

SUPPLY OF SKILLS IN PRIVATE UNIVERSITIES AS A CORRELATE OF SKILLS DEMANDED BY EMPLOYERS IN SOUTHWESTERN NIGERIA

Olasunkanmi, Opeyemi Seyi & Ayeni, Abiodun Olumide

Department of Educational Management

Faculty of Education

University of Ibadan, Ibadan

E-mail: oskomus@gmail.com & biodunmide@gmail.com

Abstract

Skills supply in various institutions of learning has become source of concern to employers in Nigeria. There have been complaints of inadequacy of required skills by employers which hinders the growth of organisation and threaten economic development of nations. Relating skills supplied in private universities with skills demanded by employers among private universities graduates form the basis for the study. Survey research design of ex-post facto type was adopted while Multistage sampling procedure was used. Purposive sampling technique was used to sample 10 (60%) private universities that have graduated students for minimum of eight years in Southwestern Nigeria. Also, 55 (70%) faculties were randomly selected while all the 173 Head of Departments (HoDs) in the sampled faculties were used, while 173 Human Resource Managers (HRMs) of organisations in Communication, Banking, Education, Health, Judiciary, Manufacturing/Construction and Agriculture sectors were sampled to determine skills demanded by employers. Instruments used were QSSRFPU ($r = 0.81$) and SDEAPUG ($r = 0.89$). Results revealed that demand for analytical (3.43); creative (3.18) and collaborative (3.16) skills were higher than supply (2.89, 2.93 and 2.90) respectively, while communication skill was the equilibrium point where demand was equal to supply ($3.5 = 3.5$). There was significant difference in skills demanded by employers in different sectors of the economy ($t = 2.392$; $df = 171$; $P < 0.05$), while there was no significant difference in skills supplied by private universities ($t = 2.392$; $df = 171$; $P > 0.05$). It was concluded that the level of skills demanded was higher than supply. Based on the findings, it was recommended that management of private universities should improve on the skills supplied to labour market through their graduates. There should be

feedback from employers to universities on the new trend of needs in labour market.

Keywords: *Supply of Skills, Skills Demanded for, Employers of Labour, Analytical Skill, Creative Skill, Collaborative Skill, Communication Skill*

Introduction

Extreme changes have occurred in the 21st century workplace and business environment due to new innovative headways in technological advancement and globalization which as well change the expectations and demands of employers about the prospective employees. For many organisations to breakeven in the challenging economy, the employees in different organisations are expected to be equipped with 21 century skills. For the employees, many of the organisations desire them to possess most of these skills so that too much will not be spent in training them when they are employed. Though, skills demanded by employers vary from one sector to other, but generally, apart from paper qualifications possessed by the graduates, there are some other skills employers expect the new graduates to possess and these skills are referred to as 21st century skills {Association for Career and Technical Education (ACTE) and Career Technical Education (CTE) (n.d.)}

The gap noticed between the demand of employers and quality of fresh graduates, in addition to some other factors like prolonged academic session and strike action in public universities led to establishment of private universities in Nigeria, and one of the reasons for establishing private universities is to bridge the gap between employers demand and skills supplied in universities. Hence, the need to investigate the extent to which private universities have met this purpose and extent to which the expected skills by employers are supplied by private universities.

Association for Career and Technical Education (ACTE) and Career Technical Education (CTE) (n.d.) refers to 21st century skills as analytical, creative thinking, communicating and collaborating skills. Analytical skill is an important skill which students need to develop while in the university. It is so necessary for an educated fellow, because it helps to make proper judgments on any issue, to be able to explain their reasoning and to be able to solve unknown problems.

Theda (2011) reported that analytical skill should be developed from first year of university for the students to cope with future studies and to be useful to future employers. This implies that analytical skill if acquired helps graduates to perform better after leaving school. However, it seems as if many fresh graduates lack this skill because of complaint from many employers of labour. Hughes and Barry in Theda (2011) suggested that assessing the analytical skill is to ensure that students have the ability to be focused, to carefully analyse a phenomenon or to have deeper understanding of an event.

