

**COURSES OFFERED, EMPLOYABILITY AND
PRODUCTIVITY AMONG NIGERIAN
UNIVERSITY GRADUATES**

BY

**OYEDEPO, Bosede Omowumi
957043872**

JANUARY 2011

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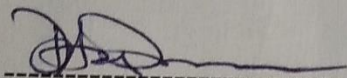
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**THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
MANAGEMENT, FACULTY OF EDUCATION, UNIVERSITY OF
ILORIN, ILORIN. IN PARTIAL FULFILMENT OF THE PARTS OF
THE REQUIREMENTS FOR THE AWARD OF DOCTOR OF
PHILOSOPHY IN EDUCATIONAL MANAGEMENT.**

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CERTIFICATION

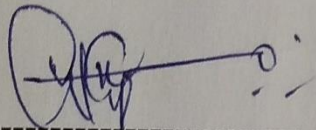
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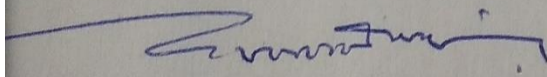
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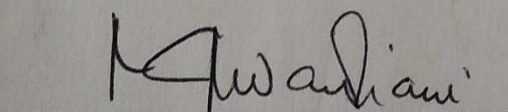
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Nigerian University Graduates**

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DEDICATION

This thesis is dedicated to God Almighty, the Alpha and the Omega of my life. To my late father Mr. Amos Gbenle and my late younger brother Mr. Olurotimi Gbenle and to my darling husband, Barrister Iyiola Oyedepo and to my children: Tunde, Tolulope, Temitope, Toyosi, Tolani, Toyese, and my grandson Oluwajoba

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ABSTRACT

University education contributes considerably to the economic and social wellbeing of the country. It enhances graduates' employability in the labour market where a graduate's worth is utilized and appraised. Therefore, this study investigated the relationship among courses offered, employability and productivity of Nigerian and productivity of Nigerian university graduates.

Descriptive correlational research survey design was adopted. Stratified random sampling technique was used to select two States from each of the six geo-political zones in Nigeria, including FCT. Random sampling technique was used to select five out of 10 courses offered, and seven out of 14 economic sectors. Captive audience sampling technique was used to select 123 out of 5,194 registered companies in Nigeria. (NAFDAC, 2009). A research instrument titled: Graduates' Courses Offered, Employability and Productivity Rating Questionnaire (GCOEPRQ) was used to elicit data for the study. The instrument used was validated by a total of six experts in Educational Management, Test and Measurement and Statistics in the university of Ilorin, Calabar, National Research Institute and United States of America. Reliability of the instrument was obtained using test re-test method. The instrument reliability coefficient was .87. Seven research questions were raised and answered using descriptive statistics. In addition, one main hypothesis, and seven null operational hypotheses were analysed. Multiple regression was used to analyse the main hypothesis, while Duncan multiple range of means/group separation, Pearson product- moment correlation and Z—test statistics, were used to analyse pairs of independent variables and dependent variable.

Findings from the study revealed that private sector employed more university graduates than the public sector with 52o and 48% respectively. Organisations preferred science graduates (62.20) to their counterparts in other courses of study like Arts/Humanities (29.7%)

and Administration (8.1%). Age and university proprietorship of the graduates were not considered by organizations as employability factors with 52 % and 59% respectively. Furthermore, the results showed that; there were significant relationships among courses offered, employability and productivity of Nigerian university graduates ($p\text{-value} < .05$, $R = 90$). However, in the operational hypotheses, courses offered, years of cognate experience, proficiency in ICT and age were found to be positively and significantly related to productivity of university graduates with calculated R-values of .92, .97, .94 and .98 respectively at $p\text{-value} < .05$. The finding revealed that, there was no significant relationship between class of degree and productivity of university graduates with calculated R-value of .03 at $p\text{-value} > .05$. The significant difference between the productivity of public and private graduate workers was established with the calculated Z-value of 2.78 at $p\text{-value} < .05$.

The implications of the findings study are that: the productivity of university graduates could be achieved by their course of study, years of cognate experience, proficiency in the use of ICT and age. The university graduates' productivity cannot be determined by the acquisition of core skills, which is evident in the class of degree obtained but also with soft skills (work attitude). Based on the findings of this study, it was recommended, among others that; The Federal government's admission policy of 60/40 quota of student enrolment in Sciences/Humanities should be enforced so as to produce manpower in areas that are needed; petroleum, oil and gas and mineral resources. National Universities Commission and Federal ministry of Education should set up monitoring unit that will collect information on graduates' productivity, this could serve as a feedback to different universities, and it could be used for ranking the universities. Such an action would reduce wastage as a result of unemployment; it will also enhance productivity of the university graduates. The universities should peg the minimum entry age to 17 years for students to be admitted to 100 level to study any course in

the university so as to ensure emotional stability before entering the labour market. This will enhance graduates' productivity.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is an instrument for change and development of an individual and a nation. As a result, human and financial resources are committed to its development. This fact is well acknowledged by Nigeria Government as reflected in the various measures, commitments and actions, it continues to take in the Sustenance of the educational programmes. It is also for this same reason that politicians in Nigeria make qualitative and free education the cardinal objective of their campaign manifestoes, to motivate voters for election. Federal and State Governments as well as private individuals compete for the establishment of universities which are never enough for prospective admission seekers. This was buttressed by Okebukola (2005) who stated that out of 1.5million candidates who sat for JAMB examination, eight hundred thousand candidates passed (800,000), but only two hundred thousand candidates (200,000) were given admission into various universities in the 2005/2006 academic year.

The aims of education as contained in the National Policy on Education by Federal Government of Nigeria (2004) are to discover and develop individual qualifications to fit into the society and see to the harmonious integration of the individual and social group. Thus, the Federal Government of Nigeria declared in the National Policy on Education that Education in Nigeria is no more a private enterprise, but a huge government venture that has witnessed a progressive evolution of both government and private individuals' dynamic intervention and active participation. Based on this, education has been adopted as an instrument par excellence for effecting national development.

Education can therefore be described as a system of instrument resources and processes for the delivery of knowledge, skills and attitude for human and societal use at large. This leads

to some steps to be taken in order to identify or determine the goals to be attained, activities or objectives to meet the goals and the personnel to perform the various activities.

It is sufficiently clear from the aforementioned that, a nation which fails to provide good education for her citizens would sooner or later face the logical antithesis of sustainable development such as mass illiteracy, poverty, disease de-industrialization and low productivity. This is, therefore why government is interested in educational system in general and higher education in particular.

Federal government of Nigeria conceptualized higher education as the culmination of a process of maturity and systematic training through experience and development of the intellect, orientation and values imbibed in the individual at the primary and secondary education levels. It is a specialized type of education which an individual student obtains at the post-secondary level of schooling such as Universities, Polytechnics, Colleges of Education, Colleges of Agriculture, Monotechnics and others.

The rush for higher education resulted in the establishment of State Universities, which was in part due to politics of state creation. The World Bank suggested that African countries should redirect funding to basic education and allow private sectors to fill the gap left in university education. Therefore, in 1993, the Federal Government lifted the ban on the establishment of private universities; as a result of which private universities have emerged. Table 1 reveals the number of universities in Nigeria by proprietorship and type.

Table 1**Number of Nigeria Universities by proprietorship and type (2006-2010)**

University	2006	2007	2008	2009	2010
Federal (Conventional) Universities	16	16	16	16	16
Federal (Specialized) Universities	8	8	8	8	11
State (Conventional) Universities	20	22	25	27	28
State (Specialized) Universities	8	8	8	8	8
Private Universities	30	30	32	37	41
Total	84	86	91	98	104

Source: www.nuc.edu.ng (Retrieved on 21st Oct., 2010)

As shown in Table 1, there are 104 universities in Nigeria, according to the National Universities Commission. Out of these universities, 27 (25%) are Federal Universities in which 18 are conventional, three are universities of agriculture, five universities of technology and one Nigeria Defence Academy (NDA). There are 36 (34.6%) Universities both conventional and specialised, belonging to various states government. While 41 (39.4 %) of all the universities in the country belongs to private individual or groups.

The aims and objectives of higher education are stated in the Federal Government of Nigeria (2004) in section 6 of paragraph 45 of the National Policy Government of on Education are to:

- *Contribute to national development through higher-level relevant manpower training.*
- *Develop and inculcate values for the survival of the individuals and society.*

- *Develop the intellectual capability of individuals to understand and appreciate their local and external environments.*
- *Acquire both physical and intellectual skills, which will enable individuals to be self-reliant and useful members of the society.*
- *Promote and encourage scholarship and community service.*
- *Forge and cement national unity and*
- *Promote national and international understanding and interaction.pp.36*

Precisely, university education in Nigeria was designed to achieve the following general objectives which are subparts of higher education objectives. In specific terms, the Federal Government of Nigeria (2004) stated in the National Policy on Education that higher education is:

- a. *to encourage the advancement of learning and offer all persons (Irrespective of race, creed, sex, or political conviction) the opportunity of acquiring high-level education and professional training.*
- b. *to provide relevant courses of instruction and other facilities to qualify persons for the pursuit of learning in all its theoretical and practical ramifications.*
- c. *to encourage the conduct of research in all fields of learning and human endeavour.*
- d. *to undertake any activity aimed at promoting the highest ideals of learning.*
- e. *to identify more closely to the development ideals of the country in the present - day universities in particular and institutions of higher learning in general. pp.38*

The universities have also been charged with performing the following specific tasks.

- a. *training and educating men and women for various professions, vocations and high-level occupations.*
- b. *teaching citizens to be able to apply the knowledge acquired in schools to solving societal problems: (FRN, 2004, pp. 38)*

Based on these, the Federal Government of Nigeria organized education towards meeting societal basic high-level manpower needs in various fields of man endeavour. The development of such manpower needs have been generally accepted as a basic precondition to economic development in particular and modernization in general. All these could only be achieved through well-structured curriculum, which is contained in the education policy.

The Federal Republic of Nigeria (2004) stated in the National Policy on Education (2004), that the nation was to achieve its national aims and objectives by fashioning the school system alongside with the national goals, which depend on curricular policies. Curriculum is a term, which has undergone historical phases with several meanings in Nigeria. The history is traceable to the Missionaries, whose interest in the school was based on 3Rs of Writing, Reading and Arithmetic.

This early curriculum was unsuitable to the country National integration and developments. It produced unemployable youth, which negated the purpose of education. This of course was to the dissatisfaction of both parents and educators. Curriculum therefore had to change so as to mitigate this unacceptable trend. This has led to various reforms in education generally and university education in particular. Even new democratic government introduced universities education arms which with the National Commission on Universities to focus on availability, relevance adequacy and compliance of the universities with the recommended minimum standards of university academic programmes. During the university curriculum review workshop in 2004, there were 142 available programmes in 14 disciplines in Nigerian universities, the 14 disciplines are Administration, Agriculture, Arts, Basic Medical and Health Sciences, Education, Engineering, and Technology, Environmental Sciences, Law, Medicine and Dentistry, Pharmacy, Sciences, Social Sciences, Veterinary Medicine and General Studies.

The higher education, as planned, is to provide the individuals a meal ticket and enhanced social status. So the aim of higher education is to produce graduates who are adequately prepared to meet the challenges posed by the changing technologies. To this effect, the skills gained in the universities during the course of study that can be effectively used at the point of entry into the labour market, depend a great deal on the characteristics of different kinds of employment in the economy, there are three categories of employment in Nigeria these are public, private and self-employment. The public sector is that part of the national employment, owned by the people and managed on their behalf by government agencies.

The graduate tends to engage himself/herself into one field of employment or the other relating to his/her area of study. Appendix III reveals the various sectors of the economy where university graduates were absorbed. Although government jobs are not as many as the individual turned out of the system, graduates get employment through various means, for instance media houses both print and electronic. These are jobs and career advertisement on the internet. These websites do participate in the advertisement of vacancies for some organizations. The Newspapers do play a prominent role in this area of advertisement. The advertisements usually contain, full information about employability factors. Some of which are:

- I. Area of specialization (course offered)
- II. Class of degree obtained
- III. Years of cognate experience on similar or related job
- IV. Proficiency in the use of information, Communication and Technology
- V. Age of the graduates.

The employability problems of university graduates and particularly the dissatisfaction that accompanies them, signify a misallocation society's resources. They also signify some misuse of private resources, the student's time and energy. Although getting employment is not the

only justification for acquiring university education, the evidence of unemployment and under employment leaves much to be desired because university education is to be seen to contribute considerably to the economic and social wellbeing of the country by enhancing graduates' employability. No wonder hundreds of unemployed university graduates mounted a demonstration in front of the presidential villa (Aso Rock) on October 18, 2000, demanding that government should provide them with jobs (Oni, 2001). The issue of unemployment is one of the economic problems the country, Nigeria has to contend with because it is rare to find a family in Nigeria without either unemployed or those threatened by retrenchment. The effect of this unemployment on social or political stability is enormous. Appendix IV indicates the National graduates' unemployment rates by states.

These employment problems are responsible for some of the social problems in the country. In the light of this, the Nigerian government is trying to put some schemes in place, which would consequently reduce unemployment problems in the country. For instance, the Federal Government of Nigeria adopted a multi-sectoral approach as current initiatives through the implementation of the National Economic Empowerment Development Strategy (NEEDS) as well as Millennium Development Goals (MIDGs) targeted at reducing extreme hunger and poverty by 50% by the year 2015 (NEEDS,2005). Part of the measures that have been in place to curb this menace is the establishment of National Directorate of Employment (NDE), which was mandated to design and implement, programmes to combat mass unemployment in the country through skill acquisition, self-employment and labour intensive work scheme. The target beneficiaries are those with little or no formal education, school drop-outs, school leavers, artisans, graduates of tertiary institutions, retired persons, disabled persons and women group.

After the processing stage of the school (university education), students are turnout into the labour market where their worth will be utilized and appraised. The appraisal is done based on

productivity line. Fadipe (2000) defines productivity as the ratio of output of goods and services to the input in production line. The input factors include labour, land, technology, tangible output, finance, energy and management expertise. The concept of productivity involves the interplay of various elements in the work place, while the inputs may be related to miscellaneous resources (labour, materials, capital). The output is the outcome of the whole process.

Productivity can therefore be explained as the ratio between the Combinations of both the effort and the cost of education to general development. Students are the raw materials with which institutions are characterized as educational and, therefore tagged as inputs of the school organization. Nigeria like any other countries has various types of organization, such as educational institutions, industries, hospitals, prison, banks, Information and Communication Technology sector, and a host of others. In the university setting, the education of the learner within the school system can be attributed to three main human-power related outcomes. These are the learners, the teachers and the school administrators. The educational output of the learner can be measured in terms of the individual's achievement. Achievement is used to represent a composition of the change in behaviour in three dimensions namely cognitive, affective and psychomotor. (Alabi, 2000).

The extent of the productivity accomplished by the learner is a reflection of an increased change in behaviour in an acceptable positive direction. This set of learners produced by the universities go to the labour market to demonstrate how they can use their changed behaviour to bring about attainment of set goals and objectives in their various field of employment which calls for the measurement of productivity.

The productivity measurement of Nigerian university graduates takes into cognizance both the quantity and the quality of the results achieved to produce more graduates in terms of quantity with quality of what is produced, which must meet with the pre-determined standard

on the National Policy of Education. In other words, it is not the number of graduates of the education system that matters but how relevant the graduates' educational training is to the societal needs.

Therefore, high productivity is very important so as to justify allocation of scarce resources used to accelerate technological progress, improve human resources, reduce unemployment, and increase equilibrium in foreign trade. These advantages of high productivity make it important for all organizations to work towards obtaining high productivity. The present world economic crisis in organization, both in public and private sectors of employment, focuses attention on high productivity, add and drop syndrome in banks, (sack the old ones, employ the young ones), all in an attempt to increase the level of productivity of the banking sector. It is the concern of this study to critically examine how courses offered by university graduates is related to the employability of the graduates, and productivity on the job.

1.2 Statement of the Problem

The proliferation of universities in the country with the high rate of graduates' turnout from various universities every year has resulted into massive production of university graduates in some areas and scarce production in few specialized fields. These graduates disappear to the labour market after graduation, as a result of lack of employment years after graduation, some resort to menial jobs such as cab driving, Newspaper vendors, waiters in hotels, store keeping, commercial motorcycle riding, car washing, business call centres. All these observed situations are contrary to the aims and objectives of university education as stated in the National Policy on Education section 6 paragraphs 45, “that tertiary education (university) shall contribute to National Development through high level relevant manpower training” (FRN 2004). But nowadays transition from study to work is a process often marked

by uncertainty and anxieties, in different parts of the world, particularly in Nigeria, due to unemployment problems. This is especially heightened in developing countries as a result of the deteriorating economic conditions in most of these countries, which is evidenced by reliance on various bank loans to finance developmental programmes.

All these have worsened the severity of graduate unemployment in the country. This phenomenon is manifested in the employment opportunities that are seriously dwindling, period of search for jobs is getting longer and graduates are contacting an increasing number of employers before they secure jobs. This situation is pathetic, as contained in The Nation of 9 February, 2009 where it was reported that Edo State Governor, Comrade Adams Oshiomole is calling for applications from Edo State indigenes for about 10,000 jobs, and the reported news was that over 95,000 persons applied for these jobs, definitely 85,000 will get "NO" for an answer to their applications. The question is what criteria are they going to use to pick the successful applicants?

It is observed that the type of courses offered in Nigerian universities today does not actually determine the type of employment an individual will get. Apart from the teaching profession that accommodates virtually all other professions, it is disheartening and out of place to find medical doctors, lawyers, geologists, working in the banking industries. This no doubt, constitutes the clog in the wheel of the economic development. This is definitely a case of a square peg in a round hole. Apart from the money spent to train the individual in the university, the employer will still have to take aforementioned employee through another related training, which will make the employee relevant for the new job. The amount of money spent in the training and retraining of this nature could have been spent on other sectors of the economy or to employ a graduate in the related field. This might probably be one of the factors responsible for graduates' unemployment in Nigeria.

To this effect, many researchers have shown concern on what becomes of our university graduates after graduation, Dabalén and Oni (2000) made a Collaborated investigation on labour market in respect of university graduates in Nigeria, part of the findings was that there is a large mismatch between university. output and labour market demand. But their study did not include what qualifies university graduates for their employment and work output. These researchers in the survey of 55 public enterprises in Nigeria employers complained that skills of Nigerian University graduates had steadily deteriorated between 1990 and 2000 and therefore, these graduates have become increasingly unproductive. However, their study did not include private sector which are now the highest employer of labour in Nigeria. Although, we talk of graduates' unemployment yet labour in organizations kept on advertising for job opportunities on the pages on Newspaper and some are still getting jobs. Therefore, this study examined how adequate or otherwise, the contemporary University education has aided the university graduates to be employable and perform well on the job by examining the relationship among courses offered, employability and productivity of Nigerian University graduates.

1.3 Purpose of the Study

The purpose of this study was to examine the relationship among courses offered, employability and productivity among Nigerian university graduates. The relevance of university education in the National development is basic to this study, because manpower resources are highly rated among the prerequisites for national growth since the Federal Government has stated that education shall continue to be highly rated in the National Development plans as the most important instrument of change. “For any fundamental change in the intellectual and social outlook of any society to take place it has to be preceded by an educational revolution” (FRN, 2004 section 1 paragraph 9a). Specifically, the purpose of this study was;

- i. to determine whether public sector engaged more university graduates than the private sector.
- ii. to determine which of the courses offered are more preferred.
- iii. to identify the employability factors that cut across all organizations;
- iv. to determine which of the graduates are more productive based on the courses offered.
- v. to examine if class of degree is related to productivity.
- vi. to examine whether years of cognate experience is related to productivity
- vii. to determine whether there is relationship between age and productivity.
- viii. to verify if proficiency in ICT and productivity are related.
- ix. to recommend ways of making university graduates marketable and productive.

1.4 Significance of the Study

This study clearly brings out the linkage among courses offered, the linkage among courses offered, employability and level of productivity among Nigerian university graduates. This is based on the belief that university education is to serve dual roles of equipping students with necessary knowledge and at the same time making them contribute their quota to national growth.

The result of the study might help to identify or reveal whether their training is considered for the employment and the level of productivity. It might also assist the students to critically examine the areas to study while applying for admission because of the acute unemployment problem in the country. The result of the study might confirm or ignore the general belief that university education is a general education for any type of employment. This means that whatever may be the field of study, one can work productively anywhere. The results of this investigation might also call for the review of university curriculum by the curriculum planners to meet the requirements of employers, especially in the industries.

Most importantly, the result of this study might serve as a feedback to the university administrators about the performances of graduates in the labour market. It might also provide the profile of links between university education and labour especially in the area of development and utilization of skilled labour.

1.5 Scope and Delimitation of the Study

Educational researchers need to clearly state the boundary of their study with respect to the content coverage and the geographical location. This study addressed the relationship among courses offered, employability and productivity of Nigerian University graduates. The study covered all university graduates in Nigeria. SIX geo-political zones in the country were covered and selected organizations that employed University graduates were involved these are employers of labour in the selected state capitals were involved, only university graduates that are already working in various establishment form the study sample.

Out of the nine indicators of courses offered in the universities only six were involved which are faculties of Administration, Agriculture, Arts, Education. Engineering and Technology, Sciences and Social Sciences. Graduates between 1-15 years of working experience formed the study sample because the older ones must have risen to the post of Chief Executive Officers. The indicators for employability of graduates was limited to class of degree, proprietorship of the university, years of cognate working experience, ICT proficiency and age.

Productivity was measured based on the graduates' employer's responses to ten productivity indices raised in the research instrument.

1.6 Operational Definitions of Terms

For the purpose of this study the following terms were defined as used in the study.

Courses Offered: This refers to various academic programmes of study that form discipline in the university; at the under graduate level. These include Administration, Agriculture, Art/Humanities, Education, Engineering and Environmental Technology, Sciences and Social Sciences.

Academic Programme: The programmes are the courses available in different faculties in specified academic standard with specific requirements for admission, and duration for each of the courses at the first degree level as approved by National University Commission, for example, Agriculture, Education and others.

Employment: This refers to a situation in which remuneration in cash or kind is received by an individual in exchange for active and direct personal participation in place of work.

Employability: Suitability of graduate for employment in terms of courses offered, class of degree obtained, ICT proficiency, years of cognate experience and age in public/private sectors of the economy.

Public Employment: These are the services rendered in organizations that are owned and run by Federal, State or Local Government such as ministries, institutions, PHCN, Postal Agencies, government and parastatals.

Private Employment: These are the services rendered in organizations that are owned and run by private bodies such as Banks, Industries, private institutions and others and not by Federal, State or Local Government.

Unemployment: Inability of the University graduates to secure an employment resulting to self-employed enterprises or idleness.

Underemployment: It is the type of employment being engaged in by a graduate that is menial, outside/within his field of study, just to keep body and soul together.

