

**FACTORS IN EMPLOYMENT AND EMPLOYABILITY OF FEMALE  
GRADUATES: A CASE STUDY OF ADO-EKITI, ADO LOCAL GOVERNMENT  
AREA, EKITI STATE.**

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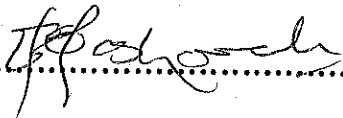
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**CERTIFICATION**

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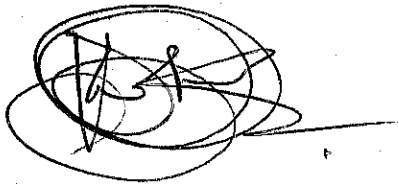
  
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## DEDICATION

This work is dedicated to Almighty God, the beginning and the end my creator and Comforter, for preservation of my life throughout this programme.

## ACKNOWLEDGEMENT

Glory, honor, and adoration belong to my creator, the beginning and the end, for the preservation of my life up till this moment, you are worthy of my praise, Hossanah in the highest.

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## ABSTRACT

This study investigated the Factors in Employment and Employability of Female graduates in Ekiti state. The research work was conducted in Ado-Ekiti. Two sets of questionnaire were completed by Employed and unemployed graduates involved in this study respectively. The 50 employed and 50 unemployed graduates who were studied were selected through purposive sampling. The questionnaires were designed by the researcher with the aid of research expert to establish its validity and reliability. Also, interview schedule for 20 employers of labour was used as an instrument of gathering the data used for the study. Frequency and percentage distributions were used to describe the data: t-tests and analysis of variance were used to test the hypotheses formulated. The results of the analysis showed that academic qualification/achievement significantly influence female graduate's employability in Ekiti State while academic satisfaction does not significantly influence female graduate's employability in Ekiti State. Also, twenty employers of labour were interviewed, fifteen said that female graduate's employability depends on the knowledge, skills, aptitude, academic achievement (first class upper, second class upper) and abilities an individual possesses. While the remaining five said that they employed males more than females in their organization, because the females have many things to attend to, for example, maternity leave. Based on the findings, it was recommended among others, that recruiters and employers should collaborate with educational policy-makers and curriculum developers to develop a curriculum that meet contemporary global labour market demand. It was also recommended that the stakeholders should consider the creation of job opportunity as a priority for the intending young graduates rather than increasing number of universities in the country.

## **CHAPTER ONE**

### **1.0.0**

## **INTRODUCTION**

### **1.1.0 BACKGROUND INFORMATION**

Education in Nigeria dated back to 13<sup>th</sup> century. It started as an indigenous education type which was in practice before the introduction of Muslim and Western Education between 1349 and 1385. Indigenously, our forefathers in Nigeria were trained towards being independent, upright and responsible in behavior within and outside their immediate communities. They were taught in the intellectual skills that enabled them to apply their initiatives in solving problems whenever the need arose. Our ancient parents were given all it takes to be ensured or being emotionally and physically balanced. The most important of it all was the fact that Nigerian indigenous education was meant to produce individuals to learn reading and writing. This marked the beginning of a change in Nigerian educational system. The efforts of the Nigerian Settlers in Sierra Leone in the establishment of colony in Nigeria as at 1941 was the last straw that broke the camel's back in the upturn of educational system in Nigeria. Christianity came in place and the westerners started to build schools beside church missions, where the learning of Reading, Writing and Arithmetic (3RS) was made a priority.

Gradually, indigenous education started to give way to formal, western education obtainable in school setting. As at between 1842 and 1882, educational practices were not coordinated in Nigeria (Ajayi, 2004). When the foreigners came and precisely in 1868, the first language of instruction were used by the catholic father was Portuguese. The priests were French speaking and the colony was English while the natives were Yoruba by tribe. (Ajayi). This

implies that there was no specific or uniform language as at then. The Nigerians that attended missionary schools were provided with job opportunities in the offices of white missionaries.

However, the ex-slaves that settled in Lagos encouraged their children to get enlisted into missionary schools. Within a short while, schools became overcrowded and employment opportunity became narrowed down to few graduates. This brought about the agitations for creation of secondary schools in Nigeria. From 1859, that marked the creation of first grammar school called Church Mission Society Grammar School in Lagos till 1908, schools were under the missionaries. In 1909, about fifty years after the successful creation, funding and controlling of secondary schools by the missionaries in Nigeria, Nigerian government opened Queen's college in Lagos, the first government owned secondary school in Nigeria.

Quality education through an improved curriculum would in no doubt give millions of recipient skills to rise out poverty, improve their status, mobility and decision making which will in turn propel national and regional development while its failure may likely result to social, political and economic crises in the nearest future. Education generally in Nigeria has been neglected with university education been the worst hit by successive governments in terms of effective management, quality control and provision of adequate quality resources for effective teaching and learning. Although, reasonable efforts have been made to improve the quality of Universities education in the past one decade, yet with all these efforts, it appears little success has been achieved. The goals of University education remains elusive and seems unachievable as the universities products (graduates) in Nigeria often time could not marry knowledge acquired in schools with that of the labour market.(olofintoye, & Prince, 2013).

Moreover, majority of graduates who are degree holders (Bachelors, Masters, and Doctorates Degree holders) remain unemployed and for those employed, there are allegations by their employers, that most Nigeria University Graduates lack job related skills and perform below expectations.

Employability has been defined as the capability to gain and maintain employment (Hind& Moss, 2011). The employability of an individual depends on the knowledge, skills, and abilities, an individual possesses. Employability can also be defined as a person's capability of gaining initial employment, maintaining employment and obtaining new employment if required. (Hillage & Pollard, 1998). In simple terms, employability is about being capable of getting and fulfilling work. Also, employability is the capability to move self-sufficiently within the labor market to realize potential through sustainable employment. in the word of Overtoon (2000). Employability means, "Having essential functional and enabling knowledge, skills and attitudes required by the millennium workplace, necessary for career success for all levels of education".

The former education minister, Sam Egu, when speaking at a retreat for the newly reconstituted governing council boards for Federal Universities in Abuja attributed this ugly trend to poor teaching in the system, inadequate and obsolete infrastructure and equipment as well as poor library facilities. On the low quality of graduates, he said about 15-30 percent of the instructional and infrastructural facilities are non-functional, obsolete or dilapidated. This has a clear adverse consequence on the quality of teaching, learning, and research as only 20% of graduate from Nigeria universities are employable, in other words, 80% of Nigerian graduates lack requisite skills for employment. the instructional processes in our universities have lost their rigor as many institutions could not function well. The adduced reasons for this problem include insufficient fund, incompetent and inadequate staff to carry out quality teaching to reduce

various factors such as insufficient finance, lack of funds, incompetent staff to carry out teaching quality.(Ololube& Egbezor, 2009; Ololube, Egbezor & Kpolovie, 2008).

From a global perspective, economic and social developments are increasingly driven by the advancement and application of knowledge. Education in general and higher education in particular, are fundamental to the construction of a knowledge economy and society in all nations (World Bank, 1999). Yet the potential of higher education systems in developing countries to fulfill this responsibility is frequently thwarted by long-standing problems of finance, efficiency, equity, quality and unemployment. Perhaps no one has captured the significance of the global unemployment situation better as the ILO's Director, Juan Somavia in the latest ILO Global Employment Trends Report, which remarked that economic growth alone is not adequately addressing global employment needs. Accordingly, the report said, "they are facing a global job crisis of mammoth proportion and a deficit in decent work that is not going away by itself. They need new policies and practices to address these issues, given the number of people that are out of work today and the millions more that are most likely to join the jobless market tomorrow". The report further showed that the "number of unemployed people worldwide reached a new height in 2005, especially among the vast and growing legion of jobless youths". It also stated that the world poor were especially hit hard by weak economies that failed to turn GDP growth into job creation or wage increases, coupled with natural disasters and rising energy prices. According to the report, official estimates of global unemployment rate have remained unchanged after two successive years of 6.3% of decline. It disclosed that the total number of the jobless at the end of 2005 stood at 191.8 million people, an increase of 2.2 million since 2004 and 34.4 million since 1995. These are the grim facts concerning unemployment worldwide for the millions of the jobless, who are increasingly giving up ever getting jobs and

also for governments around the world who must be worried about the deepening joblessness situation.

### **1.2.0 STATEMENT OF THE PROBLEM**

The overall unemployment rate is at negligible level at the moment in the country, even at that is somewhat high among the educated population. The most important fact is that youth unemployment is much higher than unemployment among other age groups in Nigeria. Employability of graduates has been a controversial issue in Nigeria labour market for a considerable period of time. Today in Nigeria, many university graduates complain of high levels of unemployment and prospects for employment have worsened overtime. Despite, some progress made in extending access to higher education for various groups of Nigerians seeking university education, however, the percentage of graduate unemployment has assumed alarming proportions. Many employers of labour usually complain that graduates are poorly prepared for work. They believe that academic standards have fallen considerably over the past decade and that a university degree is no longer a guarantee of communication skills or technical competence. As a result, university graduates are commonly viewed as "half baked". High unemployment and under-employment among graduates of the institutions of higher learning, especially universities, and sharp rise in the universities enrolment, call for quantitative and empirical assessment to determine solutions to the problem. However, this is a function of decreasing job opportunities and increasing enrolment. When it comes to gender, female unemployment rate has always been higher than the male unemployment rate. Female graduate employability interest to public sector becomes a big issue in Nigeria since majority of graduates are being females. Parents spends huge amount of money to produce graduates and they are expecting safe job from the government. This is evident that, specially, when opening the

registering graduate unemployment scheme, majority of graduates are tent to registering in order to have jobs.

In Nigeria, though accurate data on unemployment is hard to come by, there is no mistaking in the fact that the country is faced with very high unemployment rate. The everyday sight of the growing army of unemployed youths roaming the streets with despair written all over their faces attests to the gravity of the job market situation in Nigeria. Graduate unemployment, not to talk of secondary school leavers has reached a frightening level. Year in year out, the tertiary institutions turn out tens of thousands of degree and diploma holders but only a tiny fraction find jobs, any job for that matter. One principal factor, among other is responsible for the growing unemployment in the country. One, the economy is not growing fast enough to absorb the high number of people, especially graduates coming into the job market. This is the classical case of supply out-stripping demand.

### **1.3.0 RESEARCH QUESTIONS**

This study is, therefore, designed to provide answers to following questions:

1. What are the perceptions of graduates' about Female Graduate Employability in Ekiti State?
2. What is the educational factor responsible for getting preferred or satisfactory employment among female graduate in Ekiti State?
3. To what extent is the knowledge acquired during the course of study was useful by female graduate in their current jobs?
4. What main character or endowment do employers of labour really want from female graduate in Ekiti State?



5. What are the obstacles or problems to female graduate employment in Ekiti State?

#### **1.4.0 OBJECTIVES OF THE STUDY.**

The main objective of the study is to identify the factors in Employment and Female Employability in Ekiti State.

The following are the specific objectives of the study:

- i. To identify Jobs Aspirations, Preference and Expectation of female Graduates.
- ii. To understand the Social challenges and problems of unemployed female graduate.
- iii. To examine people's perception on employability of female graduates in Ekiti state.
- iv. To explore the solution for female graduate's unemployment in Ekiti state.

#### **1.5.0 HYPOTHESES OF THE STUDY**

Arising from the specific objectives stated above, hypotheses were tested on the dependent variable of the factors in employment. Since a factor study is a study of circumstance, fact that contributes to a result. Factor was here measured in terms of differences in academic achievement/qualifications, field of study, knowledge and socio-economic factors that contributes to unemployment among female graduate in Ekiti- State.

Academic factors in employment are expected to affect the employability of female graduate positively in terms of increase in knowledge and abilities an individual possesses of gaining an employment, academic achievement, that is, 1<sup>st</sup> class, 2<sup>nd</sup> class upper and general improvement in the life of female graduate.

**Ho:** Academic Factors are not expected to affect the employability of female graduates

**Hi:** Academic Factors are expected to affect the employability of female graduates

**Hypothesis Two:** there is no Significance relationship between academic achievement and employability of female graduates.

### **1.6.0 HISTORY AND MAP OF ADO-EKITI**

The founder of the Ado kingdom was a prince of Ile-ife named Awamaro (the restless one) and Ewi (the speaker). He is said to have left Ile-ife with his brother Oranmiyan and went to Ita Orogun and Benin after staying briefly with Oloba in Oba-Ile, Akure.

Oba of Benin and the Ewi of Ado-Ekiti, both first settled in Benin forests before disputes among their people led them to separate and the Ewi sought a new home westward at Utamodi (Oke Papa). Ewi Biritiokun and his son reigned there. It was Ewi Awamaro who migrated to Ilesun (present day Ado-Ekiti) after staying briefly at Udoani (Ido Ani) and Agbado during the long trek. When Ewi Awamaro left Agbado, the elders remained behind to rest and gave the settlement the name Agba Ado (Elders' Camp)- Agbado- Ekiti as the town is known today.

Awamaro's spies encouraged him to attack Elesun with the support of Odolofin after he had settled down at Oke Ibon (now Odo ijigbo) and with the conquest of Ulesun by Awamaro, the town of Ulesun changed its name to Ado or Ado -Ewi.

The Elesun (the King) who ruled over the town of Ulesun with its satellite towns, that is, Ukere (now Ikere), Isinla, Ulamoji, Agidimo, Ikewo existed in what is now known as Ado-Ekiti. Before the emergence of Ewi of Ado-Ekiti, the Elesun occupied the peak of a hierarchy where he had his surbordinates as the Odolofin (Elesun second in command), Asao, Elegemo, Alamoji, Olisinla, Olulero, Olookori etc. Elesun was the head of the laity in the worship of Olota (god),

the deity in charge of the security of Ulesun state. The Ulesun language was different from Yoruba (Ado-Ewi) language. Examples are Ideregbe (Ewure or Goat), Okeregba (Aja or Dog), Amomo (Alangba or Lizard), Usa (Ikoko or Pot), Ukere (Ago or Calabash Cup), Ogolomosi (Ibepe or Pawpaw), Oyeye (Epa or Groundnut). Some of the Elesun's chiefs such as Odolofin and Asao were accepted into the Ewi's system of chieftaincy after Awamaro's conquest. The Elegemo retained his post as Chief Priest and custodian of Iwemo Ogun. Ewi's Warrior chiefs who provided military security for palace inhabitants were the Akogun at Irona, Oloja Ese at Oke Ese, Eleyinmi at Okeyinmi and Egbedi at Orereowu.

Eventually, Ewi and his people overthrew the existing political arrangements after series of conflicts, conquered Ulesun community, displaced and killed its ruler Elesun, cut off his head and proceeded and established a new town, Awamaro named Ado, meaning "here we encamp". Ewi Awamaro and his successors conquered villages and cottages in the neighborhood, replaced their rulers with their own loyalists, stalwarts and scions of the royal family. The important citizens of these conquered communities were relocated in Ado. Ewi supplanted Elesun as sovereign ruler of the aboriginal and settler population, many of Elesun's Chiefs were confirmed in their offices but they swore oaths of allegiance to the Ewi. Many of the succeeding Ewi expanded the kingdom by force of arms, annexed territories and gave these territories to scions of the royal families, these assumed titles which became hereditary.

