

**Human Resource Factors, Academic Curriculum and Employability of Educational
Management Undergraduates in Southwest, Nigeria**

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**Being a PhD Thesis submitted to the Department of Arts & Social Science Education,
Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria**

**In Partial Fulfillment of the Requirements for the Award of Doctor of Philosophy
Degree (PhD) in Educational Management**

2023

Certification

This is to certify that **Kayode Musibau OJOOGUN** with the matriculation number **LCU/PG/001602** carried out this research work titled: **'Human Resource Factors, Academic Curriculum and Employability of Educational Management Undergraduates in Southwest, Nigeria,** in the Department of Arts and Social Sciences Education, Faculty of Education, Lead City University, Ibadan, Nigeria for the award of Doctor of Philosophy Degree (PhD) in Educational Management and that this has not been previously submitted.

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Date

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Date

Dedication

This work is dedicated to Almighty Allah for granting me strength, good health and knowledge to complete this thesis.

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Acknowledgement

I want to sincerely appreciate Lead City University, Ibadan for the opportunity given me to learn and for provision of enabling and conducive environment for same. May the Almighty God continue to bless and grow the university.

My profound appreciation also goes to Prof. Senimetu Ileuma, my supervisor and the Head, Department of Arts and Social Science Education, Faculty of Education, Lead City University for taking pains to provide the required supervision in the course of carrying out this study. I want to also express my unreserved gratitude to Prof. Afolakemi Oredein, Provost of the Postgraduate College, Lead City University, Ibadan for her encouragement and love throughout my studentship in the institution, particularly her series of useful advices towards this study. In the same vein, I want to express my gratitude to Prof. Donald Odeleye, Dean, Faculty of Education, Lead City University, Ibadan, for his affection and encouragement towards my successful completion of this programme on time. My gratitude also goes to Prof. Babatunde Adeyemi and Prof. Philiyas Yara. I also appreciate the supports of Dr. Ukamaka Akuche, Dr. Oluyomi Pitan, Dr. Monilola Oyetade, Dr. Christiana Sam-Kayode, Dr. Sabina Obi, Dr. Olabisi Kilian, Dr. Mojirade Ayantunji, Dr. Adeyemi Ebo, Dr. Seyi David and Mr. Moyosore Beckley.

My profound gratitude goes to my wife Alhaja Kudirat Morenike Ojoogun, my children, Azeezat, Iswat, Azeez and Sofiat Ojoogun, my mentor, Prof. Taoheed Adedoja and my late parents Mr. and Mrs. Lasisi Ojoogun for their encouragement and support towards my educational endeavours. My special appreciation also goes to my friends and relations; Prof. Olumide Olajide, Dr. Yunus Akintunde, Dr. Babatunde Olawoore, Dr. Sifau Adejumo, Alhaji Azeez Adelani Asiru, Alhaja Sakirat Amope Adenike Asiru, Alhaji Kamar Olayanju, Alhaja Damilola Ajele, Alhaji Haadi Asiyani,

Alhaji Babatunde Bello, Mrs Olufunlayo Afonja, Mr. Magnus Ekechukwu, Miss Martha Danjuma, Mrs Oghenero Ugoji and Mrs Fisinba Idasefiema. I also want to appreciate all my colleagues in the faculty of Education, Lead City University, Ibadan. Finally, my most sincere gratitude goes to The Immortal and Invisible Almighty God for the rare opportunity, wisdom and strength I enjoyed in the course of this research work. However, even though the above mentioned institutions and persons have assisted in the process of this research work, i alone stand responsible for the errors if any is found in the work.

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Abstract

It has been observed that graduates of Educational Management in Southwest, Nigeria seem to lack practical knowledge of their course as most of them are unable to put into practice what they have been taught. This study therefore examined human resource factors, academic curriculum and employability of educational management undergraduates in Southwest, Nigeria. Human capital and system theories guided the study. Descriptive survey research design was employed. Study population consisted of all Educational Management Lecturers (154) and 300 level undergraduates (1,201). Data was analysed using descriptive, inferential and thematic content analyses. Results showed low level of employability of educational management undergraduates in areas of competence ($\bar{x}=2.355$) and attitude ($\bar{x}=2.434$); low level of human resource factors in terms of lecturers' classroom management ($\bar{x}=2.376$) and instructional delivery ($\bar{x}=2.468$) but high level in terms of lecturers' educational qualification ($\bar{x}=2.643$) and attitude ($\bar{x}=2.624$); low extent of curriculum content ($\bar{x}=2.335$) and curriculum delivery ($\bar{x}=2.441$) for educational management undergraduates' employability; high significant joint influence of human resource factors and academic curriculum on the employability of educational management undergraduates ($F_{4, 143} = 3.361$; $P<0.05$). Lecturers' classroom management ($\beta = .199$; $t = 2.719$, $P<0.05$), instructional delivery ($\beta = .191$; $t = 2.589$, $P<0.05$), educational qualification ($\beta = .93$; $t = 1.907$, $P<0.05$), attitude ($\beta = .91$; $t = 1.899$, $P<0.05$), curriculum content ($\beta = .201$; $t = 2.995$, $P<0.05$) and curriculum delivery ($\beta = .208$; $t = 3.157$, $P<0.05$) had significant relative influence on the undergraduates' employability. There was a significant institutional difference in the employability of the undergraduates ($t_{(2), 852} = 2.721$, $P<0.05$). It was recommended amongst others that human resource factors be improved upon and curriculum be re-visited to ensure positive impact on the employability of undergraduates in Educational Management.

Keywords: Human resource factors, academic curriculum, employability, undergraduates, southwest.

Word Count: 294

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Chapter One

Introduction

1.1 Background to the Study

Employability of undergraduates refers to the skills, knowledge, and other personal characteristics such as attitudes that are required to be competitive, pick up and get jobs after graduation. These talents and abilities are anticipated to improve the number of Pgraduates who find work immediately after completing their university studies. Graduate manufacturing 'factories' in countries like Nigeria continue to expand¹. For example, Nigeria, as of 2022 has 221 universities (50 federal, 60 state, and 111 private)². According to the National Universities Commission's projections, the number of degree-granting institutions could increase in the next five years, with up to one million graduates joining the labour market each year¹.

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 seek³. Graduates have been described as half-baked, ill-equipped, ill-trained, ill-disciplined, liable, with lower standards, and of poor quality, indicating widespread concern about the quality of university education in Nigeria⁴. Evidence to back up this claim demonstrates that 23 million of the country's approximately 40 million unemployed youths lack the requisite skills and knowledge to find work. Many graduates who find work are not gainfully employed, and those who do find rewarding work despite all odds face major worries from their employers about their talents and fitness for the position. There was a total skill mismatch of 60.6 percent among hired university graduates, with significant deficiencies in relevant abilities such as communication, critical thinking, and technical skills⁵.

Similarly, it is claimed that about seventy percent of about 80 million youths in Nigeria are unemployable. This may be because they do not have the required employability skills and attitude⁶. Since the employability of graduates is one of the factors that may determine the economic growth and development of any country, it is imperative to ascertain the factors that may determine graduate employability in Nigeria with a specific focus on Southwest universities (public and private), with particular reference to educational management graduates.

Employability of educational management undergraduates implies equipping students in the department of educational management with the necessary set of abilities, knowledge, comprehension, and competencies that will make them compete and secure occupations after school. Examples of these skills include management skills, teaching methodology, communication, information technology, decision-making, critical thinking, interpersonal relationships, technical and numeracy skills. These skills are likely to make them perform optimally in the world of work⁷. There are two major ways to measure educational management undergraduates' employability. They are competence and attitude.

Educational management undergraduates' competence can be described as the special abilities, skills, and knowledge required by the labour market⁸. These skills, which are acquired through learning and practice, enable undergraduates to secure and do well at a job upon graduation⁹. These skills denote generic and soft skills like ICT ideas, self-management ideas, teamwork ideas, innovation ideas and skills, problem-solving attributes, time-management attributes, decision-making attributes, critical thinking attributes, creative experience, organizational work experience, risk management experience, leadership attributes, analytical skills, descriptive skills, adaptive skills, and event management skills that will develop an undergraduate to a potential employee³.

Scholars reported that most educational management university graduates are not employable due to low skills and poor attitudes towards the world of work¹⁰. It is no longer enough for graduates to have a good degree; they should also possess the skills and attributes required to contribute to the world of work and the economy^{4,10}. However, there seems to be a continuing disparity between employers' expectations and the skills of educational management undergraduates¹¹.

It is believed that educational management undergraduates should have a broad base of pedagogical content knowledge, which is the aim of university education. Many of these pedagogical contents are not available in Nigerian universities^{12,13,14}. Since the development of university education in Nigeria, more and more attention has been given to theoretical content knowledge development, while the practice of holistic and competency education is often ignored^{11,15}. As a result, students attain "theoretical content knowledge," but lack professionalism and practical knowledge, too¹⁶. Educational management undergraduates seem to be obsessed with theories without adequate knowledge of their applications¹⁷. When they leave universities, they may have significant subject knowledge; however, a significant proportion still lacks practical knowledge of the subject. This could make a first-class educational management graduate unable to secure a job because they are unable to apply what they have studied to practical use in their environment and world of work^{11,15}.

Educational management undergraduates' attitudes have to do with their affective (feelings and emotions), cognitive (thoughts, knowledge, and beliefs) and behavioural traits in line with choosing and securing a job¹⁸. In this sense, attitudes are thus traits of undergraduates that are used to get, maintain, and succeed in employment. These employability attitudes could be positive or negative, favourable or unfavourable towards employment in the world of work. Educational management undergraduates who have a

positive attitude towards employment tend to have a more positive outlook that makes them willing to put in the necessary effort to ensure that they learn and succeed at the subject being taught compared to those with negative attitudes¹⁹. However, it is observed that most Nigerian educational management undergraduates have a negative and lackadaisical attitude toward the world of work. Their emotions, feelings, beliefs, thoughts, values, and behaviour seem to not measure up to what is required to be employable. Many educational management undergraduates simply do not possess the readiness attitude for the world of work.

In Nigeria, evidence from previous research reveals that there is a high rate of the inadequacy of employable skills, practical knowledge and attitudes amongst educational management undergraduates in many Nigerian universities¹⁶. It has been specifically observed in Southwest, Nigerian universities that most educational management undergraduates do not have what is required for gainful employment. Some of them seem to have neither mastery over their courses nor a practical background in them. The majority of these educational management undergraduates seem to lack the requisite essential skills needed for sustainable employment. They also have the wrong attitude towards employment. Some of them believe it's just to read, pass, get good grades, and look for a job, not realizing that a good degree is no longer enough, but employable skills, knowledge, and attitude to acquire and function in the field of work.

Generally, several factors may be responsible for the low level of employability amongst educational management undergraduates. These factors generally include poor learning environment, lack of staff with industry experience and over-dependence on 'theoretical content' teaching, institutional variables, academic discipline, career guidance activities, inadequacy of study facilities, employer discrimination and preference, poor funding and irrelevant curricula to mention but a few ^(4,11,20,21). However, there seems to

be a paucity of literature on the role of human resource factors and academic curriculum on educational management undergraduates' employability.

Human resource factors are those indices, attributes, and characteristics that are peculiar or pertain to those who work in universities. University workers are mainly grouped into academic and non-academic staff²². In the context of this study, human resource factors are simply the attributes and personal characteristics of educational management lecturers working at various public and private universities in Southwest, Nigeria. These attributes and characteristics include their age, gender, competence, qualifications, years of experience, marital status, religion, teaching styles, mastery of subject content, and attitude, to mention but a few. This study, however, considered human resource factors such as lecturers' competence and attitude.

An educational management lecturer's competence basically refers to abilities such as knowledge, skills, expertise, thought processes, adjustments, and values that should be possessed by an educational management lecturer in carrying out the profession as a teacher. In carrying out learning activities, an educational management lecturer thinks and acts consistently and continuously in his teaching effectiveness, which is in accordance with his or her competence²³. Educational management lecturers' competency enhances their ability to create a fair environment, understanding, and acceptance of diverse students, ideas, experiences, and backgrounds²⁴. Competent educational management lecturers can support student learning achievement; the skills possessed in turn support the desired performance^{25,26,27,28,29}.

Educational management lecturers' competences help undergraduates to design lessons and understand subject content. It aids educational management lecturers to apply behaviours that foster educational management students' motivation, encourage collaboration between the students, and assessment actions that could ultimately affect

educational management undergraduates' employability in the world of work³⁰. It was asserted that educational management lecturers' competence has a significant positive indirect effect on educational management undergraduates' satisfaction through perceived teaching quality³¹. Educational management undergraduates' learning, skills, knowledge and attitude to the employment market could therefore increase if educational management lecturers' competence in knowledge, creativity, discipline, communication and preparation is maintained or improved upon³². In the context of this study, lecturers' competences refer to classroom management abilities, instructional delivery methods and educational qualifications of educational management lecturers.

Classroom management abilities have to do with a variety of skills and techniques that educational management lecturers use to create a positive and active learning environment with educational management undergraduates. It involves creating and teaching expectations and rules; establishing procedures and structure; reinforcing expectations; actively engaging of educational management undergraduates and managing educational management undergraduates' behaviours^{33,34}. Studies show a significant positive influence of classroom management on students' academic performance and achievement^{35,36,37,38,39,40,41}. Another research revealed that classroom management impacts students' communication skills in English language teaching³⁴. However, there seems to be a scarcity of scholarly works on the impact of classroom management on undergraduates' employability. This also provided a gap in the literature.

Instructional delivery methods refer to what the educational management lecturer does in the classroom that promotes learning by demonstrating accurate content knowledge and addressing academic needs through a variety of appropriate instructional strategies and technologies that engage educational management undergraduates. It involves an educational management lecturer using a variety of instructional strategies,

differentiating instruction, setting high expectations, promoting high-order thinking, using high-quality questions, and supporting active learning through educational management undergraduates' engagement^{42,43}. A study showed that instructional delivery fosters students' engagement through reinforcing learning goals, delivering explicit instruction, using multiple levels of questioning, and providing ongoing and useful feedback⁴³. Another study revealed that the various teaching delivery methods (face-to-face, virtual and blended) have a significant effect on intermediate learners' academic achievement in English language in Tabuk⁴⁴. However, studies are scanty on the impact of lecturers' instructional delivery methods on undergraduates' employability.

Lecturer's educational qualification refers to the scholarly certifications or degrees (B.Ed., M.Ed., PhD) an educational management lecturer has gotten that enable him or her to teach at the university level and guide educational management undergraduates to get new knowledge and skills^{45,46}. Studies reveal that teachers' educational qualification has a significant positive influence on learners' academic performance and achievement in various subjects^{45,46,47,48,49,50}. A research work reveals that a teacher's qualification is the strongest predictor of learners' satisfaction⁵¹. However, studies are scarce on the impact of lecturers' educational qualifications on undergraduates' employability which provides a huge gap in literature that needs to be filled.

Lecturers' attitudes refer to their perception, affection, cognition, disposition, opinion, and behavioural response shown toward teaching educational management courses^{52,53}. Educational management lecturers' attitude is about emotions (that is, enthusiasm, affection, patience, sadness, disapproval), and effective lecturers willingly share emotions and feelings as well as a sincere interest and care about their students⁵⁴. Scholars have shown that lecturer's attitude has a significant impact on undergraduates' motivation and performance⁵⁵. Hence, positive attitude of lecturers would likely produce

higher learning results and possibly high employability among educational management undergraduates⁵⁶.

Lecturers' attitudes could be measured by their affection, cognition and behaviour. Affection has to do with educational management lecturers' likes and dislikes towards teaching, anxiety associated with teaching and self-confidence about teaching educational management undergraduates. Lecturers' cognition includes the perceived usefulness of what they teach, the difficulty or ease of teaching as well as gender ability and beliefs towards teaching educational management undergraduates. It is believed that an educational management lecturer who views teaching as not useful will require his or her students to just memorize rules and procedures without meaning. This is a negative outlook that would not only make educational management undergraduates develop a negative attitude and knowledge towards what they learn but could also make them unemployable⁵⁷.

An academic curriculum could refer to the total structure of ideas and activities developed by a university to meet the learning needs of undergraduates and achieve desired educational aims. The term means the content of what is being taught, the teaching and learning methods involved, and how educational management undergraduates' attainment is measured^{58,59}. In the context of this study, curriculum refers to the process of curriculum design through which the content of schooling is verified⁶⁰. According to scholars, there are four measurable components of the curriculum design that could directly influence the employability of educational management undergraduates. They include: - curriculum content, the operationalization of the curriculum content, curriculum delivery, and curriculum evaluation, which have been linked to play roles in the employability competency of students. These four components make up the curriculum design which is a critical, indispensable teaching and learning

component that could enhance the attributes that make undergraduates more employable⁶¹. This study focused on curriculum content and curriculum delivery.

Curriculum content has to do with whether the curriculum design of a university emphasizes the main ingredients needed to make educational management undergraduates employable. It simply deals with what is being taught that enables educational management undergraduates to possess the right attitude and competence that can fulfill employers' expectations. It sets the tone for the learning outcomes of particular curriculum designs in universities, especially when it comes to the skills required to be successful in the job landscape^{59,60}. As part of the curriculum content, educational management courses should emphasize industrial attachment for lecturers, internships, work-based learning, industry practices and workshops for students which can enhance educational management undergraduates' employability⁶². The factors influencing market demands must also be embedded. A study showed that curriculum content influenced the acquisition of employability skills among business education graduates of universities in Cross River State, Nigeria^{63,64}. Another similar study revealed that poor curriculum content of entrepreneurship education programs negatively impacted Upper Basic students' skill acquisition in entrepreneurship education in Education Zone A of Benue State, Nigeria⁶⁵. However, research is scarce on the influence of curriculum content on undergraduates' employability which creates a huge gap in literature.

Curriculum delivery is the how or methods through which the curriculum content is achieved⁶⁶. Methods are the instructional decisions, approaches, procedures, and routines that teachers use to engage all students in meaningful learning. These choices support the facilitation of learning experiences to promote educational management undergraduates' ability to understand and apply content and skills and thus be employable⁶⁷. The components of curriculum delivery include - the structures of teaching

material required to deliver the course. Four key elements identified under curriculum delivery include: fostering a deep learning approach, conceptual understanding, development, and inculcating abilities to problem-solving among undergraduates. Curriculum delivery, such as teaching that focuses on developing creative and critical skills will engender the integration of conceptual knowledge on topics and problems associated with interest and skill development which could make educational management undergraduates employable upon graduation from the universities^{60,61}.

Universities are believed to be centres of advanced learning and citadels where in-depth education is offered⁶⁸. They typically create students' opportunities for developing transferable employability skills through embedding the skills within curricula linked to graduate attributes (such as teamwork, communication and problem-solving skills) and incorporating opportunities for work experience within courses (such as placements, internships, international study tours or exchanges)⁶⁹. However, when the curriculum of a university is not properly designed, there is bound to be a catastrophic effect of it on how undergraduates turn out in the labour market⁷⁰.

Despite the importance of a properly designed curriculum, it has been observed that most universities, including those in Southwest, Nigeria, have a theory-based curriculum at the expense of practice. In addition, there is a mismatch between the curricular offerings and educational management undergraduates' competence in the universities. The curricula are outdated with the needs of the industry as there seems to be no collaboration between the industry and what university curriculum design offers. If this is allowed to continue, there would be a release of a huge number of half-baked educational management graduates who have inadequate skills and attitudes toward the world of work.

A scholar faults the ill-competence of university graduates on the job to ineffective curriculum among other factors. The academic bias of the university curricula has been blamed in many countries, including Nigeria for divorcing education from the world of work. Lecturers have also been observed to show negative attitudes and display lack of competence in teaching educational management undergraduates. Because of this academic bias in the curricula and likely inadequacies in the competence and attitude of lecturers, educational management undergraduate who would normally have gone into some productive activity and secure jobs easily turns to a fruitless search for white-collar employment⁷¹.

There is therefore a need to re-visit and critically examine the academic curriculum and human resource factors across Southwest, Nigerian universities and their influence on the employability of educational management undergraduates to determine a way forward. It is against this background that this study sought to ascertain human resource factors, academic curriculum, and employability of educational management undergraduates in Southwest, Nigeria. Educational Management as a course was chosen for this study because it is a discipline that cuts across several other disciplines. Effective management is needed in all types of educational institutions for the achievement of stated goals. When education is properly managed in a nation by trained educational managers, the economic, industrial and other sectors of the nation improve and become better.

1.2 Statement of the Problem

The problems of disjoint between theory and practice in many university courses remain a major concern. Graduates in the 21st century are expected to demonstrate knowledge, attitudes and skills required in the fourth industrial revolution culminating in a high level of employability. Unfortunately, this is not so, especially among graduates of

Educational Management in south west Nigeria in whose training have heavily invested in. These sets of graduates are adjudged to be unemployable owing to failure to apply knowledge in solving societal problems.

It has been observed that graduates of Educational Management in Southwest, Nigeria seem to lack practical knowledge of their course as most of them are unable to put into practice what they have been taught. It has also been observed that many universities, including those in Southwest, Nigeria, have a theory-based curriculum at the expense of practice. In addition, there seems to be a mismatch between what the curricular is offering and the employable competence of educational management undergraduates in universities. Most of the curricula seem to be outdated with regard to the needs of society, as there is no synergy between the town and the gown. Similarly, it appears that the ill-competence and attitude of educational management graduates on the job may be due to ineffective curriculum content and delivery and human resource factors in the universities. Most human resource (lecturers) have been observed to show negative attitudes and display low competence in terms of classroom management, instructional delivery and low quality in teaching educational management undergraduates. As a result of these stated observations and problems, there is therefore need to re-visit and critically examine the academic curriculum and human resource factors across Southwest, Nigeria universities in a bid to find out their influence on educational management undergraduates' employability. Moreover, a search of literature shows a dearth of scholarly works on the impact of human resource factors and academic curriculum on the employability of educational management undergraduates in Southwest, Nigeria. This study was therefore undertaken to also address this identified gap in the literature.

1.3 Aim and Objectives of the Study

The study investigated 6 human resource factors, academic curriculum, and employability of educational management undergraduates in Southwest, Nigeria. The 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 in Universities in Southwest, Nigeria;
- iii. determine the extent of relevance of academic curriculum (curriculum content and curriculum delivery) of educational management in universities in Southwest, Nigeria;
- iv. investigate the joint contribution of human resource factors (lecturers' competence and attitude) and academic curriculum (curriculum content and curriculum delivery) on the employability (competence and attitude) of educational management undergraduates in Southwest, Nigeria;
- v. investigate the relative influence of human resource factors (lecturers' competence and attitude) and academic curriculum (curriculum content and curriculum delivery) on the employability (competence and attitude) of educational management undergraduates in Southwest, Nigeria and
- vi. determine the institutional difference (public and private) in the employability of educational management undergraduates in Southwest, Nigeria.

1.4 Research Questions

This study attempted to answer the following questions:

1. What is the employability level (competence and attitude) of educational management undergraduates in Southwest, Nigeria?
2. What is the level of human resource factors (lecturers' competence and attitude) in Educational Management Departments in Universities in Southwest, Nigeria?
3. What is the extent of relevance of academic curriculum (curriculum content and curriculum delivery) of educational management in universities in Southwest, Nigeria?

1.5 Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance to find out the relationship among the variables of the study:

- H₀₁: There will be no significant joint influence of human resource factors (lecturers' competence and attitude) and academic curriculum (curriculum content and curriculum delivery) on the employability (competence and attitude) of educational management undergraduates in Southwest, Nigeria;
- H₀₂: There will be no significant relative influence of human resource factors (lecturers' competence and attitude) and academic curriculum (curriculum content and curriculum delivery) on the employability (competence and attitude) of educational management undergraduates in Southwest, Nigeria; and
- H₀₃: There will be no significant institutional difference (public or private) in the employability of educational management undergraduates in Southwest, Nigeria.

1.6 Significance of the Study

The report of this study will be published in a reputable journal and will be significant in the sense that it will bring about a huge awareness of important factors (human resource factors and academic curriculum) influencing the employability of

educational management undergraduates in the Southwest, Nigeria. The study would benefit universities, curriculum planners, curriculum developers, lecturers, students, and research scholars.

The information this study would provide would be used by the various public and private universities in the Southwest to re-visit their curriculum and examine if it is geared towards making their educational management undergraduates employable, self-sufficient, or just job seekers. The information provided by this research should also make universities ensure that lecturers who are competent and have the right attitude are employed and should also teach to inculcate employable skills, knowledge, and attitudes to their students. This is because it is what the lecturers inculcate in the students in accordance with the university curriculum design that may determine whether they would be employable or not.

The findings of the study would also benefit those who have the opportunity to plan the curriculum. The information provided by this study will raise their awareness and knowledge of how the academic curriculum may or may not make educational management undergraduates employable. This information should help them see the need for readjustment in the curriculum plans or not to ensure that the curriculum of the university, which is the highest level of tertiary institution in the country, is tailored towards ensuring that educational management undergraduates are employable when they get to the labour market.

Curriculum developers also have a huge role to play in making sure the curriculum aligns with the vision, mission, aims, goals, and objectives of not only the universities but also society at large. The general role of universities is to create, shape, and produce graduates who will be effective members of their society. It therefore means that the university curriculum is ineffective if it is not developed to meet the needs of

society. This study's findings will provide enough information for curriculum developers to play their role in making the curriculum more effective.

The lecturers are not left out in that the findings of this study would also benefit them in no small measure. They are the major human resources (academic staff) that inculcate knowledge, skills, and attitudes in the students that make them employable or not. The study findings would help them realize how their characteristics or factors, such as their level of competence and attitudes, could affect the level at which the students develop knowledge, skills, and attitudes. The curriculum of any university is ineffective without the lecturers as they are the major individuals that implement the curriculum thereby bringing the stated vision into reality. The findings of this study would therefore be of immense significance to them.

The students are at the heart of everything. They therefore need the information this study would produce to make them aware of the role of their lecturers' competence and attitude, coupled with the curriculum design of their university, on their current level of employability. If the findings indicate that their current level of employability is low, then they have to swing into action, making sure that this menace is reduced drastically before they get into the labour market or become graduates.

Lastly, this study would provide useful information that research scholars who want to carry out similar research in the future could use as a foundation and a stepping stone for further studies in the subject, as it also seems that literature is scarce in the subject area. The study would also be added to the literature upon publication.

1.7 Scope of the Study

The scope of this study was narrowed down to the impact of human resource factors and academic curriculum on the employability of educational management undergraduates in public and private universities in Southwest, Nigeria. The variable

scope consists of two independent variables (human resource factors and academic curriculum), one dependent variable (employability of educational management undergraduates) and one moderating variable (type of institution). Indices of human resource factors included – lecturers’ competence and attitude. However, lecturers’ competence was further categorized into classroom management abilities, instructional delivery methods and educational qualifications. Indices of academic curriculum included - curriculum content and curriculum delivery. Indices of undergraduates’ employability included – competence and attitude. The study also looked at the type of institution (public and private) as a moderating variable.

The geographical scope comprised public and private universities in Southwest, Nigeria. The population scope consisted of all educational management lecturers and three hundred (300) level undergraduates. The study was narrowed down to three hundred level (300L) educational management undergraduates because they are close to the peak of schooling, about to enter into the labour market and also readily available/accessible. Educational management undergraduates were used because the main objective of the course is to provide effective management of educational institutions in producing quality graduates that can positively influence society. Moreover, the researcher is also a member of the educational management department. Their level of employability at this stage would go a long way in deciding whether they would be employable or not in the labour market. The methodology scope was centred on mixed (quantitative and qualitative) research methods which involve the use of questionnaires and interview guides. Data were subjected to descriptive and inferential statistical analysis for responses from the questionnaires and thematic content analysis for responses from the interview guide.

1.8 Limitation of the Study

The strike embarked upon by the Academic Staff Union of Universities (ASUU) limited this study greatly. The ASUU strike which began in the early month of March 2022 led to the closure of most public universities till the 17th of October, 2022. These universities included federal and state universities all over the country. This made it a little bit difficult for the researcher to distribute questionnaires and interview guides to educational management lecturers and three hundred level students in federal and state universities. The researcher was able to carry out field work at the private university. However, the researcher had to wait for the strike to be called off in October to begin speedy distribution to the public universities. The ASUU strike therefore posed a major delay to the completion of the thesis. As the researcher had to wait for many months hoping the strike would be called off. Thirdly, due to the rush and many lecturers and students trying to recover from the strike and get back to academic activities quickly, some of the questionnaires and interview guides were either not filled out or properly responded to. This made a few of the instruments to be unfilled and thus not used for data analysis as they were not valid.

1.9 Operational Definition of Terms

The following terms were defined as used in this study:

Employability: This refers to the competence and attitudes needed by educational management undergraduates to choose and secure jobs as soon as they graduate from university.

Educational Management Undergraduates' Competence: This refers to the skills, abilities and knowledge of educational management undergraduates derived through learning to secure employment upon graduation.

Educational Management Undergraduates' Attitude: This refers to the affection (feelings, emotions), cognition (beliefs and values) and behaviour that educational management undergraduates have that makes them employable.

Human Resource Factors: These are characteristics of lecturers such as competence and attitude that enable them to impart knowledge, skills, and the right attitude on their students in order to make them employable.

Lecturer's Competence: This refers to classroom management abilities, instructional delivery methods and educational qualification of lecturers that enable them to impart employability skills, knowledge and attitude in educational management undergraduates.

Lecturer's Educational Qualification: In this study, "educational qualification" refers to the level of mastery of the content of courses or subjects taught by lecturers in the Department of Educational Management in Universities in Southwest, Nigeria.

Lecturers' Attitude: This refers to the affection, cognition, behaviour, disposition, and opinion of lecturers toward teaching educational management undergraduates in a bid to make them employable. It could be positive or negative.

Academic Curriculum: This refers to the total structure of ideas and activities developed by a university to meet the learning needs of educational management undergraduates that could make them employable. It includes curriculum content and curriculum delivery.

Curriculum Content: This refers to whether the curriculum design of a university emphasizes the main ingredients needed to make educational management undergraduates employable. It simply deals with what is being taught that enables

educational management undergraduates to possess the right attitude and competence that can fulfill employers' expectations.

Curriculum Delivery: This refers to fostering a deep learning approach, conceptual understanding, development, and inculcating abilities for problem-solving among educational management undergraduates, which could make them employable upon graduation from universities.

Universities: These are higher levels of education that offer both educational management undergraduate and postgraduate programs and various academic degrees. They include public and private universities. Public universities are owned and managed by the government, while private universities are privately owned and managed.

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Chapter Two

Literature Review

This chapter presents a review of several literatures on the specific concepts and variables of this study that would enhance a better understanding of the research. The chapter was discussed based on the following subheadings:

2.1 Conceptual Review

2.1.1 Concept of Employability

2.1.2 Concept of Employability of Educational Management Undergraduates

2.1.3 Concept of Human Resource Factors

2.1.3.1 Concept of Lecturers' Competence

2.1.3.2 Concept of Lecturers' Attitude

2.1.4 Concept of Academic Curriculum

2.1.4.1 Concept of Curriculum Content

2.1.4.2 Concept of Curriculum Delivery

2.2 Theoretical Framework

2.2.1 Human Capital Theory

2.2.2 System Theory

2.3 Review of Empirical Studies

2.3.1 Human Resource Factors and Employability of Educational Management Undergraduates

2.3.1.1 Lecturers' Competence and Employability of Educational Management Undergraduates

2.3.1.1.1 Lecturers' Classroom Management and Employability of Educational Management Undergraduates

- 2.3.1.1.2 Lecturers' Instructional Delivery and Employability of Educational Management Undergraduates
- 2.3.1.1.3 Lecturers' Educational Qualification and Employability of Educational Management Undergraduates
- 2.3.1.2 Lecturers' Attitude (Affective, Cognitive and Behavioural) and Employability of Educational Management Undergraduates
- 2.3.2 Academic Curriculum and Employability of Educational Management Undergraduates
 - 2.3.2.1 Curriculum Content and Employability of Educational Management Undergraduates
 - 2.3.2.2 Curriculum Delivery and Employability of Educational Management Undergraduates
- 2.4 Conceptual Model**
- 2.5 Summary of Literature Reviewed**

2.1 Conceptual Review

2.1.1 Concept of Employability

To be employed is to have a job, whereas employability is the presence of the required attributes to get, keep, and advance in a job. As a result, employability entails more than merely finding work¹. Employment is the term used to describe the productive and profitable involvement of persons who use their acquired knowledge and skills to contribute meaningfully as employees or self-employed entrepreneurs in order to generate money. It could be viewed as a lucrative participation in actual performance using acquired knowledge, skill, or capability as a salaried employee or as a self-employed businessman². Individuals are increasingly accountable for their welfare and that of society, thus they must learn certain knowledge and skills businesses require^{1,2}. Employability can be considered as a personal trait rather than technical competence. It's also known as general abilities, transferable skills, basic skills, vital skills, job skills, soft skills, core competencies, enabling skills, and key skills. It is defined as a person with a positive self-image, solid interpersonal skills, and a positive attitude³.

Employability is thought to be a responsibility shared more equally by individuals who must embrace the consequences of their decisions; and businesses who, in hiring a workforce and serving consumers, instill specific values and attitudes, as well as molding behaviours. Employers assess what constitutes "employability" in numerous ways. While most people think of employability in absolute terms, emphasizing the necessity for people to have credentials, education, and social standing, the concept can also be viewed as subjective and reliant on circumstances. Employability is determined not just by one's ability to meet the requirements of certain employment, but also by one's position within a hierarchy of job seekers. Employability refers to a person's ability and willingness to become and remain marketable in the labour market, as well as their aptitude to succeed in a variety of employment. It's about being able to find, create, and keep fulfilling work, as well as having the information, understanding, abilities, experience, and personal characteristics to move self-sufficiently within the labour market and achieve one's potential through long-term, satisfying working experiences⁴.

Most existing definitions of employability include a set of skills, both generic (for example, teamwork, organizational, and communication) and discipline-specific (for example, engineering, law, or social work skills and knowledge), as well as personal characteristics (for example, self-confidence, resilience, and discipline) that are relevant to employment and desired by industry⁵. It was proposed that employability refers to the ability to secure an initial job, maintain employment, and find new employment if necessary. Employability is determined by the individual's assets, such as knowledge, skills, and attitudes; how these assets are used and deployed; how assets are presented to potential employers; and the context in which the individual works, such as the labour market and personal circumstances⁶.

Employability is not just about getting a job when it comes to employability. It's all about connecting the dots between studies, personal development, and other activities that affect an individual's capacity to identify, get, and succeed in their chosen profession. Employability is a subset of the larger array of skills that develop as a result of learning⁷. It is defined as the ability to locate, produce, and maintain meaningful work for a longer time and in a variety of settings⁸. A person can reorganize existing information in novel and unexpected ways by imagining the relative merits of opposing or competing arguments or by comprehending the deep complexity of language in its various historical and contemporary forms⁹.

Employability refers to an individual's ability to find and hold a job, as well as the ability to find and keep another job if necessary. It was also mentioned that everyone possesses employable advantages, such as knowledge, skills, and attitudes. The way an individual uses his or her assets in his or her job search, as well as the job market context, will have an impact on his or her employability¹⁰. Employability is defined in a variety of ways by different scholars, but at its most basic level, it is defined as the collection of characteristics, competencies, and skills required to increase the likelihood of an individual finding gainful employment after completing a course of study or training. It is tied to work in this way, but it is not a guarantee or a measure of job security. Employability, on the other hand, is a quality or attribute that defines an individual's preparedness to enter the workforce, stay in a job, and migrate to other jobs¹¹.

Employability is defined as a set of abilities, knowledge, understanding, and personal characteristics that enable a person to select and secure professions in which they will be happy and successful. It is defined as an individual's presence of relevant knowledge, skills, and other characteristics that have aided in obtaining and sustaining desirable employment. Individuals with certain talents, understandings, and personal

characteristics, often described as a set of achievements, are more likely to find work and succeed in their chosen vocations, benefiting themselves, the workforce, the community, and the economy¹².

Employability also refers to the ability to find, keep, and grow a job in the workplace¹³. Employability was defined as "work-readiness," or "the possession of skills, knowledge, attitude, and commercial understanding that will enable new graduates to make positive contributions to organizational objectives soon after starting work."¹⁴ Different measurements of employability include - an individual's genuine capability, individual instructive capabilities gained through formal instructive exercises, hard abilities, and delicate aptitudes, including transferable fitness, interpersonal aptitudes, subject and transferable capacities. While subject capacities are more fundamental to one's calling, transferable aptitudes infer certain limits of an individual secure from past contemplations, which can be taken from one employee in a previous hierarchical part to another, used inside a given calling and at any time during his/her calling¹⁵.

Three key elements of employability were identified to include: the ability to obtain first employment, the ability to keep that job, the ability to change jobs and functions within the same organization to meet new job demands, and the ability to obtain new jobs by being self-sufficient in the job market and managing changes within the organization¹⁶. Employability is defined as the never-ending process of finding and making work while making the best use of available options. This entails proper business and work management, which aids in the development of consistent talent approaches. This makes it easier for an individual to not only get work but also to maintain his or her skills up to date¹⁷.

Employability is defined as a combination of skills development, work knowledge acquisition, and personal experience that prepares graduates to be self-employed or

employed by others in an organization, and to succeed in their chosen profession, benefiting themselves, the organization, their surroundings, and the economy as a whole. The concept of employability, in its broadest sense, reveals that an individual can instill specific talents and traits in order to be self-employed, acquire employment, and flourish in a personal career. Furthermore, according to the definition, individual achievement with employable skills must first benefit the individual, followed by the work organization, the environment, and the nation as a whole^{15,17}.

Employability should not simply be regarded as the end goal; rather, it is the relationship between a student seeking a job and the myriad of actors in the employment sector, and the actions undertaken in the world of work¹⁸. Employability is a lifelong process that encourages students to develop a variety of knowledge, skills, behaviours and attitudes that enable them to succeed¹⁹. Employability implies a sense of agency, associated with the capacity of individuals to manage their careers, as well as their capacity to play an active role within organizations²⁰. Employability is the result of a complex integration of personal factors, structural or contextual factors, and their interactions over time, all of which affect options for employment. Personal factors are tied to the person (examples include - age, gender differences, competences, dispositions etcetera), whereas structural or contextual factors can play a role at the level of the job (examples are, work characteristics), the organization (such as support for career development, possible age-sensitive culture) or the society (example include total number of available job)²¹.

There are three dimensions of employability. They are - capital components, career management, and contextual components. Capital components include - human capital (skills that the individual possesses that enhances economic productivity), social and cultural capital (Bourdieu's theory on how social connections convert to economic

capital), and psychological capital. Psychological capital is related to how employability can be enhanced by individual characteristics, such as ‘confidence, hope resilience, positive self-evaluation and personality traits such as conscientiousness’. Career management has two parts, signal management and self-management. Both aspects reiterate the importance of the ability of the individual to navigate through the world of employment, with reference to job acquisition and relevant training. Contextual components from the standpoint of employers who exert influence on recruitment^{22,23}.

However, scholars view employability from three strands - personal strengths that increase employment potential; self-perceived employment opportunities as an individual appraisal of this potential; and job transitions as a realization of potential. In the first strand, personal strengths is that which promote the individual’s employment potential. They typically concern competencies, and dispositions. Four dimensions of personal strengths include - human capital, social capital, self-awareness, and adaptability. Human capital refers to the “knowing-how” competencies. Social capital refers to the “knowing-whom” competencies. Self-awareness is related to the “knowing why” competencies. It comprises individuals’ personal values, motivations, and career interests that together form the “internal career compass”. Adaptability is “the willingness and ability to change behaviours, feelings and thoughts in response to environmental demands”. In the second strand, employability is seen in terms of the individuals’ self-assessment of employment potential, namely the perceived range of available employment opportunities or “self-perceived employability”. The third strand looks at realized employment potential in the form of actual job transitions. Those transitions are interpreted broadly along different dimensions such as lateral or vertical job changes, and transitions within the same organization or to another employer^{24,25}.

2.1.2 Concept of Employability of Educational Management Undergraduates

To an author, employability means that students and graduates can discern, acquire, adapt, and continually enhance the skills (generic and specific skills), understandings, and personal attributes that make them more likely to find and create meaningful paid and unpaid work that benefits themselves, the workforce, the community, and the economy. The “continuous enhancement” in this definition stresses the fact that employability is not static but a continuous process. No wonder lifelong learning is one of the characteristics of employability¹.

Researchers encourage people to think of employability as an ongoing developmental process that doesn't stop once the educational management undergraduate is employed in future. It is argued that employability is much more than the acquisition of key skills or getting a job - it is about developing educational management undergraduate as critical and empowered learner. Employability tends to have a variety of meanings in use, ranging from the employment rates of educational management graduates from an institution to a characteristic of an individual educational management graduate. If employability is measured in the simplistic terms of whether or not an educational management graduate has managed to secure a job within six months of graduating, it only provides a very vague and imprecise indication of what the student has gained. Questions need to be asked about whether or not the educational management graduate is using the skills, knowledge and understanding gained in their degree studies in an “educational management graduate level job”, which in turn opens up a whole new debate about what exactly an “educational management graduate level job” entails. There is so much more to employability than gaining employment, statistics often do not take into account the fact that some educational management graduates may have taken lower level jobs in order to deal with financial pressures, particularly after incurring debts through their studies. In simple terms, employability of educational management undergraduate is

about being capable of getting and keeping fulfilling work. More comprehensively employability is the capability to move self-sufficiently within the labour market to realise potential through sustainable employment. It was proposed that employability consists of three main elements. The first of these is that an educational management graduate's "employability assets", consists of their knowledge, skills and attitudes. The second of these which is "deployment", includes career management skills such as job search skills. Thirdly, "presentation" is concerned with "job getting skills", for example CV writing, work experience and interview techniques⁴.

It was explained that employability is a summary of a diverse range of skills, attributes, and other measures such as networks, professional-identity and active citizenship of educational management students⁵. Employability is discipline-specific build into the curriculum to strengthen educational management students' desirable competences such as communication, abstract thinking and emotional intelligence and apply expertise to multiple contexts, industry and workplace⁹.

Educational management undergraduates should consider how their universities are developing their employability, because employability is strongly correlated with an increased likelihood of long-term professional and personal success. Notably, the attributes of employability are generally transferable and highly valued, despite changes in workforce needs. In this way, universities that meaningfully consider their students' employability demonstrate a concerted effort to help students transition to life after university. This adds long-term value to tertiary education¹¹. In the context of this study, employability of educational management undergraduates is adopted as the possession of relevant knowledge, skills and other attributes that can facilitate the gaining and maintaining of worthwhile employment. These employability skills are those basic skills

that are necessary for the educational management undergraduate to get, keep, and remain productive on a job^{12,14}.

Employability means attributes, skills and knowledge that all labour market participants should possess to ensure they have the capability of being effective in the workplace – to the benefit of themselves, their employer and the wider economy. It is the integration of subject specific knowledge, skills and abilities with the skills of personal and professional development and career management, to enable educational management graduates to become employees of choice and perform well in professional level work. Employability also implies competences which enable educational management graduates to successfully take up and pursue a profession and empower their life-long learning. This means that they are being able to create or start new businesses, develop and succeed in their occupations. To be employable, educational management undergraduates therefore need to acquire the experience and develop attributes that employers will value. It is therefore work readiness that will enable new educational management graduates to make productive contributions to organisational objectives soon after commencing employment¹⁸.