Productivity: Efficiency in place of work by the workers as measured by the high standard of performance of the graduates in problem solving, interpersonal skills, numerical dexterity,

proactiveness, initiative, integrity, reliability under pressure, professional competence, quality of output, and leadership ability.

Class of Degree: This is the obtainable grade that one can have at the completion of university programme. It could be first class, second class upper, second class lower, third class honours or pass

University Graduates: Refer to those who entered and successfully completed and convoked from universities in Nigeria with a bachelor degree.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The related literature that reveals the conceptual framework of this study was elucidated in this chapter. The reviewed served as a link between the previous works and the present study. Since the study is on relationship among courses offered, employability and productivity among Nigerian university graduates, the areas reviewed include:

- 2.1 The functional Curriculum
- 2.2 Determinants of course of study
- 2.3 Labour market and graduate employability
- 2.4 Issues on unemployment
- 2.5 Issues on productivity
- 2.6 Measurements of productivity.
- 2.7 Factors that influence productivity.
- 2.8 Influence of courses offered on employment.
- 2.9 Empirical studies on courses offered, employability and productivity
- 2.10 Conceptual framework on courses offered, employability and productivity
- 2.11 Appraisal of the related literature.

2.1 The functional Curriculum

Curriculum as a field of study is elusive. It is subjected to a great deal of debate and even misunderstanding as to what it is and what it is supposed to cover. At times, it is considered as a subject to be taught as well as a field in which practitioners work. Urevbu (1992) defined curriculum as a course of study containing the body of subject matter officially taught in schools. In other words, curriculum involves a wide range of inquiry into how to create educational environment.

According to Ibrahim (2003), Curriculum is a document in which learning activities and or experiences are sequentially arranged to bring about permanent changes in behaviour and to make learning easier for the learner.

Curriculum is an intention, a plan or prescription about what people think should happen in schools. It is the totality of activities carried out under the guidance of the school in response to societal needs and aspiration. Okebukola (1992) saw curriculum as being a programme of studies, course content, planned learning experiences had under the auspices of the school structured, series of intended learning outcomes and a written plan for action.

UNESCO (1998) defined curriculum as a set of activities that are geared towards the achievement of educational goals. It embraces the instructional materials, the time available for learning, learner's involvement, teacher's professionalism and teaching-learning approaches. It deals with all the scheduled activities undertaken in an institution of learning; including the teaching and learning activities, the examination and the resources. All these if adequately available and appropriately utilised, will result to effective learning of the students; thus, such curriculum will be functional.

It is based on this that Babalola and Jaiyeoba (2008) wrote that learning at the tertiary level of education could be described as being effective, if it results in bringing about the expected transformation in the attitude, skill and knowledge of higher education students over a period of time. Effective learning should result in producing graduates who are adequately informed, technically equipped and morally prepared to become productive workers, self-reliant, entrepreneurs, responsible parents, good citizens, selfless leaders and capable of handling the increasing health risk such as HIV/Aids. It is only when these are achieved that the curriculum is functional, and it should not be static. Based on this, Babalola (2008) said knowledge explosion remains a major force that continues to threaten programme development on Nigerian universities. For instance, Nigerian universities have been encouraged to repackage

agriculture and, petroleum engineering to produce managers, researchers and field practitioners for the nation agricultural and oil sectors respectively. In order to respond to market needs, courses such as Biochemistry, Geo-physics and Human Kinetics have been introduced by some universities.

Therefore, the purpose of the system curricular policy is to develop Curricular contents that can lead to state of affairs in which school outputs can completely bring about national integration and development, because the more relevant the curriculum the more complete would be the achievement of national integration and development (Owolabi, 2005). In the same vein, Akanbi (2000) said that societal needs among other factors determine courses to be taught in the curriculum of any nation's institution. When a course is no longer relevant to the need of the society, it should be dropped and other relevant ones introduced into the institutional curriculum That is why the curricular or programme in the universities have witnessed rapid transformation over the years in response to the needs of Nigeria society and changes in disciplinary knowledge. Okebukola (1998) illustrated this with the university Ilorin which was established in September, 1976 with only three faculties namely education, art and sciences. Today, the University of Ilorin runs first degrees in seven faculties.

Madugu (1997) said that as Nigerian today becomes a Global village catching up with the rest of the world, it therefore becomes necessary to review the present curriculum in educational system right from the nursery to tertiary level. Madugu also calls for the review of the subjects that are conflicting with national aspiration. Owolabi (2005) explained the importance of curriculum as a tool in the hands of artist (the educator) to mould his material (the students) in accordance with societal ideals in his studio (the institution of learning/school).

This has led to the adoption of core-curriculum which is appropriate for students in all programmes and it has been an acceptable educational innovation for all universities and this led to the inter-disciplinary approach to teaching.

2.2 Determinants of course of study

The Federal Government of Nigeria [2004] stressed the need for education to aid man's instinct for self-preservation through instruction on the basic skills to enable one to earn a living. These basic skills are obtained in different subjects of the school curriculum which are embedded in the National Policy on Education. Students at the higher level of learning prefer to study a particular course of study out of others. This choice is determined by various factors, as stressed by various researchers. One of these researchers was Oladele (1990) who explained that, schools determine choice of subjects for students because many secondary schools have career unit which counsels' students on what career they could best be fitted, taking into account records of their school performance. Abdulkareem [1990] claimed that teachers may influence the selection of school subjects through their attitudes, expressions, motivations and encouragement. This indicates that subject teacher s unethical remarks could influence the student' s choice of course of study.

Oyedepo [2003] held a contrary view to Abdulkareem, because according to her, the selection of subjects by students in relation to their occupational choice is positively related to the socio-economic status of the parents. She affirmed that children from high socio-economic status choose subjects that are related to highly rated professions such as medicine, law, engineering, administration than children from low socio-economic status. This claim is supported by Kelly (2001) in his study on career aspiration of some students. It was noticed that there is a relationship between the prestige level of the parents and the choice of occupation of the child. The influence of parents on the choice of course of study of the students is prominent.

Oudofo (2008) observed that the perception of career is changing; parents are now seeing matters differently. They now try early to know their children's career interests. There were times when football, theatre, music and dancing and many other professions were seen to belong to the less ambitious kids but now less attractive disciplines are attracting the attention of many families as new horizons for greatness. This career choice is as a result of desire for quick access to wealth, fame and popularity. Nigerian parents are today encouraging their children to pursue careers outside the hitherto prestigious fields of endeavours. Medicine once considered a noble career meant for the brilliant kids is no longer attractive because the route to prominence, wealth and fame is not limited to medicine, the sciences and law. Sports and theatre arts are the emerging disciplines with potentials to absorb the teeming crowds of unemployed graduates roaming the streets.

Kolo (2008) said that the most influential factors in the choice of careers among students is career prospects, personal interest and parental background in that order of preference because some fathers' ways of life and employment were quite influential in determining the son's attitude to work. Anderson (1995) also found that children from high income family who are made to pass through some stages of vocational development as a result of the high income of the family, have chances of studying professional courses in the universities while the parents made available all the financial requirements.

Other researchers believed that gender has effect on the choice of course of study of students. This claim was supported by Oyedepo (2004), Okeowo (2002) who stressed the importance of gender by saying that feminine soft spot for humanity and interest in people, triggers their choice on science based careers Such as nursing and secretarial studies. Also, Oyedepo (1998) discovered that boys attach more value to education more than girls while the girls consider popularity with peer group most important.

Ojibara (1999) showed that the students choice of subject among others is influenced by their personal perception of the subject and what the student is exposed to and observed. Making a choice of course of study is a very difficult endeavour, which requires carefulness and endurance that the student should be ready to comply with. This claim is in agreement with Okorie (1998) when she noted that there is misconception by youths about farming, which lacks prestige and it is associated with manual labour and low productivity that scares the youths away from the profession.

Yahaya (2005) supported this claim by saying that the pursuance of agricultural engineering as a course of study does not attract any financial aid for the students, while other programmes in Faculty of Engineering especially petroleum and civil Engineering have the option to choose as to which of the Scholarship schemes they would want to apply and compete for. This may suggest to student that his or her role as an agricultural engineer is neither valued nor needed, and it may influence his choice of course of study. This explains why some faculties are faced with over population on enrolment while some will scout for candidates. For example, students rarely wish to choose agriculture as a course of study simply because they want to belong to the more popular occupation such as law and medicine, while Agriculture is generally seen as dirty by the public. It is seen as a job for the old, rural dwellers, and uneducated and less fashionable member of the society. This was confirmed by Mijinyawa (2005) when he mentioned that lack of entry requirements for other popular courses make students in tertiary institutions to choose agriculture as an alternative course not really that they would have wished to read it as a course.

Other researchers that looked in to reasons why students enrolled for some courses other than the other are Adedeji, Osasona and Durosaro (2003). They discovered that one of the factors that could affect the size of school enrolment is the possibility of employment. In order to increase the chances of post school employment, students tend to struggle for professional

courses with longer duration of studies. This led to many students struggling to read courses such as law, medicine and so on. This accounts for why there are more than enough students for some courses of study, while some faculties enrolment remains very low.

2.3 Labour market and employability

Work occupies a central place in the life of an individual as it enables an individual to be economically self-supporting and assume one's rightful place in the society. Okeke (1998) said that work is one of the prime realities of life, a very important focus of human motivation, for formal education. Work has a therapeutic effect, a stabilizing force in life that paves way for attainments, independence and self-esteem. Work has social value in that much of the recognition a man receives even in his or her home or community is accounted for by what he does. Teichler (2002), Toure (1998) also said that work provides one with money with which to meet one's personal needs and fulfil societal obligations and helps one to contribute one's quota to the socio-economic activities of the community and the nation at large, thereby affirming one's sense of pride. It was on the basis of this that Oxford Learners Dictionary of Current English (2002) defined employment as that which you do to earn money. Anyanwu (1996) saw employment as a situation in which remuneration in cash and kind is received in exchange for active and direct personal participation in the production process. According to International Labour Organisation (ILO) (2001), employment is discussed in relation to person who during a specific period of time work for pay or profit or is self-employed or work in family business with at least one-third of normal working time. To be in an employment is therefore a situation in which remuneration in cash or kind is received in exchange for active and direct personal participation in the productive process. The Oxford Advanced Learners Dictionary (1998) defined career as a long term or a long life job, occupation of a person.

Nwosu (1985) categorised occupation of individuals in Nigeria into white collar and blue collar jobs. He defined white collar jobs as those jobs that are performed by skilled people

and which are non-manual, while blue collar jobs refer to those jobs that are performed by semi-skilled people. Nwosu added that blue collar is applied to persons engaged in technical professions that involve in manual work, or the occupations that are labelled "black coated".

The white collar occupations are done by the accountants, airplane pilots and authors, chemists, clergymen, dentists, dieticians navigators, editors, instructors, judges, lawyers, librarians, and nutritionists. The "Blue collar" jobs are Occupations such as aeronautics, chemical, civil, industrial, electrical and mechanical engineering, forestry, metallurgical mining, nursing, surveying and so on.

Employability skills are those attributes that qualify one for an employment. It differs according to each organisation. Lack of skill is not pleasing to corporate employers who complain of quality hands, even in the mind set of teeming graduates. Applicants are imploring all means necessary including. But not limited to changing their religious belief, altering their birth certificate, state of origin, procuring fake certificate, consulting herbalist or spending months on mushroom prayer mountains spread across the country, women including mothers are offering sex as pecks for would be employers, while applicants sometimes offer to take job at half the wages being offered by employers. Many educators wrote on these employability factors from different perspectives. According to Oladipo (2006), choice of subject determines whether one will be employed, or could determine whether one will be successful or unsuccessful in life. It also determines whether one will enjoy or detest his work. Therefore, it is a common fact that most students in secondary schools become confused when it comes to the point of which available school subjects should be chosen, and if they are not properly guided, it may lead some of them to job destabilization.

To avoid this, the Faculty of Agriculture always encourages their graduates to look at various areas where they can be employed or create employment for themselves. Wuraola (2005) highlighted some of these areas for graduates of Agriculture to include production of

food crop, tree crops, horticulture, cattle Sheep and goat, piggery, rabbitary, snailery, fishery and wildlife and so on Marketing activities, assembling, buying and selling, processing, storage, transportation, educator, trainer research scientists and consultancy services are available areas for agriculture graduates. In all these, their areas of educational training can guarantee their employability, and reduce high rate of unemployment.

AbdulKareem (2009) stressed the importance of SIWES as an easy channel to securing lucrative employment; to him, the knowledge gained during the exercise will expose students to appropriate work method techniques in handling equipment and machinery that may not be available in the school. He said that the government purpose for introducing SIWES is to marry theory of the student course of study with the practical, since most Nigeria students are theoretical. Oladipo (2006) said that business education equips the students with the marketable skills, knowledge and attitude needed for initial employment and advancement in the work.

According to Adeyemi (2009), many graduates do not possess the skills Sought for b employers. Since they cannot provide cutting edge skills because they lack basic skills in languages and logical thinking, because, employers are looking for workers that have good delivery to maximise their profits. In recent time employers are sourcing for foreign skills to increase productivity. The employers prefer graduates that are trained in Europe and the United States. This has brought into place the university attended as a prerequisite for employability.

Soludo (2009) in his assessment of Nigerian graduates said that despite the multiplicity of Nigerian universities, the qualities of graduates produced is a sad story. He said a good number of companies in Nigeria would rather employ a Diploma holder from Germany than a Nigerian grown Ph.D. holder in engineering. According to these employers, it is expensive to retrain a Nigerian graduate to fit into environment and compete in the global village.

Soludo also stressed the importance of class of degree to employability by saying that some companies go for first class graduate whom they would dissipate less resources to bring

them up to the required skill level. Companies do request for graduate with first class or minimum of second class degrees or its equivalent. This is prevalent in banks, law, insurance, academics, medical and other fields, because the companies believe that it is much easier to integrate graduates with good scores than those that perform badly; because highly qualified graduates should be able to work with little or no supervision. Adebowale (2009) also believed that the quality of the workers has a correlation with the academic credentials they possess. Dabalén and Oni (2003) interviewed some employers who opined that graduates are poorly prepared for work and that academic standard has fallen considerably over the past decade and thus, university degree is no longer a guarantee of communication skills or technical competence. To this extent university graduates are commonly viewed as half-baked. It was concluded that the main problem facing employment in Nigeria is not lack of skilled labour but a shortage of good quality skilled labour.

The university proprietorship serves as an employability factor as reported by some researchers. According to Babalola (2007), every university has the obligation of making her product employable in the labour market. In the light of this, Covenant University invited some employers of labour to a special partnership meeting where employers promised some positions for their graduates, the arrangement that never happened in public universities. Sofola (2009) also wrote that bad condition of Nigeria university is the one with university access without qualified teachers, this is because the carrying capacity of Nigerian university is low, compared to the number of students looking for admission, the call for more universities is desirable but cannot adequately address the training needs of the students and hence, national development as expected of university graduates. This is amply illustrated in the NUC book on Labour expectation of Nigerian graduate which described the inadequacies of graduates produced within the local system vis-à-vis their foreign counterparts.

Babalola (2008) said that the forces necessitating curriculum development in higher education are knowledge revolution accelerated in the pace of knowledge creation in which the frontier of knowledge is rapidly being pushed outwards. Via the advances in information and telecommunication technology. This means that there is increase in new patents, databases, journals and research expenditure as a result of advances in information technology such as networked computers, telecommunications and the internet which serve as catalyst to make this ever-increasing volume of knowledge more accessible, effective and powerful.

According to Oremosu (2008), strategies positioning is one of the steps to get work, because the trapping of success rarely comes to hardworking which is a combination of strategy and hard worker, the act of working out a well thought out plan to produce desired results, the employed graduates are where they are primarily due to the difference in their strategies positioning. Evidence of these employability requirements are shown below in some of the advertisements in one of the Nigerian newspaper (Guardian).

The International Institute of Tropical Agriculture (IITA) Ibadan Advertised vacancies for the posts of employee services manager, budget officers, oracle, accounting officer, treasury assistant. The qualifications include B.SC/HND or equivalent in, or any related field with 2-10 years post qualification relevant experience in similar or related position. Mature, patient, good knowledge of Nigerian Labour laws, ability to analyse issues and proffering quality solutions, excellent communication and interpersonal skills and highly computer literate.

Applications are invited from suitably qualified candidates to fill the under listed positions in an FMCG company. Local purchase manager officer LC and Import. Qualification and requirements include, B.SC/HND in relevant discipline. Minimum of 3-6 years of cognate experience in purchasing, ability to use Microsoft NAVISION or any other accounting packages.

VACANCIES

A well-established water engineering company requires experienced sales Engineers. Candidates must have at least 5 years' experience in water engineering, or related industry and must be holders of a good degree in mechanical, electrical, or civil engineering from a recognised university. A higher degree and computer literacy will be an advantage.

Phinomar Niger limited Enugu, Ngwo. A fast growing Agro processing organisation advertised existing vacancies for the post of Assistant Production Manager, confidential secretary with the qualification of not less than B.SC or HND in production/mechanical, preferably Industrial or electrical engineering and secretarial administration or any other related discipline with at least 2-5 years of cognate experience (depending on the post applying for) from a reputable organisation. Applicant should not be more than 45years, fluent in written and spoken English and must be very literate in computer manipulation, resourceful, energetic, highly focused and result oriented.

2.4 Issues on unemployment

Some nations of the world including all African Nations were referred to as developing nations or third world nations whereas most Western and Eastern nations were referred to as developed nations or technologically advanced nations. The most distinguished features of this classification were probably industrialization and general socio-economic status. Economists such as Iwayemi and Afeikhena (1996) have categorized unemployment into four, which are frictional, seasonal, structural and cyclical. Frictional unemployment arises because workers seeking jobs do not find them immediately; while looking for work, they are counted as unemployed. The amount of frictional unemployment depends on the frequency with which workers change jobs and the time it takes to find new one's job changes occur often.

A considerable degree of unemployment is frictional and lasts only a short time. This type of unemployment could be reduced somewhat by more efficient placement services. When

workers are free to quit their jobs, however, some frictional unemployment will always be present. Seasonal unemployment occurs when industries have a slow season, such as construction and other outdoor work in winter. It also Occurs at the cyclical unemployment resulting from a general lack of demand for labour. When the business cycle turns downwards, demand for good foods and services drops; consequently, workers are laid off resulting in unemployment.

Structural unemployment is a long term and chronic unemployment, arising from imbalances between the skills and other characteristics of workers in the market. It is hard to separate empirically frictional, from seasonal unemployment. Seasonal unemployment might be seen as a kind of structural unemployment. It is an employment problem that arises because of a mismatch between their skills and the requirements of the new job opportunities.

Nigeria, like many other African nations has been facing the problems of mass unemployment, low productivity and high inflation for more than twenty years (Ogbimi, 1999). Nigeria has also been facing high indebtedness and high debt accumulation tendency, brain drain, decay infrastructure, among others. That is why many Nigerians believe that unemployment is the most important problem Confronting Nigeria today. The incidences of high crime rate in Nigeria, which includes cultism in tertiary institutions, pervasive corruption, prevalent poverty and other undesirable developments, are believed to be consequences of the mass unemployment problem and the attendant hopelessness.

Mass unemployment has indeed become a global menace that the International Labour Organisation (ILO, 1998) released a report on Global Employment Trends that one billion people would be unemployed in the world in December 1998 because the employment situation has remained unfavourable in most nations of the world. This is evident in what Ogbimi (1998) observed when he said, for instance, in recent times, due to scarcity of raw materials, most plants have shut down while a large number of the existing ones operate below installed

capacity level. Due to the impact of SAP policy measures, some industrial establishments have closed their operational schedule, cutting out unprofitable ventures at the expense of profitable ones. Many companies have significantly reduced their staff strength to minimize costs and maximize profits. A good example is the case of the major automobile industries in the country (Peugeot Automobile Company of Nigeria-PAN), and Volkswagen of Nigeria (VON) etc. which resulted to frequent stoppage of production, compulsory leave for staff and the retrenchment of staff due to unaccommodating market environment.

The Manufacturers Association of Nigeria (2010) in Punch Newspaper alerted the Federal Government that a total of 834 manufacturing companies closed shop in 2009 as a result of their inability to continue to cope with the challenges posed by the harsh operating environment in Nigeria. The report of the survey showed that in 2009 a total of 170 firms became terminally sick and collapsed, in the Northern areas of the country comprising of Kano, Kaduna States. In the South-East area (Anambra, Enugu, Imo and Abia States) a total of 178 companies closed shop while in the South-South area (Cross Rivers, and Akwa ibom States) 46 companies shut down operations before December 2009. In Lagos area 185 firms closed and 225 member companies from South West area. (Oyo, Ogun, Osun, Ondo, Ekiti, Kogi, and Kwara).

The fact is that when a company stops operation, the workers there become the frontline victims, and it is easy to speculate that not less than 83,400 jobs were lost in that year. (If we assume that they were all medium-size manufacturing firms, with each having 100 workers), all these have contributed to unemployment situations in the country.

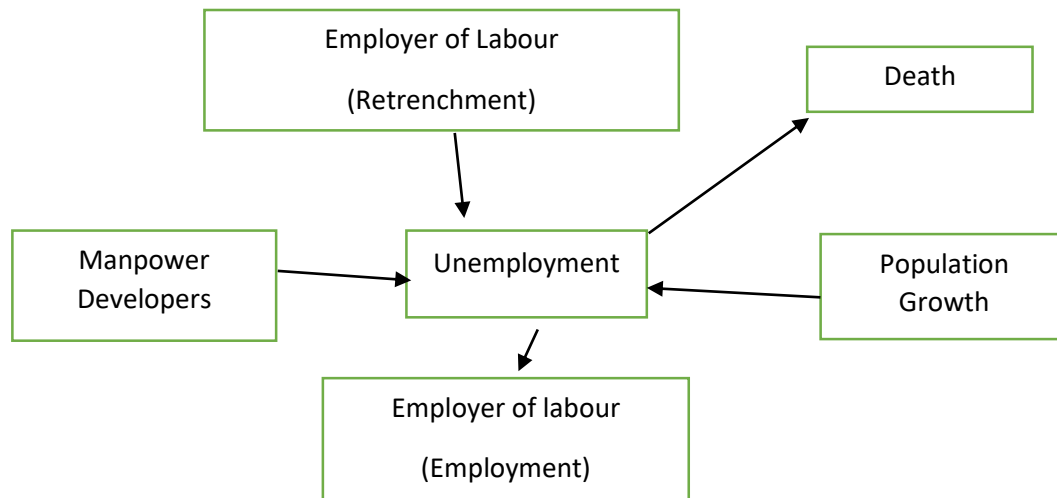
This type of act has resulted in increasing cases of workers 'compulsory retirement, retrenchment and work stoppages in Nigeria. Added to these are the large numbers of graduates from the universities, polytechnics and secondary schools joining the labour market without employment?

