DOI: 10.2478/dcse-2022-0006

sciendo

Discourse and Communication for Sustainable Education,
vol. 13, no. 1, pp. 63–76, 2022

Employers' Assessment of Graduates' Utilization of Employability Skills: Influence on Organizational Growth and Sustainable Development in Nigeria

Agboola Bolapeju Mary
The University the West Indies, Mona, Jamaica

Abstract

The study determined how employers' assessment of graduates' utilization of employability skills influences organizational growth and sustainable development in Nigeria. The design was ex-post facto with a population of 42 registered business organisations in Nigeria. Thirty-five organisation employers and 492 graduate employees were sampled through multistage techniques. Data were collected with "Employers' Assessment of Graduates' Employability Skills Utilization Questionnaire" (EAGESUQ) and "Sustainable Development University Education for Graduates' Skills Acquisition Questionnaire (SUDUEFGSAQ). Validated EAGESAQ and SUDUEFGSAQ were tested for reliability using Cronbach alpha statistic yielded reliability coefficients of 0.94 and 0.89 respectively. Inferential statistics were used for data analysis. The findings and conclusion showed that graduates skills, gender and fields of specialization significantly influence organization growth and sustainable development in Nigeria. Recommendations include: government agencies need to review university programmes and curriculum in line with labour market required skills; they need to monitor the implementation of internship for students and on-the-job-training of new graduate employees.

Key words: employers, graduate employees, employability skills, sustainable organizational growth

Introduction

Nigeria is experiencing stunt economy, and under-development with attendant effects of the growing rate of poverty among the citizenry, unemployment of graduates, internal insecurity, dwindling financial resources, and high inflation with decreasing gross domestic product despite having great potential and assets in terms of materials and human resources. The nation's economic sector is adversely affected by the Covid-19 pandemic with its attendant variant challenges, hence the issue of how to develop new strategies and tools to achieve and promote economic growth and sustainable development through quality education delivery. The consensus among the key stakeholders

in all sectors is that quality education at the tertiary level is the only tool to salvage the situation. The citizens are to be given the opportunity to access all-encompassing education and training in general studies, sciences, technologies and vocational paths, that would impart knowledge, develop skills and attributes necessary to fit into the world of the labour market after graduation, and also enable them to cope with future life challenges, becoming change agents to stimulate economic development, and curb wastages when employed (Andrews & Higson, 2008; Asuquo & Agboola, 2014; Etuk & Agboola, 2017; Asma, Rabab, Remya, & Danah, 2018).

The observed low efficiency of universities to translate outputs to national development could be attributed to inadequacy and total lack of some critical resources, proliferation of academic programmes, defective policy and obsolete curriculum of some programmes when compared to acceptable global standards. Reports revealed that 15–30 % of infrastructure, equipment, and books are non-functional, dilapidated, or obsolete. Consequent upon this, training and developing of the students in the fields requiring critical skills relevant to labour market requirements is becoming difficult. This could also explain the increasing unemployment of universities graduates (Federal Ministry of Education, 2009; Isa, Zahari, & Yusoff, 2015).

National Policy on Education (Federal Republic of Nigeria – FRN, 2013) Sections 1:6e, 2:13c and 3, 17 paraphrased specified goals of education to include: promoting functional education for appropriate skills acquisition, and competencies as equipment for job creation and poverty reduction, providing job-specific skills through knowledge dissemination and training for self-reliance and economic development of the nation. However, the implementation of this policy at the university level meant for sustainable development in Nigeria is missing. (Agboola, Eyo, & Esenam, 2015). Consequently, the increasing unemployment rates among youths and graduates is a concern which calls for the appraisal of how the employers of labour perceived the graduate employees' utilization of skills for their organizational growth.

Concepts of Graduate Employability, Unemployment, Employer and Employee

The concept, graduates' employability means the ability to translate and apply the knowledge and skills they have acquired through education either in self-improvement, the production of new products and services, to bring about increased job creation, cost-effectiveness, and high level of productivity in an organization. Scholars defined unemployment as the share of the labour force that is available and seeking employment but is without work; or an economic condition in which individuals seeking jobs remain unemployed (Ajiboye, Oyebanji, & Awoniyi, 2013). The underemployment rate among youths (15–34 years) rose from 25.7 % to 28.2 % in the third quarters of 2018; while the rate of unemployment for the same age group in the second quarters of 2020 was up from 29.7 % to 34.9 % and 53.4 % in the fourth quarters of 2020. Of Nigeria's unemployed, 2.9 million hold graduate and post-graduate degrees from tertiary institutions (National Bureau of Statistics, 2020).