Employability is a disposition that captures undergraduates' characteristics and facilitates the identification and realization of job and career opportunities both within and between organizations²⁵. Employability is a psychological construct that embodies educational management undergraduates' characteristics that foster adaptive cognition, behaviour and affect, and enhance their work interface. It is also a constellation of undergraduates' differences that predispose them to proactively adapt to their work and career environments. It involves undergraduates' adequate preparation for moving into jobs and maintaining employability once there. It also involves not only general and discipline specific skills but also a range of skills to manage oneself and his career²⁶.

Employability means the development of skills and adaptable workforces in which all educational management students capable of work are encouraged to develop the skills, knowledge, technology and adaptability to enable them to enter and remain in employment throughout their working lives. It is also viewed as the possession of the qualities and competencies required to meet the changing needs of employers and customers and thereby helping to realize aspirations and potentials at workplace. It is relative chances of getting and maintaining various kinds of employment. It is the ability to discern, acquire, adapt, and continually enhance the understandings and attributes that make educational management undergraduates more likely to find and create meaningful paid and unpaid work that benefits themselves, the workforce, the community, and the economy²⁷.

Educational Management undergraduates' employability can be defined as the compilation of a series of soft and hard skills and abilities that they can obtain to achieve and meet a desirable job requirement and succeed in their career. It is their capability to integrate the job market. This integration makes them more integrate into society and create more value for the economy²⁸. Employability is a very important concept for policymakers and scholars as it focuses on preparing individuals and even communities for jobs that do not exist yet and even for solving problems and challenges that cannot be realized so far^{24,29}.

Employability is a complex concept that depends on educational management undergraduates' ability to mix and juggle with generic achievements and/or those related to a specific context. It is a dynamic concept, constantly evolving and linked to the ability to learn from experiences. It is the capability of educational management undergraduates to move self-sufficiently within the labour market to realize potential through sustainable employment. It is the propensity of undergraduates to obtain a job suitable for them upon

graduation. It is linked to career management skills or the way in which these graduates mobilize, present and update their resources in the context of the job market²⁹.

Employability of educational management undergraduates was interpreted as “capacity to be self-reliant in navigating the labour market, utilizing knowledge, individual skills and attributes, and adapting them to the employment context, showcasing them to employers, while taking into account external and other constraints”³⁰. Part of this duality is the interplay of disciplinary training and application of subject-specific skills in a job. As industries and career paths change, educational management undergraduates are expected to possess attributes that are not only discipline-specific but also transferrable to a broader range of jobs and careers^{31,32}.

Employability is undergraduates’ ability to identify and realise career opportunities. It is seen as a function of the labour market where the supply and demand of labour is what determines an individual’s employability at any given time. It consists of four major components: - assets (knowledge, skills and attitudes); deployment (career management skills, job search skills and strategic approach); presentation (the ability to present one’s assets through CVs, interviews, references, qualifications, etcetera); and personal and labour market context (caring responsibilities, disability, job openings, selection behaviour of employers, etcetera)³¹.

Employability of educational management undergraduates is described as possession of certain level of skills and attitudes as well as their ability to utilize them for job search and retention. The skills include: - communication skills, problem solving skills and analytical skills. These skills are considered necessary to help graduates not only to find jobs but also to achieve success in modern life^{33,34}. Employability of educational management undergraduates refers to their individual possession of

competence and other attributes acquired through a university education that help them secure and maintain employment³⁵.

The concept of employability of educational management undergraduates transcends just the possession of both academic and generic skills, it also connotes the utilization and development of such assets and is a lifelong process³⁶. It is subject to knowledge, skills as well as abilities exhibited by educational management undergraduates in addition to how those assets are utilized and presented to employers³⁷. Knowledge means the subjects, topics, and items of information that an educational management graduate should know at the time he or she is hired or moved into the job. Knowledge represents bodies of information that are applied directly to the performance of work functions. Skills means technical or manual proficiencies, which are usually learned or acquired through training. Abilities means the present demonstrable capacity to apply several knowledge and skills simultaneously in order to complete a task or perform an observable behaviour. Abilities may also relate to personal and social attributes, which tend to be innate or acquired without formal instructions. Abilities are enduring talents that can help a person do a job³⁸.

Employability is that set of attributes that makes a graduate worth employing: how well a students' learning matches with what the labour market needs. It is the number one outcome that, in increasing proportions, prospective students expect to get from University³⁹. Employability is the capability of obtaining work, functioning effectively within work; moving between jobs/roles; and having the skills, knowledge and attributes that make this possible⁴⁰.

Employability is an educational management undergraduate's career adaptability which informs his/her of knowing the difference between what is appropriate and inappropriate training and, if choice is available, making an informed and meaningful

decision and taking actions that benefit him or her. Employability is about undergraduates consciously deploying career adaptability (that is, dispositional traits and characteristics adaptations) to actively secure work that rewards them for their knowledge and skills that actually are in demand in a given context. The word “actively” is used deliberately to highlight employability as a self-regulatory resource for self-determination. Employability is dependent on the opportunities for those who want to work⁴¹.

There are two broad categories under employability: - i) the undergraduates’ ability to secure a job after graduating; and ii) empowering the undergraduates to become a life-long learner by equipping them with the necessary knowledge, skill, attitude, and ability⁴². Whatever term is used for employability, it is better to holistically consider that an educational management Undergraduate needs to be both employable and work-ready to increase their chances of employment⁴³.

Considering employability thus enables universities to both think about and articulate ways in which the university nurtures distinct skills, experiences and attributes that are valued in the job market and difficult to attain elsewhere. In this way, considering employability helps universities devise ways to integrate especially useful and transferable skills and attributes throughout the educational pathways offered to educational management undergraduate. Similarly, considering employability helps universities demonstrate that they care about their students’ long-term personal, professional and financial success, by helping to make their degrees more valued by employers. Moreover, “employability can also enhance educational management undergraduates’ engagement and motivation, which can lead to better results and improved institutional rankings and reputation⁴⁴.”

2.1.2.1 The Importance of Employability to Educational Management Undergraduates

Employability assesses the readiness of students to enter the workforce in both meaningful and practical ways. It also demonstrates how well institutions are preparing students to move from the theoretical landscape of the university to the practical arena of work. For employers, governments and community members, employability also signals the potential of graduates to stimulate opportunities, both economic and social, through the application of adaptive, innovative and current skill sets and mindsets, developed in part during a students' course of study. Although universities are dynamic spaces for personal development and intellectual exploration, we live in a world where gainful employment is often paramount to a person's overall well-being. Thus, for many students, university is not only a place for development but also a pathway to greater career and financial opportunities for themselves, for their families and for their communities. Higher education is also expensive. Students spend significant sums of money, time and energy on education, and increasingly, they want reassurance about how their learning will be useful outside of an academic setting. Consequently, for many students, the pursuit of education involves a cost-benefit analysis¹¹.

“Employability becomes the obligation of individuals in the contemporary economic landscape to ensure their own employment, income and survival. Individuals must equip themselves with the attributes necessary to respond to a rapidly changing employment market to enable themselves to maintain work and transfer between jobs⁴⁵.”

Accordingly, students are interested in understanding how their investment(s) will pay off - not only in intellectual and social capital but also in ways that help reduce debt, promote stable incomes and provide professional and personal fulfillment long after they have left the classroom. Thus, students should consider how their universities are developing their employability, because employability is strongly correlated with an increased likelihood of long-term professional and personal success. Notably, the

attributes of employability are generally transferable and highly valued, despite changes in workforce needs. In this way, universities that meaningfully consider their students' employability demonstrate a concerted effort to help students transition to life after university. This adds long-term value to tertiary education. Perhaps even more importantly, developing student employability requires universities to provide students with stimulating and unique learning opportunities, both in the curriculum and outside the classroom. This means that universities who foreground employability often have vibrant learning environments, opportunities and curricula, which make learning more fun for students! Considering employability allows students to:

1. think about how their education can contribute to long-term professional success;
2. acknowledge the importance of employability;
3. engage in dynamic learning opportunities;
4. acquire useful skills, competences and attributes that are transferable and valued in the long term; and
5. visualize how their education may pay off¹¹.

Similarly, it was contended that employability promotes a higher level of self-exploration, guidance seeking and other associated proactive career behaviours which in turn may improve employability, rather than impacting directly on employability per se (for example, guaranteeing career success)²².

2.1.2.2 Measures of Employability of Educational Management Undergraduates

Employability of a given individual refers to attributes in terms of skills, dexterities and competences which are deployed and put to use, the logical presentation of these attributes to employers' and the context in which the individual works and fits in¹⁶. There are thus two major ways to measure employability of educational management

undergraduates. They are competence (skills and knowledge of subject matter) and attitude.

2.1.2.2.1 Competence

Employability competence are those basic skills that are necessary for individuals to get, keep, and remain productive on the job. Employable skills are therefore those visible skills exhibited by an individual, which gives him edge in problem solving and industrial functionality. While there will always be job-specific skills that an employer looks out for, most employers would also want the employee to have general skills for functionality³.

It was put forth that employability skills include soft and hard skills. Soft skills are usually lacking in graduates that are just out of school and even those already in employment. Soft skills are character traits that enhance a person's interactions, job performance, and career prospects. The greatest feature of soft skills is that they are intangible and are not discipline specific, that is, the application of these skills is not limited to one's profession. Soft skills are continually developed through practical application during one's approach toward everyday life and the workplace. Teachable graduates develop their soft skills quicker. Soft skills are not easily measurable like hard skills because they are more of who we are than what we know and hard skills are those achievements that are included on a résumé, such as education, work experience, knowledge, and level of expertise. Examples of hard skills include job skills like typing, writing, math, reading, and the ability to use software programs⁴.

However, because skills can be obsolete when the content and context of job changes, job holders require continuous skill acquisition in line with the dictates of their jobs, industry and global trend. It was stated that these skills include - reading, basic arithmetic, basic skills, problem solving, decision making, and other higher-order

thinking skills and dependability, a positive attitude, cooperativeness, and other affective skills and traits^{3,12}.

Employability competence of educational management undergraduates' means the exploration of knowledge and skills that are required by the labour market either for self-employment or the industrial sector. These skills are seen as convertible skills desirable by an individual to make him/her employable. They denote generic and soft skills like ICT ideas, self-management ideas, teamwork ideas, innovation ideas and skills, problem-solving attributes, time management attributes, decision-making attributes, critical thinking attributes, creative experience, organisational work experience, risk management experience, leadership attributes, analytical skills, descriptive skills, adaptive skills, events management skills that will build an individual into a potential employee¹⁵.

Employability competences are abilities that would enable educational management undergraduate to get and maintain jobs in which they can be fulfilled not only in their occupations but in life as well. It is, therefore, the responsibility of the university (in conjunction with an institutionalized and a well-functioning career management service) to expose the students to the components of employability right from their early stage in the university³⁶. Competence are core skills or expertise required to do well at a thing, duty, place or an assignment. They are special abilities for a given occupation acquired through learning and practice. They refer to individual's capacity to control element of behaviour, thinking and feeling within specified contexts and within a particular task domain⁴⁶.

Skills entail special abilities gained through committed learning and practice which enable an individual to be proficient in his work role in a chosen occupational field. Employability competences enable employees to get along with their colleagues, to make critical decisions, solve problems, develop respect and ultimately become strong

ambassadors for the organization. To be found employable, educational management undergraduates must possess in addition to qualifications or specialist experience, capabilities or competences such as aptitude (talent) and behaviour. They must be aware of what employers are looking for in any employee. They must be able to reveal that they are employable, are team members and contributing members of any organization they work with. This is because many organizations are not willing to spend a lot of time and money training staff, not only in job - specific areas but also in general and basic skills. They therefore expect individuals to possess employable skills⁴⁷.

Competence represents experience that an individual has which enables such individuals to perform a specific task or job effectively and efficiently, in addition, it is described as a learned ability to carry out a task with pre-determined results often within a given amount of time⁴⁸.

Competences are abilities developed during an individual's life through the education, training, work experience, interests and extra-curricular activities. These skills are often referred to as generic skills, life skills, core skills, essential employment skills, key competences or transferable skills. Core employability skills build upon and strengthen those skills developed through basic education, such as reading and writing, the technical skills needed to perform specific duties, such as nursing, accounting, using technology or driving a forklift and professional or personal attributes such as honesty, reliability, punctuality, attendance and loyalty. Core work skills enable individuals to constantly acquire and apply new knowledge and skills, they are also critical to lifelong learning. Employability skills include - areas such as managing resources, communication and interpersonal skills, teamwork and problem solving and acquiring and retaining a job. They are those essential skills necessary for getting, keeping and doing well at a job. These skills are actions that enable workers to get along with their fellow workers and

supervisors and to make sound, critical decisions. Unlike occupational or technical skills, employability skills are generic in nature rather than job specific and cut across all industry types, business sizes and job levels from the entry-level worker to the senior-most position⁴⁹.

Employability competence are sometimes referred to as professional, core, generic, key, and non-technical skills and are inherent to enhancing graduate work-readiness. These skills typically considered important in developed economies are team working, communication, self-management, and analysis and critical thinking. Employability competence are skills and capabilities that make educational management undergraduate gain employment in future and become successful in their chosen occupation. This is because, the labour market is highly competitive and employers are looking for people who are flexible, who can take initiatives and have the ability to undertake a variety of tasks in different environment. These skills therefore enable people to obtain suitable employment as well progress within an enterprise in order to achieve their potential and contribute successfully to the enterprise's strategic directions^{4,50}.

Employability competences describe the training or foundation skills upon which a person must develop job-specific skills. Employability competences are group of skills which help in supporting the ability of an individual to perform effectively in the workplace. It is non-technical skills and sometimes called “generic skills.” The skills consist of basic skills, thinking skills, resource skills, information skills, interpersonal skills, system and technology skills and personal qualities. The skills may also be broadly defined as the basic academic, personal and teamwork skills that employers expect from them which are expected to be developed by the educational system^{49,50}.

It was suggested that the lack of soft skills, workplace readiness and practical experience are some of the challenges associated with employability. Soft skills, in

particular, are the main reason why many graduates are unsuccessful in the recruitment phase. Examples of soft skills include friendliness, team spirit, team cohesiveness, understanding of different cultural and historical differences, motivation, observance of rules, procedures and company etiquette, showing interest, problem solving skills, politeness, concise language, solid relations with diverse personality types, sociability, good interpersonal communication skills and similar traits. Hard skills are the technical expertise and knowledge needed for a job. Soft skills are interpersonal qualities, also known as people skills, and personal attributes that one possesses. The value of soft skills has been highlighted by a growing body of research and evidence over the past three decades. Soft skills have become an essential quality for managers to effectively manage their team and job in the corporate world irrespective of the sector. Along with professional qualification and domain knowledge, today's professionals need to possess a high soft skills quotient in order to succeed in this competitive era. Hard skills contribute to only 15% of one's success, while the remaining 85% is contributed by soft skills^{4,50}.

Employability skills enable young school leavers and graduates to excel in their careers choice upon personal plight. Highly ranked workers enable given organizations to meet the rate of rising and falling in requesting for new products and services of the workers in an organisation^{15,51}. Most employers tend to value graduates who are willing to learn and the ability of a graduate to display this in the early days of their careers give them better chances at success than those who are not willing to learn. A graduate can be very intelligent and actually pass their degree with distinctions but if they do not display a fair amount of the necessary soft or generic skills they can jeopardise their chances of employability. Both sets of skills are essential for success, the only difference is hard skills or discipline specific skills can be learnt as opposed to soft skills that have been referred to as character skills, they are to a certain extent dependent on the personality

types of individuals. Soft skills are very crucial and much research has shown that 75% of long-term job success depends on people skills, while only 25% is dependent on technical knowledge⁴.

Employability competency is not merely securing a job after graduation but the most important thing is the educational management undergraduate's ability to perform match job functions to the study program and earn a reasonable wage. For instance, educational management undergraduate securing a job unrelated to the field cannot be considered as achieving employability competency due to failing to apply theoretical and practical knowledge and skills on their job function⁵².

Fresh graduate adapting to the new business environment will be dependent on the previous academic programme performance upon which they graduated from each and their respective universities and their different academic programme as well. Accordingly, those vital elements necessary to enable the graduate to live up to expectation is employability skills-experiences and attributes that are transferred on-the-go in university education. It is necessary to believe in work organisation that university dangers their tutors to equip students with their match ideas and skills to achieve a predetermine objectives in the workplace. This said skill should be imparted upon students' in pursuance of their regular academic programmes to help them excel upon venturing into the labour market. Absence of employability skills creates unemployable graduate in the labour environments and thereby imposed problems to the academic managers and depreciate the value of the universities which the graduate previously enrolled¹⁵.

Skills imbalances can be costly: for instance, skill shortages can constrain the ability of firms to innovate and adopt new technologies, while skill mismatches reduce labour productivity due to the misallocation of workers to jobs. Individuals are also

affected as skills mismatch can bring about a higher risk of unemployment, lower wages, lower job satisfaction and poorer career prospects^{11,53}.

The high rate of unemployment as held by the National Bureau of Statistics shows that graduates lack the required employability skills for employment by the industrial sector⁴⁵. In this regard, a study has reported that the majority of university graduates are not employable due to poor skills⁵⁴. Nowadays, employers are increasingly demanding a greater range of high-level of skills such as effective communication, team working, problem solving, specific to the need of the labour market⁵⁵. In fact, it is no longer enough for graduates to have a good degree, but should also possess the skills and attributes required to contribute to the world of work and economy^{36,56}. However, there is a continuing disparity between industry expectations and university education provision. These skills create a gap in their knowledge which must be filled to make them suitable to compete for few, existing vacancies that crop up from time to time⁵⁷.

It was put forth that failure to equip education students with job employability skills critical to job success is equivalent to placing employability barriers in their paths and to allow students to graduate with these deficiencies has far reaching implications. Already, the Nigerian economy cannot generate sufficient employment opportunities to absorb the teeming youth graduates. It is likely that a large number of young potential workers will face a bleak future through being unemployed except something is done to reverse the trend. Thus, to enhance the graduates' chances of securing appropriate jobs that suit their education and training, tertiary institutions offering business education programme need to equip students with relevant competences for the labour market that will increase their capacities to meet specific workplace demands. Hence, the need for integration of employability skills contents in education programme⁵⁸.

Researchers posited that skills are broken down into three categories - job skills, adaptive skills and transferable skills.

1. Job Skills

These skills are needed for a specific job. For example, a mechanic needs to know how to fix faulty brakes and an accountant should be able to draw up a balance sheet.

2. Adaptive Skills

These skills help individuals function in a new situation, for example flexibility. They are enthusiasm, honesty and getting along well with people. Employers usually look for certain qualities and skills before hiring any staff member. These qualities and skills include punctuality, efficiency, and willingness to follow supervisor instructions, ability to get along with fellow workers, hard work and honesty.

3. Transferable Skills

These skills are personal abilities, characteristics or skills that transfer or can be used from one job or situation to another. For example, interpersonal communication skills used in group work in class can be used to function effectively in a team in a work situation. In the workplace, transferable skills are important. If one wants to receive greater levels of responsibility and pay, having these transferable skills are crucial, meeting deadlines, supervising others, accepting responsibility, public speaking, solving problems, efficient planning, good budgeting and improving sales output. It will be beneficial to every job seeker in every profession to possess a balanced mix of these skills in order to succeed in the job market and to be employable and remain employable⁴.

Educational management undergraduate employability skills can also be grouped into: - generic skills, academic skills and vocational skills.

1. Generic Skills

These are the knowledge, skills, and attributes that go beyond academic knowledge, and which are applicable in a variety of contexts as against vocational, technical or academic skills²⁸. Generic skills which are also referred to as key skills or core competences are significantly used in the present conversations in society, working life and education⁵⁹. They are also referred to as “core skills”, “key skills”, “essential skills”, “soft skills” and “transferable skills”. Due to technological change and increasing globalization with strong competitiveness between firms, employers now want graduates who are competent technically and are also well equipped with relevant generic skills. The generic skills commonly demanded by all sectors as identified by employers in Nigeria are communication and analytical skills⁶⁰.

A research has shown that in addition to the job-related requirements such as the field-specific (technical or professional) skills, that the employers need, they also require the generic skills (computer skills, communication, critical thinking, problem-solving, teamwork, creativity, lifelong learning, self-management, professional ethics, entrepreneurship, leadership, etcetera)⁶¹.

Computer skills simply means being computer literate; communication skills are the ability to communicate in a clear and concise manner through written and spoken means. Problem solving skill is the ability to understand a problem by breaking it down into smaller parts, and identifying the key issues, implications and identifying solutions. Being a team player ensures working well with diverse staff in any establishment to accomplish a common task. Initiative and enterprise is the ability to think outside the box. That is, to be creative and innovative; planning and organization is the ability to develop action plans for assigned projects, plan and organize events and activities; Self-management is the ability to get on with work without someone checking up on one every five minutes. On the other hand, decision-making is the ability to make decisions on time,

analyse decision, identify implications, weigh different options and assess long term influence¹⁴.

Generic skills are thus skills which can be used across a large number of different occupations. They include the key competences or key skills but extend beyond these to include a range of other cognitive, personal and interpersonal skills which are relevant to employability. These nontechnical skills have played an important role for graduates in getting and staying employed in the workplace³. They refer to non-technical competences involving little or no interactions with machines, equipment and tools within and across different occupations that help individual to obtain positive social relationships and contributes to the work environment. They include communication skills (for oral communication), technical writing (for written communication to technical people only) and library usage (for information) which can be summarized as information and communication skills because the use of library is taught to inform student on how to use the library effectively while communication skills and technical writing for oral and written communications respectively⁴⁷.

Generic employability skills are important because the labour market is intensely competitive, and employers in private, public and the third sector are looking for people who are flexible, can take the initiative and have the ability to undertake variety of tasks in different environment. Employability skills are not as narrowly prescribed and defined as in the past and generally they are more 'service oriented', making information and social skills increasingly important. Unfortunately, the employers' responses from surveys carried out in Nigeria reveal that graduate employees lack many of these generic skills³.

2. Academic Skills

These are subject or discipline-specific skills and knowledge; which students must possess. They are “those skills that provide the basic foundation to get, keep, and progress in a job to achieve the best results”. The major reason for university education is to get a degree, which invariably should give its recipients an edge in the labour market. This assertion still holds today that the labour market favours those who have better academic qualification. Some researchers refer to “academic skills” as technical skills. In imparting these skills, universities should identify the needs of the labour market in order to be able to provide students not only with relevant theoretical knowledge but also with practical experience⁶².

3. Vocational Skills

Vocational skills are specific occupational or technical skills needed to work within an occupation or occupational group^{4,63}. It is believed that educational management undergraduates should have a broad base of pedagogical content knowledge which is the aim of university education. Arguably, many of these pedagogical contents are lacking in the Nigerian universities^{64,65,66,67}. Since the development of university education in Nigeria, more and more attention has been given to theoretical content knowledge development while the practice of holistic and competency education is often ignored^{57,68}. As a result, students attain 'theoretical content knowledge', but lack professionalism and practical knowledge⁶¹.

Educational management undergraduates are usually obsessed with theories without adequate knowledge of their applications⁶⁹. They may acquire significant subject knowledge when they leave universities however, a significant proportion may lack the practical knowledge of the subject which could make a first class graduate unable to apply what he/she has studied into use in his/her environment or society⁷⁰. The reality is that university graduates mostly have text book theoretical knowledge which is not

supported by sufficient practical work experience in a country where the economy is not growing at a speed that allows for massive job creation projects, graduates find themselves faced with extended periods of unemployment⁴.

2.1.2.2.2 Attitude

Employability attitude of educational management undergraduates has to do with their affective (feelings and emotions), cognitive (thoughts, knowledge and beliefs) and behaviour in line with choosing and securing a job or becoming self employed⁷¹. In this sense, attitudes are thus traits of students that are used to get, maintain and succeed in employment⁷². Students' employability attitudes could be positive or negative. Students who have positive attitude towards employment tend to have a more positive outlook that makes them willing to put the necessary effort in ensuring that they learn and succeed at the subject being taught compared with those that have negative attitude⁷³.

Employability attitude refers to the expected efficiency of securing employment, or the outcomes of starting a business. It is desirability towards employment and it represents an undergraduate's favourable or unfavourable valuation of a particular behaviour such as getting and maintaining jobs. Undergraduates develop attitudes from the beliefs they hold regarding the outcome of performing the behaviour. These beliefs are positively related to attitude^{74,75}. However, it is being observed that most Nigerian educational management undergraduate have negative and lackadaisical attitude towards employment thus making them unemployable. Their emotions, feelings, beliefs, thoughts, values and behaviour seem not to measure up with what is required to be employable. Many educational management undergraduates are simply not ready for the world of work.

2.1.3 Concept of Human Resource Factors

The human resource of a school, like any other formal organization irrespective of type and size, consist of individuals engaged in any of the school activities regardless of their level of placement. The academic and non-academic staff make up the human resource of a university system and they are necessary in the achievement of goals and objectives of the university⁷⁶. Human resource factors on the other hand are those indices, attributes and characteristics that pertain to those who work in the universities. University workers are mainly grouped into academic and non-academic staff⁷⁷. In the context of this study, human resource factors are simply attributes and characteristics that pertain to lecturers (academic staff) working in various universities. These attributes and characteristics include their age, gender, competence, qualifications, years of experience, marital status, religion, teaching styles, mastery of subject content, attitude to mention but a few. This study considers human resource factors such as competence and attitude of lecturers.

2.1.3.1 Concept of Lecturers' Competence

Competence is the judgement by what people produce in the course of their work not on what they put into it⁷⁸. Lecturers are regarded as the most imperative school-based factor that can influence students' achievement levels⁷⁹. According to scholars, competency described as a range of knowledge and behaviour which must be possessed by lecturer (s) in order to do their duties. Competences should include communication skills, aptitude to learn, conduct social connections, quandary solving, working with ICT or other support tools, and so on. Performance of a job is closely related with proficiency. Lecturers' competency includes their knowledge, skills, and behaviour which help or enhance their capabilities to educate, teach, guide, direct, train, and evaluate the student. Lecturers' competence should include communication skills, ability to learn, conduct

social interactions, problem solving, working with ICT or other support tools, and so on^{80,81}.

Lecturer's competence is basically abilities such as knowledge, skills, expertise thought processes, adjustments and values that must be possessed by a lecturer in carrying out the profession as a lecturer. In carrying learning activities, a lecturer thinks and acts consistently and continuously in his or her teaching effectiveness that is in accordance with his or her competence⁸². Lecturers' competence includes subject knowledge and pedagogy skill. Subject knowledge is considered a primary determinant of lecturers' quality since knowledge transfer is the main activity performed, and it is a primary facet for students to learn the theoretical aspect of the course. Pedagogy has a strong relationship with the success and failure of the overall learning process⁸³. A good pedagogy skill and knowledge also contribute to effective teaching and undergraduates' satisfaction⁸⁴.

Lecturers' competency enhances their ability to create an environment that is fair, understanding, and accepting of diverse students, ideas, experiences, and backgrounds⁸⁵. Competent lecturers can support student learning achievement, the competences possessed in turn support the desired performance^{86,87,88,89,90}. It was argued that professional competences of a lecturer can be characterized not only as the ability to give lectures, but also willingness and capacity to use their potential functionally in adult teaching and to bear responsibility for one's decisions during the educational process⁸¹.

It is thus clear that competence include not only knowledge but also the ability of lecturer to apply such knowledge on solving the problems and giving solution. It is believed that not all lecturer which considered as an expert can perform well in lecturer's job. Lecturer's capabilities and knowledge are not enough. Professional competences are rather a complex ability that lecturers should possess to perform certain professional

activities. It was emphasized that competence includes demonstrable characteristics of a lecturer, which enable performance of a job. It is seen as a lecturer's capability or ability of performing a certain task or a job successfully. Adapting from this definition, lecturers' competence can be defined as the lecturers' capability or ability of performing the task of delivering lectures in the class room successfully⁹¹.

Knowledge of specialization area and years of teaching experience are major components of quality of lecturers⁹². Lecturers' competence comes from knowledge and skills acquired through right education and experience. Education includes secured qualifications which are relevant to the subject or course being taught and they are basically academic and professional. Experience includes adequate experience in teaching the subject in terms of years of hand-on-engagement in the subject delivering. Furthermore, extensive engagement in researching and publishing exhibits competence of the lecturer. Own developed teaching materials indicate the lecturers' competence indeed. Wide and deep subject knowledge gets exhibited from the teaching materials developed by the particular lecturer. Thus, it was considered that lecturers' competence consists of four dimensions: (1) qualifications (both academic and professional), (2) teaching experience, (3) researching and publishing, and (4) own developed teaching materials⁹³.

Lecturers must have several competences, namely: pedagogical competence, personality competence, social competence and professional competence.

1) Pedagogical Competency, namely the lecturers' understanding of students in actualizing their various potentials in the implementation of learning and evaluation of learning outcomes⁸⁰. Pedagogical competence is related to the management of students. Lecturers who act as lecturers and even lecturers must be able to make lesson plans, deliver information and knowledge as designed and be able to ascertain the results of the learning process⁹⁴.

- 2) **Personality Competency**, reflects the ability of lecturers who are resilient, wise, and authoritative, as an example for students, and of noble character⁸⁰. Personality competence requires lecturers to have speech, attitude and behaviour even to dress as good role models for their students⁹⁴.
- 3) **Social Competency**, is the ability of lecturers and lecturers to socialize effectively with students, fellow lecturers, education staff, parents/guardians of students, and the surrounding community⁸⁰. Social competence allows lecturers to interact with their social environment both with students, fellow lecturers, employees and even with the entire educational community. Several things relating to social competence include empathy, having a positive view, being straightforward, having openness, and orientation towards achieving goals⁹⁴.
- 4) **Professional Competency** in the form of mastery of material, structure and scientific method of learning in a broad and in-depth manner that includes curriculum subjects in schools⁸⁰. Professional competence places more emphasis on mastering material in accordance with the field of knowledge, apart from being skilled in conducting research and community service, also being able to develop and apply research results and community service⁹⁴.

Scholars cited that competence and competency theory gives an account to the following: predictive competency, core competency, proven competency, and adaptive or metacognitive competency. Predictive competency refers to lecturer needs that need to be good and work effectively in the organization; core competency refers to expertise which provides unifying principles for the organization and lecturer. Proven competency refers to the ability of people to perform work to particular standards. Likewise, adaptive or meta-competency refers to allowing some lecturers to locate a particular competence with a larger framework of understanding⁹⁵. However, in the context of this study, lecturers'

competence is defined as their educational qualification and abilities in the area of classroom management and instructional delivery.

2.1.3.1.1 Lecturers' Classroom Management

Classroom management is the method and strategies a lecturer uses to maintain a lecture room environment that is conducive to educational management undergraduates' success and learning. It is a process that allows lecturers to control the learning and direction of their lecture room. Lecturers use classroom management to keep educational management undergraduates focused on learning while preventing disruption from slowing the learning process^{96,97}.

Classroom management has been considered as one of the important areas in teaching and learning processes. It is associated with managing educational management undergraduates' behaviours in the classroom, which is one of the most contributing and challenging issues in lecturers' teaching career. Classroom management is considered as maintaining educational management undergraduates' discipline and controlling their mis-behaviour at the classroom. It refers to actions taken by lecturers to create and maintain a learning environment conducive to successful instruction, arranging the physical environment, establishing rules and procedures, maintaining educational management undergraduates' attention to lessons and engagement in academic activities⁹⁸.

It is believed that the classroom management is lecturers' activities to create positive and active learning environment with educational management undergraduates. As a concept, it involves five major components which are - creating and teaching expectations and rules; establishing procedures and structure; reinforcing expectations; active engaging educational management undergraduates and managing educational management undergraduates' behaviours⁹⁹.

Classroom management thus includes extensive knowledge of what is likely to happen in the classroom, and ability to process a large amount of information rapidly, and skill in carrying out effective actions over a long period. It refers to the wide variety of skills and techniques that lecturers use to ensure that their classroom runs smoothly, without disruptive behaviour from educational management undergraduates. It refers to lecturer's efforts to supervise classroom activities that include social interactions, educational management undergraduate behaviour, and learning. It simply boils down to having a structured learning environment with clear rules that promote learning as well as consequences that diminish or eliminate behaviours that get in the way of learning¹⁰⁰.

Classroom management has been defined widely as any action a lecturer takes to create an environment that supports and facilitates both academic and social-emotional learning for educational management undergraduates. It was added that it is the process of enhancing the learning environment, physical interaction between lecturers and educational management undergraduates, undergraduates to undergraduates, parents and others, stimulating and motivating students to learn the learning objectives, controlling and supervising throughout the university to facilitate and encourage co-operation in teaching and learning activities in the classroom smoothly, will as a result, improve the quality of educational management undergraduates performance¹⁰¹.

Classroom management also refers to the sum total of plan of actions taken by lecturers in the classroom to bring about a conducive classroom environment that supports academic success and achievement of educational management undergraduates. It is also viewed as the processes and strategies a lecturer uses to maintain a classroom environment. It is the action a lecturer takes to bring about an academic atmosphere that supports and makes easy instructions, academic, social and emotional learning¹⁰².

According to scholars, classroom management is defined as:

“organizational function that requires lecturers to perform various tasks such as planning, organizing, coordinating, directing, controlling, house-keeping and nurturing by involving the manipulation of certain variable elements such as time, spaces, personal, material, authority and responsibility, reward and punishment in a variety of settings - without or within school, classroom and educational management undergraduates so as to foster development or self-control in the furtherance of certain values (effective goal attainment, efficiency, human respects, personal integrity, self-direction and group cohesion) through resolution of number of tensions (between school and culture, between roles and personalities, between group and individuals, among roles, among personalities and between immediate situation and long term goals) that differ in nature and seriousness according to situational factors (group size, age and background of learners, solidarity of group, organizational contexts ,goals and adequacy of space and resources) in ways influenced by the schools and the lecturers ideological stances(task oriented, individual oriented, and group oriented)”⁹⁸.

Classroom management refers to the wide variety of skills and techniques that lecturers use to keep educational management undergraduates organized, orderly, focused, attentive on task, and academically productive during class activities. When classroom management strategies are executed effectively, lecturers minimize the behaviour that impedes learning for both individual educational management undergraduates and groups of educational management undergraduate while maximizing the behaviours that enhance learning^{102,103}.

There are five types of actions lecturer must take to attain high quality classroom management. They include - (1) develop caring, supportive relationships with and among educational management undergraduates; (2) organize and implement instruction in ways that optimize educational management undergraduates' access to learning; (3) encourage educational management undergraduates' engagement in academic tasks; (4) promote the development of educational management undergraduates' social skills and self-regulation; and (5) use appropriate interventions to assist educational management undergraduates with behaviour problems. In addition, classroom management is about creating and inviting and appealing place for educational management undergraduates' learning and the strategies include tools and resources that the lecturers can use to help create such an environment, ranging from activities to improving relationships to rules that will regulate undergraduates' behaviour¹⁰³.

2.1.3.1.2 Lecturers' Instructional Delivery

Instructional delivery refers to the plethora of research based instructional strategies an educational management lecturer employs during instruction of educational management undergraduates. It refers to what the lecturer does in the classroom that promotes learning through demonstrating accurate content knowledge and by addressing academic needs by a variety of appropriate instructional strategies and technologies that can effectively engage educational management undergraduates. Instructional delivery therefore involves a lecturer using a variety of instructional strategies, differentiating instruction, setting high expectations, promoting high order thinking, using high-quality questions, and supporting active learning for engagement of educational management^{104,105}.

Instructional delivery is an important direct teaching activity undertaken by lecturers to impact educational management undergraduates' learning. It must be

interactive and undergraduates' centred in order for them to own or construct their knowledge. Interaction as well must be targeted towards developing educational management undergraduates. An excellent instructional delivery involves clear communication of facts, orderly presentation, well-paced delivery, use of illustrations and the use of appropriate skills. Direct teaching also entails developing high order thinking through critiquing, providing opportunity, giving a challenging task, concluding instructions and ensuring closure to the lesson. As part of the instructional delivery, lecturers need to continuously assess educational management undergraduates through questioning, reviews, critiquing responses as instruction unfold¹⁰⁶.

Indicators under the domain of instructional delivery as a guide for effective teaching practices include - (a) demonstrating current knowledge of content in a sequential manner; (b) explaining directions, concepts, and content in a logical and sequential manner; (c) using multiple levels of questions and making necessary adjustments; (d) connecting educational management undergraduates' knowledge, experiences, and interests to learning goals; (e) presenting instruction clearly and skillfully and using explicit instruction; (f) using appropriate literacy strategies to build academic vocabulary; (g) using technology to differentiate instruction and enhance learning; and, (h) providing ongoing, timely, and specific feedback to educational management undergraduates¹⁰⁵.

2.1.3.1.3 Lecturers' Educational Qualification

Lecturers' educational qualification means that they have achieved the minimum criteria for teaching at the university level. It refers to that which enables them to guide educational management undergraduates to get new knowledge and skills. Educational level alludes to the scholarly certifications or degrees an individual has gotten¹⁰⁷. It refers to one of a number of academic and professional degree that enables a person to become a

registered lecturer. Such qualifications include, but are not limited to, the Postgraduate Certificate in Education (PGCE), Professional Diploma in Education (PDE), Bachelor of Education (B.Ed.), Master of Education (M.Ed.) and Doctor of Philosophy (PhD). Academically qualified lecturers are therefore those who have academic training as a result of enrolment into educational institution and obtained right qualifications; whereas professionally qualified lecturers are those who got professional training that gave them professional knowledge, skills, techniques, aptitudes as different from the general education¹⁰⁸. The educational qualifications of the lecturers could therefore be said to be of two types - academic degrees and vocational training¹⁰⁹.

2.1.3.2 Concept of Lecturers' Attitude

Attitude is a relatively enduring organization of beliefs, feelings and behavioural tendencies towards socially significant objects, groups, events or symbols. In other words, attitude is a psychological state of readiness, organized through experience, exerting a dynamic influence upon the individual's response to all objects and situations with which it is related. Attitudes are formed through a cognitive learning process where one gains information and then form attitudes. The information is gained through experiences with the specific object¹¹⁰.

Lecturers' attitude is the degree of evaluative affect towards teaching educational management students for improved employability. It was added that an educational management lecturer can focus on those set of beliefs towards an outcome of performing a specific behaviour, he/she then forms either a favourable or an unfavourable attitude about performing that behaviour¹¹¹. Attitudes are therefore acquired and psychological variables that direct educational management lecturers' behaviour¹¹². Attitude is acting, feeling, or thinking that show educational management lecturers' disposition or opinion towards a topic, situation, person or subject¹¹³.

Attitude affects and influences educational management lecturers' behaviour which in turn affects their performance. It often involves feelings, opinions and dispositions which affects behaviour. How successful an educational management lecturer is in achieving his or her set goals is a function of the lecturer's attitude. An educational management lecturer's attitude to teaching will certainly affect his or her performance in the classroom. Attitude is about emotions and feelings, and effective educational management lecturers willingly share emotions and feelings (that is, enthusiasm, affection, patience, sadness, disapproval) as well as a sincere interest and care about their students^{114,115}.

Educational management lecturers' attitude could be measured by their affection, cognition and behaviour. Affection has to do with their like and dislike towards teaching, anxiety associated with teaching and self-confidence in relation to teaching students at the university. Educational management lecturers' cognition includes the perceived usefulness of what they teach the students, the difficulty or ease of teaching them, as well as gender ability and beliefs towards teaching. It is believed that an educational management lecturer who views teaching as not useful will require his or her students to just memorise rules and procedures without meaning^{116,117}. Educational management lecturers' attitude is therefore viewed as a state of mental readiness organized through their previous experiences on their convictions of the effectiveness of the employability in the teaching/learning process¹¹⁸.

2.1.4 Concept of Academic Curriculum

The curriculum is at the heart of every defined educational programme. Etymologically, the word "curriculum" was coined from the Latin word "currere" which means "to run". A curriculum is the totality of intending learning experiences planned and directed by the school as a means of achieving predetermined educational objectives¹¹⁹.

Also, it was added that a school curriculum embodies “the planned learning contents and opportunities used for the education of the learners which gives them worthwhile learning experiences within the school setting¹²⁰.

Curriculum is all the selected, organized, integrative, innovative and evaluative educational experiences provided to learners consciously or unconsciously under the school authority in order to achieve the designated learning outcomes which are achieved as a result of growth, maturation and learning meant to be best utilized for life in a changing society. Curriculum is what is taught in school. In other words, a curriculum is a set of subjects. To define a curriculum as ‘what is taught in schools’ is indeed, very vague. It is for this reason that some often talk about ‘school curriculum’ in this general way and they tend to mean by this the range of subjects taught and the amount of teaching time given to each in terms of hours or minutes. Such an approach to education seems to limit learning to the school and then limiting a curriculum to academic subjects¹²¹.

Curriculum is an educational programme of experience offered by the learner under the guidance of a school in order to influence certain changes in behaviour of the learner¹²². It could be defined as permanent’ subjects that consist of essential knowledge; those subjects that are most useful for contemporary day living; all planned learning’s for which the school is responsible; the totality of learning experiences so that students could attain generic competencies at a variety of learning sites; what the students construct from working with the computer and its various networks, such as internet; the questioning of authority and the searching for complex views of human situations. Whatever definition that is given to curriculum, it is a planned and guided learning experiences carried out in the institution for the purpose of living a useful and productive life in our contemporary society today¹²³.

Academic curriculum, however refers to the total structure of ideas and activities developed by a university to meet the learning needs of students, and to achieve desired educational aims. The term simply refers to the content of what is being taught. It also includes the teaching and learning methods involved, how students' attainment is measured and the underlying philosophy of education¹²⁴.

Another very common conceptualization of a curriculum is that of viewing it as content. Curriculum defined as content is another interesting emphasis and brings into question another term, namely the 'syllabus' and a 'course outline' as referred to especially in institutions of higher learning. A 'syllabus' is usually a summary statement of the content to be taught in a subject, course or unit. It is typically a list of content areas or topics of the subject matter. A syllabus or course outline is clearly a subsection of a curriculum and as such is subsumed within the broader concept. This emphasis on what content to be taught is a critical element of a syllabus, but a curriculum includes more than this. Characterizing curriculum as subject matter is the most traditional image of a curriculum which depicts it as the combining of subject matter to form a body of content to be taught. Such content is the product of accumulated wisdom, particularly acquired through the traditional academic disciplines. Most lecturers when asked to describe their school's curriculum they provide a litany of subjects or subject matter taught to students¹²¹.

Curriculum is the sum of the learning activities and experiences that a student has under the auspices or direction of the university. It is believed that curriculum encompasses general (academic) education as well as career and technical education. It includes courses and experiences associated with preparation for life and for earning a living. It is not enough to have the curriculum include courses and experiences that are exclusively related to career and technical education. General studies are clearly a part of

every curriculum as they serve to provide the student with a broad knowledge base both for life and for earning a living. Likewise, the curriculum builder must keep in mind how general and career and technical studies are intertwined¹²⁵.

It is also common to find a curriculum being defined as a set of performance objectives or student learning being a very practical orientation of the curriculum. This approach focuses upon specific competences that should be attained by learners. Proponents of this approach argue that if a lecturer knows the targets which learners should achieve, it is much easier to organize elements to achieve this end. The strength of this approach is that it focuses upon the learners who are after all, the ultimate beneficiaries of the teaching and learning processes. Yet it must also be remembered that this approach can lead to an overemphasis upon behavioural outcomes and objectives, reducing a curriculum to simply a listing of objectives to be achieved. This definition would usually lead to a narrow technical-functionalist approach to curriculum which would simply require large numbers of outcomes and high levels of specificity to be identified¹²¹.