Ogbimi (1999) categorized the causes for unemployment and the attendant low productivity problem into 5 These are:

1. Backward state of the economy
2. Inappropriate perception of the nature of unemployment and its relevance to development.
3. Faulty planning premises (theory) and framework (approach)
4. Inappropriate economic philosophy.
5. Inappropriate development strategies and inappropriate development activities.

Ogbimi further illustrated causes of unemployment from Western perception that unemployment is a social problem which manpower developers (educational learning institutes) and population growth worsened, while death reduces unemployment problems because the issue of death is common to both the old and the young ones alike. So, if an able-bodied person dies, it reduces unemployment problem. Whereas employers of labour employ labour if they think they would make profit through the employment. Employer of labour that gives Job to some young graduates reduces unemployment problem. In other words, employment is a by-product of profit making. This relationship is illustrated by Ogbimi as shown in the diagram in figure I.

Figure 1: Western perception of unemployment problem
(A supply -demand relationship)



Source: Ogbimi (1999). Solution to mass unemployment in Nigeria

The diagram above identified the things that promote unemployment to include Manpower developer, which refers to institutions that trained and sent graduates out to the labour market. Employers of labour are the individuals, or organizations that resulted into downsizing their staff strength in the process of retrenchment. Another factor is population growth without commensurate growth in economic activities that can sufficiently engage the turnout from schools to reduce mass unemployment. The favourable condition to unemployment mass according to Ogbimi is death. If the mortality rate is too high, it will reduce unemployment. Another factor that reduces unemployment is the employer of labour that engages the school graduates, these set of employers are working against unemployment in the country. This illustration is supported by some researchers who tried to identify causes of unemployment. Nweke (2005) pointed out that today most students are not reading. the tertiary institutions are now producing graduates who are not employable as they lack knowledge, skill and good character befitting the ivory tower.

Ugwuonah and Omege, (2002) wrote that retrenchment of industrial employees became rampant and that this was compounded by the manpower situation and the emergency of a high rate of graduates' unemployment, which was partly caused by the deepening crisis and partly by the explosion in the number of higher educational institutions, due to politics of the second and third civilian republic by state creation.

Igbinoba (2002) attributed mass unemployment to the method of teaching Some school subjects. She said that emphasis on the oriented concepts to the detriment of vocational and job skill needed in the industry, which will enable the employees to effectively and efficiently operate modern office equipment, materials and telecommunication gadgets available in the business world, were absent. According to her, the graduates were ill equipped to face the challenges of the industry.

Iwayemi and Afeikhena (1996) explained the causal factors in Nigeria's employment to be both structural in the gross underutilization and poor mobilization of idle labour resources which reflects the inability of the economy to absorb a rising proportion of the labour force which is a fundamental weakness in the national development, policy strategy aimed at a rapid transformation of the economy. It also involves structural imbalance in the labour market induced mainly by inefficient wages and educational policy interventions.

Adeyemi (1996) attributed the cause of unemployment to national planning strategy arising from SAP, which was to take cognisance of the increasing volatile international economic environment and the fact that the economy depended mainly on the oil sector as the international market was the key determinant. He further explained that the neglect of vocational education and the use of certificate syndrome have worsened the unemployment problem, as far back as oil-boom era. This oil-boom era led to the economy being saddled with too many high level institutions, most of which operate with very low environment capacity and are grossly ill equipped.

Anyanwu (1996) asserted that money supply, Government Expenditure, Capital Expenditure, Company Income Tax and Indirect Taxes are the factors influencing unemployment rate in Nigeria. He said that if all these factors do not complement each other, it would automatically affect the demand for manpower. It is also very glaring that all these are absent in the present situation. That was why Yahaya (2005) lamented that scenario for good employment as it was in the past has changed in all sectors of the economy and the hope of transition from school to a well-paid job is a mirage. The one-year National Youth Service Scheme (NYSC) which hitherto provided ample time for graduates to look for jobs became more of a curse than blessing as most employers found it cheaper to utilize youth corp members whom they are at best paying meal allowance and were sure that one set will always come after the other. It is therefore cheaper to use corps members than employing graduates on permanent appointments.

Diejomoh (1984) In his studies on unemployment has predicted that by the year 2000, about two million secondary school graduates will be job seekers, while about 100,000 university graduates will be turned out into the labour market annually without gainful employment. The causes of these undesirable developments according to Awopegba (1995) and Oni (2001) include;

- a) the predominance of non-professional among graduates produced annually.
- b) low absorptive capacity of the Nigerian labour market
- c) inordinate aspiration and expectation of graduates.
- d) the Over production of art and social sciences graduates in Nigeria.
- e) poor performance of the economy and the over dependence on the oil sector for financing development

Many products of the educational system have not been really equipped so as to develop in the universality the educational experience is expected to develop in them individually. Owolabi

(2005) illustrated this by saying that Nigeria efforts in educating her youths may be likened to that of water pump lifting water from a bore-hole into an over-head water tank-which is leaking profusely.

The pump merely waste the fuel utilized in the process and suffers wear and tear in doing the work of lifting water up into the tank. Nigeria, like our model water pump, reluctantly educates her youth in the post-secondary institutions and leaves the young graduates to face the frustration of joblessness and therefore live carefree life. A few years after graduating, the youths forget all they had learnt in their institutions and become too confused to have any drive and initiative. In the Nation of Monday, March 9,2009, the Minister of Education Mr. Egwu tried to provide perspectives to the unemployment of graduates in Nigeria by saying that inadequate quality content, mechanism (internal and external) overstretched facilities, illegal institutions/ satellite campuses are some of the problems affecting the standard of education in Nigeria which is resulting in unemployment.

2.5 Issues on productivity

There are three major perspectives which dominate the field of productivity therefore complicate the precise definition of productivity These are the economics, industrial, engineering and the administrative sectors. Economists view productivity as more yield to society from present resources and that efficient resource use is therefore paramount. The administrators' view on productivity is more concerned with organizational effectiveness than with the society at large nor maximum resource utilization of the economists. The industrial engineer focuses more on those factors which are more operational and quantifiable, work measurement and performance standard.

Productivity in economics term is simply defined as output per unit of factor input over a given period of time, that is ratio between the outputs of wealth produced to the input of resources consumed in the process of production. It is the quantitative or statistically weighted

measure of how efficiently a given set of resources is used in achieving a given set of objectives. Some educationist such as Famro 1999) and Okepechi (1992) defined productivity as a measure or efficiency, the ratio of what is produced to the resources used in its production. The Oxford illustration Dictionary defined productivity as efficiency in industrial production to be measured by some relationships between outputs and inputs.

Sofoluwe (2000) viewed productivity as a measure of how well available resources are combined by the employee and utilized to accomplish specific desirable result. It is a measure of what is got as a result of what has been provided. Fadipe (2000) saw productivity to connote a measure of the relationship between output and input or the ratio of what was produced to the resources used in production process. The resources used in the production could be in form of human, material and financial inputs while outputs could take the form of goods and services. Oduwaiye (2000) described productivity as the balance between all factors of production that gives the greatest return for the smallest efforts. Alabi (2000) viewed productivity as a measure of how resources are efficiently utilized in order to achieve a set objective, while Okunola (1990) saw productivity as a means of getting more out of less and he said that it is a way of optimising resources to the benefits of the organization and society. Adeyemo (1999) defined It as creating or producing knowledge or information or any other thing, which have economic, Social, physical, religious, vocational and educational values for the benefit of the individual and society at large.

Although people use efficiency and productivity interchangeably; Akangou (1987) cleared the misconception about the difference between efficiency and productivity in relation to economics of education by saying that efficiency is the ratio between the output of an organization, establishment or department and the input used in producing the output, while productivity is the relationship between immediate and cumulative cost benefits. From a national perspective. Productivity improvement is the only source of increased real national

wealth. The more productive use of resources reduces waste and conserves scarce and expensive resources. Steady productivity is the only way a nation can solve pressing problems such as inflation, unemployment, an increased trade deficit and unstable currency. Productivity therefore is the way to increase the standard of living and best utilize the available resource to improve quality of life. All organizations, be it formal or informal, are believed to have set goals to achieve, and efforts are being made to work towards achieving these goals. The measure of how far a goal is achieved is the productivity level.

Therefore, the productivity of university graduates is a measure of the ratio between the total educational output and the resources used in the process as well as the degree of efficiency and effectiveness of the output. Similarly, efficiency of university graduate means accomplishing the tasks set in the job schedule for the purpose of achieving the goals of the university system.

2.6 Measurement of productivity

There are difference types of productivity measurement system that can be utilized on both private and public organizations.

These are,

- A. Work Measurement - comparism of employee performance in some established rate of performance standard
- B. Unit cost Analysis - it compares values of resources consumed to the amount of work produced
- C. Productivity Analysis -involves outputs divided by the input for a given year as compared to base year.
- D. Human resources planning- involves examination of the present work force with work load and makes prediction for the future.

E. Efficiency measurement- calculation of ratio of work accomplished to input (defined as work hours).

F. Effectiveness measurement -systematic gathering of client ratings or observer evaluations

Productivity measurement is the quantification of both the output and input resources of a productive system. These inputs are expressed in mathematical ratio so as to have a quantified monitoring index. The basic productivity mechanisms are:

Static Productivity Ratios - these are ratios of aggregated output measure to input measure. It is referred to as static because it concerns

1. What happened in a given period, it is expressed mathematically as:

$$\text{SPR} = \frac{\text{1999 outputs}}{\text{1999 inputs}}$$

Where 1999 is the period under consideration it can be called total factor ratios depending on whether all the inputs and outputs get into the equation. This form of measurement is used only for quantifiable output and input.

2. Dynamic Productivity Indexes: these are the comparison of the static productivity ratio of one period (often called base period) with the static productivity ratios of the current period. It could be expressed mathematically:

$$(\text{DPI}) = \frac{\text{Output 1999/ input 1999}}{\text{Output 1995/ input 1995}}$$

NOTE: 1995 being the base period and 1999 being the current period.

This basic measure of productivity is used to measure a productivity of a large organization, such as a nation.

3. Surrogate Productivity: it measures terms highly correlated with productivity e.g. customer satisfaction, profits, effectiveness, quality, efficiency and so on. Some managers operationalize productivity when actual outputs are not readily desirable.

The 1997 National Productivity Merit Award (NPMA) gave criteria for productivity merit award to an individual based on the information supplied on form (PF-01) shown in table

Table 2

The 1997 National Productivity Merit Award (NPMA)

	Performance Attribute	Year	Name.....	Designation.....
1	Expertise			
2	Job Performance			
3	Dedication			
4	Hard-work			
5	Initiative			
6	Creativity			
7	Honesty			
8	Reliability			
9	Self-Discipline			
10	Moral Leadership			
11	Responsibility			
12	Team work			
13	Contribution to community			
14	Contribute to organization			
15	Human relation			
16	Punctuality			

- 17 List of acclaimed break through
- 18 Impact of Breakthrough on cost
- 19 Operating expenses
- 20 Impact of Breakthrough on scale turnover

Sources: The Guardian Newspaper January 1, 1997, Page 20

The Table 2 reveals that productivity can be measured under various indicators. This affirmed Ojede's (2000) view that productivity ratio may be determined by factors ranging from influential to productivity which include availability and adequacy of quality materials, rate of capacity utilisation, the state of operation, the nature of capital equipment and the skill level of the workforce as well as the motivation effectiveness and efficiency of the

management. The way in which these elements interact has an important impact on the productivity in the industrial sector and the public services.

Productivity is measured in terms of the relationship between the quality of input (such as teaching personnel instructional materials, pupils ability, hours of work and other inputs to the educational system), used in the teaching/learning process and the quality of output of the system in terms of their examination grade and the number of years spent.

Ijaiya (2000) recommended some measures of productivity in the school System. These measures are; effective teaching measured by student academic performance in examination, punctuality to school and lectures, giving extra lessons to students, contribution to the progress of the school system through participation in co-curricular activities, like sports, students discipline, communities assignment as may be given by the principal. Anything contrary to the teacher will be tagged unproductive. Ojedele (2000) and Sofoluwe (2000) concluded by saying that a productive teacher is one who strives implement the curriculum in such a way as to bring about a productive learner. Teachers of nowadays assessed the productivity of learners in so many ways such as written test, oral examination, quizzes, questionnaire, self-reports and observation. Ofoegbu (1999) highlighted factors that could be measured with itemized formula (P-M) as

Outputs

1. Quality of services.
2. Materials wasted in the process
3. Monetary cost involved.
4. Time involved.
5. Satisfaction of the people
6. Satisfaction of users of services.
7. Behaviours facilitating goals achievement.

Inputs

Amount of each factor involved in the production process is the quality of each factor (for example the productivity of university lecturers are based on partial publication which can be assessed on: -

1. How many works are published
2. Quality of the published work
3. Materials waste during the production
4. Cost implication
5. Time taken to write
6. How many supporting staff involved
7. Usefulness to the audience /society
8. The behaviour exhibits to achieve the goals

Simon (1992) stated that productivity index should be developed and standardized for management use. It was suggested that three approaches are necessary, these are;

- a) Measurement for control of operation
- b) Measurement for school planning and development
- c) Measurement for meeting national and international reporting requirement.

Fadipe (2000) classified measure of educational productivity into three Indexes because in considering educational productivity in Nigeria different values of output can be obtained. The values are rated to three assumed objectives of education for the students who continued their education after completing a level, the output measured is called length-of- schooling index of output. The second index of output is the academic index of output which aims at assigning different value to school leavers according to their academic achievement, at the university level, it is first class, second class upper, second class lower, third class, pass and fail and

economic index Output is the third index which aimed at preparing the graduate for the labour market.

2.7 Factors that influence productivity

Most organisations be it, school, industries or public services always ensure high productivity. Recent studies have shown that several factors determine the level of productivity of the personnel within an organization. Whatever measures used, high productivity in all sectors of the economy is imperative, as a means of increasing the Gross National Product (GNP) of a country and serve as a tool for the attainment of self-reliance, which is one of the philosophies and goals of Nigerian education.

Adeyemi (1991) contributed to the issue of productivity for self-reliance and excellence stating that the following factors improve workers' productivity.

1. Procedures and equipment- this involves the introduction of new management of information system and the introduction of electronic management by the use of computer.
2. Utilization of resources capacity- this means the use of available resources to the maximum in a way that things are made easier for workers, such as use of shift system and off-duty system.
3. Performance level- this deals with the ability of the employer to properly motivate the work force, to compensate them and bring about good effort in Workers.

The factors that could be responsible for organization productivity differ. Therefore, there are so many views on what actually could be regarded as positive impact on productivity. The Nigerian Employers' Consultative Association (NECA) (1991) on factors influencing productivity itemized external and internal variables as:

a) General factors

Climate

Geographical distribution of raw materials

Fiscal and credit policies

Adequacy of public utilities and infrastructural facilities

General organization of the labour market

Proportion of the labour force to the total population

Degree of unemployment, labour shortage and labour turnover

Technical centres and information concerning new techniques

Commercial organization and size of market

General scientific and technical research

Valuations in the composition of the output

Influence of low - efficiency plants and their varying proportion in total output

b) Organization and technical factors

Degree of integration

Percentage of capacity utilization

Size and stability of production

Adequate and even flow of materials

Subdivision of operations

Balancing of equipment

c) Human factors

Labour-management relations

Social and psychological conditions of work

Trade union practices

Wage incentives

Adaptability to, and liking for, the job

Physical fatigue

Composition (age, sex, skill and training) of the labour force

Organization of the spirit of emulation in production.

Elton Mayo (1999) concluded that social and psychological factors were responsible for high productivity, while Okpechi (1992) said that high productivity is based on the organizational leadership

1. The organizational structure
2. The relationship between the employees
3. The use of modern technology
4. The reward and incentives system
5. The organization climate system

Relating productivity to the school system, Ojedele (2000) said that to enhance high productivity, the following factors are needed;

1. Quality and quantity
2. School organization climate
3. Professionalization of teaching staff motivation
4. Job satisfaction
5. Staff development

According to Brennan (1984), there are many factors that could affect productivity either positively or negatively depending on the situation. Some of the factors are job description, age of the worker, reward system, posting, transfer, organisation structure, government policies, sexual discrimination, level of risks factors involved and the role of manager Anjorin (2004) also highlighted teacher's educational background as self-improvement opportunity, teacher's experience, good and adequate instructional facilities, teacher's interest and motivation can enhance teacher's high productivity.

Heresy and Goldsmith (1980) associated seven variables for high productivity to include Motivation, Ability, Understanding, Organisational, Support, Environmental fitness, Feedback and Validity. This is called ACHIEVE model factors for productivity.

A- Ability

C- Clarity

H- Help

I - Incentive

E- Evaluation

V. Validity

E- Environment

In the acronym for the factors which is ACHIEVE, Incentive is Substituted for Motivation, Clarity for Understanding, help for organisational Support and evaluation for Feedback since productivity is said to be function of performance. while performance is ability x effort x opportunity x motivation, all these find their substitute in Heresy Achieve Model.

Durosaro (2000) explained this by Vrooms' Expectancy theory which states that people will be motivated to do things so as to achieve some goals to the extent that they expect that certain actions on their part will help them to achieve the goal, that is, workers will be high performers if they see a high probability that their efforts will lead to high productivity.

There are two phases to the issue of productivity in all the organizations. The factors that can enhance high productivity are listed above and some other factors can militate against it, hence, resulting into low productivity. These factors differ from country to country because of social, political, economic and cultural differences as well as the peculiarity of each country in terms of technological development and attitude to work. Adeyemi (1991) identified some militating factors against productivity to be;

1. Lack of necessary professional, technical and general knowledge as well as the needed experience about their schedule of work.
2. Failure on the part of employers of labour to give adequate attention to capacity building
3. Poor resources management
4. Indiscipline among workers such as corruption, absenteeism, lateness etc.
5. Low workers' morale
6. Poor social workers state of health due to both social and psychological problems.
7. Use of low and inefficient technology, outdated equipment, machinery and tools.
8. Poor attitude of workers and generally low level of dedication and commitment to work

Some researchers also commented on the low productivity in Nigeria, this includes Igbinoba (2002) who identified the causes of low productivity to include:

- a. Shortage of skilled, experienced and dedicated manpower
- b. Absence of lack of functional, operational equipment
- c. Lack of proper or appropriate, job description, job evaluation, job allocation resources, determination, performance monitoring analysis and feedback.
- d. Lack of proper supervision of staff by their supervisory officers
- e. Lack of productivity consciousness
- f. Low regard to research and research findings
- g. General indiscipline and insubordination
- h. Inadequate funding or misapplication of project funds.

Gege (1996) said that in the past, public service in Nigeria was secure and taken for granted but premature retirements are now regular features of civil service, the public servants are neither satisfied with their job security nor their remuneration and condition of service. All these result into labour flight, brain drain and low productivity.

The issue of low productivity is taken at the gender level when Uruetsome (1999) said that most people believe that socio economic and political circumstances account for the laziness or low productive of women. He went further to itemise the following as causes of the low productivity; lack of proper motivation, poor pay, condition of service, alienation of the workers, insecurity of employment, outdated and antagonist labour laws, corruption, lack of training and proper education, ineffective and outdated production process, worker's attitude to unproductive finance, indiscipline, Work, work, inadequate planning, inadequate finance, indiscipline, unproductive bureaucratic controls and low level of capital investment.

Sofoluwe (1996) discussed the factors that militate against the achievement of food work ethics in an organization to include; lateness to work, absenteeism from duty, drunkenness while on duty, loitering on duty, socializing on duty and trading in the office.

Oke (1999) summarized other factors like high cost of living and the persistent inadequacy of the basic amenities needed to maintain decent living by workers. All the factors mentioned are said to be responsible for the low productivity of the entire active labour force in the country. To buttress this point, Famro (1999) maintained that only a small proportion of prevailing poverty can be attributed to low wages. According to Famro, low productivity can be as a result of low living standard, large family size, debilitating illness, inadequate housing, low level of education and deficient or non-existent of social security provisions may be responsible for even low productivity

2. 8 Influence of courses offered on employment

The general realization that education is an indispensable medium of bringing about national development is no more in doubt. The wealth, strength, Social and economic well-being of nations are measured in terms of its technological advancement and that was why Aina (2001) commented that for a to be competitive in the global market place, education programmes must have meaningful link to the social and economic needs of the people. Based

on this, the government in FGN (2004) tried to link university educational curriculum national development by stating that the university education is to-intensify and diversify its programmes for the development of high level manpower within the context of the needs. The university curriculum according to FGN (2004), will:

- Make course contents to reflect national requirement.
- Make all students to offer general study courses such as history of ideas philosophy of knowledge and nationalism.
- Technically-based professional courses to have as components exposure to relevant future working environment.
- Teachers in professional fields should have relevant industrial and professional experience.
- Not less than 60% of places shall be allocated to science and science related courses in the conventional university and not less than 80% in the universities of technology.

Rath (1997) claimed that there is need for cordial relationship between the school and industry, because the challenge to success in an ever-increasing competitive world market on the part of industry is dependent upon skilled manpower. This assertion is applicable to all fields of study.

Oguomo (1999) commented on the importance of Students Industrial Work Scheme (SIWES), that industries and education must work together to develop and education must work together to develop new teach style and curricula which will equip the graduates from university with the necessary skills that will enable them to have smooth transition to the world of work. However, this claim of the positive influence of school training on the graduates is not acceptable to some employer, although the original objective of university education is to serve as centre for generating innovative knowledge and personnel requisites for creating new

productive system. The produced graduates are the manpower to help maintain the system in the organization.

This objective is largely compromised because the scenario is that as technological changes occur especially on the manufacturing sector via import substitution, industrial employment rate drops. Yet there is no commensurable review in the curricula of the students who are supposedly trained to meet the national needs (Omege, 1991). In the light of this, Middletet (1993) said that employers most frequent criticism is that schools provide an inadequate and in appropriate preparation for entry into work. The criticism however does not focus on specific occupational skills but rather on the quality of academic preparation and on attitudes towards work.

Ukaebgu and Agunwanba (1991) found that Nigerian scientists and engineers employed in various sectors of the economy were conspicuously under-utilized in that their educational training in schools does not harmonize with the imperatives of technological acquisition in industries. As a result of these, technicians and expatriates are preferred over graduates of Nigerian universities.

This further confirmed the saying that Nigeria university graduates are only good in theory not in practices which does not tally with the national needs. To this Bernnan Rowits, Hitler and Shan. (1999) reported that, in a context of general economic crisis with the civil service no longer providing jobs for graduates of higher education and the private sector offering very little prospect of employment for those completing classical university courses, a serious problem arose concerning the relevance of higher education and training in relation to Societal needs, because education and employment must be related. Ayodele (2003) stressed the importance of education to employment by saying that educational qualifications are used in Nigeria as proxies for measuring background characteristics with respect to employment

opportunities. Meaning that the better such educational qualification are the most desirable a potential worker is to the employer since he becomes trainable at lower cost on the job.