Employability is to have the skills, knowledge, and personal attributes required for employment. It is about how an employee understands what connotes effectiveness and productivity in the workplace for the benefit of himself, a relevant organization, and

the nation's economy. An employee that possesses employable skills is expected to have the right attitude, initiative, and ability to recognize opportunities, and the self-confidence to take risks to achieve success and become an asset to the organization (Collet & Hine, 2015).

An employer is a legal entity such as business organization, institution, government/ non-governmental, agency, company, services firm, who provides work and directs an employee under a contract which can be either expressed or implied. It could also mean an individual who employs or puts to work, a person who is called an employee (Heathfield, 2016). An employee, on the other hand, is an individual employed by the employer to do a specific job(s), having gone through the process of selection based not only on merit but also of possessing attributes and skills (include team-working, communication, leadership, innovative, critical thinking, problem-solving and often managerial abilities or potential) to do the job effectively. Graduates are also expected to have technical and discipline competencies from their degrees.

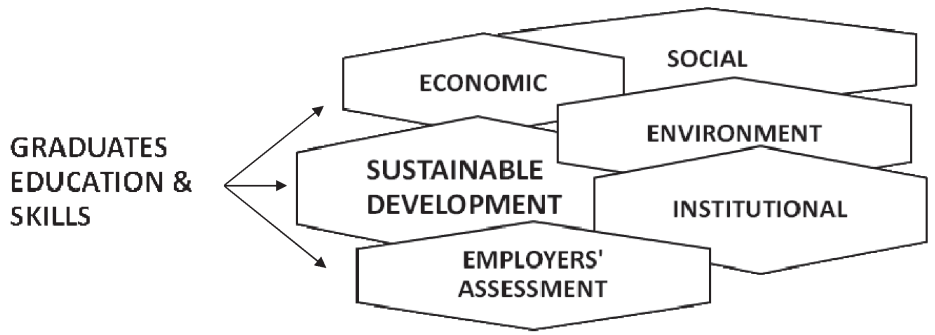
In recent times, employers of graduates have expressed their disappointment and frustration at the abysmal level of performance of their graduate employees. They claimed that many graduates lack critical skills that are applicable in the field of work thus, their low level of productivity that translates into the unsustainable development of the nation. Globally, every organization looks out for improved performance and how to effectively utilize the available resources to maximize profit at a minimal cost. Thus, their employees are expected to achieve the set goals through maximum utilization of their skills for high productivity. However, (Rothwell & Arnold, 2007; Yuzhuo, 2013; McMurray, 2016; Kalufya & Mwakajinga, 2016) provided a conceptual framework for understanding what employers think about the value of graduates with their employability skills using insights from the new institutionalism. The authors' framework on the employers' perception about graduates' employability is broken into several factors and mechanisms, including exogenous factors, initial signalling effects, and the processes of both private and public learning with the implications for higher education providers on how to improve their graduates' employable skills. Given this, it becomes necessary to research into employers' perception or assessment, about their graduate employees in Nigeria.

Concept of Sustainable Development

Sustainable development is the development that meets the needs of the present without compromising the ability of future generations to meet their own needs. That means meeting the essential needs of the society now as priority and putting in place an enabling environment through quality education, technologies and social organization to meet future needs. The concept of sustainability is a long-term goal, and sustainable development means the strategies and pathways to achieve it through sustainable good governance, research, and qualitative education training (Muasinghe, 2004; Dhawan & Masawi, 2015; Heasly et al., 2021). There are four dimensions to sustainable development: Economy (including fiscal), Social (society equity, health, and education), Environment, and Institutional that are not separate; likewise, education and sustainable national development are interwoven, overlapped, entwined, and interconnected as presented in Figure 1.

Figure 1

Inter-relatedness of Graduate Education and Skills and Business Organization Growth for Sustainable Development



Sustainability is a paradigm for thinking about the future, and over time, there is a consensus that education remains the instrument for effective national development as well as its sustainability (Heasly & Iliško, 2021). Thus, the role of education for sustainable development especially in this era has become indispensable. Education, according to scholars, is not only an end in itself but a key instrument of equipping learners with the requisite knowledge and skills, competencies and attributes needed to work, and also a tool for bringing about changes in values and behaviours required to address the interconnected global challenges; including a life style that safeguards society wellbeing both in the present and for future generations and its emerging sustainability (Okebukola, 2009; Salman, 2011; Bellingham, Cotton, Isaac & Kemp et al., 2014; Etuk & Agboola, 2017). Furthermore, in Kostoulas-Makrakis and Makrakis's (2012) paper, which looked at the University of Crete experience to integrate the concept of sustainable development across all its operations through a review of current sustainability practices of universities worldwide, found that there is urgent need for institutionalising sustainability across all university functions.