Again, creative skill is another skill that if possessed could enhance employee performance level on job. However, it appears that the skill is lacking in universities graduates in Nigeria, as a result of dissatisfactory comments of employers who complained that the skill cannot be found in graduates. Creativity is an expansive, open-ended invention and discovery of possibilities. It is the ability of an employee to brainstorm, create, design, entertain, imagine, question, improve, improvise and to be innovative in different situations. Senemoglu (2013) viewed creativity as giving unique responses, flexibility and ability of adapting to changing conditions and fluency as quick sequencing of ideas.

Senemoglu (2013) went further to say that many of the fresh employees are not creative, though creativity refers to the capacity of coping with a given problem in authentic ways. Such capacity is about looking at a specific situation and problem from different perspectives. Creativity is beyond creating things out of nothing since a new idea or thought is often a variation version of an older thought or a combination of thoughts known or proposed previously. Thus, creativity is synthesizing previous thoughts and redefining previous thought, if the skill is acquired, it can enhance higher productivity on the job. Nevertheless, from the ongoing, it seems that many of the graduates lack the skill of creativity, while many cannot express their ideas or thought to bring about new change, rather they follow the laid down process dogmatically.

Though, communication skill plays an important role in the performance level of graduates on job, yet, it seems as if the skill is losing its grand as many of the graduates cannot communicate effectively to pass across their messages. Association for Career and Technical Education (ACTE), Career Technical Education (CTE) and

Partnership for 21st Century Skills (P21) (nd) found out that effective communication skill is rated higher by many organisations as most important factor used in selecting their employees. Also, oral and written communication skills were important in predicting job success. If a graduate can communicate well, it will be an added advantage to such graduate in getting messages across to others in an effective way and then have accurate instruction to complete the assigned tasks. On the other hand, if the communication is not effective, the message sent can be lost in translation. Association for Career and Technical Education (ACTE), Career Technical Education (CTE) and Partnership for 21st Century Skills (n.d.) further submitted that though communication skill is so important in the workplaces, there are many individuals who find this skill to be a stumbling block to their progress, because such an individual struggle to convey the thoughts and ideas in an accurate manner, making it difficult to progress and nearly impossible to perform their duties well.

Collaborating skill is the ability of an employee to allocate resources effectively, make timely decision, delegate authority, set goals, manage time effectively and work with a team to achieve a stated goal. Alison (2019) stated that collaborating skill is the ability to work with someone else in order to create something and be productive and efficient. Collaborating skill is an important skill because if acquired by any student while in the university, it will help such an individual to be productive on the job. Australian Research Alliance for Children and Youth (2017) opined that collaboration is an important skill and an educational outcome a student must acquire while in university, it involves the ability to work effectively and respectfully with diverse teams. It also exercises flexibility and willingness to be helpful in making necessary compromise to accomplish a common goal. Collaborating skill assumes shared responsibility for collaborative work, and value individual contributions made by each team member which is expected to enhance job performance of graduates (Trilling and Fadel, 2009).

Therefore, it is very imperative to investigate supply of 21st century skills (analytical, creative, collaborative and communication) in private universities and skills demanded by employers to find out the level of skills supply and if employers are satisfied with skills supplied in private universities. It is against this background that the study

investigated supply of skills in private universities as a correlates of skills demanded by employers in Southwestern Nigeria.

Statement of the Problem

Skills supplied by various universities through their graduates is pivotal to nation's achievement of organizational growth and economic development. University is an open system that gives back what the societies send to them for training, therefore, it is expected that universities should meet the need of the societies through supplying the needed and 21st century skills employers of labour are demanding for. However, it seems the employers over the years are not satisfy with the types of skills possessed by fresh graduates, which hinders the growth of organisation and threaten economic development of nations. So the problem of this study centers on employers unsatisfactory in skills supply by universities through their graduates. Many studies on skills supplied were conducted mostly in relation to employability, skills mismatch, employers' satisfaction and skill gap assessment with emphasis on graduates of public universities than those from private universities. In addition, much has not been done in relating skills supplied with skills demanded for, which is the focus of this study.

Research Questions

The following research questions guided the study:

1. To what extent is each of the 21st century skills supplied by private universities in Southwest Nigeria?
2. To what extent is each of the 21st century skills demanded by employers of labour?

