

*African Journal of Educational Management – Vol. 25, No. 1, 2024.*

**AFRICAN JOURNAL OF  
EDUCATIONAL MANAGEMENT**

**ISSN 0795 – 0063**

**Volume 25, No. 1, June 2024  
&  
Volume 25, No. 2, December 2024**

**A JOURNAL OF THE DEPARTMENT OF  
EDUCATIONAL MANAGEMENT,  
UNIVERSITY OF IBADAN**

**EDITORIAL BOARD**

I. A. Raji	- Editor – in – Chief
A. O. Ayeni	- Deputy Editor-in-Chief
J. B. Babalola	- Editor
A. O. Jaiyeoba	- ”
S. O. Adedeji	- ”
B. O. Emunemu	- ”
F. S. Akinwumi	- ”
A. I. Atanda	- ”
E. J. Isuku	- ”
O. J. Abiodun-Oyebanji	- ”
E. A. Isah	- ”

**INTERNATIONAL BOARD**

**Gabriel Olubunmi Alegbeleye,**  
Dept. of Lib., Archival &  
Information Studies  
University of Ibadan, Nigeria.

**Michael Omolewa,**  
UNESCO,  
Paris, France

**John Hunt,**  
Southern Illinois University,  
Edwardsville (SIUE),  
Illinois, 6202, U.S.A.

**John Morgan,**  
UNESCO Centre for Comparative  
Educational Research (UCCER)  
University of Nottingham, U. K.

**Yaan Ankomah,**  
Institute of Educational  
Planning & Administration,  
University of Cape Coast,  
Cape Coast, Ghana.

**J.C.S. Musaazi,**  
East African Institute of Higher  
Education Studies & Development,  
Makerere University,  
Kampala, Uganda

**J. O. Olambo,**  
Dept. of Educational  
Administration, Planning & Curriculum,  
Kenyatta University,  
Nairobi, Kenya.



**HIS LINEAGE PUBLISHING HOUSE**

9, Alli Gbadebo Street, Mokola Ibadan

GSM: 0803 3596 818

E-mail: awemakin@gmail.com

## **Table of Contents**

Exploring School Leadership: Global Perspectives and Local Insights from Sub-Saharan Africa <b>Babalola, Joel B.</b> .....	<b>1-11</b>
Effects of Role-Play and Guided-Inquiry Strategies on the Performance Of Upper Basic Social Studies Students <b>Afolabi, Anifat Abiodun</b> .....	<b>12-36</b>
Family Involvement and Girl Child’s Academic Performance in Public Secondary Schools in Ibadan North Local Government <b>Temisanren, Olawunmi Esther; Akintayo, Ajibola Isaac &amp; Ayo–Ayinde, Adeola Iyabosola</b> .....	<b>37-58</b>
The Influence of Robotics-Enhanced Instructional Strategy on Senior Secondary School Students’ Achievement in Physics in Abeokuta South Metropolis <b>Edun, Azeez Abayomi &amp; Awofiranye, Kemi Victoria</b> .....	<b>59-71</b>
Secondary Education and E-Learning Programme during Pandemic: Challenges and Way Forward In Nigeria <b>Bolanle, Adedoyin Adeola</b> .....	<b>72-85</b>
"Abandoning Wealth for Scarcity": A Critical Discourse of Youth’s Orientation of Rural-Urban Migration in Southwestern Nigeria <b>Omoniyi, Timilehin Olayinka &amp; Matthew, Abiodun Micheal</b> .....	<b>86-108</b>
Security Management Practices For Enhanced Safe School Environments in Public Tertiary Institutions in Rivers State, Nigeria <b>Adieme, Franca Ginikachi &amp; Oliobi, Gertrude Ifeoma</b> .....	<b>109-128</b>