Although education is desirable, if badly oriented. the outputs of ne educational dalcational system can become a liability to themselves as well as to the society. It is for instance, possible for the educational system to produce people who are unemployable either to regular employers of labour or for their self-employment. Such an education system has the effect of generating unemployment instead of employment. Umo (1996) observed that the orientation of any educational system to generate job to pay attention to the quality of the education in whatever field and taking specific measures to ensure that educational contents are skill-oriented and market-relevant. The high quality education will be productivity enhanced and high productivity will demand for more products which can expand employment.

Hibb (1999) is sceptical about previously held ideas on higher education and predicts that universities will not survive the acid tests the free market will soon impose on them because universities are just like factories where prices are high efficiencies low, and outcomes questionable. Oguoma (2002) made the same observation when he said that the curriculum formulator failed to renew the content of the secretarial studies curriculum in line with environmental changes that tend to affect the place where the recipients of the education are expected to function. The result being that of lack of adequate and proper link between industry requirement (attitude skill and knowledge) on the part of graduates and the means of its inculcation while in school, so they find it difficult to compete with other others for the limited employment opportunities available.

In conclusion the educational training affects the employment and consequently productivity, that is why Oni (2001) said that the education of human resources culminates in meaningful employment for the educated. It allows for the skills acquired to be used for national

development so as to reap the anticipated economic benefits from educational investment, which leads to lucrative employment and subsequent increased productivity.

2.9 Empirical studies on Productivity

High productivity is the cry of most organisations today. It is a thing both public and private sectors are pursuing. The fact remains that productivity can be enhanced by so many factors ranging from human to non- human. As a result of these, many researchers have carried out studies on things that will result in high productivity. This section is out to review some of these researcher's work with empirical evidences.

Opadokun (2003) carried out a study on influence of personnel management practices on academic staff's productivity in Nigerian Colleges of Education for the study, 7 Federal - owned, 13 State owned and one privately owned colleges were selected using stratified random sampling technique as sample study making a total of 21 colleges of education spreading all over the 6 geographical zones in Nigeria.

The purpose of the study was to examine the different personnel management practices embarked upon in the Nigeria colleges of education with regards to the Lecturers and how it has affected their productivity on the job. One thousand, one hundred and fifty -five academic staff responded to the questions raised. Twelve research hypotheses were raised and tested at .05 level of significance.

The questionnaire was used to collect data from the respondents. The findings revealed that:

1. Staff recruitment procedures do not significantly influence students' academic achievement.
2. Staff placement does not significantly influence students' academic achievement.
3. Staff placement influences academic staff participation in co-curricular activities

4. Staff appraisal does not influence academic staff publications. The findings show that the level of student academic achievement is not solely determined by the level of academic staff productivity.

In 1998 Karl carried out a study on the jobs, values in today's workforce: A comparison of public and private sector employees. Karl tried to compare Workers attitude to work shortly after independence when workers do their job with every enthusiasm with or without anything to show for it, in terms of good car, good living conditions with all affluence. The study compared both private and public sector workers. The findings showed that private sector workers placed the highest value on good wages, while public sector workers are satisfied with interesting and non-burdensome work. When the hypotheses raised were tested, there was no significant difference between public and private sector worker's in the job security. This finding provide reasons why the employers of labour should keep in touch with current employees values so as to design job, use appropriate reward systems and human resources policies that can result in desired job satisfaction and productivity in the organisation.

Udensi (2000) conducted his own research on the impact of welfare service on productivity of academic staff in colleges of education. Three hundred (300) academic staff of various ranks in two colleges of education were used, one from Kogi state and the second one from Anambra state. The purpose was to identity the welfare services adequately provided in the colleges and to determine how these affect the productivity of the staff. Two research questions were raised and one hypothesis was raised. The hypothesis raised was tested after collecting data through the use questionnaire. The Z-test, statistic technique was used to analyse the data gathered at 0.05 level of significance, mean rating of the academic staff of colleges on the impact of staff welfare on staff productivity were analysed and decisions were taken as a form of finding a mean 2-5 was adopted as the cut-off point of the four-point rating scale.

The findings showed that academic allowances, examination allowance, sponsorship for in-service courses etc. are the factors that enhance high productivity, while sponsorship to conference, transport allowances ranked lowest when the hypothesis was tested using Z-test. The null hypothesis raised was accepted. The finding revealed that staff of both institutions did not have adequate publication and research grants. It was recommended that those staff welfare services should be provided adequately.

Fagbamiye (2000) studied Teachers remunerations, conditions of service, Job satisfaction, attitude to work and job performance in selected secondary Schools in Lagos state. The study was carried out to affirm or otherwise the general belief that unhappy employees are unlikely to be productive work force.

The research report was based on the research work carried out by 12 M.Ed. of the Students of the Department of Education. The sample consisted of the administrators in the University of Lagos during the 1997/1998 and the 1998/1999 sessions. Six of those students selected 4 Local Education Districts (LED) in mainland. Agege, Ikeja, Eti Osa to represent highly urbanised, sub urban, rural, riverine areas of the state. Six secondary schools were randomly selected from each LED and 10 teachers were also randomly selected from each school. A total of 240 teachers were sampled for the study. Four research questions were raised and 68- item questionnaire was used to elicit responses from the teachers. The data collected was analysed using simple percentage. The findings revealed that more females were dissatisfied with their incentives and conditions of service compared with their male counterparts. The findings further showed that regardless of teacher's qualification and experience, most teachers expressed negative attitude towards teaching as a career, and when the responses of both public and private school teachers were compared more private school teachers expressed satisfaction with their work than the teachers in public schools, both public and private school's teachers remain very unhappy with teaching profession.

Badmos (2006) carried out a study on the relationship between stress management and lecturer's productivity in Kwara State Colleges of Education. 155 respondents were used as samples from two out of the three existing colleges of education in kwara state using random sampling techniques. The study was design to purposefully determine the influence of health promotion programmes on lecturer's productivity.

For the purpose of the study, six-null hypotheses were raised and tested at .05 level of significant. Two instruments were used to elicit information from the respondents; the instruments are "Lecturer's Stress Management Questionnaire (LSMQ) and Lecturer's Productivity Questionnaire (LPQ). All the instruments were validated and also found reliable at .86 and .79 respectively. Pearson product- moment correlation statistic was employed to test the hypotheses raised. The findings revealed that significant relationship existed between Stress Management and Lecturers Productivity in Kwara state colleges of education and that there was no significant relationship between staff supervision and their productivity. Lecturers who were allowed to participate in decision-making on issues that are affecting them had a higher level of productivity than others.

Among the recommendations proffered by the researcher are; the management should from time to time organise seminar and workshop for staff on health maintenance programme and that academic staff strength should be adequate.

Oyebade, (2000) carried out a study on personnel practices and role stress as they relate to students' academic performance in public and private secondary schools in Lagos State. The sample comprised eight secondary schools in Ikeja Local Education District of Lagos state. This sample was made up of four public and four private schools. A total of 80 teachers with equal number from public and private schools were selected for the study. Questionnaire and oral interviews were used to collect data needed from the respondents. Three null hypotheses

were raised and tested at .05 level of significance, t-test and Analysis of variance (ANOVA) were used to analysis the data collected.

The findings revealed that effective personnel practise enhances students' academic performance. And it was recommended that for maximum productivity teachers should be well motivated, better recognised, well remunerated and be assisted to work under congenial condition.

Adigun (2006) researched on the relationship between supervision and teacher productivity in secondary schools in Ilorin South Local Government Area. The purpose of the study was to determine the relationship between class record keeping, co-curricular activities and teacher's productivity.

Random sampling technique was used to sample 280 teachers from 10 Secondary schools. Five hypotheses were raised and tested at significant level of 0.5. The research instrument titled "Supervision and Teacher Productivity Questionnaire was designed by the researcher which was used to gather necessary data for the study. The data collected was analysed using Pearson product-moment correlation statistical technique. The result showed that supervision in Ilorin South secondary schools has a significant relationship with teachers' productivity. The recommendations include; reorientation of the supervisors should be done by the government and that the result of external examinations of the secondary schools should be published to the public through the media.

Ijaya (2000) investigated the belief systems of secondary school managers about productivity of categories of teachers in Ilorin metropolis. The purpose of the study was to Identify problem areas in school management. The sample for the study consisted of 60 principals and vice principals of 16 secondary schools in Ilorin metropolis using stratified random sampling technique. Both structured questionnaire and unstructured interview were used as research instruments for the study.

A null hypothesis was raised and tested using t-test statistical technique. The findings revealed that the majority of the sampled school managers considered experienced graduates, qualified, unmarried and permanent teachers more productive and male principal consider male teachers to be more productive than their female counterparts who are at disadvantage due to the domestic responsibilities. It was recommended that the teaching profession should be made more attractive for the males while the school managers should adopt management skills that would carry all their teachers along.

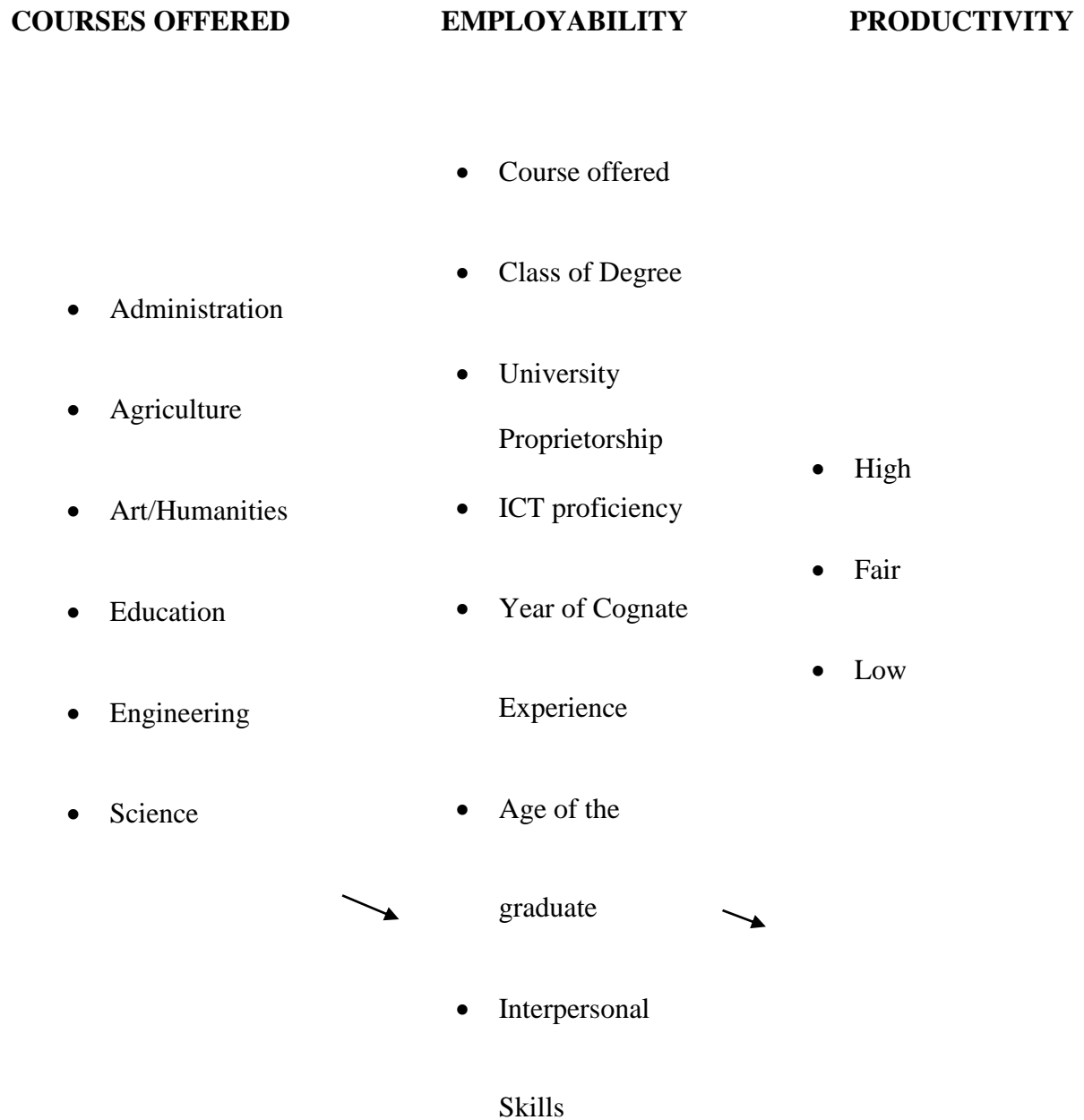
Emetaron (2000) studied the school climate and productivity in selected secondary schools in Owerri and Umuahia educational zone of Imo and Abia states. A total of 480 teachers were randomly selected for the study from 16 schools with the purpose of determining the school climate that aids teacher's productivity. Two research questions were raised and 8 - item questionnaire, called "Climate and productivity Questionnaire" (CPQ) was used to gather information from the respondents. A six-point response format of ABCDE and F (representing open, autonomous, controlled familiar, paternal and close/climate respectively) were used as responses to the items and items were scored on a weighted value of 6 through 1. The data collected were analysed using percentage.

The findings revealed that highest percentage perceived that open school climate existed in this school based on the results of research question I, by implication from several research findings, the teacher will be highly productive because of the open type of climate which is high in spirit thrust, and productivity relates positively to individual's perception of the supportiveness and friendliness of the climate.

2.10 Conceptual Framework of the study

Figure II

Conceptual frame work on courses offered, employability and productivity.



Feedback

The diagram in figure II simply illustrates relationship that exists among education, employability and productivity. The relationship is a systematic diagram that shows an individual that acquires formal knowledge in different fields of human endeavour from a school (University). The level of attainment may determine individual's performance in any job. However, a well-trained person that is not gainfully employed will constitute brain drain.

Generally, a nation that experiences high productivity will have its economy improved in terms of high national income. This income is in turn ploughed back into the educational sector. The societal needs, which are backed up with policy, will further analyse the existing types of education and the feedback from such evaluation will determine the type of educational training that students will receive. This type of educational policy analysis may also lead to curriculum review so as to attain national educational objectives.

2.11 Appraisal of reviewed literature

Without delving into ideological Controversies, the fact about the relationship between university educational training and employability is virtually indubitable. Scholars have merely disagreed on the particular nature, details and dimension of the observed relationship. Furthermore, it is evident from available literatures that most scholars, researchers and theorists are limited to exploring the Structural link between higher educations. In Nigeria, researchers such as Omoifo (1999) studied the early achievements of the graduates of all faculties in the University of Benin, who had graduated with bachelor's degrees between 1981 and 1991.

Omotosho (2000) studied the graduate from University of Ilorin of all study levels from bachelor's degree to Ph.D. Anyanwu (2000) only addressed the transition of arts, agriculture and education graduates of the Universities of Ilorin, Nigeria from higher education into employment. Ugwuonah (2000) centered his study on graduates of a single institution but included graduates of higher education institutions such as polytechnics, and samples were from two states Enugu and Anambra. Similar studies occurred in other Africa countries. These

include Djangmah (2000) from Dares Salem University, Zembere (2000) from Malawi and Kimani (2001) from Kenya. All these studies are limited by geographical boundaries and in the number of variables considered, because the studies did not address the issue of productivity but only employability of university graduates.

In the same vein Karl (1998), Opadokun (2003) Badmus (2006) and Adigun (2006) worked on various factors that enhance productivity in various organizations/Institutions. Researches into the curricular on graduate employability and productivity on the job has not been frequently undertaken as confirmed by Brennan, Rowltz, Hilter and Shan (1995). Despite all these researches, there is a literature gap left, part of which this study intends to fill. To further buttress this point, Ayodele (2003) also noticed this gap when he remarked that expected economic benefits from educational investment are deemed to be realized if education leads to lucrative employment. It is therefore important to examine the extent to which this assertion is currently true in the case of Nigerian university graduates, by examining the relationship among courses offered, employability and productivity among Nigeria university graduates.

CHAPTER THREE

RESEARCH METHOD

This research work investigated the relationship among courses offered, employability and productivity of Nigerian university graduates. This chapter presented issues on:

- Research design
- Research questions
- Research hypotheses
- Population, Sample and sampling techniques
- Research Instrument
- Validity and reliability of the instrument
- Procedure for data collection and
- Method of data analysis.

3.1 Research Design

Research design is described as the plan, structure and strategy of investigation so as to obtain answers to research questions and to control variance. The research design for this study is a descriptive survey of correlational type, which requires a systematic collection of data or information from a sampled Population through the use of instrument in form of questionnaire. This research design is suitable for this type of study because, it helps to identify investigated situation in their natural setting. The study involved three variables courses offered and employability (independent) and productivity (dependent).

3.2 Research Questions

The following seven research questions directed the process of investigation of this study.

1. Are more university graduates employed in the public sector than in the private sector?
2. Is there any pattern in preferential demand by organizations for courses offered in university?

3. What is the commonest age-range of university graduates in the graduates in the workforce?
4. Is there any preferential demand for graduates from a particular university by organizations during recruitment?
5. At what interval do organizations recruit?
6. What are the commonest methods of conducting interview?
7. What are employers' responses on employability factors of Nigerian University graduates?

3.3 Research Hypotheses

The following research hypotheses were formulated and tested.

Main hypothesis: There is no significant relationship among courses offered employability and productivity level of Nigerian university graduates.

Null Operational Hypotheses

- Ho₁: There is no significant difference among the productivity of Art/Humanities, Sciences and Social Sciences of Nigerian University graduates.
- Ho₂: There is no significant relationship between the courses offered during undergraduate training and the productivity level of Nigerian university graduates.
- Ho₃: There is no significant relationship between the class of degree obtained and productivity level of Nigerian university graduates.
- Ho₄: There is no significant relationship between years of cognate experience and productivity level of Nigerian university graduates.
- Ho₅: There is no significant relationship between graduate's proficiency in the use of Information and Communication Technology and productivity level of Nigerian university graduates, making a total of 12 (33,3%) states. Table 3 shows the distributions of respondents by economic sectors across the country.

3.4 Population, Sample and Sampling Technique

The population for this study consisted of all Nigerian university graduates working in all economic sectors in the country. There are six geopolitical Zones in Nigeria, these are;

1. North-Central Geo-Political zone - (six States)
2. North-West Geo-Political zone - (Six States)
3. North-East Geo-Political zone - (Seven States)
4. South-West Geo-Political zone - (Six States)
5. South-East Geo-Political zone - (Five States)
6. South-South Geo-Political zone - (Six States)

The heads of department consisting of 936 respondents formed the target Samples for the study, taken from the six geo-political zones. Stratified random sampling was used to select two states from each geo-political zone, design is suitable for this type of study because, it helps to identify investigated situation in their natural setting. The study involved three variables courses offered and employability (independent) and productivity (dependent).

Table 3**Distribution of Respondents by Economic Sectors.**

S/N	Sectors	Public	Private	Departments	No/State	No/ Geo- Political zone
1	Agriculture	6	6	12	24	144
2	Construction	6	6	12	24	144
3	Education	6	6	12	24	144
4	Finances	6	6	12	24	144
5	Hospitality	5	5	10	20	120
6	ICT	5	5	10	20	120
7	Manufacturing	5	5	10	20	120
Total						936

The state capital or any other commercial town in the state were used for the study, United Nation International Standard Industrial Classification (ISIC, 2004) was used to classify economic activities. This classification produced 14 economic sectors in Nigeria; Agriculture, Education services, Financial and social work, Transportation storage and communication, Mining and Quarry, Electricity, Gas and Water supply, Real Estate, Renting and Business activities, Wholesales and Retails, Hotel and Restaurant, Construction, other community social activities, public administration and defence and extra territorial organizations.

Random sampling technique was used to select 7 (50%) economic sectors and 5 (50%) of the courses offered out of 10 faculties in the university. The organization visited were selected by captive audience sampling technique. This is a method whereby a sample of a given population is selected on the basis that they were there at a particular point in time meaning the organizations that are on the ground in each state were used. Heads of department of each section/unit forms the respondents as shown in the table.

3.5 Research Instrument

The instrument titled: “Graduates Course offered, Employability and Productivity Rating Questionnaire” (**GCOEPRQ**) was designed by the researcher to collect information for the study. The questionnaire contained three sections. A, B and C. Section A contains the demographic data of the organization, number of university graduates in each department, the interval at which the organization recruit, the method of conducting interview and the average age bracket of the graduates in the department. Section B consisted of the factors that are related to the employability of university graduates, the employability factors considered are courses offered, class of degree, proprietorship of the university, proficiency in the Use of ICT, age, years of cognate experience and interpersonal skills of the graduates. The Heads of department in each studied organization indicated the course offered by the university graduates in the departments with the list of employability factors that were rated by the heads of departments and this was quantified by assigning numbers 3 - 1 to the options in the question items.

3 is for Always

2 is for Sometimes

1 is for Never.

Section C contained the 10 indices of productivity. These were categorized into foresight, communication skills, human relation (interpersonal skills) numerical dexterity, reliability under pressure, proactiveness, initiatives, professional competency, quality of output of work,

integrity and leadership quality. This is correlated with courses offered, class of degree, cognate experience, proficiency in the use of ICT and age.

3.6 Validity and Reliability of the Instrument

Validity of the Instrument

Validity according to Abiri (2006) is how accurately the test results represented or predict the particular characteristic intended. This instrument was validated by six experts in Educational Management, Test and Measurement and Statistics in the University of Ilorin, university of Calabar and National Research Abuja who assessed both content and face validity of the instrument and ascertained the extent to which each item measure what it purports to measure.

Reliability of the Instrument

The reliability of the instrument was measured using test re-test method at two Weeks interval. A pilot study was carried out using heads of departments from banks, schools, agricultural sectors, Construction Company, hospitality and communication sectors from the metropolitan city of Ibadan. The two sets of scores were correlated using Pearson product-moment correlation statistic, and the calculated reliability coefficient was .87, as a result of which the instrument was deemed to be highly reliable.

3.7 Procedure for Data Collection

The researcher with the help of three research assistants who are bachelor degree holders in Educational Management and Sociology administered the in sampled organizations. The researcher retrieved some completed questionnaire copies, while the research assistants helped to retrieve others, and some were sent back to the researcher through Courier Services. Out 936 copies of the questionnaire sent out to various organizations, only 836 were recovered. This amount to 89.3% copies of questionnaire used for data analyses. The data Collection took a period of 5 weeks...

3.8 Method of Data Analysis

The study detected the relationship among courses offered, employability and Productivity of Nigerian university graduates. The data collected for this study were analysed using descriptive statistics such as frequency count, means and percentage, and the finding provided answers to research questions raised.

Analysis of variance (ANOVA) and multiple regression analysis were used to test the main hypothesis involving three variables. Duncan multiple range of mean/group separation, Pearson product- moment correlation and Z- test statistics were used to test the relationship between pairs of variables in operational hypotheses. All the hypotheses were tested at .05 level of significance.