Statement of the Problem

The critical issue worldwide in recent times is that of increased unemployment, most especially with the advent of the Covid-19 pandemic and its impact on the social-economic life of many nations. In Nigeria, it is observed that a gap exists between the graduates' acquired knowledge and the critical skills expected to fit into the current industry and labour market, enabling graduates to face internal and global corporate challenges. The unemployment profile of graduates is rising yearly, yet the government has no proactive employment policies to absorbed graduates who possessed requisite employment skills or demonstrated a strong will in meeting the global requirements for quality education delivery for sustainable development despite the declaration made to support UN's goal on education for sustainable development.

The slow pace in economic and other sector growth gives rise to the question of who should be held accountable for the challenge of increasing outputs, declining productivity, and disappointing workforce. The researcher observed that many programmes

offered in some universities are below global standards due to obsolete curriculum, noncompliance with quality assurance measures, the decline in state funding, incessant strikes by the unions because of poor internal policy and strategies by universities management, lack of synergy between education sector and employers of labour, and the inherent characteristics in the students. Consequently, this study focus was on how employers' assessment of graduates' employability skills utilization influences organizational growth and sustainable development in Nigeria?

Research Questions

1. How does business organization growth differ based on employers' assessment of graduate employees with and without employability skills utilization in Nigeria?
2. How does business organization growth differ based on male and female graduates' employability skills utilization in Nigeria?
3. What is the difference in business organization growth based on graduates' employability skills utilization in area of specialization in Nigeria?

Null Hypotheses

Ho 1: Business organization growth does not significantly differ based on employers' assessment of graduate employees with and without employability skills in Nigeria.

Ho2: There is no significant difference in business organization growth based on male and female graduates' employability skills in Nigeria

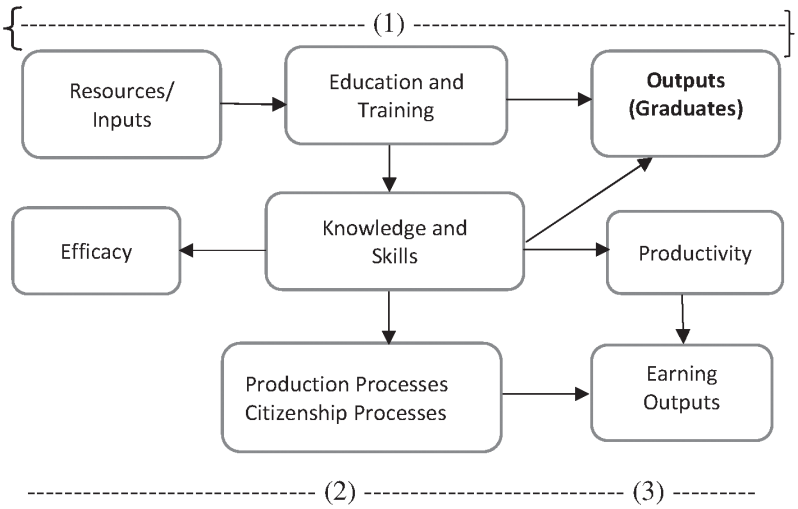
Ho3: There is no significant difference in business organization growth based on the graduates' employability skills in area of specialization in Nigeria.

Theoretical Framework

The study was premised on two theories: Human Capital by Theory Schultz (1975) and Toward a Theory of Motive Acquisition by McClelland (1965). Human capital theory stated that human capital is a means of production for which additional investment on it yields additional output. According to the theorist, human capital corresponds to any stock of knowledge or characteristics an individual has (either innate or acquired) that contributes to his or her 'productivity'. Investing in human capital via education and training implies putting in resources such as money, time, teachers, infrastructure, equipment, into education to produce a graduate with the attributes to impact positively on the society (outcome productivity). The theorist advocated education as a tool that improves human capital, stimulates labour productivity, and boosts the level of technology globally. Therefore, the theorist emphasized that education as investment in humans increases the level of cognitive stock of economically productive capability, which in turn enhances the productivity and efficiency of individuals. This is depicted in a diagram as illustrated in Figure 2.

Figure 2

Adapted Model of Human Capital Theory From Asuquo & Agboola (2014)



The diagrammatic representation of the human capital theory in Figure 2 presents the key relations in human capital theory. The first relationship 1 represents the concept of production which means that resources as investment in education and training results in increased graduates' knowledge and skills. The relationship 2 presents the relationship between learning and increased productivity. The assumption is that increased production and citizen processes yields an increase in productivity and corresponding increase in earnings. The relationship 3 shows that the network of skills will systematically design and apply over a period of time for a graduate would result in their efficacy.