Curriculum is a standards-based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills. It is the central guide for all lecturers as to what is essential for teaching and learning, so that every student has access to rigorous academic experiences. The structure, organization, and considerations in a curriculum are created in order to enhance student learning and facilitate instruction¹²⁶.

Curriculum refers to the specific blueprint for learning that is derived from desired results, that is, content and performance standards (be they state-determined or locally developed). It takes content (from external standards and local goals) and shapes it into a plan for how to conduct effective teaching and learning. It is thus more than a list of

topics and lists of key facts and skills the input. It is a map of how to achieve the outputs of desired student performance, in which appropriate learning activities and assessments are suggested to make it more likely that students achieve the desired results¹²⁷.

Curriculum pertains to instruction that is planned with associated intended outcomes, recognizing that much more may occur in the classroom that is meaningful and relevant, even though it may be unintended. In addition, it serves as a prominent component of education system and this can be accrued to the belief that it has the tendency of shaping the lives of those at the receiving end (that is, the students) of it and this goes in several angles¹²⁸. Curriculum design and delivery is a continuous process that involves many dimensions such as market analysis, understanding students' and employers' needs and assessing the strengths and opportunities available to the educational institution. An effective curriculum is one that satisfies the learners' and job market needs and that which meets the new trends in the market¹²⁹.

To understand the concept of curriculum, it is important to understand the three dimensions of the curriculum which are the formal, non-formal and informal dimensions. The formal dimension refers to the learning experiences and activities that learners undertake formally in a school. The formal dimension of a curriculum is clearly prescribed by the curriculum specialist in documents such as the syllabus, course outlines or module as the case might be. In most learning institutions one can actually see it on the master time table of the institution. Everything about it is formal. The venues for different lessons or lectures are designated, the facilitator is known, time is clearly allocated and learners and lecturers strictly follow it. One cannot reduce a curriculum to this dimension only by claiming that a syllabus or course outline is a curriculum. The non-formal dimension also consists of planned learning activities that are undertaken in a school set up. The non-formal dimensions of a curriculum is also selected and organized but it does

not have many formalities as the formal dimension in terms of time, venue and facilitator. It is not necessarily done in the classroom, lecture room or laboratory. These activities include clubs, games, sports, drama and many others. They were previously referred to as extra-curricular activities implying that they were outside the regular learning activities but now they are known as co-curricular activities meaning that they go side by side with the other aspects of the curriculum. There are as significant and as important to the learners' education as the formal dimension. The informal dimension is also referred to as the unintended or emerging curriculum. In learning institutions, the lecturers and parents may know or not know about it. This dimension of the curriculum is not necessarily on the timetable, but it influences the learner in a very strong way. The informal curriculum is very difficult to control because learners pick it from the 'junk yard'. It may include such aspects as learner's appearance during lessons, observing time for different activities in the learning institution, role modelling, and so on. The informal dimension is sometimes planned and guided by the school when it includes activities such as observation of school rules and behaviour of lecturers as role models¹²¹.

It was stated that "student lecturers form their identities by modelling behaviours of those who teach them and thus universities need to examine the placement of staff". Thus it could be noticed from this that this dimension is actually very influential even in higher institutions of learning. The task of the head lecturer, the lecturer or whoever is in charge of an educational institution is to remove the negative influences of this dimension by planning it so as to reinforce the formal curriculum. In cases where this dimension is neglected the school is unlikely to achieve its core business¹³⁰.

It was noted that that schools could not focus on cognitive development only (formal dimension) but also on psychosocial support if education for all are to be achieved hence the need for guidance and counselling in school". Guidance and

counselling are activities to support learners in the informal dimension in order to enhance the formal dimension¹³¹. Curriculum for employability of educational management undergraduates should consist of seven overarching dimensions. The dimensions for position individuals to become successful and sought-after professionals are as follows: -

- 1) **Academic Learning:** developing and excelling at a course of study that provides both breadth and depth combining academic strengths, interests, and specialized knowledge in the context of career aspirations.
- 2) **Experiential Learning:** engaging in purposeful, meaningful experiences outside of the classroom in order to expand and enhance academic, personal and career interests through guided reflection.
- 3) **Career Maturity:** believing in a clear picture of self as it relates to the world of work, having knowledge and direct experience with career exploration and engagement activities, and anticipating changes to career plans once circumstances change.
- 4) **Professional Skills:** demonstrating skills that employers value for a successful transition to the workplace such as planning and prioritizing work, communication, problem-solving, teamwork and collaboration, and leadership.
- 5) **Career Management:** developing and employing the skills necessary to successfully navigate the job search process and making informed, sound judgments in relation to lifetime career progression.
- 6) **Meaningful Connections:** capitalizing on mutually beneficial relationships that expand perspective, build interpersonal communication skills and create access to opportunities.

7) **Global Perspective:** navigating the global economy by developing a broader understanding of the different cultures, economies and systems of the world and applying that perspective to the context of work⁶⁷.

Curriculum is an “academic plan,” which should include: the purpose of the curriculum (that is, goals for student learning), content, sequence (the order of the learning experience), instructional methods, instructional resources, evaluation approaches, and how adjustments to the plan will be made based on experience or assessment data¹²⁹. Researchers informed that there are four components of the curriculum that can directly influence employability competences of university educational management undergraduate. This includes the curriculum content, the operationalization of the curriculum content, the curriculum delivery, and curriculum evaluation which have been linked to significantly impact employability competency⁴². These four components make up the curriculum design which is a critical, indispensable teaching and learning component that could enhance the attributes that make an individual more employable. This study focuses on curriculum content and curriculum delivery. These two components refer to as ‘what is being taught’ (curriculum content), and ‘how it is being taught’ (curriculum delivery).

2.1.4.1 Curriculum Content

Curriculum content has to do with whether the curriculum design of a university lays emphasis on the main ingredients needed to make educational management undergraduates employable. It simply deals with what is being taught that enables educational management undergraduates to possess right attitude and competence that can fulfill employers' expectations. It sets the tone for the learning outcomes of particular curriculum designs in universities, especially when it comes to the skills required to be successful in the job landscape^{42,132}. As part of the curriculum content, educational

management course should emphasize industrial attachment for lecturers, internships, work based learning, industry practices and workshops for students which can enhance educational management undergraduates' employability¹³³. The factors influencing market demands must also be embedded.

2.1.4.2 Curriculum Delivery

Four key elements have been identified under curriculum delivery, namely fostering a deep learning approach, conceptual understanding, development, and inculcating abilities to problem-solving among students. In addition, it was stated that curriculum delivery such as teaching that focuses on developing creative and critical skills that will engender the integration of conceptual knowledge on topics and problems associated with the interest and skills development focused on⁴².

Curriculum delivery usually deals with how the content would be taught. Other elements of curriculum delivery include the structures of teaching material required to deliver the course. Curriculum delivery deals with the systems and structures established in schools to organise teaching, for example timetabling, teaching strategies and learning activities planned to achieve the aims and fulfill the planned framework. This is the how or methods of the curriculum¹²⁴.

Methods are the instructional decisions, approaches, procedures, and routines that lecturers use to engage all students in meaningful learning. These choices support the facilitation of learning experiences in order to promote a students' ability to understand and apply content and skills. Methods are differentiated to meet student needs and interests, task demands, and learning environment. They are adjusted based on ongoing review of student progress towards meeting the goals¹²⁶.

At this point, it is believed that lecturers who have had related industry experience of the use of instructional materials would become better lecturers as they would transfer

skills and knowledge to students. Materials are the tools selected to implement methods and achieve the goals of the curriculum. Materials are intentionally chosen to support a students' learning. Material choices reflect student interest, cultural diversity, world perspectives, and address all types of diverse learners^{124,126}. There exists an established criticism on the mode of teaching and learning as it is opined that it has little relevance to the development of a country¹³⁴.

2.2 Theoretical Framework

This study is supported by the "Human Capital Theory" and "System's Theory".

2.2.1 Human Capital Theory

The theoretical framework of this study can be explained by the Human Capital Theory. This theory according to an author suggests that investment in education or training raises the productivity of students by imparting useful life skills on the individuals that makes them manpower in the world of work¹³⁵. In line with the above, another author believed that the height of workforce production has positive relationship with the educational and training form in which the higher the educational and training form a person gets, the higher the productivity/achievement of an individual. Education helps develop talent and potential. In short, one's ability can be disciplined, trained, and revealed via education. Therefore, students could be groomed into productive workers through education; and can, therefore, be seen as a form of human investment. An individual with great skills will be able to increase employers or the workplace productivity. It is believed that by virtue of this theoretical framework, students need to possess employability skills that will enable them to function effectively and efficiently in

the world of work and educational human resource (such as lecturers) and the curriculum could help to make that happen¹³⁶.

The human capital theory is a replicate of the human resource development theory which places emphasis on the investment in the training and development of human resources, therefore according to human capital theory, when investment is placed in education such as proper development and design of the curriculum, recruitment of qualified and experienced lecturers, training and re-training of academic staff and adequate resources, students who make up the human capital become developed in terms of competences, knowledge, right habit, social and personality attributes that makes them productive for the society's industries and economic sector which invariably impacts the nation's growth and development.

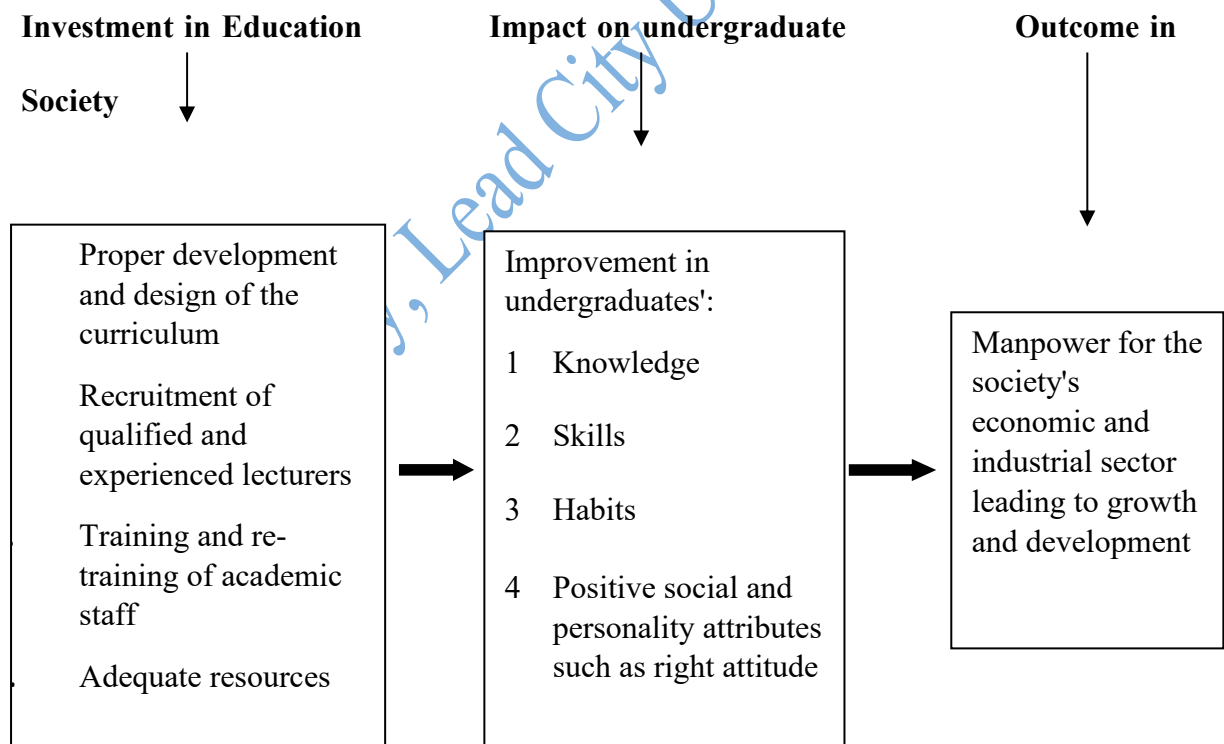


Figure 2.1: Researcher's Construct of the Theoretical Framework for the Study

According to figure 2.1, the arrow beside the first box depicts that the right investment in education such as ensuring curriculum is well planned, designed and

developed, experienced and qualified lecturers are employed and even continually trained so that they develop competences and positive affective, cognitive and behavioural attitudes, adequacy of educational resources such as school plant, facilities and instructional materials would bring about improvement in students' skills, attitude and knowledge which could make them manpower for any society's economic and industrial sector thus leading the growth and development of such society or nation.

2.2.2 System's Theory

A system is made up of a whole composed of interacting components, so system scientists in both natural and social sciences research the interaction between components to better understand the dynamics of existence. The report further described a structure as “groups or combinations of elements forming collective entities that are interrelated, interdependent or interacting.” In order to accomplish a shared goal, a system therefore denotes a collection of parts that are interrelated in order to function as a whole. For instance, school organizations with all their institutional elements that make them run as a whole¹³⁷.

All organizations are open systems that connect with their world in order to function. The basic organizational structure theory consists of five key components: inputs, process of change, outputs, feedback, and the environment. In this principle, the human resources needed to produce products and services of varying quantities and qualities are included in the inputs. The process of transformation requires the management and implementation of production technology to turn inputs into outputs. The outputs are the organization tangible goods and services that hold a market value or user utility.

The theory of systems is similar to the role of educational development. Education has a high priority position in the development of human capital, according to a study,

and the production mechanism is a relationship between the quantity of input and the factors involved in producing a certain good, (in this case, university graduate) taking into account its efficiency. Therefore, an education production function represents a functional link between inputs from school and students to an associated measure of school outputs. Education policy makers and managers must define specific and precise targets to ensure that the production mechanism adequately addresses the demands of society; and select the inputs and strategies that will be converted into a qualified product through the production process; possess certain competencies in the form of expertise, skills and information that can be transferred to the productive sector¹³⁸.

In their research on the role of lecturer quality in education in the function of lecturer production, it was found that variation in lecturer quality is a significant contributor to student achievement. From the perspective of general systems theory, the provision of quality university education by maintaining existing norms can be studied. This is because the production role of university education is a system of human capital, physical resources, strategies, processes and processes working together to produce desirable outcomes in a given context. Nonconformities do exist within the system. These nonconformities indicate deviations from the norms or standards laid down, which is therefore an issue. It is possible to find solutions by locating where they arise within the system and the causes thereof. This would increase the system's performance and effectiveness^{137,138}.

2.3 Review of Empirical Studies

2.3.1 Human Resource Factors and Employability of Educational Management Undergraduates

This section would be treated under the following sub-headings. They are:

- 1 Lecturers' Competence and Employability of Educational Management Undergraduates and
- 2 Lecturers Attitude (Affective, Cognitive and Behavioural) and Employability of Educational Management Undergraduates.

2.3.1.1 Lecturers' Competence and Employability of Educational Management Undergraduates

A study examined quality assurance factors as determinants of graduates' employability in the University of Ibadan (UI) and Lead City University (LCU). The study investigated the level of quality in universities' education and the employability of graduates in the sampled universities. The study adopted survey research method with a sample size of three hundred and fifty (350) teaching staff members which were randomly selected from University of Ibadan and Lead City University and three hundred (300) graduates. The research effort was guided by three hypotheses which were stated and tested at 0.05 level of precision. The data used were obtained using two instruments titled - "Quality Assurance Factors Questionnaire" (QAFQ), and "Graduate Employability Questionnaire (GEQ). Instruments' reliabilities were established and found to be reliable. The results revealed that quality assurance factors jointly and significantly contributed to graduates employability. The outcome of the study shows that quality assurance factors could determine and predict graduate employability. Hence, it was recommended that quality assurance factors such as human resource competence should be the pursuit of stakeholders in university education as it impacts significantly on graduates' employability⁷. Human resource deficit or shortage in qualitative term implies knowledge and skills' deficiencies. This is obvious in many of the developing countries workforce composition and by implication, questions the vibrancy of educational institutions that produced the graduates¹².

A scholar cautioned that failure to equip young people with job readiness skills critical to job success is equivalent to placing employability barriers on their paths and to allow students to graduate with these deficiencies has far reaching implications. Already, the Nigerian economy cannot generate sufficient employment opportunities to absorb the teeming youth graduates. It is likely that a large number of young potential workers will face a bleak future through being unemployed except something is done to reverse the trend. Thus, to enhance the graduates' chances of securing appropriate jobs that suit their education and training, universities need human resource with the right competence to equip students with relevant competences for the labour market that will increase their capacities to meet specific workplace demands³⁴. There is an increasing concern that, while graduates acquire significant subject knowledge when they leave universities and colleges, a significant proportion may lack basic skills especially as a result of lecturers' incompetence⁷⁰.

Researchers posited that competent lecturers understand various learning environment that promote academic excellence and safety, strong commitment, respecting learners' diversity, and knowledge and expertise in the areas of curriculum and instruction that promote culturally and responsive curriculum and pedagogy of learners. There is a need to prepare lecturers who possess a high level of knowledge and skills that include high level of cultural literacy that allows them to understand the nature and needs of every learner. Classrooms are becoming more and more complex and diverse. Lecturers, therefore, play a significant role in helping students become cosmopolitan members of society. The study by the researchers determined the impact of faculty teaching competences and students' academic achievements involving forty-three (43) faculties and three hundred and three (303) students of a state college in the Philippines during the second semester Academic Year 2018-2019. The quantitative descriptive

correlational research was employed which aimed to determine: faculty teaching competences as perceived by faculty and students; academic achievements of students; difference among perceptions of the respondents on faculty teaching competences; relationship between faculty teaching competences and students' academic achievements. Results showed that the highest indicator among the level of faculty teaching competences was knowledge of subject matter for faculty and students, both described qualitatively as "outstanding". Along with commitment and teaching for independent learning, the faculty evaluated themselves as outstanding while the students evaluated their instructors/professors as very satisfactory. The lowest among the indicators was along management of learning, the faculty assessed themselves as outstanding while the students assessed their Instructors/Professors as very satisfactory. As a whole, the faculty gave an outstanding assessment of their teaching competences while the students rated the faculty members as very satisfactory. The result showed that the faculty evaluated themselves as outstanding in their teaching competences; however, the students noted that their Instructors/Professors have very satisfactory teaching competences. The result also showed that there is a very strong indication that the faculty members have exemplary performance in teaching as assessed by themselves; they profess mastery of the lessons, skillful in teaching, adaptable to any situation, enthusiastic to motivate interest and active participation of students, which are all beneficial to the students' academic achievements and improvement of the institution. However, the students evaluated their Instructors/Professors in their teaching competences as very satisfactory for they are the prime beneficiaries. The great gap between the assessment of the faculty and students manifested that they are not able to acquire fully the desired instructional support from their Instructors/Professors. While it is true that there are some faculty members who display commendable teaching competences, there are also some who perform on a very

satisfactory level affecting those who are performing on a higher level. They need to enhance their level of teaching competences which are very crucial to every lecturer's pursuit of excellence, resulting in excellent academic achievement of students. However, the study findings showed that there is no significant relationship between the level of faculty teaching competences and the level of academic achievement of students" is accepted. The finding implies that faculty teaching competences are not significant factors in attaining the students' academic achievement. Despite the commendable teaching competences of the faculty members, the students' academic achievements are not affected. The college does not depend on the level of teaching competences of faculty in helping the students in developing their academic achievement of students considering that there are other factors that affect the academic achievement of students. However, in higher education institutions like State Colleges and Universities, students are considered as adult learners, they are responsible enough in their way of learning; they have the characteristics to decide what is proper for them to do which are very useful in the future. Observations tend to reveal that poor study habits, absenteeism, and tardiness, limited financial or emotional or moral support from parents, and distance from home to school are factors affecting the low academic achievements of students. Most lecturers are also products of the 20th century but they are catering to 21st century millennial learners whose way of studying is much different from them. These millennial learners learn according to what they wish to learn. Higher faculty teaching competency alone may not directly translate into better academic achievement of students. The faculty's excellent teaching competences manifest their expertise in the subject they teach, teaching methodology, dedicated and committed services in the academe. The college should endeavour to continue strengthening or even enhancing commendable teaching competences of the faculty by sending the faculty to attend in-service training or any

professional development to keep them abreast with the changing needs of the time resulting to higher expectations of their competences in teaching which affect academic achievement of students. Likewise, faculty and student development programs in higher education institution may be done regularly to promote continuous upgrading of faculty and students⁷⁸.

Research scholars stated that there are several indices used to measure the competences of a lecturer. Each lecturers' competence index provides a single measure of lecturers' competence based on a larger number of lecturers' competence measures, such as lecturer experience, certification status, academic ability and even stability at school. Although there is ongoing debate about whether objective measures of lecturers' competence (such as experience, certification status, quality of the preparation and lecturer stability) accurately identify lecturer effectiveness in improving students' achievement, recent research has found a statistically significant relationship between these objective measures of quality and gains in students' achievement. Their study examined the relationship between lectures' competence and universities students' skills acquisition for employability in South-South Zone, Nigeria. To test hypothesis, purpose along with research questions have been formed. A total of five thousand, eight hundred and seventeen (5,817) students from final years in the Faculty of Education were selected for the study. The test area is the Federal Universities in South-South Zone of Nigeria. The research design was correlational type. Multi-stage sampling technique was employed to obtain a sample size of six hundred and ninety-eight (698) students. Two researcher-developed research instruments titled - "Lecturers' Competence Questionnaire (LCQ)" and "Universities Students' Skills Acquisition for Employability Questionnaire (USSAEQ)" were used to gather primary data. The instruments were validated while reliability values gave .713 and .880 for both instruments respectively. Descriptive and

inferential statistics such as Pearson's Product Moment Correlation Statistic was used to analyse the data collected. The result of the analysis revealed that lecturers' competences is significantly related to skills acquisition of universities students for employment. The result showed that a significant relationship exists between lecturers' proficiency and skills acquisition of universities students for employability. This result shows that the capacity of lecturers to transfer knowledge, skills, educate, teach, guide, direct, train, and evaluate have strong relationship with employability. It has been highlighted that lecturers' communication skills, ability to learn, social interactions, problem solving abilities, working with ICT or other support tools makes them skilled mentors that can improve employability of their students. It has been clearly mentioned that teaching capability influence the chance of getting job for the South-south zone, Nigeria's university students. This result implies that; students' performance is strongly affected by lecturers' quality. In other words, lecturers teaching qualities can translate instruction to skills through effective manipulation of curriculum, using appropriate instructional facilities. Therefore, lecturers' competences which include, classroom management, content delivery, proficiency in communication skills, students-lecturer relationship skills, classroom participatory skills, mastery of subject matter, lesson presentation etcetera relate to undergraduate students' skills acquisition for employability. A germane reason for this finding is that, lecturers' competences are important aspect of the skills needed to help students gain more knowledge in both theory and practice of learning. The implication is that, lecturers' competences in the learning process will drive and help the students to achieve better skills. In contrast, if lecturer's competences such as knowledge, creativity, discipline, communication, preparation are maintained, student acquisition for employability will increase but if lecturers' competences are not adequate, it will definitely lead to a poor acquisition of employability skills by the Universities students.

Lecturers and students must have a favourable relationship with their lecturers, for effective teaching/learning situation to evolve. That is, there must be an atmosphere of cordiality which breeds trust on lecturers by students. It is only when these situations exist that student can acquire employability skills through interactions with other lecturers in and outside the classrooms. The classroom climate must also be conducive to engender result-oriented teaching and learning. It was concluded based on the finding that, students' acquisition of employability skills is a function of lecturers' competence. It was recommended based on the finding that, lecturers' competences with regards to knowledge, creativity, discipline, communication, lesson preparation are maintained, students to develop their knowledge, ideas, values and attitudes necessary for successful acquisition of employability skills. Lecturers' competency and university students' skills acquisition includes their knowledge, skills, and behaviour which help or improve the capabilities of lecturers to instruct, instruct, direct, teach, and assess the students. Furthermore, it was revealed that effective lecturer can produce superior student recital. Students' academic performances have strong association with the teaching skills and subject knowledge of lecturers⁷⁹.

In carrying learning activities, a lecturer thinks and acts consistently and continuously in his teaching effectiveness that is in accordance with his competence⁸². It was put forth that lecturers should regularly review their knowledge of students and subject matter in order to be able to interpret the needs of their students. This implies that good academic performance can be achieved when the lecturer is able to present data to the students in an effective and efficient manner⁸⁵.

Lecturers are therefore expected to be complete resource persons for students to be able to link and correlate the theory part of the subject with current industrial practices. Universities are indispensable to any society as they provide higher education, which

develops informed, educated and specialized human resources that provide human capital for various organizations. University students, who may be educational management undergraduate or postgraduates need to be equipped with the right skills, attitude and knowledge needed to be useful in the world of work. They need to be satisfied with the education they obtain from their universities. Students' employability and satisfaction have therefore become important concepts in university education owing to the reason that students are paying high tuition fees and increasingly seeing themselves as customers⁹³.

A study on the relationship between lecturers' competences and students' learning achievement in the social science's education courses aimed at knowing the capacity of lecturers in providing services to students so that they can get proud student achievement. The research method used descriptive and verification type in 86 students as samples and analysed accepting multiple regressions. The results of the research proved that of the three competences of the lecturers studied, all three have a favourable influence on student achievement, and aspects of ability competency that have a very positive influence on variable Y in this study. This study strengthens previous research even though it was only carried out at the level of higher education and social science education courses. In conclusion, the study proved that lecturers' competence has a positive influence in maximizing student learning outcomes in social science education courses. The lecturers' competency that had the highest influence is on the ability of the lecturer in carrying out the tasks or work that is charged to him, especially those relating to learning models and techniques used by the lecturer so that the lecturer presents active, creative and fun learning. The implication of the research in the world of higher education, in particular, is that when becoming a lecturer is required to have conditions that will be attached to him, the lecturers' competence consisting of six aspects, namely knowledge,

understanding, abilities, values, attitudes and interests. This study only examined the three aspects of competence, knowledge, understanding and ability, which in turn can present a fun learning process and maximum output and outcomes⁹⁴.

Lecturers' competences develop relationships that encourage students to design lessons, influence students' understanding of the material, apply behaviours to foster students' motivation, encourage collaboration between students, and assessment actions can be role models for students which could ultimately affect their employability in the world of work¹³⁹. Students' learning, skills, knowledge and attitude for the employment market may increase if lecturers' competence on knowledge, creativity, discipline, communication and preparation is maintained^{140,141}.

A study aimed to analyse and determine the contribution of lecturers' competences (pedagogical, personal, professional and social competence) on the performance of learning. The approach used in this study is correlation with proportional sampling technique. The results of data analysis using multiple regression showed that, partially pedagogical, personal competence, professional competence and social competence has a significant influence in improving learning performance of students which could invariably impact on their level of skills, attitude and knowledge. Specifically, the results reveal that both the lecturers' competence as pedagogical, personal, professional and social competences have a strong enough contribution to encourage the creation of learning performance, both with regard to the level of mastery of learning materials as well as the ability to manage the learning and the level of commitment of lecturers in carry out their duties properly. Another meaning to be explained in this study, is the magnitude of the variable force of pedagogic competence, personal competence, professional competence and social competence in improving the quality of learning performance. The results show the value of the correlation coefficient

(r) of .983. This value implies that, pedagogical competence, personal competence, professional competence and social competence or the relationship has a very strong correlation in improving the performance quality of the learning process, both associated with an increased mastery of teaching materials as well as an increased ability to manage the learning as well as the magnitude of the commitment of lecturers in carrying out their duties in a professional manner. Based on the results of statistical analysis, pedagogical competence had a significant contribution in improving learning performance. The finding implies that, in order to improve the quality of teaching performance mainly related to the mastery of the instructional materials, improvements in managing learning and a commitment to doing a good job, then the pedagogical factors play an important role in improving learning performance. Based on analysis of personal competence variables description, it appears that all the indicators have given good support in the form of competence, particularly with regard to independence in acting as lecturers and work ethic as a lecturer, noble character, steadiness and stability to act as per the norm (law) and social norms. The result showed that personal lecturers' competence with regard to the degree of independence, work ethic, character, stability in the act and the benefits provided to their students contribute significantly to improving the quality of performance of lecturers in the learning process. Thus the hypothesis that personal competence has a significant influence on the performance of learning was proven true. Another meaning that could be drawn from these results is that, to improve the performance of lecturers in the learning process, the personal competence factors need serious attention, because this is a personal competence of personal competences related to personal skills related to self-understanding, self-acceptance and embodiment themselves. These things are needed by lecturers in order to improve the exemplary value that are needed by the students in

addition to pedagogical competence and personal competence required by a professional teaching staff in the field¹⁴¹.

Scholars noted that a competent lecturer is consistently warm and cheerful; has a clear vision of the set targets; carefully executes whatever is arranged; handles administrative issues inside and outside classroom in a practical manner; and presents academic themes in such a way that even the weak students are motivated. Their study investigated how perceived lecturers' competence and perceived classroom environment affect academic performance. Two hundred and sixty (260) randomly selected final year National Diploma (ND II) students of the Federal Polytechnic, Ilaro, Ogun State, Nigeria were involved in the study. They were given two questionnaires that took approximately, fifty minutes to complete. The study was conducted in a classroom environment during regular school hours. After collecting information from the students through questionnaires, their comprehensive Grade Point Average (GPA) in previous year were also collected. This GPA data were then compared to the scores obtained from the questionnaires. The study concluded that there is a statistically significant relationship between lecturers' competence and students' GPA which could invariably determine their academic skills for labour market. Consequently, it was recommended that governments and school authorities must embark on regular training programmes and encourage lecturers to advance their academic and professional qualifications so that they would be more competent. Also, stakeholders in education should formulate policies that will ensure the appointment of qualified and competent lecturers as well as the adequate provision of academic facilities in all schools as such would result in higher academic achievement¹⁴².

As professionals, lecturers must have competence and knowledge in the different disciplines which influence education management as a field of study¹⁴³. Some authorities

claimed that the competence of a lecturer on knowledge and skills are contributory in achieving high performance of learners. As a professional, the lecturer is expected as an expert in educational management field to prepare students to respond to a myriad challenges brought by the 21st century¹⁴⁴. It was claimed that a competent lecturer shapes the terminal behaviours of students, helps them have positive relationships, and makes them skillful and disciplined¹⁴⁵. Likewise, lecturer's quality of teaching affects students' academic achievement¹⁴⁶. There are four instructional competences used to evaluate lecturers: - commitment, knowledge of subject matter, teaching for independent learning, and management of learning¹⁴⁷.

Researchers stated that lecturers are the most important factor in students' learning, yet little is known about the specialized knowledge held by experienced lecturers. In recent years, discourse on lecturers' content knowledge (TCK), pedagogy knowledge (TPK), and pedagogical content knowledge (TPCK) on students' learning outcomes have attracted increasing attention from several agents of change in the education industry. Conceptualizing lecturer knowledge is a complex issue that involves understanding key underlying phenomena such as the process of teaching and learning, the concept of knowledge, as well as the way lecturers' knowledge is put into action in the classroom. Empirical research shows that lecturer quality is an important factor in determining gains in students' achievement. By inadequately explaining lecturers' knowledge, existing educational production function research could be limited in its conclusions, not only by the magnitude of influences that lecturers' knowledge has on students' learning but also about the kinds of lecturer knowledge that matters most in producing students' learning outcomes. Lecturers are expected to process and evaluate new knowledge relevant for their core professional practice and to regularly update their profession's knowledge base¹⁴⁸.

Scholars found positive relation between lecturers' competences and student performance. Student performance will increase if lecturer's competences on knowledge, creativity, discipline, communication, preparation are maintained. They further stated that lecturers' quality is an important educational issue that is connected to student achievement, and lecturer qualifications and competence are important components of lecturer quality. It was also added that a positive relationship exists between lecturers' competences and student performance¹⁴⁹. It was argued that lecturers' quality and behaviour influence students' academic performance. This implies that there is a relationship between academic performance of students and lecturer's behaviour and competences. It could therefore be inferred that whatever facilities are available, whatever content is taught, whichever environment the school is situated and whatever kind of learners are given to teach, the important and vital role of the lecturer or lecturer in improving the skills, attitude and behaviour of students cannot be overemphasised¹⁵⁰.

An author reported that to address the issues of Technical Vocational Education and Training (TVET) graduates not possessing employable skills, there is need for government, TVET institutions, and industries to collaborate to produce graduates with employable skills that is relevant in the labour market and the world of work¹⁵¹. In support of the above report, scholars opined that in order to meet the manpower needs of the 21st century workplace, that is, for them to possess the right skills, up-to-date knowledge, the right attitude and abilities to do the work in line with the demands of the occupation, there is need for competent lecturers in our universities¹⁵².

A research work was carried out to ascertain the impact of lecturers' competences on students' performance at secondary level. Population of study was all secondary schools of district Khushab. Two stage sampling technique was employed. At first stage, the researcher conveniently selected twenty-five schools, and at second stage randomly

selected Two hundred and fifty students. The data were collected with the help of self-developed questionnaire on Lecturers' competences and Students' Performance. Inferential statistics such as t-test and Pearson product moment correlation were applied to analyse the data. The results revealed that there exists a significant difference between opinions of male and female students about instructional delivery of lecturers, competency of class room management, students' appreciation, and lecturers' leadership power. Pearson (r) was employed to find relationship between students' performance and lecturers' competence. Results showed a significant relationship of students' performance with lecturers' competence¹⁵³.

The mastery of subject matter increases the confidence of lecturers in teaching which redounds to higher student performance and skills. Skilled and qualified lecturers have direct impact on influencing the interest, commitment and achievement of students which could invariably affect their level of skills, attitudes and knowledge^{78,154}. Effective lecturers appear effective with students of all achievement levels regardless of the levels of heterogeneity in their classes. If the lecturer is ineffective, students under his/her tutelage would achieve inadequate progress academically, regardless of how similar or different they are regarding their academic achievement¹⁵⁵.

The objective of a study was to find the relation between lecturer's professional competency and students' academic performance. The finding showed that there is no significant relation between lecturers' competency and students' academic performance in School of Economics and Business, Telkom University. This means the institution cannot rely on the lecturers' competences if they want to help developing student performance and possibly their skills for the world of work. It seems in Asian and African countries; lecturers' competences are not regarded as important factor to develop performance. It is agreed that lecturer's quality is considered a vital point to the students'

performance. But it is also known that, many prior studies discussed various aspects which affect student performance (school readiness, social environment, family traits, and student characteristics). With that in mind, the result of the study was not quite surprising. Especially, when the higher education institution is where the students are already considered as adults. They can make decision, choose whatever they like to do, and most importantly know which ones are the good or bad choices. Of course universities cannot run the educational institution with poor qualification lecturer. The competent lecturer still become an important aspect needed to help the students gain more knowledge both in theories and practice. But, the result also suggests no matter how important lecturers are, they cannot independently enhance the performance of the student. It is best to say that lecturers' competency should be regarded as a tool to improving students' performance. The study suggests that lecturers' professional competency cannot drive the student to achieve better academic achievement performance. There are other factors which contribute more to such performance. Such factors include learning facilities, student' motivation, economic background, family background, parents' role, previous education, and peer influence. This list can continue to grow since there are a lot of things that can influence student (technology, social). Nevertheless, lecturer should always develop their professional competency because lecturers are believed to be the most important part of the learning process. Their knowledge and positive behaviour will certainly add new insights and experience for the student. Even though they cannot affect the student performance, at least they can help them to prepare for the life after graduation. It is particularly important for the lecturers to improve their professional competency as an essential facet in the overall learning process, including emotional intelligence to cater for the students' needs and to cope with a stressful working environment¹⁵⁶.

However, researcher's study showed that even the quality of lecturers was high in terms of their academic and professional qualification it did not drive the performance of the students. There is no significant relation between competence and student performance. Specifically, the results showed that there is a relationship between lecturers' knowledge in the subject matter content and learners' performance. The relationship was positive but very low. The implication is that the more the lecturers' knowledge of subject matter content, the higher the learners' performance. This finding suggests that the lecturers' subject-matter knowledge did not contribute to improvement in students' achievement. The results also showed that there is a positive but low relationship between lecturer's pedagogical skills and learners' performance in year 2010 Basic Education Certificate Examination results. Increase in pedagogical skills of lecturers in Sekondi Takoradi Metropolitan Assembly resulted in high academic performance of the learners. Consequently, to improve learners' academic performance in the metropolis, there is the need for lecturer to make efficient use of the pedagogical skills they have acquired. It was also observed that the relationship between the lecturers' teaching experience and the learners' academic performance was not statistically significant, implying that the learners' performance had no connection with their lecturers' teaching experience. This means the teaching experience of the lecturers is not a major factor that determines the performance of the learners¹⁵⁷.

A study's finding examined the low competency of lecturers in Indonesia, which impacted decreasing the quality of human resources for school lecturers, so that it was increasingly challenging to find improvement solutions¹⁵⁸. Evidence of the relevance of lecturers' competence with improving student learning outcomes is also presented by scholars whose study on "Implementation of mock competency skill assessments to improve student outcomes emphasized that lecturers and learning models at universities

with high competence will undoubtedly impact graduates who are ready to face the era of business competition and a free economy¹⁵⁹.

The lecturers' competence and their influence on student learning outcomes was also proven by a scholar who showed how competence, motivation, and organizational culture influence secondary school lecturers' teaching satisfaction in Indonesia. The study aimed to find and dissect the impact of capability, inspiration, and authoritative suitability on the fulfillment and implementation of secondary school lecturers' work in Jayapura City, Papua, Indonesia. The investigation was directed at one hundred and seventeen (117) respondents from three hundred and forty-six (346) lecturers using the polling or balloting method. The results reveal that hierarchical training and learning have a firm and insignificant influence on lecturers' work fulfillment. Meanwhile, work motivation has a real and fundamental influence on the work of lecturers. However, the results do not have a critical influence on the work performance of the lecturers. The fulfillment of training and teaching has a decisive and fundamental influence on the implementation of lecturers on student learning outcomes; in fact, hierarchical learning only has a positive impact but is not relevant to the satisfaction of lecturers' work¹⁶⁰.

The findings of some scholars successfully characterized the ability and competency structure of clinical lecturers to demonstrate ethnic and social diversity with the consequences of studying at Delphi Europe. The study showed that skills lecturers need to deliver responsive medical services is unclear. The essence of the exam was to design an ability structure for variation education. The structure comprised of ten (10) competences that are deemed fundamental to any clinical instructor in serving the teaching, which results in reliable clinical staff skills. This teaching skills and competency structure can be used in staff improvement projects and adequately train clinical instructors¹⁶¹.

Based on the analysis of a study, when the competence of lecturer's personality increases, students' learning outcomes will also increase, and vice versa if the competence of the lecturer's personality is low, student learning outcomes will also be low or down. Competence personality is the existing competence on a lecturer that include the values of personality that can be distributed to students in the learning process so that conducive learning achievement. The essence of learning is a change in behaviour. Lecturers will be able to change the behaviour of the student if the behaviour of a lecturer was also good. With the changes in behaviour that will have a positive impact on learning outcomes of students. Lecturers who have competence good personality while teaching in the classroom will indirectly have an impact on learning outcomes of economics students due to their personal competence and good fun the students will be more comfortable to learn and students will be motivated to learn. Vice versa learning activities undertaken by lecturers' competence personality better but the professional competence of a lecturer is less it will yield a low learning as well as a lack of mastery of the material held by the lecturer. Based on the analysis of these pathways, the study concluded that there is significant not direct personal competence on student learning outcomes through professional competence meaning that learning activities undertaken by lecturers' competence his personality better which invariably enhance the professional competence that would definitely improve students' learning outcomes¹⁶².

Another similar research aimed at finding the contribution of lecturers' pedagogical competence toward the effectiveness of teaching of English at MTSN Balang-Balang. This research used the qualitative descriptive research, that is, the researcher observes the teaching and learning process and interact with the lecturer by interview and observation. The researcher found that the contribution of lecturers' pedagogy competence toward the effectiveness of teaching of English, seems the lecturer

have made serious effort in conducting the teaching and learning to make more effective in teaching of English in the class. This contribution seen from how they organize the learning from arranged the teaching plan, teaching and learning process, and assessment. The lecturers were also able to motivate the students to attend the class, induce the students to learn the material as well as explain the material clearly so that the students could comprehend it easily. Furthermore, the students were also active in asking and answering questions both from the lecturer. In the section of discussion, the students were also able to conclude the materials taught during the teaching and learning process. It means that lecturer's pedagogy competence could improve students' motivation to learn¹⁶³.

Investigators first studied relationship between teaching experience and students' satisfaction, and secondly explored the mediating influence of research intensity in this relationship. They found that teaching experience was a determinant of students' satisfaction, but on the other hand, the lecturers' research intensity acts a negative mediator to explain satisfaction. Taking into account both influences, the total influence between experience and satisfaction was non-significant¹⁶⁴. Scholars studied students' satisfaction on their learning process in active learning and traditional classrooms. They found that active learning pedagogy activities are significant factors that increase students' satisfaction with their individual and group learning processes. They further reported that the pedagogical competence of their lecturers contribute to the students' active learning activities¹⁶⁵.

Another group of scholars did a study that aimed at the instructor's role in on-line education and studied how the instructor affects the learners' satisfaction via the instructor involvement. Their study confirmed the relationship between learning-environment qualities, learner satisfaction, and instructor's involvement¹⁶⁶. A study was

carried out to identify the impact of relationship between lecturers and students towards students' satisfaction and lecturers' teaching quality. The study also examined the differences of perceptions in lecturers' teaching quality and students' satisfaction based on gender. This study used a cross-sectional model in determining the relationship between gender and students' satisfaction and their perception on the quality of the lecturers. The samples were university students comprised of one hundred and seventy-seven (177) males and two hundred and seventy-three (273) females. A 5-point scale questionnaires were used to measure students' satisfaction and their lecturers' teaching quality. The validity and reliability of the instrument showed that the instruments were suitable for the study. The Manova test of inferential analysis was conducted to determine the differences of every aspect studied based on gender. Analysis of structural equation modeling was conducted to identify the impact of relationship between lecturers and students as an intermediary influence on teaching quality and students' satisfaction. The results showed that the relationship between lecturers and students determine the lecturers' teaching quality and students' satisfaction. It was recommended amongst others that trainings or courses be conducted for the purpose of improving the teaching quality of university lecturers, and helping them to establish better relationship with their students¹⁶⁷.

A researcher put forth that there is a positive correlation between lecturers' competences and students' satisfaction. In order to make students happy about learning, lecturing behaviour plays a critical role. The competence with which a particular lecturer performs the task of lecturing leads to making students happy or unhappy about the lecturing done by the lecturer. Lecturing behaviour is an important phenomenon in explaining how lecturers' competence results in students' satisfaction of lecturing¹⁶⁸.

Lecturing behaviour is taken into consideration as a mediating variable in the linkage between lecturers' competence and students' satisfaction of lecturing^{93,168}.