The expansion and growth of Ado-Ekiti and the kingdom of Ado lasted over 400 years. In the course of this expansion, Ado became associated with certain traits. Citizens of the kingdom in general and those of the mother town, Ado-Ekiti in particular were reputed for great attention to cleanliness. Traditions preserve numerous brave citizens of each Ado community, the best known were Ogbigbonihanran of Idolofin quarters, Ogunmonakan of Okelaja, Fasawo,

a.k.a. Aduloju of Udemo quarters, and Eleyinmi Orogirigbona of Okeyinmi quarters- all of Ado-Ekiti and Ogunbulu, a.k.a Ala l'aju Osoru of Aisegba. Folk traditions are replete with fond references to Ewi's relationship with some other Ekiti traditional rulers.

Ewi's antecedents are depicted as: Elempe Ekiti (mightiest man in Ekiti). Folk traditions of this nature vividly portray the towering position of Ado- Ekiti. In the first place, Ado-Ekiti is situated at the heartland of Ekiti and is thus less exposed to cross-border attacks or non-Ekiti influences. Consequently, over many centuries, waves of immigrant groups seeking haven settled in Ado-Ekiti and several other Ado communities. Many of these immigrants were refugees, they left their old homelands in parts of Ekiti, Akoko, Owo,etc. where their leaders lost out in chieftaincy contests.

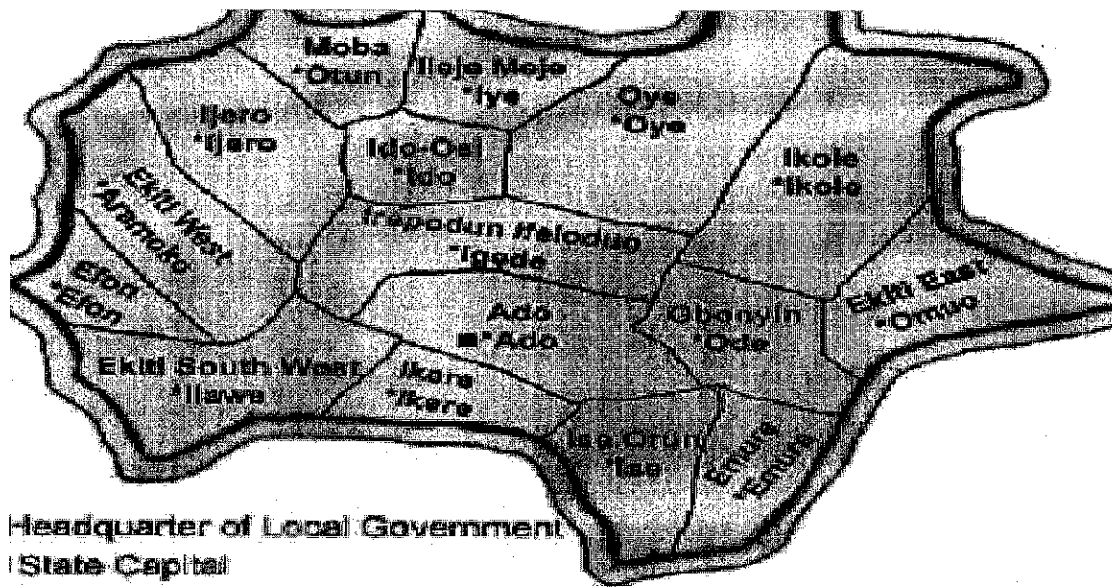
Some war captives, these were brought in droves by Aduloju and his lieutenants from their slave wars of the 1870s and 1880s in parts of Owo, Ose and Akoko. They were settled in Ado communities, where they increased the local population, and enriched the culture with their lineage names and festivals in similar circumstances, citizens of Ado communities left their fatherland and settled in a few places in the neighborhood up to ijesa land. Ibadan sacked many Ado communities in 1873 and made a huge haul of prisoners of war and other captives who eventually settled in Iwo, Ibadan and some Remo towns such as Iperu and Makun Sagamu.

Ado-Ekiti is one of the towns of the north eastern territory of Yoruba land and passed through a succession of military, political and cultural changes from the time of Ewi Awamaro who migrated there to form what became Ado-Ekiti.

Ewi Awamaro subjugated Elesun's neighbours and expanded his territory except Ukere (Ikere Ekiti) and his successors up to Yeyenirewu followed same steps that by 1550 A.D. Ado-Ewi had become a big power in the entire Ekiti country.

Ado-Ewi was peaceful as war was abandoned in place of diplomacy and mutual relations strategy. Ewi Gberubioya divided the Ewi dynasty into three ruling houses of Owaroloye (Aroloye), Atewogboye and Arutawekun. Ewi's sons that ruled in neighboring areas during the reign of Gberubioya included Okunbusi who became Onigede, Adubienimu who became Alawo, the Onijan, Opoakin (of Iwere), Olu Akitipa (of Odo), Aramude, Olokun, Olurasa, Onikewo and Olotin. One of his sons, Amujoye founded Igbemo and took the title of Oba of Igbemo from its inception.

### MAP OF ADO-EKITI



AGS

### **1.7.0 EXPECTED CONTRIBUTIONS TO KNOWLEDGE**

The results and conclusions of this study can be useful for researchers in the fields of employment and labour market, decision makers in higher education establishments and in the ministries of education and employment, and most importantly, fresh university graduates for a more efficient professional orientation. The advance of knowledge at international level, especially for countries with similar educational and employment characteristics with Nigeria, can also be substantial due to the lack of research in employment factor detection.

### **1.8.0 SYNOPSIS OF THE PROJECT**

This study has five (5) chapters.

The first chapter (1) is divided into nine major sections. The first section contains the introduction. The second section contains the background knowledge to the study. The third section is made up of the statement of the problem. The fourth section contains the objectives of the study. The fifth section is also made up of research questions which will be relevant in the study. The sixth section also contains the hypotheses of the study. The seventh section contains history of the case study. (Ado-Ekiti). The Eighth section laid emphasis on expected contribution to knowledge. The ninth section contains the synopsis of the project.

The second chapter (2) is divided into two sections. The first section is made up of literature reviews on factors in employment and employability of female graduate in Ekiti State. The last part of the chapter contains the theoretical framework, which was centered on Harry Jerome's structural unemployment theory and consensus theory.

The third chapter (3) laid emphasis on the methodological details that will be employed in this work. It includes the Area covered by the study, the geography, the population, design of study, sampling technique and sample size, data collection, definition and measurement of variables, mode of analysis of data, validity of questionnaire scheduled, and reliability of instrument.

The fourth chapter (4) focuses on Data Presentation, Analysis, and interpretation. Finally, chapter five (5) is made up of Summary, Recommendations, and Conclusion.

## CHAPTER TWO

### 2.0.0 LITERATURE REVIEW AND THEORETICAL FRAMEWORK

#### 2.1.0 INTRODUCTION

The purpose of this chapter is to review the most current and relevant literature pertaining to factors in employment and employability of female graduates in Ekiti State.

As new entrants enter labour market, large numbers of university graduates have been unemployed or underemployed for many years. There are many factors affecting employment such as university prestige, professional fields, and individual one or entire economic elements, which can influence job search, and student's starting wages; individual factors include; gender and skills, (i.e capability to use your own knowledge, and creativity).

According to Johny Kilhefner, demand for goods and services directly affects employment. Unemployment results during dips in demand cycles of market driven economies. Production may also move to other societies, such as from high wage to low-wage countries, or from old facilities to new ones, changes in the world economy may result in unemployment, as well as can declines in the manufacturing sector, changing patterns in consumption, technological development and competition from other countries.

The concept of employment affects both individuals and society at large. Employability has been subjected to many studies. There are many recent studies on this area (Sumanasiri et al, 2015, Smith et al, 2015; Firich et al 2013, Wickramasighe & Perara, 2010, Hillage & Pollard, 1998): and it is clearly evident that the concept is nothing new and has been subjected to numerous studies many governments, universities, employers and other stakeholders have given



various suggestions on increasing female graduates employability. Despite these extensive development and evidence of innovative practices to increase employability within universities, employability still remains to be a complex and problematic area without much clarity or complete direction, (Rae, 2007). In one of the earliest studies “Robbins report on employability” commissioned by UK government employability was identified as one of the four main objectives of higher education. (Robbins 1963).

### **2.2.0 Defining Employability**

According to Hillage & Pollard (1998) “Employability is the capability to move self-sufficiently within the labour market to realize potential .... Employability depends on knowledge, skills and attitudes they possess, the way in which they use these assets and present them to employers and the context (e.g personal circumstances and labour market environment) within which they seek work.

For Hillage & Pollard (1998), investments in human capital (skills and knowledge) are directly proportional to employability.

Eurostat (2013) noted that employability is about having the capability to gain initial employment, maintain employment and obtain new employment if required. For the individual, employability depends upon: assets in terms of knowledge, skills and attitudes the way these assets are used and deployed; presentation of assets to potential employers and the context within which the individual works, e.g labour market and personal circumstances Knight and Yorke (2001) consider the concept of employability to be a synergic combination of personal qualities, skills of various kinds and subject understanding.

Employability skills denote characters that may make an individual attractive to potential employers (Babalola, 2011). These skills and competences are directly linked to the needs of the labour market and the mandatory inclusion of employability skills in higher education has been proposed in some countries (Precision consultancy, 2007). It has been proven that employability skills promote performance in the workplace (Pan and Lee, 2011).

Harvey (2001) defines employability skills in terms of four key areas:

- a) Traditional intellectual skills, e.g critical evaluation, logical argument.
- b) Key skills, communication, I.T, etc.
- c) Personal attributes – motivation, self-reliance and
- d) Knowledge of organizations and how they work.

Sodipo (2014) said these skills (soft) are usually lacking in graduates that are just out of school and even those already in employment. Organizations spend a lot of time and money training staff, not only in job-specific areas but also in general and basic skills.

According to Pan and Lee (2011), the notion of employability challenges traditional concepts of higher education and raises the question of what point of higher education is subject knowledge and understanding or learning how to learn. Some academics feel that this agenda is too driven by government policy and employers, rather than the academy. This can lead to unrest amongst academics, who are expected to teach employability skills and attributes in classroom.

De la Harpe, Radloff and Wyber (2000) suggest that there is concern worldwide that existing undergraduate's programmes are not producing graduates with the kind of life-long

learning skills and professional skills which they need in order to be successful in their careers.

Employability is having a set of skills, knowledge, understanding and personal attributes that make a person more likely to choose and secure occupations in which they can be satisfied and successful.

### **2.3.0 The Notion of Graduate Employability**

The notion of graduate employability is a contentious issue that is both difficult to conceptualize and measure. Many people perceives graduate employability as 'work-readiness' of graduates as a means of guaranteeing economic competitiveness in an increasingly global market.

In the current discourses, graduate employability is frequently understood as being the same as graduates' establishment in the job market after graduation (Eurostat, 2009; HSV, 2005, 2007), although some researchers argue that graduate employability is 'clearly not the same as graduate employment rates' and instead should be defined as 'suitability for graduates' employment' (Knight & York, 2004, p.9). According to these authors, employability encompasses the combination of four aspects of higher education: 'understanding of subject matter' (propositional knowledge in the form of mastery of the subject matter of the degree), 'skillful practices' (these can be characterized as procedural knowledge), 'efficacy beliefs' (beliefs that one generally can make some impact on situations and events) and 'meta-cognition' (awareness of what one knows and can do, and of how one learns more) (Knight & York, 2004, pg.38). Implicit in their definition is the assumption that higher education can provide students with knowledge and skills that are applicable in academic as well as in non- academic contexts. Other assumptions of

higher education are related to the concepts of 'capitalization of knowledge', credentials' and 'students as consumers'.

Tomlinson (2008) argues that there are two main competing interpretations of the relationship between grades/ credentials and labour market outcomes, the human capital approach and the credentials approach.

In human capital theories, higher education is viewed as an investment that yields both social and private returns. Both society and the individual benefits from this investment and individuals base their participation on rational choices.

From credentials' approach, it is argued that an increase in credentials and graduates does not add value to individuals' human capital, it just generates a growing pressure for individuals to acquire further credentials to access jobs.

Whilst some definitions of employability focus on graduates' abilities to synthesize personal and academic skills (Knight & Yorke, 2004). Nearly two-thirds of all graduate vacancies are open to graduates from any discipline with the type of skills required dependent upon the role to be carried out within a particular organization (Raybould & Sheard: 2005).

The performance measure developed and utilized by Smith et al revealed that an individual level, the probability of unemployment or inactivity six months after graduation is influenced strongly by the individual's class of degree, subject studied, prior qualifications, and social class background. It would seem, therefore, that in addition to the quality of class degree and level of transferrable skills possessed by graduates, other factors come into play when determining employability. Such transferable key skills and competencies, which are identified in the literature, may be summarized as follows:

- Professionalism.
- Reliability.
- Ability to cope with uncertainty.
- Ability to work under pressure.
- Ability to plan and think strategically.
- Ability to communicate and interact with others, either in teams or through networking.
- Good written and verbal communication skills.
- Information and Communication Technology skills.
- Creativity and self-confidence.
- Good self-management and time- management skills.
- Willingness to learn and accept responsibility.

Employers pay less importance to academic credentials and more importance to personal attributes and skills when the supply of graduates increases. (Brown et al, 2001). Thus, employers defines 'employability' as aspects of 'behavioral competence' and the students' capacities to show a range of personal, per formative and organizational skills rather than the possession of traditional academic, theoretical knowledge and skills.

#### **2.4.0 The Concepts of Employment**

Employment is an agreement between an employer and an employee that the employee will provide certain services on the job. The employment agreement ensures that:

- The work will occur in the employer's designated workplace.
- The work is designed to accomplish the employer organization's goals and mission.
- In exchange for work performed, the employee receives compensation.

An employment agreement for an individual employee can be verbal, written in an email, or it can be a job offer letter. The offer of employment can be implied in an interview or written in a formal, official employment contract.

Employment runs the gamut in terms of the different kinds of time commitments and compensation plans.

For example, employment can be:

- An hourly part-time job: which a certain amount of money is been paid for each hour worked.
- Full time employment: in which individual receives salary and benefits from an employer for performing all the tasks required by a particular position.
- Employment can last for a short period of time or it can last for 30- 40 years with the same employer.
- Employers can offer flexible employee work schedules or require the employee to work Monday-Friday from 8 a. m. to 5.p.m. with an hour off for lunch and two 20 minutes breaks, one in the morning and one in the afternoon (as required by law).

As long as the employer upholds his end of the deal to pay the employee (and pay on time) and the employee wants to continue the work for his employer, the employment relationship will continue.

This takes into consideration the fact that the terms and conditions of employment are largely in the hands of the employer. Individual employees can negotiate certain terms of a contract (such as a higher compensation, or additional days off) but the location, hours of work, the work environment, and even the organizational culture are set in cement by the employer.

Employment ends at the prerogative of employer and employee. Especially, in locations that are right- to- work at – will states, employers may terminate employment or employees may quit for any reason they choose.

For many people, employability is simply about getting a job, and the term is increasingly used carelessly and interchangeably with “enterprise”, which is turn confused with “entrepreneurship”.