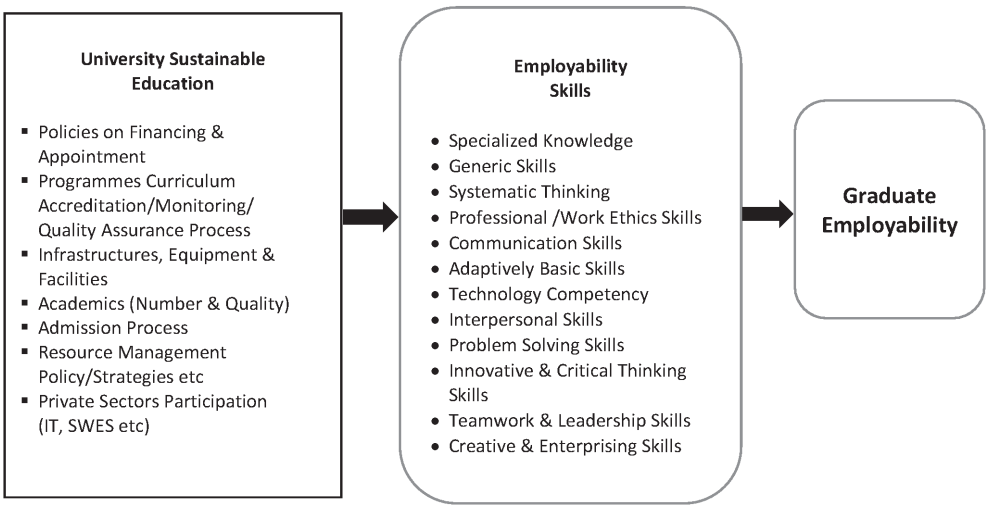
The motive acquisition theory by McClelland (1965) stated that people are motivated to fulfil three types of needs: the need for achievement, the need for affiliation and the need for power. McClelland affirmed that need for achievement is to demonstrate high performance levels and high standards of excellence. Employees with high need for achievement are motivated by opportunities for personal improvement and self-success. They have a tendency to takes high risk challenging tasks over which they have control and exhibit a high degree of independence. They have a strong desire for feedback about their performance and the recognition of their achievement which is a drive to compete, meet high standards of excellence and succeed. The need for affiliation is a desire to create close personal relationships with others. They then desire the approval of others and prefer to work in a cooperative environment than working alone. The need for power is one that drives towards control, and the need to influence the behaviour of others by taking charge and making an impact. Employees with a high need for power tend to make more suggestions, try to bring others around to their way of thinking, and seek positions of leadership.

The theories are relevant because according to the theorists, human needs are learned and could be developed through training which university education is made for: equipping graduates with skills to be employable. In addition, development of students through education and training is an investment in human capital that engenders

productivity. While promoting higher levels of needs achievement among the students at the university level, this would develop their ability to drive others with the energy to promote economic and sustainable development. In line with the theory, the researcher develops a model as presented in Figure 3.

Figure 3

Researcher Developed Model: University Sustainable Education & Global Employability Skills



In Figure 3, there are two main dimensions to viewing the issue of employability of graduates, attainment of organizational growth and sustainable development. First is the dimension of provision of sustainability education by formulating all-inclusive policy: provision of quantity and quality resources, and globally relevant curriculum that addresses the employability skills required by the employers of labour to reduce instances where *employers* deprived many graduates from practicing their professions based on their fields of specialization.

The approach for understanding employability skills required by graduates which are termed specialized knowledge are based on interrelated components that included wider contextual factors as:

i. The student's academic performance and engagement in his/her studies
ii. The student's confidence in his/ her skills and abilities
iii. The student's ambition
iv. The student's perception of the strength of the university's brand
v. The reputation the student's university has within his/her field of study
vi. The status and credibility of the student's field of study
vii. The student's awareness of opportunities in the external labour market
viii. The student's perception of the state of the external labour market
ix. The external labour market's demand for people in the student's subject field (Rothwell & Arnold, 2007; Akhuemonkhan, Raimi & Sofoluwe, 2013).

The authors affirmed that, education should be designed to develop students' competencies and capacities to meet the most immediate economic needs and improve the performance of economy for all its future needs. Based on the aforementioned situation, empirical studies were reviewed.