Hypotheses

- H₀1: There is no significant difference in skills supplied by private universities in Southwestern Nigeria
- H₀2: There is no significant difference in skills demanded by employers among the selected sectors in Southwestern Nigeria.
- H₀3: There is no significant relationship between skills demanded by employers and skill supplied by private universities in Southwestern Nigeria.

Methodology

Design, Population and Sample

The study adopted the descriptive research design. The population consisted of the Heads of Departments in private universities that have been in operation for minimum of eight (8) years in Southwestern, Nigeria. Also, Human Resource Managers (HRMs) of firms in the key sectors of Nigerian economy in Southwestern were part of the population. Multistage sampling procedure was adopted for the sampling. At the first stage, purposive sampling technique was used to select 60% of private universities that have been in operation for minimum of eight years in the Southwestern, Nigeria. The purposive sampling technique was used because it is expected that such universities should have produced enough graduates working in different establishments. This gave a total number of 10 universities. At the second stage, simple random sampling technique was used to select 70% of the faculties in the sampled universities and all Heads of Departments in sampled faculties were sampled using total enumeration technique. At the third stage, the HRMs of 7 firms in the key sectors of Nigerian economy were sampled, and these sectors were: Communication, Banking, Education, Health, Judiciary, Manufacturing/Construction and Agricultural industries.

Instruments

Two sets of instruments were used in collecting data. The first instrument was a structured questionnaire for the heads of the selected Departments of the private universities titled "Questionnaire on Skills Supply and Resource Factor in Private Universities (QSSRFPU)", it yielded reliability coefficient of $r = 0.81$. The second instrument was a rating scale on skills demanded by employers for the HRMs of the sampled sectors titled "Skills Demanded by Employers and Assessment of Private University Graduates (SDEAPUG)" which yielded reliability coefficient of $r = 0.89$.

Method of Data Analysis

The two research questions were answered with the use of percentage count. Hypotheses 1 and 2 were analysed with the use of T- test, while

hypothesis 3 was analysed with Pearson Product Moment Correlation at 0.05 level of significance.

Findings and Discussion

Research Question 1: To what extent is each of the 21st century skills supplied by private universities in Southwest Nigeria?

Table 1: Extent to which Each of the 21st Century Skills are Supplied by Private Universities

Skills	Very Highly Supplied	Highly Supplied	Slightly Supplied	Not Supplied	Mean
Analytical Skill	29 16.8%	97 56.0%	47 27.2%	– 0.0%	2.89
Creative Skill	33 19.1%	95 54.9%	45 20.0%	– 0.0%	2.93
Communication Skill	108 62.4%	41 23.7%	24 13.9%	– 0.0%	3.48
Collaborating Skill	49 28.3%	58 33.5%	66 38.2%	– 0.0%	2.90

Note: Mean responses ranges from 0 – 1.4 = Not Supplied; 1.5 – 2.4 = Slightly supplied; 2.5 – 3.4 = Highly Supplied; 3.5 – 4.4 = Very Highly Supplied

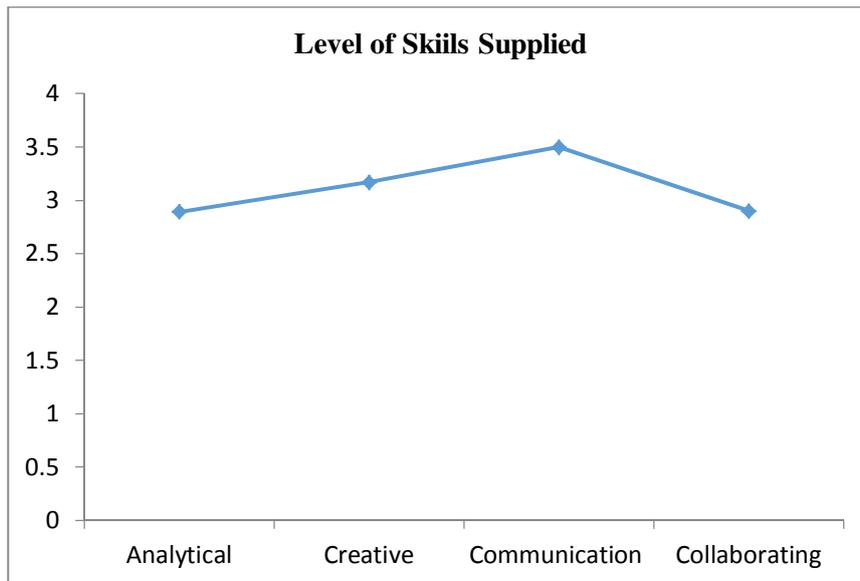


Figure 1: Extent to which Each of the 21st Century Skills are Supplied by Private Universities