It was emphasized that the lecturers' competency is the most important factor that influences students' achievement and satisfaction as per traditional learning theory. Indeed, it is found to be a critical element for institutions' sustainability through loyalty. Thus, the study investigated the impact of lecturers' competences on students' satisfaction and loyalty involving a total of four exogenous variables, namely, knowledge and credential, pedagogy knowledge and skill, industrial experience, and motivation of the lecturers. The mediating influence of students' satisfaction was tested. The target population of the study comprised a total of one million and fifty-five thousand, two hundred and forty-five (1,055,245) active students enrolled in bachelor's degree, master's degree, and doctoral degree programmes in Malaysia. A total of three hundred and eighty-six (386) valid responses were obtained through a traditional questionnaire method in eight higher education institutions. The findings revealed that knowledge and credential, industrial experience, and motivation of lecturers all have significant positive relationships with students' satisfaction. On the other hand, only the motivation of lecturers was found to have positive influences on students' loyalty towards the institution. Students' satisfaction was found to mediate the relationships of knowledge and credential, industrial experience and motivation of lecturers toward students' loyalty. Indeed, the subject expertise of the staff is an essential reason which determines students' satisfaction with institutions service quality, and a primary reason for students to further their study. Students also expect to learn about real industry practices in tandem with the industrial revolution era to secure their job upon graduation. This explains the importance of lecturers' industrial experience on students' satisfaction. The outcome of the study also accentuated the importance of maintaining and delivering a good service quality by the

institution, achieved primarily through competent lecturers as this will lead to student loyalty and institutional sustainability. In return, students will have a better understanding of the subjects taught, and the institution will be likely to sustain and to have positive brand awareness in the market¹⁶⁹. This result is supported by previous studies^{170,171,172,173}.

One of such study examined the impact of lecturers' competency on students' satisfaction directly or indirectly through perceived teaching quality. Path analysis was employed to analyse data from one hundred and eighty (180) lecturers and six hundred (600) students from six (6) public and private universities in East Java, Indonesia. The main findings of the study were firstly, that the lecturers' competency exerts a positive and significant direct influence on perceived teaching quality, secondly, that there is a significant positive direct correlation between perceived teaching quality and students' satisfaction, and thirdly, that there is a significant positive indirect influence the between lecturers' competency and students' satisfaction through perceived teaching quality¹⁷¹. Another posited that lecturers' competency is one of the primary service quality experienced by the students¹⁷².

Scholars noted that the first component of great teaching competence that has strong evidence of impact on students' outcomes is content knowledge, and the most effective lecturers have deep knowledge of the subjects they teach, and when lecturers' knowledge falls below a certain level, it is a significant impediment to students' learning and development¹⁷³.

A research was done to analyse the relationship between the lecturers' competence and students' achievement and to find out the gender differences if any in the lecturers' competence. The sample of the study was hundred (100) lecturers and three hundred (300) students from renowned universities of Rawalpindi and Islamabad representing the academia and students of Pakistan. The common four lenses for evaluating the

competency of lecturers were used to analyse lecturers' professional competence which includes qualifications of lecturers, characteristics of lecturers, lecturers' effectiveness and teaching practices. Two questionnaires were used, one for university lecturers and the other for students. It was found that the four independent variables have a combined influence on students' academic achievement. The males teaching practices showed the strongest contribution to the academic achievement of students whereas, the qualification of female lecturers demonstrated the strongest contribution to the academic achievement of students¹⁷⁴.

Another research work was carried out on the impact of lecturers' professional development on their job effectiveness in federal government owned universities in South-South Geo-Political Zone of Nigeria. Survey research design was adopted to study a sample of one hundred and eighty (180) forty-five (45) lecturers and one hundred and thirty-five (135) students selected from the six federal Universities in South-South Geo-Political Zone of Nigeria using stratified random sampling technique. Two research instruments called "Lecturers' professional Development Questionnaire (LPDQ)" and "Job Effectiveness Questionnaire (JEQ)" designed by the researchers and validated by experts were used for data collection. All hypotheses were analysed using Independent t-test statistics. The result indicated that lecturers' professional development in terms of retraining, research publication and ICT utilization significantly influenced their job effectiveness in terms of instructional delivery, communication skills and students' evaluation. It was recommended that for the work of lecturers to be effective in the university system, the aspect of their professional development must be given good attention by the management of the university¹⁷⁵.

A study investigated influence of lecturers' competence on students' academic performance in public senior secondary schools in Ikot Ekpene and Essien Udim Local

Government Areas of Akwa Ibom State. Two objectives and two null hypotheses guided the study. The total population was thirty-two thousand, three hundred and three (32,303) students consisting of fourteen thousand, six hundred and thirty-six (14,636) males and seventeen thousand, six hundred and sixty-seven (17,667) females from nineteen (19) Public Senior Secondary Schools in Ikot Ekpene and Essien Udim Local Government Areas of Akwa Ibom State. A sample size of three hundred and three (323) students consisting of one hundred and fifty-four (154) males and one hundred and sixty-nine (169) females was derived using Taro Yamane's formula. The instrument for the study was a self-constructed questionnaire titled - "Influence of Lecturers' Competence on Students' Academic Performance Questionnaire (ILCSAPQ)". The instrument was a 4-point rating scale of Very Low Extent to Very High Extent. It was validated by experts and a reliability coefficient value of 0.970 was obtained using the test re-test reliability method. Descriptive statistics such as mean and standard deviation were used to answer the research questions, while inferential statistics such as z-test was employed in testing the hypotheses at 0.05 level of allowance. Results showed that lecturers' subject content knowledge and pedagogical skills influence students' academic performance in the schools. It was recommended that lecturers should be encouraged to go for both long term and short term training to boost their quality in subject content knowledge and teaching skills. Government should also ensure adequate selection of competent and qualified lecturers to teach in schools¹⁷⁶.

A study was implemented to determine the impact of the four lecturers' competences on student learning achievement. The four competences were- pedagogic competence, personality competence, social competence, and professional competence. These four competences were the independent variables while students' learning achievement was the dependent variable. A quantitative research was employed. The

sampled population consisted of students of Faculty of Literature, Islamic University of North Sumatra Medan in odd semester 2016-2017. A questionnaire was employed for data collection. Data analysis techniques were multiple linear regression, coefficient of determination, t-test, and F-test. Before conducting multiple linear regression analysis, the required condition test: normality test, multi-collinearity test, and heteroscedasticity were done. Findings of the study revealed no significant influence of lecturers' competence on students' learning achievement. There were also no significant influences of lecturers' competences individually on students' learning achievement. However, it was revealed that the higher lecturer's pedagogic and social competence, the higher the students' learning achievement, and the lower lecturer's personality and professional competence, the lower the students' learning achievement. In summary, there was no significant influence of all four lecturers' competences on students' learning achievement¹⁷⁷.

A study was done to establish the impact of lecturers' knowledge competency on learners' academic achievement. The study employed survey research design. The study was conceptualized on principles of high-quality teaching and learning. Study Population comprised of three thousand, two hundred and ninety (3,290) lecturers, six hundred and fifty-eight (658) head lecturers, seven (7) assurance officers and seven (7) directors. A sample size determination table was employed to select a sample of two hundred and ninety-four (294) lecturers and two hundred and three (203) head lecturers, seven (7) assurance officers and seven (7) directors. Study sample were selected by stratified, random and purposive sampling. Data was gathered using questionnaire, interview and observation checklist. Validity and reliability of the instruments were ensured. Data gathered was analysed using quantitative and qualitative techniques. Quantitative data was sorted, coded and processed using SPSS version 26 to generate frequencies and percentages. Hypotheses were tested using Pearson's Product Moment Correlations and

Multiple Linear Regressions to establish presence or absence of correlations and association. Qualitative data were sorted into themes and sub-themes, analysed in an on-going process then reported in prose. Teaching skills and assessment competencies had statistically significant relationship with learners' academic achievement. It was recommended that lecturers' competencies be enhanced through in-service courses, review tests and measurements in professional studies offered in colleges¹⁷⁸.

A study was conducted to ascertain the impact of lecturers' competencies on academic achievement and satisfaction of MPhil students. The study employed a quantitative approach to test the hypotheses. Forty (40) MPhil scholars from GC University Faisalabad were the sample of the study using census survey. Self-developed research instrument, Lecturers' Competencies and Scholars' Satisfaction Scale (TCSSS) with a Cronbach's Alpha value .954 were used for survey to collect data. The achievement score was scholars' final test score in the semester. The lecturers' competence indicators were lecturer's content knowledge, presentation skills, students' lecturer interaction and modes of assessment. T-test, Pearson r, and ANCOVA were used for data analysis. The results showed that lecturer's knowledge of subject contributed to students' satisfaction and achievement. Female MPhil students rated their lecturers more competent than their male counterparts. It was recommended that the students' performance may be improved by using additional class tests and worksheets¹⁷⁹.

A research was conducted to examine the level of lecturers' professionalism and students' success and the relationship between the two variables. The study roped into a sample of three hundred and seventy-four (374) from eighty-five (85) secondary schools. They were inquired to respond to the questionnaire based on Malaysia lecturer Standard and the 2nd Wave of Malaysian Curriculum Quality Standards, focusing on the fifth Standard which is Student Success. The findings showed that the level of lecturers'

professionalism and students' success were recorded very high. For lecturers' professionalism, the sub-dimensions of knowledge and understanding scored the highest mean. This showed that there is a significant relationship between lecturers' professionalism and students' success. The findings also showed that lecturers' professionalism has a significant impact on students' success¹⁸⁰.

Another related research explored the impact of lecturers' competences toward students' writing proficiency at the English Education Study Program of Dayanu Ikhsanuddin University, Indonesia. The aim of the research was to ascertain the impact of lecturers' competence toward students' writing proficiency. An ex post facto research design was used to carry out the study. The population consisted of the fourth semester students who registered in academic year 2013/2014 for Writing III. Fifty-one (51) students were used as sample for the research and simple random sampling technique was used to select the sample. Data was collected using questionnaire and writing test. The data gathered was analysed using descriptive and inferential statistical methods. Results revealed that lecturers' competence has positive and significant influence toward students' writing proficiency at the English Education Study Program of Dayanu Ikhsanuddin University, Indonesia¹⁸¹.

Another related study was undertaken to examine the relationship between perceived lecturers' competences as correlate of students' academic performance in Bauchi State. Three objectives and three hypotheses guided the study. They sought to establish relationship between lecturers' attitude to work and students' academic performance, lecturers' knowledge of subject matter and students' academic performance, and lecturers' teaching skills and students' performance. The population of the study was eighty-four thousand, three hundred and nineteen (84,319) students out of which a sample of three hundred and eighty-four (384) students were chosen using cluster and

proportionate sampling methods. Descriptive survey and correlational research designs were used to carry out the study. Data was generated using a researcher constructed questionnaire. Pearson's Product Moment Correlation (PPMC) technique was employed in the data analysis. The findings of the study showed a significant relationship between lecturers' positive attitude to work and students' academic achievement. There was a significant relationship between lecturers' qualifications and students' academic achievement. There was a significant positive relationship between lecturers' leadership style and students' academic achievement. It was recommended on the basis of the findings that government as employers of lecturers should ensure that knowledge of the subject matter is given high premium during interview and selection of new lecturers¹⁸².

Similarly, a study was implemented on lecturers' pedagogical competence as determinant of students' attitude towards Basic Science in South-West Nigeria. The study was a descriptive survey type study. Participants were two thousand, one hundred and sixty (2,160) students randomly selected from one hundred and eight (108) secondary schools across four (4) states in South-west Nigeria together. Three hundred and twenty-four (324) lecturers teaching Basic Science in Junior Secondary Schools were purposively selected for the study. Two instruments were used for data collection. The first was a twenty (25) - item questionnaire titled - "Basic Science Lecturers Pedagogical Competence Questionnaire (BSPCQ)" and the second was also a twenty (25) - item questionnaire titled - "Students' Attitudinal Questionnaire" (SAQ). The reliability of the instruments was determined through test-re-test method which yielded high reliability coefficient values of .889 and .893 respectively. Data collected were analysed using descriptive and inferential statistical methods. Results showed that lecturers' pedagogical competence can significantly influence students' attitude towards Basic Science. It was recommended that, emphasis should be laid on lecturers' qualifications during

recruitment processes; lecturers should also intensify efforts in using various teaching styles which could influence students' attitude; and adequate measures should be taken by the lecturers to ensure that students benefit from their teaching. It was also added that the government and other educational stakeholders should arrange for seminars and workshops for their lecturers to boost their levels of competence in the classroom and lecturers should exhibit positive attitude that can influence students' attitude towards Basic Science¹⁸³.

A research work examined the influences of lecturers' academic qualification and experience on students' achievement and interest in Accounting. The sample was made up of two hundred and twenty-one (221) NCE II, Business Education Department, Federal College of Education, Zaria and ten (10) Accounting lecturers in the Department. One hundred and forty (140) students of NCE II in Business Education Department and seven (7) Accounting lecturers were selected from Business Education Department, using random sampling technique. Two research hypotheses guided the study. They were tested using regression analysis and ANOVA. The findings from the study revealed that all lecturers' academic qualification and experience had a joint significant influence on students' achievement in Accounting. Based on the findings of the study, it was recommended that that lecturers who are qualified and experienced be recruited by the government¹⁸⁴.

The aim of a research work was to ascertain lecturers' professional development and students' academic performance in Federal University of Oye-Ekiti, Ekiti State, Nigeria. The study employed a descriptive research design. Purposive sampling technique was employed to select the respondents and questionnaire was used as research instrument to gather data. The study revealed that there is a significant relationship between lecturers' professional development and students' academic performance in

Federal University of Oye-Ekiti. It was also revealed that consistent lecturers' professional development programmes always led to better students' academic performance in Federal University of Oye-Ekiti. Furthermore, it was shown that lecturers' professional development led to improved teaching quality in Federal University of Oye-Ekiti. It was added that there are different forms of Lecturers professional development programme available in Federal University of Oye-Ekiti namely - in-service training programme, workshop conference, seminar conference, computer training programme and video training programme. Lastly, the identified major constraints to Lecturers' professional development in the school included - lack of encouragement from state and federal government, non-challant attitude by administrator, insufficient fund, lack of facilities and equipment and poor school environment¹⁸⁵.

Another similar research work examined the impact of teacher's competence on students' interest in science in secondary schools in Fako division. The objectives of the study were to find out how; teacher's mastery of subject matter to be taught affects students' interest in science and the relationship between teacher's training and lecturers' competence in relation to learners' interest in science. The study targeted all form six (6) students and their teachers in public, confessionnal and lay private schools. A structured questionnaire was employed for data collection. The sample comprised of three hundred and forty-one (341) respondents which were selected using simple random and purposive sampling techniques. Data collected was analysed using the Pearson Product Moment Correlation analysis with the help of the Statistical Package for Social Sciences (SPSS). Findings revealed that teachers' mastery of subject matter significantly affects students' interest in science. There was a significant relationship between teacher's training and students' interest. Teacher's competence was also strongly correlated to students' interest. Based on these findings, it was recommended that teachers' education programmes should

lay emphasis on the mastery of content to be taught; teachers' education should focus attention on learner interest as an important aspect of competence; Individuals with academic qualifications should compulsorily go through teachers' education courses that will equip them with pedagogical skills¹⁸⁶.

A similar research work examined teachers' skills as predictors of students' academic achievement in Mathematics in Ogun State, Nigeria. The study adopted survey design. The sample for the study comprised of four hundred and twenty (420) respondents consisting of seventy (70) lecturers and three hundred and fifty (350) students, randomly selected from seven public secondary schools in four (4) local government areas in Ogun-Central senatorial district in Ogun-State. Purposive Sampling Technique was employed to select the seven (7) schools. Fifty (50) students and ten (10) teachers were randomly selected from each school. Two instruments used for data collections are: Teachers' skills of Commitment, Motivation and Communication Questionnaire and Mathematics Achievement Test. Four hypotheses were formulated and tested at 0.05 level of precision. Data collected were analysed using Multiple Regression Analysis (MRA). The result of the study showed that teachers' skills of commitment, motivation and communication had a joint significant prediction on students' achievement in mathematics. It was recommended among others, that teachers should be motivated to participate actively in in-service training programs and workshops to update their knowledge and teaching skills¹⁸⁷.

A study was done to determine the impact of lecturers' competence, learning motivation, and learning environment on learning achievement. The population included students of the Office Administration Education Study Program, Faculty of Economics, Jakarta State University Class of 2019 and 2020. A sample of one hundred and nineteen (119) students, namely from the number of students of office administration education

class 2019-2020 were used. Data collection techniques was done through questionnaires distributed online such as WhatsApp and other social media communication tools. The results showed that the variables of lecturers' competence, learning motivation, and learning environment had a simultaneous positive influence on students' learning achievement. Furthermore, the results showed that the variable or factor of learning motivation has a partial influence on students' learning achievement¹⁸⁸.

A similar study was carried out to analyse the impact of communication and the competence of teaching lecturers on student online learning satisfaction during the Covid-19 period. Type of associative research study was employed to search for a correlation causal relationship. Study population consisted of six hundred and thirteen (613) lecturers while two hundred and forty-two (242) respondents were used as samples for the research. Multiple linear analysis was used for data analyses. The results showed that the communication and competency variables simultaneously had a positive and significant influence on the learning satisfaction of students of STIE Pembangunan Tanjungpinang. This result implies that the communication and competency variables of lecturers have a joint influence on learning satisfaction of the students¹⁸⁹.

Similarly, a research was implemented to analyse the impact of lecturers' competence on student learning outcomes mediated by students' satisfaction with the learning process. The study population was three hundred and seventy-one (371) students, class 2017 of the Management department, Faculty of Economics, Pakuan University. However, a sample of seventy-nine (79) respondents were drawn using cluster sampling and Slovin formula techniques. Data collection was done using questionnaires. Secondary data was also used. Data was analysed using correlation and regression analysis. The results showed that lecturers' competence do not have a significant correlation and

influence on students' achievement. However, competence of lecturers has a significant correlation and influence on students' satisfaction¹⁹⁰.

A closely related research was done to explore a direct and indirect relationship between four lecturers' competencies and students' academic achievement index in Indonesian public universities. The study employed a quantitative approach using the Partial Least Square (PLS) model. Data was tested using SPSS Version 26. About two hundred and six (206) participants from two public Indonesian universities were sampled. The results showed there are two types of relationships between lecturers' competences and students' academic achievement index in public universities. Among the four competencies, professional competence has a strong positive and significant influence on-campus services provided to students of the public universities in Indonesia. Similarly, campus services provided to students have a positive and significant influence on the academic achievement index of students in state universities. The higher the campus provides students' services, the more direct the students' academic achievement index would be. On the other hand, the professional and personality competences had a significant indirect influence on student achievement indexes. This study implies that lecturers should equip themselves with competencies so that they can deliver academic instruction and services at an improved level for their students¹⁹¹.

Another similar study was undertaken to ascertain the perceived influence of teachers' quality on students' academic performance in public senior secondary schools in Port Harcourt Metropolis, using three research questions and three hypotheses. The study adopted descriptive survey design. The population of the study was eleven thousand three hundred and sixty-four (11,364) SS2 students from the thirty-five (35) public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State. A sample of five hundred and six (506) male and six hundred and thirty-one (631)

female students totaling one thousand, one hundred and thirty-seven (1,137) students was selected for the study using stratified and purposive sampling methods. The instrument for the study was a self-designed questionnaire titled; “Perceived Influence of Teacher Quality on Students’ Academic Performance Questionnaire (PITQSAPQ)”. This instrument was validated by experts, while the Cronbach’s Alpha was employed to achieve reliability index of 0.874, 0.847 and 0.936 for the various sections of the questionnaire. Data gathered was analysed Results showed that teachers’ years of experience, pedagogical skills and communication skills have positive influence on students’ academic performance in public senior secondary schools, in Port Harcourt Metropolis of Rivers State. Based on the findings it was recommended among others that the government of Rivers State should employ only competent teachers in the public secondary schools in Rivers State, to enhance students’ learning achievement¹⁹².

A research work was implemented to examine the relationship between the competence of English teachers and the learning achievement of high school students in Purwokerto. A descriptive analysis techniques and simple regression techniques were employed for the study. Descriptive analysis was employed to explain teacher competence through answers to the questionnaire administered while simple regression analysis was employed to examine the relationship between the competence of English teachers and students’ achievement. In addition, the items in the questionnaire were also tested for their validity and reliability (using Cronbach’s alpha). Based on the findings, it was revealed that English teachers’ competence does not have a significant positive influence on students’ learning achievement in high school students in Purwokerto¹⁹³.

Another closely identical study was done to ascertain teachers’ quality as determinant of students’ academic performance in secondary schools in Edo South Senatorial District of Nigeria. Four (4) research questions were raised and two (2)

hypotheses were formulated and tested at 0.05 level of precision. A correlational research based on survey research design was adopted. The population for the study consisted of 418 Mathematics and English Language teachers in secondary schools in Edo South Senatorial District of Nigeria. Eighty-four (84) Mathematics and English Language teachers in secondary schools were sampled for the study using simple random sampling technique. The checklists titled: “Students’ Academic Performance Checklist (SAPC)” and “Teacher Quality Checklist (TQC)” were used for data collection. The analysis of the result was carried out using frequencies, percentages and Pearson Product Moment Correlation Coefficient. The results revealed that level of teacher quality in secondary schools in Edo South Senatorial District of Nigeria was high and there is average level of students’ academic performance in secondary schools in Edo South Senatorial District of Nigeria. Teacher quality and academic qualification had no significant influence on students’ academic performance. It was recommended among others that principals should ensure that the potentials of the teachers are well harnessed and utilized to reflect the true picture of their quality in the academic performance of students¹⁹⁴.

A similar research was aimed to examine the impact of lecturers’ competences towards students’ achievement motivation in Bina Nusantara University. The research was quantitative-based approach engaging about thirty (30) respondents of Bina Nusantara University students. The results showed that the impact of lecturers’ competency towards students’ performance motivation counted for 34.4%. It signified that 65.6% contribution is based on other factors. Lecturers’ competencies, that predisposed high impact towards students’ performance motivation, comprised of social, pedagogic, and personality competencies¹⁹⁵.

A study was carried out to analyse the impact of professionalism and competence on teachers’ performance and students’ learning outcomes. A descriptive quantitative

research design using descriptive explanatory level was employed. The sampling method used was intact sampling technique, where the population was taken as a sample. A sample of ninety-five (95) teacher at the Harapan Mandiri College were therefore selected. Data analysis was done using path analysis. The results showed that professionalism has a positive and significant influence on teachers' performance. Competence was shown to have a significant and dominant positive influence on teachers' performance and students' learning outcomes. Teachers' performance has a positive and significant influence on student learning outcomes. Teachers' performance was observed to be a partial mediator influencing professionalism and competence on students' learning outcomes¹⁹⁶.

Another related study was undertaken to determine the impact of lecturers' competence on students' satisfaction during a pandemic. The data was collected by distributing questionnaires to college students using purpose sampling method. Data analysis was done using SEM-PLS method. The results showed that social and personality competence had an influence on students' satisfaction, but lecturers' pedagogical and professional competence had no influence on students' satisfaction during the pandemic. This can be shown from the inadequate infrastructure of distance learning centres. Lecturers who are needed now are those who are competent and have the power of creativity in delivering material so that the delivery of material to students becomes more interesting, stimulating and varied in online learning¹⁹⁷.

A similar research article investigated the impact of lecturers' competencies on students' satisfaction at one of the private tertiary institution in Malaysia. A quantitative research method was employed to collect the data from the tertiary students. Data collected from the different academic programmes were analysed by using Pearson product moment Correlation and Multiple Regression Analysis at 0.05 level of

significance. About ten (10) lecturers' competencies were tested on students' level of satisfaction. The results revealed that there is a positive correlation between the ten categories of lecturers' competencies and students' level of satisfaction¹⁹⁸.

Another related study was carried out to find out the impact of lecturers' competence and learning process quality on students' satisfaction. This study employed verification research using explanatory survey method. This study also employed descriptive analysis, classical assumptions test, and multiple regression analysis. The results of the analysis revealed that there is no significant influence of lecturers' competence on students' satisfaction; there is a positive influence of learning process quality on students' satisfaction; and there is a positive influence of lecturers' competence and learning process on students' satisfaction. It was concluded on the basis of the findings that students' satisfaction could be improved by lecturers' competence and learning process quality development. It was therefore recommended that all hands must be on deck towards ensuring that lecturers who are competent are recruited¹⁹⁹.

A similar research work was implemented to examine the students' perceived level of competence and the level of satisfaction on the science teaching competence of their science teachers according to commitment, knowledge of the subject matter, application of teaching strategies, and classroom management. Specifically, this aims to determine which of the science teaching competence variables greatly influence the overall satisfaction of students. A random sample of one hundred and ninety-five (195) students was drawn through a stratified random sampling method from the three public secondary schools. Ordinal regression analysis was utilized to answer the study objectives. The results revealed that students are satisfied with the perceived level of competence in the four areas of science teaching competence. The four (4) science teaching competencies explained a huge amount of variation in students' overall satisfaction with

the science teachers' competence. However, only the application of teaching strategy out of the four (4) science teaching competence variables showed statistical significance in influencing students' overall satisfaction. Results implied that teachers' application of varied teaching strategies contributes to the overall satisfaction of students towards their teachers' teaching competence. It was recommended that learning institutions should further intensify the conduct of training on their teachers to improve students' satisfaction among the teaching competencies identified²⁰⁰.

A quantitative research using a questionnaire model was employed to examine the impact of lecturers' competency on students' satisfaction levels both directly and through the quality dimensions of services. The study also analysed the most dominant competencies of the lecturers. The results of the study revealed that lecturers' abilities (competencies) has an important influence on students' level of satisfaction through the dimension of service quality. Meanwhile, social competence has the most dominant role in shaping lecturers' competence. It was recommended based on the results of the study that lecturers should try as much as possible to always develop themselves in order to function better²⁰¹.

A research work was carried out on the impact of lecturers' competence and students' self-concept on learning motivation. A quantitative research approach was employed for the study. The study population consisted of four hundred and forty-nine (449) students. However, a sample of two hundred and seventeen (217) of the students was selected using Proportional Stratified Random Sampling technique. Data was collected using a questionnaire. A cross sectional survey method, path analysis was used to analyse the data with the aid of the IBM SPSS version 20 program. Hypothesis was tested using inferential statistics such as t-test and F-test. The result showed that each lecturer's competence and self-concept have a positive and significant influence on

students' motivation. This finding imply that in order to increase students' motivation, it is necessary to improve the quality of lecturers' competencies and students' self-concepts. It was therefore recommended that lecturers should be trained for improvement in their competencies. Students should also be equipped to enhance their self-concept²⁰².

A research work was done to know and analyse the factors that affect learning achievement in the form of motivation, competence lecturer, environmental family and community environment. A sample of two hundred forty-four (244) respondents was drawn using Smart PLS. Data collection was achieved using questionnaires while data was analysed using Smart Partial Least Square. The results showed that there is a positive significant correlation between learning motivation and Achievement of Students' Learning; Lecturers' competence significantly influence the achievement of Student; Family environment significantly affect the value of Students' Learning Achievement. However, there was no influence of the Community Environment on Achievement of Students' Learning. It was therefore suggested that the environment where students learn and lecturers' competence should be improved upon²⁰³.

The aim of a study was to identify the impact of students' personality, lecturers' competency, and campus facilities toward students' learning motivation. Motivation is an important factor which could affect students' academic performance. The participants of the study consisted of one hundred and eighty-seven (187) students from various classes in Telkom University in Bandung. A questionnaire consisting of thirty-five (35) items was used as instrument for the study. The multiple regression analysis was employed to measure the simultaneous and partial relationship among the variables. Simultaneously, all three independent variables had significant and positive influence on students' learning motivation. Furthermore, partially, students; personality, lecturers' competency, and campus facilities also had significant and positive influence on students' learning

motivation. It was recommended on the basis of the results from the study that the university or faculty need to improve the teachers' competency and their learning facilities if students' learning motivation is to be enhanced²⁰⁴.

A study focused on the impact of teachers' content and pedagogical content knowledge on students' achievement in algebra. Using a test-re-test quasi-experimental research design with a 3x3x2x2 factorial matrix, about four hundred and twenty-one (421) senior secondary school II students and twelve (12) mathematics teachers from eight (8) public and four (4) private schools in Education District V of Lagos State was sampled. Three instruments (questionnaires) developed were validated and used for data collection. Data were analysed using graphs and ANCOVA. The results revealed that all categories of the subject were equally affected by TCK in algebraic achievement after exposure to teachers' content knowledge. However, students were not equally affected by TPK in algebraic achievement test. Gender had no significant influence on students' achievement in algebra after exposure to teachers' content and pedagogical knowledge. School type also had no significant influence on students' achievement in algebra after exposure to teachers' content and pedagogic knowledge. There were no significant interaction influence of content and pedagogical knowledge, gender and school type on students' achievement in algebra. It was recommended that teachers of Mathematics, with in-depth knowledge of the subject and well-groomed in teaching pedagogy should be allowed to teach algebra in schools²⁰⁵.

In the context of this study, lecturers' competence is defined as their educational qualification and abilities in the area of classroom management and instructional delivery. Prior studies similar to the impact of lecturers' educational qualifications, classroom management and instructional delivery on educational management undergraduates' employability would be examined below:

2.3.1.1.1 Lecturers' Educational Qualifications and Educational Management Undergraduates' Employability

A research work was carried out to establish the impact of teacher qualification on learners' academic performance in public secondary schools in Gasabo district in Rwanda. Correlation research design was employed to carry out the study. The target population was one hundred and thirty-seven (137) respondents while a sample size of one hundred and twenty-one (121) respondents were chosen for the study using Yamane sample size determination formula. Instruments such as Interview guide and questionnaire were used for data collection. Data gathered was analysed using descriptive and inferential statistical analysis. Results revealed a statistical significant relationship between teachers' qualification and learners' academic performance. It was recommended that the Ministry of Education should keep reviewing the ways of improving the level of teachers' qualification to improve the quality of education through improved academic performance. Secondly, educational planners should make effective set up that could improve the level of teacher qualification that leads to having effective teaching methodology. Thirdly, school head teachers should actively participate in improvement of teachers' qualification especially their content mastery and experience. Lastly, teachers should be encouraged in their professionalism in order to improve overall school performance¹⁰⁷.

Similarly, a study focused on the impact of teachers' qualification on junior secondary school learners' academic performance in Mathematics in Ekiti State, Nigeria. A descriptive survey research design was used to carry out the study. The study covered six schools in a Local Government Area of Ekiti state. A sample of one hundred (100)

learners and twenty (20) teachers were selected for the study. Self-designed questionnaires were administered to sample of respondents. Inferential statistical method such as t-test statistics was used to analyze the responses of the sampled respondents. Results revealed that there is a significant difference in the performance of learners in Mathematics between those taught by NCE, B.Sc. Ed., professional and nonprofessional teachers in Mathematics. It was recommended based on the results of the study that trained teachers with high qualification should teach Mathematics at JSS III class so that the learners can be adequately prepared for their compulsory Junior Secondary School Certificate Examination (JSSCE). Secondly, teachers should be motivated to participate actively in in-service training programmes and workshops to update their knowledge and pedagogical skills. Lastly, Mathematics teachers with low qualification level should be encouraged to undergo higher study through part time study or be given study leave¹⁰⁸.

A research was done to examine the relationships among teacher qualifications, experience, and learners' satisfaction. The study also investigated whether teachers' skills and methods, and knowledge-sharing mediate the association between teacher qualifications, experience, and learner satisfaction. The data were collected from four hundred and forty (440) teachers of top ranking and well-known Private Pakistani universities. The results revealed that teachers' qualification is the strongest predictor of learners' satisfaction than teachers' experience. Teachers' skills and methods, and effective knowledge-sharing moderately mediated the relationship between teachers' experience, qualifications and learners' satisfaction. It was also revealed that knowledge-intensive culture moderated and strengthened the relationship amongst teachers' skills and methods, effective knowledge-sharing and learners' satisfaction²⁰⁶.

Another similar study was undertaken to ascertain the impact of teachers' qualifications on learners' achievement in science based on the G.C.E (O/L) performance

in Trincomalee division. All the teachers who taught science subject for the G.C.E (O/L) classes in the Trincomalee Division were selected for the research study. A self-designed questionnaire was used to collect the data from the teachers. Fifty-three (53) questionnaires were distributed among the science teachers in Trincomalee Division and a response rate of 100% was obtained. All data gathered was subjected to descriptive and inferential statistical analysis. Results showed that teaching experience, educational qualifications and subject major were strong significant positive predictors of learners' performance in science. It was therefore recommended amongst others that teachers' qualification is a strong predictor of learners' achievement in any educational institution²⁰⁷.

Another closely related study was undertaken to examine the impact of teachers' teaching experience and educational qualification on academic performance of learners in public secondary schools in Ekiti State, Nigeria. A descriptive survey research design was employed to carry out the study. Results revealed that there is a significant positive relationship between teachers' teaching experience, educational qualification and academic performance of learners. The study has therefore shown that teaching experience and educational qualification had influence on academic performance of learners. It was therefore recommended on the basis of the findings that only teachers who are qualified for the subjects they are applying for should be employed to teach and teachers who have vast experience should be recruited. This should be done so as to improve the academic performance of learners²⁰⁸.

Another study was done to establish whether advanced degrees and years of instructing experience are associated with learners' science achievement gains in Public Secondary schools in Kenya. In particular, the study differentiated educational level into advanced degrees in Science and advanced degrees in any major, and experience into

general years of instructing experience and years instructing science in general and at grade 12. Instructing quality factors drawn from dynamic model of instructor effectiveness were utilized in the model to establish if they mediated the effect of instructor's education level and experience on learner achievement. A sample of six hundred and ten (610) respondents was sampled consisting of five hundred and seventy (570) respondents consisting of four hundred and fifty (450) learners and one hundred and twenty (120) grade 12 Science instructors was selected from forty (40) public secondary schools in the county 2-Level Hierarchical linear modelling was used to disentangle variance associated with learners nested within classes and instructors nested within four categories of high rank and low rank schools in the County. The study found no variation in instructor qualification, between high and low ranking secondary schools with respect to education level and experience, but only with a small difference in grade 12 experience between low ranked and high ranked schools. With regards to proportion of variance due to nested data, 20.8% of variance in learner achievement was amongst learner while the rest was within classrooms (instructors). With regards to instructor experience, instructors with more than two years of grade 12 experience will improve learner scores by 1.15 units while those instructors without such experience will improve scores by 0.83. With regards to education level, an instructor with advanced degree chemistry or education will improve learner achievement gains by 0.085 units, while that with no advanced degree in any major will result to only 0.067-unit increase in learner chemistry achievement. It was recommended that advanced degrees currently acquired by instructors have significant effect to learners and as such, instructors with such degrees and experience should adequately be remunerated that is, provided benefits as at when due to motivate them to perform even more²⁰⁹.

2.3.1.1.2 Lecturers' Classroom Management and Educational Management Undergraduates' Employability

A study was done to ascertain the impact of learners' perception of instructors' subject mastery and classroom management on learners' academic performance in chemistry in Calabar Municipality, Cross River State, Nigeria. A descriptive survey research design was used. The population consisted of all Senior Secondary School two (SSS2) learners in the area of study. The sample was two hundred (200) SSS2 learners who were drawn through simple and stratified random sampling techniques from the population. A self-designed questionnaire titled – “Learners' Perception of Instructors' Attitude to Work Questionnaire (SPTAWQ)” was used to gather relevant data from the sampled respondents. The questionnaire was subjected to validation and reliability using Cronbach's Alpha which gave reliability coefficient values of .873 and .984 respectively for sections B and C of the instrument. Inferential statistics such as One-way Analysis of Variance (ANOVA) statistics was used to test the hypotheses of the study. The results showed significant positive influence of learners' perception of subject mastery, classroom management on learners' academic performance. It was therefore recommended based on the results that learners should have positive perception of their instructor and the subject as well, as this will help motivate interest and enhance academic performance⁹⁷.

Another similar study was undertaken to ascertain the impact of classroom management on learners' communication skills in English language teaching. Interventionist style, Interactive style and Non Interventionist style were considered as three types of classroom management styles. The study population included all female secondary high school learners in Iran, Bojnourd city in the academic year 2019- 2020. The classroom management style of English language instructors was measured by using

an adapted Classroom Management Questionnaire. A sample size of twenty (20) instructors were used for the study. Results of the analysis showed that the learners of the interaction oriented instructors have higher and stronger communication skills compared to the learners of the interventionist instructors. It was thus recommended based on the results of the study that instructors should adopt more of the interaction oriented classroom management style for teaching of students¹⁰⁰.

Another study was carried out to ascertain the impact of the classroom management practices on the learners' academic achievements in public secondary schools in Meru South Sub-County. The specific objectives of the study were to - ascertain the impact of classroom discipline management on learners' academic achievement; examine how instructional supervision affects learners' academic achievement; determine the impact of classroom instructional methodologies on learners' academic achievement; and examine the impact of supportive feedback on learners' academic achievement. Two theories guided the study. A descriptive survey research design was used for the study. The study population included fifty-five (55) principals, one hundred and two (102) instructors and three thousand, one hundred and fifty (3,150) learners. Out of these, about three hundred and fifty-five (355) respondents were selected as sample for the study using stratified random and purposive sampling methods. Two self-designed questionnaires (instructors and learners) were used to obtain data for the study. Face and content validity was to validate the instruments. Interview schedule was also used to collect qualitative data for the study. Reliability of the instruments were carried out using Cronbach's alpha and coefficient values of 0.867 and 0.869 were obtained for the instructors and learners' questionnaires respectively. Both content and descriptive analysis were used to analyse the data gathered for the study. Content analysis was used to analyze the interview responses while descriptive analysis was used to

analyze the learners' and instructors' questionnaires. Results showed that classroom discipline management practices had an impact on learners' achievement; teaching methodologies however, were not that effective and therefore leads to little impact on the learners' achievement. Instructional supervision done by principals had a positive impact towards learners' achievement as this made sure instructors were able to complete the class syllabus. Most of the principals did not employ walking in class method during lessons to ascertain whether what was in the schemes was taught in class. Supportive feedback through encouragement of learners by instructors played a crucial role towards ensuring that learners were motivated hence improving learners' achievement. Due to the results of the study, it was recommended that classroom discipline management practices should be enhanced in order to realize better results; principals should go beyond just the normal checking of schemes, attendance register to doing impromptu visits in classes so as to ensure that, what is laid out in the scheme or syllabus is duly followed to the letter; principals should do bench marking with those that have been found performing well particularly in teaching methodologies. It also goes further to recommend that supportive feedback should be encouraged in order to boost learners' morale and hence improve their academic achievement. The study is therefore significant in that it is expected to help education policy makers, school heads, instructors and other stakeholders to emphasize the incorporation of varied instructional strategies to improve learners' academic achievement¹⁰¹.

Another closely related study was carefully carried out to investigate classroom management and learners' academic performance in public secondary schools in Rivers State. Descriptive research design was used in this study so as to describe the relationship that exists between the variables of classroom management (independent variable) and learners' academic performance (dependent variable) without any form of manipulation.

The population of the study consisted of Twenty-Four Thousand, Three Hundred and Twenty (24,320) instructors in public secondary schools in Rivers State. A sample of one hundred and fifty instructors (150) were chosen from each of the three senatorial districts in Rivers State, totaling 450 using stratified sampling technique. Out of 450 copies of the questionnaires distributed, 400 representing 89% of the total distributed copies of questionnaires were duly completed and retrieved. The instrument used for this study was a sixteen item self-structured questionnaire. Face and content validity of the Instrument was carried out by the researcher's supervisor in the department of Educational Management, Ignatius Ajuru, University of Education. The reliability of the instrument was done using Cronbach's Alpha and a high reliability coefficient value of .998 was obtained which showed that the instrument was highly reliable. Descriptive and inferential statistics such as mean, standard deviation (used for answering research questions), and Pearson Product Correlation Coefficient (PPMC) used in testing the hypotheses at .05 significance level were used. Results showed that there is a significant relationship between classroom discipline and academic performance of the learners in public secondary schools in Rivers State. It also showed that class room discipline does not relate to learners' academic performance in public secondary schools in Rivers State; there is a significant relationship between effective teaching and academic performance of the learners in public secondary schools in Rivers State; there is a significant relationship between instructors' reward system and academic performance of the learners in public secondary schools in Rivers State. It was thus recommended that school administrators should encourage school discipline, effective teaching and reward system to enhance learners' academic performance¹⁰².

An identical research work was undertaken on the impact of instructors' classroom management strategies on learners' academic performance. It examined in

details the strategies adopted by instructors in managing their classroom and how these enhanced learners' academic performance. Two research questions and hypotheses were raised to guide the study while descriptive survey research design was employed to carry out the study. A sample size determination formula was used to determine a sample size of three hundred and eighty (380) from a population of seven thousand, four hundred and twenty-five (7,425) senior secondary school instructors. A self-designed questionnaire titled - "Instructors Classroom Management Strategies and Learners Academic Performance (TCMSAP)" was used for data collection. Descriptive statistics was used to answer research questions while t-test statistics was used to test hypotheses at 0.05 level of significance. Results revealed that instructors in senior secondary schools in Rivers State use both preventive and reactive strategies for their classroom management and these have significant influence on learners' academic performance. It was concluded that no matter how equipped classrooms are with modern technologies, there is need for instructors as the highest authority in the classroom to be given professional training. In addition, reactive measures of classroom management such as punishment may contribute to classroom control and enhance learners' performance. It was recommended on the basis of the results that instructors should establish rules and regulations in the classroom against disruptive behaviour; Instructors should be cautious while using punishment so that it does not adversely affect learners' academic performance; Instructors should assign responsibilities to learners to make them have a sense of belonging and confidence; and conferences and seminars should be organized for instructors to learn and acquire new effective classroom management skills¹⁰³.

A study was done to investigate the impact of instructors' classroom management on learners' motivation for learning and academic achievement in Kwara State. Descriptive survey design was employed. The population was all primary instructors and

learners in Ilorin Metropolis, Kwara State. The sample size was two hundred and fifty (250) instructors and all learners in their classrooms. One research questions and four hypotheses were raised to guide the study. Two researchers' developed instruments titled - 'Instructors' Classroom Management Style Observation Scale (TCMOS)' and 'Learners' Motivation for Learning Rating Scale (PMLRS)' were used to gather data for the study. The instruments were validated and subjected to reliability statistics (Cronbach's alpha) of which coefficient values of 0.882 and 0.896 were obtained for both questionnaires respectively. Data collected were analysed using descriptive statistics, linear regression, t-test and ANOVA. Test of hypotheses were done at 0.05 level of significance. The results showed that there is significant influence of classroom management styles on learners' motivation for learning and their academic achievement. It was recommended that instructors should be encouraged to adopt appropriate classroom management to motivate learners to learn for improved academic achievement; courses on classroom management and leadership should be integrated into the instructor training curriculum while regular re-training of instructors' in-service should be encouraged²¹⁰.

A closely related research work examined the impact of classroom management strategies of Junior High School instructors on the academic performance of learners in the Ashanti Akim North District. A descriptive survey research design was used for the study. One hypothesis and two research questions were raised to guide the study. Multi-stage sampling technique was used to select forty-eight (48) instructors and two hundred and ninety-seven (297) year two learners to respond to the Behaviour and Instructional Management Scale Instrument. Test scores in English Language, Integrated Science, Mathematics and Social Studies were used to measure learners' academic performance. Tools used for statistical analyses of the data collected were - means, standard deviation,

Pearson's Product Moment Correlation Coefficient and Multiple Regression. Results revealed that both learners and instructors identified good relationship and reinforcement as the mostly used classroom management strategies. It was found that a significant positive relationship existed between reinforcement and antecedent as classroom management schemes and learners' academic performance. However, good relationship and punishment as classroom management strategies did not have a positive significant relationship with learners' academic performance. It is recommended based on the results of the study that instructors should use reinforcement and antecedent strategies frequently in their classrooms since they play a dual role of managing behaviour and predicting learners' academic performance; good relationship as a classroom management strategy should be cautiously used because it could potentially be misinterpreted or abused and can lead to low academic performance; and using punishment as a classroom management strategy should be avoided as its use could hinder academic performance of learners²¹¹.

