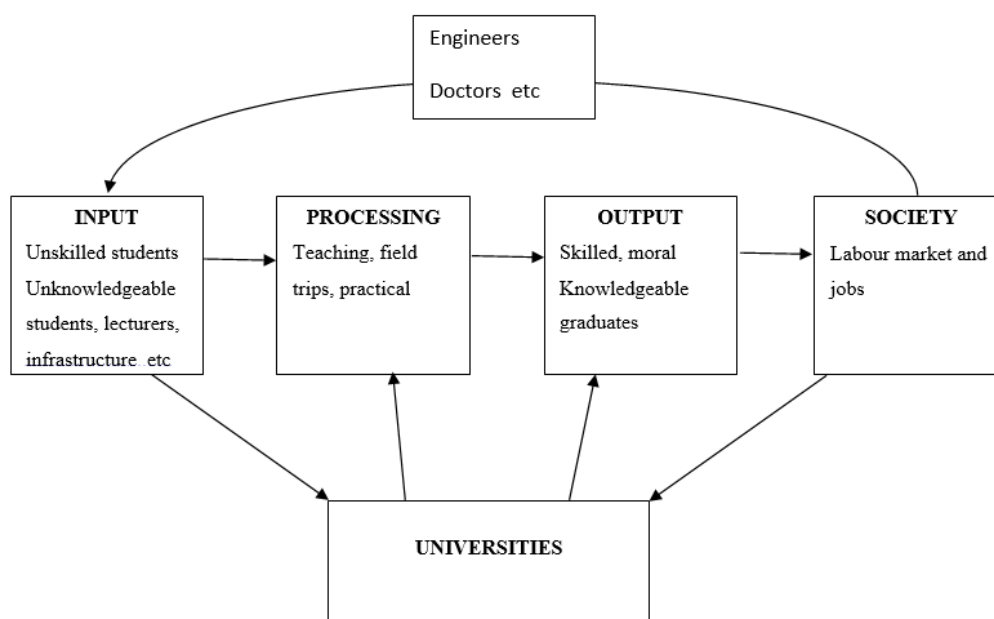


Figure 1: Model of Integration of Human Capital Theory and School as a Social System

Reasons for Low Labour Market Demand of Graduates of University in Nigeria

The reasons for low labour market demand of university graduates in Nigeria can be attributed to both external and internal factors. The internal factors are: (1) Poor training of undergraduate in university. This situation arises when the universities lack the technical and experienced manpower to impart skills to pupils. The lack of fund to provide the necessary practical and laboratory materials for the teaching /learning process can also lead to this situation. (2) Poor labour market knowledge by institution and curriculum planners. (3) Quantity for quality syndrome of admission in higher education in Nigeria. The quality of students admitted into university is not desirable in some cases. JAMB cut off is lowered in some cases in order to have increase enrolment. This act under mind the quality of student input into the universities. According to Asiyai (2012), the quality of Nigerian HE has fallen in the past decades; (4) Lack of synergy between universities and employers of labour (firms and industries). For university graduates to be labour market relevant, universities should collaborate with industries to produce product of the right quality. This has been severally harped upon, but it does not seem to have yielded result. Dumani; Fems; Ebikila; Angayeand Sigah (2021) lamented that in Nigeria, the employability status of its graduates is negative as Nigerian education system is still inimical to form partnerships with industry players. Basseyan and Atan (2012) advised that there is the need for labour market information system to be established in Nigeria universities to avert labour market distortion. Bassey and Atan (2012) citing Atoyebi and Odedokun (1987) explained that distortion is marginal private valuation and marginal

social valuation divergence. There is there a disequilibrium between supply and demand of university graduates and this has explained high unemployment rate in Nigeria; 5 Brain drain from universities in Nigeria. Brain drain is the phenomenon where by developed countries accepts manpower of another country who opt to leave their land Akporehe (2022). Human capital have been lost from Nigeria to the developed world (Asiyai, 2013; Adesote & Osunkoya, 2018; Abdulkareem, Olaide & Isiaka, 2021). Brain drain phenomenon can be attributed to factors such as poor conditions of service, poor working conditions as a result of poor education budget amongst others.

