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## **HUMAN RESOURCE FACTORS AND EMPLOYABILITY OF EDUCATIONAL MANAGEMENT UNDERGRADUATES IN SOUTHWEST, NIGERIA**

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### **Abstract**

*This paper examined the nexus between human resource factors and the employability of Educational Management undergraduates in Southwest, Nigeria. The study employed descriptive survey research design of correlational type and multi-stage sampling technique to select 1,201 300L educational management undergraduates and 154 educational management lecturers in the eleven universities that offer educational management in Southwest, Nigeria. A self-structured questionnaire titled 'Human Resource Factors and Employability (HRFEQ)' was used to collect data for the study. Findings revealed prevalence of a low level of employability of educational management undergraduates in areas of competence ( $\bar{x} = 2.355$ ) and attitude ( $\bar{x} = 2.434$ ) and that the level of human resource factors in terms of lecturers' classroom management abilities ( $\bar{x} = 2.376$ ) is also low, but high in the area of lecturers' attitude ( $\bar{x} = 2.624$ ). Thus, the study recommended regular supervision of educational management lecturers' classroom management by the National Universities Commission (NUC) with the aim of improving their competence in this area, among others.*

**Keywords:** *Human Resource, Employability, Educational Management, Undergraduates, Southwest*

### **Introduction**

Employability of Nigeria undergraduates is considered important because it directly affects their ability to secure employment after

graduation. Employers often look for candidates who possess the skills and knowledge necessary to succeed in the workforce, and undergraduates who have demonstrated employability are more likely to be selected for job opportunities. Additionally, undergraduates who have developed employability skills while in school are more likely to perform well on the job and advance in their careers. These talents and abilities are anticipated to improve the number of graduates who find work immediately after completing their university studies. In Nigeria, the unemployment rate is high, thus, improving the employability of undergraduates could help address the issue. Previous studies in Nigeria showed that unemployment among university graduates continues to rise, not only due to a lack of job opportunities, but also due to a lack of employable skills that employers seek (Nwamuo, 2022).

The term 'employability' is a complex and multifaceted concept that has been defined and studied in various ways by scholars. It is generally understood as about being able to find and sustain satisfying job (Pool & Sewell, 2007). Employability is, more broadly speaking, the capacity to move independently within the labour market in order to realise potential through sustained employment. This definition by Pool and Sewell (2007:280) sees employability as "having a set of skills, knowledge, understanding and personal attributes that make a person more likely to choose and secure occupations in which they can be satisfied and successful." On this premise, employability of undergraduates can be referred to as the skills, knowledge, and other personal characteristics such as attitudes that are required to be competitive, pick up, and get jobs after graduation. It is a key concept in career development and it's important for undergraduates to develop employability skills during their studies to increase the chances of finding a suitable job after graduation. Therefore, employability education and skills have become increasingly important for students and universities alike.

It is worrisome to note that about seventy percent of about 80 million youths in Nigeria are unemployable (Mamood, 2014), and there is high tendency for this to have doubled over the last few years due to the surge of the outbreak of the global pandemic that have caused serious problems to the global economy. This may be because they do not have the required employability skills and attitude. Graduate employability is one of the factors that tends to affect the economic

growth and development of any nation, it is, therefore, essential to identify the factors that may affect graduate employability in Nigeria with a focus on Southwest universities (public and private), and particular reference to Educational Management graduates. For undergraduates studying Educational Management to be competitive and get jobs after graduation, it is important that they have the essential set of skills, knowledge, understanding, and competences. Managerial skills, instructional techniques, communication, information technology, decision-making, critical thinking, interpersonal interactions, technical and numeracy abilities are a few examples of these skill sets. These abilities are probably going to enable them to function at their best in the workplace (Akinbode & Oyelude, 2020). The employability of undergraduates studying Educational Management can be viewed in two ways. They are attitude and competence.