A similar research work was carried out to ascertain the relationship between classroom administration methodologies with scholarly execution of understudies. This study was quantitative in nature. Survey method was utilized to gather information from respondents. A sample of three hundred and seventy (370) instructors was selected from all male and female public colleges of Lahore. A questionnaire with a five point Likert type scale was used to collect data for the study. Descriptive and inferential statistics such as mean, t-test and Pearson product moment correlation were used to analyze the data gathered. Results revealed that there is a positive relationship between instructors' classroom management strategies and learners' performance or achievement in the study area. Furthermore, results showed that there is a positive relationship between teaching methods being used and learners' achievement²¹².

A descriptive research work was carried out to identify the challenges that affect effective classroom management; the classroom management strategies used by the instructors; and the impact of classroom management on the learners' academic achievement. A questionnaire was adopted and administered among randomly selected faculty members in some private universities in the Kingdom of Bahrain. Results revealed that the top two challenges that affect effective classroom management are the learners' needs and characteristics and the learners' seating arrangement. For the common classroom strategies, instructors agreed that they have to provide awareness for instructional activities and to map and decide how to deal with the learner's unsuitable behaviour. On the perceived impact of classroom management on learners' academic achievement, instructors believe that classroom supervision is the process of establishing and maintaining a successful learning environment which may lead learners to succeed in class and their roles in class affects learner's academic success²¹³.

A study was carried out to ascertain effective classroom management and learners' academic performance in secondary schools in Uyo Local Government Area. Four (4) research questions and four (4) null hypotheses were raised to guide the study. The descriptive survey research design was employed for the study. The population of two thousand, and forty-four (2,044) Senior Secondary School One (SS1) learners with a sample of two hundred (200) learners selected from five (5) public secondary schools in 4 clans within the study area. A self-designed questionnaire was used to get data from the respondents. The research instrument was a 4-point rating scale and contained 25 items to measure the study variables. The Pearson Product Moment Correlation Coefficient of 0.894 ascertained the reliability of instrument for use in the study. After the administration, scoring and collation of the instrument, the data gathered were subjected to the chi-square analysis. All the null hypotheses were tested at 0.05 level of significance.

Based on the result of this study, it was concluded that the learners in the public Secondary Schools in Uyo Local Government Area differ significantly in terms of academic performance based on verbal instruction, corporal punishment, instructional supervision and delegation of authority to learners. It was recommended that instructors should be skilled in classroom management so as to positively influence learners' academic performance²¹⁴.

2.3.1.1.3 Lecturers' Instructional Delivery and Educational Management Undergraduates' Employability

A research was carried out to investigate the relationship between learners' engagement, instructional delivery, and learners' achievement through a mixed-methods, comparative case analysis. Data were gathered through classroom observations of sixteen (16) instructors working in four MDCPS schools. A convergent mixed methods research design facilitated a single-phase approach for simultaneously collecting qualitative and quantitative data. Observations provided correlations between High-Order Learning Tasks and Authentic Learning as well as Explicit Instruction with Connecting to Prior Knowledge and Providing Feedback. The primary instructional strategy used was instructor questioning. Furthermore, Learner Engagement yielded varied degrees of correlation in association to the Instructional Delivery while compared to the Learners' Engagement indicators which generated weak correlations. Results showed that instructional strategies in terms of delivery predicted higher levels of learner engagement in the classroom as well as other observational tools that corroborate various forms of engagement. It was therefore recommended that professional development in the areas explicit instruction, use of xi questioning, providing feedback, and use of technology is crucial to building instructors' capacity¹⁰⁵.

A similar study investigated the impact of different instructional delivery methods (face-to-face, virtual and blended) on intermediate learners' academic achievement. The sample population of the study comprised of three (3) randomly selected second year intermediate classes of an intermediate female school in Tabuk. One class was assigned to be control group. The other 2 classes were assigned to be the experimental group. The three classes were taught by the same instructor for the same unit of second year intermediate English subject. Validity and reliability of the tools were measured. Applying the pre-test for both control and experimental groups. The control group were taught using the traditional way of teaching whereas the experimental groups were taught using blended and virtual classes. The post-test was applied by the end of teaching the assigned unit. Data was statistically analyzed. Results showed that the various teaching delivery methods (face-to-face, virtual and blended) had positive significant effect on intermediate learners' academic achievement in the experimental group than control group. This goes to show the importance of instructional delivery on learners' achievement in their academic life²¹⁵.

Another closely identical research work sought to establish the effect of instructional strategies on learners' academic achievement in public senior high schools in Ghana. The study utilised a sample of two hundred and ten (210) learners and one hundred and sixty (160) instructors sampled through proportionate stratified sampling method. The study attempted to establish which instructional strategies were inherent in public senior high schools in Ghana and how those strategies impact on learners' achievement in the standardised mathematics test. It was revealed that most instructors had an average experience of five years, with those over ten years' experience exhibiting ineffective teaching strategies due to lack of structured instructor professional development. Furthermore, the study established that classroom management strategies

which promote discipline among learners and instructor-prepared strategies were inherent among instructors. However, strategies which increase learners' engagement, as well as those which increase learning during lesson delivery, were inadequate. It was therefore recommended that the government of Ghana enhances a structured instructor professional development as well as effective school-based instructor supervision policies²¹⁶.

A study correlated the effectiveness of teaching with learners' academic performance in English language in senior secondary school, Adamawa state. However, the study purposively takes Yola education zone out of four education zone in the state as study area and sampled one hundred and seventeen (117) English language instructors across the sixty-three (63) public senior secondary schools in Yola education zone, Adamawa state. The study used "English Instructor Teaching Effectiveness Evaluation Scale (ETTEFS)" for data collection, by issuing out a copy for the vice principals to serve as school based evaluator for the respective English language instructor in their schools. The average learners' performances in English language in the last promotion examination for those learners taught by the participating English instructors were also recorded at average of ten (10) learners per instructor. A self-structured questionnaire was used as instrument for data collection. Data collected were analyzed using Pearson Product Moment Correlation at 0.05 level of significance. It was revealed that instructors' lesson planning effectiveness, instructors' lesson delivery, instructors' use of instructional materials and classroom management are all significantly related with learners' performance in English language. It was recommended based on the results that there should be more instructors' training and provision of instructional materials for the support of English instructors²¹⁷.

2.3.1.2 Lecturers' Attitude (Affective, Cognitive and Behavioural) and Employability of Educational Management Undergraduates

A study sought to discover how lecturers' attitudes and competences influence academic performance of university female students, since they are generally lagging behind in academic performance at a university in Masvingo Province, Zimbabwe. The transactional theory was the main theory that anchored this study. The population comprised all Part two to Part four female university students and all the lecturers that taught the female students who were at the institution. A sample of twenty-five (25) female students and five (5) lecturers in four faculties was selected using the convenience sampling strategy. The study employed a case study research design which involved use of individual interviews and focus group discussions to collect data. Data was analysed in narrative form and thematically. The study revealed that two out of four male lecturers had negative attitudes towards female students while most female lecturers had positive attitudes towards them. It could be inferred that male lecturers who were socialised in such a way that they see females as inferior to males carry that same attitude to lecture rooms and treat female students as inferior. It is likely that lecturers may make wrong judgements about female students because of the way they were socialised. It was noted by fifteen students out of twenty that lecturers who had an attitude that females were inferior are likely to be identified by their comments such as that females are low performers. The findings on lecturer attitudes also indicated that lecturers may attach labels which are negative due to the way the female students dress. The lecturers may see a relationship between dressing and level of seriousness of a student. Three out of ten lecturers indicated that female students who concentrate on how they look and beauty are usually low performers. The study also revealed that two out of four male lecturers from the Faculty of Commerce and Sciences had very positive attitudes towards the female university students who were doing the so-called difficult subjects such as Mathematics and Science. The lecturers who were in the Faculty of Commerce were of the young

liberal cohort who may have accepted the changes brought about by feminism hence, their positive attitudes towards female students. Three of the young generation and liberal male lecturers blamed gendered codes as the factors that negatively influenced female students' academic performance. Their conviction was that given an enabling environment, female students can compete equally with their male counterparts. This is consistent with the transactional theory that informed this study which stipulates that the transaction between the seed (genetics of the student) and the grounds (environment such as the university physical and social ambience) are both pivotal in producing good results. Lecturers with such a positive attitude encouraged female students to work hard and excel. The study revealed that student-lecturer relationship may create a barrier to effective lecturing and learning and this compromises the attainment of good results. This may mean that female students who have negative attitudes towards lecturers may cause lecturers to have a negative attitude towards them. They may not pay attention during lectures as a result of these negative attitudes. The lack of attention may negatively affect their performance⁸⁵.

According to a scholar, students' motivation and the sense of observing behaviours from their surrounding are at a very high level therefore student without an encouraging and supportive environment are less likely to deal with and handle failure, because of their feelings about no self-worth or competence in their lecturer, it is necessary to make sure about attitude or behaviours that motivates students or help them to recognize their strength and improvement areas lecturers are important role models for students and have a big impact on students' academic performance. The impact of lecturer behaviour and attitude play an important role in achievements of student performance. An attitude is a mindset of how a lecturer acts or thinks toward his/her her students at different times it could be positive as well negative, effective or ineffective,

voluntary or involuntary, and overt and covert. Attitude and behaviour could affect how well a lecturer plans and prepares for her lessons. The scholar's research measured the impact of lecturer attitude or behaviour on students' performance which interpret into graph and pie chart presentation at grade six the classroom is the set of behaviour with the cooperation of lecturer and students then it reflect into performance under the overture of the study's aim, this research ha the objective of Lecturer relationship with students that maintain a learning in which to encourage those teaching behaviours that amend those behaviours that are associated with low academic performance of sampling students¹²¹.

Lecturers' attitude could be measured by their affection, cognition and behaviour. Affection has to do with their like and dislike towards teaching, anxiety associated with teaching and self-confidence in relation to teaching students at the university. Lecturers' cognition includes the perceived usefulness of what they teach the students, the difficulty or ease of teaching them, as well as gender ability and beliefs towards teaching. It is believed that a lecturer who views teaching as not useful will require his students to just memorise rules and procedures without meaning. This is a negative outlook that would not only make his students develop negative attitude and knowledge towards what they learn but could also make them unemployable^{116,117}.

Lecturers who try to work closely with students have an understanding that provides a successful and rewarding learning environment. Lecturers' input and positive attitudes contribute a lot towards good learning and academic performance¹⁴⁰. Some investigators posit that both lecturers' and students' attitudes combined influence academic performance. The social climate or ambience of the school and a good learning atmosphere that is characterised by good relations between scholars and lecturers/lecturers is known to be a conducive environment for teaching, learning and assessment of students' work¹⁵⁰. Lecturers' attitude and motivation are inter-correlated,

and they create a conducive environment for both the students and the lecturers. Thus, students will feel motivated by the positive aura from the lecturers throughout the learning process¹⁶⁹.

A study investigated teachers' attitude towards teaching and students' performance in English grammar in selected senior secondary schools in Osogbo metropolis, Osun State, Nigeria. The study adopted a descriptive research design of survey type to provide answers to two research questions. A total of twelve (12) teachers and three hundred (300) students were randomly selected from the six Government High Schools in Osogbo metropolis, covering Osogbo and Olorunda Local Government Areas in Osun State. "Teacher Attitude Questionnaire" and "English Grammar Achievement Test" were used in data collection. Data collected were analyzed using frequency counts, simple percentage and Pearson Product Moment Correlation (PPMC). The results revealed that majority of the teachers who participated in the study had negative attitude towards the teaching profession. Results also showed that teachers' attitude towards teaching had a positive significant relationship with students' academic achievement in English grammar. Based on the findings of the study, it was recommended that teachers who have right attitude towards teaching should be employed²¹⁸.

A study examined the impact of lecturer's attitude on students' academic performance in federal college of education, Zaria. The respondents comprised of three hundred (300) lecturers and students. Questionnaire was employed as the instrument for data collection. The data collected were analysed using simple frequencies and by calculating the mean and standard deviation, the research question which indicates that lecturer's attitude has positive impact on students' performance. One Way Analysis of Variance (ANOVA) was applied to test the research hypothesis. However, the null hypothesis of the research was rejected. It reveals that Lecturer's attitude has significant

impact and relationship on student academic performance. Positive attitude of lecturers generally produces higher learning results and possible greater students' employability. The researchers recommended based on the findings of the research that the lecturers should be encouraged and motivated on good interaction with the students with that the performances of students would defiantly increase²¹⁹.

Lecturers as individuals are saddled with the responsibility of helping students to learn and behave in an acceptable manner in society. It therefore implies that lecturers' characteristics such as Pedagogical Content Knowledge (PCK), mastery of subject matter, enthusiasm and temperament which are the variables under the study may have influenced the attitude of students either positively or negatively towards STEM subjects in the secondary schools in Bayelsa State. This by extension will influence students' pursuit of STEM related disciplines in tertiary institutions. The results reveal that lecturers' pedagogical content knowledge has influence on students' attitude towards STEM subjects in secondary schools in Bayelsa State²²⁰.

The above study was in consonant with a work which revealed that lecturers' PCK was the foremost factor influencing students' situational science interest²²¹. It was also in agreement with the findings from a research that lecturer PCK contributes to students' learning of mathematics and other science subjects²²². It is therefore important that STEM subject lecturers in Bayelsa State possess the necessary STEM pedagogical content knowledge. Based on the grand mean, it was shown that lecturers' mastery of subject matter is an influencing factor of students' attitudes towards STEM subjects in Bayelsa State secondary schools²²⁰.

The above finding is in line with the view of researchers who put forth that mastery of subject matter and the ability to be critical of the content knowledge can influence students' attitude¹⁷⁶. Lecturers' enthusiasm was shown as a factor that

influences students' attitudes towards STEM subjects in Bayelsa State. From the results, lecturers' temperament was also viewed to be a factor influencing students' attitudes towards STEM subjects in the study area²²⁰. This was in agreement with some researchers who opined that lecturers who get angry quite easily can negatively influence students' attitudes towards STEM subjects as this might result in pessimism and negative thoughts and feelings among students^{223,224}. Based on the discussion of the above findings, it could be deduced that all lecturer variables: pedagogical content knowledge, mastery of subject matter, enthusiasm, and temperament are influencing students' attitudes towards STEM subjects²²⁰.

Interestingly, as of today, enthusiastic teaching is understood as a feature of instruction²²². Likewise, lecturers' temperament is a fundamental component of the instructional process and some evidence, particularly from developing countries indicate that lecturers' knowledge impact on student learning all of which are critical keys to creating a well-behaved classroom and building the skills, knowledge and attitude of the students for the labour market^{224,225}.

It also emerged from a study that three male lecturers and two female lecturers lacked confidence in the ability of female students. It is likely that they may consciously or subconsciously know that male students usually perform better than female students. The lack of confidence by the lecturers may be seen in how they allocate topics for presentation, mark assignments and their comments during lectures. The study revealed that lecturer attitudes were sometimes negative because of the passive behaviour of some female students. This may mean that the students who were passive had accepted that they lag behind in academic performance. When they grow older female university students especially the single ones speak less and less in classroom settings, hence lagging behind in educational. It may be that some lecturers have experienced that some

of the female students, even when encouraged to excel, may not be able due to low self-esteem⁸⁵. Lecturers are in most cases biased towards good students and are negative to problematic and weak students²²⁶. Lecturers in most cases may have confidence in female students who are respectful and stable and consistent in what they do and in who they are. It also emerged from the study that lecturers' competences influenced the academic performance of the female university students. The study revealed that poor lecture delivery comprising of high volumes of notes which lacks explanations and illustrations had a negative influence on female students' academic performance. Lecturers who were not trained to be in the teaching/lecturing profession were noted to be data banks that lacked pedagogical skills of delivering the data^{85,226}.

Effective lecturers teach in ways that include demonstrations that create an environment conducive for learning and this is reflected in high academic achievements¹⁴¹. An effective lecturer creates a conducive learning environment and gives all the students an equal platform so that both male and female students participate and are awarded marks they deserve⁸⁵. Lecturer or lecturer skills and knowledge, as well as the level of support and resources, are important to consider if students are to attain good academic performance¹⁵⁰. It was recommended based on the findings of a study that lecturers who are holders of non-teaching degrees be trained in order to improve their competences, renew, sharpen their minds and refine their skills⁸⁵.

An author evaluated the impact of a lecturers' professional development program, "Attitudes and Behaviours for Learning" (AB4L) on the achievement of students struggling with reading. Two primary school lecturers from two economically disadvantaged schools received three half-day training sessions in practices to teach students positive attitudes and behaviours for learning, which they implemented during literacy classes. Ninety-eight (98) students were taught the AB4L program while eighty-

six (86) students were not. Results include: (a) Student- and lecturer-rated learning behaviours were positive correlated with objective reading performance; (b) A significant benefit of AB4L on the reading performance of those students who scored in the lower 50 percent of their class on a reading comprehension survey; (c) Students in classes where AB4L was implemented who showed improvements in reading comprehension also showed increases in behaviours for learning. A recommendation is that lecturer professional development programs should incorporate positive attitudes and behaviours for learning²²⁷.

An author posed that if a lecturer appears not interested or careful about a particular subject or student, he/she will be unable to foster a supportive learning environment. Furthermore, lecturers with negative attitudes may not be as approachable to students as lecturers who are positively motivated. So, students find it difficult asking such a lecturer questions on the grey areas of the subject he/she teaches. Once this is the case, students begin to lose interest in the subject and learning generally, which ultimately affects their academic performance negatively²²⁸.

A study was carried out on the perceptions of lecturers on the relationship between the lecturers' behaviour and students' motivation. A 5-point Likert-scale questionnaire was employed for data collection. The questionnaire was delivered to all lecturers at Takhar University in Afghanistan. From a total of one hundred and eighty (180) questionnaires delivered, only one hundred and fifty-one (151) were completed and valid for further analysis. The data were analysed using descriptive and inferential statistical methods. The analysis of data indicated that regardless of education levels and the country's rate of development and stability, lecturers' perceptions have a significant influence on lecturers' behaviour (attitude) and students' motivation. The findings also revealed that the different age categories of the lecturers and their behaviours influenced

tertiary education students' motivation differently. It could be concluded that higher education administrators must focus their attention on ensuring that the institutions hire lecturers from different age categories and outstanding attitudes to better influence motivation of the undergraduates²²⁹.

2.3.2 Academic Curriculum and Employability of Educational Management Undergraduates

It was emphasized the need to develop customizable curricula by universities to assist educational management undergraduates in identifying and learning critical skills, knowledge and attitudes to compete in their targeted global markets. Education employment potential cannot be overemphasized in an era of economic recession. All over the world, higher education institutions (such as universities) factored employability and creativity into their curriculum to provide potential students' desirable learning experiences culminating into productive knowledge, skill and attitude (KSA) in life. Current scientific literature contends that the workplace is dynamic and therefore education graduates need more than academic knowledge to be successful as employees and entrepreneurs. Technical competency is no longer sufficient as success in national and global workplace is dependent largely on development of human relation skills, self-management and workplace enhancement skills such as decision making and critical thinking. Therefore, the usual teaching philosophy and learning experiences in this new globalised age will only succeed to make educational management graduates more globally deficient and unfit. Besides, critics have even cautioned that as the social, political, individual, and business needs are rapidly changing, education curriculum must equally respond smartly to meet the needs².

The main purpose of a study was to ascertain the impact of academic factors on graduate employability in Nigeria, a case study of Calabar, Cross River State. To achieve

this objective, two null hypotheses were formulated to guide the study. The ex-post facto research design was adopted for the study. An accidental sampling technique was employed in the selection of the samples. A total of one hundred and fifty (150) respondents were used for the study. The major instrument for data collection was a four-point Likert scale questionnaire titled "Academic Factors and Graduate Employability Questionnaire (AFGEQ)". It was designed by the researcher with the aid of five research experts to establish its validity and reliability. The split-half method of reliability was employed to test the reliability. Pearson product moment correlation coefficient and Spearman Brown Prophecy Formula coefficient derived after correlating the outcomes were 0.789 and .882 respectively. Data collected was subjected to statistical test at 0.05 level of precision. The hypotheses were analysed using one-way analysis of variance (ANOVA). The result of the analyses showed that academic discipline significantly influences graduate employability while academic achievement does not significantly influence graduate employability. Based on these findings, it was recommended among others, that the curriculum should be reformed and made universal to provide students of higher institutions with the requirements of contemporary labour market. It was also recommended that there should be a de-emphasis on certificate education in place of skill oriented training⁶.

Scholars stated that curriculum is the fundamental source of all intellectual disciplines. Generally, curriculum in higher education is a body of interdependent knowledge sequentially and systematically planned to provide students qualitative learning and career education. The bright future prospects facing educational management graduates in Nigeria requires employability centered curriculum that can satisfactorily meet the unstable demands of employers. Employability centered curriculum is a paradigm shift from the traditional known perspective of curriculum to knowledge-based

and skill-based learning that prepare educational management undergraduates for enterprise development, employment and social adjustment in society. Employability connects the university and the marketplace together and enhances institutional capacity to deliver highly innovative curricula to educational management undergraduates by integrating academics to vocation. The scholars carried out a descriptive study to examine the concept of employability centered curriculum and labour market prospects of Business Education students. In achieving the underlying purpose, a sample of seventy (70) Business Lecturers and programme coordinators charged with curriculum planning and implementation was employed in the study. A 23-item instrument, structured on a 4-point rating scale was validated and pilot tested and the reliability coefficient was calculated using Pearson Product Moment Coefficient to achieve 0.87 internal consistencies. Quantitative data collected from respondents were analysed using Descriptive statistics-means and standard deviation. The findings showed that broader career-specific learning environment, experiential learning, professional skill development, global orientations and access to business information in students' specific discipline are core employability-centered curriculum framework of action that could guide curriculum and instruction planners in universities. The study recommended that rebranding of institution's mission, system-wide employability curriculum and interface with industry are practical approaches university could undertake to enrich the educational experience of their students and ensure their successful transition into the labour market. These best practices when incorporated into the curriculum by institution management would help students develop valuable career-specific employability skills that guarantee the employers and assure stakeholders of students' readiness for employment. Institutional leadership in various universities should be encouraged to adopt the employability-centered dimensions and set up practical approaches as

framework of action to broaden the current Business Education curriculum so as to provide students, valuable competences required by employers⁹.

A study examined institutional variables as determinants of employability skills acquisition among educational management undergraduate in Cross River and Akwa Ibom States, Nigeria. Three research hypotheses were formulated to guide the study. A descriptive survey research design was employed for the study. The population comprised of final year students in Faculty of Education at the University of Calabar numbered nine hundred and four (904) and University of Uyo numbered nine hundred and thirty-nine (939) respectively. Stratified random sampling technique was employed to select a sample of one hundred and eight (108) respondents from University of Calabar and one hundred and twelve (112) from the University of Uyo. A self-designed and well-structured questionnaire with a rating scale of strongly disagree (1) to strongly agree (9) was used. The questionnaire was titled - "Students' Employability Skills Acquisition Scale (SEASAS)". Face and content validity of the instrument was done by supervisor and research experts in the faculty of education at university of Calabar. Cronbach's Alpha was employed to determine the internal consistency of the instrument. Hypotheses were tested using t-test and one-way analysis of variance (ANOVA) at 0.05 level of precision. The result of the study revealed that institutional variables on the levels of employability skills after their years in various programmes were not significantly low. Based on the findings, it was recommended among others that employability skills studies should be embedded in the university curriculum; university authority should make programmes of study more elaborate and rich in content to equip students with skills. Academic programmes in the universities irrespective of the school-age and terms of conditions should also be given basic priorities¹⁵.

It was posited in a research work that employability skills have become very imperative in the present day Nigeria due to the prevailing unemployment situation. This is because these equip students with work related competences that are most sought after by employers of labour. This therefore underscores the need to enhance students' employability skills in universities. The research which adopted survey research design, was carried out to ascertain university students' perspective on employability skills for work placement. The sample comprised four hundred (400) students drawn from a population of all final year students in universities in South-South region of Nigeria. Two research questions and one hypothesis were evolved to guide the study. Data collection was done through a researcher developed questionnaire titled "Employability Skills Questionnaire (ESQ)". The instrument's reliability coefficient of 0.867 was obtained using Cronbach's Alpha. Data was analysed using descriptive and inferential statistical techniques such as frequencies, simple percentages, mean and population t-test. Results obtained indicated that the university curriculum in its present form is inadequate in enhancing students' employability skills. Results also showed that the level of acquisition of employability competence of students were significantly low in terms of possession of team work skills, planning skills, information and communication technology skills, problem solving skills, analytical skills, leadership skills, critical thinking, and initiative skills. Specifically, it was revealed that the university curriculum is not adequate in enhancing students' acquisition of employability skills. A plausible explanation for this findings is that university courses are most often academically oriented and subject knowledge based rather than work related. The findings of this study are not totally surprising because there is a public out-cry of poor quality university graduates. The findings further indicated that the university does not adequately prepare its students for the world of work. University undergraduates are poorly equipped for the world of work

as there is a “disconnect” between the education/training provided by universities and opportunities available in the labour market. Existing Undergraduate programmes in the universities are not producing graduates with the kinds of lifelong learning and generic skills which they need to be successful in their chosen careers. It was added that many graduates despite their intimidating credentials seem to lack employability skills. Employers of labour complain of poor quality graduates who do not possess the requisite employability skills necessary to match the available jobs. Most graduates find it difficult to write simple sentences or aptitude test which invariably prevent them from getting suitable jobs in the labour markets. The lack of employability skills and attitudes amongst educational management university graduates has been attributed to a weakening educational system with outdated curricula that lacks appropriate learning experiences for the development of needed employability skills in them. It was concluded from the results that the university curriculum in its present form is not adequate in enhancing students' acquisition of employability skills and these skills which are basic requirements for job placement in the labour market is lacking in university students in the area of study. This therefore, underscores an urgent need for the universities' management to take the responsibility to make employability skills the core of its curriculum and student' learning experiences. This will enhance their competitive advantage for employment. It was recommended that universities should regularly update their curriculum to meet the demands of the labour market. Also, students should be placed on industrial attachment for a significant duration of at least one semester through practicum or internship to enhance their acquisition of work related skills³⁴.

According to a researcher, the existing university curriculum in most developing countries is not producing graduates with the kind of professional and lifelong learning skills that they need in order to be successful in the competitive and congested changing

world of work. Universities have been criticized for the fact that their mode of training has little or no relevance to the social and economic needs of their countries which consequently leads to the production of unemployable graduates. The Nigerian university curriculum, just as the curricula of many other developing countries, has been criticized for not only lacking in content and quality, but also for being largely theoretical and overloaded, obsolete and disconnected from the labour market and therefore, inadequate to attend to the needs of the 21st century students³⁶.

A research work focused on assessment of the need for employability skills acquisition contents in the curriculum of business lecturer education programme (BTEP) in Nigeria. Two research questions guided the study. Descriptive survey research design (DSRD) was employed to conduct the study. The population for the study consisted of eighty-three (83) business education lecturers. The all-inclusive population was appraised. The research instrument was a well-thought out questionnaire titled "Need for Employability Skills Acquisition Content in Business Education Questionnaire (NESACBEQ)". The instrument was structured on a five-point ranking scale, with response categories as "Very High Extent", "High Extent", "Moderate Extent", "Low Extent" and "Very Low Extent". Three experts validated the instrument and an overall reliability correlation coefficient of 0.979 was obtained after being subjected to Cronbach's Alpha reliability method. Out of the eighty-three (83) copies of the instrument disseminated, about seventy-eight (78) copies were successfully retrieved as well as used for data analysis. Descriptive statistics such as mean and standard deviation were employed to answer the research questions. Findings of the study indicated that emerging workplace technologies and global trends necessitate the integration of employability skills acquisition content in BTEP in Nigeria to a high extent. It was concluded that emerging workplace technologies and global trends are basic factors that

demand the need for integrating employability skills content in the curriculum of BTEP in Nigeria. Based on what was revealed in the study, it was therefore recommended that business lecturers must exploit beyond academic and technical curricula experiences by integrating the knowledge, skills, values, and competences embedded in business education to multi-culture environments and labour. It was also suggested that curriculum planners in business education through relevant agencies ought to carry out a review of the business education curriculum to incorporate emerging workplace technologies into the curriculum in order to improve the employability opportunities of the students. There is therefore need to integrate employability skills contents in the curriculum of educational management programme in relevant tertiary institutions in Nigeria. The integration of these employability skills content in education curriculum will adequately prepare the students to cope with the challenging contemporary work environment³⁷.

Result from the findings of a study on employers' required skills of university graduates is that employability is based on critical skills ranging from ICT skills, team-work skills, decision-making skills, leadership skills, analytic and problem solving skills, official communication skills, English proficiency and literacy skills to risk management skills. This finding shows no difference in the skills university graduates need to work either in the manufacturing sector, banking and finance, education or telecommunication sectors. Employers want graduates who can use their abilities and skills to evolve the organisation, participate in innovative team-work, do critical thinking on issues that will add values to the organisation. They often reject university graduates who lack the basic skills to complete simple routine assignments. On employers perceived ratings of skills possessed by university graduates, the results showed that they only possessed skills in English proficiency and literacy and ICT skills even though at an average level. Responsible for these skills may be medium of instruction in the university and current

trends in the use ICT gadgets ranging from cell phones, iPad to computer. It was however found that an average university graduate lacks decision-making skills, team-work skills, leadership skill and analytical and problem solving skills which ordinarily should aid their existence and survival within and outside work environments. Moreover, if employers from the four sectors sampled in the study could rate graduates' possessed skill so low, it could be due to some deficiencies in the university curriculum, content and mode of instruction and level of students' exposure to realities of life. However, these deficiencies may be attributed to some major challenges facing Nigerian universities. These among others include underfunding, poor research grants, poor infrastructure and importantly, poor town-gown relationship. Interestingly, the results showed that no significant difference existed between public and private university graduates on their skills as perceived by the employers. Based on this, it becomes worrisome to discover that both public and private organisations are discouraged from employing them. This is because the employers have to incur additional cost to train and retain them to fit into the organisational operations. Moreover, the huge resources used in the training programmes have serious impact on their profit margin. This may explain why most banks, schools, telecommunications and manufacturing industries would prefer to employ Diploma or Certificate holders who will be trained and remunerated low in order to maximize profit. There is therefore need for universities to re-visit their curriculum⁶³.

Universities are valuable institutions for the development of graduate employability and the overall national economy. However, there is a gulf between curriculum contents and employability⁶⁷. These universities must persistently commit themselves to transferring skills and developing students by actively integrating academic with other relevant extra-curricular activities and work experience that can directly improve students' employability^{2,67}.

A study conducted to determine the correlation of tertiary education curriculum and graduate employability skills in Lagos State, Nigeria employed a descriptive research design of correlational type. The population of the study was respondents (tertiary institution graduate employees) from industries in Lagos State. Two hundred and fifty (250) respondents were selected by convenience sampling by the researchers. Two adapted questionnaires tagged "Curriculum Design Questionnaire (CDQ)" and "Employability Skills Survey Questionnaire (ESSQ)" were used for the study based on the three areas of graduate skills (personal, core and process skills). Pearson Product Moment Correlation was employed to test the three null hypotheses at the .05 level of precision. The major finding of the study was that the tertiary institution curriculum correlates significantly with graduate employability of personal skills, core skills, and process skills. Personal qualities of graduates comprise self-awareness, self-confidence, willingness to learn, emotional intelligence, independence and adaptability skills. Core skills of graduates include self-management, written and oral communication, and critical analysis skills. Process skills of graduates refer to problem-solving, team working, computer literacy, integrity and work ethics, planning and prioritizing and coping with uncertainty. Graduate employability is strongly dependent on student-related activities and the overall quality of the educational institutions. One key solution to overcome current issues of employability is to ensure a demand-driven curriculum education that is also responsive to real needs. The results imply that learners' experiences, expectations, and perceptions of graduate employability in their study curriculum will be enhanced by developing soft skills in tertiary institutions⁶⁷.

A paper was done to examine the relationship between overloaded curriculum, excessive daily academic activities and the learning effectiveness of junior secondary school students (JSS). The researchers used the ex-post facto research design to carry out

the study. The study sought to determine the relationship that exist between overloaded curriculum, excessive daily academic activities and the learning effectiveness of JSS 3 students in public secondary schools in Uyo Education Zone. A sample of two hundred and twenty (220) JSS 3 students was randomly selected from the 36 public secondary schools in Uyo Education Zone. Data were gathered using a researcher-designed instrument titled “Overloaded Curriculum Questionnaire, OCQ” and an adapted version of Kirkpatrick’s Learning Effectiveness Scale. Cronbach’s Alpha technique was employed in calculating the reliability of the instruments. Reliability scores of .79 and .87 were yielded for the OCQ and KLES respectively. Data collected were analysed using Pearson Product Moment Correlation, PPMC. The findings of the study indicated that duplication of learning contents and academic overload have significant relationship with learning effectiveness of young learners. Specifically, the results revealed that duplication of learning contents has significant relationship with learning effectiveness. When curriculum developers try to incorporate various contents and learning experiences into the curriculum, they end up reproducing a repertoire of learning experiences already captured in the syllabus. An effectively planned curriculum must capture only necessary needs of the learners’ society to yield expected goals of instruction. When curriculum developers fail to produce a concise statement of educational objectives, the learners may struggle to learn the relevant materials that should be learned, rather valuable resources are spent on experiences and content that has either been learned in the past, or are no longer relevant in contemporary times. It was drawn that the length of time spent on instruction has influence on learners’ achievement and study habit. When young learners are denied time to engage in other extracurricular activities or bombarded with take home assignments, the learners suffer reduction of academic achievement drive and may develop academic burnout which could affect their skill development in the long run.

Learners may even resort to truancy, and in more extreme cases consider dropping out from school. This negative attitude towards learning could be linked to the learners' feelings of trepidation of school and school work. The researcher recommended that curriculum planners should use curriculum mapping to reduce redundancies inherent in universities overloaded curriculum¹¹⁹.

A paper sought to examine the relationship that exists between effective curriculum implementation and the employability rate of education graduates, with a case study of business education students in the University of Port Harcourt. Two objectives were formulated for the study. Descriptive survey design was adopted for this while a sample of three hundred and sixty-nine (369) out of four thousand, seven hundred and seventy-one (4,771) business education students in all the Departments of the Faculty of Education were selected for the study. A self-constructed questionnaire was employed for data collection and the data collected were analysed using mean, standard deviation, and Chi-squared statistical analysis. It was found out that effective curriculum implementation does help to determine the employability level of business education graduates but that does not seem to be of much existence in most tertiary institutions. It was concluded that there is less effectiveness of curriculum implementation in most educational institutions brings about an outcome of half-baked graduates into the economy, thereby making them to either be redundant or unemployed. It was recommended that curriculum planners should review the curriculum well to include relevant impartation of skills and develop strategies towards the effective implementation of the curriculum; lecturers should also contribute their quota towards the effective implementation process of the reviewed curriculum¹²⁸.

A paper was done to ascertain the impact of university curriculum design on employability of Kenyan graduates. A descriptive survey research design was applied in

this study. The paper gathered feedback on the impact of university curriculum design on employability of Kenyan graduates from graduates and employers of Super Markets in Nakuru Town. Data was collected from one hundred and forty (130) graduates and (10 managers) employers of graduates about the proficiency of graduates in relation to each of the employability capabilities as a result of graduating from educational management undergraduate programs. Both qualitative and quantitative data from the surveys was analysed. A descriptive statistical analysis approach was employed to analyse the quantitative data. The study found that experience as a highly required factor in the job market. The study also found that internships as very useful especially for graduates looking for their first opportunity in the world of work. On whether Curricula design taught in university influenced employability, 76.8% of the respondents agreed with the statement, while 23.2% disagreed with the statement. Therefore, it is believed that employability is a responsibility that should be shared equally between individuals (universities) who must be responsible for accepting the consequences of their choices and business owners who employ university graduates to serve their customers, so as to inculcate particular values and attitudes as well as shaping behaviours of the graduate. This can be true if universities can develop curriculum in conjunction with other stakeholders. On whether teaching methods used in teaching the curriculum influenced employability, 47.4% of the respondents agreed with the statement while 42.6 % disagreed with the statement. This indicated that methods applied in teaching different concepts to the graduate determined their confidence in various skills needed for employability. Therefore, the teaching methods should be geared towards developments of softest skills. The findings also reveal that majority (69.8%) of the respondents disagreed that being involved in curriculum change influenced their employability while 18.9% were not aware or sure and only 11.3% disagreed with the statement. It is

important to note that involvement of the students in curriculum was not as important as involvement of the employers in designing of university curriculum. Hence mechanisms must be put in place to monitor labour market signals before making any changes in curriculum to avoid wastage of human resource and also the resources used to train these graduates in various fields. The findings of the study further reveal that majority (54.7%) of the respondents were of the opinion that university departments should not completely guide curriculum designers in curriculum development. But should keep curriculum designers informed on trends in the labour market. Likewise, most respondents rated involvement of employers in university curriculum designing as undesirable at 58.5.8% while 16.9% of them saw the involvement of employers in course and curriculum design as desirable or appropriate. However, there appears to be no fundamental reason why universities and employers cannot reach a consensus on educational approaches that promote employability. Further, majority (59.3%) of the respondents indicated that use of internships and work based learning could influence graduates' employability. However, a minority (24%) of the respondents did not see use of internships and work based learning to influence graduates' employability. Indeed, it is arguable that integration of classroom teaching with internships and work based learning could influence graduates' employability as both will wider abilities, capacities and advancement of the graduate expected to join employment. Traditional methods teaching typically used in universities are not adequately designed for capturing students' ability to apply generic skills in a practice-based setting. The inclusion of authentic learning experiences which provide opportunities for students to practice work-based skills are resource intensive and require specific expertise and professional development. Strategies around teaching and learning and student support need to change in order to have an impact on the acquisition of employability capabilities. Most respondents (86.6%) agreed that curricula designers

should integrate industry practices into curriculum development process so as to increase graduates' employability. Almost all respondents (86.8%) agreed that workshops should be introduced as method of teaching in universities so as to increase graduates' employability as it will expose them to what is happening in the industry. The study notes that workshops in curriculum will make the students to develop attributes, characteristics and skills for graduate employability such as strong communicators – both written and oral, be able to work using their own initiative, capable of doing independent work, be creative and able to solve problems, time management and presentation skills as well as be able to work as part of a team and network with others among other skills. Majority (30.4%) of the respondents agreed that Curricula designers need to introduce industrial attachment for lecturers so that they can gain the industry practice. The finding supports the notion that teaching staff in universities do not have all exact capabilities to articulate what the industry need. The study concluded that the experiential learning approach should be deliberately designed around an open-ended authentic project and negotiated between university and industry stakeholders. This study recommends creation of employer voice on skills through establishment of a commission for employment and skills. The study also recommends increasing university investment in internship in degree and postgraduate programs and strong partnership with employers while designing curriculum¹³³.

According to a researcher, the implementation of the Technical Vocational Education and Training (TVET) curriculum in TVET institutions in Nigeria has not been yielding the expected outcomes. This is due to the fact that the aims and objectives of TVET as enshrined in the National Policy on Education (NPE) have not been met. However, this could be explained by the persistent petition by the labour market, that Nigerian graduates (TVET graduate inclusive) do not possess employable skills which

could be traced to the implementation of the curriculum (TVET curriculum inclusive). Consequently, TVET today face huge demands globally due to the high level of youth unemployment¹⁵¹.

Some researchers' finding portrayed that the different levels of expectation and experiences that prevailed in the graduate course based on the conceptual idea of graduate employability need substantial focus in future curriculum development²³⁰. A scholar agreed with the above findings, that teamwork, written communication, autonomous work, and subject-specific skills contributed highest to employability skills of new graduates. Core skills are sometimes referred to as transferrable skills. This includes judgement, synthesis, research skills, decision-making, negotiation, the appliance of theory in practice and so on. In a bid to meet the demand of industries, universities have been attempting to produce graduates in greater numbers. As numbers of graduates seeking jobs increase, employers become more selective, looking beyond formal qualifications and considering applicants' soft skills such as social skills, interpersonal relationships, motivation, critical thinking, creativity, and so on. These skills are usually not taught within the formal setting, and therefore, universities in the best interests of their students, are now persuaded to include soft skills as part of their curriculum in order to remain relevant to the industry²³¹.

Researchers stated in their study that for close to three decades, Kenya has experienced a high rate of unemployment among young graduates who are completing their studies in the universities. There has been challenge of changing the mindsets of our university graduates to venture into business than seeking formal jobs upon graduation. Entrepreneurship education has been used as a key strategic intervention in order to generate graduates who are psychologically prepared to initiate their own businesses and run them for their living and growth. The universities entrepreneurship education

curriculum is intended to provide knowledge that motivates students to acquire and develop entrepreneurial intention before and after graduation. However, university graduates continue to move from one office to another in search of formal jobs despite the entrepreneurial education they went through in the universities. Three theories were used to address the relationship between entrepreneurship education curriculum and entrepreneurship intentions among university business students in public universities in Kenya. Descriptive research design was employed for this study. Entrepreneurship education curriculum was employed to test the dependent variable, entrepreneurial intentions. Attitude factors acted as a mediating variable while capital availability was a moderating variable. Three hypotheses were developed on entrepreneurship curriculum, attitude and availability of capital to test entrepreneurial intentions among business students in public universities in Kenya. The study targeted final year students taking business programs who were also the respondents. A sample size of three hundred and fifty-four (354) students out of three thousand, and thirty-seven (3,037) targeted population of students was randomly selected to fill in the questionnaires. A preliminary survey questionnaire had been developed and pre-tested with two randomly selected universities to validate the variables and to ascertain if the questions were in line with the expected responses. Final questionnaire was later prepared and copies randomly distributed to students in the public universities through face to face or drop off and pick up method. The data collected was edited coded and analysed through SPSS computer software. Linear regression analysis was employed in the analysis. The study found out that entrepreneurship education curriculum has a significant influence on development of entrepreneurship intentions among business students in public universities²³².

The result of a study reported that, almost all programs in the university have positively affect the attitudes of students, while only curricula and extracurricular

programmes positively affect capabilities. Further, only social programmes were positively correlated with self-efficacy in the study. This may be attributable to the increasing demands of students for quality education from educational institutions that will equip them with the entrepreneurial competences needed for their future careers²³³.

Investigators found that different designs of effective education systems for the development of university students' managerial competences need to be explored and studied. Moreover, universities are considered an ideal place for shaping entrepreneurial culture among students. Hence, universities must provide an entrepreneurially friendly environment to encourage and foster entrepreneurial culture in students in order to make them employable and self-reliant. In addition, due to the impact of the environment and culture on students, they must have time to study and improve their capabilities²³⁴.

Another study sought to establish the impact of university course experience on graduate employability among commercial banks in Kenya. The correlational research design was employed for the study. A sample of three hundred and ninety-three (393) graduates was randomly selected from a pool of thirty-three thousand, seven hundred and eighty-six (33,786) working graduates spread out in forty-one (41) commercial banks in Kenya. Data on course experience and employability were collected via modified Course Experience Questionnaire (CEQ), with a reliability level of 0.817 using Cronbach's Alpha. The data was analysed using simple linear regression. The study found that course experience of a graduate during training positively influenced his or her employability in the banking sector in Kenya. The study recommended that universities should aim at providing the best learning experiences to their trainees because this influences their prospects of employability into the banking sector²³⁵.