The external factors include: Lack of plan continuity. The first attempt to plan the supply of manpower to meet the need of Nigeria's labour market was made in 1959 when the Ashby commission was set up to investigate Nigeria's needs in postsecondary school education over the next twenty years. This laudable plan ought to be continuous so that there will be no glut or short supply of some professionals. The problem in Nigeria is that successive governments always abandon plans that do not emanate from them; the right people are not always in place and implementation of education plan is the bane of educational development in Nigeria;2 Global dynamism has brought exigencies that university education must respond to. For example information technology, robotics is all on the increase. There is therefore the need to focus on what the society requires. Aloysius, Ismail and Arshad (2018) highlighted in their study that skills learned in higher education institutions were found to be inapplicable in the labour market. Bimrose & Hearne, (2012), Okolie et al. (2019c, Pitan (2016), Tomlinson (2018) and Pitan (2017) had harped on higher education producing skilled graduates that should aligned with the needs and requirements in the labour market; 3 Weak base of the Nigerian economy- Petro money which is the mono economic base of Nigeria has in recent years dipped due to the vicissitude of international markets (OPEC) arising from oil glut. Thus successive budgetary allocation to education has not met the UNESCO recommendation of 26% of national budget being allocated to education. From 2015-2022, only an average of 7.31 % was allocated to education (Akporehe 2022). Here comes the dilemma of the educational system inability to provide learning facilities to equip graduate for labour market. Yusuf; Mustapha; Lawal and Lawal, (2020) lamented that despite the fact that tertiary level of education holds the key to human capital and national development, the funding in Nigeria has become problematic. Thus when the economy sneezes, education trembles Nwadiani (2021). The 2022 ASSU strike in Nigeria is a fall out of poor financial allocation to education in the midst of decaying facilities, poor remuneration of lecturers and others. The weak economic base has also led to high inflationary trend thereby leading to volatility of the prices of educational facilities; 4 Lack of industries - Many graduates are not in employment because the few industries are closed down. This can be attributed to poor monetary policies such as over taxation, high exchange rates, high interest rates (macroeconomic aggregates and variables). All these factors can distort establishment of industries by private individuals and multinational companies in Nigeria.

Ways of Planning Higher Education for Graduates demanded in the Labour Market

The following planning strategies are made for solving problems of low demand of university graduates in labour market in Nigeria.

1) Functional entrepreneurial training; 2) productive internship;3) career choice education for self-efficacy in course of study; 4) provision of educational facilities for effective teaching and learning;5), teacher capacity development in critical areas; 6), globalizing the Nigerian higher education content;7) producing university graduates with the relevant skill for market demand; 8) curriculum change;9) admitting quality students in universities; and 10)exploring the internet and taking advantage of social media to gather information on job opportunities in the market.

Functional entrepreneurial training entails providing practical entrepreneurial training that makes one to be demanded in labour market. To this end theoretical teaching should be replaced by practical to equip graduates with usable skills. Educational curriculum of stereotype pattern without practical application of the concept has been identified as a problem in entrepreneurial training (Ubogu, 2020). Productive Internship period- It is not strange news that some students do not find places to serve during internship. Such students would not possess the experience needed in labour market. To this end, universities must ensure that students are meaningfully engaged during internship through negotiation with industries of local and international content. This is where collaboration of universities and industries is vital. . Lecturers, should be trained and retrained to be abreast with development in labour market.