Competence in Educational Management can be summed up as having the unique skills, knowledge, and talents that the labour market demands (Idaka & Uzoechi, 2016). Undergraduates are better equipped to find and perform well at a job after graduation because of these skills, which they gain via learning and practice (Samuel, 2017). These skills include general and soft skills that will help an undergraduate become a potential employee, such as ICT ideas, self-management ideas, teamwork ideas, innovation ideas and skills, problem-solving attributes, time-management attributes, decision-making attributes, critical thinking attributes etc. (Sule, Odigwe, Okpa, Essien & Ushie, 2020). Studies have shown that most university graduates are not employable due to low skills and poor attitude for them to be in terms with the reality of the available global contemporary works (Ogunode, Wama & Dilmurod, 2020; Okolie, Igwe, Eneje, Nwosu & Mlanga, 2019).

In fact, having a good degree is no longer sufficient for graduates; they must also have the abilities and qualities necessary to contribute to the labour force and the economy (Pitan, 2016; Okolie, Igwe, Eneje, Nwosu & Mlanga, 2019). Nevertheless, there appears to be a persistent mismatch between employers' expectations and the abilities of undergraduates studying Educational Management (Okolie, Igwe, Eneje, Nwosu & Mlanga, 2019).

On the other hand, attitude of Educational Management undergraduates represents their affective (feelings and emotions),

cognitive (thoughts, knowledge, and beliefs), and behavioural (behavioural qualities in accordance with choosing and finding a career) traits (Krischler & Pit-ten, 2019). The attributes that are employed to get, keep, and succeed in employment are referred to as attitudes in this sense. These attitudes about employability could be favourable or unfavourable to employment in the workplace, and they could be positive or negative. Comparatively speaking, Educational Management undergraduates with optimistic views towards employment are more likely than those with negative attitudes to be willing to put in the necessary effort to guarantee that they understand and master the subject being taught (Heng & Karpudewan, 2015).

In Nigeria, evidence of a high rate of inadequacy of employable skills, practical knowledge and attitudes amongst educational management undergraduates in many Nigerian universities abound in the literature (Okunuga & Ajeyalemi, 2018). It has been specifically observed in Southwest Nigerian universities that most educational management undergraduates do not have what is required for gainful employment. Majority of these students seem to lack the requisite essential skills needed for sustainable employment. They also have the wrong attitude toward employment, thinking that all it takes to get a job is to read, pass, get good grades, and look for one. They fail to realise that having a good degree is no longer sufficient, and that instead, they need to develop the necessary skills, knowledge, and attitude to work in the field.

The poor degree of employability among educational management undergraduates could be caused by a number of factors, one of which is human resource. The human resource factors represent the indicators, qualities, and traits that are unique to or apply to people who work at universities. Academic staff and non-academic staff are the two primary categories of university employees (Baltaru, 2019). These factors relate to the attributes and personal characteristics of educational management lecturers employed at various public and private universities in Southwest Nigeria. Information about their demographics and attitudes toward the course is included in these features and characteristics. However, this study only focuses on lecturers' competence and attitude as a dimension of prevailing human resource in the universities.



The competence of Educational Management lecturers tends to improve their capacity to foster a setting that is fair, understanding, and tolerant of students from various backgrounds and beliefs (Marwa, Chireshe and Chireshe, 2020). Competent Educational Management lecturers can support students' learning achievements likewise the skills they possessed, in turn, assist the required performance (Gaffar, Ridwanudin, Trinugraha & Riswanto, 2019; Riswanto, Hurriyati, Wibowo & Gaffar, 2019). The competence of Educational Management lecturers can further aid undergraduates in lesson planning and subject comprehension. It assists lecturers in implementing behaviours that boost student motivation, promote student collaboration, and evaluate acts that may ultimately have an impact on educational management undergraduates' employability in the workplace (Riswanto & Aryani, 2017). The competence of lecturers in the context of this study correspond to their classroom management abilities.