Table 1 presents answer to research question 1 on extent to which 21st century skills are supplied by private universities in Southwest Nigeria. Also, levels at which the skills were supplied by private universities in southwestern Nigeria is presented in figure 1. It was revealed that communication is the highest supply skill by the private universities in Southwestern Nigeria (mean = 3.48). Creative is the next skill (mean = 2.93), followed by collaborating skill (mean = 2.90) and then analytical skill (2.89).

Research Question 2: To what extent is each of the 21st century skills demanded by employers of labour?

Table 2: Extent to which Each of the 21st Century Skills are Demanded by Employers

Skills	Very Highly Demanded	Highly Demanded	Slightly Demanded	Not Demanded	Mean
Analytical Skill	101 58.4%	51 29.4%	15 8.7%	6 3.5%	3.43
Creative Skill	74 42.8%	62 35.8%	31 17.9%	6 3.5%	3.18
Communication Skill	119 68.8%	35 20.2%	19 11.0%	– 0.0%	3.46
Collaborating Skill	91 52.6%	49 28.3%	21 12.2%	12 6.9%	3.16

Note: Mean responses ranges from 0 – 1.4 = Not Demanded ; 1.5 – 2.4 = Slightly Demanded; 2.5 – 3.4 = Highly Demanded; 3.5 – 4.4 = Very Highly Demanded

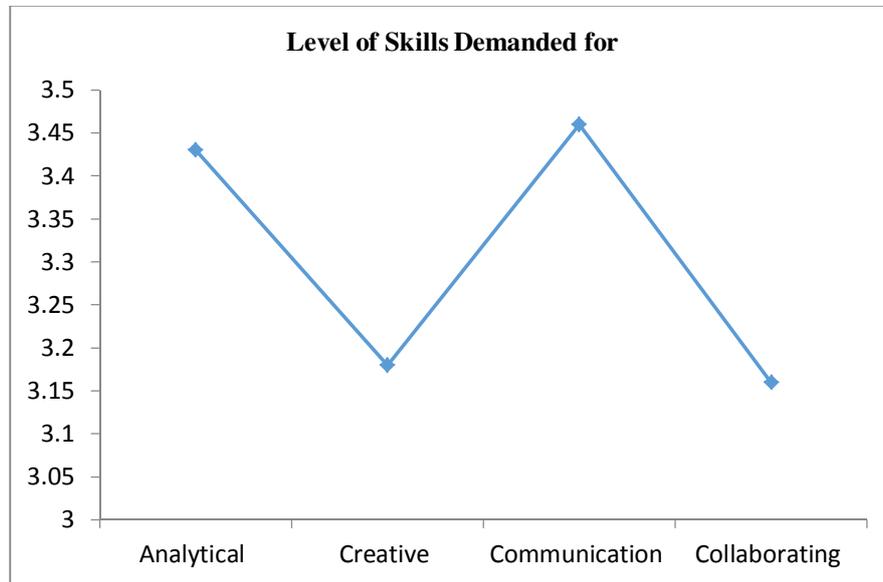


Figure 2: Extent at which Each of the 21st Century Skills are Demanded by Employers

Answer to research question 2 on extent to which 21st century skills are demanded by employers of labour is presented on table 2. The level at which the skills were demanded by employers of labour is presented in figure 2. It was revealed from the table and figure that all identified skills in the study are highly demanded by employers of labour in Southwestern Nigeria. It was revealed that communication was the highest skill that was highly demanded by employers (mean = 3.46). This was followed by analytical skill (mean = 3.43); creative skill (mean = 3.18) and then collaborating skill (mean = 3.16).