In the aspect of career choice, students should be properly guided in career choice to maximally benefit from education that will make them to be of high demand in labour markets that are highly competitive (Jackson & Wilton, 2016; Organization for Economic Co-operation and Development, 2020). Educational facilities for effective teaching and learning must be provided in school so as to depart from the theoretical ways of teaching that cannot make university graduates be of labour market demand. Ability to perform is needed in labour market and these experiences should be provided practically in schools. For instance, one cannot be a computer engineer that cannot perform any action in computer. Teacher capacity development is critical if

students must learn well. Knowledge must be constantly upgraded and updated in this ever changing technological world because of the dynamic nature of knowledge (Akporehe & Asiyai, 2020). Globalizing the Nigerian higher education content is vital as the world is a global village. Job could be obtained on line and this can help to reduce graduates unemployment in the Nigerian labour market that is not elastic. The curriculum content of Nigerian universities should not comply with the Core Curriculum Minimum Academic Standards with Nigeria content only. There is need to broaden the curriculum content to accommodate global dynamics so that we can compete in global markets and export skilled labour and earn foreign exchange. Thus, graduates could seek international jobs if they meet their requirements. Educational planners should be engaged in curriculum reform plans being their area of specialty. The demand of labour market should be factored into university teaching /learning process to produce graduate of labour market value, (OECD 2020). Okunuga and Ajeyalemi (2018) hinted of evidence of shortages of skills among Nigerian graduates which is attributable to low level of cooperation between labour market requirements and universities. In this regards opportunities and occupational trends should be capitalized on in making career choice. The process of teaching and learning should be tailored towards labour market demands.

Quality students input into university will result in quality students output. Standard should be raised in admission criteria so that admitted students will be of quality sought in labour market after graduation. Those who do not have the proficiency to acquire university education should seek admission into polytechnics and colleges of education. Educational financing and funding that is poor is a bane of development of education in Nigeria. As a planning strategy, other sources of funding should be harnessed such as efficient and aggressive pursuance of public private partnership, striving to assess research grants from donor agencies to supplement the paltry education budgetary allocation of government (Akporehe & Agboola 2014). The internet is a great source of resource that graduates can tap into for information on labour market requirement. For instance, Iceland offers users a test that helps them identify professions that match their interests and qualifications called “Naestaskref” website; and also in United Kingdom, this website, “Prospects” offers a job-matching their interest (OECD, 2020). This provision can be planned for and provided for students to be enlightened when prospecting for job. This will help to prepare students ahead for labour market demand before they graduate from the university. In this regards continuous gathering of data is needed (Fadipe & Adepoju, 2016), for education managers and policy makers to be abreast with information of labour market and factor them into the school programmes.

II. Summary and Conclusion

The paper has x- rayed the various issues pertaining to low demand of university graduate in labour market. Various factors were pin pointed for the low demand of university graduates in Nigeria. These factors range from quality of input, to provision of educational resources like quality academia and resources for practical demonstrations to master skills. Educational planning strategies for resolving these problems were suggested and discussed such as collaboration of universities and industries to identify skill gaps to be filled, teacher professional development, making our university programme to be globally competitive to absorb graduates of Nigerian universities amongst others.

References.

- [1]. AbdulKareem, I. A., Olaide, K.M., & Isiaka, O.S (2021). Curbing Unemployment and Brain Drain Among Nigerian Youths Through Islamic Financing Instruments. *Journal of Islamic Economic and Business Research*, 1 (1), 59–71. DOI:10.18196/jiebr.v1i1.1165.
- [2]. Adesote, S.A., & Osunkoya, O.A. (2018). The brain drain, skilled labour migration and its impact on Africa’s development, 1990s-2000s. *Africology: The Journal of Pan African Studies*, 12(1), 395–420. <http://jpanafrican.org>
- [3]. Ajayi, A.I. & Ayodele, J.B. (2016). Introduction to educational planning, administration and supervision. Lagos: YYPS Publishers
- [4]. Akporehe, D. & Osiobe, I. (2020). University education and economic development of the Nigeria: Issues and Challenges. *Bayero Journal of Education in Africa* 8 (1) 11-19
- [5]. Akporehe, D.A & Agboola, B.M O (2014). Public –private partnership in financing universities in Nigeria. *The International Journal of Theory, Policy and Practice for Sustainable Development* 2(3) 75-82
- [6]. Akporehe, D.A (2022). From Drain to Gain: Managing Brain Drain in Nigerian Universities. *Rivers State University Journal of Education (RSUJOE)*, 25 (2):212-224.
- [7]. Aminu, A. (2019). Characterising graduate unemployment in Nigeria as education-job mismatch problem. *African Journal of Economic Review*, 7(2), 113-130.
- [8]. Asiyai, R. I. (2015). Improving quality higher education in Nigeria: The roles of stakeholders. *International Journal of Higher Education*, 4(1), 61-70.
- [9]. Asiyai, R.I. (2012). The contributions of community participation in the management of the universal basic education: a survey. *African Journal of Social Sciences*, 2(3), 186–198.
- [10]. Asiyai, R. I. (2013). Challenges of Quality in Higher Education in Nigeria in the 21st Century. *International Journal of Planning and Administration*, 3(2), 159-172.
- [11]. Asiyai, R.I. and Akporehe, D.A. (2020). Planning beyond politics of educational programme accreditation and monitoring of university education in Nigeria. *ABSU Journal of Educational Studies* 7 (1), 22-34