- Assessment of Factors Responsible for the  
Inadequacy of Quality Housing in Ado Ekiti  
**Ayeni, Foluso Olayinka; Taiwo, Olugbenga David &  
Agboola, Joseph Taiwo ..... 129-142**
- Educational Resources and Proficiency of Job  
Skills among Students of Government Technical  
Colleges, in Oyo State, Nigeria  
**Abiona, Olufemi Adebayo & Aduroja, Adeola Grace ..... 143-157**
- Quality Assurance Measures and Students’  
Academic Performance in Public Colleges of  
Education in Southwest, Nigeria  
**Odunlami, Adedayo Adeniran;  
Oni, Lawrence Adedayo &  
Alaka, Abayomi Ambali ..... 158-177**
- Influence of Principals Motivation Strategies on  
Teaching / Learning Process of Teachers’ Job  
Satisfaction in Public Senior Secondary  
Schools in FCT- Abuja, Nigeria  
**Musa, Hazrat Maimuna;  
Ibrahim, Yusuf; Jibril, Abdulazeez..... 178-193**
- Influence of Teacher Utilisation on Student  
Academic Achievement in Public Secondary  
Schools in Southwestern Nigeria  
**Jaiyeoba, Adebola Olufunlayo & Hazzan, Moses Kayode..... 194-213**
- Contemporary Issues Affecting Excellent  
Service Delivery in Teacher Training Institutions  
**Oguntoye, Juliet Ayibakarinate ..... 214-222**
- Determination of School Price through Activity-Based  
Costing Approach in The Private Secondary Schools in  
Sokoto State, Nigeria  
**Oyeniran, Saheed; Tunmburku, Wakkala Garba &  
Osasona, Faith Olayinka ..... 223-242**

Quality of Education in Nigerian Universities:  
The Significance of Accreditation  
**Okeke, Emeka Paul & Isunueo, Benedicta Omeghie..... 243-259**

Social Class Factors and Academic Well-Being among  
Public Secondary School Students in Ekiti North  
Senatorial District, Nigeria  
**Sanni, Adewale Babajide & Raji, Ismail Adesina..... 260-280**

**Vol. 25, No. 2, 2024 .....281**

Sustaining National Development through Quality  
Technical Education in Ondo State, Nigeria  
**Omoniyi, Emmanuel Adegoke &  
Oyetade, Monilola Dasola ..... 283-295**

School Supervision, Inspection and Quality of  
Secondary Education in Ibadan North Local  
Government Area, Oyo State  
**Akintayo, Ajibola Isaac;  
Temisanren, Olawunmi Esther &  
Showunmi, Abdulazeez Abiodun..... 296-311**

Innovative Educational Management Practices in  
the Implementation of the Nigeria's National Policy  
on Education for Sustainable Learning: Issues,  
Concerns and the Way Forward  
**Yabo, Aminu Musa ..... 312-325**

Parents' Social Class, Education and Employment  
Status of Bank, Insurance, and other Finance  
Employees in Ibadan Oyo State, Nigeria  
**Raji, Ismail Adesina & Kachi, Oluwatosin Motunrayo..... 326-339**

- Difference in Personal Attributes of Entrepreneurship  
Education Students Based On Level of Study South-West  
Universities, Nigeria  
**Oloruntoba, O. A.; Oludipe, B.D. & Adetayo, J. O..... 340-351**
- Education and Female Genital Mutilation in  
Ekiti State, Nigeria  
**Adeyi, Moruf Olugbenga & Makinde, Temitayo Abimbola ..... 352-363**
- Internet Addiction and Peer Pressure as  
Determinants of Senior Secondary School  
Students' Academic Performance in Ogun State, Nigeria  
**Agbajeola, R. Oluwakemi..... 364-376**
- Kanuri and Babur/Bura Proverbs as Technique of  
Conflict Resolution and National Integration  
**Abba, Tahir & Bello, Usman Amsami ..... 377-390**
- Administrator Leadership Styles and Job Satisfaction  
of Teaching Personnel in Secondary Schools in  
Oyo State, Nigeria  
**Oyedeki, Ayobami A. .... 391-406**
- Supervision and In-Service Training as Correlates of  
Secondary School Teachers' Productivity in  
Ogun East Senatorial District  
**Garuba, Qudus Ajibola; Omidiji, Ifeoluwa Abigael &  
Adeoye, Fatimah Jadesola ..... 407-421**
- Navigating Through Change Implementation  
Barriers in Institution of Learning  
**Akintola, Ismaila Akinbode;  
Said, Rashid Ali Al-Shuhumi &  
Dawood, Abdulmalek Yahya Al-Hidabi ..... 422-437**
- Curbing Social Vices through Social Studies  
Curriculum in Nigeria  
**Bakare, Monisola Idayat ..... 438-449**