Eurostat (2013) noted that employability is about having the capability to gain initial employment, maintain employment and obtain new employment if required. For the individual, employability depends upon: assets in terms of knowledge, skills, and attitudes; the way these assets are used and deployed; presentation of assets to potential employers and circumstances.

Employability skills denote characters that may make an individual attractive to potential employers. Babalola (2011). These skills and competencies are directly linked to the needs of the labour market and the mandatory inclusion of employability skills in higher education has been proposed in some countries. (Precision Consultancy, 2007). It has also been proven that employability skills promote performance in the workplace. (Pan and Lee, 2011.)

Harvey (2001) defines employability skills’ in terms of four key areas:

- Traditional intellectual skills- for example, critical evaluation, logical argument.
- Key skills- communication, IT, etcetera.
- Personal attributes- motivation, self reliance and
- Knowledge of organizations and how they work.

Sodipo (2014) said these skills (soft) are usually lacking in graduates that are just out of school and even those already in employment.

Peter Sewell of the Class Faculty Centre for Employability making the career development case defines employability as “having a set of skills, knowledge and personal attributes that make a person more likely to secure, and to be successful in their chosen occupation.

Employability skills which are skills necessary for getting, keeping, and doing well on a job are very important for all employees to be an asset to the labour market. These skills include attitudes, and actions that enable workers to get along with their fellow workers or supervisors and to make sound, critical decisions(Brown & Hesketh,2004). While most people view employability in absolute terms, focusing on the need for individual to obtain credentials, knowledge, and social status; the concept of employability can also be seen as subjective and dependent on contextual factors. Employability not only depends on whether one is able to fulfill the requirement of specific jobs, but also on how one stands relative to others within a hierarchy of job seekers. (Brown & Hesketh 2004).

A cursory examination reveals that the study done by Hillage & Pollard (1998) can be considered pioneering since for the first time it summarized all previous and existing ideas about employability. Accordingly, employability has four main elements namely; assets, deployment, presentation and contexts. Even though Hillage and Pollard (1998). Employability model was instrumental in summarizing the ideas about employability, it did not explain the underlying factors of employability or their associations. Many subsequent studies were conducted based on employability skills which are underlying skills factors that lead to female graduates employability and, the theoretical framework presented by Cotton



(1993) identifies a collection of basic, higher order and effective employability skills required by employers. The employability skills model has been the focus for subsequent studies due to its simplicity and practicality. According to Cotton's model employability skills were categorized into three types, basic skills, higher order thinking skills, effective skills and traits. Skills model is considered by many as one of the earliest models of employability, which is based on the notion that employability depends on the skill levels of individual, without any mention of other factors such as attitude, behavior, and experience which limit its broad usage.

A skills plus model of employability has been presented as a alternative concept of employability based on findings from capability concept, social and psychology and ideas from literature. (Knight & Yorke 2002). USEM models is based on acronym for understanding, skills (subject-specific and generic), efficacy beliefs (and self-theories generally), and metacognition (including reflection). USEM model is widely considered as a major development in employability research since for the first time employability was conceptualized in relation to other constructs such as skills, subject understanding, metacognition and personal qualities.

Employability has been subjected to many empirical studies. The following section summarizes the main empirical studies on employability during the last decade many of which focused on identifying the main factors that influence employability.

Since most employability studies are based on skills approach there is a need for an alternative approach that recognizes the complexity of human behavior (Holmes, 2001). Identify approach for employability leads to suggestion that undergraduate's curriculums must be

enhanced. The series of studies done by Knight and Yorke (2002) was instrumental in shaping the concept of employability from its early ideas. According to "Skill plus" project employability is a far more complicated than just key skills as proposed by many academics and is clearly different from graduate employment. Knight & Yorke, 2002. Employability can be embedded in any subject curriculum without compromising academic freedom or stakeholder experiences of current academic values. The USEM model presents employability as synergetic blend of subject understanding, personal qualities, and key skills. The key feature of the USEM model is the fact that its pedagogic approach does not force academics to compromise the subject specific understanding and hence it should enjoy large scale support from academic and research community. Skills plus framework is presented as an ambitious employability project since it considers entire academic programs while supporting academic's focus towards "good learning". The skills plus framework gained momentum with the series of studies undertaken by ESECT (Enhancing Student Employability Coordination Team) which were intended for teaching staff in higher education institutes that are keen in developing the employability of female graduates. Accordingly higher education institutes are increasingly pressurized to produce graduates with relevant employability and enterprising skills so they are confident to set up business. Overall the USEM framework and skills plus can be considered as a major development in the area of female graduate employability.

Studies have also focused on the preoccupation of academics with regard to developing generic skills and resulting increase in employability (Brown, et al, 2003). The study done by Brown et al, (2003) questions the thinking behind development of key skills, cost effectiveness of such development initiatives while questioning the practicality of major curriculum changes in a context of limited funding, and suggests more attention to be given towards post-graduate

induction programs than pre-graduation period. The transition from university to labour market requires an active involvement for students who consider that employability is a crucial issue that must be successfully managed (Tomlinson 2008). Employability development process involves improvements in a graduates profile, credentials, attitude, and labour market strategies while the management of tensions, pressures and disappointments also play a key role in this, also it is slated that female students no longer see a clear link between their university academic achievements and rewards in the labour market. Female graduates see a need to develop more aggressive and proactive labour market strategies surpassing the achievements in formal education settings. Studies have also explored the connection between the enterprise education in universities and subsequent employability and career development and identified a clear link between individual learning and institutional integration of enterprise, personal and career development (Rae, 2007), challenges faced in this integration include academic management, academic culture, and perception of employers, institutional experience and expectations and behavior of female graduates. The study by Rae (2007) suggests the need to increase the interactions between university female graduates, faculty, and employers using innovative learning methods which include both curricular and extra-curricular activities. The study suggests two levels of integration; first at institutional level between university and employer, second at government policy level which has been suggested earlier by Dearing report on higher education system (NCIHE, 1997). The employability study done by pool and Sewel (2007) can be considered as a significant achievement since it presented a clear, straightforward, and practical approach of employability which was identified as a major requirement. Career EDGE model identified five independent constructs that constitute employability which includes; career development learning experience, subject skills-knowledge – understanding, generic skills and

emotional intelligence. The career EDGE framework or “key to employability model” as its popularly referred introduces employability as lifelong concern since no one achieve perfect employability. The model considers reflection and evaluation which allow female students to assess the learning experience and to understand what to be done further. Also the model clearly identifies three psychological constructs that influence the employability of female graduates in Ekiti State including self-efficacy, self confidence and self-esteem. Furthermore, Pool & Sewell (2007) provides a working definition for employability as “set of skills, knowledge, understanding and individual attributes that makes an individual more likely to choose and secure occupations in which they are satisfied and successful. Further studies have challenged the existing concepts on employability while introducing new definitions which consider the evolution of employability over time and critical variables that influence employability at both organizational level and individual levels (Clarke, 2008). Suggestions were also offered on managing employability and careers at individual and organizational level. Since employability is clearly dependent on organizational content as well as individual responsibility, current focus towards individual employees must change and organizations must consider new ways to support their female employees to manage employability and careers. Since employability does not guarantee employment but however increase the chances of obtaining suitable employment, compared to other job seekers, understanding how to manage employability is more important than just understanding what employability is. How individuals can enhance their employability compared to others in job market, and the role organizations can play in employability development was studied in detail. Clarke (2008) study can be considered parallel to previous connected studies on employability which clearly links individual learners and their environment rather than considering things on isolation. Clarke’s study clearly highlights that defining

employability as having skills and abilities to get employment, remain employed and find new employment when required. Earlier by Hillage & Pollard (1998) is problematic since skills and abilities alone does not guarantee employment while attitude and behavior, individual characteristics, and labour market conditions all play an integrated role in generating employability (Clarke 2008).

In reality most female graduates are unable to change or influence their internal or external labour market while only those in high level of career mobility have opportunity to influence their environment. Clarke study can be considered one of the most comprehensive in employability literature since it brings ideas from different perspectives of employability without limiting to single point of view. Employability studies have been limited to respective countries and their graduate employability. For instance Sri Lankan University female graduates employability was studied and cross comparisons were made revealing that Engineering, social, management graduates have more job opportunities compared to social science, humanity graduates (Ariyawansa, 2008). A comparison of the education quality revealed that social science, humanity degrees are of higher quality than some of the medical and engineering degrees. The study done by Ariyawansa (2008) contradicts with previous employability studies and states I.T skills and English language is not the focus for universities. In a context where many graduates consider training/experience as an important aspect in private sector, an important in I.T skills, leadership qualities, team-work, analytical ability, and interpersonal relationships is vital parallel to university degree related learning. Accordingly the study on employability of Sri Lankan University female graduates appears to be parallel to similar employability studies done overseas such as connected model which considers both the graduate and their environment that interact with each other increasing employment. The value of

enterprise education was clearly identified and integrated into academic curriculums through suitable pedagogical changes (Ehiyazaryan & Barraclough, 2009), in a manner that will match students academics degree programs to their intended further employability experience. Clearly the real world experience is an essential step in employability while students are motivated when the subject matter is presented in a manner that is similar to real-life business situations.

Furthermore improvement in female students behavior result improved confidence and decision making, also the design of learning environment impacts the way in which students work together in their learning activities which reflects work environments. The study focuses on effective employer engagement and independent learning while highlighting the need for further research on teaching pedagogy which is relatively under researched. The way female graduates perceives, invest time and effort in managing and developing employability (Nilson, 2010) which reveals that hard, technical and vocational skills have less impact compared to soft-skills, and personal attributes. The finding of this study aggress with those of Clarke (2008) who suggest that employability does not depend only on individual characteristics, while the work environment, context and other relations are important in determining one's employability. However, the responsibility of managing and developing one's employability is a collective responsibility of individual, organization and university (Rae 2007; NCIHE, 1997). The study gives a new definition for employability stating that "it is the ability of individuals to find and remain employed which is exactly required to face the complexities and insecurities of modern work life (Nilson 2010), since university degree programs are expected to make the graduates ready for future professional work challenges, graduates are also expected to be ready to handle employers demands and expectations in an environment where employability is considered a responsibility of each individual graduate (Nilson 2010). Raysekaran and Rayasingh (2009) have

conclude that the perception gap between industry and faculty must be bridged to improve the employability of female graduates and enhance the quality of higher education. Industry leaders presume that only 15% of people coming out of Ekiti's Universities are employable. Green defined the quality of higher education as "producing graduates to meet the human resources needs of an organization in the business, industrial and service sectors. Grizzel (2008) explained that institutions must be responsible to demographic shifts that have occurred in higher education by engaging in ongoing strategic planning similar to that which is done in that business world. Smith and Tamer (1984) said the historically colleges and universities have been extremely slow in adapting to social change. Montgomery and Porter (1991) found that academia traditionally has trailed business in its grasp of trends. It must be and remain aware of trends not fads in business so that it continues to be relevant in its "production" of graduates who will be seeking for employment after finishing their degrees and leaving the institution.

Mccroskey (2008) developed leadership practices inventory (LPI) that resulted in a framework of five leadership practices: modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart. Zahid (2008) concluded that higher education and industry linkages should remain alive for constant updating of courses by creating the partnership between universities and industry both can benefit resources of each other. Modii (2009) concluded that fresh graduates, who join industries require six month to 2 years as gestation period to show their contribution and, many a time they leave the organization before they start showing results. Paliwa (2009) has focused on coordination among the efforts of academia, industry and the government. They emphasized on instilling the traits which are expect by the prospective employers. Hannan (2003) recommended that faculty-student ration should be close to 1:10, frequent revision of syllabus in consultation with the industry and

institutions should create the professionals with global mind set so they can adjust in different cultural and social settings. Patel and Popker (1998) has emphasized on ensuring a common platform for industry and education institutions to work out value-based curriculum taking into consideration the needs of industry. Podonly (2009) stated that the time has also come for business schools to develop codes of conduct for MBAs and to withdraw the degrees of those who break the manager's code. SIEMEMSMA (1998) concluded that there is a great deal of conflict between what is being taught to the students and what they are going to do when they move outside. Ramachandra et al (June 2009) slated that how can we expect the most poorly equipped teacher to deal with the most challenging situations.

#### **2.5.0 Evolution of Employability Concept.**

The term 'employability' has been coined by an economist, Beveridge (1909) in a book titled "Unemployment: A problem of industry" which focused on the issue of underemployment (Mansfield, 2001). Sanders and De Grip (2004) mentioned that the meaning of employability has changed continuously from the last three decades due to changes in the labour market conditions and government policies. Kanter (1989), said that the focus should move from 'securing employment' to 'securing employability' which keeps an individual in demand by current or future employers. Also, it is argued that the focus of employability as mainly a supply side or individual construct has dominated the literature and governments' responses to employability. The point is stressed by Peck and Theodore (2000) who contend that even though attention to employability is relatively novel, "the kind of supply-side fundamentalism that it signifies most certainly is not". Supply side conceptions of employability generally focus on narrow definitions which, according to Bridgstock (2009), underline the skills and dispositions that individuals capitalize on to make themselves marketable to potential employers while mainly focusing on



short-range employment outcomes. In this view, according to Nielsen (1999), employability conceptually “expresses how well the individuals’ competencies and skills meet the requirements of the labour market, e.g, if it is possible to be employed with the present skills and competencies”. This approach implies that individuals lack employability as a result of their own readiness and work motivation and not because of the lack of for work from employers in the labour market or as a result of limited job opportunities. (Hartshorn & Sear, 2005). Other attempts, more in line with Gazier’s (2001) interactive version of employability, have indicated a more holistic perspective to employability by stressing contextual factors such as the effect of labour market conditions and employer behavior over and above individual characteristics, in other words, both demand and supply side aspects of employability (Gore, 2005; McQuaid & Lindsay, 2005).

## **2.6.0 Theoretical Framework**

### **2.6.1 Harry Jerome’s Structural Unemployment Theory**

The concept of female graduate’s employability in Ekiti State can be best understood from the perspective of structural unemployment theory. This theory originates from Harry Jerome’s work of 1934, mechanization in industry. In this book, Jerome developed the concept of technological unemployment, which formed the base of structural unemployment.

Structural unemployment refers to a social condition in which a labour market is unable to provide jobs for all eligible job- seekers because there is mismatch between the skills of the unemployed and skills need for the available jobs. Structural unemployment is a lubricant for the wheel of vicious cycle of poverty to propel. It could sometimes be sustained by persistent cyclical unemployment: if an economy suffers from long lasting low aggregate demand, it means

that many of the unemployed become disheartened dampening their morale and getting them frustrated. At the same time, their employability skills (including job searching skills) become obsolete or outdated. The consequence of this state of affairs is increase in debt profile, lowered educational/training opportunities, lack of self esteem and lack of self-actualization. This of course leads to continuation of the vicious circle of poverty.