Table 3: Demand for and Supply of Skills Schedule

Skill	Level of Demand	Level of Supply
Analytical	3.43	2.89
Creative	3.18	2.93
Communication	3.46	3.48
Collaborating	3.16	2.90

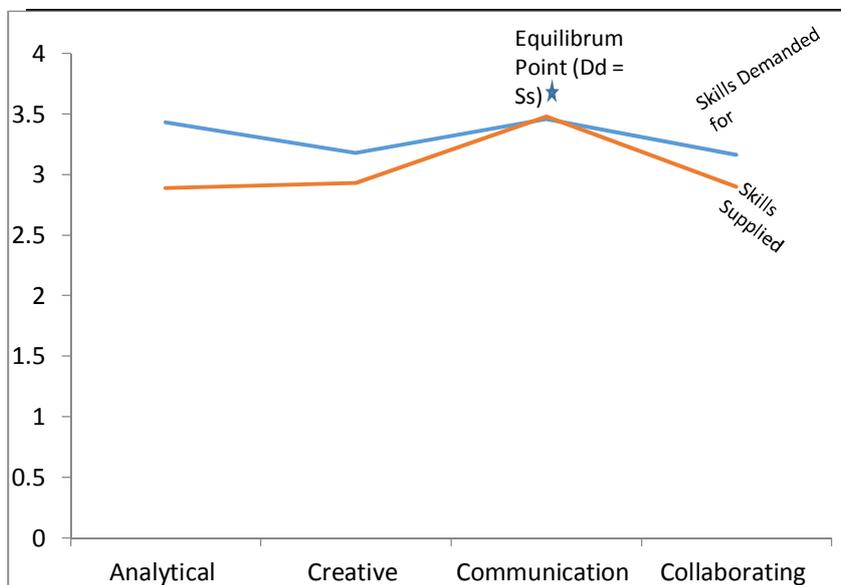


Figure 3: Curve Showing Demand and Supply of Skills

Table 3 presents the extract of demand for and supply of skills from tables 1 and 2, which is presented in figure 3. It was revealed from the table and figure that level of demand for analytical skill was higher than

its supply (3.43 > 2.89); for creative skill, the level of demand was higher than level of supply (3.18 > 2.93); level of demand for communication skill was the same with the level of supply, while level of demand for collaborating skill was higher than level of supply (3.16 > 2.90).

It can then be submitted that demand for analytical, creative and collaborating skills by employers of labour from private university graduates was higher than the supply of those skills by private universities in southwestern, Nigeria. But the demand for communication skill was the same with the level of supply, this was the point of equilibrium where demand was equal to supply

Testing of Hypotheses

H₀₁: There is no significant difference in skills supplied by private universities in Southwestern Nigeria

Table 4: Summary of T-test table Showing Difference in Skills Supplied by Private Universities in Southwestern Nigeria

Variable	N	Mean	Std. Dev	T – test for Equality of Means						
				T	Df	Sig	Mean Diff	Std. Error Diff	95% Confidence Interval of Difference	
									Lower Upper	
Private Universities	173	13.737	2.4622	2.392	171	0.153				
Skills Supplied	173	30.352	4.6273							

Table 4 shows the t-test table of analysis of hypothesis formulated on difference in skills supplied by private universities in Southwestern Nigeria. The table revealed that there is no significant difference in skills supplied by private universities in Southwestern Nigeria (t = 2.392; df = 171; P > 0.05), then, the hypothesis is accepted at 0.05 level of significance. This implies that there is no significant difference in the type of skills supplied by private universities in Southwestern Nigeria. The mean value of private universities was given as 13.737 and mean value of skills supplied was 30.352 while the standard deviation values of private universities and skills supplied were given as 2.4622 and 4.6273 respectively.

H₀₂: There is no significant difference in skills demanded by employers among the selected sectors in Southwestern Nigeria.