Lecturer attitudes encompass their perception of, love for, cognition of, disposition toward, opinion of, and behavioural response to teaching educational management courses (Estrada & Batanero, 2020; Munasinghe & Wijewardana, 2016). Emotions (such as zeal, affection, patience, grief and disapproval) are fundamental to the attitude of Educational Management lecturers, and effective lecturers freely share their sentiments with their students while also showing a true interest in and concern for them (Hira, 2019). The motivation and performance of undergraduates are significantly impacted by the attitude of the lecturers, according to studies (Hira, 2019; Noori, Said, Nor & Ghani, 2020). As a result, instructors with a positive attitude are more likely to have undergraduates in educational management learn more and have a higher chance of finding employment.

Because of the probable deficiencies in the competence and attitude of lecturers, Educational Management undergraduates who would typically have engaged in some form of productive activity and secured jobs instead turn to a fruitless hunt for white-collar job. Thus, in order to chart a course forward, it is crucial to critically assess the human resource factors and their impact on the employability of Educational Management undergraduates. In light of this, this study sought to examine human resource factors and employability of Educational Management undergraduates in Southwest, Nigeria.

**Statement of the Problem**

Undergraduates of Educational Management in Southwest Nigeria appear to possess low or poor practical knowledge and expertise of their course because majority of them struggle to put what they have learnt into practice. It seems that the poor attitude and competence of Educational Management undergraduates may be caused by ineffective human resource-related factors in the universities. This implies that graduates of educational management are not able to demonstrate the knowledge, attitudes and skills required to make them employable. The majority of human resources (lecturers) have been observed to show negative attitude and low competence in terms of managing the classroom, providing instruction, and providing low quality instruction to undergraduates studying educational management.

Therefore, in order to set a direction for the future, it is essential to critically examine the human resource factors and their impact on the employability of Educational Management undergraduates. A search of literature shows a dearth of scholarly work on the impact of lectures competence and attitude on employability of educational management undergraduates, in Southwest Nigeria. On this basis, this study sought to examine human resource factors and employability of educational management undergraduates in Southwest, Nigeria.

**Purpose of the Study**

The main objective of this study was to examine the nexus between human resource factors and employability of educational management undergraduates in Southwest, Nigeria. The specific objectives were to:

- i. determine the employability level (competence and attitude) of educational management undergraduates in Southwest Nigeria;
- ii. ascertain the level of human resource factors (lecturers' competence and attitude) in educational management departments of universities in Southwest, Nigeria;

**Research Questions**

This study provided answers to the following questions:

- i. What is the employability level (competence and attitude) of educational management undergraduates in Southwest, Nigeria?
- ii. What is the level of human resource factors (lecturers' competence and attitude) in educational management departments in universities in Southwest, Nigeria?

**Methodology**

This study employed the use of descriptive research design of correlational type. The population of the study comprised of all the lecturers and 300L undergraduates in the department of educational management in all the public and private universities in Southwest Nigeria. This covered one hundred and fifty-four (154) lecturers and one thousand, two hundred and one (1,201) 300L educational management undergraduates in the eleven universities offering educational management in Southwest, Nigeria.

A multi-stage sampling procedure was used to select the sample size for the study. At stage one, purposive sampling technique was used to deliberately select all the six Southwest states in Nigeria so as to ensure that all the public and private universities offering Educational Management as a course were included in the study. At stage two, the "Yamane Taro sample size determination formula" was used to draw a sample size of one hundred and fifty (150) Educational Management lecturers in all the public and private universities for the study. At stage three, the proportionate to size sampling technique was used to sample 90% of the one thousand, two hundred and one (1,201) 300L educational management undergraduates in the eleven universities offering educational management in Southwest, Nigeria to make a sample size of one thousand and eighty-one (1,081) undergraduates for the study.

A self-structured questionnaire titled 'Human Resource Factors and Employability Questionnaire (HRFEQ)' was used in collecting data for the study. The instrument was pilot-tested and found to have a reliability value of 0.873. The questionnaire was distributed to 1,081 undergraduates in the educational management departments of the selected universities. Eight hundred and sixty-five (865) were retrieved,

with eight hundred and fifty-four (854) deemed valid after careful examination, yielding a response rate of 79.0%. The same was distributed to 150 lecturers in the department of educational management at the sampled universities. One hundred and forty-eight (148) valid entries were found. This resulted in a good response rate of 98.7%. Data collected were analysed using standard deviation.