Appraisal of Internally Generated Revenue and School Plant Development in Osun State Public Secondary Schools <b>Oparinde, Olayiwola Raheef .....</b>	<b>450-470</b>
Gender-Related Issues and Labour Force Status of Federal University Graduates in Southwestern Nigeria <b>Ajani, Mary Oluwatoyin &amp; Ayeni, Abiodun Olumide .....</b>	<b>471-485</b>
Perceived Influence of Principals' Leadership Styles on Teachers' Job Performance in Public Secondary Schools in Benue State, Nigeria <b>Adeke, Wueseter Winifred; Tyokyaa, Cletus Iortswam &amp; Mando, Patricia Nguwasen .....</b>	<b>486-506</b>
Examining the Free Fee Policy Implementation in Public Primary Education Management in Ebonyi State, Nigeria <b>Igu, Ntasiobi C.N.; Ogar, Joseph O. &amp; Elechi, Catherine N. ....</b>	<b>507-528</b>

**GENDER-RELATED ISSUES AND LABOUR FORCE STATUS OF FEDERAL  
UNIVERSITY GRADUATES IN SOUTHWESTERN NIGERIA**

**Ajani, Mary Oluwatoyin & Ayeni, Abiodun Olumide**

*Department of Educational Management*

*University of Ibadan, Ibadan*

*Email: [toyin\\_ak2002@yahoo.co.uk](mailto:toyin_ak2002@yahoo.co.uk) & [biodunmide@gmail.com](mailto:biodunmide@gmail.com)*

**Abstract**

*Gender is a major demographic factor that determines who gets a place in the labour market. However, in Nigeria, the number of women in formal employment does not reflect the population ratio of women to men in the country. Women are mostly found in the informal sector working as sub-contractors, home-based businesses, and dependent employees although women with higher educational certificates tend to earn more, hence the need for this study. The Quant+qual mixed methods design was adopted, while multi-stage sampling technique was used to select two thousand graduates. Thirty human resource managers (HRMs) were interviewed. Quantitative data were analysed using descriptive statistics, while qualitative data were content-analysed. The findings of the study revealed that gender influenced the labour force status of respondents in Southwestern Nigeria while the female gender was mostly into self-employment. This study recommended that universities should provide more females with relevant skills and information required by different economic sectors.*

**Keywords:** Labour force status, Gender, Graduates, Southwestern Nigeria.

**Introduction**

Labor force status is significant due to the global economic downturns and volatility, leading to layoffs and firm closures, forcing many graduates to choose lower-paying positions. Privatization and commercialization of government facilities resulted in layoffs, contributing to a low employment-to-population ratio of 29% in Nigeria (Ajagbe, Sholanke, & Sani, 2015 and Adedeji, 2023). The graduates possess intrinsic talents that enable them to effectively secure, retain,



and flourish in their chosen career following graduation. Many graduates dislike certain occupations because they lack flexibility and confine their potential to their own field without diversifying when required. Young people are significantly affected by a lack of knowledge on job opportunities, particularly from the employer's perspective. Recent graduates often choose their career path primarily on recommendations and role models, rather than establishing a direct connection and collaboration between labour, employers, and educational institutions. Inexperienced individuals are looking for jobs, but companies often find the expense of educating new graduates to be prohibitive. Many of these graduates are unaware of the potential of becoming an employee or self-employed, resulting in unemployment. There is no discernible trend in terms of gender when it comes to labour force status, leading to gender diversity across various sectors, industries, professions, job kinds, and business types. As economic growth progresses, improvements in job structure do not fully eradicate gender-based employment segregation (World Bank, 2015). The National Bureau of Statistics (2021) found that female unemployment rate was 35.3%, higher than the male unemployment rate of 31.8%. Unemployment and underemployment were more prevalent among women than males in the fourth quarter of 2020. The ILO (2018) data indicates that 56.4% of males are employed compared to 47.3% of women, while many workers face marginalization due to inadequate skills, with women being confined to low-productivity or low-paying jobs. Abiodun-Oyebanji (2015) emphasizes that many young individuals are mostly engaged in self-employment, particularly in vocational occupations, small-scale trading, and low-skilled positions within the informal sector, with a higher representation of women.

Women persist in taking on many unpaid tasks, posing a growing obstacle to their participation in paid employment. Enfield (2019) suggested that females in Nigeria are less likely to get jobs despite completing their education earlier than boys. Skilled women in Nigeria sometimes choose to prioritize family duties over their careers or balance work and home commitments. Despite demands for gender equality, women encounter decreasing chances in the country's social environment, where they are often considered a secondary choice to males. Adjei and Baah (2023) suggested that there is a gender disparity in education, where females are less likely to be undereducated but

more likely to be overeducated compared to men, with a more pronounced impact. Erwat and Isah (2009) emphasised the importance of gender sensitivity and human development in empowering women to act as catalysts for ending poverty, hunger, and promoting economic and national development in any country.