This theory refers to situation whereby the skills that university graduates has is different from the skills needed by employers of labour; thereby this leads to mismatch of skills. The result of this finding also shows that, there are different types of employers of labour, some employers of labour want university graduates that possesses some skills such as meta cognition (awareness of what one knows and can do and of how one learns more), while some are looking for graduates who understands their subject matter (propositional knowledge in the form of mastery of the subject matter of the degree). For example, At Petoa City College, they employ graduates based on their academic qualification/achievement, that is, graduates with best results, and also, graduates who can actually exhibit everything that they might been exposed to in their course of study in the university, while Saint Philips organization don't employ graduates based on academic achievement/qualification, such as 1<sup>st</sup> class upper, 2<sup>nd</sup> class upper, due to the fact that we have a quiet number of graduates with first class, but they cannot defend the certificate which they claim to have. Also, some employers of labour pay less importance to academic credentials and more importance to personal attributes when the supply of graduates' increases, thus, those employers of labour in this category, defines employability as aspects of behavioral competence and the students capacities to show a range of personal, per formative and organizational skills, rather than the possession of traditional academic, theoretical knowledge and skills.

In this view, it is been concluded that if the skills or endowment an individual or graduates possesses is different from the skills or endowment that recruiters or employers of labour actually wants from graduate, this can actually leads to unemployment because employers of labour will not want to employ an individual or graduate that will not be able to contributes immensely to their organization or establishment.

### **2.6.2 Merton's Theory Of Social Structure And Anomie**

Anomie is a condition in which society provides little moral guidance to individuals. This evolves from conflict of belief systems and causes breakdown of social bonds between an individual and the community, both economic and primary socialization. In a person, this can progress into a dysfunctional ability to integrate within normative situations of their social world. The term is commonly understood to mean normlessness, a situation in which the rule of the game fails to score the expected goal.

A major contribution to the anomie tradition is Robert Merton's theoretical analysis of "Social Structure and Anomie" (1938; 1957). Durkheim's work provided the intellectual foundation for Merton's attempt to develop a macro-level explanation of rates of norm-violating behavior in American society. But, in Merton's hands, the anomie tradition advanced well beyond Durkheim's singular concern with suicide to become a truly general sociological approach to deviance. In contrast to Durkheim, Merton bases his theory on sociological assumptions about human nature. Merton replaces Durkheim's conception of insatiable passions and appetites with the assumption that human needs and desires are primarily the product of a social process: i.e., cultural socialization. For instance, people reared in a society where cultural values emphasize material goals will learn to strive for economic success.

Indeed, Merton focuses on the extreme emphasis on material goals that characterizes the cultural environment of American society. In this respect, Merton's description of American society is quite similar to Durkheim's observations regarding the unrelenting pursuit of economic gain in "the sphere of trade and industry." However, Merton extends this materialistic portrait to include all of American society. Merton not only argues that all Americans, regardless of their position in society, are exposed to the dominant materialistic values, but that cultural beliefs sustain the myth that anyone can succeed in the pursuit of economic goals.

Anomie, for Durkheim, referred to the failure of society to regulate or constrain the ends or goals of human desire. Merton, on the other hand, is more concerned with social regulation of the means people use to obtain material goals. First, Merton perceives a "strain toward anomie" in the relative lack of cultural emphasis on institutional norms—the established rules of the game—that regulate the legitimate means for obtaining success in American society. Second, structural blockages that limit access to legitimate means for many members of American society also contribute to its anomic tendencies. Under such conditions, behavior tends to be governed solely by considerations of expediency or effectiveness in obtaining the goal rather than by a concern with whether or not the behavior conforms to institutional norms.

Together, the various elements in Merton's theoretical model of American society add up to a social environment that generates strong pressures toward deviant behavior (1957: 146, emphasis in original):

When a system of cultural values extols, virtually above all else, certain common success-goals for the population at large while the social structure rigorously restricts or completely closes access to approved modes of reaching these goals for a considerable part of the same population,...deviant behavior ensues on a large scale.

This chronic discrepancy between cultural promises and structural realities not only undermines social support for institutional norms but also promotes violations of those norms. Blocked in their pursuit of economic success, many members of society are forced to adapt in deviant ways to this frustrating environmental condition.

Just how do people adapt to these environmental pressures? Merton's answer to this question is perhaps his single most important contribution to the anomie tradition. Merton presents an analytical typology, shown in the following table, of individual adaptations to the discrepancy between culture and social structure in American society. Merton's typology of individual adaptations to environmental pressures

Type of Adaptation	Cultural Goal	Institutionalized Means
I. Conformity	+	+
II. Innovation	+	-
III. Ritualism	-	+
IV. Retreatism	-	-
V. Rebellion	+	+

Note: + signifies acceptance, – signifies rejection, and + signifies rejection of prevailing goal or means and substitution of new goal or means.

These adaptations describe the kinds of social roles people adopt in response to cultural and structural pressures. Conformity, for instance, is a nondeviant adaptation where people continue to engage in legitimate occupational or educational roles despite environmental pressures toward deviant behavior. That is, the conformist accepts and strives for the cultural goal of material success (+) by following institutionalized means (+). Innovation, on the other hand, involves acceptance of the cultural goal (+) but rejection of legitimate, institutionalized means (-). Instead, the innovator moves into criminal or delinquent roles that employ illegitimate means to obtain economic success. Merton proposes that innovation is particularly characteristic of the lower class—the location in the class structure of American society where access to legitimate means is especially limited and the “strain toward anomie” is most severe. Driven by the dominant cultural emphasis on material goals, lower-class persons use illegitimate but expedient means to overcome these structural blockages. Thus, Merton’s analysis of innovation, like Durkheim’s analysis of anomic suicide, arrives at an environmental explanation of an important set of social facts; i.e., the high rates of lower-class crime and delinquency found in official records.

However, Merton goes on to explain a much broader range of deviant phenomena than just lower-class crime and delinquency. His third adaptation, ritualism, represents quite a different sort of departure from cultural standards than does innovation. The ritualist is an overconformist. Here, the pursuit of the dominant cultural goal of economic success is rejected or abandoned (-) and compulsive conformity to institutional norms (+) becomes an end in itself. Merton argues that this adaptation is most likely to occur within the lower middle class of

American society where socialization practices emphasize strict discipline and rigid conformity to rules. This adaptation is exemplified by the role behavior of the bureaucratic clerk who, denying any aspirations for advancement, becomes preoccupied with the ritual of doing it "by the book." Since the ritualist outwardly conforms to institutional norms, there is good reason to question, as does Merton, "whether this (adaptation) represents genuinely deviant behavior" (1957: 150).

Merton has no doubts about the deviant nature of his fourth adaptation, retreatism, the rejection of both cultural goals (-) and institutionalized means (-). Therefore, retreatism involves complete escape from the pressures and demands of organized society. Merton applies this adaptation to the deviant role "activities of psychotics, autists, pariahs, outcasts, vagrants, vagabonds, tramps, chronic drunkards, and drug addicts" (1957: 153). Despite the obvious importance of ritualism to the study of deviant behavior, Merton provides few clues as to where, in the class structure of society, this adaptation is most likely to occur. Instead, Merton's analysis of retreatism has a more individualistic flavor than does his discussion of other types of adaptation. Retreatism is presented as an escape mechanism whereby the individual resolves internal conflict between moral constraints against the use of illegitimate means and repeated failure to attain success through legitimate means. Subsequently, Merton's conception of retreatism as a private way of dropping out was given a more sociological interpretation by theorists in the subcultural tradition (Coward, 1959; Cloward & Ohlin, 1960).

The final adaptation in Merton's typology, rebellion, is indicated by different notation than the other adaptations. The two  $\pm$  signs show that the rebel not only rejects the goals and means of the established society but actively attempts to substitute new goals and means in their place. This adaptation refers, then, to the role behavior of political deviants, who attempt to

modify greatly the existing structure of society. In later work (1966), Merton uses the term nonconformity to contrast rebellion to other forms of deviant behavior that are "aberrant." The nonconforming rebel is not secretive as are other, aberrant deviants and is not merely engaging in behavior that violates the institutional norms of society. The rebel publicly acknowledges his or her intention to change those norms and the social structure that they support in the interests of building a better, more just society. Merton implies that rebellion is most characteristic of "members of a rising class" (1957: 157) who become inspired by political ideologies that "locate the source of large-scale frustrations in the social structure and portray an alternative structure which would not, presumably, give rise to frustration of the deserving" (1957: 156).

The appeal of Merton's theory and a major reason for its far-reaching impact upon the field of deviance lies in his ability to derive explanations of a diverse assortment of deviant phenomena from a relatively simple analytical framework. This is precisely what a general theory of deviance must do. The utility or adequacy of Merton's explanations of these forms of deviant behavior is a separate question, of course, a question that has led to a large body of additional theoretical and empirical work in the anomie tradition. Merton has continued to play an active part in the cumulative development of this macro-normative tradition through his published responses to various criticisms, modifications, and empirical tests of his theory of social structure and anomie.



## **CHAPTER THREE**

### **3.0.0 RESEARCH METHODOLOGY**

#### **3.1.0 INTRODUCTION**

This chapter outlines the methodology taken in this research and highlights some of the key decisions taken along the way. There is always the danger that by re-constructing the methodological process we impart logic and rationale after the fact, in turn concealing that which we intend to make plain. Research methodologies often privilege the conscious articulations of the research process because these are present-at-hand and most accessible, but a significant part of the research process may remain hidden and implicit to the research. Research ought to construct an understanding of social phenomena in such a way that it represents a break with our common sense understanding but it has to do so without artificially imposing a scientific framework that adds little to our understanding, and denies us the possibility of not knowing what we do not know.

Finally, this chapter outlines the methodology that is employed in the collection, collation and analysis in research work.

#### **3.1.1 THE AREA COVERED BY THE STUDY**

The geo- political area covered by Ekiti state (Ado -Ekiti) to be précised was covered by factors in employment and employability of female graduate. Ado Ekiti lied between latitude 7 38' 0" in the north and longitude 5 13' 0" in the East and it is situated at elevation 439 meters above sea level. Ado-Ekiti is a city in southwest Nigeria, the state capital and headquarters of the

Ekiti-State. Places near Ado-Ekiti are: Afao-Ekiti, Iyin-Ekiti, Ikere-Ekiti, Ilawe-Ekiti and Iworoko Ekiti.

### **3.1.2 THE GEOGRAPHY**

Ado Ekiti, lies in the Yoruba hills, at the intersection of roads from Akure, Ilawe, Ilesha, Ila and Ikare, and is situated 92 miles (148km) east-northeast of Ibadan.

An urban and industrial centre of the region, it was founded by the Ekiti people, a Yoruba subgroup whose members belonged to the Ekiti- Parapo, a late 19<sup>th</sup> – century confederation of Yoruba peoples that fought against Ibadan for control of the trade routes to the coast.

Ado-Ekiti became the site of a large textile mill in 1967, its occupants having a long-standing tradition of cotton-weaving. The town also produces shoes and pottery and is a collecting point for commercial crops such as tobacco, cacao, palm oil and kernels, and cotton. Yams, cassava, corn (maize), upland rice, fruits, pumpkins, palm produce, and okra are marketed locally.

### **3.1.3 THE POPULATION**

According to Nigeria Population projection of 2006, the population of Ado-Ekiti was estimated to be 308, 621. There are many Streets and Quarters in Ado-Ekiti, it includes: Oke Oriomi Street, Opopogboro Street, Bashiri street, Arowolo street, ifesowapo street, olatunji street, Olope Street, Okela Street, Ijigbo street, DeXambdra street, Ajilosun street, Ile-ileri street, olora quarters, Ekute quarters to mention just a few.

### 3.2.0 DESIGN OF STUDY

The design of study to be employed in this research work is exploratory research (descriptive) design and fixed design, the design of this study is fixed before the main stage of data collection takes place. Conclusive design was used in order to describe the characteristics of graduates and to be able to integrate findings from different sources in a consistent manner, especially in the use of information systems and decision support systems. Also, to compare findings over time that allows changes in phenomena to be measured.

A research design according to Andrew B Kirumbi (2018) is the set of methods and procedures used in collecting and analyzing measures of the variables specified in the research problem research. The design of a study defines the study type and if applicable, data collection methods and statistical analysis plan. Research design is a framework that has been created to find answers to research questions.

According to Ogunbameru (2010), research design is the plan, structure and strategy of investigation conceived so as to attain answers to research questions and to control variable. The plan- is the overall scheme of programme of research. It includes an outline of what the researcher will do from writing the hypotheses and their operational implication to the final analysis (es) of data.

The major respondents involved in this study are employed and unemployed graduates in Ado Ekiti, Ekiti State. In order to ensure wide coverage of the town, the selection of employed and unemployed graduates were done from various streets in the town in order to gather information from different sources.

### **3.2.1 SAMPLING TECHNIQUE AND SAMPLE SIZE**

Sampling is a process used in statistical analysis in which a predetermined number of observations are taken from a larger population.

Sampling is the selection of a subset (a statistical sample) of individuals from within a statistical population to estimate characteristics of the whole population.

A sample is a subset of a population that is used to represent the entire group as a whole.

Sample refers to a number of people or things taken from larger group and used in the tests to provide information about the group, while sampling refers to the process of taking sample from a population.

Purposive Sampling Technique was used, because this method avoids possible bias of taking a systematic sample from a non-stratified sampling frame, it also ensures representation not only of all ranks, but simultaneously of all ages and income within the population being sampled.

A sample of one hundred respondents was used for this study.( Fifty employed graduates and fifty unemployed graduates and 20 employers of labour).

### **3.2.2 DATA COLLECTION**

The collection of data was made through mixed method: structured questionnaire and interview schedule.

A questionnaire is simply a series of questions to be answered by the respondent. Questionnaire usually includes an introduction letter informing the person and the purpose of the

questionnaire, how the respondent was chosen, reasons encouraging the person to respond and assurance of anonymity.(Ogunbameru,2010) .

The instrument of study was questionnaire which was administered to both the employed and unemployed graduates which elicited desired information was obtained by the respondents. Also, Interview schedule for twenty employers of labour was used as an instrument of gathering the data used for the study.

### 3.2.3 DEFINITION AND MEASUREMENT OF VARIABLES

There were two groups of variables that were considered and investigated in this study. These are the Dependent and the Independent variables.

**Dependent Variables:** The Dependent variable was the Factors in Employment. Factor here is taken as a circumstance, fact, or influence that contributes to employment, either positively or negatively, and how it affects the employability of graduates in Ekiti State. The following can be found as indicating factors for graduate employability.

- **Academic Achievement/Qualifications:** Employers of labour employed graduates based on their academic achievement/qualifications, such as 1<sup>st</sup> class upper, 2<sup>nd</sup> class upper. If there is a vacancy, so many people applied, in the sense that, there are many applicants, so they just don't hand pick, they need to look for graduates with best results. The transition from university to labor market requires active involvements for students who consider that employability is a critical issue that must be successfully managed. (Tomlinson, 2008). Employability development process involves improvements in graduate profile, credentials, and attitude and labor market strategies, while the management of tensions, pressures and disappointment also play a key role in this.

- **Gender:** Employability is also influenced by graduate gender. Some employers of labour give males more job opportunities than females. For example, some organizations in Ado-Ekiti employed males more than females, because the females have many things to attend to, for example, maternity leave.
- **Field of Study:** Employers of labour/ recruiters also employ graduates based on their field of study. This study revealed that Engineering, Arts and humanity graduates have more job opportunities compared to Social Sciences /Management graduates
- **Skillful Practices:** Graduates were also employed based on the skills that they have, that is, procedural knowledge. Employers of labour employ graduates who have intellectual skills (critical evaluation and logical argument), key skills, (communication, I.T), personal attributes (motivation, self reliance, integrity) and also graduates who have the knowledge of organizations and how they work.