Table 5: Summary of T-test Table Showing Difference in Skills Demanded by Employers among the Selected Sectors in Southwestern Nigeria

Variable	N	Mean	SD	T	Df	Sig	Rmk
Communication	19	3.87	0.336				
Banking	18	3.14	0.810				
Education	35	3.63	0.485				
Health	26	2.28	0.506				
Judiciary	22	3.27	0.610				
Manufacturing	29	3.36	0.472	2.392	171	0.017	Sig
Agricultural	24	3.61	0.641				
Demanded Skills	173	3.55	0.392				

Significant at 0.05 level of significance

Table 5 shows the t-test table analysis of hypothesis one on difference in skills demanded by employers among the selected sectors in Nigerian economy in Southwestern Nigeria. The table revealed that there was significant difference in skills demanded by employers in different sectors of the economy in Nigeria ($t = 2.392$; $df = 171$; $P < 0.05$), then, the hypothesis is rejected at 0.05 level of significance. This implies that skills demanded by employers are different from sectors to sectors. The mean values of communication sector was 3.87; Banking was 3.14; Education was 3.63; Health was 2.28; Judiciary was 3.27; Manufacturing was 3.36; while Agricultural sector was 3.61. The standard deviation of communication sector was 0.336; Banking sector was given as 0.810; Education was 0.4585; Health was 0.506; Judiciary was 0.610; Manufacturing was 0.472 and Agricultural sector was given as 0.641.

H₀₃: There is no significant relationship between skills demanded by employers and skill supplied by private universities in Southwestern Nigeria.

Table 6: Relationship between Skills Demanded by Employers and Skills Supplied by Private Universities in Southwestern Nigeria

Variable	N	Mean	Std. Dev.	r	P value	Remarks
Skills Demanded	173	30.3521	4.6734	0.112	0.017	Significant
Skills Supplied	173	13.5055	2.62482			

Table 6 presents result of hypothesis three formulated on relationship between skills demanded by employers and skill supplied by private universities in Southwestern Nigeria. The result shows a significant relationship between skills demanded by employers and skill supplied by private universities ($r = 0.112$; $P < 0.05$), the hypothesis is therefore rejected at 0.05 level of significance. The implication of this is that skills demanded by employers has relationship with skills supplied by private universities in Southwestern Nigeria. Mean value of skills demanded by employers was 30.3521 and mean value of skills supplied was 13.5055, this implies that though there was significant relationship between skills demanded by employers and skills supplied by private universities, but skills demanded for was higher than skills supplied. While the standard deviation values of the two variables are 4.6734 and 2.6248 respectively.

Discussion of Findings

Extent to which 21st century skills are supplied by private universities in Southwestern Nigeria was investigated and the findings was revealed in table 1. It was revealed that all the identified 21st century skills in the study (communication, collaborating, analytical and creative) were being supplied by private universities in southwestern Nigeria. It was further revealed that communication is the skill that is being supplied most by the private universities in southwestern Nigeria (mean = 3.50). Collaborating is the next skill that has the highest supply among the skills (mean = 3.41), this is followed by creative skill (mean = 3.17) and then analytical skill (2.89). The finding negates the study of Pitan (2010) on Assessment of Skills Mismatch among Employed University Graduates in Nigeria Labour market who found out that university

graduates were not adequately prepared for work with respect to skills supplied to labour market.

Extent to which skills demanded by employers of labour was investigated and the result was presented in table 2, it was revealed from the study that all the identified 21st century skills were highly demanded by employers of labour. The finding also revealed order of importance of the skills which revealed that communication skill is the highest skill that is highly demanded by the employers (mean = 3.46); this is followed by analytical skill (mean = 3.43); followed by creative skill (mean = 3.18) and then collaborating skill (mean = 3.16).

The finding corroborates the submission of Akinyemi, Ofem and Ikuenomore (2012) on study conducted on graduate turnout employment in Nigeria that in addition with paper qualifications that graduates possessed, there were other attributes which employers emphasized as criteria for graduates' performance on the job which include verbal and written communication, analytical and investigative abilities, entrepreneurship and managerial skills, team work, computer skills, time management, and drive and flexibility. The findings also supports the submission of Association for Career and Technical Education (ACTE), Career Technical Education (CTE) and the Partnership for 21st Century Skills (P21), (n.d.) which refers to 21st century skills as skills that are presumably indicators that could help students to learn in school and vital to succeed at job.