### Results and Discussion of Findings

The result of the research questions of the study are discussed in the table below:

**Research Question 1:** What is the employability level (competence and attitude) of Educational Management undergraduates in Southwest, Nigeria?

The results of the prevailing employability traits of undergraduate students of Educational Management in Southwest, Nigeria is divided into two categories, their competence and attitude. Thus, results on the competence level of the Educational Management undergraduates is presented in Table 1.1 while their level of attitude is shown in Table 1.2.

**Table 1.1: Competence Level of Educational Management Undergraduates (n = 854)**

S/N	Items (I)	VHL	HL	LL	VLL	$\bar{x}$	S.D	Remark
1	am skilful in the use of information and Computer Technology (ICT)	92 (10.8%)	241 (28.2%)	399 (46.7%)	122 (14.3%)	2.36	0.65	Low Level
2	can solve problems with what I have learnt in educational management	110 (12.9%)	205 (24.0%)	341 (39.9%)	198 (23.2%)	2.27	0.64	Low Level
3	am able to practically apply what I have been taught in the	101 (11.8%)	395 (46.3%)	274 (32.1%)	84 (9.8%)	2.60	0.67	High Level

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outside world								
4	am able to study independently of others and come out tops in my class	99 (11.6%)	372 (43.6%)	299 (35.0%)	84 (9.8%)	2.57	0.64	High Level
5	have practical knowledge of my course	121 (14.2%)	219 (25.6%)	399 (46.7%)	115 (13.5%)	2.41	0.61	Low Level
6	can use what I have learnt in my course to be gainfully self employed	63 (7.4%)	198 (23.2%)	392 (45.9%)	201 (23.5%)	2.14	0.60	Low Level
7	can teach my course successfully to others	96 (11.2%)	258 (30.2%)	402 (47.1%)	98 (11.5%)	2.41	0.65	Low Level
8	have written papers, books, monographs e.t.c. in my course	99 (11.6%)	117 (13.7%)	399 (46.7%)	239 (28.0%)	2.09	0.63	Low Level
<b>Criterion Mean = 2.50; Weighted Mean = 2.36; S.D = 0.64; Decision = Low Level (Bad)</b>								

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**Source: Field Work, 2022**

**KEY:** VHL = Very High Level (4), HL = High Level (3), LL = Low Level (2) and VLL = Very Low Level (1); S.D = Standard Deviation;  $\bar{x}$  = Mean  
**\*\*\*Threshold:** mean value of 0.000-1.499 = Very Low Level; 1.500-2.499 = Low Level; 2.500-3.499 = High Level; 3.500 to 4.500 = Very High Level

The result of item-by-item analysis as shown in Table 1.1 shows that the respondents indicated that some of the prevailing competence traits possessed include: ability to practically apply what they have been taught in the outside world ( $\bar{x}$ =2.60; std dev. =.67); ability to study independently of others and come out tops in their class ( $\bar{x}$ =2.57; std dev. =.64); possession of practical knowledge of my course ( $\bar{x}$ =2.41; std dev. =.61) while the least competence traits was possession of

written papers, books, monographs etc. in my course ( $\bar{x}$ =2.09; std dev. =.63).

To be able to establish the competence level of Educational Management undergraduates in south-western, Nigeria, a threshold of  $\bar{x} = \frac{4+1}{2} = 2.5$  is applied. Since the overall weighted mean  $\bar{x} = 2.36$ , std dev.= 0.64, is lower than the threshold of 2.50. One can, therefore, conclude that the respondents have lower competence level. It can therefore be concluded that the competence level of Educational Management undergraduates in south-western, Nigeria is low.