**Independent Variables:** in this study, variables that are countable or have standard numerals attached to them such as age, sex, family size, level of income were directly counted from the questionnaires and recorded on the appropriate tables.

### 3.2.4 MODE OF ANALYSIS OF DATA

Analysis means the detailed examination or study of something in order to understand more about the substance in order to find out what it consists. Kerlinger (1973), defines analysis to mean the categorizing, ordering, manipulating, and summarizing of data to obtain answers to research questions. The purpose of analysis is to reduce data to intelligible and interpretable form so that the relations of research problems can be studied and tested.

Descriptive and inferential statistics such as frequencies, percentages, means and standard deviation were used to summarize the data collected from the field.

Furthermore, Chi-Square and Spearman's rank order and Pearson correlation was used to determine the factor of employment and employability of Graduates.

### **3.2.5 VALIDITY OF QUESTIONNAIRE SCHEDULE**

Construct validity and construct validation refers to whether instrument measure what they assumed to measure. When the measurement expert inquires into the construct validity of a test, he simply wants to know what psychological property/properties can "explain" the variance of the test. It seeks to explain individual differences in the test scores of a measuring instrument. The data instruments (the questionnaire) were presented to a group of experts in programme planning and evaluation in the Department of Sociology, Federal University, Oye-Ekiti, for critical evaluation. From their criticisms and suggestions, inadequate items were removed and others that were necessary were added.

### **3.2.6 RELIABILITY OF INSTRUMENT**

Reliability of a measure simply means its consequence. A measure becomes reliable if the measurement does not change when the concept being measured remains constant in value. The research instrument was pre-tested, alternative or parallel methods were used because of the multiple forms or alternative forms reliability. That is, two questionnaires were constructed and different items were used to design and to measure the same concept and were administered to the respondents.

## CHAPTER FOUR

### 4.0.0 DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.1.0 INTRODUCTION

This section presents the data analysis for this study. It includes descriptive statistics of some variables. Also, inferential statistics such as Chi-Square test for association was also employed to test the hypothesis of the study.

#### 4.2.0 Data Analysis and Interpretation

##### Characteristics Of Sampled Population

The table 1 below revealed the socio-demographic characteristics of the respondents in the study location. The sample demographic characteristics revealed that the selection was gender sensitive as equal gender with Male (50%) while the female (50%) from the two groups, employed and unemployed graduates. Although, female employability was the focus of this study but it was quite important to get the male's perceptions towards female employability in the Ekiti state. Majority of the sampled unemployed were within ages 25-29yrs (28%) followed by ages 30-34yrs (20%) whereas we have less individual within ages 35-39yrs and 40-44yrs who were unemployed. Among the employed, majority were within age (40-44years) with 26%, followed by those in ages 20-24years with (22%). The religion affiliation of majority of unemployed individuals in Ekiti were Christians (78%) while Muslims (16%) and others (6%). The Yoruba ethnic group dominated the employed individual in the study area which happened to be the major ethnic. Majority of the unemployed were married (58%) while (36%) were singles and (6%) were divorcee. This shows that most of the sample unemployed still depends on other



source income like parental support and friends. Most of the sampled unemployed reside in Igede and Ado (28%) and 24% respectively. Conclusively, all the sampled unemployed persons in Ekiti had higher education, more than one-third of the unemployed females were HND and Bsc holders while (24%) had NCE and 18% of the unemployed were already with higher degrees (MSC). In the same vein, among the employed graduates, there is gender equity in the sampled of respondents and all of them were affiliated to Christianity. 72% were already married while remaining 28% were still single during this survey. The average monthly income among the employed graduates below N50,000 yet most of them had BSC (56%) followed by HND(16%), MSC (16%) while NCE/OND were just 12% among those who were employed. It was so clearly implies that majority of those graduates who were employed had BSc while majority of those graduates who were unemployed were having HND, this identify the educational factors that influence the employability of female graduates.

**Table 1:** Characteristics of Sampled Unemployed and Employed Graduates in Ado-Ekiti

SOCIO DEMOGRAPHICS	Unemployed		Employed	
	Frequency	Percentages	Frequency	Percentages
<b>GENDER</b>				
Male	25	50.0	25	50.0
Female	25	50.0	25	50.0
<b>Age</b>				
Under 20yrs	7	14.0	5	10.0
20-24	8	16.0	11	22.0
25-29	14	28.0	9	18.0
30-34	10	20.0	4	8.0
35-39	4	8.0	8	16.0
40-44	7	14.0	13	26.0
<b>Religion</b>				
Christians	39	78.0	50	100.0
Muslims	8	16.0	0	0.0
Traditional	3	6.0	0	0.0

<b>Marital Status</b>				
Married	29	58.0	36	72.0
Single	18	36.0	14	28.0
Divorced	3	6.0	0	0.0
<b>Ethnicity</b>				
Yoruba	42	84.0	48	96.0
Igbo	7	14.0	2	4.0
Others	1	2.0	0	0.0
<b>Community of Residence</b>				
Ado	12	24.0	42	84.0
Oye	5	10.0	6	12.0
Ilawe	8	16.0	1	2.0
Igede	14	28.0	1	2.0
Ikere	8	16.0	0	0.0
Aramoko	3	6.0	0	0.0
<b>State of Origin</b>				
EKiti State	40	80.0	48	96.0
Osun	4	8.0	2	4.0
Ondo	1	2.0	0	0.0
Kwara	1	2.0	0	0.0
Others	4	8.0	0	0.0
<b>Highest Level of Education</b>				
NCE	12	24.0	6	12.0
HND	17	34.0	8	16.0
B.Sc	12	24.0	28	56.0
Masters	9	18.0	8	16.0
<b>Month Income</b>				
Below 50,000			33	66.0
N50,000-N100,000			15	30.0
N100,000 - N200,000			2	4.0
<b>Total</b>			<b>50</b>	<b>100.0</b>

**Objective One:** to identify Jobs Aspirations, Preference and Expectation of Unemployed female Graduates

Furthermore, on **Jobs Aspirations, Preference and Expectation of Unemployed Graduates** among the unemployed graduates, the study found that the motive for university /Colleges/technical education was majorly because of Competitive edge in job market/Higher paying job(32%), Respect and Status (26%)while some other graduates seek for additional education was because they wanted to acquire more knowledge (24%) and 4% said because they cannot get job. Among the unemployed graduates, (66%) of them said they were satisfy with their educational qualifications while 34% said they were not satisfied with theirs. The opinion of unemployed graduates on readiness for manual jobs was amazing as (77%) of them said “Yes” while only 22.4% believe in white-collar jobs. This is showing indicator for self-empowered jobs. In general, most unemployed graduates preferred government jobs to others jobs as the preference for government jobs was (40%) while for private jobs was (34%) and 26% self-Employed jobs. The preference for faculty of science was found to be higher than other faculty among the unemployed graduates. The percent of preference for faculty of science was (32%), for faculty of management science (24%), for faculty of Arts (22%) while for engineering and medicine was (6%) each. **What according to the unemployed graduate are the two important factors responsible for getting a satisfactory job? It was reported by (42%) that it was education and (40%) said hardworking.**

**Table 2: Jobs Aspirations, Preference and Expectation of Unemployed Graduates**

<b>Are you satisfied with your educational qualification/Degree</b>	Frequency	Percentage
Yes	33	66.0
No	17	34.0
<b>What motivate you most for university Degree/College/Technical Education</b>		
Respect and Status	13	26.0
Competitive edge in job market/Higher	16	32.0

paying job		
Desired by parents and relatives	7	14.0
To acquire more knowledge	12	24.0
Could not get a job	2	4.0
<b>In case of no alternative are you ready for manual jobs</b>		
Yes	38	77.6
No	12	22.4
<b>Which is the most preferred job (in general) according to you</b>		
Government Jobs	20	40.0
Private Jobs	17	34.0
Self Employed	13	26.0
<b>Are you satisfied with your course and faculty?</b>		
Yes	37	74.0
No	13	26.0
<b>If you were given choice to study again, which faculty would you prefer</b>		
Arts	11	22.0
Science	16	32.0
Commerce	12	24.0
Law	5	10.0
Engineering	3	6.0
Medicine	3	6.0
<b>What according to you are the two important factors responsible for getting a satisfactory job?</b>		
Education	21	42.0
Hardwork	20	40.0
Ability	7	14.0
Personal contacts	1	2.0
Luck	1	2.0
<b>Total</b>	<b>50</b>	<b>100%</b>

**Objective Two: To understand the Social challenges and problems of unemployed female graduate.**

The social challenges and consequence of unemployed graduate were depression, posing blame on government, jobs scarcity, increased in the trend of educated youths. On the average, all the

sampled unemployed graduates had remained unemployed for approximately 4 years with maximum of 15 years and 1 year as minimum. The worry about getting was found to be very much among unemployed graduates as (68%) of the sample graduates reported that they were very much worry about getting jobs followed by (14%) who said they were little worried. More than 40% were aware of the increasing trend of educated youth and (36%) were not aware, most of the unemployed graduates blamed government for the high rate of unemployed graduates, as (62%) of the unemployed said the governments are to be blame while (24%) said the blame is on the level of education and (12%) pose the blame on individuals who fail to develop themselves. The reasons identified as major causes of current unemployment status was job scarcity, lack of right connection to get jobs, lack of prerequisite experience qualification, lack of resources (financial input, capital) and political problems. Majority of the sampled population said job scarcity (58%) followed by those who said lack of right connection/contacts (24%) while only (10%) said required working experience, qualification and skills. 30% of the unemployed graduates said the government is able to absorb educated unemployed graduates while 38% said government cannot employ all graduates. Almost (70%) of the unemployed youths had tried prospect for job, on the average some of them had searched for 13 times while those who had the least search had gone 4 times. In conclusion, more than two-third of the unemployed graduates reported that they have been deprived of a job which they qualified. This poses great social problems on the society which can thereby lead to social violence, like robbery, public assaults and hooliganism among others.

**Table 3: Female Graduates Unemployment Problems and Social Consequences**

<b>How many years since you remained unemployed?</b>	Frequency	Percentage
<b>Mean-Years</b>	3.70	
<b>Standard Deviation</b>	3.10	
<b>Minimum</b>	1.00	
<b>Maximum</b>	15.00	
<b>Are you worried about getting job?</b>		
<b>Very much</b>	34	68.0
<b>Somewhat</b>	5	10.0
<b>Very little</b>	7	14.0
<b>Not Worried</b>	4	8.0
<b>Who do you blame most for not getting job?</b>		
Self	6	12.0
your education	12	24.0
Family	1	2.0
Government	31	62.0
<b>What do you think are the reasons for your current unemployment?</b>		
Job scarcity	29	58.0
Lack the right connection/contacts	12	24.0
lack of requisite experience qualifications, skills	5	10.0
Lack of Resources (Financial input, capital, tools)	3	6.0
political problems	1	2.0
<b>Are you aware of the increasing trend of educated youths?</b>		
Yes	22	44.0
No	18	36.0
Have no idea	10	20.0
Total	50	100.0
<b>Do you think government will be able to employ all educated unemployed youth graduates?</b>		
Yes	15	30.0
Maybe	16	32.0

No	19	38.0
<b>Have you ever tried prospecting for job?</b>		
Yes	33	66.0
No	17	34.0
<b>If yes, how many times?</b>		
Mean-time job search	12.6	
Standard Deviation	4	
Minimum	3	
Maximum	15	
<b>Do you think you have been deprived of a job which you are qualified for?</b>		
Yes	32	64.0
No	11	22.0
Don't know	7	14.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

**Objective Three:** To examine people's perception on employability of female graduates in Ekiti state.

The perception of graduates on employability of female graduates revealed that most of the female graduates are employable. Among the sampled employed graduates (92%) said female graduates are employable while (66%) of the unemployed graduates said female graduates are employable and (34%) of same unemployed said they were unemployable. The reason given for their unemployment were lack of leadership skills, lack of basic educational qualifications, domestic and family demand, the cultural belief and laziness among other factors. Also the sample respondents revealed that why most female graduates were unemployed was that majority were too choosy, course of study not marketable, (78%) of the unemployed said the female graduates were too choosy to get jobs, 16% said they lack needed skills to get jobs and some of them (6%) study courses that are not marketable in the labour market. In the opinion of the respondents, the following courses were ranked to be unmarketable in Business Courses (28%), Sciences Courses (20%), Social Sciences Courses (20%) while engineering (18%) and

Arts and Humanity courses (10%). When asked, What is the main factor that students need to look for while in the university before they graduate so that it will easily to get job, CGPA took the lead among the unemployed youths which said (CGPA) matters a lot (56%) followed by their aptitude and skills (24%) while the least were adaptability of the course. It was reported that if a fresh graduate do not get job after graduating, 66% said they should start their own business, (18%) keep looking for job anywhere, while (16%) disclosed that they should try to learn other skill that may be require getting a job. Majority (64%) were of the opinion that increasing of unemployment graduates issue is very critical today because most employers want integrity (30%), best results(44%), experience(24%) and others (2%). This implies that the society appraised academic excellence, good CGPA and character.

**Table 4: Perceptions and Attitude of Unemployed Graduates on Employability of Female Graduates**

Are Female Graduates Employable?	Frequency	Percentages
Yes	33	66.0
No	17	34.0
If No, what are the factor responsible for female unemployment		
Lack of leadership skills	24	48.0
Lack basic educational qualifications	9	18.0
Domestic/family demand	4	8.0
Male Dominance	5	10.0
lack of encouragement and support	2	4.0



cultural belief	1	2.0
laziness and lack of ambition	2	4.0
In your own opinion, what is the main reason why fresh graduate were unable to get jobs.		
Too choosy to get the job	39	78.0
Course not marketable today	3	6.0
lack of skills needed to get job	8	16.0
Which of the following courses you think is not marketable today		
Businesses Courses	14	28.0
Engineering	9	18.0
Management courses	2	4.0
Science Course	10	20.0
Social Science Courses	10	20.0
Arts and Humanity Courses	5	10.0
What best action should government take to reduce graduates employment		
Studies should be more practicable oriented than theoretical in university	12	24.0
Govt should create more job opportunities	33	66.0
Reduce intake entry universities to reduce competition in work	4	8.0
private organization should be challenged to provide more jobs opportunities	1	2.0
What is the main factor that students need to look for while in the university before they graduate so that it will easily to get job		
their CGPA	28	56.0
Their Aptitude and Skills	12	24.0
Marketability/adaptability of the course	1	2.0
all of the above	8	16.0

Other not mention	1	2.0
if a fresh graduate do not get job after graduating, which of the following step should he take		
Start his own Business	33	66.0
Looking for job anywhere	9	18.0
try to learn others skill that may be require to get a job	8	16.0
Do you Think the increasing of unemployment graduates issue is very critical today		
Yes	32	64.0
No	18	36.0
What is the main character /endowment employers wants from fresh graduate		
Integrity	15	30.0
Best results	22	44.0
Experience	12	24.0
Others	1	2.0
Total	50	100

Other perceptions of female graduates on unemployment situation in Ekiti state disclosed their agreement on some facts and solution to alleviate rate of unemployment of female graduates. Majority (60%) of the unemployed graduates strongly agreed that every capable person should be given job opportunity because job is natural dignity right of everybody, (18%) also strongly agreed while less than 10% disagree with the opinion. Unemployment is seen as a significant and perplexing of all labour problems as majority (42%) agreed very strongly, (14%) also agreed while approximately 28% disagree with the opinion. The complaint of family about female graduates not getting job make the frustrated, majority (44%) agreed very strongly, (26%) also strongly agreed while 22% of them disagree with the opinion. They unemployed youth were of the opinion that parental or relative expectation on getting job after graduation is too high for them to beat, majority (56%) agreed very strongly, (20%) also strongly agreed while 20% of

them disagree with the opinion. The thought that spending a lot of money on children education would help him/her to get good job and not to acquire knowledge only; majority (54%) agreed very strongly, (22%) also strongly agreed while 16% of them disagree with the opinion. It was also found that unemployed graduates felt that they were not well treated by their people; majority (54%) agreed very strongly, (24%) also strongly agreed while 18% of them disagree with the opinion. It was view that the condition of the society today is such the those who has money and influence can easily get a job than the poor; majority (60%) agreed very strongly, (16%) also strongly agreed while 18% of them disagree with the opinion. Lastly, it was found that unemployment frustrates ones ambition; majority (52%) agreed very strongly, (14%) also strongly agreed while 22% of them disagree with the opinion.