The total score for each of the productivity indices were obtained by assigning number 3 - 1 to each level of productivity for instance; high productivity is 3 while average is 2 and low productivity is 1. This was summed up to obtain the productivity sum total for courses offered, class of degree, years cognate experience, proficiency in the use of ICT and Age. The higher the sum scores in all the organizations, the more the importance of that listed factor, while the lower the sum score, the least the importance of that factor.

CHAPTER FOUR

PRESENTATION OF RESULT AND ANALYSIS OF DATA

This study examined the relationship among courses offered, employability and productivity of Nigerian university graduates. Answers to all the research questions raised have been provided in this chapter. The Main and seven operational hypotheses formulated were tested and their results also presented in this chapter.

4.1 Descriptive Analysis

Descriptive statistics were used to analyse the research questions, using the data collected, these analyses are presented in figures, tables, charts and graphs.

Research Question: 1

Are university graduates employed more in the public sector than in the private Sector?

Table 4

Distribution of Graduates Employed by Public and Private Sectors, in Selected Organizations

Variables	Frequency	Percentage
Public	2,436	48
Private	2,640	52
Total	5,076	100

Table 4 shows that among the sampled organizations, the public sectors employed 2,436 (48%) university graduates while the private sector employed 2,640 (52%). This shows that, private sectors employed university graduates more than public sectors. This might be as a result of the government policy of promoting private sector led economy called privatization policy, that the government of Nigeria embarked upon in the last 15 years. The western countries, and

in particular, International Monetary Fund and the World Bank have forced privatization of public services and natural resources in Africa as a condition for development assistance. The developing countries including Nigeria were asked to turn their public services over to private owners and to sell off their oil and gas, mining, electric, telecommunication, transport and water companies which were the conditions for debt relief. Some of the manufacturing firms that belong to Federal, States or Local government have either folded up or privatized to an individual or group(s). (Nwoye, 2007). Public organizations such as the Ministries, Parastatals are no more absorbing the young graduates from the university, because of the embargo on employment.

The findings also revealed that there are some organizations in the private sectors that are rare or completely absent in the public sector such as Agricultural sector, manufacturing firms, communication, Engineering and construction companies and so on. This is because as a result of recent privatization and commercialization policy of government, most government are no more engaged in commercial and manufacturing ventures. This finding supports the reports of Adejumobi (1991), Oni (1994), Akerele (1997), Durosaro, Yahaya and Olajide (2005) that, Private sectors employed a higher share of University graduates than the public organizations because the percentage of the graduates finding job in the public sector has fallen drastically relative to the private and self-employment sectors. Durosaro, Yahaya, and Olajide reported that 66.6% graduates from university of Ilorin got job placements in private sector, 30.9% were employed in the public service, while 2.24% worked in the multinational Corporation. This is because the Nigeria economy has not been growing, and many organizations have not employed for years. This is contrary to the findings of Dabalén and Oni (2000) that public sector's shares of graduates' employment have been more dominant. According to these researchers, 60% of all formal employment is provided by public firms,

30% work in firms with joint private and public ownership, and the remaining 10% is by private establishment.

Research Question: 2

Is there any pattern in preferential demand by organizations for courses offered in the university?

Table 5

Pattern of Preferential Demand of University Graduates in selected Organizations Based on Courses Offered.

Disciplines	Frequency	Percent
Administration	68	8.1
Agriculture	48	5.7
Art and Humanities	201	24.0
Education	48	5.7
Engineering	119	14.4
Sciences	352	42.1
Total	836	100.0

Table 5 presents the result of patterns of preferential demand for a particular course offered in the university by employers. The result shows that the sciences are in the highest demand with 352 (42.1%) respondents, Arts/Humanities had 201 respondents (24%), Engineering 119 (14.4%), Administration is 68 (8.1%), Agriculture and Education with 48 respondents each which is 5.7% of the total respondents. This result reveals that most

organizations prefer science graduates in their organizations than any other course, while Arts and Humanities ranked next in order of preference; Education and Agriculture are of equal categories in preferential demand by employers with 48 (5.7%) respondents.

This may be so, because the whole world is a global village, most organizations are now moving toward global trend which is globalization through the use of electronic machines for their organizational operation so as to enhance better output. It is common for organizations to recruit and re-train their employee before their job placement, but in the areas of sciences, this is not easy, the company cannot make up or just use anybody in areas where these scientists are needed, because of the technicality of the science courses. It is glaring from Appendix III that the turn-out of graduates in science related courses from various universities is grossly inadequate. This accounts for why some companies recruit expatriates from other countries to work in Nigeria, mostly in science related areas, may be that is why the few sciences university graduates that are in employment enjoy job mobility.

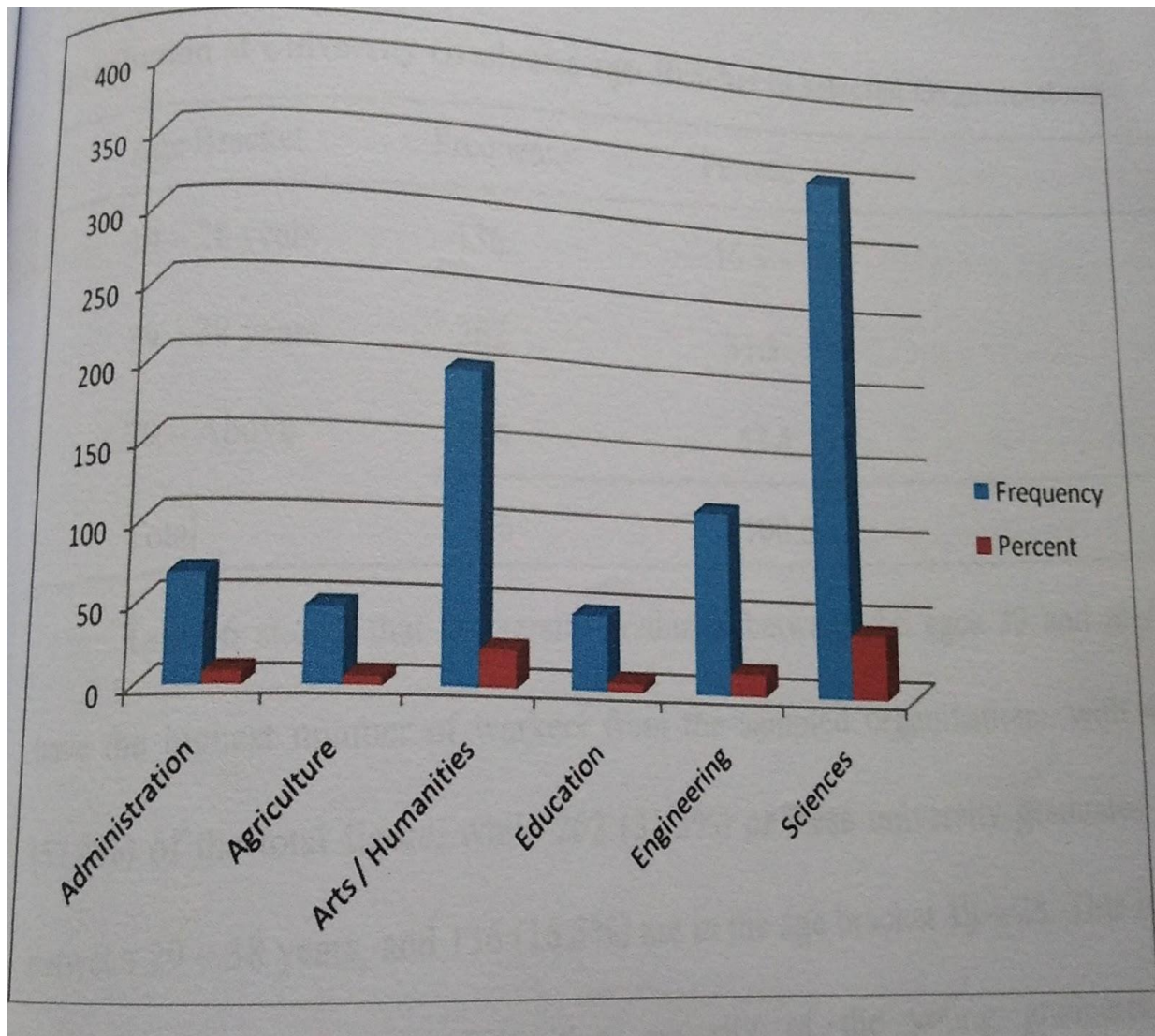
The proceeding lends credence to Babalola (2007)'s assertion that Nigerian university graduates acquire skills in disciplines such as Economics, Law and Business Administration that are neither demanded by the labour market not required by the economy especially in the growth sector such as petroleum, gas, manufacturing, solid minerals, tourism and Information, Communication Technology (ICT). This was supported by Ayodele's (2002) report on the trend of Advertised job for a high level manpower about a decade ago (1991-1999). He submitted that the largest number of advertised job openings were in the Health sector (28%), Engineering (10%), Administration 10% and Accounting 15%, and in recent times Computer Science which is also a science subject has had a sustained growth in vacancy announcement in the world, due to globalization trend.

The importance of courses offered is evident in the way students are desperate to read some courses in the universities. Yahaya (2005) reported that some courses of study in the

university are not made attractive, because they do not attract any financial aids from employer of labour, whereas other courses in sciences, Engineering, especially petroleum and civil engineering have the option of choosing as to which of the scholarship scheme they would want to apply and compete. This may suggest to the students in other disciplines that their course of study are neither valued nor needed, Adedeji, Osasona, & Durosaro (2003) further buttressed this claim by saying that students tend to struggle to read courses with longer duration of study so as to improve their possibility of employment, and it is science courses that attract longer duration of time to study. Figure II illustrates this result using bar chart.

Figure III

Chart on Preferential Demand of Graduates in selected organizations Based on Courses Offered



Research Question: 3

What is the commonest age- bracket of University graduates in employment?

Table 6

Distribution of University Graduates age- Bracket in selected Organizations.

Age Bracket	Frequency	Percent
19 – 28 years	136	16.3
29 – 38 years	262	31.3

39 - Above	438	52.4
Total	836	100.0

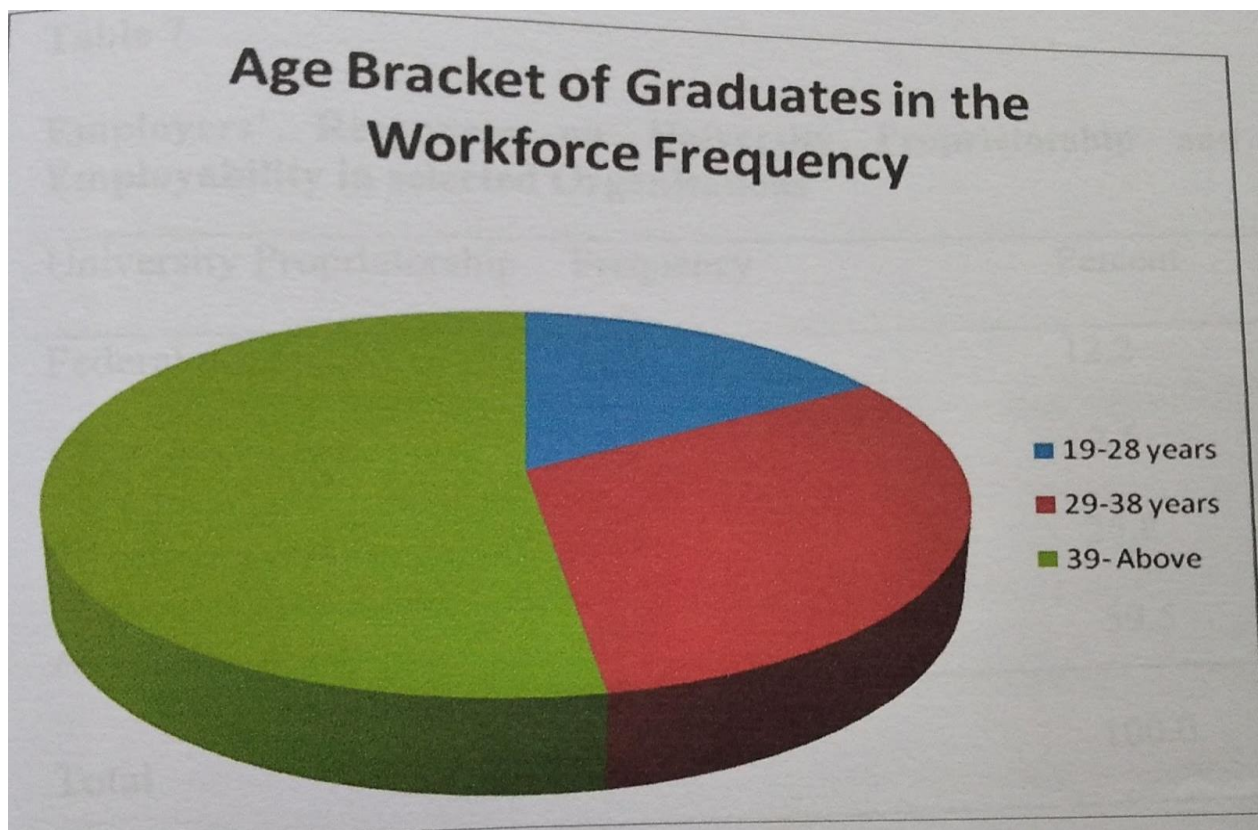
Table 6 shows that University graduates between the ages 39 and above have the highest number of workers from the sampled organizations, with 438 (52.4%) of the total figure, while 262 (31.3%) of these university graduates fall between 29 - 38 years, and 136 (16.3%) are in the age bracket 19 - 28. This is not strange because records show that majority of the young graduates are unemployed, because only (16.3%) are in employment. Appendix V revealed the list of unemployed university graduates all over the 36 states in Nigeria including FCT; the figure is pitiful, when compared with the turn out rate of graduates from various universities within the years of study.

This is coupled with the fact that the age bracket 19 - 28 is partly a period when most of these young people are predominantly in school, while some are coming from the secondary school, and the majority is faced with the problem of gaining admission to the university. Another problem is that some secondary school leavers could not get admission immediately after secondary school. They may have written JAMB examinations several times. This will account for their being in school within that age bracket of 19 - 28, and after graduation, some still do not get employment easily. Majority therefore take to self-employed jobs. It is not unlikely that 16.3% of the responses on age bracket 19-28 are from banking sector, because this is one of the economic sectors where age is emphasized in the advertisements. Ramsey (2000) reported that people in the age bracket of 20-24 make up 40% of the unemployed while age bracket of 15-19 constitute 31% unemployed. This fact is confirmed by Oni (2001) who noted that the issue of unemployment is one of the most menacing social and economic problems in the country. Transition from study to work is a process often marked by uncertainty and anxieties, in different parts of the world because the employment opportunities are

seriously dwindling, period of search for jobs is getting longer and graduates are contacting an increasing numbers of employers before they secure jobs. This result is further illustrated with the Pie chart in figure IV

Figure IV

Age Bracket of Graduates in the Workforce



Research Question 4:

Is there any preferential demand for graduates of a particular university by selected organizations for employment?

Table 7

Employers' Responses on University Proprietorship and Graduates Employability in selected Organisations

University Proprietorship	Frequency	Percent
Federal University	102	12.2
State University	21	2.5
Private University	216	25.8
All of the above	497	59.5
Total	836	100.0

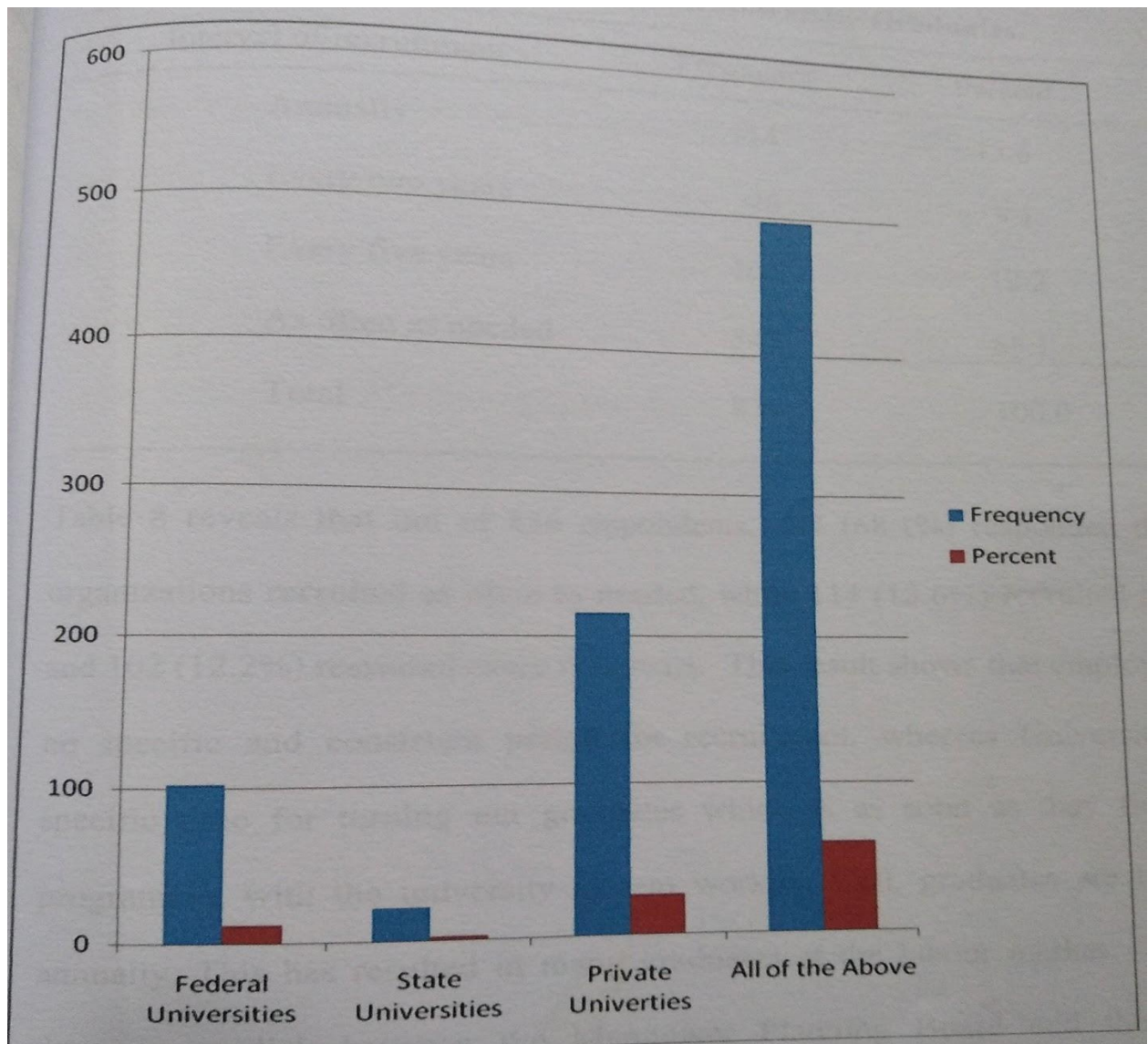
Table 7 shows the sampled organizations responses on the relationship between graduates' university ownership and employability. The result revealed that 102 (12.2%) respondents preferred graduates from federal universities while only 21(2.5%) of the respondents indicated their interest on state owned university graduates, 216 (25.8%) indicated that private university graduates are preferred, but majority, 497 (59.5%), of the respondents show that the issue of university ownership does not arise in the recruitment of university graduates for employment.

This is in line with equity law that grants equal employment opportunity for all irrespective of tribe, religion, or place of birth. The few that showed interest in the graduates from federal universities might be as a result of the past glory that some of such universities still enjoy, while some of the state universities are regarded as glorified secondary schools. Ephraim (2004) reported that Nigeria public universities have high enrolment without enough instructors. This result contradicts Soludo (2009)'s claim that despite the multiplicity of Nigeria universities, the qualities of graduates being produced is a sad story. He said that a good number of companies in Nigeria would rather employ a diploma holder from Germany than a Nigeria trained Ph.D. holder in engineering, because, according to these employers, it is expensive to retrain a Nigerian graduate's to fit into the environment and compete in the global market.

The bar chart in figure V represents finding on university proprietorship.

Figure V

Relationship between University proprietorship and graduates' employability



Researcher question: 5

At what intervals do organizations recruit university graduates

Table 8

Intervals at which Organizations Recruit University Graduates.

Interval of recruitment	Frequency	Percent
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Annually	114	13.6
Every two years	76	9.1
Every five years	102	12.2
As often as needed	544	65.1
Total	836	100.0

Table 8 reveals that out of 836 respondents, 544 (68.1%) responded that their organizations recruited as often as needed, while 114 (13.6%) recruited annually, and 102 (12.2%) recruited every two years. This result shows that employers have no specific and consistent period for recruitment, whereas Universities have specific time for turning out graduates which is as soon as they finish their programme, with the university system working well, graduates are turned out annually. This has resulted in many graduates at the labour market. Definitely there is no link between the Manpower Planning Board and the National Universities Commission. This has accounted for the reason why universities could not wait for Manpower Planning Board to declare vacancies before they turn out graduates, which results in the clog in the labour market.