Pullu & Gömleksiz (2021) determined the authentic teaching tasks for academic success, attitude, problem solving, and creative thinking skills using an experimental design. The study group comprised 2nd year Computer Technologies Department students in Erciyes University in 2017–2018 academic year and took the Web Design Fundamentals, Research Methods and Techniques courses. The experimental group was 30 and the control group was 33. The experimental group students was taught with authentic tasks, while the control group students were taught using the traditional teaching method. Instruments for the study include: the Retention Test, Attitude Scale Toward Computer Programming by Baser (2013); Problem Solving Inventory adapted by Sahin and Heppner (1993), "How Creative Are You?" adapted by Coban (1999). The authors concluded that authentic task-oriented practices increased students' programming academic success and attitudes towards programming, and also positively affected both students' problem-solving skills and creative thinking skills.

In the study of Asma, Rabab, Remya & Danah (2018) on evaluation of graduate students' employability from an employer perspective: review of the literature. All the papers published from 2010 until 2018 regarding the evaluation of graduate students from employers' perspectives were reviewed and analysed using different classification methods. The results indicated that there is a gap between the learning outcome and the employability skills. They concluded that employment sectors expect from every employee four categories of skills: basic skills, inter-personal and intra-personal skills, general skills as well as specific knowledge.

Similarly, Asuquo & Agboola (2014) research on Nigerian university outputs and their employability in the labour markets in South-South, Nigeria, adopted ex-post facto design and population as universities graduates in both private and public establishments in South-South, Nigeria. Sample of 1200 university graduates from private and public establishments was selected using multi-stage sampling method. A validated instrument, "Universities Outputs and their Employability Questionnaire" with reliability coefficient of 0.89 was used in data collection. Data were analysed with descriptive statistics, one sample t-test and independent t-test. The results showed that the employability of Nigerian universities outputs based on the rating of their employers was not significantly below average. However, no significant difference exists in employability of Nigerian universities outputs based on sex, organisation type, educational qualification, and age.

Edinyang, Odey & Gimba (2015) investigated the influence of academic factors on graduate employability in Nigeria, a case study of Calabar, Cross River State. The ex-post facto research design was adopted for the study. An accidental sampling technique was used in the selection of the samples. A total of 150 respondents were used for the study. The hypotheses were analysed using one-way analysis of variance (ANOVA). The result of the analyses showed that academic discipline significantly influences graduate employability while academic achievement does not significantly influence graduate employability

Akhuemonkhan, Raimi & Sofoluwe (2013) conducted a study to examine the plausibility of developing entrepreneurship education as a mechanism for employment

stimulation in Nigeria. The data on crime, poverty, unemployment, gender index and Universal Basic Education were extracted from the Central Bank of Nigeria, National Bureau of Statistics, and Office of Millennium Development Goals. The data were analyzed using a simple linear regression model. The result of the study showed that entrepreneurship development could be an effective tool for poverty reduction, stimulating employment as well as fast-tracking realization of Universal Primary Education and promoting gender equality.

The study by Adebakin, Ajadi & Subair (2015) on required and possessed university graduate employability skills indicated that perceptions of the Nigerian employers adopted descriptive survey research design. Using stratified and simple random sampling techniques, a sample of 300 employers of labour were drawn from industries in Lagos State. The instrument used was "A Skill Assessment Questionnaire". The results showed disparity between the skills possessed by university graduates and that employers required skills including analytic and problem solving, decision-making, risk management, leadership, information and communication, team-work, official communication, English proficiency and literacy skills.

Goodman & Tredway (2016) studied antecedents of perceived graduate employability through a study of student volunteers in a community-based organisation in South Africa. A cross-sectional research design and a quantitative data collection method were used. A non-probability sampling approach was used, as the sample was selected based on accessibility as well as the needs of the research. The sample for the study comprised 151 participants. The results revealed that different sets of predictors statistically significantly predict Perceived External Employability and Perceived Internal Employability, respectively. In the case of Perceived External Employability, faculty of registration is the strongest predictor, whereas Social Motivation comes out on top.

Methodology

The study design was ex-post facto with a population comprising 42 industry and business registered with Industry Classification Benchmark Taxonomy, and with headquarters located in Nigeria in 2020. Thirty-five organisation employers and 492 graduate employees were sampled through purposive, incidental, and simple random sampling techniques. Instruments for data collection were: 'Employers' Assessment of Graduate Employability Skills Utilization Questionnaire' (EAGESUQ) and "Sustainable Development University Education for Graduates' Skills Acquisition Questionnaire (SUDUEFGSAQ) adapted from Agboola & Olatunji (2020); Llinares-Insa, Gonzalez-Navarro and Cordoba-Inesta (2018) and Rodgers (2012) respectively were used for employers' assessment of graduates' employability skills utilization and graduates' assessment of skills acquisition through education for sustainable organizational growth. The EAGESUQ comprised 30 items while SUDUEFGSAQ comprised 35 items, both were rated with four-point rating scale. The negatively worded items were scored in reverse of the ratings. The SUDUEFGSAQ and EAGESQ were validated and tested with Cronbach alpha statistic for internal consistency which gave 0.94 and 0.89 reliability coefficients respectively. The data generated were analyzed using mean, independent t-test, and Analysis of Variance at 0.05 alpha level of significance. The employers sampled in each organization responded to EAGESQ and the graduates in the same organization rated SUDUEFGSAQ.