- [12]. Bassey, G.E and Atan, J.A. (2012). Labour Market Distortions and University Graduate Unemployment in Nigeria: Issues and Remedies. *Current Research Journal of Economic Theory* 4(3), 67-76
- [13]. Becker, G. (1964) *Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education*. New York, Columbia University Press.
- [14]. Boateng K & Ofori-Sarpong E (2012). An analytical study of the labor market for tertiary graduates in Ghana. World Bank/ National Council for Tertiary Education and the National Accreditation Board Project, Accra, Ghana
- [15]. Bozkuş, K. (2014). School as a Social System. *Sakarya University Journal of Education*, 4 (1), 49-61.
- [16]. Cantante, F. O. (2018). *Mercado de Trabalho em Portugal e nos Países Europeus: Estatísticas*; Observatório das Desigualdades Sociais Lisboa: Lisboa, Portugal.
- [17]. Daniels, J. & Brooker, J. (2014). Student identity development in higher education: implications for graduate attributes and work-readiness. *Educational Research*, 56(1), 65–76. doi:10.1080/00131881.2013.874157
- [18]. Dumani, M., Fems, K.M; Ebikila, D.S., Angaye, D. J and Sigah. F. (2021). Unemployability of the Nigerian graduate: the effect of tertiary institutions-industry disconnect. *British Journal of Education*, 9(10)51-67.
- [19]. Fadipe, J. O. & Adepoju, T. L. (2016). Planning for educational reforms and Innovation in J. B. Babalola A. O. Ayeni, S. O. Aderdeji, A. A. Suleiman & M. O. Arikewuyo (Eds) *Educational Management Thoughts and Practice*. Ibadan: Codat Publications
- [20]. Fadipe, J. O. (2021). Plan formulation and Implementation (Draft Module 1) In planning and management of education in Nigeria Ondo: NIEPA (Nigeria)
- [21]. Federal Republic of Nigeria (2013). *National Policy on Education*. 6th Edition, Lagos: NERDC Press.
- [22]. Getzels, J. W., & Guba, E. G. (1957). Social behavior and the administrative process. *The School Review*, 65(4), 423-441.
- [23]. Hoy, W. K., & Miskel, C.G. (2005). *Educational administration*. (7 ed.). New York: McGraw-Hill. <https://www.legit.ng/education/1495488-nuc-releases-2022-updated-list-approved-federal-state-private-universities-nigeria/>
- [24]. <https://www.macrotrends.net/countries/NGA/nigeria/labor-force-participation-rate>. Nigeria Labor Force Participation Rate 1990-202
- [25]. Jackson, D. and Wilton, N. (2016). Career choice status among undergraduates and the influence of career management competencies and perceived employability. *Journal of Education and Work* 30(5):1-18.
- [26]. Longe, R.S. (2013). Introduction to educational planning. In Babalola, J.B. (Ed) *Basic Text in Educational Planning*, Ibadan: Ayoumark Industrial Printers.
- [27]. Muhammad, M. (2021). The development of private higher education in Nigeria: a comparative analysis between Northern and Southern region. *Education International Journal of Higher*, 10(3), 178-186.
- [28]. Nashash, H. (2015). The extent of skills mismatch among childhood education. *Journal of Education and Practice*, 6(17), 180-189
- [29]. Nwachukwu, P. O. (2013). The problems and approaches to educational planning in Nigeria: a theoretical observation. *Mediterranean journal of social science*, 2, (12), 27-38.