**Table 5: Testing level of Agreement of Sampled Unemployed Youth on Employability of Female Graduates**

Questions	Agree Very Strongly	Strongly Agree	Agree	Disagree	Disagree Strongly	Disagree Very Strongly
Every capable person should work because work is natural and dignify	30	9	7	1	1	2
%	60.0	18.0	14.0	2.0	2.0	4.0
Unemployment is the most significant and perplexing of all labour problem	21	9	7	2	1	10
%	42.0	18.0	14.0	4.0	2.0	20.0
My family complains a lot about me not getting a job	22	13	4	4	3	4
	44.0	26.0	8.0	8.0	6.0	8.0
Expectation of my parent or relatives are too high for to satisfy	28	10	2	3	5	2
%	56.0	20.0	4.0	6.0	10.0	4.0
My parent spent a lot money for my education in order to get a good job not to acquire knowledge only.	27	11	4	1	2	5
%	54.0	22.0	8.0	2.0	4.0	10.0

An unemployed graduate will have the feeling that he or she is not well treated by his people	27	12	2	3	3	3
%	54.0	24.0	4.0	6.0	6.0	6.0
Development is possible only when radical and rapid change are made	29	11	4	3	2	1
%	58.0	22.0	8.0	6.0	4.0	2.0
The condition of the society today is such that those who has money and influence can easily get a job in the society	30	8	3	3	2	4
%	60.0	16.0	6.0	6.0	4.0	8.0
Even a poor graduate without money can easily get a job in the society	19	12		4	5	10
%	38.0	24.0		8.0	10.0	20.0
Unemployment frustrates ones ambition	26	7	6		1	10
%	52.0	14.0	12.0		2.0	20.0

**Objective Four:** To explore solutions for female graduate's employability in Ekiti state.

The suggested solutions to address unemployment rate among female graduates were favorable to reducing retirement age from 60yrs, encouragement/sympathy toward the unemployed youth through family member, adoption of violence and destructive approach to fight injustice and tenacious effort of unemployed graduates can help them to get job. Thus, reducing age of retirement from 60yrs to 55yrs will reduce the rate unemployment; majority (52%) from addition of 28% and 24% very strongly agree and strongly agree respectively while a total of 44% disagreed with the opinion. Sympathizing with the unemployed youth was identified agreed by majority to reduce the depression (76%) agreed with the statement while only 24% said sympathizing cannot work. More than half of the sampled unemployed (52%) disagree with the opinion that **Government claim to make policies for everyone but they benefit the rich section only while (48%) were of the opinion that there are inequalities in the**

implementation of government policies. More than (75%) of the unemployed youth agreed that violence and destructive approach is what can be used to fight injustice against the unemployment in the state while less than 25% reported that passive attitude is the solution.

**Table 6: Solution Mechanisms for Female Graduate's Employability In Ekiti State.**

Questions	Agree Very Strongly	Strongly Agree	Agree	Disagree	Disagree Strongly	Disagree Very Strongly
<b>Lowering the retirement age from 60 to 55yrs for all employees will definitely reduce unemployment</b>	12	14	2	2	15	5
%	24.0	28.0	4.0	4.0	30.0	10.0
<b>My family members sympathized with me for being unemployed</b>	25	9	4	2	3	7
%	50.0	18.0	8.0	4.0	6.0	14.0
<b>Government claim to make policies for everyone but they benefit the rich section only</b>	15	4	5	12	8	6
%	30.0	8.0	10.0	24.0	16.0	12.0
<b>I am confidence that when the right time comes, everyone will get a sustainable job</b>	14	11	3	3	3	16
%	28.0	22.0	6.0	6.0	6.0	32.0
<b>Person who are rich should not border about employment</b>	13	8	7	3	3	16
%	26.0	16.0	14.0	6.0	6.0	32.0
<b>Violence and destructive approach is not wrong in fighting against social injustices</b>	22	9	6	4	2	7
	44.0	18.0	12.0	8.0	4.0	14.0
<b>I cannot rest or sleep until my wishes and desire are met by some means or the other</b>	32	4	9	3	2	
%	64.0	8.0	18.0	6.0	4.0	
<b>My parent gives free money for job or attending interview</b>	29	10	5	2	3	1
%	58.0	20.0	10.0	4.0	6.0	2.0

Other suggested solution among unemployed graduates, were stated below: going for alternative means of job rather than seeking placement in government jobs; Yes (76%) and No (24%). Taking self-employment programs to help the youth; Yes (68%) and No (32%). The Majority of respondents were of the opinion that **self-employment schemes are sufficient for educated unemployed Youth, more so the various schemes or loans of self-employment projects were not properly utilized**, Yes (63%) while No (32%) and remaining not sure. **The statement whether government is serious in solving in solving educated unemployment problem show that (42%) partially trying and not differ from those that said Yes (40%). 58% of unemployed youths said they had ever tried self-employment scheme while 42% said No.**

**Table 7: Solutions to High Rate of Unemployed Youths**

<b>Will you go for any alternative means of job than the government job?</b>	Frequency	Percent
Yes	38	76.0
No	12	24.0
<b>Will you take up self-employment programs if you are given help?</b>		
Yes	34	68.0
No	16	32.0
<b>Generally, what do you think are the factors to be considered as important for help</b>		
Gender	7	14.0
Field of study	21	42.0
Subject specialization	5	10.0
Reputation of university attended	4	8.0
Class of degree	9	18.0

Age of applicant	1	2.0
Previous work experience	2	4.0
Others	1	2.0
<b>Have you ever tried self-employment scheme?</b>		
Yes	29	58.0
No	21	42.0
<b>If yes, which one and which year?</b>		
Departmental scheme	15	55.6
Self-Employment for Educated Unemployment Youth	9	33.3
Any other	3	11.1
<b>Do you think self-employment schemes are sufficient for educated unemployed Youth?</b>		
Fully sufficient	26	51.0
Just sufficient	14	28.0
Not sufficient	8	16.0
Not all sufficient	2	4.0
<b>Do you think right persons or right educated unemployed youth benefited from the various self-help schemes or projects?</b>		
Yes	32	63.8
No	18	36.2
<b>In your own opinions, re the various schemes or loans of self-employment projects properly utilized or not?</b>		
	Frequency	Percent
Yes	18	36.0
Not sure	22	44.0
No	10	20.0
<b>Do you think educated unemployed beneficiaries really taking up the projects?</b>		
Yes	35	71.7
No	15	28.3
<b>In your own opinion, is the government serious in solving in solving educated unemployment problem?</b>		
Yes	20	40.0
Partially trying to solve	21	42.0
No	9	18.0

**SECTION B: TABLE ON EMPLOYED FEMALES EMPLOYABILITY IN EKITI STATE.**

**Ditto employability** of female graduates in Ekiti state, the selected graduates who were already employed gave some notable areas of interest in study why female graduates employability. Most of the sampled employed graduates were civil servant (58%), 28% are into teaching profession while 4% were self-employed. Their family type shows a dominance of nuclear family (92%) and most of their parents too were civil servant, and traders. Father occupation (civil servant 26% and others 40%) while mother occupation (trader 44% and civil servant 32%). This implies many of the graduates were having connection with their relatives who are already working in a government parastals.

**Table 8: Employment Background of Sampled Respondents**

	Frequency	Percent
Teaching	14	28.0
Civil servant	29	58.0
Self Employed	2	4.0
Others	5	10.0
<b>Type of family</b>	Frequency	Percent
Nuclear	46	92.0
Extended	2	4.0
Single parenthood	2	4.0
<b>Father Occupation</b>	Frequency	Percent
Teaching	5	10.0
Civil servant	13	26.0
Self Employed	6	12.0
Trader	6	12.0
Others	20	40.0



<b>Mother Occupation</b>	Frequency	Percent
Teaching	8	16.0
Civil servant	16	32.0
Self Employed	2	4.0
Trader	22	44.0
Others	2	4.0

When asked what their reasons were for taken their respective jobs, most of the employed graduate reported that because they want to be independent and self-reliant (46%) and (38%) said they wanted to earn regular income. Most of the employed graduates were employed base on their academic qualifications (86%) which is very differs from 14% who were not working base in their qualification. (28%) of them begin their job search prior to their graduation period while 72% begin job search after graduation. The method used to apply for jobs search ranges between random application to job advert seen 56%, placing one own-self advertisement (24%), used personal connections (6%) and to contacting a job employer 4%. The implications that revealed that the unemployed female graduates have to start the jobs search early even before graduation, they should randomly apply to vacant positions, seek audience with employer of labour around them.

Seeking to know which type of employment are the employed graduates in, it was revealed that 74% were working with public organization, 22% in private organization while 4% were in non-profit organization. This implies that public organization happen to be the major employers of labour in Ekiti state. This pose a lot of challenges on the government as there is limitation to the level of graduate they can absorb.

When asked how many hours per day do the sample employed graduates 58% and 6-10 hours per day, more than 10 hours (26%). On the average it takes 4yrs for any graduates to gain

employment in Ekiti the study found that averagely 3.46years , SD=3.04,min=1 year, max=20yrs.

<b>What was your reason for taking your present job</b>	Frequency	Percent
For earning regular income	19	38.0
To become independent and self reliant	23	46.0
For experience	3	6.0
For time Occupation	1	2.0
For educational interest	4	8.0
<b>Are you employed based on your academic qualification?</b>	Frequency	Percent
Yes	43	86.0
No	7	14.0
<b>What time did you begin your job search?</b>	Frequency	Percent
Prior to Graduation	14	28.0
After graduation	36	72.0
<b>What was the methods you use to apply for the job search</b>	Frequency	Percent
Applied for an adverts	28	56.0
Contacts employer without knowing about a vacancy	2	4.0
placed own advertisement	12	24.0
contacted a job employer	2	4.0
Sought Assistant from teaching staff	2	4.0
used personal connections	3	6.0
Other methods	1	2.0
<b>What is the type of employment</b>	Frequency	Percent
Public employer	37	74.0
Non -Profit Organization	2	4.0
Private employer	11	22.0
<b>What is the size of company you are working with?</b>	Frequency	Percent

<b>Small</b>	2	4
Medium	11	22.0
Large	37	74.0
<b>How many hour per day are you working</b>	Frequency	Percent
1-5 hours	5	10.0
6-10hours	29	58.0
More than 10hrs	13	26.0
Others	3	6.0
<b>How long did it take you to find your fist employment after graduation</b>		
Mean	3.4694	
Standard Deviation	3.04208	
Min	1.00	
Max	20.00	

After graduation training, mentioned among the sample graduates employed were computer training, service training, industrial training, project management, school seminar. Most of the training were in Ado , Enugu ,NTI, SUBEB, UBA academic to mention few

The level of satisfaction with jobs reveals a moderate satisfaction (30%), satisfy (42%) while not satisfied was 14% of the total. The reasons given for not satisfied were stated below:

Response from different employed graduates

*Because my monthly income cannot take care of my family*

*My income from my business is very low income; no market workers were not being paid.*

*I need a better job to help me out penury*

*Not challenging and payment does not commends effort*

*My salary is manageable but not being paid regularly*

<b>In case you went for training after graduation, What kind of training did you go?</b>	<b>Frequency</b>	<b>Percent</b>
None	30	60.0
Banking	1	2.0
Computer Training	1	2.0
I started working before graduation	1	2.0
Computer Training	8	16.0
In service training	1	2.0
Industrial training	1	2.0
In-service Training	1	2.0
In-training service	1	2.0
Knitting	1	2.0
Project management	1	2.0
School seminar	1	2.0
<b>Name and place of training institution</b>		
	36	72.0
Ado	1	2.0
Ado Ekiti	1	2.0
Computer village	1	2.0
Enugu	1	2.0
Fayose market	1	2.0
Ibadan regional head office	1	2.0
Ido ekiti	1	2.0
NTI	1	2.0
Omotayo at Lagos	1	2.0
self employ	1	2.0
Special college	1	2.0
Subeb	1	2.0
UBA Academy	1	2.0
under the super	1	2.0
UBA Academy	1	2.0
under the super	1	2.0

<b>Are you Satisfy with your present employment</b>	<b>Frequency</b>	<b>Percent</b>
Not Satisfy at all	3	6.0
Not Satisfy	10	14.0
moderately satisfy	15	30.0
Satisfy	21	42.0
Very Satisfy	3	8.0
Reasons for Why not Satisfy		

Question on whether Female graduates are employable? The study disclosed that 6 out of ten female graduates are unemployable (58%) and only (42%) which is 4 out of 10 are employable according to the evaluation of employed graduates.

The main character endowment employer is looking in a female graduates is majorly experience skill 48% , (34%) said integrity while good result (12%). In the same vein, in the opinion of employed graduates on what could be the main reasons why female graduates were unable to get job: the response varies from the fact that most of them study courses that are not marketable 28%, they lack skills needed for job placement (18%) while 6% said the female graduate are too choosy to get job.

The best action suggested to reducing graduate unemployment: 56% said government should within his power create job for young graduate, 28% said the study should be more practicable and there should reduction in the intake of entry to universities to reduce competition after graduation (12%).

**Table 9: Perceptions and Attitudes of Employed Graduates on Employability of Female Graduates**

<b>Are female graduates employable?</b>	Frequency	Percent
Yes	21	42.0
No	29	58.0
poor mentorship		
<b>In your own opinion, what is the main reason why fresh graduate were unable to get jobs.</b>	Frequency	Percent
Too choosy to get the job	3	6.0
Course not marketable today	14	28.0
lack of skills needed to get job	9	18.0
<b>What best action should government take to reduce graduate unemployment</b>	Frequency	Percent
Studies should be more practicable oriented than theoretical in university	14	28.0
Govt should create more job opportunities	28	56.0
Reduce intake entry universities to reduce competition in work	6	12.0
private organization should be challenged to provide more jobs opportunities	2	4.0
<b>What is the main factor that students need to look for while in the university before they graduate so that it will easily to get job</b>	Frequency	Percent
their CGPA	7	14.0
Their Aptitude and Skills	21	42.0
Marketability/adaptability of the course	17	34.0
all of the above	4	8.0
Other not mention	1	2.0
<b>if a fresh graduate do not get job after graduating, which of the following step should he take</b>	Frequency	Percent
Start his own Business	23	46.0
Looking for job anywhere	7	14.0
try to learn otthers skill that may be require to get a job	17	34.0

Others	2	4.0
<b>What is the main character /endowment employers wants from fresh graduate</b>	Frequency	Percent
Integrity	17	34.0
Best results	6	12.0
Experience	24	48.0
Others	3	6.0
<b>Do you Think the increasing of unemployment graduates issue is very critical today</b>		
Yes	50	100.0

Another suggested solution was that any graduate that did not get job after graduation should be helped to start a business (46%) while (34%) suggests that they should try to learn other skills that may fetch him/her money. This posited a new trend to training that call for inclusion of entrepreneurial training in the academic syllabus so as to open undergraduates to other opportunities.