The aim of a study was to ascertain the perception and attitude of graduate students regarding future employability in the context of their curriculum. Data from

seven hundred and fifty (750) tertiary level students are collected purposively by direct interview method. A questionnaire was designed based on the study aim with suitable well-structured closed ended questions. Several tertiary level educational institutes were considered in the north-west part of Bangladesh. Few public and private universities were considered along with Medical colleges affiliated to public universities, engineering university and National university to conduct the study. The data collection period was January 2020 to February 2020. A five-point Likert scale was considered to measure the opinion and attitude towards future employability and curricula. Descriptive statistical techniques are used for basic comparisons while Chi-square test is appointed to ascertain the significance of different determinants to the graduates' opinions and attitudes. Results showed that graduates average age 22.39 years with small standard deviation 1.55. Most of the respondents (66.5%) belonging to below average income group. A clear educational migration was observed in secondary to higher secondary education level. Very unexpected response was observed when the students were asked regarding their curricula for employability. 9.33% respondents think that the curricula are not important and 35.2% think curricula as least important. Significant impact of students' gender, age and place of higher secondary level education was observed on their opinion regarding curricula for future employability. The growing literature on graduate employability suggest that the role of tertiary level educational institutions, the curricula planners and policy makers in fostering graduate employability over the globe²³⁶.

Several researchers have advocated for curriculum restructuring in order to keep up-to-date with employers' demand for graduate skills in the labour market ^(237,238). A scholar also maintained that industries should be allowed to have input in the university curriculum to have enhanced graduate employability²³⁸. The above report is in consonance with a scholar whose study on globalizing business education curriculum

involvements in Nigeria higher education for enhanced students' employability showcased the necessity to expose the scholars to multi-cultural environments, critical as well as logical viewpoints of global economic opportunities, as well as entrepreneurial skills that can aid them operate efficiently in local and intercontinental trade settings. Specifically, education curriculum must have value-goal-oriented learning contents that is capable of producing the desirable changes in behaviour²³⁹.

Curriculum modernization is crucial if the education objectives of producing graduates who can participate in global economy, function in domestic and international business environment, develop information technology skills, and integrate business concepts and skills with relevant academic knowledge must be attained^(2,240). An author referring to the progressives' approach to curriculum planning advocate for change in the conception of knowledge, scientific knowledge and learning process and connecting the formal education to the life of the learner and changing demands of the larger society²⁴⁰.

Scholars posited that the education curriculum in higher education today should be re-examined to prepare graduates with analytical and critical skills to play key role in global economy, explore domestic and multi-cultural business environments and in society. The learning experiences in business education appear to have not achieved these objectives as evident in its low employability status and products' inability to meet the demands of employers and society. In fact, great disparity exists in its course content, context, staff/student mix, quality of teaching, and funding in Nigeria compare to what is obtained in developed countries^{2,240}.

A study investigated the impact of academic curriculum on the employability of accounting graduates in Nigeria. A survey research design was employed to collect data from the sampled respondents. The respondents were purposively selected from the staff members of each of the big four audit firms and students of established higher institutions

of learning. Findings from the study showed that academic curriculum significantly explains a high variability in the employability of accounting graduate in Nigeria. The study concluded that academic curriculum significantly affects the employability of accounting graduates in Nigeria. It was recommended on the basis of the findings that; academic curriculum for training accounting graduates should be improved upon towards producing future-ready accountants; while regulatory bodies, policymakers, and professional bodies should ensure that the curriculum for training accountants are updated regularly and are in line with global best practices and industry requirements²⁴¹.

Another similar study was carried out on the impact of the layered curriculum on students' academic achievement and retention of learning in education. The students were grouped into experimental and control groups. Those in the experimental group were taught with a layered curriculum while those in the control group were not. The results showed that students in the experimental group increased in knowledge, comprehension, and application level than those who were in the control group. This result indicates that the layered curriculum applied in the programming basics course was more effective than the existing program in increasing academic achievement. With the layered curriculum applied in the current study's experimental group, learners had the opportunity to choose their own ways of learning, and in this way, the learning environment was made meaningful for each learner. In executing the activities, students were distanced from failure and time anxiety by considering their learning speed. In addition, during the activities, learners had the opportunity to recognize their interests and abilities, to discover their strengths and weaknesses, to control their own learning, and to evaluate their own practices as well as their friends' practices by participating in the learning process through the activities they determined in line with their individual preferences. Layered curriculum practices thus motivate learners by providing a collaborative learning

environment from time to time, one which is not competitive, and this increases students' academic achievement. According to the students' views on the process, layered curriculum increases learners' attention and motivation, positively affects the interaction in the classroom, relieves the teaching of monotony, and offers students an individualized, free, and democratic learning environment. Therefore, this positive learning environment is considered to be effective in increasing students' achievement²⁴².

A research was carried out to identify the level of academic performance, leadership role, and perceived development of employability skills and Co-Curriculum Involvement among the undergraduate students at ABC University and to identify the impact of Co-Curriculum Involvement toward academic performance, toward leadership role, and toward the perceived employability skills among the undergraduate students. Method used in this study is quantitative data. Online survey questionnaire distributed to six hundred and fifty-two (652) students that already took 2 credits registered at Centre of Co-curriculum, ABC University. The results showed a positive relationship between Co-Curriculum Involvement towards the academic performance, leadership role, and perceived development of employability skills among students. The correlation also shows that the impact of co-curriculum involvement towards leadership role. The regression also shows that academic performance, leadership role, and perceived development of employability skills have highly affected the co-curriculum involvement. This research is to make the students realize that co-curriculum involvement is a vital in improving the academic performance, leadership role, and perceived development of students' employability skills²⁴³.

2.3.2.1 Curriculum Content and Employability of Educational Management Undergraduates

A related paper was done to x-ray curriculum content, ownership of universities, work experience and acquisition of employability skills among business education graduates of universities in Cross River State, Nigeria. Two formulated research hypotheses guided the study. Descriptive survey research design was employed for the study. The population for the study was nine hundred and eighty-seven (987) business education graduates between 2007/2008 and 2014/2015 academic sessions from the University of Calabar (UNICAL) and Cross River University of Technology (CRUTECH). The sample of the study was two hundred (200) business education graduates drawn purposively using accidental and snowballing sampling techniques. A validated researcher-made four-point scale questionnaire titled - 'Curriculum Content, ownership of universities, work experience and Acquisition of Employability Skills Questionnaire (CCOUWEESQ)' was employed for data collection. The instrument was validated by four research experts. A reliability estimate of .870 to .982 was achieved for the instrument using Cronbach's Alpha reliability coefficient after a pilot test. The data obtained from the field was converted into values and analysed using independent t-test statistical technique. All hypotheses were tested at .05 level of precision. Findings revealed that graduates from federal university are higher than those from state university in terms of critical thinking skill, teamwork skill, IT/computer skill, and continuous learning skill. The graduates may have achieved this feat because of the palpable reason that the majority of academic staff in Nigerian universities are found in the federal universities, and the lecturer/students ratio in federal universities is between the lowest ratio observed in private universities and the highest ratio found in state universities implying that in federal universities, the ratio is close to meeting the benchmark requirement set. This clearly depicts that the moderate lecturer: students' ratio in federal universities may have underpinned the graduates' acquisition of employability skills as

seen in this study. On the other hand, findings of the study disclosed that graduates from the state university exposed to business education curriculum content had mean score higher than their counterparts from the federal university in terms of communication skills, problem solving skills, numeracy skills, decision making skills, planning and organizing skill and self-management skills. Findings from a study disclosed that universities graduates with work experience exposed to business education curriculum contents are significantly different from their counterparts without work experience in the acquisition of employability skills. This is true because when graduates who are inundated with work experience are exposed to a program's curriculum content like business education, employability skills will be gradually stirred up and built in them over time. In a more detail description, the findings of the study revealed that universities graduate with work experience exposed to business education curriculum content had a mean score that is higher than their counterparts without work experience in problem solving skill, critical thinking skill, decision making skill, and planning and organizing skills. On the other hand, the direction of significance tilt in favour of those without work experience against those with work experience in communication skill, numeracy skill, teamwork skill, IT/computer skill, continuous learning skill and self- management skills²⁴⁴.

A similar research was conducted to ascertain the influence of entrepreneurship curriculum contents on students' critical thinking and ability to generate business ideas. The perceptions of Nigerian university students were used for the study. The case study for the study are the first four universities in Nigeria to offer a B.Sc./B.Tech degree programme in entrepreneurship. Students and entrepreneurship lecturers at Federal University of Technology Akure, Ondo state, Federal University of Agriculture, Abeokuta Ogun state, Joseph Ayo Babalola University, Osun state and Lead City

University Ibadan, Oyo state were therefore used as population for the study. The study adopted quantitative approach with a descriptive research content to establish trends related to the objective of the study. Survey was employed as quantitative research method. Multi-stage sampling technique was employed which included stratified sampling and simple random sampling. Data was analysed using descriptive and inferential statistical methods. Inferential statistics such as multiple regression was employed as statistical tool of analysis to show the incremental contribution to the prediction of the dependent variable. The findings of the study showed that the content of an entrepreneurship curriculum can motivate critical thinking abilities in students to generate creative business ideas. Specifically, findings from the hypothesis revealed that entrepreneurship curriculum contents have a high significant influence on students' open-mindedness to generate business ideas as expression of entrepreneurial intentions. The implication of this finding is that the content of the curriculum of an entrepreneurship programme largely affects the extent to which entrepreneurship students develop critical thinking abilities which facilitates students 'receptiveness to novel and creative business ideas. It was thus suggested that the content of an entrepreneurship curriculum may stimulate the development of entrepreneurial ideas and the practice of entrepreneurship among students²⁴⁵.

A study posited that provision of relevant curriculum content covers the relevance of the programme and courses, introduction of both educational management undergraduate and postgraduate programmes required by local and international market, internship/attachment, improvement of facilities, putting theory into practice, improvement of course content, improvement of computer literacy and any enhancement offered by the university that equip students to acquire degrees successfully. Graduates seem to be mostly interested in relevant programmes/courses that connect them with

prospective employment opportunities. However, there is a strong belief that some of the programmes and courses offered at National University of Lesotho (NUL) do not adequately offer what is required by the current market. For instance, the findings of the study showed that B.Ed. graduates majoring in business education were not exposed to the new content of Business education, and yet they were expected to teach it at High School level. On the contrary, they were offered various courses which were related to teaching methodologies. This scenario obliges the university to revisit its programs curricula regularly with a view to identifying and diagnosing the strengths and weaknesses of the programmes in a way that can bring about improvement to meet the demands of the labour market thereby reducing the seemingly high unemployment rate in Lesotho. They are of the view that albeit computer course is mandatory for all students in year one, graduates are also of the view that the practical aspect of computers is not adequately allocated sufficient time. Moreover, the practical aspect of the course does not give students enough practice that will equip them with computer skills applicable to their job after completion of their studies. The panacea for this state of affairs, therefore, calls for the university to introduce more practical use of computers in order to improve the quality and marketability of programmes that are offered at NUL. The introduction of a general course of entrepreneurship contemplated to be offered in the academic year, 2020/2021 for all students will perhaps address the concern raised by a number of respondents in this regard²⁴⁶.

Entrepreneurial development of university students involves the engagement of students in practical and collaborative entrepreneurial extra curricula activities and mentoring by experienced entrepreneurial minded academic which equips students with critical thinking competences favourable to entrepreneurial venturing upon graduation. In a similar work, the results of a research showed that entrepreneurial curriculum contents

were insignificant in influencing the commitment of business students to pursue a self-employed²⁴⁷.

It was concluded from the results of a study that entrepreneurship curricula content in Nigerian universities should motivate the development of entrepreneurial mindset and action. Only the engagement of real life situations in practical activities can motivate the development of the drive and commitment necessary to motivate students to engage in entrepreneurship at graduation. This is very salient to the entrepreneurial development of university students in especially in Nigeria. Therefore, entrepreneurship curricula content in Nigerian universities should contain an extensive coverage on critical thinking and problem solving activities. This is important because critical thinking and problem solving skills are very salient to entrepreneurial success and development. It is recommended that these skill building activities should be tailored towards students' course of study and interest. This will go a long way to enhance students' abilities to discover entrepreneurial opportunities related to their field of study. Entrepreneurship curricula in Nigerian universities should also contain an extensive coverage of practical brain storming activities geared towards the development of business idea generation competences by students. Brain storming activities such as rapid ideation, reverse brain storming, role play brainstorming, SWOT analysis and mind mapping should be contained in entrepreneurship curricula to motivate and build upon the business idea generation competences of university students. There is a need to ensure that entrepreneurship curriculum contents in Nigerian universities motivate entrepreneurial actions and real life simulations of the process of entrepreneurship. Course activities such as submission of business plans as a requirement for graduation similar to dissertations, and business start-ups as a graded component of the entrepreneurship programme will

stimulate the drive and commitment of young graduates in terms of setting up entrepreneurial ventures²⁴⁸.

A research work closely related to this study was carried out to examine curriculum content of entrepreneurship education programme and its impact on Upper Basic students' skill acquisition in entrepreneurship education in Education Zone A of Benue State, Nigeria. The study was guided by eight (8) research questions and six (6) hypotheses. Survey and quasi-experimental research designs of non-randomized, pretest-posttest control type were employed for the study's objectives. Study population consisted of twenty-four thousand, one hundred and ten (24,110) Upper Basic III students during the 2018/2019 academic session. The sample consisted of two hundred and forty-three (243) students drawn from six (6) schools out of three hundred and sixty-nine (369) secondary school using purposive sampling technique. Curriculum Content for Entrepreneurship Centres, (CCEC), Prevocational Studies Curriculum Content Analysis (PSCCA) and Entrepreneurship Practical Skill Acquisition Test (EPSAT) were used for data collection. The instruments were validated for face and content validity by three experts in the fields of measurement and evaluation, curriculum and instruction and entrepreneurship education. The instruments were subjected to reliability analysis and values of 0.866 and .887 were obtained for both instruments respectively. Descriptive statistics such as Mean and standard deviation were used to answer the research questions. However, inferential statistics such as Analysis of Covariance (ANCOVA) was used to test the null hypotheses at 0.05 level of allowance. Results revealed that entrepreneurship centres in in Education Zone A of Benue State, Nigeria do not have written curriculum and students were not sent to these centres for internship training. Furthermore, it was shown that many topics in prevocational studies curriculum do not recommend practical teaching strategy and even those that recommended were not taught practically by the

entrepreneurship education teachers. It was added that students who were taught entrepreneurship education through internship training acquired more skills. Lastly, results revealed no significant interaction effect of strategy and gender on students' skill acquisition in entrepreneurship education. It was recommended based on the findings of the study that government should ensure that entrepreneurship centres have a documented curriculum and students should be sent to those centres for internship training; prevocational studies curriculum should be reviewed to ensure a more practical-oriented content and that entrepreneurship education teachers should be trained and encouraged to take students to internship training²⁴⁹.

An identical research work was implemented on the content needs of social studies curriculum for promoting entrepreneurship education at upper basic education level in Benue State. Specifically, the study was carried out to examine the extent to which Upper Basic Education Social Studies curricula reflect entrepreneurship education and areas social studies curriculum needs additional content on entrepreneurship education. Three research questions guided the study. Survey design was used for the study with the population of eight hundred and one (801) social studies teachers in the four hundred and sixty-one (461) upper basic schools in zones A, B, C of Benue State. A sample of four hundred and twenty-nine (429) social studies teachers from two hundred and sixty-one (261) Upper Basic Schools were randomly selected using multi-stage sampling technique. A self-designed and well-structured questionnaire was used to gather data for the study. The questionnaire was titled – “Teacher Preparation and Content Needs of Entrepreneurship Education Questionnaire”. The data collected through the questionnaire were subjected to descriptive statistics such as mean and standard deviation to answer the research questions. Results showed that social studies curricula reflect entrepreneurship contents at upper basic education level at a moderate extent. It was also

found that social studies curriculum needs to be enriched in entrepreneurship education in the area of communication, school, hair styles, culture, trading and resources. On possible reasons why Entrepreneurship Education should be introduced into upper basic education social studies curriculum, it was revealed that respondents are of the opinion that employment opportunity, making learners useful to themselves, boosting skill acquisition and that it leads to growth of Nigerian economy were prominent. It was recommended among others that curriculum planners should enrich the upper basic social studies curriculum with adequate entrepreneurship education contents during the curriculum planning process²⁵⁰.

A paper was done to examine curriculum content, gender, self-efficacy and acquisition of employability skills among business education graduates of universities in Cross River State, Nigeria. Two research questions and hypotheses were formulated to guide the study. Descriptive survey research design was employed. The population for the study was nine hundred and eighty-seven (987) business education graduates between 2007/2008 and 2014/2015 academic sessions from the University of Calabar (UNICAL) and Cross River University of Technology (CRUTECH). The sample of the study included two hundred (200) business education graduates drawn purposively using accidental and snowballing sampling methods. A self-designed four-point scale questionnaire titled – “Curriculum Content, Gender, Self-Efficacy and Acquisition of Employability Skills Questionnaire” was used for data collection. The instrument was subjected validation and reliability methods. Validation was carried out by four research experts while reliability was done using Cronbach’s Alpha which gave values of .981 which was considered to be high. The data obtained from the field was converted into values and analyzed using independent t-test statistical technique. All hypotheses were tested at .05 level of significance. Findings revealed among others that male universities

graduates exposed to business education curriculum content were significantly different from their female counterparts in their acquisition of employability skills. Based on this, it was recommended that since biologically and genetically, males are distinctively different from the females, business education lecturers should intermittently reduce their pace during lesson delivery and be gender sensitive so as to carry along students with low intelligence quotient taking into cognizance their gender unevenness²⁵¹.

2.3.2.1 Curriculum Delivery and Employability of Educational Management

Undergraduates

A research work proposed a conceptual framework to illustrate the perception of graduates towards the impact of curriculum design, the curriculum vision, the operationalization of the curriculum vision, the curriculum delivery, and curriculum evaluation, on employability competency. A sample of two hundred and ninety-nine (299) employed graduates participated in this research. Smart Partial Least-Squares (Smart PLS) version 3 software was employed to evaluate the hypotheses of the survey. The study found that curriculum design was directly correlated with employability competency. Curriculum vision, curriculum vision operationalization, and curriculum delivery were all found to positively correlate with employability competency respectively. However, curriculum evaluation had no significant influence on employability competency. To explain the result, curriculum evaluation is a monitoring and assessment tool that relies on other factors outside of the curriculum design; these lead towards the redefining and initiating of the curriculum development cycle. One of the factors involved includes observing the student learning experiences, which are a contributing factor affecting employability competency. It is important to invest in education, as it is through

education that people develop and improve their wellbeing. Hence, the education sector should underline employability as a crucial education objective of the university degree, by better understanding the skills required of its graduates. Universities need to incorporate a more hands-on approach, instigate analytical discussions, and apply interactive learning techniques as part of their curriculum to ensure that students are equipped with the skills demanded by employers. Generally, in the context of a developing country especially, graduate employability is strongly dependent on student-related activities and the overall quality of the university. One key solution to overcoming current issues of employability is to ensure a demand-driven curriculum education that is also responsive to real needs. The present study empirically proved that the design of the curriculum constructs positively impacted employability competency. Nevertheless, there were limitations to the study. First, it was difficult to trace graduates that had been employed within 3 years after graduating, so the sample in the study was very limited. Secondly, the study could not provide significant explanations of other variables' predictive influence on employability competency, as only two predictor constructs of curriculum design variables were analysed. It was therefore concluded that the universities curriculum and graduates' employability are significantly correlated. It was recommended that universities curricula be improved upon to aid employability of undergraduates⁴².

Embedding employability effectively into the curriculum lean strongly on curriculum design, connecting the curriculum delivery. A diversity of curriculum delivery mode is required to enhance employability competency. In this vein, a lecturer should evade relying merely on traditional teaching mode, but instead apply relating to dynamic digital technologies tools and activities to make teaching mode more interactive and creating blended learning content. By utilizing digital technologies, it seems like the

Higher Educational Institutions (HEI) is preparing our graduates to face the challenges of IR 4.0 in the workplace. Employability is encompassing both academic intelligence and practical intelligence. Therefore, by utilizing various curriculum delivery modes, it would assist in improving the graduates' skills. Work-based learning mode, for example, has fostered 'bolt on' activities that learn processes outside of formal academic programs and plus applying holistic approaches which embed employability within academic curriculum will improve graduate employability⁵².

Some research works emphasized the strong impact of the university curriculum delivery on employability^{252,253}. A researcher posited that a good curriculum delivery reflects not only the immediate needs of the society but also embraces and focuses on contemporary know how so as to provide needed answers to prevalent questions in the society²⁵⁴.

2.4 Conceptual Model

An integrated, four-construct conceptual model was developed based on the research gap identified for this research paper. Four constructs or abstract variables considered were: human resource factors, academic curriculum, type of institution, and employability of educational management undergraduates. Employability of educational management undergraduates was considered as the dependent variable because it is the variable that the researcher is primarily interested in; it is also known as the criterion variable. Human resource factors and academic curriculum were considered as the independent variables because they are the variables that can directly influence the dependent variable (employability of educational management undergraduates). However, an intervening variable (type of institution) was considered in that it could interfere or moderate the results of the impact of the independent variables on the dependent variable.

Figure 2.2 shows the diagrammatic illustration of the four-construct conceptual model for this study.

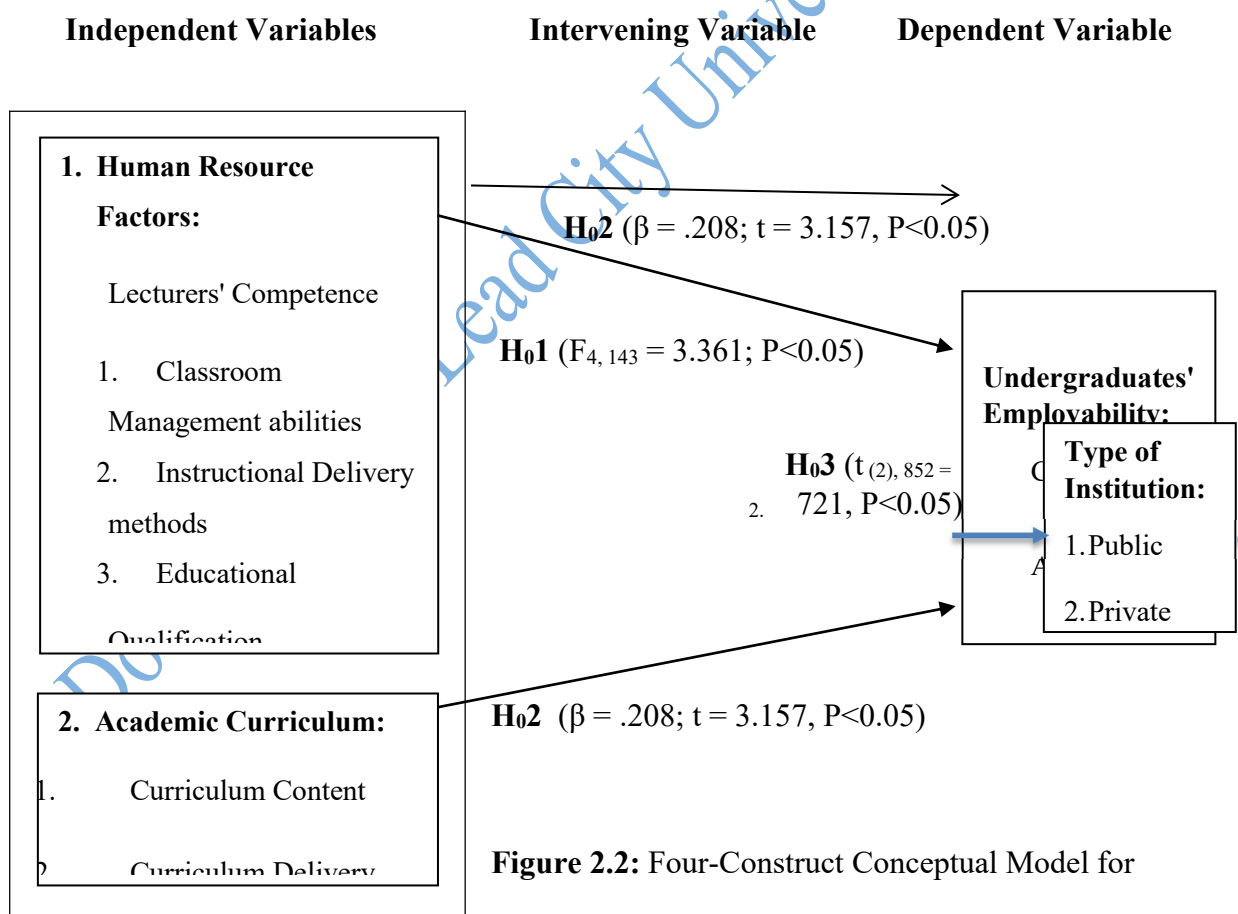


Figure 2.2: Four-Construct Conceptual Model for the study (**Source:** Researcher)

Figure 2.2 shows the relationships amongst the constructs (variables) for this study depicted by three arrows. The constructs (variables) included two independent

variables (human resource factors and academic curriculum), an intervening variable (type of university/institution) and a dependent variable (employability of educational management undergraduates). The long arrows depicted the joint and relative influence of the two independent variables (human resource factors and academic curriculum) on the dependent variable (employability of educational management undergraduates). The short arrows showed the possible influence or role of an intervening variable (type of institution) in moderating the impact of the independent variables on the dependent variable (employability of educational management undergraduates). Human resource factors which is the first independent variable for the study was treated using two elements which are – lecturers' competence and attitude. Lecturers' competence was further categorized into three major areas which are – classroom management abilities, instructional delivery methods and educational qualification. However, lecturers' attitude was studied as a single construct. Academic curriculum which is the second independent variable for the study was treated using two components which are – curriculum content (what the curriculum entails) and curriculum delivery (what it delivers). Undergraduates' employability was treated in terms of their competence (skills, abilities and knowledge) and attitude.

2.5 Summary of Literature Reviewed

This chapter has shown the review of literature by many researchers based on four sub-headings: conceptual review, theoretical review and framework, review of empirical studies, and conceptual model. The conceptual review, which captured the review of the major constructs or variables of the study, which are: educational management, undergraduate employability, human resource factors, and academic curriculum, several researchers' ideas, meanings, and descriptions of the above constructs were captured in the conceptual model. In the context of this study, Employability of educational

management undergraduates is defined by skills, knowledge, and other personal attributes like attitudes needed to be competitive, choose and secure jobs or even become gainfully self-employed as soon as they graduate from universities so as to reduce the rate of unemployment in a country. Human resource factors are attributes, characteristics, and peculiarities of lecturers (academic staff) that work in universities. Some of these attributes include attitude, competence, age, gender, and so on. An academic curriculum is the total structure of ideas and activities developed by a university to meet the learning needs of students and to achieve desired educational aims. Some of its components include: vision, operationalization of the vision, content and curriculum delivery. The second sub-heading in the chapter is the theoretical review, which considers the "human capital theory and system theory" as a guide for the study. This human capital theory, as propounded by a theorist, believes that investment in education in terms of funding, curriculum development, recruitment of qualified lecturers or even training/re-training of lecturers, would bring about the development of students' skills, knowledge, and abilities, making them great manpower for the nation's workforce. The system theory as propounded by a theorist believes that it takes the various parts (human resource, curriculum etcetera) of a system (university) to make up the whole and achieve goals (undergraduates' employability). According to the system theory, all the different parts of the university has to work together to attain the objective of the university which is employable graduates. This chapter also looked at several previous empirical studies by researchers under the heading "review of empirical studies." The review showed that several indigenous and non-indigenous studies that are similar to the independent and dependent variables have been carried out. However, a major gap identified in the studies is that none looked at the joint nor the relative influence of the independent variables (human resource factors and academic curriculum) on the dependent variable

(employability of educational management undergraduates). None also looked at the type of institution as an intervening variable. This study therefore addressed this gap. The conceptual model, which is the last section of this chapter, shows the interrelationship amongst the constructs (variables) of the study in a diagrammatic form.

Endnotes

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Chapter Three

Methodology

This chapter consists of the method that was used for this study. It included the research design, population of the study, sample size and sampling procedure, description of the research instrument, validity of the instrument, reliability of the instrument, method of data collection, and method of data analysis.

3.1 Research Design

The study adopted a descriptive survey research design. This design focuses on describing the characteristics of the respondent.

3.2 Population of the Study

The population of the study comprised all the Lecturers and 300L undergraduates in the Department of Educational Management in all the public and private universities in

Southwest, Nigeria. Educational Management as a course was chosen for this study because it is a discipline that cuts across several other disciplines. Effective management is needed in all types of educational institutions for the achievement of stated goals. When education is properly managed in a nation by trained educational managers, the economic, industrial and other sectors of the nation improve and become better. Also, Educational management was chosen because of the crucial role of the course in determining the administrative/managerial abilities of students. The discipline is therefore one of the important bedrock for the overall growth of a nation and should thus be considered for research purposes. Educational management lecturers were chosen because they are among the most important human resources in the university system that can determine how well students develop skills, attitudes, and knowledge. They also implement the curriculum. Three hundred-level educational management undergraduates were chosen because they are close to the final stage of their university education and readily available. Therefore, examining their employability (competence, attitudes) would go a long way in determining whether they will be employable when they finally become graduates. Southwest states included in this study are Lagos, Ogun, Oyo, Osun, Ekiti, and Ondo. These states have ten (10) public and one (1) recognized private university that has an educational management department making a total of eleven universities offering educational management as a course. The details of the number of educational management lecturers and 300L undergraduates are presented in table 3.1:

Table 3.1 Population of the Study (N = 154 lecturers and 1,201 300L Undergraduates)

S/N	South West States	Universities		Number of Educational Management Lecturers	Number of Educational Management 300L Undergraduates	TOTAL
		Type of University	Names of Universities			
1	Lagos	Public	University of Lagos, Akoka	24	76	100
			Lagos State University	18	377	395

2	Ogun	Public	Olabisi Onabanjo University	14	61	75
			Tai Solarin University of Education	18	323	341
3	Oyo	Public	University of Ibadan	14	68	82
		Private	Lead City University	06	23	29
4	Osun	Public	Obafemi Awolowo University	12	25	37
			Osun State University	06	60	66
5	Ekiti	Public	Federal University, Oye-Ekiti, Ekiti State	16	78	94
			Ekiti State University, Ado-Ekiti	14	37	51
6	Ondo	Public	Adekunle Ajasin University	12	73	85
TOTAL			11	154	1,201	1,355

Source: Administrative department, Southwest universities (2022)¹.

According to table 3.1, the population of the study comprises 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.

3.3 Sample Size and Sampling Procedure

A multi-stage sampling procedure consisting of purposive sampling, Yamane sample size determination formula sampling techniques and proportionate to size were used to select the sample size for the study. At stage one, the purposive sampling technique was used to deliberately select all six Southwest states in Nigeria 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. The Yamane Taro sample size determination formula, adopted in 1967, is shown below.

$$n = \frac{N}{1 + N(e)^2}$$

According to the formula, 'n' is the needed sample size,

'N' is the population size or the population from which a sample is needed and

'e' is the significance level (0.05).

The sample size of educational management lecturers in all the public and private universities in the six Southwest states based on the Yamane sample size determination formula is shown in table 3.2.

Table 3.2: Sample Number of Educational Management Lecturers (n= 150)

S/N	South West States	Universities		Number of Educational Management Lecturers	Sample Number of Educational Management Lecturers (Yamane Sample Size Formula)
		Type of University	Names of Universities		
1	Lagos	Public	University of Lagos, Akoka	24	23
			Lagos State University	18	17
2	Ogun	Public	Olabisi Onabanjo University	14	14
			Tai Solarin University of Education	18	17
3	Oyo	Public	University of Ibadan	14	14
		Private	Lead City University	06	06
4	Osun	Public	Obafemi Awolowo University	12	12
			Osun State University	06	06
5	Ekiti	Public	Federal University, Oye-Ekiti, Ekiti State	16	15
			Ekiti State University, Ado-Ekiti	14	14
6	Ondo	Public	Adekunle Ajasin University	12	12
TOTAL				154	150

Source: Yamane Taro Sample Size Determination Formula

Table 3.2 shows the sample size of lecturers for the study to be one hundred and fifty (150). 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 as shown in table 3.3.

**Table 3.3: Sample Number of 300L Educational Management Undergraduates
(N =1,081)**

S/N	South West States	Universities		Number of Educational Management 300L Undergraduates	Sample Number of Educational Management 300L Undergraduates (90%)
		Type of University	Names of Universities		
1	Lagos	Public	University of Lagos, Akoka	76	68
			Lagos State University	377	339
2	Ogun	Public	Olabisi Onabanjo University	61	55
			Tai Solarin University of Education	323	291
3	Oyo	Public	University of Ibadan	68	61
		Private	Lead City University	23	21
4	Osun	Public	Obafemi Awolowo University	25	23
			Osun State University	60	54
5	Ekiti	Public	Federal University, Oye-Ekiti, Ekiti State	78	70
			Ekiti State University, Ado-Ekiti	37	33
6	Ondo	Public	Adekunle Ajasin University	73	66
TOTAL			11	1,201	1,081

Source: Proportionate to Size Sampling Technique

Table 3.3 shows the sample size of 300L educational management undergraduates for the study to be one thousand and eighty-one (1,081).

3.4 Description of the Research Instrument

Mixed Method Research (MMR) approach, which includes a combination of quantitative and qualitative methods was used to obtain data from the respondents.

Two self-designed questionnaires were used in collecting data for the study. The self-designed questionnaires are titled: 'Human Resource Factors and Employability Questionnaire (HRFEQ)' and 'Lecturers' Attitude and Academic Curriculum Questionnaire (LAACQ)'. They are detailed below:

3.4.1 Human Resource Factors and Employability Questionnaire (HRFEQ) and

3.4.2 Lecturers' Attitude and Academic Curriculum Questionnaire (LAACQ)

3.4.1 Human Resource Factors and Employability Questionnaire (HRFEQ)

This self-designed questionnaire was divided into three sections. The sections were well-structured as described below:

Section I consisted of the demographic data such as the name of the school, type of school, state, gender and age of 300L educational management undergraduates.

Section II consisted of eighteen (18) items on the level of human resource factors in terms of lecturers' competence. Lecturers' competence was examined in three areas which are: classroom management abilities, instructional delivery methods and educational qualifications. This section consisted of six (6) items each relating to lecturers' classroom management abilities, lecturers' instructional delivery methods and lecturers' educational qualifications. The rating technique was as follows: Very High Level (VHL) = 4; High Level (HL) = 3; Low Level (LL) = 2; Very Low Level (VLL) = 1.

Section III consisted of fourteen (14) items or statements on the level of employability amongst educational management undergraduates. Employability of educational management undergraduates was examined in two categories which are: competence and attitude. This section consisted of eight (8) items relating to undergraduates' competence and six (6) items relating to the attitude of educational management undergraduates. The rating technique was as follows:

Very High Level (VHL) = 4; High Level (HL) = 3; Low Level (LL) = 2; Very Low Level (VLL) = 1

3.4.2 Lecturers' Attitude and Academic Curriculum Questionnaire (LAACQ)

This self-designed questionnaire was divided into three sections. The sections were well-structured as described below:

Section I consisted of the demographic data made up of seven (7) items which included the name of the school, type of school, state, gender, age, present educational qualification and years of teaching experience of lecturers.

Section II consisted of seven (7) items on the level of human resource factors in terms of lecturers' attitudes. The lecturers' attitude was examined as a single construct. The rating technique is shown below: Very High Level (VHL) = 4; High Level (HL) = 3; Low Level (LL) = 2; Very Low Level (VLL) = 1

Section III consisted of ten (10) items on the extent of academic curriculum on employability of educational management undergraduate. The educational management curriculum was examined using two components which are: curriculum content, and curriculum delivery. This section consisted of five (5) items relating to curriculum content and five (5) items relating to curriculum delivery. The rating technique was as follows: Very High Extent (VHL) = 4; High Extent (HL) = 3; Low Extent (LL) = 2; Very Low Extent (VLL) = 1

Interview guides consisting of several questions relating to the variables of the research were also constructed. The interview guides were administered to the educational management lecturers and 300L undergraduates. The interview guide administered to the lecturers consisted of three questions which are:

1. How would you describe your attitude towards teaching educational management courses?
2. Do you really enjoy teaching? If Yes, why and vice versa
3. Do you think the curriculum of your institution emphasizes the tools that make graduates employable in the labour market?

The interview guide administered to the 300L undergraduates consisted of five questions which are –

1. How would you describe the classroom management abilities of your lecturers?
2. How would you describe the instructional delivery methods of your lecturers?
3. How would you describe the qualification of your lecturers in teaching?
4. What can you say about your employability in the labour market in terms of your competence and attitude?
5. Do you think the academic curriculum of your university emphasizes those requirements that make undergraduates employable (competent) in the labour market?

3.5 Validity of the Instrument

Content and face validity evidence was used to validate the self-designed questionnaires to ensure that the questionnaires measure what they were supposed to measure³. The content and face validity evidence was carried out by giving the self-designed questionnaires to educational management experts for their judgments. Based on the judgments made, the researcher was able to make amendments to the instruments, after which he showed them to his supervisor for the final scrutiny and vetting of the instruments before administering them to first determine their reliability.

3.6 Reliability of the Instrument

Cronbach's alpha reliability procedure was used to determine the reliability (that is, the internal consistency) of the instruments. The estimation of the internal consistency of the instrument requires only one administration. A pilot study was carried out involving five (5) educational management lecturers and five (5) 300L students who were chosen at random from the university of Ibadan in Ibadan, Oyo State and Osun state university in Osogbo, Osun State. These respondents were excluded from the final study. After the instruments were retrieved, they were coded on a foolscap sheet and entered into the Statistical Package of Social Science (SPSS) and Cronbach's alpha was used to estimate the internal consistency of the instruments which was done to ensure that all items of the measurement were working in the same direction or reflect the variable of interest⁴. The reliability coefficient (r) values of 0.873 and 0.799 were obtained for 'Human Resource Factors and Employability Questionnaire (HRFEQ)' and 'Lecturers' Attitude and Academic Curriculum Questionnaire (LAACQ)' respectively. These values meant that the instruments were internally consistent.

3.7 Administration of Instrument

The researcher personally and through the help of trained research assistants administered the instruments to the sampled population of lecturers and 300L students in the public and private universities in Southwest, Nigeria. The researcher personally was able to administer the instruments to the respondents in the private university. But he and the assistants had to wait till after the Academic Staff Union of Universities (ASUU) strike was suspended, to administer the instruments to respondents in the public universities. After the respondents have responded to the instruments, they were collected and subjected to statistical analysis immediately as a result of the prolonged delay caused by the strike.

3.8 Method of Data Analysis

The instruments (questionnaires and interviews) were sorted out. Those found useful were used for statistical analysis which included - descriptive, inferential and thematic content statistical analysis. Section A which usually consists of demographic information was subjected to descriptive analysis of frequency and percentages. Research questions were answered using descriptive analysis of mean, standard deviation, frequency and percentages. Hypotheses one (Ho1) and two (Ho2) were tested using inferential statistics such as multiple regression while (Ho3) was subjected to inferential statistics of t-test at 0.05 level of significance. However, responses from the interview guide were analysed qualitatively using thematic content analysis.

Endnotes

1. Information gathered by the researcher from Educational Management Departments, Southwest, Universities (2021).
2. T. Yamane, *Statistics, An Introductory Analysis*, Harper and Row: New York (2nd Edition), [https://www.scirp.org/\(S\(351jmbntvnsjt1aadkposzje\)\)](https://www.scirp.org/(S(351jmbntvnsjt1aadkposzje))). ASIN: B0000CNPXC. 1967, 5-8
3. A. Aithal & P.S. Aithal, *Development and Validation of Survey Questionnaire & Experimental Data – A Systematical Review-based Statistical Approach*, **International Journal of Management, Technology, and Social Sciences (IJMTS)**. 5(2), 2020, 233-251. DOI: <http://doi.org/10.5281/zenodo.4179499>.
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Chapter Four

Results and Discussion

In this chapter, the data collected from the questionnaires and interview guides distributed during the study are presented. The data were analyzed using mixed (quantitative and qualitative) research methods. This chapter consisted of the following sub-headings:

- 4.1 Instrument Return and Response Rate
- 4.2 Presentation of Data
 - 4.2.1 Demographic Data Analysis
 - 4.2.2 Answers to Research Questions
 - 4.2.3 Test of Hypotheses
- 4.3 Discussion of Findings

4.1 Instrument Rates and Return

Table 4.1.1: Instrument Return and Response Rates

S/N	Name of Instrument	Number distributed	Number retrieved	Valid	Response Rate
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1.	Human Resource Factors and Employability Questionnaire (HRFEQ)	1,081	865	854	79.0%
2.	Lecturers' Attitude and Academic Curriculum Questionnaire (LAACQ)	150	148	148	98.7%
3.	Interview Guide Questions for Undergraduates	1,081	575	570	53.0%
4.	Interview Guide Questions for Lecturers	150	134	128	85.3%

Source: Field Work, 2022

Table 4.1.1 shows the return and response rate of the questionnaires and interview guide questions that were administered personally and through the help of research assistants. It is revealed from the table that the questionnaire titled- **“Human Resource Factors and Employability Questionnaire (HRFEQ)”** was administered to one thousand, and eighty-one (1,081) undergraduates in the educational management departments of the selected universities. Eight hundred and sixty-five (865) were retrieved while eight hundred and fifty-four (854) were considered valid after careful observation. This gave a response rate of 79.0%. The questionnaire titled – **“Lecturers’ Attitude and Academic Curriculum Questionnaire (LAACQ)”** was administered to one hundred and fifty (150) lecturers in universities in the department of educational management of the sampled universities. One hundred and forty-eight (148) were retrieved and found to be valid. This gave a good response rate of 98.7%. The valid questionnaires were then subjected to descriptive and inferential statistical methods.

The interview guide questions were also distributed to undergraduates and lecturers to write down their responses. Interview guide questions for undergraduates

were also administered to one thousand and eighty-one (1,081) undergraduates, however, only five hundred and seventy-five (575) responded to the interview guide. After careful observation, five hundred and seventy (570) were considered useful. The interview guide questions for lecturers were also administered to one hundred and fifty (150) lecturers. One hundred and thirty-four (134) were responded to and after careful observation, one hundred and twenty-eight (128) were considered useful. The valid interview guides were then subjected to thematic content analysis.

4.2 Presentation of Data

This section presents the data analyzed using descriptive and inferential statistics as well as thematic content analysis. It includes the demographic data analysis, answers to research questions and test of hypotheses at 0.05 level of significance.

4.2.1 Demographic Data Analysis

Table 4.2.1.1: Demographic Information of Educational Management Undergraduates (n =854)

Demographic Variable		Frequency (n)	Percentage (%)
Type of University Institution	Public	834	97.7
	Private	20	2.3
	Total	854	100
Gender	Male	399	46.7
	Female	455	53.3
	Total	854	100
Age	15-20 years	297	34.8
	21-25 years	459	53.7
	26-30 years	71	8.3
	31 years and above	27	3.2
	Total	854	100

Source: Fieldwork, 2022

Table 4.2.1.1 presents the demographic information of the undergraduates as responded by them. It is shown from the table that for the type of university institution, 834 (97.7%) of the undergraduates are in public universities (be it federal or state) while the remaining 20 (2.3%) are in private universities. This suggests a huge dominance of students attending public to private universities in the Southwest region of Nigeria. This also implies that more public universities are offering educational management as a course compared to private universities. It is also shown from the table that most of the undergraduates, 455 (53.3%) are females while the remaining 399 (46.7%) are males. This probably implies that more females are offering educational management as a course compared to their male counterparts. Lastly, in terms of age, it is shown that many of the students, 459 (53.7%) are between the ages of 21-25 years, followed by 297 (34.8%) who are between the ages of 15-20 years. A few of the students, 71 (8.3%) are between the ages of 26-30 years while very few of the students, 27 (3.2%) are 31 years and above.