Gender inequality is said to have penetrated all aspects of Nigerian society such that there is a consistent, extensive gulf amid men and women employment opportunities as well as income-generating in nearly all Nigerian economies. Studies revealed an imbalance in education among male and female genders, such that few women are empowered and took part in the labour force, particularly in teaching profession. This therefore leads to severe gender tension in Nigeria (Olonade et al., 2021). Furthermore, the experiences of marriage and parenthood appear to generate the decisive wedge between male and female vulnerable employment propensities such that the bulk of the current gender pay gap in developing countries like Nigeria can be attributed to the motherhood penalty.

Gender-based discrimination in employment is the primary reason why there are more women than men in informal employment, more women than men working as sub-contractors and dependent employees, and why women earn less although doing more labour. Women in Nigeria make up more than 50% of the population, represent around 37% of the formal sector, and are predominant in the informal economic sector, mainly consisting of home-based businesses. Despite their significant presence in the workforce, women lack economic and political power, which hinders their ability to control resources, especially land. In Nigeria, several societies restrict women from owning property due to marriage and inheritance customs. This research focuses on examining gender and labour force status of federal university graduates in Southwestern Nigeria. Labour force status indicators include unemployed, employee, and self-employed while gender includes male and female graduates.

### **Objectives**

The main objective of this study is to examine gender and labour force status of federal university graduates in Southwestern Nigeria. Specifically, this study:

1. examined the labour force status of federal university graduates

in Southwestern Nigeria.

2. assessed how gender could influence the labour force status of graduates in Southwestern Nigeria.

### **Literature Review**

Gender is a socio-economic factor used to examine the roles, duties, limitations, and requirements of individuals based on their sex within a certain community. It pertains to the social and cultural conceptions that societies attach to behaviours, attributes, and values associated with males and females. Ezekwe and Enweani (2019) stated that gender constructs are influenced by various factors such as ideology, history, religion, ethnicity, economics, and culture. These factors contribute to social, economic, and political inequalities where men's actions and characteristics are often viewed as superior to women. Adeosun and Owolabi (2021) defined gender as the societal expectations on the roles, attitudes, activities, qualities, and opportunities deemed suitable for females and males. Gender is distinct from the binary classifications of biological sex; however, the two concepts may influence one another. Gender may also refer to the condition of being male or female. Gender is a social construct, a socialization product where persons learned societal expectations as either males or females. Gender plays a vital role in the functioning of contemporary society and organizations.

Sanda and Kurfi (2013) stated that gender constructs are influenced by ideological, historical, religious, ethnic, economic, and cultural factors. Also, inequality may be described as a condition of being unequal or unjust. Gender inequality refers to the difference in treatment, opportunities, and rights between males and females. However, Aja-Okorie (2013) contends that gender inequality in this dimension originated from colonialism as a tool to perpetuate the subordination, oppression and exploitation of women. Gender inequality is a significant problem that reduces well-being and is seen as a kind of injustice within the framework of fairness (Klasen, 2008; UNDP, 2015; Rewhorn, 2020). In Nigeria's history, certain tribes favored males for economic empowerment and inheritances (Olanrewaju, Kona & Dickson, 2015; Pathak, 2017). The Igbos traditionally exclude women or girls from inheriting land or other assets, as noted by Agbasiere (2015) and Azuakor (2017). Women are often considered suitable for

culinary work and helping with agricultural tasks. This renders them reliant and subordinate to their male equivalent (Ene-Obong, Onuoha & Eme, 2017). Gender inequality is a complex notion that encompasses both opportunities and results. The most recent assessment of the Nigerian economy by the International Monetary Fund (IMF) emphasized that reducing the gender gap is crucial for boosting economic development, improving productivity, and ensuring stronger economic stability (Archibong, 2018; Adegbite & Machethe, 2020).