Results

How does business organization growth differ based on employers' assessment of graduate employees with and without employability skills utilization in Nigeria?

Business organization growth does not significantly differ based on employers' assessment of graduate employees with and without employability skills utilization in Nigeria.

Table1

T-test Analysis of Organization Growth Difference Based on Employers' Assessment of Graduate Employees' With or Without Employability Skills Utilization in Nigeria (n = 492)

	Employability Skill	n	Mean	SD	t-cal	t-crit	Remark
Business Organization Growth	Skilled Graduate	259	47.119	10.61	-3.036	1.962	* Sig Reject Ho1
	None-Skilled Graduate	233	49.931	9.84			

* Significant at p < = .05 alpha levels, df = 490

In Table 1, the results indicated that mean difference exists in business organization growth based on graduates' employability skills utilization. The non-skilled graduates had the highest mean score with reverse directional effect on the business growth. This means that graduates without skills could reduce business growth. Furthermore, test of null hypothesis revealed that the difference in business organization growth based on the graduates' employability skills utilization is significant, thus the null hypothesis of no significant difference was rejected.

How does business organization growth differ based on male and female graduates' employability skills utilization in Nigeria?

There is no significant difference in business organization growth based on male and female graduates' employability skills utilization in Nigeria.

Table 2

T-test Analysis of Business Organization Growth Difference Based on Male and Female Graduates' Employability Skills in Utilization Nigeria District (n = 492)

	Graduates Gender	n	Mean	SD	t-cal	t-crit	Remark
Business Organization Growth	Male Graduates	277	49.279	10.82	2.102	1.962	* Sig Reject Ho1
	Female Graduates	215	47.330	9.73			

* Significant at p < = .05 alpha levels, df = 490

Table 2 results showed that mean difference exists in business organization growth based on male and female graduates' skills utilization. The male graduates with employability skills utilization had the highest mean score. In addition, the test of null hypothesis revealed that the difference in business organization growth based on graduates' employ-

ability skills utilization by gender is significant, thus the null hypothesis of no significant difference was rejected.

What is the difference in business organization growth based on graduates' employability skills utilization in area of specialization in Nigeria?

There is no significant difference in business organization growth based on graduates' employability skills utilization in area of specialization in Nigeria.

Table 3a

ANOVA Analysis of Business Organization Growth Difference Based on Graduates' Employability Skills Utilization in Area of Specialization in Nigeria (n = 492)

	Area of Specialization	N	Mean	SD
Business Organization Growth	Science	143	50.48	10.86
	Humanities & Arts	220	46.70	9.01
	Social & Mgt. Science	129	49.18	11.41

* Significant at p < = .05 alpha levels, df = 490, * Mgt. = Management

Table 3b

ANOVA Analysis of Business Organization Growth Difference Based on Graduates' Employability Skills Utilization in Area of Specialization in Nigeria (n = 492)

Variable	Source of Variation	SS	df	MS	f-cal	f-crit	Remark
Business Organization Growth	Between Groups	1329.428	2	664.714			*Sig .002
					6.351	3.86	Reject Ho3
Area of Specialization	Within Groups	51182.401	489	104.667			

* Significant at p < = .05 alpha levels, df = 490

The results in Table 3a revealed that mean difference exists in business organization growth based on graduates' skills utilization in their area of specialization. The graduates in Sciences had the highest mean followed by Social and Management with graduates in Humanities and Arts having least mean score. Furthermore, test of null hypothesis in Table 3b revealed that the difference in business organization growth based on the graduates' employability skills utilization in areas of specialization is statistically significant, thus the null hypothesis of no significant difference was rejected. This implies that skills utilization in area of specialization have impact on organizational growth and sustainable development.

Discussion of Findings

The finding of Hypothesis one showed a significant difference in the employers' assessment of graduate employees' with or without employability skills utilization in business growth. This finding is in support of the findings of Asuquo and Agboola (2014); Asma, Rabab, Remya & Danah (2018) that found that gap existed between the learning outcome, organizational growth, and the employability skills of graduates.