Table 3 revealed demand for and supply of skills, it was shown in the table that level of demand for analytical skill is higher than supply, in the demand for creative skill, demand is higher than supply, level of demand for collaborating skill is as well higher than the level of supply. It was only communication skill that meet up with the level of supply by private universities in southwestern, Nigeria. It can then be submitted that the demand for 21st century skills is higher than the supply by private universities in Southwestern Nigeria. Also, it was revealed that demand for analytical, creative and collaborating skills by employers of labour is higher than the supply by private universities in southwestern, Nigeria. But communication skill has the same demand with the supply of it, this is the point of equilibrium where demand is equal to supply. Therefore, it is only supply of communication skill that meet up with the demand in labour market.

The finding here negates the findings of Turkmen and Sertkahya (2015) who pointed out that skills supplied in universities cannot measure up with the skills demanded by employers, especially when the skills are related to rational approach, personality and trait, social and interpersonal factors, lifestyle and illogical nature.

Table 4 shows the t-test table of analysis of hypothesis formulated on difference in skills supplied by private universities in southwestern Nigeria. The table revealed that there is no significant difference in skills supplied by private universities in southwestern Nigeria ($t = 2.392$; $df = 171$; $P > 0.05$), then, the hypothesis is accepted at 0.05 level of significance. This implies that there is no significant difference in the type of skills being supplied by private universities in southwestern Nigeria. The mean value of private universities was given as 13.737 and mean value of skills supplied was 30.352 while the standard deviation values of private universities And skills supplied were given as 2.4622 and 4.6273 respectively.

Finding on difference in skills supplied by private universities in southwestern Nigeria contradicts the findings of Asuquo and Agboola (2014) who submitted that there is significant difference in the skills supplied by different institutions of learning. They argued that some institutions are better off when it comes to practical and application of theories in solving economic problem while many other institutions only teach theory and expose students to few practical.

Table 5 shows the t-test table analysis of hypothesis two on difference in skills demanded by employers among the selected sectors in Nigeria economy in Southwestern Nigeria. The table revealed that there is significant difference in skills demanded by employers in different sectors of the economy in Nigeria ($t = 2.392$; $df = 171$; $P < 0.05$), then, the hypothesis is rejected at 0.05 level of significance. This implies that skills demanded by employers are different from sectors to sectors. The mean values of communication sector was 3.87; Banking was 3.14; Education was 3.63; Health was 2.28; Judiciary was 3.27; Manufacturing was 3.36; while Agricultural sector was 3.61. The standard deviation of communication sector was 0.336; Banking sector was given as 0.810; Education was 0.4585; Health was 0.506; Judiciary was 0.610; Manufacturing was 0.472 and Agricultural sector was given as 0.641.

The findings supported that of Akinyemi, Ofem and Ikuenomore (2012) who worked on Graduate Turnout and Graduate Employment in Nigeria and submitted that though Nigerian graduates do not possess employable skills to match-up to the requirement of jobs in the present day labour market yet the demand for skills by employers are different from sector to sector. On the other hand, this finding contradicts the findings of Olorunsola and Arogundade (2012) who found out that skills expected from employees are not different from one sector to another.

Table 6 presents result of hypothesis three formulated on relationship between skills demanded by employers and skill supplied by private universities in Southwestern Nigeria. The result shows a significant relationship between skills demanded by employers and skill supplied by private universities ($r = 0.112$; $P < 0.05$), the hypothesis is therefore rejected at 0.05 level of significance. The implication of this is that skills demanded by employers has relationship with skills supplied in Southwestern Nigeria. Mean value of skills demanded by employers was 30.3521 and mean value of skills supplied was 13.5055, this implies that though there was significant relationship between skills demanded by employers and skills supplied by private universities, but skills demanded for was higher than skills supplied. While the standard deviation values of the two variables are 4.6734 and 2.6248 respectively.

This finding is not in support of Asuquo and Agboola (2014), Sodipo (2014) and Dabelen, Oni and Adekola (2000) who all found out that there is no direct relationship between skills supplied to labour market and skills demanded by employers of labour. They submitted that for a newly recruited employee to perform as expected, they must be given special training on the new job.