Ezekwe and Enweani (2019) discovered that the 1999 constitution of Nigeria forbids discrimination based on gender, although traditional and religious laws nonetheless limit women's rights. Some communities in Nigeria still consider women to be subordinate to males, both intellectually and biologically. Despite the significant achievements of women in the nation and the increasing role they play in Nigeria, the recognition of gender sensitivity and the view of women as mentally equal to men have not been accepted. The 2012 Gender in Nigeria Report highlighted gender inequality in several social and economic sectors. The pervasive imbalance in our societal structure is causing alarm in contemporary society. It has evolved into several forms with distinct titles and interpretations throughout time. Some refer to it as gender discrimination, while others refer to it as gender segregation. It is most frequently known as gender inequality. All names associated with them convey a feeling of unfairness or prejudice.

Labour force status indicates whether an individual was employed or unemployed during the specified time frame. The World Bank (2016) defines labour force status as a way to categorize the people presently engaged in economic activity to identify whether they are employed or jobless at a certain moment. Labour force status potential refers to the capacity to get, retain, and seek new work as needed. An individual's success is influenced by their knowledge, talents, attitudes, how they use these assets, how they show them to employers, and the environment in which they operate, such as the labour market and personal situation. Consequently, the limited job opportunities lead some Nigerian university graduates to choose crime as a more appealing choice. In Nigeria, it is normal to see graduates remaining unemployed and searching for work five years after graduation. This situation contributes to crimes like armed robbery,

vehicle theft, pipeline vandalism, oil theft, and prostitution among young people. Mbah and Agu (2013) said that the labour market in emerging countries has unique features due to the disparity between the strong expansion of the labour force and the low growth of formal sector jobs. The first issue is the prevalence of the informal sector, where individuals who would otherwise be unemployed take up low-paying work or become self-employed, with the expectation of transitioning to formal sector employment when opportunities arise.

### **Methodology**

The study adopted the descriptive survey research design of mixed method (quantitative and qualitative techniques). The population of this study comprised all graduates with first degree from federal universities in Southwestern Nigeria. The total population of this study was 130,404 (one hundred and thirty thousand four hundred and four) within 2014/2015 to 2018/2019.

Multi-stage sampling procedure was used to select samples for the study. The sample size of 2000 respondents were selected using Simple random sampling technique, Snowball sampling technique, and purposive sampling technique. Purposive sampling technique was used because the study focused only on graduates from federal universities in the Southwestern Nigeria.

Two research instruments were used for this study. An adapted structured questionnaire titled: Gender and Labour Force Status Questionnaire (GLFSQ) the instrument was for unemployed and employed graduates. The second instrument was Key Informant Interview for Employers of Labour (KIIEI). The research instruments (questionnaire and KIIEI) were face, content and construct validated by candidate's supervisor and experts in the Department of Educational Management, Department of Economics and Institute of Education, University of Ibadan. While a trial test was conducted by administering 50 copies of questionnaire on graduates having same characteristics in different sampled states for the reliability. Descriptive statistics of frequency count, simple percentages, mean, cross tabulation, frequency counts, percentages, standard deviation were used while content and thematic analysis were used to analyze the qualitative data (Key Informant Interview).

## Findings

**Research Objective 1:** to examine the labour force status of federal university graduates in Southwestern Nigeria.

**Table 1.1:** Labour Force Status of the Respondents

Labour Force	Frequency	Percentage
Employed	1366	68.3
Unemployed	634	31.7
Total	2000	100.0

Source: Field Survey, 2022

Table 1.1 revealed the labour force status of the respondents in Southwestern Nigeria, it shows that out of 2,000 respondents of the study, 1,366 (68.3%) of them were employed, while 634 (31.7%) of the respondents were unemployed. This analysis showed that the labour force status of most respondents was employed. The implication of this is that majority of the respondents were in different forms of employments.

**Table 1.2:** Labour Force Status of the Respondents by Employment Status

Employment	Frequency	Percentage
Self- Employed	1048	76.7
Employee	318	23.3
Total	1366	100.0

Source: Field Survey, 2022

Table 1.2 revealed the labour force status of federal university graduates in Southwestern Nigeria by employment status, it shows that out of 1,366 respondents of the study, 1,048 (76.7%) of them were self-employed, while 318 (23.3%) of the respondents were employees. This implies that (52.4%) of the total respondents were self-employed while (15.9%) of the total respondents were employees. This analysis showed that most of the employed graduates were into self-employment. The implication of this is that majority of the employed graduates were self-employed.