**Table 1.2: Attitude Level of Educational Management Undergraduates (n = 854)**

S/N	Items (I)	VHL	HL	LL	VLL	$\bar{x}$	S.D	Remark
1	see educational management course as useful to me	18 (2.1%)	299 (35.0%)	410 (48.0%)	127 (14.9%)	2.24	0.66	Low Level
2	work hard to ensure I learn educational management course	33 (3.9%)	388 (45.4%)	398 (46.6%)	35 (4.1%)	2.49	0.62	Low Level
3	am involved and participate in all activities in educational management classroom	110 (12.9%)	268 (31.4%)	375 (43.9%)	101 (11.8%)	2.45	0.65	Low Level
4	see educational management as a course that has relevance beyond the lecture room	102 (11.9%)	297 (34.8%)	357 (41.8%)	98 (11.5%)	2.47	0.63	Low Level
5	like and enjoy	99 (11.6%)	270 (31.6%)	396 (46.4%)	89 (10.4%)	2.44	0.67	Low Level

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	learning educational management courses							
6	have interest in educational management as a discipline	31 (3.6%)	389 (45.6%)	411 (48.1%)	23 (2.7%)	2.50	0.66	Low Level
<b>Criterion Mean = 2.50; Weighted Mean = 2.43; S.D = 0.65; Decision = Low Level (Bad)</b>								

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**Source: Field Work, 2022**

**KEY:** VHL = Very High Level (4), HL = High Level (3), LL = Low Level (2) and VLL = Very Low Level (1); S.D =

Standard Deviation;  $\bar{x}$  = Mean

**\*\*\*Threshold:** mean value of 0.000-1.499 = Very Low Level; 1.500-2.499 = Low Level; 2.500-3.499 = High Level; 3.500 to 4.500 = Very High Level

The result of item-by-item analysis presented in Table 1.2 shows that the respondents indicated that some of their usual attitude towards education include: they have interest in educational management as a discipline ( $\bar{x}$ =2.50; std dev. =.66); they work hard to ensure they learn educational management course ( $\bar{x}$ =2.49; std dev. =.65); they see educational management as a course that has relevance beyond the lecture room ( $\bar{x}$ =2.47; std dev. =.63) while the least attitude towards their education was that they see educational management course as useful to them ( $\bar{x}$ =2.24; std dev. =.66).

To be able to ascertain the attitude level of Educational Management undergraduates in south western, Nigeria, a threshold of  $\bar{x} = \frac{4+1}{2} = 2.5$  is applied. Since the overall weighted mean  $\bar{x} = 2.43$ , std dev.= 0.65, is lower than the threshold of 2.50. Thus, the respondents have poor attitude. It can therefore be concluded that the attitude level of Educational Management undergraduates in south western, Nigeria is poor. Thus, given the low competence level and poor attitude of Educational Management undergraduate in Southwest Nigeria, it can be concluded that the employability level of the undergraduates is poor/low.

**Research Question 2:** What is the level of human resource factors (lecturers' competence and attitude) in educational management departments in universities in Southwest, Nigeria?

The results of the predominant human resource factors in Educational Management department in Southwest, Nigeria is divided into two categories; lecturer competence and attitude. Thus, results on the competence level of the Educational Management lecturers' is presented in Table 2.1 while their level of attitude is shown in Table 2.2.

**Table 2.1: Level of Educational Management Lecturers' Competence (measured through Classroom Management Abilities (n = 148))**

S/N	Items (My lecturers)	VHL	HL	LL	VLL	$\bar{x}$	S.D	Remark
1	redirect inappropriate behaviours of the students on the spot	101 (11.8%)	345 (40.4%)	321 (37.6%)	87 (10.2%)	2.54	0.66	High Level
2	provide positive reinforcement to students for appropriate behaviour (e.g. special help, extra computer time, tangible rewards etc.)	31 (3.6%)	273 (32.0%)	511 (59.8%)	39 (4.6%)	2.35	0.63	Low Level
3	not ignore bad behaviours of the students during teaching activities	23 (2.7%)	237 (27.8%)	411 (48.1%)	183 (21.4%)	2.12	0.61	Low Level
4	teach students to work together cooperatively toward academic	76 (8.9%)	293 (34.3%)	396 (46.4%)	89 (10.4%)	2.42	0.67	Low Level