This finding confirmed Okebukola's (2002) report that factories are closing down in the face of declining Gross Domestic Product (GDP). Corruption, official ineptitude, armed robbery, conflict in the Niger Delta which continues to lower energy output plus the sudden relocation of many Nigerian companies to neighbouring Ghana country, where energy, social and political milues appear to favour growth and productivity. Therefore, employers of labour have no specific period for graduate's employment, but they employ as often as the needs arise. Figure V illustrates this finding in Bar-chart

Figure VI

Interval of Recruiting University Graduates

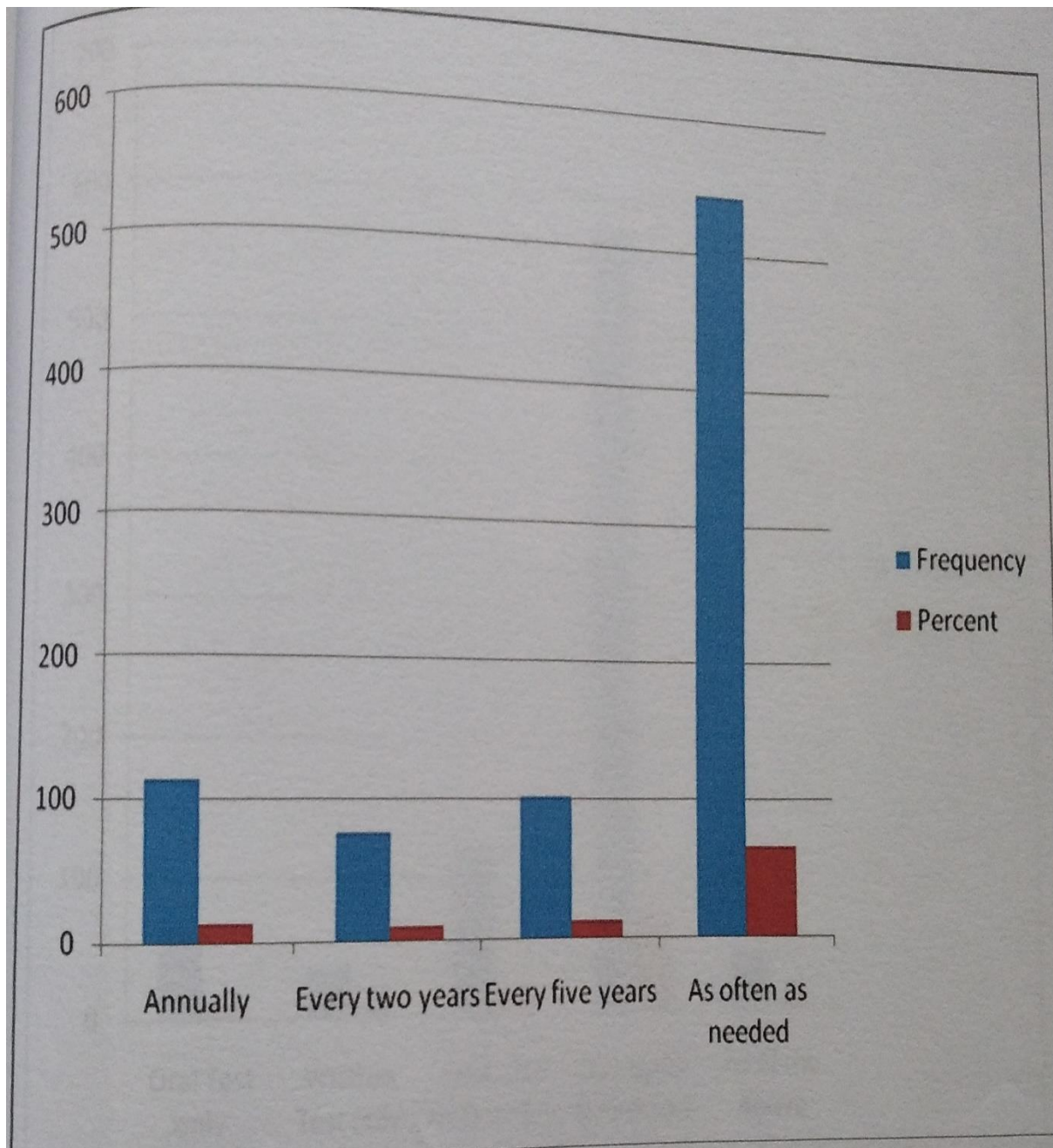


Figure VII

Methods of Conducting Interview for Graduates' Employment

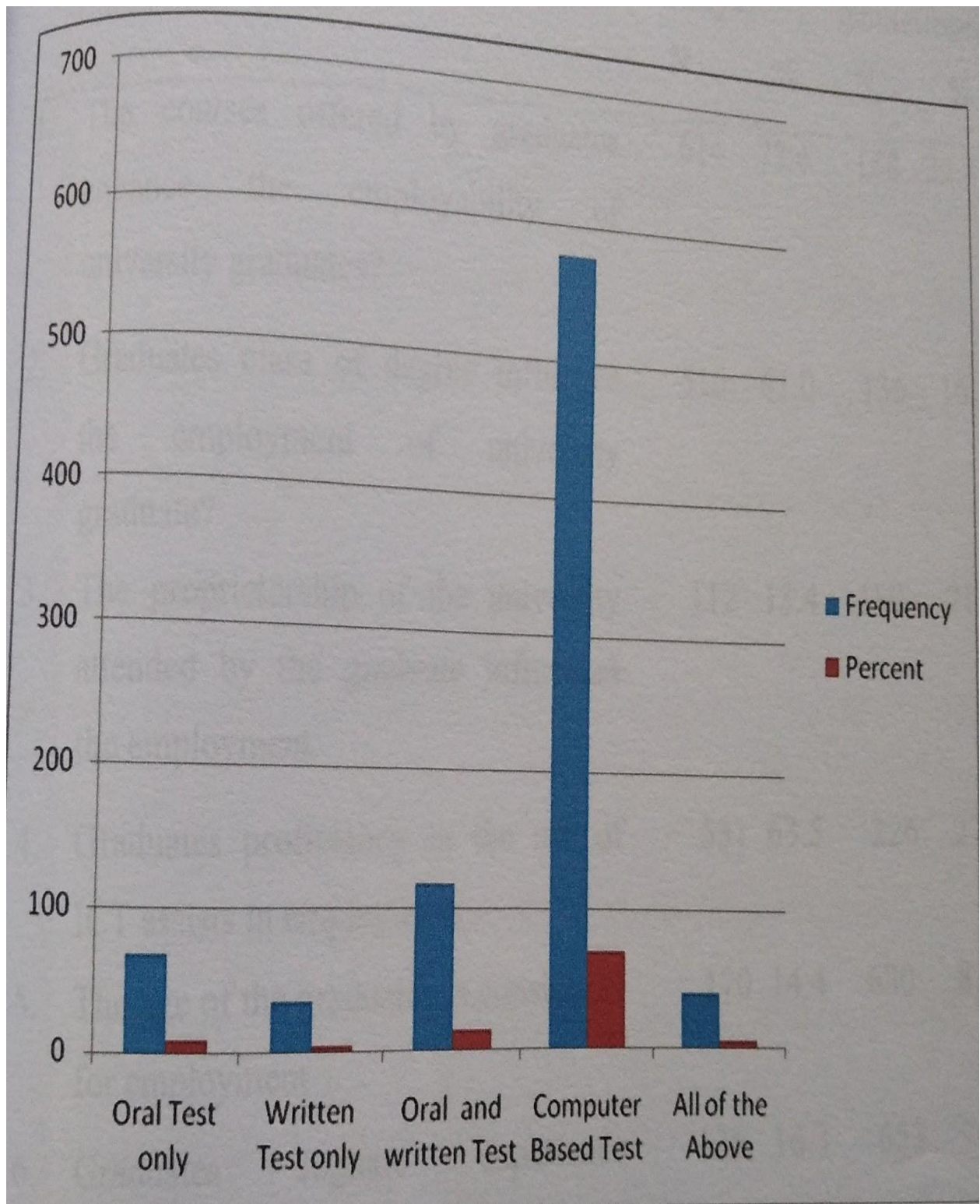


Table 10**Employers Responses on Factors of Employability of Nigerian Graduates.**

S/No	Employment Factors	Always		Sometimes		Never	
		N	%	N	%	N	%
1	The courses offered by graduates enhance the employability of University graduate?	614	73.4	188	22.5	34	4.1
2	Graduate class of degree influence the employment of university graduate?	510	61.0	136	16.3	190	22.7
3	The proprietorship of the university attended by the graduate influences the employment.	112	13.4	180	21.5	544	65
4	Graduates proficiency in the use of ICT assists in employment	531	63.5	226	27.0	79	9.4
5	The age of the graduates is considered for employment	170	14.4	680	81.3	36	4.3
6	Graduates cognate experience influences the employment	136	16.3	653	78.1	47	5.6
7	The interpersonal skills of the university graduates enhance their employment	614	73.4	170	20.3	52	6.2

Table 10 reveals the contributions of various factors of employability to the employment of university graduates: Out of the seven employability factors that include; courses offered, class of degree, university proprietorship, proficiency in the use of ICT, age, years of cognate experience and interpersonal skills considered in the study, courses offered by the graduates at the bachelor degree level and interpersonal skills of the graduates had the highest responses of 614 (13.4%) out of 836 respondents each. This fact accounted for the reason why many reforms in university education were initiated. In line with this, Babalola (2008) had observed that knowledge explosion remains a major force that continues to threaten programme development in Nigerian universities because; every university has the obligation of making her products employable in the labour market.

Apart from the courses offered in the University, graduates with very good interpersonal skills such as good communication skill, and ability for good human relation stand a better chance of securing employment than somebody with poor interpersonal skills. The result shows that 614 (73.4%) respondents were of the view that interpersonal skill is always a crucial factor in graduate employability. Although, interpersonal skills are not part of the university curriculum that can be tested in school examination, they are nonetheless special abilities acquired personally through interactions with people or by exposure to some literature outside the school textual materials. Interpersonal skills that include both communication and human relation abilities are required for high productivity. Thus, in private organizations, where maximum profit is the main objective, the issue of interpersonal skills would be a must for prospective job seekers.

However, graduate's proficiency in the use of ICT is equally important as a factor for their employability. As shown in table 10, there are 531 (63.5%) respondents, who indicated that proficiency in the use of ICT is an important factor for university graduate's employability. while 226 (27%) respondents showed that ICT is only occasionally required. Only 79 (9.40%)

said that their own department did not require ICT proficiency for employment of university graduates. These findings show that university graduates employment is largely determined by their proficiency in ICT.

The proceeding finding lends credence to Ubulom (2004)'s suggestion that there is the need for adequate preparation for quality university graduates, who should be able to function effectively in the world of business. According to Ubulom this would be done by including computer education as a core course in the university curriculum and as a means for effective preparation for the world of work. In the same vein, Agomuo (2005) affirmed that recent developments personally through interactions with people or by exposure to some literature school textual materials. Interpersonal skills that include both communication and human relation abilities are required for high productivity. Thus, private organizations, where maximum profit is the main objective, the issue of interpersonal Skills would be a must for prospective job seekers.

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developments employments and 136 (16.3%) respondents indicated that class of degree is a non-issue recruitment of university graduates. This means that graduates with first class, and second class upper honours degree stand a better chance of securing employment in Nigeria today than graduates with second class lower, third class or pass degree; therefore, in a normal situation, it is expected that the higher the class of degree a graduate obtained, the easier for the graduate to get employment.

The above might be because employers do not respect Nigeria certificate anymore, both in and outside Nigeria, due to the observed gap between the skill acquired and the need of the society. Thus, employers of labour prefer to engage somebody with a better grade that they can just tolerate, than taking the least from a rotten society. Employers assume that the better class of degree graduates possess the more flexible, more motivated and easily adaptable they would be to changing circumstances benefits from work experience and training.

Employers of labour, who will still send their employees for training usually prefer individuals who obtained second class upper degrees and upwards. They feel that such employees would be teachable. This is supported by Anyanwu (2007) who said that economic growth is associated with good academic qualification. This is why employers of labour regard the qualification arising from capacity building as a reliable indication of personnel ability and achievement. This is because university education improves individuals' skills, and their degree makes them better people in the society.

Robin's (2002) report on class of degree claimed that employers most often look for values like communication and inter-personal skills that are not taught in the university curriculum. Graduates' cognate experience is also considered to be important as indicated in Table 10. Out of the 836 respondents 653 (78.1%) of the heads of department agreed that university graduates cognate experience is sometimes considered for their employment while 136 (16.3%) said that, it is always considered, and 47 (5.6%) respondents indicated that it is

never a recruitment factor in their departments. These results suggest that, there is no clear cut answer to the issue of graduate cognate experience and employability because; there are several levels of personnel working in a given organization with varying status and cadre. Whether cognate experience will be an issue or not, may be dependent on the cadre to be filled. In the case of positions in the high ranking post such as managerial posts experienced individuals will be suitable, but if an employee is coming into be a subordinate to a superior officer who is already an expert in that area, the new employee may rely on the direct boss's experience to get the work done. This might be the reason why majority of the respondents cannot say affirmatively whether, it will always be or never be a factor for employment of university graduate, hence, sometimes would be most appropriate because it is conditional.

However, with respect to age as a factor for employment, table 10 shows 120 (14.4%) respondents agreed that age is considered always, while 680 that (81.3%) respondents said "sometimes" meaning that it depends on the organization or situation and as such, it is conditional. A few of the respondents 36 (4.3%) said it is a non-issue. These findings show that the issue of age is not conclusive. Even though, it is occasionally considered for graduate employment, such a consideration depends on the nature of the job and the cadre to be filled. This might be responsible for respondents' inability to respond affirmatively. This finding on age is supported by Agbonna, Yusuf, Olumorin, and Ajidagba (2010), whose study on employer's assessment of the employability of Nigerian graduates in Kwara State shows that none of the employers sampled considered the issue of age as a determinant factor of graduates' employability.

Out of the employability factors examined in this study, university proprietorship of the graduate appears to be the least influencing factor considered for university graduates' employment. Table 10 shows that out of 836 heads of department who responded to the questionnaire, 544 (65%6) said that graduates' students could not study well due to power

failure and overcrowding which are common problems that universities are contending with. Students live in crowded accommodation and often perch on windows to receive lectures due to lack of space. Teaching facilities are either not available or obsolete, in most cases research facilities are over stretched. In practical -oriented courses such as in the sciences and applied sciences, lack of adequate exposure to practical aspects has denied them some requisite skills. Some Federal/State Universities run courses in which they had failed the accreditation of the National Universities Commission, for lack of merit.

The poor condition of Federal and State owned universities was supported by Babalola (2008) who reported that emergency of satellite campuses owned by either Federal or State Universities all over the country worsened the standard of university education, since most of such campuses were opened for dual purposes; firstly, academic and secondly, for business. Students who could not pass the Joint Admission and Matriculation Board (JAMB) examination opted for either satellite programme or private universities. In some of such centres, half-baked lecturers are employed with little pay, a lot of these satellite campuses flooded Lagos with poor learning facilities, and compromised curricula are the order of the day. The result of this is poor student output and consequent low productivity. Recently, the law makers in Nigeria attested to the poor standard of university education, when they deliberated that all the law makers should be sent to foreign universities for training in the act of management. Despite the silence on the proprietorship of the university by the employers, it is a fact that the Overseas trained graduates secured job before their counterpart who attended universities in Nigeria.

Ephraim (2004) reiterated that Nigeria public institutions have high enrolment without enough instructors. In a similar view, Sabo (2005) said that the main criteria for ranking World class universities are not so much the volume of teaching, student population (as we have in public universities) or community services but research output. Knowledge accumulation for

which universities in advanced countries are well known to make them bastions of social and human capital formation. This in turn accounts for rapid economic development and improved living condition in advanced countries. The situation in developed countries can be compared to diminishing ability of seasoned and senior researchers to mentor junior researchers in developing countries. The latter leads to the well-known brain drain that is the bane of less developed countries universities.

However, the issue of university proprietorship may not be an important factor in university graduates' employment. Most employers of labour operate on the ability of the applicant. This fact was supported by Uwadia and Longe (2005) when they opined that it is the responsibility of our educational system to provide graduates with the background and skills necessary to be successful in their chosen field of endeavour. For this reason, employers of labour recruit graduates from institutions with curricula that use new technology and emphasize current practices. That is not to say that there are some employers who considered institutions before selecting the candidate. This was observed by Babalola (2007) that most private universities have acquired sense of public accountability by giving immediate feedback to parents and students regarding academic and moral performances, whereas in the public universities, most of the lecturers do not care to provide information to household, especially about character building. He further explained that private universities course and programmes are well packaged to position graduates for employment whereas bureaucracy does not allow public universities in Nigeria to quickly package their courses and programmes in responses to the need of students and those of the market.

4.2 Null Hypotheses Testing

The main hypothesis formulated to guide this study was tested using Analysis of variance (ANOVA) and Multiple regression analysis, while the hypotheses were tested using

Duncan multiple range of mean/group separation, Pearson product- moment correlation and z- test statistics.

Main Null Hypothesis

Ho: *There is no significant relationship among courses offered, employability and productivity of Nigerian university graduates.*

Table 11

Model summary on Productivity, Courses offered and Employability.

Model	R	R-Square	Adjusted R Square	St d. error of Estimate
1	.95	.90	.92	1.03026

Predictors: Course offered, employability.

Table 11 presents the model summary of the multiple regression model with R- square value of 90 (90%), which is very close to 1. This implies that 90% variability of productivity is being explained by both courses offered and employability. The higher percentage (90%) suggested that the fitted model is adequate. It also indicates that there was indeed a high positive relationship among independent variable (predictors) and dependent variable of productivity. The table also reveals the adequacy of the model since 92% of the variation in the productivity is as a result of the courses offered and employability of the university graduates.

Table 12

Testing the Fitted of Multiple Regression Model

Model	Sum of Square	Df Mean	Square	F-Cal	F-table	Decision
Regression	101.3570	2	506.78			Ho

		477.45	2.83	Not accepted
	884.18	833	1.01	
Total	110.1987	835		

a. Predictors: - Courses offered, employability

b. Dependent: - Productivity

Table 12 is the Analysis of variance (ANOVA) result for testing the significant levels of the fitted multiple regression models. The result shows a calculated F-value of 477.45, while the critical F-value gives 2.83 at 05 level of significance the calculated F-value 477.45 is greater than the critical F-value of 2.83 at 2 and 833 degrees of freedom, meaning that the null hypothesis which relationship among courses offered, stated that there is no significant relationship among courses offered, employability and productivity is not accepted. Based on this result it can be concluded there is significant relationship among productivity, courses offered and employability of Nigerian University graduates.

This implies that productivity of university graduates cannot be determined by just one of the independent variables but a combination of the two variables that interrelates with each other to bring about high productivity.

Table 13

Regression Analysis Among Productivity, Courses Offered and Employability of Nigerian University Graduates.

Variables	B	Std. Error	Beta	T
Course offered	.89	.05	.37	16.48
Employability	.50	.02	.61	26.89

Constant	.32	.16	-2060
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Dependent variable: Productivity.

Table 13 is the regression analysis among productivity, courses offered and employability of Nigerian universities graduates. The result determines whether only one of the variables (courses offered and employability) or the two together are significantly related to productivity, it also indicates course offered out of the two independent variables is more significantly related to productivity than employability. As shown in table 13, the calculated t-value is 16.48 course offered, while it is 26.80 for employability at .05 significant level and 834 degree of freedom. The two calculated values are greater than the table value of 1.98. This implies that the two independent variables, (course offered and employability) are positively significantly related to productivity.

The main hypothesis that state that there is no significant relationship among courses offered employability and productivity of Nigerian university is not accepted. Therefore, there is significance relationship among courses offered, employability and productivity of Nigerian university graduates.

The coefficient of courses offered and employability are .89 and .50 respectively; the implication of this is that courses offered contributed more to productivity than employability. Therefore, courses offered by the graduates are positively related to the productivity than employability. Sequel to the outcome of the Multiple regression analysis. It can be concluded that the courses offered in the university at the bachelor's degree level and the employability of the graduates are all related to the productivity of university graduate.

This finding supports that of Babalola (2008) that university education is crucial for economic growth by particularly bringing about lucrative employment to the graduate, who is highly skilled to bring about technological innovation through research, which in turn leads to high productivity.

4.2 Testing of Operational Null hypotheses

H_{01} : *There is no Significant difference in the productivity of Arts/Humanities, Sciences and Social Sciences graduates of Nigerian university graduates.*

Table 14**Productivity of Arts/Humanities, Sciences and Social Sciences of Nigerian University Graduates.**

	Sum of Square	Df	Mean Square	Cal. value	F- Critical value	F- Decision
Between Groups	241.28	2	120.64	301.9	3.01	
Within groups	332.77	833	.34			Ho not accepted
Total	54.05	835				

Table 14 is the analysis of significant difference in the productivity among the graduates in the major courses offered in the University. The result shows that F- value calculated is 301.99 greater than the critical F-value 3.01 at .05 level of significance. Since the calculated value is greater than the critical value the null hypothesis is not accepted, therefore there is significant difference in the productivity among Arts/Humanities, Sciences and Social Sciences.

Table15**Separation of Productivity of the Grouped Courses Offered**

Courses offered	N	Subset for Alpha is .05		
		1	2	3
Arts/Humanities	122	1.00		
Social Sciences	102		2.00	
Sciences	612			2.52

Table 15 shows Duncan multiple range of mean/group separation of productivity of some courses offered. The result shows the separation of the three major areas of studies into their distinct groups. The result shows that graduates in the three major areas of studies are different in productivity from one to another with Art/Humanities courses having the least productivity of 1.00 followed by Social Sciences 2.00. while Sciences with 2.25 as the highest productivity.

The proceeding result may be due to the nature of science related courses that required both the theory and practical aspects of the training. This enables the science graduates to utilize at least two out of three domains of knowledge which is cognitive, psychomotor and affective. Science subjects effectively require the domains of cognitive and psychomotor for both the theory and practical examination application of what is learnt is a must before certification. Therefore, before a student could be certified to be a graduate of any science related courses of study, the student must satisfy at least the two areas of cognitive and psychomotor domains effective; this is contrary to social sciences and Arts/Humanities courses where it is only the cognitive domain that is being tested.

This result supports the finding of Uguwonah and Omege (1998), which reveals that engineering graduates from the university have relatively tremendous application of the theoretical knowledge and skills acquired in the course of school education in meeting the demand of work place, while students of social sciences background are not sufficiently skilled in the empirical diagnosis and analysis of social problems.

Ho₂: *There is no significant relationship between courses offered at the first degree level and the productivity of Nigerian university graduates.*

Table 16**Relationship between Courses Offered and Productivity of Nigerian University Graduates**

Variables	N	— X	SD	DF	Cal. R-value	Critical R- value	Decision
Courses	836	24.08	4.21				
Offered				834	.92	.09	Ho not accepted
Productivity	836	11.11	3.63				

Table 16 indicates that the mean of courses offered is 24.08 while the mean for productivity of Nigerian university graduate is 11.11, at 834 degree of freedom; the calculated r- value is 92 while the critical r- value is .09. The calculated r- value of .92 is greater than the critical r- value of .09, therefore, the null hypothesis is not accepted. This implies that there is a significant relationship between the courses offered at bachelor's degree level and productivity of Nigerian university graduates. According to Vroom (1964), productivity is a function of performance as shown by the equation:

$$\text{Performance} = \text{Ability} \times \text{Effort} \times \text{Motivation} \times \text{Opportunity}.$$

Ability is the skill gained through the training received in the University. If ability which is courses offered is zero. performance will also be zero, and productivity will automatically be zero. Since university education is supposed to be a specialized education, whereby after obtaining the first degree certificate, the graduates are tested and certified to go to the labour market to enhance high productivity, because it is assumed that university education should have a meaningful link with industries.

The preceding finding supports Umo (1996) that the orientation of any educational system is to create job, to pay attention to the quality of the education in whatever field and

taking specific measures to ensure that educational contents are skill oriented and market relevant. Ugwuonah and Omeje's (1998) report buttressed this by saying that engineering polytechnics graduates performed better on the job than engineering university graduates because they were able to make use of the knowledge gained during the course of study in their work place. Therefore, inability of the university graduates to perform excellently on the job might be as a result of the gap that exists between what is taught in the class and the demand of the labour market. This was further supported by Oni (2001) assertion that the education of human resources culminates in meaningful employment so as to reap the anticipated economic benefits from educational investment which leads to lucrative employment and subsequent increased productivity.