Conclusion

It was concluded from the study that out of the 21st century skills, communication skill has the highest supply by private universities in Southwestern and also was the highest skill that is highly demanded by employers. The demand of other skills (analytical, creative and collaborating) by employers was higher than supply by private universities in Southwestern Nigeria.

Also, there was no significant difference in skills supplied by private universities in Southwestern Nigeria. Finally, the type of skills demanded by employers are different from sectors to sectors.

Recommendations

The management of private universities should focus more on the skills supplied to labour market through their graduates so that the employers of labour will be more satisfied with the job performance of their graduates.

More concentration should be made on how to impact private university students with analytical skill, collaborating skill and creative skill.

It is recommended that there should be time for feedback from employers of labour to the universities on the new trend of needs in labour market.

It is recommended that the graduates of private universities should pay attention to details and improve themselves in skills demanded by employers so as to meet up with demand of employers and also to fit in to the requirements of employers.

References

- Akinyemi, S; Ofem, I. & Ikuenomore, S. O. (2012). Graduate turnout and graduate employment in Nigeria. *International Journal of Humanities and Social Science* 2(14), 257 – 265.
- Akomolafe, C. O. (2009). Strategies and challenges of information and communication technology infrastructure for university education in Nigeria. *Revitalization of African higher education*, 318 – 327
- Alison, D. (2019). Collaboration skills: definition, list, and examples. Retrieved from <https://www.thebalancecareers.com/>
- Association for Career and Technical Education (ACTE), Career Technical Education (CTE), and the Partnership for 21st Century Skills (P21) (n.d.) Retrieved from: <http://www.innovationexcellence.com/blog/2012/08/16/creativity-in-the-21st-century-classroom/>
- Asuquo, A. E. & Agboola, B. M. (2014). Nigerian universities outputs and their employability in the labour markets in South – South,

- Nigeria. *American Journal of Educational Research*, 2 (12), 1244 – 1249
- Australian Research Alliance for Children and Youth (2017). Submission to the productivity commission draft report on the national education evidence base. Retrieved from www.researchgate.net/publication2017
- Dabalen, A; Oni, B. & Adekoka, O. (2000). Labour market prospects for university graduates in Nigeria higher education management 14. 1 – 36
- Gaby, A. & Kate, P. (2010). Graduate labour market supply and demand: Final year students' perceptions of the skills they have to offer and the skills employers seek. *Research undertaken on behalf of the Higher Education Careers Services Unit, Institute for Employment Research, University of Warwick*
- Gideon, E. D. O. (2010). The place of private participation in higher education: a periscope on private universities in Nigeria CPED Monograph Series No 2
- Ige, A. M. (2013). Evolution of private universities in Nigeria: matter arising and way forward. *Educational Research and Reviews* 8 (2), 41 – 50.
- Olorunsola, E. O. & Arogundade, B. B. (2012). Organisational climate and lecturers' job performance in South-West Nigerian universities. *Journal of Educational and Social Research*, 2(1), 51-57.
- Pitan, O. S. (2010). Assessment of skills mismatch among employed university graduates in Nigeria labour market. A Ph.D Thesis, Department of Educational Management, Faculty of Education, University of Ibadan.
- Pitan, O. S. & Adedeji, S. O. (2012). Skills mismatch among university graduates in Nigeria labour market. Retrieved from: <http://www.davidpublishing.com> on 25th January, 2014
- Senemoglu, N. (2013). Metacognitive skills scale, H.U. *Journal of Education* 28(1), 15 – 26. Retrieved from www.academia.edu/31624283.com
- Sodipo, O. O. (2014). Employability of tertiary education graduates in Nigeria: Closing the skills – gap. *Global Journal of Human Resource Management* 2, (3), 28 – 36 102–132. Retrieved from www.eajournals.org

- Theda, T. (2011). Developing first year students' critical thinking skills. *Journal of Asian Social Science* 7 (4). Retrieved from www.ccsenet.org/ass.
- Trilling, B. & Fadel, C. (2009). 21st century skills: Learning for life in our times. San Francisco: Jossey- Bass, A Wiley Imprint.
- Turkmen, H. & Sertkahya, M. (2015). Creative thinking skills analyses of vocational high school students. *Journal of Educational and Instructional Studies in the World* Vol. 5 Issue 1