5	goals monitor students' work spending equal amount of time in all quadrants of the lecture room	41 (4.8%)	174 (20.4%)	597 (69.9%)	42 (4.9%)	2.25	0.62	Low Level
6	create extra activities for us to work even when we have completed our main tasks	76 (8.9%)	434 (50.8%)	256 (30.0%)	88 (10.3%)	2.58	0.66	High Level

**Criterion Mean = 2.50; Weighted Mean = 2.38; S.D = 0.64; Decision = Low Level (Bad)**

**Source: Field Work, 2022**

**KEY:** VHL = Very High Level (4), HL = High Level (3), LL = Low Level (2) and VLL = Very Low Level (1); S.D = Standard Deviation;  $\bar{x}$  = Mean.

**\*\*\*Threshold:** mean value of 0.000-1.499 = Very Low Level; 1.500-2.499 = Low Level; 2.500-3.499 = High Level; 3.500 to 4.500 = Very High Level

The result presented in Table 2.1 indicates that the respondents revealed that some of the predominant competence traits possessed by their lecturers include: ability to create extra activities for us to work even when we have completed our main tasks ( $\bar{x}$ =2.58; std dev. =.66); ability to redirect inappropriate behaviours of the students on the spot ( $\bar{x}$ =2.54; std dev. =.66); ability to teach students to work together cooperatively toward academic goals ( $\bar{x}$ =2.42; std dev. =.67) while the least competence traits of the lecturers was ability not to ignore bad behaviours of the students during teaching activities ( $\bar{x}$ =2.12; std dev. =.61).

To be able to establish the competence level of Educational Management lecturers in south western, Nigeria, a threshold of  $\bar{x} = \frac{4+1}{2} = 2.5$  is applied. Since the overall weighted mean  $\bar{x} = 2.38$ , std dev.= 0.64, is lower than the threshold of 2.50. One can, therefore,

conclude that the lecturers have lower competence level as reflected in their poor classroom management. It can therefore be concluded that the competence level of Educational Management lecturers in south western, Nigeria is low.

**Table 2.2: Level of Lecturers' Attitude (n = 148)**

S/N	Items (I)	VHL	HL	LL	VLL	$\bar{x}$	S.D	Remark
1	love teaching courses	21 (14.2%)	62 (41.9%)	41 (27.7%)	24 (16.2%)	2.54	0.66	High Level
2	like teaching courses	49 (33.1%)	61 (41.2%)	20 (13.5%)	18 (12.2%)	2.54	0.67	High Level
3	have interest in as a discipline	49 (33.1%)	61 (41.2%)	20 (13.5%)	18 (12.2%)	2.54	0.67	High Level
4	see much value of course in the society	7 (4.7%)	14 (9.5%)	91 (61.5%)	36 (24.3%)	1.95	0.61	Low Level
5	am involved and participate in all activities during lectures	8 (5.4%)	108 (73.0%)	21 (14.2%)	11 (7.4%)	2.76	0.68	High Level
6	sincerely enjoy teaching courses	8 (5.4%)	108 (73.0%)	21 (14.2%)	11 (7.4%)	2.76	0.68	High Level
7	believe courses are useful to the students I teach	61 (41.2%)	71 (48.0%)	11 (7.4%)	5 (3.4%)	3.27	0.72	High Level

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**Criterion Mean = 2.500; Weighted Mean = 2.624; S.D = 0.67; Decision = High Level (Good)**

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**Source: Field Work, 2022**