Table 4.2.1.2: Demographic Information of Educational Management Lecturers (n = 148)

Demographic Variable		Frequency (F)	Percentage (%)
Type of School	Public	142	95.5
	Private	06	4.5
	Total	148	100
Gender	Male	72	48.6
	Female	76	51.4
	Total	148	100
Age	Less than 40 years	15	10.1
	41-50 years	65	43.2
	51-60 years	58	39.9
	61 years and above	10	6.8
	Total	148	100
Present Level of Education	Bachelor's Degree	10	6.8
	Master's Degree	41	27.7
	MPhil Degree	12	8.1
	PhD Degree	85	57.4
	Total	148	100
Years of Teaching Experience	0-5	10	6.8

6-11	48	32.4
12-17	21	14.2
18-23	31	20.9
24-29	28	18.9
30 and above	10	6.8
Total	148	100

Source: Field Work, 2022

Table 4.2.1.2 presents the demographic information of the lecturers that participated in the study. It is shown from the table that for the type of university, 142 (95.5%) of the lecturers are in public (federal or state) while the remaining 06 (4.5%) lecturers are in private universities. This shows a huge dominance of lecturers teaching at public universities compared to private universities in the Southwest region of Nigeria. This may be because more public universities are offering educational management as a course when compared to private universities. It is also shown from the table that the majority of the lecturers, 76 (51.4%) are females while the remaining 72 (48.6%) are males. This could mean that there are more female lecturers in the field of educational management. In terms of age, it is shown that 15 (10.1%) of the lecturers are less than 40 years of age, 65 (43.2%) are within the ages of 41-50 years, 58 (39.9%) are within 51-60 years of age while the remaining 10 (6.8%) are 61 years and above. In terms of their present level of education, 10 (6.8%) of the lecturers have a Bachelor's degree as their present level of education, 41 (27.7%) have a Master's degree, 12 (8.1%) have an MPhil degree while the remaining 85 (57.4%) have PhD degree as their present level of education. Lastly, it is revealed from the table that 10 (6.8%) of the lecturers have 0-5 years of teaching experience in the university system, 48 (32.4%) have 6-11 years of teaching experience within the higher educational system, 21 (14.2%) have 12-17 years of teaching experience, 31 (20.9%) have within 18-23 years of experience, 28 (18.9%) have within 24-29 years of teaching experience while the remaining 10 (6.8%) of the lecturers have 30 and above years of teaching experience within the university system. This result

implies that many of the lecturers in the educational department at the various universities in the Southwest zone of Nigeria are well experienced. This could therefore positively impact the academic achievement of educational management undergraduates at various universities.

4.2.2 Answers to Research Questions

Research Question One: What is the employability level (competence and attitude) of educational management undergraduates in Southwest, Nigeria?

Table 4.2.2.1: Competence Level of Educational Management Undergraduates (n = 854)

S/N	Items (I)	VHL	HL	LL	VLL	\bar{x}	S.D	Remark
1	am skillful in the use of information and Computer Technology (ICT)	101 (11.8%)	395 (46.3%)	274 (32.1%)	84 (9.8%)	2.601	0.67	High Level
2	can solve problems with what I have learned in educational management	110 (12.9%)	205 (24.0%)	341 (39.9%)	198 (23.2%)	2.266	0.64	Low Level
3	am able to practically apply what I have been taught in the outside world	101 (11.8%)	395 (46.3%)	274 (32.1%)	84 (9.8%)	2.601	0.67	High Level
4	am able to study independently of others and perform excellently	99 (11.6%)	372 (43.6%)	299 (35.0%)	84 (9.8%)	2.569	0.64	High Level
5	have practical knowledge of my course	121 (14.2%)	219 (25.6%)	399 (46.7%)	115 (13.5%)	2.405	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%)	2.144	0.60	Low Level

7	can teach my course successfully to others	96 (11.2%)	258 (30.2%)	402 (47.1%)	98 (11.5%)	2.412	0.65	Low Level
8	have written papers, books, monographs e.t.c. on educational management-related articles	99 (11.6%)	117 (13.7%)	399 (46.7%)	239 (28.0%)	2.089	0.63	Low Level
Criterion Mean = 2.500; Weighted Mean = 2.355; 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

Table 4.2.2.1 shows the employability level in the area of "competence" of educational management undergraduates in universities in Southwest, Nigeria. The results showed that among educational management undergraduates in universities in Southwest, Nigeria, there are high levels of skills required to use information and computer technology (ICT) (2.601), the ability to practically apply what has been learned in the outside world (2.601), the ability to study independently, and the ability to perform excellently (2.569). On the other hand, the result showed that there are low levels of: the ability of educational management undergraduates to solve problems with what they have learned in educational management (2.266); practical knowledge of the course (2.405); being able to use what has been learned in the course to be gainfully self-employed (2.412); and the ability to teach the course successfully to others (2.412). The result equally showed a low level of written papers, books, monographs, etc. on educational management by undergraduates in universities in Southwest, Nigeria (2.089). Furthermore, since the weighted mean value (\bar{x} = 2.355; S.D. = 0.64) is lower than the criterion mean of 2.50, it can be concluded that the employability level of undergraduates in the area of competence is a little below average.

Table 4.2.2.2: Attitude Level of Educational Management Undergraduates (n = 854)

S/N	Items (I)	VHL	HL	LL	VLL	\bar{x}	S.D	Remark
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1	see educational management course as useful to me	18 (2.1%)	299 (35.0%)	410 (48.0%)	127 (14.9%)	2.244	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%)	2.491	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%)	2.453	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%)	2.472	0.63	Low Level
5	like and enjoy learning educational management courses	99 (11.6%)	270 (31.6%)	396 (46.4%)	89 (10.4%)	2.444	0.67	Low Level
6	have interest in educational management as a discipline	31 (3.6%)	389 (45.6%)	411 (48.1%)	23 (2.7%)	2.501	0.66	High Level

Criterion Mean = 2.500; Weighted Mean = 2.434; S.D = 0.65; 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

Table 4.2.2.2 shows the employability level in the area of "attitude" of educational management undergraduates in Southwest, Nigeria. It is shown from the table that the undergraduates have an interest in educational management as a discipline (2.501), few educational management undergraduates work hard to ensure that they learn the educational management course (2.491), few of the students see educational management as a course that has relevance beyond the lecture room (2.472), and are involved in all activities in the educational management classroom (2.453). The result further revealed that a few of them equally like and enjoy learning educational management courses (2.444) and that most of the undergraduates do not see educational management courses as useful to them or as having relevance beyond the lecture room (2.244). The weighted mean value (\bar{x} = 2.434; S.D. = 0.65) when compared to the criterion mean of 2.50 indicates that the employability level of undergraduates in the area of attitude is slightly

below average or at a low level, which is bad. Quantitatively, in answer to research question one, it can be stated that the employability level of educational management undergraduates in areas of competence and attitude is slightly below average.

Interview guide questions were also distributed to the undergraduates. The undergraduates were asked - What can they say about their employability in the labour market in terms of their competence and attitude? Thematic analysis was used to analyse the responses of the undergraduates from the interview guide by identifying, analyzing, and reporting repeated patterns. Some of the students stated:

“that they believe they are competent and have the right attitude towards educational management for gainful employment in the labour market. Some however stated that they do not think they are that skillful enough for the labour market based on their current academic achievement in the course”.

Most of the undergraduates opined that –

“they feel they are employable and ready for the labour market. However, in terms of practical knowledge of the course that can enable them to be gainfully employed, they were not so sure”.

Few students noted that:

“facilities such as Information and Communication Technology that can enable them to have firsthand knowledge of the course is lacking or absent in their school and therefore they are unable to practically and effectively operate or utilize ICT in educational management”.

Few students reported that:

“they are not currently doing well at the course neither do they fully grasp what the course is all about or where they can work when they graduate from school”.

Few others noted that:

“they may not be able to lecture the course since they do not fully comprehend the goal, vision and aim of educational management course. Some of them felt they are only doing the course because that was what the university offered them and they had limited options”.

A particular student responded:

“that he is going to switch from the course to another discipline upon graduation as he does not like the course nor see relevance in the course beyond the four walls of the university”.

Many of the students reported that:

“they just memorize their textbooks, lecture notes and handouts just to pass the examinations so as to have a degree. However, they do not see the course as one which can give them a lucrative job in the labour market. Some of them added that they actually do not have interest in the discipline but had to accept it because that was what the university offered them and also due to limited options. Furthermore, some stated that given the opportunity, they would do something else”.

However, few students opined:

“that they like and enjoy the course because they believe they have a future in the discipline. They also added if given the opportunity they would love to read the course again but they however find it hard to demonstrate practical knowledge of the course as their lectures are centred on theories with less practice”.

Very few of the undergraduates were optimistic about the discipline. They felt that it's a discipline that is needed in every educational sector of the society and since education is something a nation can never or should never do without, there is therefore a bright future in the course.

Some students however expressed their fears in line with the course as they believed that the course was not subject specific. This could hinder their abilities to

getting jobs in the primary and secondary school sectors where specialization in a particular subject area may be required.

An undergraduate specifically reported that:

“Although I enjoy the discipline as it teaches me to be a good manager, however, I do not see a future for me in the nation currently.”

Qualitatively, it could also be summarized that majority of the undergraduates do not feel they have enough competence neither do they express positive attitudes for gainful employment in the labour market especially in area of their discipline. This could affect their chances of getting employed or self-employed beyond the four walls of the university.

Research Question Two: What is the level of human resource factors (lecturers' competence and attitude) in Educational Management Department in Universities in Southwest, Nigeria?

Table 4.2.2.3: Level of Educational Management Lecturers' 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%)	2.539	0.66	High Level
2	provide positive reinforcement to students for appropriate behaviour (e.g. special help, extra computer time, tangible rewards)	31 (3.6%)	273 (32.0%)	511 (59.8%)	39 (4.6%)	2.347	0.63	Low Level
3	correct bad behaviours of the students during teaching activities	23 (2.7%)	237 (27.8%)	411 (48.1%)	183 (21.4%)	2.117	0.61	Low Level
4	teach students to work together cooperatively toward academic goals	76 (8.9%)	293 (34.3%)	396 (46.4%)	89 (10.4%)	2.417	0.67	Low Level

5	monitor students' work spending an equal amount of time in all quadrants of the lecture room	41 (4.8%)	174 (20.4%)	597 (69.9%)	42 (4.9%)	2.251	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%)	2.583	0.66	High Level
Criterion Mean = 2.500; Weighted Mean = 2.376; 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

Table 4.2.2.3 shows the level of human resource factors in the area of classroom management abilities. In the context of this study, human resources are educational management lecturers working at public and private universities in Southwest, Nigeria. Furthermore, in this study, lecturers' competence is categorized into "classroom management abilities," "instructional delivery methods," and "educational qualification."

This table thus reveals the level of competence of educational management lecturers in the area of "classroom management abilities" in universities in Southwest, Nigeria. It is shown from the table that the lecturers do create extra activities for students to work on even when they have completed their main tasks at a "high level," as perceived by most of their students (2.583) and they redirect inappropriate behaviors of the students on the spot (2.539). This result implies that the lecturers give room for adequate practice for the students to enhance proper mastery of the tasks. In addition, they do not accommodate bad behaviors but address them immediately during classroom situations.

It is also revealed from the table that teaching students to work together cooperatively toward academic goals and monitoring students' work (2.417), there is a low level of: the lecturer's provision of positive reinforcement to students for appropriate behavior (such as special help, extra computer time, tangible rewards, and so on) (2.347), monitoring

students' work by spending an equal amount of time in all four quadrants of the lecture room (2.251) and correcting bad behaviors of the students during teaching activities (2.117). This result implies that the lecturers rarely provide positive reinforcement to students during teaching, even when they behave appropriately, and also rarely move around to each student to monitor their work. The weighted mean value ($\bar{x} = 2.376$; S.D. = 0.64) when compared to the criterion mean of 2.500 indicates that the competence level of educational management lecturers in the area of "classroom management abilities" is slightly below average.

Table 4.2.2.4: Level of Educational Management Lecturers' Instructional Delivery methods (n = 148)

S/N	Items (My lecturers)	VHL	HL	LL	VLL	\bar{x}	S.D	Remark
1	utilize ICT and right instructional materials to ensure that the contents of educational management courses are properly taught	50 (5.9%)	311 (36.4%)	434 (50.8%)	59 (6.9%)	2.412	0.63	Low Level
2	utilize the art of recitation, drills and questioning to develop a higher level of thinking by the students	63 (7.4%)	294 (34.4%)	432 (50.6%)	65 (7.6%)	2.416	0.66	Low Level
3	do convey knowledge/ideas clearly that allow students to gain a better and deeper understanding of the subject matter	30 (3.5%)	388 (45.4%)	397 (46.5%)	39 (4.6%)	2.479	0.64	Low Level
4	take the pain to explain and re-explain what they teach	83 (9.7%)	298 (34.9%)	399 (46.7%)	74 (8.7%)	2.457	0.65	Low Level

5	relate the teachings of educational management courses to the professional environment	104 (12.2%)	277 (32.4%)	354 (41.5%)	119 (13.9%)	2.429	0.63	Low Level
6	use the needed instructional materials such as ICT for teaching and learning activities	112 (13.1%)	401 (47.0%)	241 (28.2%)	100 (11.7%)	2.615	0.70	High Level

Criterion Mean = 2.500; Weighted Mean = 2.468; S.D = 0.65; 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

Table 4.2.2.4 shows the level of human resource factors in the area of instructional delivery methods in universities in Southwest, Nigeria. The table shows the following: that there is a high level of use of needed instructional materials, such as ICT, for teaching and learning activities (2.615); knowledge/ideas convey to the students are not enough in allowing them to gain a better and deeper understanding of the subject matter (2.479); take the pain to explain and re-explain what they teach (2.457) and relate the teachings of educational management courses to the professional environment (2.429). This result implies that the lecturers rarely utilize ICT, the art of recitation, drills, and questioning in teaching and developing higher-order thinking in the students. They rarely go through the pain of explaining and re-explaining what they teach, and they also rarely relate what they teach to the professional environment as perceived by the majority of the students. The weighted mean value (\bar{x} = 2.468; S.D. = 0.65) when compared to the criterion mean of 2.500 indicates that the competence level of educational management lecturers in the area of "instructional delivery" is a little below average.

Table 4.2.2.5: Level of Educational Management Lecturers' Educational Qualification (n = 148)

S/N	Items (My lecturers)	VHL	HL	LL	VLL	\bar{x}	S.D	Remark
1	have a good command of the contents of the educational management courses they teach	182 (21.3%)	502 (58.8%)	156 (18.3%)	14 (1.6%)	2.998	0.70	High Level

2	know how to use instructional material resources/technology to facilitate learning of educational management course (s)	191 (22.4%)	345 (40.4%)	200 (23.4%)	118 (13.8%)	2.713	0.69	High Level
3	respond clearly with a great deal of knowledge to questions asked in class	138 (16.2%)	481 (56.3%)	216 (25.3%)	19 (2.2%)	2.864	0.70	High Level
4	are able to present the minimum content of their subject matter, tailored to the students' knowledge	141 (16.5%)	373 (43.7%)	288 (33.7%)	52 (6.1%)	2.706	0.68	High Level
5	teach effectively without the use of a lesson note	46 (5.4%)	205 (24.0%)	448 (52.5%)	155 (18.1%)	2.166	0.66	Low Level
6	understand how to use modern information and computer technology (ICT) for teaching and learning activities	87 (10.2%)	264 (30.9%)	414 (48.5%)	89 (10.4%)	2.409	0.65	Low Level
Criterion Mean = 2.500; Weighted Mean = 2.643; S.D = 0.68; Decision = High Level (Good)								

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

Table 4.2.2.5 shows the level of human resource factors in the area of educational qualification in universities in Southwest, Nigeria. In this study, "educational qualification" refers to the level of mastery of the content of courses or subjects taught by lecturers in the department of educational management in universities in Southwest, Nigeria. It is shown in the result that the lecturers have a high level of: command of the contents of the educational management courses they teach (2.998); responding clearly with a great deal of knowledge to questions asked in class (2.864); use of instructional material resources and technology to facilitate learning of educational management course(s) (2.713); and being able to present the minimum content of their subject matter, tailored to the students' knowledge, at a high level (2.706). On the other hand, the result revealed a low level of effective teaching with the use of lesson notes (2.166), followed by the level of understanding of how to use modern information and computer technology

(ICT) for teaching and learning activities (2.409). The weighted mean value ($\bar{x} = 2.643$; S.D. = 0.68) when compared to the criterion mean of 2.500 indicates that the competence level of educational management lecturers in the area of "educational qualification" (mastery of course content) is at a high level.

Table 4.2.2.6: Level of Educational Management Lecturers' Attitude (n = 148)

S/N	Items (I)	VHL	HL	LL	VLL	\bar{x}	S.D	Remark
1	love teaching educational management courses	21 (14.2%)	62 (41.9%)	41 (27.7%)	24 (16.2%)	2.541	0.66	High Level
2	like teaching educational management courses	49 (33.1%)	61 (41.2%)	20 (13.5%)	18 (12.2%)	2.541	0.67	High Level
3	have interest in educational management as a discipline	49 (33.1%)	61 (41.2%)	20 (13.5%)	18 (12.2%)	2.541	0.67	High Level
4	see much value of educational management course in the society	7 (4.7%)	14 (9.5%)	91 (61.5%)	36 (24.3%)	1.946	0.61	Low Level
5	am involved and participate in all activities during educational management lectures	8 (5.4%)	108 (73.0%)	21 (14.2%)	11 (7.4%)	2.764	0.68	High Level

6	sincerely enjoy teaching educational management courses	8 (5.4%)	108 (73.0%)	21 (14.2%)	11 (7.4%)	2.764	0.68	High Level
7	believe educational management courses are useful to the students I teach	61 (41.2%)	71 (48.0%)	11 (7.4%)	5 (3.4%)	3.270	0.72	High Level
Criterion Mean = 2.500; Weighted Mean = 2.624; S.D = 0.67; Decision = High Level (Good)								

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

Table 4.2.2.6 shows the level of human resource factors in the area of lecturers' attitudes in universities in Southwest, Nigeria. Results showed that a major portion of educational management lecturers responded that they believe educational management courses are useful to the students they teach (3.270), they all involved and participate in all activities during educational management lectures (2.764), love teaching educational management courses (2.541), like teaching educational management courses (2.541), have interest in educational management as a discipline (2.541). This portrays good affective (emotions and feelings), cognitive (beliefs and values) and behavioural (action) attitudes from the lecturers. On the other hand, the result showed a low level of value of educational management courses in society (1.946). The weighted mean value (\bar{x} = 2.624; S.D = 0.67) when compared to the criterion mean of 2.500 indicates that the attitude level of educational management lecturers is slightly above average level or at a good high level.

To answer research question two therefore, which was asked to determine the level of human resource factors (lecturers' competence and attitude) in the Educational Management Department in Universities in Southwest, Nigeria, it can be submitted that the level of human resource factors in the area of competence is a little below average in terms of classroom management and instructional delivery but slightly above average for educational qualification and lecturers' attitude.

Interview guide questions were also distributed to the undergraduates. The undergraduates were asked – How would they describe the classroom management abilities, instructional delivery methods and educational qualifications of their lecturers? Thematic analysis was used to analyse the responses of the undergraduates from the interview guide by identifying, analyzing, and reporting repeated patterns. Some of the undergraduates stated:

“that some of their lecturers know how to manage classroom properly as they do not condone any act of violence, noise and its behaviour during teaching and learning activities”.

A few students responded that:

“they fear most of their lecturers due to their strictness in handling the classroom. Most of them do not condone even a minute lateness to their lecturer as they would mark you absent for that day”

Some students when verbally asked if their lecturers reinforce good and appropriate behaviours by offering special help, extra computer time and tangible rewards stated no. They added that their lecturers are just strict but some of them do not care if they learn in class. They use words like – ‘if you like you read or don’t read, that’s your business’ to try to make the students serious about their studies. However, those words do not make us enjoy learning situations within the classroom.

Most of the undergraduates opined that –

“our lecturers do not create the time to monitor every student’s work. They also do not create the time for extra activities. They use the class prefect to reach out to us. They also added that only very few of the lecturers genuinely encourage us to engage in cooperative learning”

Some students reported that:

“we rarely see our lecturers use information and communication technology (ICT) or modern types of equipment in teaching us educational management courses. They make us memorize handouts, textbooks and lecture notes and rarely engage in the practical aspect of our course”.

However, few of the undergraduates reported that:

“some of our lecturers do relate what they teach to the environment and society that is, how they can be applied to the societal situation”.

Many of the students responded that:

“Our lecturers use the method of dictation to give us notes upon notes in a rush to complete the scheme of work for the semester. Many of them do not take them time to totally explain and re-explain what they dictate to us. They either refer us to other students, internet or our textbooks for better understanding of the course”.

In line with the qualification of the lecturers, some students noted that they feel that their lecturers are qualified especially based on the number and class of degrees they have, number of professional bodies they belong to and how vast some of them are in the field.

However, few of the students reported that:

“Although their lecturers seem to be qualified on paper, only some of them have good command of what they teach and respond clearly to questions asked in the classroom situation”.

Only few of the students reported that:

“their lecturers are good at the use of modern ICT equipments although they rarely use it in teaching and learning situations. The few students also added that their lecturers are well experienced and could teach from their head that is, without looking at a lesson note or textbook”.

Lecturers were also interviewed on how they can describe their attitude towards teaching educational management courses and if they really enjoy teaching? Many of the lecturers noted that:

“they love and enjoy teaching educational management courses”.

Few of the lecturers however stated that:

“although they never saw themselves teaching educational management courses at the beginning but they have come to have a great like for the course”.

Many of the lecturers genuinely stated that they have interest for the discipline.

A particular professor noted that:

“I so much like educational management that I try my best possible to get involved in most of the activities both curricular and extra-curricular activities in the discipline”.

Many of the lecturers also believed that there is a great future for students who study the course. According to them:

“they see relevance and value in the course in solving problems in the society. So students who study the course should put in their best because they have a great future in the field”.

It can also be summarized qualitatively, that the competence of lecturers seems to be a little below average but their attitude is good (positive).

Research Question Three: What is the extent of relevance of academic curriculum (curriculum content and curriculum delivery) of educational management in universities Southwest, Nigeria?

Table 4.2.2.7: Relevance of Curriculum Content on Employability of Educational Management Undergraduates (n = 148)

S/N	Items (Educational management curriculum of my university)	VHE	HE	LE	VLE	\bar{x}	S.D	Remark
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1	emphasizes industrial attachment for lecturers to upgrade their competence	11 (7.4%)	29 (19.6%)	76 (51.4%)	32 (21.6%)	2.128	0.64	Low Extent
2	accommodates lots of internships for undergraduates	16 (10.8%)	50 (33.8%)	70 (47.3%)	12 (8.1%)	2.473	0.64	Low Extent
3	emphasizes work based learning in line with the society's demand	10 (6.8%)	58 (39.2%)	72 (48.6%)	8 (5.4%)	2.473	0.65	Low Extent
4	is sufficient of industry best practices	11 (7.4%)	29 (19.6%)	76 (51.4%)	32 (21.6%)	2.128	0.64	Low Extent
5	emphasizes training and re-training workshops for lecturers	16 (10.8%)	50 (33.8%)	70 (47.3%)	12 (8.1%)	2.473	0.64	Low Extent
Criterion Mean = 2.500; Weighted Mean = 2.335; S.D = 0.64; Decision = Low Extent								

Source: Field Work, 2022

KEY: VHE = Very High Extent (4), HE = High Extent (3), LE = Low Extent (2) and VLE = Very Low Extent (1); S.D = Standard Deviation; \bar{x} = Mean

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

Table 4.2.2.7 shows the extent of relevance of academic curriculum of educational management in terms of curriculum content in universities in Southwest, Nigeria. Result showed that the availability of lots of internships for undergraduates is low (2.473), emphasis on work based learning in line with the society's demand is low (2.473), emphasis on training and re-training workshops for lecturers is sub-optimal (2.473). The weighted mean value (\bar{x} = 2.335; S.D = 0.64) when compared to the criterion mean of 2.500 indicates that the extent of relevance of academic curriculum of educational management in terms of curriculum content in universities in Southwest, Nigeria is low.

Table 4.2.2.8: Extent of Relevance of Curriculum Delivery of Undergraduate Educational Management in Universities in Southwest, Nigeria (n = 148)

S/N	Items (Educational management curriculum of my university)	VHE	HE	LE	VLE	\bar{x}	S.D	Remark
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1	emphasizes that only lecturers who have had related industry experience of the use of instructional materials/technology are recruited to teach	9 (6.1%)	82 (55.4%)	49 (33.1%)	8 (5.4%)	2.622	0.67	High Extent
2	focuses on inculcating problem solving abilities into students that could make them employers of labour	11 (7.4%)	49 (33.1%)	76 (51.4%)	12 (8.1%)	2.399	0.65	Low Extent
3	ensure that until students understand what they are being taught, teaching has not taken place	7 (%)	39 (26.4%)	91 (61.5%)	11 (7.4%)	2.284	0.66	Low Extent
4	fosters a deep student-centred learning approach during teaching that can make them gainfully self-employed	12 (8.1%)	59 (39.9%)	61 (41.2%)	16 (10.8%)	2.453	0.63	Low Extent
5	emphasizes that teaching should develop creative and critical skills amongst students that can make them job creators	15 (10.1%)	50 (33.8%)	69 (46.6%)	14 (9.5%)	2.446	0.65	Low Extent
Criterion Mean = 2.500; Weighted Mean = 2.441; S.D = 0.65; Decision = Low Extent (Bad)								

Source: Field Work, 2022

KEY: VHE = Very High Extent (4), HE = High Extent (3), LE = Low Extent (2) and VLE = Very Low Extent (1); S.D = Standard Deviation; \bar{x} = Mean; *****Threshold:** mean value of 0.000-1.499 = Very Low Extent; 1.500-2.499 = Low Extent; 2.500-3.499 = High Extent; 3.500 to 4.500 = Very High Extent

Table 4.2.2.8 shows the extent of relevance of academic curriculum delivery of educational management undergraduates in universities in Southwest, Nigeria. It simply deals with what the university curriculum is delivering with respect to employability of educational management undergraduates. Result obtained showed that there is high extent of relevance of educational management academic curriculum in terms of emphasizing that only lecturers who have had related industry experience of the use of instructional materials/technology are recruited to teach (2.622), fostering a deep student-centred learning approach during teaching that can make them gainfully self-employed (2.453), emphasizing that teaching should develop creative and critical skills amongst students

that can make them job creators (2.446), there is a low extent of relevance of: inculcating problem solving abilities into students that could make them employers of labour (2.399) and ensuring that until students understand what they are being taught, teaching has not taken place (2.284). However, the weighted mean value (\bar{x} = 2.441; S.D = 0.65) when compared to the criterion mean of 2.500 indicates that educational management curriculum delivery of the universities is slightly at a low extent.

Quantitatively, in answer to research question three, it can be stated that the extent of determining the relevance of academic curriculum in terms of content and delivery in universities in Southwest, Nigeria is at a low extent.

Interview guide questions were also distributed to the lecturers and undergraduates. They were asked – “if they think that the academic curriculum of their university emphasizes those requirements/tools that make undergraduates employable (competent) in the labour market?? Thematic analysis was used to analyse the responses of the undergraduates from the interview guide by identifying, analyzing, and reporting repeated patterns.

Some of the lecturers stated that:

“to be honest, the current academic curriculum in Nigerian universities is quite outdated and obsolete as it doesn't make the undergraduates employable and ready for the labour market”.

One of the respondent (lecturer) noted that:

“there has to be a meeting of all educational stakeholders to discuss how to revamp the present university curriculum as most of our students who graduate from universities end up looking for jobs instead of creating jobs for themselves with what they have studied.”

Few lecturers noted:

“that they don’t think the present university curriculum makes undergraduates employable as it seems to be laden with theories and lecture methods with less practice. They added that the curriculum does not emphasize much industrial practices and internships for undergraduates to meet up with the needs/requirements of employers”.

Some lecturers also responded that:

“they think that the university curriculum emphasizes the tools that could improve the students’ knowledge. However, it is a far cry from that of universities abroad”.

Others felt that:

“although the curriculum needs to be improved upon to make students highly competent, however, the government needs to play a major role in ensuring that the facilities needed to even facilitate what the curriculum is presently delivering should be provided as fast as possible”.

The undergraduates also felt that:

“the academic curriculum may be faulty since most of the graduates they know are unable to become gainfully employed after school. Most of them are also unable to use what they have learnt to become self-employed or start a business. They have to go through several other paid trainings, programs, and conferences to equip them to become self-employed. They also added that those who apply for jobs are also told they must undergo further trainings and certifications for them to be at an advantage in getting even a job probation”.

Many undergraduates noted that:

“they are tired of what the university curriculum is offering. They seem to work and study harder and even attend to more assignments/tests/examinations and lectures than their counterparts overseas yet they are still less competent and employable than them.”

Some undergraduates responded that:

“their classroom situation is laden with so much lecture methods with lesser practice. They only try to imagine what the lecturers teach them because they don’t get to see nor experience them”.

Others stated that:

“inasmuch as the curriculum doesn’t seem to be delivering what could make them employable, however, facilities are seriously lacking to enable them carry out the practical aspect of the present academic curriculum content/delivery.”

One of the student emphasized that:

“I think schooling in Nigeria is a waste of time”. He added that what is the need of going to a university yet employers of labour still have to ensure you undergo several trainings for weeks/months before they can even put you on job probation. Imagine a country where even her government deliberately says that her youths/graduates are unemployable. What is the hope of the graduates of such a nation?”

Many of students noted that:

“they are just being stressed for nothing. When they eventually pass out of the school system, they simply join other graduates to look for jobs. They added that the major thing the educational management curriculum seem to make them become is teachers. They further stated that they are angry with the current educational system of the nation. The nation seems not to place much value in her education”.

It can also be summarized qualitatively, that the academic curriculum content and delivery is at a low extent in determining the employability of undergraduates which is bad. This results not only confirms the quantitative results but also suggest that there is need to re-visit not only the educational management curriculum but the entire university curriculum. Government and educational stakeholders should play their roles effectively in ensuring that this menace is brought to a minimum as quickly as possible.

4.2.3 Test of Hypotheses

H₀1: There will be no significant joint influence of human resource factors (lecturers' competence and attitude) and academic curriculum (curriculum content and curriculum delivery) on the employability (competence and attitude) of educational management undergraduates in Southwest, Nigeria

Table 4.2.3.1: Model Summary and Coefficients of Multiple Regression Analysis for the joint influence of human resource factors (lecturers' competence and attitude) and academic curriculum (curriculum content and curriculum delivery) on the employability (competence and attitude) of educational management undergraduates in Southwest, Nigeria

Model		ANOVA				Model Summary				
		Sum of Squares	Df	Mean Square	F	Sig.	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	Regression	19.128	4	1.985	3.361	.010	.992	.984	.980	0.00021
	Residual	1285.140	143	1.543						
	Total	1304.268	147							

Dependent Variable: Employability of educational management undergraduates
 Predictors: (Constant), Curriculum delivery, Lecturers' classroom management abilities, Curriculum content, Lecturers' instructional delivery methods, Lecturers' educational qualification, Lecturers' attitude

F-value is significant at P<0.05

Source: Field Work, 2022

Table 4.2.3.1 shows that there is a high significant joint influence of human resource factors (lecturers' competence and attitude) and academic curriculum (curriculum content and curriculum delivery) on the employability (competence and attitude) of educational management undergraduates in Southwest, Nigeria ($F_{4, 143} = 3.361$; Significance = .010; $P < 0.05$). This clearly indicate that the model 1 represents a good fit of the data. Therefore, the null hypothesis is rejected. The model summary values ($R = .992$; $R^2 = .984$; Adjusted $R^2 = .980$) show that 98.0% variation in the employability of

educational management undergraduates (dependent variable) can be explained by the independent or criterion variables (human resource factors and academic curriculum). The remaining 2.0% may be due to errors or other factors that were not considered in this study. Lastly, the small amount of error of the estimate (0.00021) shows that the model is accurate since the standard error value is so small and can easily be ignored. A large standard error value would mean the model is not that precise since the error value is high.

H₀₂: There will be no significant relative influence of human resource factors (lecturers' competence and attitude) and academic curriculum (curriculum content and curriculum delivery) on the employability (competence and attitude) of educational management undergraduates in Southwest, Nigeria

Table 4.2.3.2: Coefficients of Multiple Regression Analysis for the relative influence of human resource factors (lecturers' competence and attitude) and academic curriculum (curriculum content and curriculum delivery) on the employability (competence and attitude) of educational management undergraduates in Southwest, Nigeria

Model		Coefficients ^a			T	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	33.749	2.161		11.190	.000
	Lecturers' classroom management abilities	.227	.045	.199	2.719	.016*
	Lecturers' instructional delivery methods	.218	.051	.191	2.589	.024*
	Lecturers' educational qualification	.110	.049	.93	1.907	.037*
	Lecturers' attitude	.103	.057	.91	1.899	.045*
	Curriculum content	.234	.053	.201	2.995	.010*
	Curriculum delivery	.241	.056	.208	3.137	.006*

Dependent Variable: Employability of educational management undergraduates

*Beta Coefficients significant at 0.05 (P<0.05).

Source: Fieldwork, 2022

Table 4.2.3.2 shows the coefficients of multiple regression analysis for relative influence of human resource factors (lecturers' competence and attitude) and academic curriculum (curriculum content and curriculum delivery) on the employability (competence and attitude) of educational management undergraduates in Southwest, Nigeria. It is revealed from the table that the beta coefficient (β) and t- values for all the indices are significant at $P < 0.05$. This implies that the beta coefficient (β) and t- values for Lecturers' classroom management abilities ($\beta = .199$; $t = 2.719$, $P < 0.05$), Lecturers' instructional delivery methods ($\beta = .191$; $t = 2.589$, $P < 0.05$), Lecturers' educational qualification ($\beta = .93$; $t = 1.907$, $P < 0.05$), Lecturers' attitude ($\beta = .91$; $t = 1.899$, $P < 0.05$), curriculum content ($\beta = .201$; $t = 2.995$, $P < 0.05$) and curriculum delivery ($\beta = .208$; $t = 3.157$, $P < 0.05$) are all significant on employability of educational management undergraduates at 0.05 level of significance.

All the indices have a positive relationship with the employability of educational management undergraduates at 0.05 level of significance as indicated by their positive values of β , this implies that as the indices increased, the employability of educational management undergraduates which is the dependent variable also increased and vice versa. The results obtained in this study show that the employability of educational management undergraduates in areas of competence and attitude is at a low level. It was also revealed that human resource factors in areas of educational management lecturers' classroom management abilities and instructional delivery methods are at a low level. However, educational management lecturers' educational qualifications and attitudes are at a high level. Lastly, the results showed that curriculum content and curriculum delivery are at a low extent for the employability of educational management undergraduates. These results, therefore, imply that the low level of educational management lecturers' classroom management abilities, instructional delivery methods, curriculum content and

curriculum delivery may be responsible for the low level of employability of educational management undergraduates in areas of competence and attitude. In other words, as the indices decreased, the employability level of the undergraduates also decreased. However, although educational management lecturers' educational qualifications and attitudes were slightly at high level and significant, they may not have been enough to raise the employability level of the students. This suggests that lecturers' classroom management abilities, instructional delivery methods and the state of the curriculum are highly affecting the employability of the undergraduates more than lecturers' educational qualification and attitude in the study area. The low standard errors for all the indices are low which also indicates the preciseness of the model.

H₀₃: There will be no significant institutional difference (public or private) in the employability of educational management undergraduates in Southwest, Nigeria

Table 4.2.3.3: t-test analysis of the Institutional Difference (Public or Private) in the Employability of Educational Management Undergraduates in Southwest, Nigeria

Group Statistics										
	Institution	N	Mean	Std. Dev.	SE M	F	t	Df	Mean diff.	Sig. (2-tailed)
Employability of Educational Management Undergraduates	Public	834	34.3821	3.11	.033	3.973	2.721	852	-.6091	.009*
	Private	20	23.2014	2.43	.024					

*t-test value is significant at 0.05 level of significance

KEY: Std. Dev. = Standard Deviation; SEM = Standard Error of Mean; F = ANOVA value; t = t-test value; Df = degree of freedom; Mean diff. = Mean difference; Sig. = Significant Value

Source: Field Work, 2022

Table 4.2.3.3 depicts the institutional difference (public or private) in the employability of educational management undergraduates in Southwest, Nigeria using t-test statistics. The table shows the mean (standard deviation) value of public universities

to be 34.382 (3.11) and that of the private university to be 23.201 (2.43). This result shows a wide gap between both means. However, both means were subjected to t-test statistics to find out if there is a significant difference between them. It was revealed that the t-test value ($t_{(2), 852} = 2.721, P < 0.05$) was found to be significant at a 0.05 level of significance. The null hypothesis which states that there will be no significant institutional difference (public or private) in the employability of educational management undergraduates in Southwest, Nigeria was therefore rejected. This result implies that the employability of educational management undergraduates in private universities differs from that of public universities. The results further revealed mean value for public universities undergraduates is equal (34.3821), while that of private universities is equal (23.2014). This implies that public universities' educational management undergraduates contribute more to the observed difference.

4.3 Discussion of Findings

This study was undertaken to examine human resource factors, academic curriculum, and employability of educational management undergraduates in Southwest, Nigeria. Three research questions were raised and three hypotheses were formulated for the study. This section discusses the results in comparison to previous empirical studies in order to determine the similarities and contrast between the studies.

The demographic information of the undergraduates revealed that for the type of university, 834 (97.7%) are in public universities (be it federal or state) while the remaining 20 (2.3%) are in private universities. This shows a huge dominance of students attending public to private universities in the Southwest zone of Nigeria. This also implies that more public universities are offering educational management as a course compared to private universities. Furthermore, about 455 (53.3%) are females while the remaining 399 (46.7%) are males. Lastly, in terms of age, it is shown that 459 (53.7%) are between

the ages of 21-25 years, followed by 297 (34.8%) who are between the ages of 15-20 years, 71 (8.3%) are within the ages of 26-30 years while 27 (3.2%) are 31 years and above. The above result is similar to the work carried out on “Demographic Variables and Academic Discipline as Determinants of Undergraduates' Use of Electronic Library Resources in Federal universities in South-west, Nigeria” and on “Awareness and use of digital educational databases by final year students in selected private universities in Southwest, Nigeria”. These research works reported more female to male students and the age of majority of the undergraduates to be within 15-25 years^{1,2}. The reason for the similarities between the results may be because they were all carried out in Southwest, Nigeria Universities.

The demographic information of the lecturers revealed that for the type of university, 142 (95.5%) of the lecturers are in public universities (be it federal or state) while the remaining 06 (4.5%) of the lecturers are in private universities. This suggests a huge dominance of lecturers teaching at public universities compared to private universities in the Southwest region of Nigeria. This may be because more public universities are offering educational management courses compared to private universities. Most of the lecturers, 76 (51.4%) are females while the remaining 72 (48.6%) are males. This could mean that there are more women lecturers in the field of educational management. In terms of age, it is shown that most of the lecturers, 58 (39.9%) are between 51-60 years of age. In terms of their present level of education, majority of them, 85 (57.4%) have PhD degrees. Lastly, most of the lecturers, 48 (32.4%) have above 11 years of teaching experience within the higher educational system. This result implies that many of the lecturers in the educational management department at the various universities in the Southwest region of Nigeria are well experienced. The above result completely agrees with the work on “Nigerian University Lecturers' Socio-Demographics

on the Perceived Obstacles to the Use of Mobile Technologies for Research” and “Influence of Demographic Variables on the Utilization of Electronic Databases by University Lecturers in South-West, Nigeria”. These results revealed that most lecturers in the faculty of education in Southwest, Nigeria universities have PhD degrees, above 10 years of teaching experience and are mostly females^{3,4}. The results confirm that of this study especially since all were conducted in Southwest, Nigeria.

Findings from research question one revealed a low level of employability of educational management undergraduates in areas of competence and attitude. A study carried out in Southwest, Nigeria precisely at Ibadan, Oyo state on “Quality of University Education and Employability of Universities' Graduates in Nigeria” also revealed a slightly low level of employability of undergraduates in the universities which call for the need to improve the situation. The study showed a slightly low level of employability skills among the undergraduates⁵. A recent similar study also showed that the students at the University of Ibadan possess a relatively low level of employability skills⁶. 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 level⁷. These results are similar because they were all carried out in Nigeria, especially in the Southwest part of the country.

Findings from research question two revealed a low level of human resource factors in terms of lecturers’ classroom management abilities and lecturers’ instructional delivery methods but a high level in terms of lecturers’ educational qualifications and lecturers’ attitudes. 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 university⁸. 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 of this study are also in line with research which reported that lecturers who are graduate assistants in the professorial cadre are above average in pedagogical competence while assistant lecturers, Lecturer II, Lecturer I, and Senior lecturer of universities in the southwest are respectively below average on pedagogical competence. The study however showed a slightly high level of educational qualification competence of the lecturers⁹. This result is similar to that of this present work probably because both studies were carried out in Southwest, Nigeria. 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, Nigeria¹⁰. The results might be similar to each other probably because lecturers especially those in the faculty of education share certain similar characteristics since they were trained using similar curriculum and schemes of work.

Findings from research question three revealed a low extent of curriculum content and curriculum delivery for educational management employability. This result shows that the curriculum content and delivery of the universities are not all that compatible with the employability of undergraduates which means the curriculum has to be re-visited. This result agrees with that of a research work on “Academic Curriculum and Employability of Accounting Graduates in Nigeria” which reported a slightly low extent of accounting academic curriculum for graduates’ employability¹¹. This result may be similar because both studies were carried out in Nigeria. The finding is also supported by that of a study which reported a slightly low extent of business education curriculum content and delivery for the acquisition of employability skills among business education

graduates of universities in Cross River State, Nigeria¹². Similarities among both studies could be as a result of the fact that they were both carried out in departments under the faculty of education.

Findings from hypothesis one showed a high significant joint influence of human resource factors (lecturers' competence and attitude) and academic curriculum (curriculum content and curriculum delivery) on the employability (competence and attitude) of educational management undergraduates in Southwest, Nigeria ($F_{4, 143} = 3.361$; Significance = .010; $P < 0.05$). A study also revealed that quality assurance factors such as human resource and learning environment which includes the curricular influence employability of graduates at the university of Ibadan and Lead City University⁵. The result is also supported by that of a study which reported that Lecturers' Competencies and curriculum impact Students' Employability Skills in Tertiary Institutions in Rivers State¹³. Another study also revealed that institutional variables such as lecturers' level of competence and the nature of the curricular programs impact students' employability skills development in public universities in Cross River and Akwa Ibom States, Nigeria¹⁴.