But some employers see University education as a general education, and once it acquired the individual graduate will be teachable to perform any job. This category of employers according to Oni (2001) claimed that since there is wide gap between theory that is learnt in the university and its application in industries outside the university, they have resulted into recruiting the half-baked university graduates and re-train them at an extra cost to make them productive on the job.

H₀₃: *There is no Significant relationship between class of degree obtained and productivity of Nigerian university graduates.*

Table 17

Relationship between Class of Degree and Productivity

Variables	N	— X	SD	DF	Cal. R-value	Critical R- value	Decision
Class of degree	836	21.36	7.669				

	834	.032	.088	Ho	not accepted
Productivity of graduates	836	11.11	3.633		

This table 17 reveals that the critical r - value calculated is .09 while the calculated r value is .03 at .05 level of significance. The result shows that critical r- value is greater than the calculated r value. Therefore, the null hypothesis which states that there is no significant relationship between the class of degree obtained by the university graduates and productivity is accepted. The result in table 17 shows students acquire knowledge in core skills that can only assist in passing examinations but may be lacking in soft skills such as work attitude that include critical and reflective thinking that enhance productivity.

These other factors interact with each other to contribute to high productivity, so, there is no single yardstick for measuring an employee's productivity. This lends credence to Ijaiya (2010) comment that teacher quality is not a function of student's academic performance, because teacher's quality is an input not a process. A teacher with high academic qualification does not guarantee a better academic performance for the students. This finding is in line with Hersey and Blanchard (1999) that performance is the product of many factors and all the factors are interrelated, and they all contribute to performance. In an organizational productivity, factors such as organizational structure, knowledge human process, strategic positioning, non-human resources, should interact together to bring about the expected productivity.

This assertion was also in support of Lorsch and Lawrence (1972))'s conclusion that performance was not merely a function of attributes possessed by the individual but also depends on the organization and the environment. This means that a first class graduate that is highly motivated and have all the skills to the job, but may not be productive unless the needed organizational support and direction is present.

Reasons for this finding can also be traced to lack of academic integrity which has affected whatever result some of our university graduates obtained. It seems that everything in the educational system is dubious. Due to what people refer to as "Nigeria factor", some students either personally or through their parents bribed their way through to get admission into the university, on getting to the campus some students used all factors such as nepotism, favouritism, examination malpractice to sail through the programme especially in the era of what you have that is "paper qualification". This is evident in the way students perpetuate examination fraud, it is daily that new method is emerging.

The situation in the country is one that no one can say categorically that any student in Nigerian University is given what he or she merits especially in this era of examination malpractice. According to Oduwaiye (2005), Oyedepo (2009) dishonesty in every stage of examination administration has been responsible for the hues and cry of examination malpractice, which has beset the Nigerian educational system. Graduates degree is no more reliable. Some students cannot defend their class of degree. According to Oduwaiye, to make the Nigerian and certificates to be credible and acceptable within and outside Nigeria, there is the need to advocate for integrity in the academic community especially in all examinations.

Contrary to this result are the reports of Soludo (2009) and Adebowale (2009) that companies go for workers that can deliver good results, such as first class or minimum of second-class upper degrees or its equivalent, because highly qualified graduates work with little or no supervision, because according to these companies, quality of the workers has a correlation with the academic credentials possessed by the worker.

Ho₄: *There is no significant relationship between graduates' years of cognate experience on the job and productivity of Nigerian university graduates*

Table 18**Relationship between Years of Cognate Experience and Productivity.**

Variables	N	— X	SD	DF	Cal. r- value	Critical R- value	Decision
Years of Cognate Experience	836	21.50	5.35	834	.97	.09	Ho not accepted
Productivity	836	11.11	3.63				

The result in table 18 shows that the calculated r- value of .97 is greater than the critical r- value of .09 at .05 significant levels. Hence, the null hypothesis which states that; there is no significant relationship between years of cognate experience and productivity of Nigerian university graduates is not accepted meaning that a high positive relationship exists between years of cognate experience and productivity of Nigerian university graduates. This is not surprising because cognate experience contributes to individual's ability positively. Even in cases where knowledge of the job is low, cognate experience can boost the ability.

This might be the reason why judges are retained to 70 years of age on the benches, and university professors are to be retained to 70 years in Nigeria. This is in support of that old theatre nurse is better than a new surgeon. This is because there is nothing like I know it, or I see it, but I have done it before is higher than all of the them, because it reduces cases of trial and error and risk of wrong outcome. This finding is in agreement with that of Salau (2009) reported that experience is a good predictor of teachers' performance.

The more experienced a lecturer is the better for the system, as more knowledge is acquired during the process. This is also in agreement with Salami (1999) submission that experience as lecturers' quality is very important in the teaching profession. Salami further

reported that experience is needed for the attainment of the school goals and objectives. Robin (2002) referred to experience as tenure or seniority, which means, time on a job, according to Robin tenure is a potent variable in workers' turnover, which is negatively related to turnover, and tenure and satisfaction are positively related to workers' productivity. Hence, a worker who has job satisfaction is likely to be productive.

In contrary to most employers' opinion where the selection process focuses on experience, Robin (2002) reported that in Microsoft industry extraordinary attention is giving to one single factor which is intelligence, called "smartness". There is no way of getting around the fact that in terms of people who deserve to write software should be elitist because IQ is more important than experience because you can teach smart people anything. Therefore, according to Robin experience is not positively related to productivity, but workers' smartness which is ability to learn fast.

This finding lends credence to Aghenta (1991) report that, in a teacher programme that includes a bachelor's degree in a discipline in education as well as long years of teaching, have found graduates of four years' experience to be as effective as some senior teachers, but the benefits of experience appear to level off after five years, especially in non-collegial work settings.

H₀₅: *There is no significant relationship between graduates' proficiency in the use of ICT and productivity of Nigerian university graduates.*

Table 19
Proficiency in ICT and productivity of University graduates.

Variables	N	— X	SD	DF	Cal. R- value	Critical R- value	Decision
	836	21.80	5.45				
Proficiency in the Use ICT				834	.95	.09	Ho not accepted
Productivity Of graduates	836	11.11	3.63				

Table 19 is analysis of relationship between graduates' proficiency in the use of ICT and the productivity of Nigerian university graduates. The result indicates that the calculated r- value of .95 is greater than the critical r- value .09 for 834 degree of freedom and .05 significant levels. This shows that the null hypothesis which states that there is no significant relationship between proficiency in the use of ICT and productivity of Nigerian university graduates is not accepted. It is now confirmed from this result that there is a significant and positive relationship between proficiency in the use of ICT and productivity of Nigerian university graduates. In other words, the level of graduates' proficiency in the use of ICT is a significant predictor of level of productivity of Nigerian University graduates. This is because this is an internet, technological and Information era, where organizations now work at the "speed of taught" for better results. This is because time and space have reduced, the use of ICT makes things express. It means that the position of ICT as a driver of modern development has never been in doubt.

Corroborating this, Akunyili (2009), stated that the various developmental initiatives such as in education, health, agriculture, and economics empowerment being undertaken by all

the states of the Federation can be accelerated by the application of appropriate ICT tools. Ndu (2004) and Agomuo (2005) found that competency in business education of university graduates in today's business office largely measured by their level of computer literacy. In the light of this, most universities have gone on-line in their admission processes. Computer Based Test for post JAMB and even semester examinations as well as some basic course content. Therefore, the obvious need for literacy in ICT becomes a norm rather than an exception.

Adeyemi (2009) also confirmed that the ability to achieve greater output in a short time without any reduction in the quality of the product is made possible with high proficiency of university graduates in ICT usage. This might explain why university graduates make effort to undertake self-development venture by embarking on computer training during their Youth Service periods and while waiting for employment opportunities to open.

Ho₆: *There is no significant relationship between age of the graduate and productivity of Nigerian university graduates.*

Table 20

Nigerian University Graduates Age and Productivity Nigerian

Variables	N	— X	SD	DF	Cal. r- value	Critical R- value	Decision
	836	22.75	6.33				
Graduate Age				834	.98	.09	Ho not accepted
Productivity Of graduates	836	11.11	3.63				

Table 20 is the analysis of age and productivity of Nigerian university graduates. The result revealed that the calculated r- value of .98 greater than the critical r- value of .09 at .05

significant level and 834 degree of freedom. Therefore, the null hypothesis which states that there is no significant relationship between age and productivity of Nigerian university graduates is not accepted. This implies that positive significant relationship exists between age and productivity of Nigerian university graduates. Many students graduated at a very young age of an average of 22 years. These graduates may have the technological know-how, but the age of readiness which is age of maturity and emotional stability is now very long. Therefore, both maturity and emotional stability may be lacking, thus, making them to be less confident. The young graduate workers are exposed to a lot of distractions, due to teenage exuberant behaviours.

All these may affect their productivity adversely because ability is not just about knowledge, it has to do with emotional stability and ability. Most employers now find the Emotional Quotient (EQ) more important than Intelligent Quotient. (IQ). All these are tested in the aptitude test that graduates undergo during interview. This points to the fact is that, age is a big factor in determining the productivity of an individual, but whether it is young or old ones that are favoured depends on the organization and the job description. This result agrees with Olorisade's (2008) report that the academic staffs between the ages 34 – 40 years show lower level of morale. The reason for this he attributed to the young staff being vibrant and dynamic who are always on the move to better paying jobs that compare privileges, opportunities, salaries and allowances they enjoy with counterparts in other sectors of the economy. Ramsey's (2000) claim in the rating of engineers and managers that employees in the age of 30 put in the most effort and perform the most sophisticated technical work and that productivity falls as the engineers move into 40 years and beyond.

This is in line with Dessler's (1991) report that job performance decline with increase in age whether it is true or not, many employers believe it and act on it. This is evident in the banking sector where the syndrome is “sack the old and employ the young”, all in the name of

high productivity. This is because older workers are perceived as lacking flexibility and being resistant to new technology, because most Organizations seek individuals who are adaptable and open to change.

Some researchers could not see the relationship between age and productivity. These include Jablonski, Rosenblum and Kunze (2008) who reported that no decline in output per hour was seen between the age 25 – 64, and the difference between the average productivity of those in the 25 – 34 group and those in the 55 – 64 group was less than 1%, meaning that the difference is not significant. Likewise, Borsh and Weiss (2008) studied the relationship between workers age and their productivity by combining data on errors occurring in the production with detailed information on the personal characteristic of workers responsible for errors. There was no evidence that productivity declined with age in the study.

The study of Goebel and Zwick (2009) also lend credence to this finding when the researchers measured the impacts of changes in the age structure of establishment on productivity, using repetitive linked employer-employee panel data. The results show that the workers' productivity increases with the shares of employee until the age of 50 – 55 and only decreases slightly afterward.

Ho₇: There is no significant difference in the productivity of workers in public and private sectors of Nigerian university graduates.

Table 21

Results on Public and Private Sectors' Productivity of University Graduates

Variables	N	— X	SD	Cal. r- value	Critical R- value	Decision
	379	10.72	2.9			
Graduate Age				2.78	1.96	Ho not accepted

Productivity 456 11.4276 4.1195

Of graduates

Table 21 is a z – test result on differences between the productivity of public and private sectors of university graduate workers... The table reveals that the calculated z – value is 2.77 which is greater than the critical z – value of 1.96 at .05 level of significance. Hence, the null hypothesis which states that there is no significant difference in the public and private sector productivity of Nigerian University graduates is not accepted.

Therefore, there is a significant difference in the productivity level of the university graduates working in the public and private sectors. This implies that the type of employment can determine the level of productivity of the workers. This might be due to the government's inability to attract best brains. Most of the best brains in the public sector have been swept away by brain drain syndrome and what remains of the public service is laxity. The people that can adhere to government work are those who think it is not demanding of their intellect, initiatives and use of talent.

The Nigeria government's policy of habitual retrenchment is not helping the situation. What people enjoy in public service before in form of job security has been eroded and this has led to lack of commitment of the workers. Most people take government work as causal while the best part of their time is committed to other ventures that are more profitable.

The outcome of this study agrees with the reports of Ajayi (1998) and Jimoh (2002) that students in private secondary schools perform better educational than their counterparts in the public schools. Since teacher's productivity is measured in terms of students' academic performances, according to the finding of their study, teachers in private secondary schools in Kwara State are more productive than those in public secondary schools. Durosaro (2000) reported that job security of the worker is a crucial issue in motivation of workers, if the job

security is not there, no matter what other motivational factor is added, the workers may still be unable to put in their best. Because motivation is a factor that enhance good performance, and workers' motivation can be guaranteed by job security, promotion, good staff welfare and so on. If any of this is absent, workers' motivation cannot be achieved, and it may affect the productivity of workers.

Corroborating the effect of motivation on workers' productivity, Fagbamiye (2000) revealed that private teachers in Lagos State are more motivated to teach than their counterparts in the public schools in Lagos State. Efficiency is a function of human frame of mind, and motivation is a necessary requirement for productivity. To have effective teachers therefore, they must be in the right frame of mind, free from distractions and appropriately motivated so as to attain the set educational goals. The findings of the present study agree with Nwoye (2007) that the problem of performance of the public sector enterprises in Nigeria was complicated by the down turn in socio-economic development in the country due to the global economic recession and the collapse of the oil market.

Thus, Nigeria's precarious fiscal and monetary posture could no longer sustain the requirement of its public sector enterprises, particularly since they performed below expectations in terms of their returns on investments and quality of services, the public enterprises which had grown too large began to suffer from fundamental problems of defective capital structure, excessive bureaucratic control and intervention, inappropriate technology, gross incompetence and blatant corruption. All these have accounted for low productivity in the public sector.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter contained the summary and conclusion of the study. Recommendations based on the findings of the study were also highlighted for improving the employability of the graduates as well as boosting the productivity level of the Nigerian university graduates. Suggestions were also made for further researchers to bridge the gap in this study based on its limitations.

5.1 Summary

The study investigated the relationship among courses offered, employability and productivity of Nigerian university graduates. The independent variables were courses offered and employability, while the dependent variable was productivity. The six sub variables of courses offered were administration, Art/Humanities, Agriculture, Education, Engineering and Sciences. The graduate employability was considered under the courses offered, class of degree, university proprietorship, ICT proficiency, Interpersonal skills and age of the graduate.

The productivity of the graduates were rated High, Average or Low, based on productivity indices that include foresight, quality of interpersonal skills, Numerical dexterity, reliability under pressure, proactiveness, initiatives, professional competency, quality of output of work, integrity, and leadership ability. It was a descriptive survey of correlation type. Relevant literature was reviewed to establish the relationship between the previous researchers' work and this study.

The samples for the study were drawn from twelve out of 36 states so as to achieve a representative coverage for the study. An instrument titled Graduates' Courses Offered, Employability and Productivity Rating Questionnaire (GCOEPRQ) was used to obtain relevant information from the respondents that consisted of all Heads of Department from the sampled organizations. The instrument's validation was done by six experts in Educational

Management, Test and Measurement and Statistic using content construct and face validation. The instrument reliability was established using test re-test method. The scores obtained from the two tests were correlated using Pearson product - moment correlation statistic and the reliability of the instrument was established at .87 coefficients. Only 836 (89.3%) copies of the questionnaires were retrieved out of 936 distributed.

The research questions raised were analysed using simple percentages, tables, and charts. The main hypothesis was analysed using the Analysis of variance (ANOVA) and Multiple regression statistical methods, the seven null operational hypotheses were tested using Duncan multiple range of mean/ group separation, Pearson product - moment correlation, and Z-test statistics as applicable. All the hypotheses were tested at significant level of .05 and 834 degree of freedom. The results obtained were among others:

- The private sectors employed more university graduates than the public sector with 52% and 48% respectively.
- The organizations have preferential demand for courses offered in the university. such demand is favourably disposed to the sciences (48%) followed by Art and Humanities (24%) while the least preferred courses were agriculture and education with (5.7%) respectively.
- The commonest age-bracket in the work force is 39 years and above while 19 – 28 is the least age-bracket in workforce for university graduates.
- Employers of labour do not consider university proprietorship of the graduates for employment with (59.5%) responses.
- Organizations recruit university graduates only when needed with (65.1%) responses.
- Aptitude test and Computer-Based tests are the frequently used methods for conducting interview by 69% of the sampled organizations.

Factors such as courses offered and interpersonal skills were rated high among the employability factors while university proprietorship and age were the least rated employability factors for university graduates.

Out of the seven null operational hypotheses formulated and tested, six were not accepted while one was accepted. The results show that:

1. There is positive and significant relationship between courses offered at Bachelor degree level, employability and productivity of Nigerian university graduates.
2. The courses offered by the graduates' at bachelor's degree level had positive and significant relationship between the graduates' productivity and the Science graduates are more productive than their counterparts in Arts/ Humanities and Social Sciences.
3. The class of degree obtained by the graduates at Bachelor degree level does not significantly related to the productivity of Nigerian university graduates.
4. The graduates' years of cognate experience is positively and significantly related to the productivity of Nigerian university graduates.
5. Proficiency in the use of ICT is positively, significantly related to the productivity of Nigerian university graduates.
6. The age of the university is positively and significantly related to the productivity of Nigerian university graduates.
7. This university graduate workers in the private sector differ significantly in their productivity level compared to those in the public sector.

Implications of the Study

The findings of this study reveal that the private sector employs more university graduates than the public sector. This implies that privatization policy of the Federal government is being strengthened and the private sector is now a dominant player in the economic development of the country. This development will lead to functional education

because the private sector has limited capacity to employ the graduates. Thus, unemployment crises will heighten and majority of the unemployed graduates will result to self-employment.

However, the high demand for science by organizations is an indication that the Federal government's 60/40 admission policy into universities is in the right direction. It shows that manpower is not being produced in areas that are needed such as petroleum, oil and gas, and ICT.

The fact that most of the working graduates are between the age-brackets of 39 years and above is a pointer to the fact that majority of our young graduates between the ages 19 – 28, are not engaged in productive ventures. This is a prime age of production which should be optimally utilized. The implication of this is that their energies will be diverted into social disharmony and crises, such as Internet —related fraud, cultism, armed robbery and other social vices.

The rate at which organizations absorb graduates is inversely proportional to the rate at which graduates are turned – out of the universities, hence, resulting in massive unemployment. This is an indication that the economy is not growing at all thus resulting into backlog of unemployed university graduates.

The insignificant relationship between the class of degree obtained by the graduates, and productivity of university graduates as found, in the study could implies that employers of labour would emphasize pre-posting training and internal and on the job manpower development, so as to attain the organizational goals and objectives this may further lower the productivity of the university graduates, because of the money to be spent on pre-posting training will increase the cost input.

The positively significant relationship between proficiency in the use of ICT and productivity of university graduates. implies that the Federal government policy of computer literacy for every university graduate is in order, because computerization have made erstwhile

literate people illiterate now and therefore, some old hands cannot fit into the emerging labour employment, this may give way to new entrances that will enhance high productivity.

5.2 Conclusion

The findings from the conceptual framework in figure II have clearly revealed that Productivity of Nigerian university graduates cannot be determined with just one factor but a combination of factors such as courses offered, years of cognate experience, proficiency in the use of ICT, and age of the university graduates, while class of degree of the graduates may not be a good predictor of graduates' productivity.

This is because despite the limitations of this study, it still revealed among other things that, most organizations considered courses offered, and interpersonal skills as the highest rated employability factors for the recruitment of university graduates., while university proprietorship of the graduate and age were the least rated employability factors for graduates' recruitment. The insignificant relationship between graduates' class of degree from the university and productivity, as found in the study, could imply that other factors such as organizational structure, non-human resources, and strategic structure, positioning and acquisition of soft skills (work attitudes) may contribute more to high productivity of the university graduates than class of degree. Specifically, productivity of graduates is related to courses offered at Bachelor's degree level from the universities and the employability of the Nigerian university graduates.

5.3 Recommendations

On the basis of the findings of this study the following recommendations are considered appropriate;

- There is the need for expansion in the university curriculum to include more of entrepreneurial skills that will enable the university graduates to be self-reliant and enhance the productivity of university graduates

- The Federal Government's admission policy of 60/40 (Science /Arts and Humanities) should be strictly complied with, so as to produce manpower in areas that are most needed such as petroleum, oil and gas, geology and so on. This will allow for putting the right peg in the right hole which will enhance high productivity.
- Establishment of Universities should be based on the advice of National Manpower Board, and projection of Manpower demand and university enrolment. This will reduce wastage as a result of unemployment, and enhance Productivity of the graduates.
- The expansion being witnessed in university education system is such that called for serious training of educational and curriculum planners to ensure that university education is made relevant by continuous review of the curriculum so as to meet the need of industries. Much emphasis should be placed on the practical aspect of science courses to equip the students with the much needed technological know-how for national development.
- University curriculum should be restructured to include specific courses on interpersonal skills. (Communication skills and Human Relation) which should be more elaborate than what is currently obtained in General Studies. There should be more practical approach to the teaching of interpersonal skills in Nigeria universities. This will further enhance the employability and productivity of the university graduates.
- Emphasis should shift from white collar oriented educational system inherited from the Western system of education to a more relevant indigenous system. The university curriculum should be geared towards self-reliance and self-employment. However, graduates with generalists' degrees such as Arts/humanities who are not professionals should be exposed to employability skills that will make them also to be self-employed and self-reliant.

- The employers of labour should employ university graduates based on the courses offered so as to reduce pre-training before job placement. This will reduce cost and prevent professional mismatch hence enhancing productivity.
- Nigerian universities should attach less emphasis on paper qualification but rather promote the usage of continuous assessment as a true measure of individual academic abilities.
- Universities should set a minimum entry age of 17 years for students to be admitted into the university for any course of study, with the aim of discouraging under aged students from gaining admission. This will enhance emotional stability and consequently improve their level of productivity.
- University students should be exposed to ICT in their early years in the university. This could be done in form of computer-based instructions (lectures), continuous assessment tests, seminars, examinations, projects supervision which will make them fit into global trend of Information Communication and Technology.
- There should be a monitoring unit, set up by the National Universities Commission to assess the productivity of the graduates on the job to ascertain the relevance or otherwise of the training received in the universities. This could be useful in the ranking of the universities aside from the accreditation reports.
- The end of any research work is always an eye opener for other areas of study. The findings of this study show that other researchers could examine the relationship among courses offered, employability and productivity of Nigerian polytechnic graduates.

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APPENDIX I
UNIVERSITY OF ILORIN
FACULTY OF EDUCATION
DEPT. OF EDUCATIONAL MANAGEMENT, GRADUATES COURSES OFFERED,
EMPLOYABILITY AND PRODUCTIVITY RATINGS QUESTIONNAIRE
(GCOEPRQ)

Dear Sir/Ma

This instrument is designed to investigate the relationship among courses offered, employability and productivity of Nigerian University Graduates.

Kindly respond to the items candidly. Please your responses should be on the university graduates working in your department/unit only. Your responses will be used for research purpose and shall be treated with utmost confidentiality.

Thanks.