### **Thematic Analysis of The Key Informant Interview for Employers of Labour**

To investigate the labour force status of federal university graduates, thirty employers of labour were selected across the Southwestern region of the country were interviewed. Responses though varied, many of them were similar and so likely responses were grouped in the presentation. The responses were grouped under the following subheadings:

#### **Labour Force Status of Federal university Graduates In Southwestern Nigeria**

Group 1:

*“Many Nigerian youths ignorantly do not know that they are unemployable. They do not go out of their way to add value to themselves, during and after graduation from school”.*

Group 2:

*“Nigeria as at today seems to be incapable of providing wage employment opportunities to a substantial number of her trained university graduates. The economy is finding it difficult to absorb the 4-5 million new entrants into the Nigerian job market every year. It often led to a huge waste of human capital and loss of investment in higher education. Many of these graduates should rather seek self-employment at least to earn a living”.*

Group 3:

*“I think the central goal of higher education is to prepare students for productive employment in their transition of which such employment can be paid or self-generated. Since you are interviewing those of us in the paid employment, I will not be able to talk about self-employment though generally graduates do all sorts of trading since there is no available job compared to number of graduates in the labour market”.*

Group 4

*“Some people are employed not based on their field of study, when they come into the system, they are trained. So, the issue of gaining employment in your field of study may not be visible. Another respondent said that every organization needs any field to function. In*

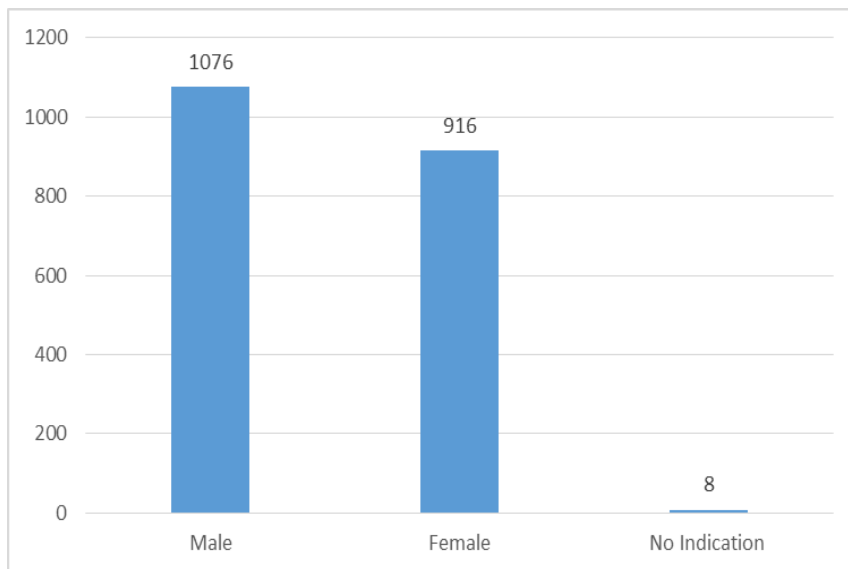
*the university teaching hospital for instance the HRM said that ‘we employ graduates who are not into sciences and they function in other departments in the hospital’.*

**Research Objective 2:** To assess how gender could influence the labour force status of graduates in Southwestern Nigeria.

**Table 2.1: Sex Distribution of the Respondents**

Sex	Frequency	Percentage
Male	1076	53.8
Female	916	45.8
Total	1992	99.6
No Indication	8	0.4
<b>Total</b>	<b>2000</b>	<b>100.0</b>

Source: Field Survey, 2022



**Figure 2.1: Sex Distribution of the Respondents**

The sex distribution of the respondents is presented in table 2.1, it shows that out of 2,000 respondents of the study, 1076 (53.8%) were male, while 916 (45.8%) were female. Also, the table revealed that 8 (0.4%) of the respondents did not indicate their sex. The implication of



this is that there were more male respondents than their female counterparts.

**Table 2.2: Gender and Labour Force Status of Respondents**

S/N	Gender	VT	T	VU	Mean	Std. Dev.
i.	How willing are you to take up employment that does not suit your gender?	1121 (56.1)	446 (22.3)	433 (21.7)	2.34	0.811
ii.	Productivity of male is usually higher than that of female	1029 (51.5)	117 (5.9)	854 (42.7)	2.08	0.966
iii.	Pregnancy, child bearing and household responsibility reduces the chances of employment for female	1067 (53.4)	300 (15.0)	633 (31.7)	2.21	0.896
iv.	As a result of gender pay gaps, women are populated in self-employment	1029 (51.5)	135 (6.8)	836 (41.8)	2.09	0.961
v.	Women's limited involvement in certain field of discipline reduces their chances for employment	1193 (59.7)	234 (11.7)	573 (28.7)	2.31	0.887
vi.	Labour market discrimination increases the career opportunity for male than female gender	972 (48.6)	210 (10.5)	818 (40.9)	2.07	0.943
vii.	There is employment where male is discriminated against in favour of women	581 (29.1)	748 (37.4)	671 (33.6)	1.95	0.790
<b>Average Mean = 2.15</b>						