The findings of Hypotheses one and three revealed that organization growth differs based on gender and graduates' skills utilization in area of specialization, and the difference is statistically significant. This finding shows that graduates' skills in area of specialization is a key requirement by employers for business growth. This finding agrees with the finding of Goodman & Tredway (2016); Edinyang, Odey & Gimba (2015) who found that academic discipline significantly influences graduate employability and faculty of registration is the strongest predictor of the perceived external employability of graduates. Contradicting the finding, Asuquo & Agboola (2014) found no significant difference in employability of Nigerian Universities graduates based on gender, organisation type and educational qualification.

Conclusion

The findings of this study revealed that statistically significant difference exists between employers' assessment of graduate utilization of employability skills. Based on graduates with or without skills, gender, areas of specialization, it was concluded that graduates' skills utilization influences business organizational growth and sustainable development in Nigeria.

Recommendations made for organizational growth and sustainable development include the following: government agencies need to review the curriculum of university programmes in line with global labour market required skills, and monitor the implementation of internship for students and on-the-job-training of new graduate employees. The government is obliged to adequately fund university education to expand resources that strengthen the education programmes delivery and reduce graduates unemployment.

References

Adebakin, A. B., Ajadi, O. T., & Subair, S. T. (2015). Required and possessed university graduate employability skills: Perception of the Nigeria Employers. *World Journal of Education*, *5*(2), 115–121. https://files.eric.ed.gov/fulltext/EJ1158414.pdf

Agboola, B. M., Etudor-Eyo, E., & Esenam, P. A. (2015). Students' involvement in entrepreneurial education in Nigerian tertiary institutions: The case of University of Uyo. *Journal of Education*, *8*(2), 145–157.

Agboola, B. M., & Olatunji, M. O. (2020). Impact assessment of philosophy and educational goals on students' competencies and sustainable national development attainment in Nigeria. In O. Oshin, B. Sogunro, I. Joseph, & O. Aluko (Eds.), *Reinvigorating Nigerian Universities for Sustainable Development* (pp 1–18). *A Festschrifts for Rt. Revd Prof. Dapo Asaju.* Ajayi Crowther University Press.

Ajiboye, S. K., Oyebanji, T. O., & Awoniyi, S. A. (2013). Influence of higher education on employability as perceived by lecturers at University of Ilorin, Nigeria. *European Scientific Journal*, *9*(22), 229–236. https://eujournal.org/index.php/esj/article/view/1650

Akhuemonkhan, I. A., Raimi, L., & Sofoluwe, A. O. (2013). Entrepreneurship education and employment stimulation in Nigeria. *Journal of Studies in Social Sciences*, *3*(1), 55–79. https://infinitypress.info/index.php/jsss/article/view/66

Andrews, J., & Higson, H. (2008). Graduates' employability, soft skills versus hard business knowledge: A European study. *Higher Education in Europe*, *33*(4), 411–422. https://doi-org/10.1080/03797720802522627

Asma, I. G. E., Rabab, A. A., Remya, P. G., & Danah, A. A. (2018). Evaluation of graduate students employability from employer perspective: Review of the literature. *International Journal of Engineering & Technology*, *7*(2.29), 961–966. https://www.researchgate.net/publication/326725140

Asuquo, A. E., & Agboola, B. M. (2014). Nigerian university outputs and their employability in the labour markets in south-south, Nigeria. *American Journal of Educational Research*, *2*(12), 1244–1249. https://doi.org/10.12691/education-2-12-18

Bellingham, L., Cotton, D., Isaac, V., Kemp, S., Longhurst, J., Martin, S., Peters, C., Robertson, A., Ryan, A., Sjerps-Jones, H., Speight, S., & Tilbury, D. (2014). Educational sustainable development: Guidance for UK higher education providers. *The Higher Education Academy*, *1*, 29. https://sustainability.glos.ac.uk/wp-content/uploads/2017/07/Education-sustainable-development-Guidance-June-14.pdf

Collect, C., Hine, D., & Plessis, K. (2015). Employability skills: Perspectives from acknowledge-intensive industry. *Education and Training*, *57*(5), 532–559. http://dx.doi.org/10.1108/ET-07-2014-0076

Dhawan, N., & Masawi, R. F. (2015). Sustainable development: An Introduction. *International Centre for Environment Audit and Sustainable Development (ICED)*, 1–7. http://iced.cag.gov.in/wp-content/uploads/Sustainable-Development1.pdf

Edinyang, S. D., Odey, C. O., & Gimba, J. (2015). Academic factors and graduate employability in Nigeria. *Global Journal of Human Resource Management*, *3*(5), 9–17.

Etuk, E., & Agboola, B. M. (2017). Education and sustainable development in Nigeria: Challenges and way forward. *Journal of Benchmark*, *9*(10), 48–64.