OYEDEPO, BOSEDE (MRS)

There are three sections in this questionnaire:

Section A: Information on the organization/ department Section B:

Employability (factors (affecting) of University graduates.

Section C: Determinants of productivity of graduates at work.

Section A

(To be completed by graduates' employer/head of department/unit). please report only on graduates from 15 years downward, on years of cognate experience.

1. Name of the Organization:
2. Address:
3. Department/unit:
4. Please tick the appropriate box for the type of organization:
(1) Public () (2) Private ()
5. In what age bracket do you have majority of your employee?
(1) 19-23 () (2) 24-28 () (3) 29-33 () (4) 34-38 () (6) 39-43 ()
6. Which of these categories of graduates are most needed in the department/unit?
(1) Agricultural () (2) Art/Humanities (3) Education () (4) Engineering () (5) Science ()
7. Which of these categories of universities graduates has the highest chance of gaining employment in your organization?
(1) Federal university graduates () (2) State university graduates () (3) private university graduates () (4) any university graduates ()
8. At what intervals do you recruit graduates into the department/Unit?
(1) Annually () (2) Every two years () (3) Every five years () (4) As often as needed ()
9. Do you conduct recruitment test for the university graduates before employments?
Yes () No ()
10. Which of these methods does your organization adopt for interview?
(1) Oral test only () (2) Written test only () (3) Computer based test () (4) Oral & Written () (5) All of the above () (6) Others (Please specify)

Section B

This section is to determine the factors that influence the employability of graduates into your organization. Please tick (✓) among the following variables using the keys.

A= Always S = Sometimes N= Never

S/N	Items on employability of University graduates	A	S	N
1	The types of courses offered by the graduates from Nigerian universities influence their employability.			
2	The classes of degree obtained by the university graduates influence their employment.			
3	The proprietorship of university attended has influence on the employability of university graduates.			
4	Graduates proficiency in the use of information and Communication Technology (ICT) has assisted in their employment.			
5	The Age of the graduates is considered for their employment.			
6	Graduates cognate experiences assist in their employment.			
7	Graduates interpersonal skills enhance the employability.			

Section C

In this section a list of indices of productivity are provided, kindly indicate the general level of productivity of university graduates in your organization, by ticking the appropriate column, using the key below;

High = 3 Fair = 2 Low = 1

S/N	INDICES OF PRODUCTIVITY	ART/HUMANITY & SOCIAL SCIENCE	AGRICULTURE B. AGRIC B.SC	EDUCATION B. ED B.A (ED) B.SC (ED)	ENGINEERING B.ENG B.SC B. TECH	SCIENCE B.SC B. TECH
		3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
1	Problem solving ability					
2	Quality of interpersonal skills					
3	Numerical dexterity					
4	Reliability under pressure					
5	Proactiveness					
6	Initiative					
7	Professional competency					
8	Quality of output of work					

- 9 Integrity
- 10 Leadership
ability

Kindly indicate against the productivity indices, the level of productivity Vis-à-vis the class of degree

S/N	INDICES OF PRODUCTIVITY	First Class			Second Class Upper			Second class lower			Third class			Pass		
		3	2	1	3	2	1	3	2	1	3	2	1	3	2	1
1	Problem solving ability															
2	Quality of interpersonal skills															
3	Numerical dexterity															
4	Reliability under pressure															
5	Proactiveness															
6	Initiative															
7	Professional competency															
8	Quality of output of work															
9	Integrity															

10 Leadership ability

Carefully indicate the level of productivity of graduates vis-à-vis years of cognate experience

S/N	INDICES OF PRODUCTIVITY	1 Years	-	3	4	-	6	7	-	9	10	-	12	13	-	15
		3	2	1	3	2	1	3	2	1	3	2	1	3	2	1
1	Problem solving ability															
2	Quality of interpersonal skills															
3	Numerical dexterity															
4	Reliability under pressure															
5	Proactiveness															
6	Initiative															
7	Professional competency															
8	Quality of output of work															
9	Integrity															
10	Leadership ability															

Please tick as appropriate the level of productivity of graduate vis-à-vis proficiency in the use of ICT

S/N	INDICES OF PRODUCTIVITY	HIGH PROFICIENT	VERY PROFICIENT	BELOW AVERAGE	BELOW AVERAGE	NOT PROFICIENT
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		3	2	1	3	2	1	3	2	1	3	2	1	3	2	1
1	Problem solving ability															
2	Quality of interpersonal skills															
3	Numerical dexterity															
4	Reliability under pressure															
5	Proactiveness															
6	Initiative															
7	Professional competency															
8	Quality of output of work															
9	Integrity															

10 Leadership
ability

Kindly indicate the level of productivity vis-à-vis graduates age

S/N	INDICES OF PRODUCTIVITY	19 Years	-	21	22 Years	-	24	25 Years	-	27	28 Years	-	30	31 Years	-	33
		3	2	1	3	2	1	3	2	1	3	2	1	3	2	1
1	Problem solving ability															
2	Quality of interpersonal skills															
3	Numerical dexterity															
4	Reliability under pressure															
5	Proactiveness															
6	Initiative															
7	Professional competency															
8	Quality of output of work															
9	Integrity															
10	Leadership ability															

APPENDIX II

Number of Academic programmes in Nigeria Universities Faculties

	Faculties	Number of Programmes
1	Administration B.sc (Hons) B.A (Hons)	44
2	Agriculture B. Agric, B.sc (Hons), B Tech. Hons, B. Agric	60
3	Art/Humanities B.A (Hons)	72
4	Education B.Ed., B.A (Edu), B.sc (Edu), B.Ed. Tech	26
5	Engineering/Environmental Technology. B.Eng., B.sc, B. tech, B.Arch.	78
6	Law L.L.B (Hons)	11
7	Social and Management studies. B.Sc.	65
8	Medical, Pharmaceutical and Health Sciences, M.B.B.S, MB.B.ch.B, B.D.S, B.Ch.D, Pharm.B, B.Sc.	20
9	Sciences B.Sc. and B. Tech	136
10	Social and Management Studies B.Sc.	65

Source: Jamb Brochure, 2010/2011 www.jambngr.com Retrieved 10 February, 2010

APPENDIX III

Graduates output by Discipline

Disciplines	2003	2004	2005	2006	2007	TOTAL
Administration	11701	7292	4364	8775	8053	40183
Agriculture	2239	2096	466	614	578	5993
Arts	7635	5452	3182	2841	2763	21873
Education	6951	5369	4447	7796	8397	32960
Engineering and technology	6225	4871	1177	8072	9364	29709
Environmental Science	1761	1308	886	1312	1469	6736
Law	5510	3362	1633	2020	2331	14856
Medicine	2392	1940	589	823	716	6460
Pharmacy	330	555	22	104	233	1244
Social Sciences	10186	6971	3569	3255	3015	26996
Social Science	13845	10234	5189	5014	7542	41827
Dentistry	97	69	0	94	122	382
Veterinary	209	68	36	137	163	613
Medicine/Other	1280	831	482	444	506	3543
Total	70361	50419	26042	41301	45252	233375

Source: National Bureau of Statistics (2008). Annual Abstract Statistics

APPENDIX IV

Total Employment in the various Sectors of the Economy

Economic Activity	2003	2004	2005	2006	2007	TOTAL
Agriculture	88386	109513	123781	131402	103511	556593
Banking	24453	25312	29883	32152	33215	145015
Building & construction	398798	341731	459023	463411	468663	2221626
Communication	315039	324047	467260	492633	498682	2097661
Distributive Trade	183549	190948	196511	201894	20759	980495
Education Services	120394	121887	125781	134166	138096	637274
Finance and intermidation	24350	26846	52398	61753	67943	233290
Health and social works	347300	355726	330042	342108	347964	1,723,140
Hotel rest & tourism	544291	538214	520556	563402	577841	2,224,247
Manufacturing & PRO	1944024	1987518	1912906	20158	2016195	8,062,229
Mining & Quarry	31940	33697	350867	35486	35760	172750
Private provisional services	8804	9594	10206	15422	14986	59012
Real Estate & business services	94203	93996	103348	112320	111642	515509
Transport	203266	189142	241354	253241	252604	1,139,567

Utility	15172	15448	14896	13750	13150	7241
Total	4,244,968	4,364,617	4,523,792	3,054,676	2,153,212	18,713,265

Source: National Bureau of Statistics (2008). Annual Abstract Statistics

APPENDIX V

National Graduate Unemployment rate

States	2003	2004	2005	2006	2007
Abia	11.4	9.7	7.9	13.5	10.9
Adamawa	11.9	16.7	21.4	17.9	11.9
Akwa-Ibom	14.4	14.4	14.4	15.3	13.5
Anambra	9.1	9.5	9.8	10.8	11.1
Bauchi	20.5	25.1	29.7	23.9	7.3
Bayelsa	7.1	14.0	20.9	16.0	6.9
Benue	4.8	11.7	18.9	10.8	67.4
Borno	0.8	3.6	6.3	5.8	7.8
Cross-River	12.0	11.6	11.1	16.9	11.8
Delta	17.1	10.8	4.5	13.8	18.9
Ebonyi	16.7	11.9	7.0	10.9	11.5
Edo	3.1	6.5	9.9	8.6	5.1
Ekiti	8.2	7.9	7.5	8.7	15.6
Enugu	16.5	22.0	27.4	20.0	11.5
Gombe	7.6	15.2	22.8	15.6	10.5
Imo	22.1	19.3	16.5	21.5	7.6
Jigawa	20.5	19.8	19.1	21.6	17.4

Kaduna	19.6	15.9	12.1	14.1	5.9
Kano	25.9	22.5	19.1	19.4	12.7
Katsina	20.3	22.1	23.1	19.3	5.8
Kebbi	19.3	19.9	19.9	15.2	11.8
Kogi	14.9	11.8	8.7	12.5	16.5
Kwara	5.4	4.2	2.9	7.5	16.4
Lagos	25.6	16.1	6.5	15.5	10.2
Nassarawa	5.1	6.9	8.7	8.1	7.6
Niger	6.7	3.5	0.2	3.6	17.0
Ogun	1.3	1.9	2.5	2.3	3.9
Ondo	7.3	6.8	6.2	6.7	5.8
Osun	0.4	1.2	1.9	2.7	6.3
Oyo	0.8	3.1	5.3	4.3	6.5
Plateau	0.4	1.6	2.8	2.9	8.7
Rivers	15.4	11.2	7.0	25.0	4.7
Sokoto	4.9	4.5	4.1	6.4	12.1
Taraba	23.8	13.6	3.4	14.0	5.9
Yobe	12.1	10.1	8.0	13.6	19.9
Zamfara	71.5	61.3	51.1	50.8	12.8

FCT, Abuja	5.3	5.9	6.5	16.4	16.4
All Nigeria	14.8	13.4	11.9	13.7	14.6

Source: National Directorate of Employment (NDE) (2008)

APPENDIX VI

NIGERIA GEO-POLITICAL ZONES WITH STATES

A. NORTH CENTRAL ZONE

1. Benue State,
2. Kogi State,
3. Kwara State.
4. Nassarawa State,
5. Niger State,
6. Plateau State.
7. FCT, Abuja.

B. NORTH — EAST ZONE

1. Adamawa State.
2. Bauchi State.
3. Borno State.
4. Gombe State.
5. Jigawa State.
6. Taraba State.
7. Yobe State.

C. NORTH – WEST ZONE

1. Kaduna State.
2. Kano State.
3. Katsina State.
4. Kebbi State.

5. Sokoto State.
6. Zamfara State

D. SOUTH – EAST ZONE

1. Abia State.
2. Anambra State.
3. Enugu State.
4. Imo State.
5. Ebonyi State.

E. SOUTH – SOUTH ZONE

1. Akwa-Ibom State
2. Bayelsa State.
3. Cross-River State.
4. Delta State.
5. Edo State.
6. Rivers State.

F. SOUTH – WEST ZONE

1. Ekiti State.
2. Lagos State.
3. Ogun State.
4. Ondo State.
5. Osun State.
6. Oyo State.

APPENDIX VII

LIST OF DEPARTMENT/UNITS IN SAMPLED ORGANISATIONS

Manufacturing Sector

1. Sales and Marketing Department.
2. Finance Department.
3. Production Department.
4. Quality Assurance Department.
5. Workshop Department.
6. Warehouse Department.
7. Information Department.
8. Personal Department.

Hotel Sector

1. Front Desk Department.
2. Food and Beverages Department.
3. Administrative Department.
4. Account Department.
5. Maintenance Department.

COMMUNICATION POSTAL SERVICES/MTN

1. Territorial Administrative Department.
2. Finance and Investment Department.
3. Corporate Services Department.
4. Operations Planning Department.
5. Engineering and Technical Services.

EDUCATION SERVICES (SECONDARY SCHOOLS)

1. Sciences Department.

2. Arts Department.
3. Guidance and Counselling Department.
4. Vocational Department.
5. Languages Department.

MINISTRY OF EDUCATION

1. Science and Technology.
2. Continuing education schools and colleges.
3. Examination support services.
4. Inspectorate Division.
5. Research and statistics.
6. Personnel Finance service.

COMMERCIAL BANK

1. Retail Marketing Department.
2. Customer Service Department.
3. Accounts and Clearing Department.
4. Foreign Operations Department.
5. Cash and Teller Department.
6. Wholesale Marketing Department.

APPENDIX VIII

LIST OF THE SAMPLED PUBLIC AND PRIVATE ORGANISATIONS

1. Nigerian Breweries, Iganmu. Lagos
2. Royal Tropicana Hotel. No. 3, Niger Street Kano
3. Globacom. Mobile Ltd, Saka Tinubu, Victoria Island Lagos
4. Novelty Hotel. No. 1, Ibikunle Close, Yaba Lagos.
5. Intercontinental Bank Plc. No. 999 Danmole Street, Victoria Island Lagos.
6. Central Bank of Nigeria, Tinubu Square, Lagos Island Lagos
7. Zartech. Akin, Adesola, Victoria Island Lagos
8. Nigeria Postal Services (NIPOST). Abubarkar Musa Argungu House, Plot 127. 9, Mohammadu Buri way. Lagos
9. Hi Tech Victoria Island, Lagos
10. Proper Arenal Secondary School Ogudu, Ojota Lagos
11. Baptist Academy, Obanikoro Lagos
12. JKN Ltd. Plot 10 Itire Junction, Oshodi-Apapa Lagos Road
13. Global Soap and Detergent Industries Ltd. Asa Dam Ilorin Kwara State
14. Micheal Imodu National for Labour studies and Productivity Ilorin, Kwara state
15. Kwara Hotels. Ahmadu Bello Way Ilorin Kwara State.
16. Government Secondary School, P.M.B 1355. Ilorin
17. Kwara State College of Education. Model Secondary School, Ilorin.
18. Kinsey Academy behind Federal Secretariat, Fate Ilorin Kwara State
19. Royalton Palace Hotel. No. 4 Station Road G.R.A Ilorin Kwara State.
20. Ministry of Education. P.M.B 1391, Ilorin.
21. Nigeria Stored Products Research Institute (NSPRI), KM 3 Asa Dam Road Ilorin.
22. Bal Engineering Construction Company Taiwo Road Ilorin.

23. Nigerian Postal Services (NIPOST) G.P.O Building, Ilorin.
24. Globacom. Mobile Ltd 242, Ibrahim Taiwo Road Ilorin.
25. Wallbord Farm. Pampo Village Ilorin Shib-ram Farm Pampo Village Ilorin.
26. Ministry of Works and Transport, Abeere, Osogbo Osun State.
27. Nigerian Postal Services P.M.B 4444 Osogbo
28. Osogbo Grammar School, Osogbo Osun State.
29. Almansoor Model College. Ileesi-Ifon Osogbo Osun.
30. Federal Mortgage Bank of Nigeria. No. 1 Omokennol Street Gbongan/Ibadan Road.
Osogbo Osun State.
31. Oceanic Bank Int. Plc. Osogbo Branch. Osun State.
32. Leisure Spring Hotel Ltd. KM5, Iwo-Ibadan Road Osogbo Osun State.
33. Olu Farms and Industries Nig. Ltd KM 4 West Bye-Pass, Oke Onitea Osogbo
34. Shiroro Hotel. Nmamadi Azikwe Way, Western-Bye Pass Minna.
35. Niger Hotel. Opposite Niger State Trade Fair Complex Minna
36. Farid Biz World. Near Water Board Office Kwakungu Round-about, Minna.
37. Jafaru Mairiga Guest Inn Bosso Road Minna. Niger State
38. Doko International Hotel Ltd. Paiko Road Minna, Niger State
39. Abu Turab Ineesimeni Company. Old Poiko Road Along 1BB Hospital, Minna.
40. Julius Berger Nig. Ltd. Tundun Fulani Area. Bosso Minna.
41. Government Printing Press P.M.B 48. Minna.
42. Nigeria Bottling Company Ltd. Minna
43. Brighter School. P.O. Box 2559. Minna.
44. Government Secondary School. Minna Bosso Road Minna.
45. Ahmadu Bahago Secondary School. Minna.
46. Guarantee Trust Bank. Paiko Road Minna.

47. Federal Mortgage Bank. Bosso Road, Government House Junction. Minna
48. Bank PHB. B-C-C Road Minna.
49. Skye Bank. No 151 Bosso Road Minna.
50. Ministry of Transport and Infrastructural Development. Abdulkareem Lafene Secretariat, along Paiko Road Minna.
51. Ministry of Information and Communication. P.M.B 46. Minna.
52. Chikason Group Nigeria Ltd. Nnewi, Anambra State
53. Tourish Garden. Awka, Anambra State
54. Nadora Nursery and Primary School. Zik Avenue Opposite Skye Bank. Awka, Anambra State. Ezeieke High School. Nibo Awka South Anambra.
55. Othoko Farm. Achalla Awka North, Anambra State
56. Ministry of Agriculture. Along the Express opposite Iyagu Estate, Awka.
57. United Bank of Africa. Nnamandi Azikwe Road. Awka.
58. Federal Mortgage Bank. Zik Avenue Beside Bank PHB Awka.
59. Master Holding Construction Company Opposite. Turkish Garden Awka.
60. MTN mobile Ltd. Nnamadi Azikwe Way Awka.
61. F.C.E. (T) Umunze P.M.B. 1089.
62. Royal Tropicana Hotel. No. 3, Niger Street Kano.
63. Central Hotel Kano. Railway Station Road Kano.
64. MTN, mobile Ltd Post Office Road Kano.
65. Dantata and Sawoe Construction Company Club Road Kano.
66. Federal Mortgage Bank. Court Road Kano.
67. Intercontinental Bank Plc. Ado Bayero Road Kano.
68. Nagari Fertilizer Company. Challaram Industrial Estate Kano.
69. Rumfa College Kano. Gidan Muritala Road. Kano State

70. Kaduna State COE. P.M.B 1024 Kanfanchan. Kaduna State
71. ETOI Secondary School. Oron Road, ETOI Uyo.
72. Zenith Bank Plc. No. 15, Wellington Bassey Way Uyo
73. GTITO Construction Nigeria Ltd University Layout, Uyo.
74. Christian Secondary Community School Uyo-Akwa Ibom State
75. School of Accountancy and Business Studies. Nduetong Oku, Uyo.
76. First Bank Plc. No.1, Oron Road Uyo, Akwa-Ibom State
77. National Examination Council. 67b Borilcin Cross Rivers.
78. Technical College Uyo.
79. Education Resources Centre. Uyo.
80. U.B.A Muritala Way Yola, Adamawa State.
81. F.M.B Bishop Road Yola, Adamawa State.
82. F.E.R.M.A Construction Company. Yola, Adamawa State.
83. Nigerian Postal Services Yola
84. Yola International Hotel, Yola
85. Heritage Hotel, Yola,
86. Savannah Sugar, Numan, Adamawa State.
87. Metropolitan Girls Secondary School. Beside UNEC, Along New Ogwu Layout Enugu.
88. DIL Construction Company. Transukulu Road Abakipa Nite Enugu.
89. Limca Bottling Company. 9th Mile Enugu State.
90. ALO Aluminum. Along Emene Road Enugu East LGA.
91. Admiral Hotel and Restaurant. Independence Layout. Enugu.
92. MTN Office. Beside Leventis Building Uwani Road Enugu
93. Holy Angel Secondary School. Amechi, Enugu South L.G.A.

94. Platinum Habib BANK PHB Leventis Building, Uwani Road Enugu South L.G.A
95. Nigerian Postal Services. Uwuani Road Enugu South L.G.A
96. College of Arts and Science and Technology Kuruwi
97. Fertilizer Producing Company. Gujba Near Damaturu Yobe State.
98. FCMB. Damaturu. Along Maiduguri Road, Yobe State
99. FERMA. Yobe State
100. Mother Cat. Construction Company, Yobe State.
101. NIPOST, Damaturu. Along Potiskum Road.
102. GLOBACOM. Office Damaturu Yobe State.
103. Federal Poly Bukar Abba Ibrahim. University. FCET. Postiskun,
104. State Hotel. Damaturu, Yobe State.
105. Federal Poly Guest House, Yobe State
106. Flower Mill Potskun.
107. Yobe Paper Mill. Damaturu.
108. Hussain Adam Federal Polytechnic Kazawe
109. Ministry of Agriculture. Road Safety Road Yenegoa. Bayelsa State.
110. Ministry of Works. Road Safety Road. Yenegoa Bayelsa State.
111. Nigeria Postal Services. FAC Road OVUM Yenegoa. Bayelsa Street.
112. Community Secondary School. Bumoundi. Bumoundi - Ekpeliama Yenegoa LGA.
Bayelsa State.
113. Erepa Group of Schools, Biogbolo, Yenegoa, Bayelsa State.
114. Achievers Farms. Igbogenei Yenagoa. Bayelsa State.
115. Ididie Hotel. Ekeki Yenegoa, Bayelsa State.
116. E.C.W.A Bishara School, Bishara, Gusau.
117. Government Day Secondary School, Samaru, Gusau.

118. Intercontinental Bank Plc, Conteen road, Gusau.
119. Trukam Ltd, Ibo road, Gusau.
120. City King Hotel, Sokoto Road Bypass, Gusau.
121. Ministry of Agriculture, Samaru Road, Gusau.
122. Habib Engineering Construction Company, Zaria Road, Damba Gusau.
123. Ministry of Works, Samaru Road, Gusau.

APPENDIX IX

INTERNATIONAL STANDARD INDUSTRIAL CLASSIFICATION OF ECONOMIC ACTIVITIES (ISIC)

1. Agriculture
2. Mining and Quarry
3. Manufacturing Industries
4. Electricity, Gas, water supply
5. Construction.
6. Wholesale & Retail trade
7. Hotels & restaurants
8. Transport, Storage & Communication
9. Financial intermediation
10. Real estate, renting and bus activities
11. Public administration and Defence compulsory social Security
12. Education,
13. Health and social work
14. Other community, social and personal service activities
15. Extra-Territorial organization and bodies. (UNO, ECOWAS)