#### 4.3.0 HYPOTHESIS TEST:

**Ho: Academic Factors are not expected to affect the employability of female graduates**

**Hi: Academic Factors are expected to affect the employability of female graduates**

Are you satisfied with your educational qualification/Degree	Are female graduates employable?		Total
	Yes	No	
Yes	21	12	33
	63.6%	36.4%	100.0%
No	12	5	17
	70.6%	29.4%	100.0%
Total	33	17	50

	66.0%	34.0%	100.0%
Chi-Square Test= 1.242,p=0.062			

The results of Chi-square ( $X^2$ ) = 1.242,p=0.062 shows that there is no significance relationship between academic satisfaction and employability of female graduates. As more than 70% of those who were not satisfied with their qualification said female graduates are employable and (63.6%) of those who were satisfied said female graduates were employable this shows no difference in their opinion.

**Hypothesis Two: there is no Significance relationship between academic achievement and employability of female graduates.**

Qualification	Are female graduates employable?		Total
	Yes	No	
NCE	5	7	12
	41.7%	58.3%	100.0%
HND	14	3	17
	82.4%	17.6%	100.0%
B.Sc	8	4	12
	66.7%	33.3%	100.0%
Masters	6	3	9
	66.7%	33.3%	100.0%
Total	33	17	50
	66.0%	34.0%	100.0%
Chi-Square Test= 8.242,p=0.0158			

The results of Chi-square ( $X^2$ ) = 8.242, p=0.0158 shows that there is significance relationship between academic qualification and employability of female graduates. As more than 58% of those who were having NCE said female were not employable, MSc (33.3%), BSC(33.3%) and



HND (17.6%) said female graduates are not employable. This shows that academic qualifications are associated with employability of female graduates.

**Hypothesis Two: there is no Significance relationship between academic achievement and field of study**

Qualifications	Are you satisfied with your course and faculty?		Total
	Yes	No	
NCE	9	3	12
	75.0%	25.0%	100.0%
HND	12	5	17
	70.6%	29.4%	100.0%
B.Sc	9	3	12
	75.0%	25.0%	100.0%
Masters	7	2	9
	77.8%	22.2%	100.0%
Total	37	13	50
	74.0%	26.0%	100.0%
Chi-Square Test= 2.182,p=0.098			

The results of Chi-square ( $X^2$ ) = 2.182, p=0.098 shows that there is no significance relationship between academic achievement and field of studies. As more than 75% of females who were having NCE said they were satisfied with course and faculty of studies, MSc (77.8%), BSc (75%) while (29.4%) of those having HND they were not satisfied with their courses. This implies that academic qualifications and field of study has positive association because as the qualification increases percentage of satisfaction also increases.

Also, questions were asked from employers of labour or recruiters on factors in employment and employability of female graduates in Ekiti State. In private organizations, such

as Petoa City College, Busy Minds Academy, Saint Philips, Adewale College, etc. and some Public Organizations.

At Petoa City College, questions were asked about the kind of staffs they usually employ in their organizations, whether they have gender discriminations or not, may be they employ graduates based on academic qualifications or not, main character or endowment they want from graduates, main factor that students need to look for while in universities, so that it will be easier for them to get jobs, reason (s) why graduates were unable to get jobs, finally, main course (s) that it is marketable in their organizations.

Response: As far as teaching service is concerned, we don't employ NCE at all, but BSC and HND holder, we don't have gender discrimination, but we employ higher number of male than female and this is because if the female outnumbered the male, the students will suffer, in the sense that there will be a time that female will have to go for one leave or the other.

Also, At Petoa City College at Ado Ekiti, they employ graduates based on their academic achievement/qualification, for example, if there is vacancy, so many people applied, in the sense that, there are many applicants, so we just don't hand pick we have to look for the people with best results among these applicants, that is first class upper, after that 2<sup>nd</sup> class upper. Apart from qualification/achievement that was presented, physically they are tested as well and their ability to defend what they claim to have.

Furthermore, the main character or endowment we want from graduates is to be able to actually exhibit everything that they might have been exposed to, in their course of study in the university, because some are just in the universities, but their performance/outcome is nothing to

write home about. We also want graduates that are competent that they will be able to defend their results.

Also, the main factor that student needs to look for while in universities so that they will be employed easily is to try his/ her possibility best to come out with good grade, mastering of subject matter, that is, understanding the course they are studying. Also, in any field that student finds themselves, they should be sure that they knows what they are doing in that area, so that anywhere they get to later, they will be able to prove themselves as university graduates. Finally, competency is one of the main factors.

The main reason why fresh graduates were unable to get jobs in relation to their organization is that they is no vacancy to accommodate the applicants that is, they are too many applicants even with best results, but when there is no vacancy to accommodate them.

Generally, when it comes to government organization/establishment, some people who suppose to have gone for retirement in order to give rooms for younger ones are not faithful by falsifying their age so that they will be able to stay longer, at the expense of the young graduates, in other words, if people are faithful in age declaration, then, there will be chances for younger ones to come in, but when people decide to falsify their age, the chances for the younger ones will be so narrow. It is also better for student not to rely on white-collar jobs again, as a student you suppose to engage yourself in entrepreneurial skills. These are parts of the responsible factors for massive unemployment.

All the courses are marketable, for example, in this organization, we have many subject to teach students, especially English and mathematics is very germane, putting our best in any

course we find ourselves, so by the time we graduate, the little vacancy available, we will be able to secure it.

At Busy Minds Academy establishment, we employ BSC and NCE holder as a teaching staff, we want graduate that is disciplined, hardworking and diligent to their work, there is no gender discrimination, we employ graduates based on their certificate and intelligence, because some may have certificate that they will not be able to defend or proof. Also, government should create more job opportunities, in the sense that there should be more factories, companies and organizations to accommodate graduates in order to reduce unemployment among female graduates, also, graduates should get themselves involved in entrepreneurial skills.

At Saint Philips organization, they also employ BSC and HND degree holder, we don't have gender discrimination, in as much you are God fearing person and you can defend your certificate because this is a missionary organization. Also, we don't employ based on achievements that is 1<sup>st</sup> class upper, etc. due to the fact that we have a quiet number of graduates with first class but they cannot defend their certificate. In addition, in Nigeria, it is not actually what we studied, that we end up practicing. Apart from the main purpose of being in a university, they should also lay their hands on entrepreneurial skill, even though, job is not forthcoming, and they will be able to stand on their own. Some graduates remain unemployed because they are not competent. Finally, all the courses are marketable today.

At Adewale College establishment, they employ all categories of graduates, and there is no gender discrimination, in as much, graduates are competent. They don't employ based on qualification/achievement rather knowledge and experience. The main factor that they need to look for while in universities in order to get quick jobs is to know more about the course that

they are studying, and also, to be a master of the course they are studying, they should not just read to pass, so that if they gets to labour market, the knowledge that they have acquired will speak for them. All courses are marketable, what matter depends on the person that studied the course. That is, it depends on how knowledgeable you are. Finally the main reason why graduates were unable to get jobs is because they are not sound academically. Generally, they are not prepared to face the challenges ahead of life, and graduates don't read after they have graduated, and they will not be able to develop themselves, and by so doing, they will become second illiterate.

## CHAPTER FIVE

### 5.0.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS.

#### 5.1.0 SUMMARY

The concept of employability and employment has been defined from different perspectives or dimensions. Employability has been defined as a person's capability of gaining initial employment, maintaining employment and obtaining new employment if required. Employment has also been defined as an agreement between an employer and an employee that the employee will provide certain services on the job. The employment agreement ensures that:

- The work will occur in the employer's designated workplace.
- The work is designed to accomplish the employer organization's goals and mission.
- In exchange for work performed, the employee receives compensation.

The notion of graduate employability has also been approached from multi-various dimensions.

Many people perceives graduate employability as 'work-readiness' of graduates as a means of guaranteeing economic competitiveness in an increasingly global market.

Graduate employability is frequently understood as being the same as graduates' establishment in the job market after graduation (Eurostat, 2009; HSV, 2005, 2007), although some researchers argue that graduate employability is 'clearly not the same as graduate employment rates' and instead should be defined as 'suitability for graduates' employment' (Knight & York, 2004, p.9).

Whilst some definitions of employability focus on graduates' abilities to synthesize personal and academic skills (Knight & Yorke, 2004). Nearly two-thirds of all graduate vacancies are open to graduates from any discipline with the type of skills required dependent upon the role to be carried out within a particular organization (Raybould & Sheard: 2005).

An identification of factors in employment and employability of female graduates in Ekiti State has here been made.

The main objective of the study was to identify the factors of employment and employability of female graduates in Ekiti State.

The objectives of the study included:

- i. To examine the background characteristics of unemployed and employed graduates in Ekiti State
- ii. To examine the perceptions and attitude of unemployed graduates on employability of female graduates.
- iii. To determine the perceptions and attitude of employed graduates on employability of female graduates.
- iv. To understand the level of agreement of sampled unemployed youth on employability of female graduates.
- v. To understand the employment background of employed graduates in Ekiti State.
- vi. To examine employer's perception on employability of female graduates in Ekiti state.
- vii. To explore solution mechanism to high rate of unemployment among youths in Ekiti state.

Hypotheses were formulated for this study to test the factors affecting employment and employability of female graduates. The hypothesis was set to test the degree of relationship between academic satisfaction and employability of female graduates.

The design of this research study was exploratory (descriptive) research design; it was used in order to describe the characteristics of graduates and to be able to integrate findings from different sources in a consistent manner.

The collection of data was made through mixed method: two sets of structured questionnaires for the employed and unemployed graduates in Ekiti state and an interview scheduled for employers of labour. Purposive sampling technique was used, because this method avoids possible bias of taking a systematic sample from a non-stratified sampling frame, to select 50 employed graduates and 50 unemployed graduates were random selected for the purpose of filling the questionnaire. Also, 20 employers of labour were also interviewed.

Data were analyzed using descriptive statistics such as percentage tables. Others non parametric statistics such as the chi square was used to establish the degree of relationship in specific variables.

## **5.2.0 SUMMARY OF FINDINGS**

The summary of the findings of this study is outlined subsequently:

### **Gender of Unemployed and Employed graduates**

The sample demographic characteristics revealed that the selection was gender positive as equal gender with male (50%) while the female (50%) from the two groups, employed and



unemployed graduates. Although, female employability was the focus of this study but it was quite important to get male's perceptions towards female employability in Ekiti State.

### **Age of Unemployed and Employed graduates**

The largest percentage of unemployed graduates (28.0%) fall within age bracket 25 and 29 years and the lowest percentage fall within age bracket 35 and 39 years (8.0). For employed graduates on the other hand, (26.0%) of the employed graduates (representing the highest percentage of age bracket), fall within age bracket 40-44 years while the lowest percentage is recorded on age bracket 30-34 years (8.0).

### **Religious Affiliation of Graduates**

Among the unemployed graduates, 78.0% are professing Christians, 16.0% Muslims and 6.0% traditional religion practitioners. Also, among the employed graduates, 100% are professing Christians, while there are no employed graduates practicing Muslim and traditional religion.

### **Marital Status of Graduates**

Among the unemployed graduates, 58.0% were married, 36.0% were single, while 6.0% were divorcee. Also, among the employed graduates, 72.0% were married, 28.0% were single, while there is no divorcee among the employed graduates.

### **Ethnicity of Graduates**

The Yoruba ethnic group dominated the unemployed individual in the study area which happened to be the major ethnic, 84.0%, while 14.0% were Igbo, and 2% has no specific ethnic group. Among the employed graduates, 96% were Yoruba, while, 4% were Igbo.

### **Community of Residence, State of Origin of Graduates.**

Most of the sampled unemployed resides in Igede and Ado (28%) and (24%) respectively. While in Ilawe and Ikere had the same percentage, they had both 16% and 10% resides in Oye and 6% resides in Aramoko. Also, among the employed graduates, majority resides in Ado (84%), 12% resides in Oye, while Ilawe and Igede had equal percentage. They had both 2%.

Among the unemployed graduates, majority are from Ekiti, which constitutes 80%, while among the employed graduates, majority are also from Ekiti which constitutes 96%.

### **Level of Education of Graduates**

Among the unemployed graduates, HND holders were 34%, they constituted the majority, and 24% were NCE and B.sc holders, while the lowest of unemployed graduates in Ekiti had Master's degree. Also, among the employed graduates, majority had B.sc degree (56%), 16% of the employed graduates has HND and master's degree, while those people with NCE constituted the lowest (12%).

### **Monthly Income of Employed Graduates**

The average monthly income among the employed graduates below N50,000 were 66%, which constituted the majority, N50,000-N100,000 were 30%, while above N100,000 were 4% which constituted the lowest.

### **Job Aspirations, Preference and Expectation of Unemployed Female Graduates**

The findings reveal that 66% of unemployed graduates were satisfied with their educational qualification/degree, while 34% were not satisfied with theirs. The motive for

university degree/college/technical education was majorly because of competitive edge in job market/higher paying job (32%), respect and status (26%), to acquire more knowledge (24%), desired by parents and relatives (14%), and 4% said because they cannot get job.

Also, opinion of unemployed graduates on readiness for manual jobs was amazing as 77.6% of them said 'Yes' while only 22.4% believe in white-collar jobs. 40% preferred government jobs, 34% preferred private jobs while 26% preferred self – employed jobs. 74% of unemployed graduates are satisfied with their course and faculty while 26% are not satisfied with theirs. The preference for faculty of science was found to be higher than other faculty among the unemployed graduates. The preference for faculty of science was 32%, faculty of management science was 24%, faculty of Arts was 22%, faculty of law was 10%, while for engineering and medicine was 6%. The factors responsible for getting satisfactory job by the respondents were education (42%), hard work (40%), ability (14%), while personal contacts and luck was 2%.

### **Social Challenges and Problems of Female Graduates**

The findings reveal that 68% of unemployed female graduates were very much worried about getting job, 14% of the sampled unemployed female graduates reported that they were little worried, 10% said that they were somewhat worried, while 8% said that they are not worried. Also, among the sample unemployed female graduates, 62% blame the government most for not getting job, 24% blame their education most for not getting job, 12% pose the blame on their self, and 2% pose the blame on their family. 58% of the sampled unemployed female graduates reported that reasons for their current unemployment was due to job scarcity, 24% said lack of the right connection/contacts, followed by those who said lack of requisite experience qualifications, and skills, while 6% said lack of resources (financial input, capital, tools), and

2% said political problems. Furthermore, 44% of the sampled unemployed graduates said that they were aware of the increasing trend of educated youths, 36% said that they were not aware, while 20% said that they have no idea about the increasing trend of educated youths.