**KEY:** VHL = Very High Level (4), HL = High Level (3), LL = Low Level (2) and VLL = Very Low Level (1); S.D = Standard Deviation;  $\bar{x}$  = Mean  
**\*\*\*Threshold:** mean value of 0.000-1.499 = Very Low Level; 1.500-2.499 = Low Level; 2.500-3.499 = High Level; 3.500 to 4.500 = Very High Level

The result of Table 2.2 shows that the respondents indicated that some of the common attitude of lecturers include: they believe that the courses being taught are useful to the students ( $\bar{x}$ =3.27; std dev. =.72); they involved and participate in all activities during lectures ( $\bar{x}$ =2.76; std dev. =.68); they enjoy teaching their courses ( $\bar{x}$ =2.76; std dev. =.68); they also love the courses assigned to them ( $\bar{x}$ =2.54; std dev. =.66) while the least lecturers' attitude was that they see much value for the educational management courses in the society ( $\bar{x}$ =1.95; std dev. =.61).

To be able to ascertain the attitude level of educational management lecturers in south western, Nigeria, a threshold of  $\bar{x} = \frac{4+1}{2} = 2.5$  is applied. Since the overall weighted mean  $\bar{x} = 2.624$ , std dev.= 0.67, is higher than the threshold of 2.50. Thus, the respondents indicated that their lecturers have good attitude towards their profession and courses assigned to them. It can therefore be concluded that the attitude level of educational management lecturers in south western, Nigeria is good. Thus, given the low competence level and good attitude of educational management lecturers in Southwest Nigeria, it can be concluded that the level of human resource factors (lecturers' competence and attitude) in educational management departments in universities in Southwest, Nigeria is moderate.

Findings from research question one of the study revealed a low level of employability of educational management undergraduates in areas of competence and attitude. This is consistent with a study carried out in Southwest, Nigeria precisely at Ibadan, Oyo state on "Quality of University Education and Employability of Universities' Graduates in Nigeria" which revealed a slightly low level of employability of undergraduates in the universities. The study also

showed a slightly low level of employability skills among the undergraduates (Abiodun-Oyebanji & Omojola, 2018). In support of the findings of this study, a recent similar study discovered that students at the University of Ibadan have a relatively low level of employability skills (Gbadamosi, 2021). The findings of this study also corroborate with that of a work on “Academic Curriculum and Employability of Accounting Graduates in Nigeria” which showed that the employability of accounting graduates in Nigeria universities is generally at a low level (Kolawole & Ogungbade, 2021).

Findings from research question two revealed a low level of human resource factors in terms of lecturers’ classroom management abilities but high in terms of attitude of educational management lecturers. This result corroborates the work on “Students’ perception of lecturers’ competence in Biological Sciences department of a Nigerian university” which revealed a poor level of classroom management and lecture delivery competence of the lecturers in the university (Etta & Joshua, 2019). Although the work was carried out at Cross River University of Technology (CRUTECH), Calabar, Nigeria, the result could be similar to that of this present study since the majority of lecturers are subjected to similar work conditions all over the nation. The findings also agreed with that of a research work which noted that lecturers have a positive attitude towards the use of modern technologies for teaching purposes in educational faculty in Gombe State University, Nigeria (Gusen & Usman, 2021).

### **Conclusion**

This study examined human resource factors and employability of educational management undergraduates in universities in Southwest, Nigeria. As important as employability skills are to the survival of undergraduate students after school, its level was found to be too low. It can be concluded that the low level of employability among educational management undergraduates may be attributed to low human resource factors in the areas of lecturers’ classroom management abilities. It is therefore, important for schools’ administrators, management and government to take the human resource factors in terms of lecturers competence (classroom management abilities) serious in their quests at ensuring proper

delivery of contents that will help improve the employability status of Nigerian graduates.

### Recommendations

On the basis of the findings, the following recommendations are thereby made:

- i. There should be regular supervision (through classroom observation and visitation) of educational management lecturers' classroom management by the National Universities Commission (NUC, with the aim of improving their competence in this area; and
- ii. Regular orientation should be conducted to guarantee that lecturers in educational management have the right attitude toward teaching and learning activities.

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