Federal Government of Nigeria. (2009). *Road map for the Nigerian educational sector*. Federal Ministry Education. Abuja, Nigeria.

Federal Republic of Nigeria. (2013). *National Policy on Education*. Lagos, Nigeria, NERDC publisher.

Goodman, S., & Tredway, G. (2016). Antecedents of perceived graduate employability: A study of student volunteers in a community-based organisation. *SA Tydskrif vir Bedryfsielkunde* [SA Journal of Industrial Psychology], *42*(1). https://doi.org/10.4102/sajip.v42i1.1315, https://www.thebalance.com/keys-to-employee-satisfaction-1918009

Heasly, B., & Iliško, Dz. (2021). Editorial: Doing educational research: Culturally, scientifically, ethically, and transdisciplinarily. *Discourse and Communication for Sustainable Education*, *12*(2), 1–4. https://doi.org/10.2478/dcse-2021-0012

Heasly, B., Iliško, Dz., Salīte, I., & Lindner, J. (2021). Looking beyond, looking together, looking collaborately, facing the Future. *Discourse and Communication for Sustainable Education*, *12*(1), 1–4. https://doi.org/10.2478/dcse-2021-0001

Isa, A., Zahari, W., & Yusoff, W. (2015). State of physical facilities of higher education institutions in Nigeria. *International Journal of Scientific and Research Publications*, *5*(4), 1–5. http://www.ijsrp.org/research-paper-0415/ijsrp-p4026.pdf#

Kalufya, N., & Mwakajinga, L. (2016). Employability of graduates from higher education institutions in Tanzania. *Institute of Social Work Journal*, *1*(2), 52–68. https://www.researchgate.net/publication/319207448

Kostoulas-Makrakis, N., & Makrakis, V. (2012). Processes, strategies and practices for turning the University of Crete into a sustainable university. *Discourse and Communication for Sustainable Education*, *3*, 5–22. https://doi.org/10.2478/v10230-012-0001-2

Llinares-Insa, L. I., Gonzalez-Navarro, P., & Cordoba-Inesta, A. I. (2018). Employability appraisal scale (EAS): Development and validation in a Spanish Sample. *Frontiers in Psychology*, *9*, 1437, 1–71. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6102895/table/T1/?report=objectonly

McClelland, D. C. (1965). Toward a theory of motive acquisition. *American Psychologist*, *20*, 321–333.

McMurray, S. D. M. (2016) Employers demands from business graduates STORRE. https://doi.org/Onlinelibrary.wiley.com/do1/10/012/cbe

Okebukola, P. C. (2006). Principles and policies guiding current reforms in Nigerian universities. *Council for the Development of Science Research in Africa*, *4*(1), 25–36. http://www.codesria.org/IMG/pdf/02-OKEBUKOLA.pdf

Pullu, E. K., & Gömleksiz, M. N. (2021). Authentic teaching tasks for academic success, attitude, problem solving, and creative thinking skills. *Discourse and Communication for Sustainable Education*, *12*(2), 108–123. https://doi.org/10.2478/dcse-2021-0020

Robles, M. M. (2012). Executive perceptions of the top 10 soft skills needed in today's workplace. *Business Communication Quarterly*, *75*, 453–465. https://doi.org/10.1177/1080569912460400

Rodgers, M. (2012). Measuring employability among college students: A validity study Masters Theses, 307, James Madison University. https://commons.lib.jmu.edu/master201019/30

Rothwell, A., & Arnold, J. (2007). Self-perceived employability: Development and validation of a scale. *Personnel Review*, *36*(1), 23–41. https://www.researchgate.net/publication/235267881

Salman, A. (2011). Vocational education for national empowerment. *Journal of Vocational Education*, *1*, 35–39.

Schultz, T. W. (1975). The value of the ability to deal with disequilibria. *Journal of Economics*, *13*(3), 827–846.

United Nations. (2015). Resolution adopted by the General Assembly on 25 September 2015. *Transforming our world: The 2030 Agenda for Sustainable Development*. https://www.un.org/sustainabledevelopment/sustainable-development-goals/

Yuzhuo, C. (April, 2013). Graduate employability: A conceptual framework for understanding employers' perceptions. *Higher Education*, *65*(4), 457–469. https://www.researchgate.net/publication/233426298

Correspondence concerning this paper should be addressed to Agboola Bolapeju Mary Ph.D., Lecturer, Educational Leadership, Planning & Policy, School of Education, Faculty of Humanities and Education, The University the West Indies, Mona, Jamaica. Email: bolapeju.agboola@uwimona.edu.jm / or bolaagboola11@gmail.com