- [30]. Nwadiani M. (2022). Funding and Financing Education: Issues, Problems, Challenges, Prospects and the Way Forward for Bayelsa State. Lead paper presented at Bayelsa State Education Summit, Yenagoa, 6th-10th May, 2022
- [31]. Okechukwu, J.N.; Ironkwe, A.C. and Abiodun, J.A (2022). Educational planning and the challenges of development in developing nations. *Unizik Journal of Educational Research and Policy Studies*. 14 (1) 120-141
- [32]. Okunuga RO & 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.
- [33]. Okwori, A. & Ede, S. (2012). *Management issues in education*, Makurdi: Aboki Publishers.
- [34]. Olubor, R. O. (2014). Planning in education systems. In N. A. Nwagwu, M. E. Ijeoma & C. C. Nwagwu (Eds) *Organization and Administration of Education; Perspectives and Practices* Benin City: FESTA printing Press
- [35]. Olumma, O.C. (2014). Analysis of the existing and alternative strategies for funding universities in Imo State. *The International Journal of Theory, Policy and Practice for Sustainable Development* 2 (3)69-74
- [36]. Oluwakemi B. O. and Adeolu A. A. (2017). Assessing Nigerian graduate employability. *Global Journal of Business Disciplines* 1 (2) 58-75
- [37]. Organisation for Economic Co-operation and Development (2020). The role of labour market information in guiding educational and occupational choices. OECD Education Working Paper No. 229. Retrieved from [https://one.oecd.org/document/EDU/WKP\(2020\)17/En/pdf](https://one.oecd.org/document/EDU/WKP(2020)17/En/pdf)
- [38]. Osareren-Osaghae, R. I. & Omoike, D. O. (2013). Introduction to educational planning. In E. O. Omoregiee and Don Omoike (Eds) Benin City: Independent concept Publishers
- [39]. Oviawe, J.I. (2018). Repositioning Nigerian youths for economic empowerment through entrepreneurship education. *European Journal of Educational Studies*, 2 (2), 113-118. Accessed 22 April 2019 from <http://www.eajournal.org>
- [40]. PatinOluyomi, S., & Adedeji, S. (2012). Skills Mismatch among University graduates in the Nigeria. *US-China Education Review*, 1(1), 90-98
- [41]. Reddy, M.V.V and Sailakshmi, M. (2018). The School as a Social System - A Review. *International Journal of Engineering Science Invention (IJESI)*. 7 (8). 74-77
- [42]. Rocha, H.; Almeida, F.; Casquilho-Martins, I.; & Ferreira, J. (2017). Preparing students to apply transversal skills—A case study in higher education. In *Edulearn17 Proceedings*; Gomez Chova, L., Lopez Martinez, A., Candel Torres, I., Eds.; IATED2017: Barcelona, Spain, 2017; pp. 4156–4163.
- [43]. Tomlinson M (2017). Graduate employability and student attitudes and orientations to the labour market. *Journal of Education and Work* 20 (4), 285–304
- [44]. Ubogu, R. (2020). Entrepreneurship Education: Challenges and Strategies towards Promoting Entrepreneurship in Higher Education in Nigeria. *Academic Journal of Interdisciplinary Studies* 9(5) 125-137
- [45]. Yawe, A.A & Terzungwe, G.S (2019). Educational Planning in Nigeria Constraints and Prospects *Education & Science Journal of Policy Review and Curriculum Development* 9(1) 23-29
- [46]. Yusuf, S.; Mustapha A. I.; Lawal, A.A.; Lawal, A.A. (2020). Adequate funding: a tool for quality assurance in Nigerian tertiary institutions. *BSUJEM2* (1) 65-76