Source: Field Survey, 2022

Key: VU = Very Untrue; T = True; VT = Very True

Table 1.4 showed the prevailing gender that could inform the labour force status of graduates in Southwestern Nigeria, the following were revealed: How willing are you to take up employment that does not suit your gender? (mean=2.34); Productivity of male is usually higher than that of female (mean=2.08); Pregnancy, child bearing and household responsibility reduces the chances of employment for female (mean=2.21); As a result of gender pay gaps, women are populated in self-employment (mean=2.09); Women's limited involvement in

certain field of discipline reduces their chances for employment (mean=2.31); Labour market discrimination increases the career opportunity for male than female gender (mean=2.07); There is employment where male is discriminated against in favour of women (mean=1.95). The average mean of gender as that inform the labour force status of graduates is given as 2.15, which implies that gender inform the labour force status of graduates.

### **Thematic Analysis of The Key Informant Interview for Employers of Labour**

To investigate gender on labour force status of graduates, thirty employers of labour were selected across the Southwestern region of the country were interviewed. The responses were grouped under the following subheading:

#### **Gender and The Labour Force Status of Graduates**

##### Group 1:

*“Many of these unemployed graduates want to stay in the city. Very few of them liked to be posted to cities and rural areas. Although some of the privately-owned companies are concentrated in the urban areas but the few ones in the rural areas also need to develop. The employers said that their staff in rural locations have other financial benefits than those in the urban cities. Some of the employers also pointed the issue of insecurity in the country as a major reason why graduates will not pick up employment in the rural areas”.*

##### Group 2

*“Those interviewed in government parastatals responded that gender is not a determining factor in employment based of federal character. Meanwhile in the private organizations, particularly in the banking, media and communication industry, preference is given to the male than the female gender. Women have a lot of issues to deal with which normally affect their productivity at work. One major response was that they prefer to employ single ladies or those women who had stopped raising children”.*

**Discussion of the findings**

The findings of the study revealed that the labour force status of most federal university respondents was employed (68.3% of respondents were employed in one form of activity or the other. Findings showed that (52.4%) of the employed respondents were self-employed, while (15.9%) of them were employees. The implication of this was that majority of the respondents were in different forms of employments. However, most of the employed respondents were into self-employed. Majority of the employed respondents were in private sector of the economy. This discovery aligned with Ali and Ghiasy's (2019) definition of employment status as being either a 'employee' or 'self-employed'. An employee is classified as involved under a 'contract of service,' whereas a self-employed individual is engaged under a 'contract for services.' NISER (2013) found that analyzing, designing safety nets, and implementing capacity empowerment programs for jobless young in Nigeria are crucial for improving employment status. This conclusion supported the research conducted by Ajiboye, Oyebanji and Awoniyi (2013) about the impact of higher education on employment.

The findings of the study revealed that average mean of gender that informed the labour force status of respondents is given as 2.15 (Average Mean= 2.15), which implies that gender informed the labour force status of respondents in Southwestern Nigeria. The results of this research supported a previous study such as Isengard (2010) by confirming that gender was a major risk factor for unemployment among young persons aged 16-24 in 1996, with young males being at a much higher risk of unemployment. It also aligns with Oseni (2003) results, which revealed that gender had a substantial impact on the employment productivity of graduates. Furthermore, it agrees with World Bank in 2015, which found that traditional economic models include capital and income in relation to demographics affecting output and consumption. Gender-based division of labour and labour market discrimination intersect to lower women's incomes, influencing the work choices of some individuals.

**Conclusion**

Labour force status of federal university respondents is such that most of the employed respondents were self-employed while many unemployed graduates prefer to be an employee rather than being self-

employed. Furthermore, gender could inform labour force status of respondents in Southwestern Nigeria.