Findings from hypothesis two showed that the beta coefficient (β) and t- values for Lecturers' classroom management abilities ($\beta = .199$; $t = 2.719$, $P < 0.05$), Lecturers' instructional delivery methods ($\beta = .191$; $t = 2.589$, $P < 0.05$), Lecturers' educational qualification competence ($\beta = .93$; $t = 1.907$, $P < 0.05$), Lecturers' attitude ($\beta = .91$; $t = 1.899$, $P < 0.05$), curriculum content ($\beta = .201$; $t = 2.995$, $P < 0.05$) and curriculum delivery ($\beta = .208$; $t = 3.157$, $P < 0.05$) are all significant on employability of educational management undergraduates. A research work corroborates the findings of the study in that it revealed that lecturers' competence in areas of lecture delivery, management (classroom control and discipline), attitude in the area of interpersonal relationships and overall competence (which includes qualification and experience) significantly affects

how well students learn at the Biological Sciences department of the University of Calabar, Cross River State⁸. Another similar study also concluded that academic curriculum significantly affects the employability of accounting graduates in Nigeria¹¹. A study also revealed that Curriculum Content significantly impacts on the acquisition of employability skills among business education graduates of Universities in Cross River State, Nigeria¹².

Findings from hypothesis three showed a significant institutional difference (public or private) in the employability of educational management undergraduates in Southwest, Nigeria ($t_{(2), 852} = 2.721, P < 0.05$). This finding is supported by a work on “Quality of University Education and Employability of Universities' Graduates in Nigeria” which revealed that human resource, infrastructure, learning environment and employability of graduates in university of Ibadan (public university) significantly differ from that of Lead City University (private university). These results could be similar probably because they were both conducted in Southwest zone of Nigeria.

Endnotes

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Chapter Five

Conclusion

This chapter focuses on the summary of findings, conclusions, recommendations (based on the findings of the study), contribution to knowledge and the areas of further research.

5.1 Summary of Findings

This study was undertaken to examine human resource factors, academic curriculum, and employability of educational management undergraduates in universities in Southwest, Nigeria. Findings from the demographic information showed more undergraduates, 834 (97.7%) and lecturers, 142 (95.5%) in public than private universities. It also revealed that most of the undergraduates, 455 (53.3%) are females while the remaining 399 (46.7%) are males. Also, majority of the lecturers, 76 (51.4%) are females while the remaining 72 (48.6%) are males. Furthermore, it was revealed that a major fraction of the undergraduates is within the ages of 21-25 years while that of the lecturers are within the ages of 41-50 years. Majority of the lecturers, 85 (57.4%) have PhD degree as their present level of education. Lastly, most of the lecturers have above 11 years of teaching experience within the higher educational system.

Findings from the research questions showed low level of employability of educational management undergraduates in areas of competence ($\bar{x}=2.355$) and attitude ($\bar{x}=2.434$). It also showed low level of human resource factors in terms of lecturers' classroom management abilities ($\bar{x}=2.376$) and lecturers' instructional delivery methods ($\bar{x}=2.468$) but high level in terms of lecturers' educational qualification competence (\bar{x}

=2.643) and lecturers' attitude (\bar{x} =2. 2.624). Lastly, it revealed low extent of curriculum content (\bar{x} =2.492) and curriculum delivery (\bar{x} =2.441) for educational management employability.

Findings from test of hypotheses showed a high significant joint influence of human resource factors (lecturers' competence and attitude) and academic curriculum (curriculum content and curriculum delivery) on the employability (competence and attitude) of educational management undergraduates in Southwest, Nigeria ($F_{4,143} = 3.361$; Significance = .010; $P < 0.05$). It also showed that the beta coefficient (β) and t- values for Lecturers' classroom management abilities ($\beta = .199$; $t = 2.719$, $P < 0.05$), Lecturers' instructional delivery methods ($\beta = .191$; $t = 2.589$, $P < 0.05$), Lecturers' educational qualification competence ($\beta = .93$; $t = 1.907$, $P < 0.05$), Lecturers' attitude ($\beta = .91$; $t = 1.899$, $P < 0.05$), curriculum content ($\beta = .201$; $t = 2.995$, $P < 0.05$) and curriculum delivery ($\beta = .208$; $t = 3.157$, $P < 0.05$) are all significant on employability of educational management undergraduates. Lastly, it showed a significant institutional difference (public or private) in the employability of educational management undergraduates in Southwest, Nigeria ($t_{(2), 852} = 2.721$, $P < 0.05$).

5.2 Conclusion

This study was implemented to examine human resource factors, academic curriculum, and employability of educational management undergraduates in universities in Southwest, Nigeria. Findings revealed low level of employability of educational management undergraduates in areas of competence and attitude. It also showed a low level of human resource factors in terms of lecturers' classroom management abilities and lecturers' instructional delivery methods competence but a slightly high level of lecturers' educational qualification competence and lecturers' attitude. It also revealed a low extent of curriculum content and curriculum delivery for educational management employability.

Findings also showed a high significant joint contribution of human resource factors and academic curriculum to the employability of educational management undergraduates in Southwest, Nigeria. This means that human resource factors and the status of the curriculum have significant effect on the employability of the undergraduates. Furthermore, all the indices for human resource factors (lecturers' classroom management abilities, instructional delivery methods, educational qualification competence and attitude) and academic curriculum (curriculum content and curriculum delivery) were all significant on employability of educational management undergraduates. Lastly, there was a significant institutional difference (public or private) in the employability of educational management undergraduates in Southwest, Nigeria. Since the employability of the undergraduates is still slightly at a low level, it could be concluded that the low level of human resource factors in areas of lecturers' classroom management abilities and instructional delivery methods and the low extent of curriculum content and delivery could be causing the low level of employability among the undergraduates. Furthermore, it can also be concluded that although lecturers' educational qualification and attitude were slightly at a high level, probably, their effect is not powerful enough to drastically raise the employability of the undergraduates in the study area. In addition, although human resource factors and academic curriculum affected the employability of educational management undergraduates, the effect was moderated by the type of institution.

5.3 Recommendations

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

1. Supervision (through classroom observation and visitation) of educational management lecturers' classroom management and instructional delivery should

be regularly carried out with the sole aim of improving their competence in those areas;

2. All hands must be on deck to ensure that only educationally qualified lecturers are recruited to teach educational management;
3. The curriculum content and delivery should be re-visited so as to ensure that they emphasize and address the current needs of employers and also empower educational management undergraduates to be gainfully self-employed.
4. Government should try as much as possible to provide facilities and resources that would make curriculum content and delivery effective in boosting the employability of undergraduates;
5. Regular orientation should be conducted to guarantee that lecturers in educational management have the right attitude toward teaching and learning activities; and
6. Both public and private universities should be given considerable amount of attention as far as employability of undergraduates is concerned.

5.4 Contribution to Knowledge

This study contributes to knowledge conceptually, empirically and theoretically. It contributes conceptually by providing richer, deeper and even better insights and clarifications on important constructs/concepts of the study. These concepts are – educational management undergraduates’ employability such as competence and attitude, human resource factors such as lecturers’ classroom management abilities, instructional delivery methods, educational qualification competence and attitude, curriculum content and delivery.

This study contributed theoretically by showing the importance of theories such as ‘human capital theory’ and ‘system theory’ in providing support to the influence of the independent variables (human resource factors and academic curriculum) on the

dependent variable (employability of educational management undergraduates). The human capital theory emphasizes that investment in training and education imparts on the productivity of workers and students. This theory simply supports the impact of university training through lecturers' competence, attitude and academic curriculum on the productivity (employability) of educational management undergraduates. The system theory emphasizes that a system which comprises of several components have to function together as a whole in order to produce the goal or aim of the system. It simply deals with the role of inputs in determining the output. The university as a system consists of several components which include the academic staff (lecturers), facilities, academic curriculum and so on and forth. The aim or goal of the university is to produce graduates who are employable (that is, have character and competence) in the labour market. Therefore, for the university as a system to produce her goals (output), all the components (input) have to interact and function as a whole.

This study contributes empirically as it adds to the pool of previous studies and literatures by revealing a significant joint contribution of human resource factors and academic curriculum to employability of educational management undergraduates. This result therefore addresses the gap in literature and contributes to knowledge on the subject matter.

5.5 Suggestions for Further Research

An important moderating variable was used in this study. In subsequent studies, demographic variables of the undergraduates could be used. The employability of the undergraduates could also differ in areas of their gender and age despite the role of human resource factors and the academic curriculum.

Other tertiary educational system such as colleges of education could also be used in further studies. The same study could also be carried out in other geo-political zones of the nation in order to generalize the results across all regions of the country.

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Statistical Report

Information gathered by the researcher from Educational Management Departments, Southwest, Universities (2021)

Appendices

Appendix I (Research Instrument)

Lead City University (LCU), Ibadan, Nigeria

Questionnaire I (For Educational Management Undergraduates)

Human Resource Factors and Employability Questionnaire (HRFEQ)

Dear Respondent,

I am carrying out a study on how resource individuals in universities and the curriculum can determine how employable undergraduates from Southwest, Nigerian Universities would perform in the labour market. Your participation and responses is considered important for the accomplishment of this research. Thank You.

Researcher

08035046020

Section I: Demographic Data for Students

1. **Name of School:** _____
2. **Type of School** Public [] Private []
3. **State:** _____

4. **Gender:** Male [] Female []

5. **Age (years):** (a) 15-20 () (b) 21-25 () (c) 26-30 () (d) 31 and above ()

Section II: Human Resource Factors

Tick (√) in the box that suits your answer (At what does your lecturer have or act based on the following items?)

Key: Very High Level (VHL) = 4; High Level (HL) = 3; Low Level (LL) = 2; Very Low Level (VLL) = 1

		VHL	HL	LL	VLL
S/N	Items (My lecturers)	4	3	2	1
1.	redirect inappropriate behaviours of the students on the spot				
2.	provide positive reinforcement to students for appropriate behaviour (e.g. special help, extra computer time, tangible rewards etc.)				
3.	correct bad behaviours of the students during teaching activities				
4.	teach students to work together cooperatively toward academic goals				
5.	monitor students' work spending equal amount of time in all quadrants of the lecture room				
6.	create extra activities for us to work even when we have completed our main tasks				
7.	utilize ICT and right instructional materials to ensure that the contents of educational management courses are properly taught				
8.	utilize the art of recitation, drills and questioning to develop higher level of thinking by the students				
9.	give knowledge/ideas clearly that allow students gain a better and deeper understanding of the subject matter				
10.	take the pain to explain and re-explain what they teach				
11.	relate the teachings of educational management courses to the professional environment				
12.	use the needed instructional materials such as ICT for teaching and learning activities				
13.	have a good command of the contents of the educational management courses they teach				
14.	know how to use instructional material resources/technology to facilitate learning of educational management course (s)				
15.	respond clearly with great deal of knowledge to questions asked in class				
16.	are able to present the minimum content of their				

	subject matter, tailored to the students' knowledge				
17	teach effectively without the use of a lesson note				
18	understand how to use modern information and computer technology (ICT) for teaching and learning activities				

Mean Threshold: If the mean is 0.000-1.499 = Very Low Level (VLL); 1.500-2.499 = Low Level (LL); 2.500-3.499 = High Level (HL) and 3.500 to 4.449 = Very High Level

Section III: Employability of Undergraduates

Tick (✓) in the box that suits your answer (what is the level at which you have or act based on the following items?)

Key: Very High Level (VHL) = 4; High Level (HL) = 3; Low Level (LL) = 2; Very Low Level (VLL) = 1

		VHL	HL	LL	VLL
S/N	Items ('I')	4	3	2	1
1	am skillful in the use of information and Computer Technology (ICT)				
2	can solve problems with what I have learnt in educational management				
3	able to practically apply what I have been taught in the outside world				
4	able to study independently of others and come out tops in my class				
5	have practical knowledge of my course				
6	can use what I have learnt in my course to be gainfully self employed				
7	can teach my course successfully to others.				
8	have written papers, books, monographs e.t.c. in my course				
9	see educational management course as useful to me				
10	work hard to ensure I learn educational management course				
11	am involved and participate in all activities in educational management classroom				
12	see educational management as a course that has relevance beyond the lecture room				
13	like and enjoy learning educational management courses				
14	have interest in educational management as a discipline				

Mean Threshold: If the mean is 0.000-1.499 = Very Low Level (VLL); 1.500-2.499 = Low Level (LL); 2.500-3.499 = High Level (HL) and 3.500 to 4.449 = Very High Level

Lead City University (LCU), Ibadan, Nigeria

Questionnaire II (For Lecturers)

Lecturers' Attitude and Academic Curriculum Questionnaire (LAACQ)

Dear Respondent,

I am carrying out a study on how lecturers related factors and design of the curriculum may be influencing students' employability in the labour market". Your participation and responses is considered important for the accomplishment of this research. Thank You

Researcher

Section I: Demographic Data

1. **Name of School:** _____
2. **Type of School** Public [] Private []
3. **State:** _____
4. **Gender:** Male [] Female []
5. **Age (years):** Less than 40 [] 41-50 [] 51-60 [] 61 and above []
6. **Present Level of Education:** HND [] Bachelor's degree []
Master's degree [] MPhil degree [] PhD degree [] Others (Please specify)

7. **Years of Teaching Experience:** 0-5 years [] 6-11 [] 12-17 [] 18-23 []
24-29 [] 30 and above []

Section II: Lecturers' Attitude

Tick (✓) in the box that suits your answer

Key: Very High Level (VHL) = 4; High Level (HL) = 3; Low Level (LL) = 2; Very Low Level (VLL) = 1

S/N	Items ('I')	VHL	HL	LL	VLL
		4	3	2	1
1	love teaching educational management courses				
2	like teaching educational management courses				
3	have interest in educational management as a discipline				
4	see much value of educational management course in the society				
5	am involved and participate in all activities during educational management lectures				
6	sincerely enjoy teaching educational management courses				
7	believe educational management courses are useful to the students I teach				

Mean Threshold: If the mean is 0.000-1.499 = Very Low Level (VLL); 1.500-2.499 = Low Level (LL); 2.500-3.499 = High Level (HL) and 3.500 to 4.449 = Very High Level

Section III: Academic Curriculum

Tick (✓) in the box that best suits your answer

Key: Very High Extent (VHE) = 4; High Extent (HE) = 3; Low Extent (LE) = 2; Very Low Extent (VLE) = 1

S/N	Items (Educational management curriculum of my university)	VHE	HE	LE	VLE
		4	3	2	1
1	emphasizes industrial attachment for lecturers to upgrade their competence				
2	accommodates lots of internships for undergraduates				
3	emphasizes work based learning in line with the society's demand				
4	is sufficient of industry best practices				
5	emphasizes training and re-training workshops for lecturers				
6	emphasizes that only lecturers who have had related industry experience of the use of instructional materials/technology are recruited to teach				
7	focuses on inculcating problem solving abilities into students that could make them employers of labour				

8	that until students understand what they are being taught, teaching has not taken place				
9	fosters a deep student-centred learning approach during teaching that can make them gainfully self-employed				
10	emphasizes that teaching should develop creative and critical skills amongst students that can make them job creators				

Mean Threshold: If the mean is 0.000-1.499 = Very Low Extent (VLE); 1.500-2.499 = Low Extent (LE); 2.500-3.499 = High Extent (HE) and 3.500 to 4.449 = Very High Extent (VHE)

INTERVIEW GUIDE QUESTIONS

Dear Educational Management Lecturers,

Please take some minutes to answer the questions below. Thank You in anticipation

1. How would you describe your attitude towards teaching educational management courses?
2. Do you really enjoy teaching? If Yes, why and vice versa
3. Do you think the curriculum of your institution emphasizes the tools that makes graduates employable in the labour market?

Dear Educational Management Undergraduates,

Please take some minutes to answer the questions below. Thank You in anticipation

1. How would you describe the classroom management competence of your lecturers?
2. How would you describe the instructional delivery methods of your lecturers?

3. How would you describe the qualification of your lecturers in teaching?
4. What can you say about your employability in the labour market in terms of your competence and attitude?
5. Do you think the academic curriculum of your university emphasizes those requirements that make undergraduates employable (competent) in the labour market?

Appendix II

Statistical Analysis Results (Computation Tables)

Type of University Institution of Educational Management Undergraduates					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Public	834	97.7	97.7	97.7
	Private	20	2.3	2.3	100.0
	Total	854	100.0	100.0	

Gender of Educational Management Undergraduates					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	399	46.7	46.7	46.7
	Female	455	53.3	53.3	100.0
	Total	854	100.0	100.0	

Age of Educational Management Undergraduates					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15-20 years	297	34.8	34.8	34.8
	21-25 years	459	53.7	53.7	88.5
	26-30 years	71	8.3	8.3	96.8
	31 years and above	27	3.2	3.2	100.0
	Total	854	100.0	100.0	

Type of University Institution of Educational Management Lecturers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Public	136	91.9	91.9	91.9
	Private	12	8.1	8.1	100.0
	Total	148	100.0	100.0	

Gender of Educational Management Lecturers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	72	48.6	48.6	48.6
	Female	76	51.4	51.4	100.0
	Total	148	100.0	100.0	

Age of Educational Management Lecturers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 40 years	15	10.1	10.1	10.1
	41-50 years	65	43.2	43.2	53.3
	51-60 years	58	39.9	39.9	93.2
	61 years and above	10	6.8	6.8	100.0
	Total	148	100.0	100.0	

Present Level of Education of Educational Management Lecturers					
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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor's Degree	10	6.8	6.8	6.8
	Master's Degree	41	27.7	27.7	34.5
	MPhil Degree	12	8.1	8.1	42.6
	PhD Degree	85	57.4	57.4	100.0
	Total	148	100.0	100.0	

Years of Teaching Experience of Educational Management Lecturers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5	10	6.8	6.8	6.8
	6-11	48	32.4	32.4	39.2
	12-17	21	14.2	14.2	53.4
	18-23	31	20.9	20.9	74.3
	24-29	28	18.9	18.9	93.2
	30 and above	10	6.8	6.8	100.0
	Total	148	100.0	100.0	

My lecturers redirect inappropriate behaviours of the students on the spot					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	87	10.2	10.2	10.2
	Low Level	321	37.6	37.6	47.8
	High Level	345	40.4	40.4	88.2

	Very High Level	101	11.8	11.8	100.0
	Total	854	100.0	100.0	

My lecturers provide positive reinforcement to students for appropriate behaviour (e.g. special help, extra computer time, tangible rewards etc.)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	39	4.6	4.6	4.6
	Low Level	511	59.8	59.8	64.4
	High Level	273	32.0	32.0	96.4
	Very High Level	31	3.6	3.6	100.0
	Total	854	100.0	100.0	

My lecturers correct bad behaviours of the students during teaching activities					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	183	21.4	21.4	21.4
	Low Level	411	48.1	48.1	69.5
	High Level	237	27.8	27.8	97.3
	Very High Level	23	2.7	2.7	100.0
	Total	854	100.0	100.0	

My lecturers teach students to work together cooperatively toward academic goals					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	89	10.4	10.4	10.4
	Low Level	396	46.4	46.4	56.8
	High Level	293	34.3	34.3	91.1
	Very High Level	76	8.9	8.9	100.0
	Total	854	100.0	100.0	

My lecturers monitor students' work spending equal amount of time in all quadrants of the lecture room					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	42	4.9	4.9	4.9
	Low Level	597	69.9	69.9	74.8
	High Level	174	20.4	20.4	95.2
	Very High Level	41	4.8	4.8	100.0
	Total	854	100.0	100.0	

My lecturers create extra activities for us to work even when we have completed our main tasks					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	88	10.3	10.3	10.3
	Low Level	256	30.0	30.0	40.3
	High Level	434	50.8	50.8	91.1
	Very High Level	76	8.9	8.9	100.0
	Total	854	100.0	100.0	

My lecturers utilize ICT and right instructional materials to ensure that the contents of educational management courses are properly taught					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	59	6.9	6.9	6.9
	Low Level	434	50.8	50.8	57.7
	High Level	311	36.4	36.4	94.1
	Very High	50	5.9	5.9	100.0

	Level			
	Total	854	100.0	100.0

My lecturers utilize the art of recitation, drills and questioning to develop higher level of thinking by the students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	65	7.6	7.6	7.6
	Low Level	432	50.6	50.6	58.2
	High Level	294	34.4	34.4	92.6
	Very High Level	63	7.4	7.4	100.0
	Total	854	100.0	100.0	

My lecturers do convey knowledge/ideas clearly that allow students gain a better and deeper understanding of the subject matter					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	39	4.6	4.6	4.6
	Low Level	397	46.5	46.5	51.1
	High Level	388	45.4	45.4	96.5
	Very High Level	30	3.5	3.5	100.0
	Total	854	100.0	100.0	

My lecturers take the pain to explain and re-explain what they teach					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	74	8.7	8.7	8.7
	Low Level	399	46.7	46.7	55.4
	High Level	298	34.9	34.9	90.3
	Very High Level	83	9.7	9.7	100.0

	Total	854	100.0	100.0
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My lecturers relate the teachings of educational management courses to the professional environment					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	119	13.9	13.9	13.9
	Low Level	354	41.5	41.5	55.4
	High Level	277	32.4	32.4	87.8
	Very High Level	104	12.2	12.2	100.0
	Total	854	100.0	100.0	

My lecturers use the needed instructional materials such as ICT for teaching and learning activities					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	100	11.7	11.7	11.7
	Low Level	241	28.2	28.2	39.9
	High Level	401	47.0	47.0	86.9
	Very High Level	112	13.1	13.1	100.0
	Total	854	100.0	100.0	

My lecturers have a good command of the contents of the educational management courses they teach					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	14	1.6	1.6	1.6
	Low Level	156	18.3	18.3	19.9
	High Level	502	58.8	58.8	78.7
	Very High Level	182	21.3	21.3	100.0

	Total	854	100.0	100.0
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My lecturers know how to use instructional material resources/technology to facilitate learning of educational management course (s)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	118	13.8	13.8	13.8
	Low Level	200	23.4	23.4	37.2
	High Level	345	40.4	40.4	77.6
	Very High Level	191	22.4	22.4	100.0
	Total	854	100.0	100.0	

My lecturers respond clearly with great deal of knowledge to questions asked in class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	19	2.2	2.2	2.2
	Low Level	216	25.3	25.3	27.5
	High Level	481	56.3	56.3	83.8
	Very High Level	138	16.2	16.2	100.0
	Total	854	100.0	100.0	

My lecturers are able to present the minimum content of their subject matter, tailored to the students' knowledge					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	52	6.1	6.1	6.1
	Low Level	288	33.7	33.7	39.8
	High Level	373	43.7	43.7	83.5
	Very High Level	141	16.5	16.5	100.0
	Total	854	100.0	100.0	

My lecturers teach effectively without the use of a lesson note					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	155	18.1	18.1	18.1
	Low Level	488	52.5	52.5	70.6
	High Level	205	24.0	24.0	94.6
	Very High Level	46	5.4	5.4	100.0
	Total	854	100.0	100.0	

My lecturers understand how to use modern information and computer technology (ICT) for teaching and learning activities					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	89	10.4	10.4	10.4
	Low Level	414	48.5	48.5	58.9
	High Level	264	30.9	30.9	89.8
	Very High Level	87	10.2	10.2	100.0
	Total	854	100.0	100.0	

I love teaching educational management courses					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	24	16.2	16.2	16.2
	Low Level	41	27.7	27.7	43.9
	High Level	62	41.9	41.9	85.8
	Very High Level	21	14.2	14.2	100.0
	Total	148	100.0	100.0	

I like teaching educational management courses					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	23	15.5	15.5	15.5
	Low Level	71	48.0	48.0	63.5
	High Level	39	26.4	26.4	89.9
	Very High Level	15	10.1	10.1	100.0
	Total	148	100.0	100.0	

I have interest in educational management as a discipline					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	18	12.2	12.2	12.2
	Low Level	20	13.5	13.5	25.7
	High Level	69	41.2	41.2	66.9
	Very High Level	41	33.1	33.1	100.0
	Total	148	100.0	100.0	

I see much value of educational management course in the society					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	36	24.3	24.3	24.3
	Low Level	91	61.5	61.5	85.8
	High Level	14	9.5	9.5	95.3
	Very High Level	7	4.7	4.7	100.0
	Total	148	100.0	100.0	

I am involved and participate in all activities during educational management lectures					
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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	11	7.4	7.4	7.4
	Low Level	21	14.2	14.2	21.6
	High Level	108	73.0	73.0	94.6
	Very High Level	8	5.4	5.4	100.0
	Total	148	100.0	100.0	

I sincerely enjoy teaching educational management courses					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	41	27.7	27.7	27.7
	Low Level	52	35.1	35.1	62.8
	High Level	43	29.1	29.1	91.9
	Very High Level	12	8.1	8.1	100.0
	Total	148	100.0	100.0	

I believe educational management courses are useful to the students I teach					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	5	3.4	3.4	3.4
	Low Level	11	7.4	7.4	10.8
	High Level	71	48.0	48.0	58.8
	Very High Level	61	41.2	41.2	100.0
	Total	148	100.0	100.0	

I am skillful in the use of information and Computer Technology (ICT)					
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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	122	14.3	14.3	14.3
	Low Level	399	46.7	46.7	61.0
	High Level	241	28.2	28.2	89.2
	Very High Level	92	10.8	10.8	100.0
	Total	854	100.0	100.0	

I can solve problems with what I have learnt in educational management					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	198	23.2	23.2	23.2
	Low Level	341	39.9	39.9	63.1
	High Level	205	24.0	24.0	87.1
	Very High Level	110	12.9	12.9	100.0
	Total	854	100.0	100.0	

I am able to practically apply what I have been taught in the outside world					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	84	9.8	9.8	9.8
	Low Level	274	32.1	32.1	41.9
	High Level	395	46.3	46.3	88.2
	Very High Level	101	11.8	11.8	100.0
	Total	854	100.0	100.0	

I am able to study independently of others and come out tops in my class					
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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	84	9.8	9.8	9.8
	Low Level	299	35.0	35.0	44.8
	High Level	372	43.6	43.6	88.4
	Very High Level	99	11.6	11.6	100.0
	Total	854	100.0	100.0	

I have practical knowledge of my course					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	115	13.5	13.5	13.5
	Low Level	399	46.7	46.7	60.2
	High Level	219	25.6	25.6	85.8
	Very High Level	121	14.2	14.2	100.0
	Total	854	100.0	100.0	

I can use what I have learnt in my course to be gainfully self employed					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	201	23.5	23.5	23.5
	Low Level	392	45.9	45.9	69.4
	High Level	198	23.2	23.2	92.6
	Very High Level	63	7.4	7.4	100.0
	Total	854	100.0	100.0	

I can teach my course successfully to others					
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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	98	11.5	11.5	11.5
	Low Level	402	47.1	47.1	58.6
	High Level	258	30.2	30.2	88.8
	Very High Level	96	11.2	11.2	100.0
	Total	854	100.0	100.0	

I have written papers, books, monographs e.t.c. in my course					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	239	28.0	28.0	28.0
	Low Level	399	46.7	46.7	74.7
	High Level	117	13.7	13.7	88.4
	Very High Level	99	11.6	11.6	100.0
	Total	854	100.0	100.0	

I see educational management course as useful to me					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	127	14.9	14.9	14.9
	Low Level	410	48.0	48.0	62.9
	High Level	299	35.0	35.0	97.9
	Very High Level	18	2.1	2.1	100.0
	Total	854	100.0	100.0	

I work hard to ensure I learn educational management course					
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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	35	4.1	4.1	4.1
	Low Level	398	46.6	46.6	50.7
	High Level	388	45.4	45.4	96.1
	Very High Level	33	3.9	3.9	100.0
	Total	854	100.0	100.0	

I am involved and participate in all activities in educational management classroom					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	101	11.8	11.8	11.8
	Low Level	375	43.9	43.9	55.7
	High Level	268	31.4	31.4	87.1
	Very High Level	110	12.9	12.9	100.0
	Total	854	100.0	100.0	

I see educational management as a course that has relevance beyond the lecture room					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	98	11.5	11.5	11.5
	Low Level	357	41.8	41.8	53.3
	High Level	297	34.8	34.8	88.1
	Very High Level	102	11.9	11.9	100.0
	Total	854	100.0	100.0	

I like and enjoy learning educational management courses					
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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	89	10.4	10.4	10.4
	Low Level	396	46.4	46.4	56.8
	High Level	270	31.6	31.6	88.4
	Very High Level	99	11.6	11.6	100.0
	Total	854	100.0	100.0	

I have interest in educational management as a discipline					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Level	23	2.7	2.7	2.7
	Low Level	411	48.1	48.1	50.8
	High Level	389	45.6	45.6	96.4
	Very High Level	31	3.6	3.6	100.0
	Total	854	100.0	100.0	

Educational management curriculum of my university emphasizes industrial attachment for lecturers to upgrade their competence					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	32	21.6	21.6	21.6
	Low Extent	76	51.4	51.4	73.0
	High Extent	29	19.6	19.6	92.6
	Very High Extent	11	7.4	7.4	100.0
	Total	148	100.0	100.0	

Educational management curriculum of my university has lots of internships for undergraduates					
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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	9	6.1	6.1	6.1
	Low Extent	41	27.7	27.7	33.8
	High Extent	85	57.4	57.4	91.2
	Very High Extent	13	8.8	8.8	100.0
	Total	148	100.0	100.0	

Educational management curriculum of my university emphasizes work based learning in line with the society's demand					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	8	5.4	5.4	5.4
	Low Extent	72	48.6	48.6	54.0
	High Extent	58	39.2	39.2	93.2
	Very High Extent	10	6.8	6.8	100.0
	Total	148	100.0	100.0	

Educational management curriculum of my university is sufficient of industry best practices					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	14	9.5	9.5	9.5
	Low Extent	41	27.7	27.7	37.2
	High Extent	69	46.6	46.6	83.8
	Very High Extent	24	16.2	16.2	100.0
	Total	148	100.0	100.0	

Educational management curriculum of my university emphasizes training and re-training workshops for lecturers					
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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	12	8.1	8.1	8.1
	Low Extent	70	47.3	47.3	55.4
	High Extent	50	33.8	33.8	89.2
	Very High Extent	16	10.8	10.8	100.0
	Total	148	100.0	100.0	

Educational management curriculum of my university emphasizes that only lecturers who have had related industry experience of the use of instructional materials/technology are recruited to teach					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	8	5.4	5.4	5.4
	Low Extent	49	33.1	33.1	38.5
	High Extent	82	55.4	55.4	93.9
	Very High Extent	9	6.1	6.1	100.0
	Total	148	100.0	100.0	

Educational management curriculum of my university focuses on inculcating problem solving abilities into students that could make them employers of labour					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	12	8.1	8.1	8.1
	Low Extent	76	51.4	51.4	59.5
	High Extent	49	33.1	33.1	92.6
	Very High Extent	11	7.4	7.4	100.0
	Total	148	100.0	100.0	

Educational management curriculum of my university ensures that until students understand what they are being taught, teaching has not taken place					
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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	11	7.4	7.4	7.4
	Low Extent	91	61.5	61.5	68.9
	High Extent	39	26.4	26.4	95.3
	Very High Extent	7	4.7	4.7	100.0
	Total	148	100.0	100.0	

Educational management curriculum of my university fosters a deep student-centred learning approach during teaching that can make them gainfully self-employed					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	16	10.8	10.8	10.8
	Low Extent	61	41.2	41.2	52.0
	High Extent	59	39.9	39.9	91.9
	Very High Extent	12	8.1	8.1	100.0
	Total	148	100.0	100.0	

Educational management curriculum of my university emphasizes that teaching should develop creative and critical skills amongst students that can make them job creators					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	14	9.5	9.5	9.5
	Low Extent	69	46.6	46.6	56.1
	High Extent	50	33.8	33.8	89.9
	Very High Extent	15	10.1	10.1	100.0
	Total	148	100.0	100.0	

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Type of university	854	1.00	2.00	1.4370	.50545

institution of Educational Management Undergraduates					
Gender of Educational Management Undergraduates	854	1.00	2.00	1.5444	.66068
Age of Educational Management Undergraduates	854	1.00	4.00	2.5628	.69666
My lecturers redirect inappropriate behaviours of the students on the spot	854	1.00	4.00	2.5392	.66323
My lecturers provide positive reinforcement to students for appropriate behaviour (e.g. special help, extra computer time, tangible rewards etc.)	854	1.00	4.00	2.3471	.63347
My lecturers correct bad behaviours of the students during teaching activities	854	1.00	4.00	2.1172	.61278
My lecturers teach students to work together cooperatively toward academic goals	854	1.00	4.00	2.4172	.67095
My lecturers monitor students' work spending equal amount of time in all quadrants of the lecture room	854	1.00	4.00	2.2511	.62200
My lecturers do create extra activities for us to work even when we have completed our main tasks	854	1.00	4.00	2.5834	.66115
My lecturers utilize ICT and right instructional materials to ensure that the contents of educational management courses are properly taught	854	1.00	4.00	2.4121	.63221
My lecturers utilize the art of recitation, drills and questioning to develop higher level of thinking by the students	854	1.00	4.00	2.4161	.66004
My lecturers convey knowledge/ideas clearly that allow students gain a better and deeper	854	1.00	4.00	2.4793	.64199

understanding of the subject matter					
My lecturers take the pain to explain and re-explain what they teach	854	1.00	4.00	2.4570	.65112
My lecturers relate the teachings of educational management courses to the professional environment	854	1.00	4.00	2.4291	.63440
My lecturers are able to use the needed instructional materials such as ICT for teaching and learning activities	854	1.00	4.00	2.6154	.70401
My lecturers have a good command of the contents of the educational management courses they teach	854	1.00	4.00	2.9982	.70221
My lecturers know how to use instructional material resources/technology to facilitate learning of educational management course (s)	854	1.00	4.00	2.7133	.69113
My lecturers respond clearly with great deal of knowledge to questions asked in class	854	1.00	4.00	2.8641	.70401
My lecturers are able to present the minimum content of their subject matter, tailored to the students' knowledge	854	1.00	4.00	2.7063	.68241
My lecturers can teach effectively without the use of a lesson note	854	1.00	4.00	2.1661	.66015
My lecturers understand how to use modern information and computer technology (ICT) for teaching and learning activities	854	1.00	4.00	2.4090	.65287
I am skillful in the use of information and Computer Technology (ICT)	854	1.00	4.00	2.3550	.65189
I can solve problems with what I have learnt in	854	1.00	4.00	2.2662	.64393

educational management					
I am able to practically apply what I have been taught in the outside world	854	1.00	4.00	2.6013	.67201
I am able to study independently of others and come out tops in my class	854	1.00	4.00	2.5694	.64297
I have practical knowledge of my course	854	1.00	4.00	2.4051	.61098
I can use what I have learnt in my course to be gainfully self employed	854	1.00	4.00	2.1444	.60227
I can teach my course successfully to others.	854	1.00	4.00	2.4120	.65123
I have written papers, books, monographs e.t.c. in my course	854	1.00	4.00	2.0891	.63088
I see educational management course as useful to me	854	1.00	4.00	2.2440	.66113
I work hard to ensure I learn educational management course	854	1.00	4.00	2.4911	.62871
I am involved and participate in all activities in educational management classroom	854	1.00	4.00	2.4532	.65291
I see educational management as a course that has relevance beyond the lecture room	854	1.00	4.00	2.4722	.63213
I like and enjoy learning educational management courses	854	1.00	4.00	2.4442	.67091
I have interest in educational management as a discipline	854	1.00	4.00	2.5014	.66347
Valid N (listwise)	854				

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Type of university institution of Educational Management Lecturers	148	1.00	2.00	1.4451	.56171
Gender of Educational Management Lecturers	148	1.00	2.00	1.5186	.60793

Age of Educational Management Lecturers	148	1.00	4.00	2.5628	.66197
Present level of Education of Educational Management Lecturers	148	1.00	4.00	2.6924	.70141
Years of Teaching Experience of Educational Management Lecturers	148	1.00	6.00	3.1609	.73193
I love teaching educational management courses	148	1.00	4.00	2.5412	.66389
I like teaching educational management courses	148	1.00	4.00	2.3114	.62213
I have interest in educational management as a discipline	148	1.00	4.00	2.5412	.67378
I have interest in educational management as a discipline	148	1.00	4.00	1.9460	.61399
I am involved and participate in all activities during educational management lectures	148	1.00	4.00	2.7641	.68311
I sincerely enjoy teaching educational management courses	148	1.00	4.00	2.1762	.61113
I believe educational management courses are useful to the students I teach	148	1.00	4.00	3.2704	.72417
Educational management curriculum of my university emphasizes industrial attachment for lecturers to upgrade their competence	148	1.00	4.00	2.1281	.64475
Educational management curriculum of my university has lots of internships for undergraduates	148	1.00	4.00	2.6893	.66398
Educational management curriculum of my university emphasizes work based learning in line with the society's demand	148	1.00	4.00	2.4733	.65498
Educational management curriculum of my university is sufficient of industry best	148	1.00	11.00	2.6961	.66318

practices					
Educational management curriculum of my university emphasizes training and re-training workshops for lecturers	148	1.00	4.00	2.4733	.64409
Educational management curriculum of my university emphasizes that only lecturers who have had related industry experience of the use of instructional materials/technology are recruited to teach	148	1.00	4.00	2.6224	.67004
Educational management curriculum of my university focuses on inculcating problem solving abilities into students that could make them employers of labour	148	1.00	4.00	2.3991	.65096
Educational management curriculum of my university ensure that until students understand what they are being taught, teaching has not taken place	148	1.00	4.00	2.2840	.66138
Educational management curriculum of my university fosters a deep student-centred learning approach during teaching that can make them gainfully self-employed	148	1.00	4.00	2.4534	.63499
Educational management curriculum of my university emphasizes that teaching should develop creative and critical skills amongst students that can make them job creators	148	1.00	4.00	2.4464	.65087
Valid N (listwise)	148				

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.992a	.984	.980	0.00021

a. Predictors: (Constant), Curriculum delivery, Lecturers' classroom management competence, Curriculum content, Lecturers' instructional delivery methods, Lecturers' educational qualification competence, Lecturers' attitude

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	19.128	4	1.985	3.361	.010
	Residual	1285.140	143	1.543		
	Total	1304.268	147			
a. Dependent Variable: Employability of educational management undergraduates						
b. Predictors: (Constant), Curriculum delivery, Lecturers' classroom management abilities, Curriculum content, Lecturers' instructional delivery methods, Lecturers' educational qualification competence, Lecturers' attitude						

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	33.749	2.161		11.190	.000
	Lecturers' classroom management abilities	.227	.045	.199	2.719	.016
	Lecturers' instructional delivery methods	.218	.051	.191	2.589	.024
	Lecturers' educational qualification competence	.110	.049	.93	1.907	.037
	Lecturers' attitude	.103	.057	.91	1.899	.045

	Curriculum content	.234	.053	.201	2.995	.010
	Curriculum delivery	.241	.056	.208	3.137	.006
a. Dependent Variable: Employability of educational management undergraduates						
Group Statistics						
Employability of Educational Management Undergraduates	Type of University Institution	N	Mean	Std. Deviation	Std. Error Mean	
	Public	834	34.3821	3.1134	.03301	
	Private	20	23.2014	2.4321	.02441	

Independent samples Test

Levene's Test for Equality of Variances				t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Employability of Educational Management Undergraduates	Equal variances assumed	3.973	.025	2.721	852	.009	-.60911	.01052	.25612	.29461
	Equal variances not assumed			2.723	821.2	.009	-.60911	.00455	.25596	.29502

Appendix III (Picture of Researcher in the Field)



Researcher distributing instrument to Educational Management undergraduates at Lead City University.



Researcher distributing instrument to Educational Management Lecturers at Lead City University.

Bio-data

A. Personal data

1. **Full Name:** Kayode Musibau OJOOGUN

Home Address: 5, Unity Crescent, off Olorunda Aba Road, kobo, Ibadan, Oyo State.

E-mail Address: kayodeojoogun@yahoo.com

Phone number: 0803-5046020

2. **Date and Place of Birth:** 5th May, 1966 at Iseyin

3. **Nationality:** Nigerian

4. **Name and Address of Next of Kin:** Alhaja Kudirat M. Ojoogun, 5, Unity Crescent, off Olorunda Aba Road, Akobo, Ibadan, Oyo State.

B. Educational Background

Institutions Attended	Qualification Obtained	Date
-----------------------	------------------------	------

1. Lead City University, Ibadan. Nigeria PhD in View (Educational Mgt) 2020 to Date
2. University of Ibadan, Nigeria M.Ed (Adult Education) 2009-2011
3. University of Ibadan, Nigeria M.A (Comm. & Lang. Arts) 1999-2002
4. Nigerian Institute of Journalism, Ibadan. Post Graduate Dip. (Pub. Rel.) 1997-1998
5. University of Ilorin, Ilorin, Nigeria B.A (Hons) Yoruba 1990-1996
6. Okaka Community Grammar School, Okaka. WAEC 1978-1983

C. Working Experience with Dates:

1. National Lottery Regulatory Commission, State Coordinator, Ibadan Office
September, 2022.
2. National Lottery Regulatory Commission, Abuja, July, 2011 – August, 2022.
3. Special Assistant to the Honourable Minister of Special Duties. November, 2010 – May, 2011
4. Personal Assistant to the Honourable Commissioner for Education, Oyo State.
February, 2009 – October, 2010
5. Personal Assistant to the Executive Chairman, Oyo State Universal Basic Education Board, Ibadan. Oyo State. April 2005 - September 2006

D. Awards and Fellowships (If any): Nil

E. Membership of Academic Professional Bodies: Nil

F. Publications:

- i. Aderogba-Oti Adepeju & **Ojoogun K.M.** (2022) Gender and Power Paradox in Nigeria Education System: Where Lays the Privilege and Inhibition? Lead City Journal of Arts and Social Science Education (JASSE) 1 (1). 68-75
- ii. Aderogba-Oti Adepeju & **Ojoogun K.M.** (2021) Women's Business Ownership: The Role of Education for Sustainability and Growth in Nigeria.
- iii. Ileuma S. & **Ojoogun, K.M.** (2021) Problems and Prospect of E-Learning in Tertiary Education in Nigeria: A Panacea to Covid-19 Pandemic. Lead City Journal of the Social Scinces (LCJSS) 6 (1). 91 - 98

- iv. Olajide, O.E., Adaja, O.V. & **Ojoogun K.M.** (2021) Engagement and Good Governance in Nigeria: The New Normal World. Education Re-Engineering in the New Normal World. ISBN 978-978-58387-2-3. 681 - 690
- v. Mobilization Strategies as predictors of community participation in voters' registration exercise in Iseyin Local Government areas of Oyo state, Nigeria" (M. ED. Dissertation). Unpublished
- vi. "Traditional Media Systems in Oro Festival in Iseyin" (M. A. Dissertation). Unpublished
- vii. **Ojoogun K.M.** (1998) "Towards an Effective Public Relations Planning Process", *PENLINE*, Vol. 1 No. 1, NIJ Publication, Ibadan.
- viii. "Crime and Society: Koseegbe by Akinwumi Isola", as a Case Study (B. A. Thesis). Unpublished
- ix. **Ojoogun K.M.** (1995) "Vowel Deletion in Yoruba Language", *Journal of Yoruba Studies Students Association, University of Ilorin*, No. 7

G. Notable scholarly or Professional Accomplishments: Nil

H. Major Conferences/Workshops Attended: Nil

I. Referees:

a. Prof. Taoheed Adedaja

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b. Prof. Olumide Olajide

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08035243331

c. Dr. Yunus Abiodun Akintunde

No. 63, Ibikunle Avenue, Bodija, Ibadan
Oyo State.
08036468888

I. Signature

Date

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The University Compliance Certification

This is to certify that the thesis by Kayode Musibau Ojoogun in the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State is in full compliance with the approved University Format and Style.

Signature

Date

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