### Recommendations

Based on the findings of the study the following recommendations were made:

1. Universities should continue to provide graduates with skills. It is essential to provide individuals with the relevant skills and information required by different economic sectors they want to work in, enabling them to fully prepare for the workforce.
2. Government at all levels should improve investment in human capital to enhance the commitment, motivation and productivity of graduates in businesses, since youngsters are crucial to a country's economy. This change might result in a moral rearmament and a society without job seekers, poverty, chaos, dictatorship and profligacy.

### References

- Abdulrasaq, O. B. (2022). Survey of employability skills possessed by undergraduates in Kwara State, Nigeria *Canadian Journal of Family and Youth / Le Journal Canadien de Famille et de la Jeunesse* 14(1), 82-101. DOI: 10.29173/cjfy29754
- Adedeji, S. O. (2023). The Nigerian higher education system: The twin problems of inadequate funding and graduate employability. An inaugural lecture, University of Ibadan, 31-43.
- Adjei, P. & Baah-Boateng, W. (2023). Determinants of education-job vertical mismatch in urban Ghana. *International Journal of Education Economics and Development*, 14(1), 56-69. Inderscience Enterprises Ltd.
- Ajagbe, A. M., Sholanke, A.B. & Sani, T.A. (2015). Impact of employee turnover in small and medium construction firms: A literature review. *International Journal of Engineering Research & Technology*, 4(2), 976-984.
- Ajiboye, S. K., Oyebanji, T. O. & Awoniyi, S. A. (2013). Influence of higher education on employability as perceived by lecturers of University of Ilorin, Nigeria. *European Scientific Journal*. 9(22), 45 – 64.

- European Statistical office: Eurostat (2013). Focus on employability and skills of higher education graduates. Retrieved from: [www.gfmag.org](http://www.gfmag.org). Accessed on 23 May 2018.
- International Labour Organization (2017). Socio-economic security programme definitions: What we mean when we say economic security <https://www.ilo.org>
- Juliana, M. A., Navaz, N., Geetha, S. & Nur A'amilyn, A. (2020). Unemployment among graduates - Is there a mismatch? *International Journal of Asian Social Science*, 10(10),583-592
- Metu, A., Nwogwugwu, U. & Okeyika, K. (2019). Overview of the structure of the Nigerian economy. Available at SSRN: <https://ssrn.com/abstract=3605453> or <http://dx.doi.org/10.2139/ssrn.3605453>
- National Bureau of Statistics (2016). Statistical report on women and men in Nigeria
- National Bureau of Statistics (2021). Unemployment and underemployment report. labour force statistics. Abridged labour force survey under Covid-19 Abuja: pp 11- The NBC [https://www.nigerianstat.gov.ng/pdfuploads/Q2\\_2020\\_Unemployment\\_Report.pdf](https://www.nigerianstat.gov.ng/pdfuploads/Q2_2020_Unemployment_Report.pdf)
- Njadvara, M. (2023). Shettima tasks varsities on solutions to poverty, unemployment. 19 November. Available at: <https://guardian.ng/news/shettima-tasks-varsities-on-solutions-to-poverty-unemployment/> accessed on 7 December 2023.
- Olonade, O. Y., Oyibode, B. O., Idowu, B. O., George, T. O., Iwelumor, O. S., Ozoya, M. I., Egharevba, M. E., & Adetunde, C. O. (2021). Understanding gender issues in Nigeria: The imperative for sustainable development. *Heliyon*, 7(7), e07622. <https://doi.org/10.1016/j.heliyon.2021.e07622>
- Pitan O. S. & Adedeji S. O. (2012). Skills mismatch among university graduates in the Nigeria labour market. *US-China Education Review A* 1 (2012) 90-98.
- Pitan, O. S. (2015). An assessment of generic skills demand in five sectors of the Nigerian labour market. *Public and Municipal Finance*, 4(1), 28-36
- Raji, A. U. & Gafar, M. (2018). An assessment of architecture students' perception on the soft and practical skills integration into the

curriculum structure for sustainable development in Nigeria.  
*Journal of Technology Management and Business*, 5(2), 43-58.

World Bank. (2015). More, and more productive, jobs for Nigeria: A profile of work and workers. World Bank Group. Available at: <http://documents.worldbank.org/curated/en/650371467987906739/More-and-more-productive-jobs-for-Nigeria-a-profile-of-work-and-workers>

### **Appreciation**

I, Ajani, Mary Oluwatoyin thankfully acknowledge the grant support towards my Ph.D thesis provided by the African Economic Research Consortium (AERC), Nairobi, Kenya.