Also, 38% of the sampled unemployed female graduates said that they don't think that government will be able to employ all educated unemployed youth graduates, 32% said that maybe, while 30% of the sampled unemployed graduates said that they cannot be able to employ all educated unemployed youth graduates. 66% of the sampled unemployed graduates had tried prospect for job, while 34% said "No" they had not.

More than two-third of the unemployed graduates reported that they have been deprived of a job which they qualified. 64% said that they have been deprived of a job which they are qualified for, 22% said "No" that is, they have not been deprived of a job which they are qualified for, and while 14% said that they don't know. This poses a great social problem on the society which can thereby lead to social violence, like robbery, public assaults, and hooliganism.

#### **Perceptions and attitudes of unemployed graduates on employability of Female Graduates in Ekiti state.**

The findings reveal that 66% of sampled of unemployed graduates reported that female graduates are employable, while 34% said "No" that is, female graduates are not employable. Among the respondents that said "No" 48% of graduates said lack of leadership skills are the major factor responsible for female unemployment, 18% said lack of basic educational qualifications, 10% said male dominance, 4% said lack of encouragement and support, and lack of ambition, and 2% said cultural belief.

Also the sample respondents revealed that why most female graduates were unemployed was that majority were too choosy, course of study not marketable, (78%) of the unemployed said the female graduates were too choosy to get jobs, 16% said they lack needed skills to get jobs and some of them (6%) study courses that are not marketable in the labour market. In the opinion of the respondents, the following courses were ranked to be unmarketable in Business Courses (28%), Sciences Courses (20%), Social Sciences Courses (20%) while engineering (18%) and Arts and Humanity courses (10%).

Furthermore, the main factor that students need to look for while in the university before they graduate so that it will easily to get job, CGPA took the lead among the unemployed youths which said (CGPA) matters a lot (56%) followed by their aptitude and skills (24%) while the least were adaptability of the course. It was reported that if a fresh graduate do not get job after graduating, 66% said they should start their own business, (18%) keep looking for job anywhere, while (16%) disclosed that they should try to learn other skill that may be require getting a job. Majority (64%) were of the opinion that increasing of unemployment graduates issue is very critical today because most employers want integrity (30%), best results(44%), experience(24%) and others (2%). This implies that the society appraised academic excellence, good CGPA and character.

Majority of the respondents said government should create more job opportunities in order to reduce graduate unemployment which is (66%), 24% said that studies should be more practicable oriented than theoretical in university, 8% of the respondents said that universities should reduce intake entry in order to reduce competition in work, while minority of the respondents said that private organization should be challenged to provide more job opportunities, which is 2%.

## **Solutions For Female Graduate's Employability in Ekiti State**

The suggested solutions to address unemployment rate among female graduates were favorable to reducing retirement age from 60yrs, encouragement/sympathy toward the unemployed youth through family member, adoption of violence and destructive approach to fight injustice and tenacious effort of unemployed graduates can help them to get job. Thus, reducing age of retirement from 60yrs to 55yrs will reduce the rate unemployment; majority (52%) from addition of 28% and 24% very strongly agree and strongly agree respectively while a total of 44% disagreed with the opinion. Sympathizing with the unemployed youth was identified agreed by majority to reduce the depression (76%) agreed with the statement while only 24% said sympathizing cannot work. More than half of the sampled unemployed (52%) disagree with the opinion that Government claim to make policies for everyone but they benefit the rich section only while (48%) were of the opinion that there are inequalities in the implementation of government policies. More than (75%) of the unemployed youth agreed that violence and destructive approach is what can be used to fight injustice against the unemployment in the state while less than 25% reported that passive attitude is the solution.

## **Employment Background of Employed Graduates**

The findings reveal that most of the sampled employed graduates were civil servant (58%), 28% are into teaching profession while 4% were self-employed. Type of family shows a dominance of nuclear family (92%), followed by extended and single parenthood which are 4%.

Father's occupations are civil servant (26%), teaching (10%), self employed and trader (12%), while others are (40%). Mothers occupation are trader (44%), civil servant (32%), teaching (16%), self employed and others are (4%).

Majority of the respondents said that, the reason for taking their present job was to become independent and self reliant, which is (46%), followed by those who said for earning regular income (38%), for educational interest (8%), for experience (6%), and minority said that for time occupation (2%). Also, majority of them were employed based on their academic qualification (86%), while 14% said "No". Some also begin job search after graduation which constitutes the majority (72%), while 28% said prior graduation, the methods that they apply for the job search were application for an adverts (56%), placed own advertisement (24%), used personal connections (6%), contacted employer without knowing about a vacancy and contacted a job employer (4%), and other methods (2%).

The type of employment is public employer (74%), private employer (22%), and non-profit organization (4%), size of company they are working with are: large (74%), medium (22%), small (4%). Majority of the employed graduates are working 6-10hrs per day (58%), more than 10hrs (26%), 1-5 hrs (10%), while others are 6%. Majority did not go for training after graduation (60%), while others went for computer training after graduation (16%).

Majority of the sampled employed graduates were satisfied with their current employment (42%), moderately satisfied (30%), not satisfied (14%), very satisfied (8%), and not satisfied at all (6%).

### **Perceptions and Attitudes of Employed Graduates on Employability of Female Graduates**

Majority of employed graduates said that female graduates are not employable (58%), while 42% said that they are employable. 28% of the sampled respondents said the main reasons why female graduates were unable to get jobs were because courses are not marketable today, 18% of the sampled respondent reported that lack of skills needed to get job is the main reason

for not getting jobs, while 6% said females were too choosy to get job. 56% of the sampled graduates reported that government should create more job opportunities in order to reduce graduate unemployment, 28% said that studies should be more practicable oriented than theoretical in university, and there should be reduction in the intake of entry to universities to reduce competition after graduation (12%), while 4% said that private organization should be challenged to provide more job opportunities.

In the same vein, in the opinion of employed graduates on what the students need to look for while in the university before they graduate so that it will be easier to get job: the response varies from the fact that most of them said that aptitude and skills (42%), marketability/adaptability of the course (34%), CGPA (14%), all of the options (8%), other not mention (2%). Also, another solution was that any graduate that did not get after graduation should be helped to start a business (46%), while 34% suggests that they should try to learn other skills that may fetch him money, 14% said that they should look for job anywhere, and 4% are others things that were not mentioned.

All of the sampled employed graduates were aware that the issue of unemployment is very critical.

Based on the interviewed that were scheduled for employers of labour, majority don't have gender discrimination, and they want graduate who can show competency in their work, some organizations employ graduates based academic achievement/qualifications while some employ graduates based on experience, skills and ability to defend what they claim to have. Furthermore, majority of the employers of labour suggested that the reasons why graduate were unable to get jobs is because there is no vacancy to accommodate the graduates and by so doing,



the government should create more job opportunities by establishing companies and factories to accommodate the graduates. Finally, they also suggested that graduates should not depend on white collar jobs; rather they should lay their hands on entrepreneurial skills, that could fetch them money after they have graduated.

### 5.3.0 CONCLUSIONS

The problem of graduate unemployment in Nigeria has assumed an intolerable dimension. While this is making the front burner in national discourse, the society has another pernicious challenge to contend with female graduate employability-a situation in which graduates including those with “good degrees” cannot get gainful employment immediately after graduation.

1. Based on the findings of these study, it is concluded that employability of female graduates in Ekiti State significantly influenced by academic qualification,
2. Academic achievement or performance and field of study also have positive associations with female employability.
3. There is no significance relationship between academic satisfaction and employability of female graduates.
4. Employer and recruiters are also complaining that the pool of graduates being churned from the higher institution do not process the pre-requisite skills for employment.
5. Employment of female helps the country to develop as they liberated from the traditional domestic tasks, having been permitted to play an important role in society, particularly in the labour market.

6. Due to non-fulfillment of their expectation in getting employment, they may feel frustrated, disappointed, incomplete, incapable, while others had a sense of loneliness.
7. Negative effects of not been employed can lead to psychological defects.
8. Employability is a responsibility of each individual graduates such as knowledge, experience, skills and personality traits.
9. The educational level of women is significant, because it improves the chances of employment, and the number of employed female in a country's total labour force has direct bearing on both the GNP (Gross National Product) and the disposable income of individual family.
10. Employment of females provides a logical incentive to restrict the size of the family.
11. Many cooperate are looking for graduates who are ready with employability skills, to facilitate innovative team work and transforming their organization.

The findings of the study reveal that the education system of university needs to be adjusted with the potential labour market demand. As a solution to the female graduate unemployment issue, graduates propose to integrate couple of courses which are enabling to enhance knowledge of the graduates and promoting internship opportunities to opening employment opportunities for female graduates.

It also emphasized that the female graduate unemployment issue become more serious because of generating large number of external graduates without considering the demand of the graduates to the country. As a solution to this, the quality of external degrees needs to be improved and after the advanced level examination the youth should be directed and encouraged to follow technical and professional trainings than moving them to be external degrees and the awareness of existing labour market needs to be improved. However, it is concluded that the

demand driven proper recruitment methods need to be implement in order to increase productivity of female graduate's employees and to increase their job satisfaction.

#### **5.4.0 RECOMMENDATIONS**

It is also pertinent to make the following recommendations:

1. The government should give sufficient time to curriculum development, implementation, reform and innovation to cater for entrepreneurial skills and identified employability skills.
2. Recruiters and employers should collaborate with educational policy-makers and curriculum developers to develop a curriculum that meet contemporary global labour market demand.
3. Academic discipline should be so universal that graduates will not be streamlined to their area of specialization. Female graduates should be able to fit in to diverse sectors of the economy.
4. While the spirit of academic competition needs to be encouraged, there should be conscious de-emphasis on paper qualification as a means of determining an individual's intellectual or professional competence.
5. The stakeholders should consider the creation of job opportunity as a priority for the intending young graduates rather than increasing number of universities in the country.

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APPENDIX 1

FACTORS IN EMPLOYMENT AND EMPLOYABILITY OF FEMALE GRADUATES IN EKITI-STATE.

QUESTIONNAIRE SCHEDULED FOR THE EMPLOYED GRADUATES.

SECTION A

- 1. Sex : a. male  b. female
- 2. Age: a. under 20  b. 20 - 24  c. 25 - 29  d. 30 - 34  e. 35 - 39  f. 40 - 45  g. above 44
- 3. Denomination / Religion: a. Christianity  b. Muslim/ Islamic  c. Traditional  d. others (pls specify .....
- 4. Marital Status: a. Married  b. Unmarried due to
  - i. never married
  - ii. Divorced
  - iii. Separated
  - iv. Widowed
- 5. Ethnicity: a. Yoruba  b. Igbo  c. Hausa  d. others (pls specify .....
- 6. Community of Residence .....
- 7. State of Origin: .....
- 8. Educational Qualification: a. NCE  b. HND  c. bachelor's degree  d. Master's degree  e. Professional degree  f. doctorate degree
- 9. Level of Income: a. below ₦50, 000  b-₦ 50,000 - ₦ 100,000  c-₦ 200,000 - ₦ 500,000  d. above ₦ 500,000
- 10. Occupation: .....

SECTION B: Socio-Economic Background:

- 11. Type of family: a. nuclear  b. Extended  c Single parenthood
- 12. Total family in number including yourself (in number): .....
- 13. Father's occupation: .....

14. Mother's occupation: .....

### SECTION C

#### ABOUT YOUR WORK/JOB

1. What was your reason for taking job?
    - a. For earning income
    - b. to become independent and self reliant
    - c. for social status,
    - d. for experience,
    - e. for time occupation
    - f. for Educational interest,
    - g. hobby,
    - h. out of interest
    - i. others (please specify) .....
  2. Are you employed based on your academic achievement/qualification?  
Yes  No
  3. What time did you begin your job search?
    - a. Prior to graduation.
    - b. around the time of graduation
    - c. after graduation.
    - d. others (pls specify.....)
  4. What was the method you used to applied for the job search?
    - a. Applied for an advertised vacancy
    - b. contacted employer without knowing about a vacancy,
    - c. placed own advertisement,
    - d. was approached by an employer,
    - e. contacted a job centre,
    - f. contacted a commercial employment agency
    - g. sought assistance from teaching staff
    - h. used contacts established through employment undertaken during course of study
    - i. used personal connections
    - j. other method (pls, specify.....)
  5. What is the type of employer?
    - a. Public employer
    - b. non-profit organization,
    - c. private employer
    - Others (pls, specify.....)
  6. What is the size of company you are working with?
    - a. Small
    - b. Medium
    - c. large.
  7. How many hours per week are you working on average?
    - a. 0 hrs,
    - b. 1- 5 hrs,
    - c. 6 - 10 hrs
    - d. more than 10 hrs
    - e. others (pls, specify.....)
  8. How long did it take you to find your first employment after graduation?  
..... duration of seeking employment. ( in months).
  9. In case you went for training after graduation, what kind of training did you go and where did you do your training?  
Type of training .....
  - Name and place of training institution .....
10. Are you satisfied with your current employment? a. Not satisfied at all;  b. not

Satisfied,  c. moderately satisfied  d. Satisfied  e. very satisfied.   
 In case you are not/moderately satisfied, please specify why:

- .....
11. Do you work full time?  
 Yes, I am working full time.  No, I am working part time.
12. Do you have any further part time wage or self employment?  
 Yes  No
13. Is your present job related to your course of study?  
 Yes  No
14. How important are the qualifications and skills you acquired during your training Course/studies for your present job? a. not all important  b. not important   
 c somewhat important  d. important  e. very important.
15. Have you passed your knowledge and skills gained during your training / study course to family members, friends or other villagers? Yes  No

**SECTION D: PERCEPTIONS ABOUT FEMALE GRADUATE EMPLOYABILITY**

1. Are female graduates employable? Yes  No
2. If no, what are the factors responsible for female unemployment?  
 a. Lack of leadership skills  b. lack basic educational qualifications  c. domestic / family demands  d. male dominance  e. lack of encouragement support  f. cultural beliefs  g. laziness and lack of ambition.  h. women are too emotional  i. poor mentorship  j. others, (pls, specify.....)
3. In your own opinion, what is the main reason why fresh graduates were unable to get jobs?  
 a. Too choosy to get the job.  b. course not marketable today  c. lack of skills needed to get job  d. others, (pls specify.....)
4. Which of the following courses you think is not marketable today?  
 a. Businesses courses  b. engineering courses  c. Management courses  d. Science courses  e. Social Science courses  f. Arts and humanities courses  g others (pls specify.....)
5. What best action should government take to reduce graduate unemployment?  
 a. Studies should be more practical oriented than theoretical in university   
 b. Government should create more job opportunities  c. reduce intake entry University to reduce competition in work  d. Private organizations should be challenged to provide more job opportunities  f. others (pls specify.....)

6. What is the main factor that student need to look for while in universities before they graduates so that they will easy to get job later?

- a. Their CGPA       b. their aptitude and skills   
c. Marketability/adaptability of the course       d. all of the above      e. others( pls specify.....)

7. If a fresh graduate do not get job after graduating, which of the following step should he take?

- a. Started his own business       b. looking for job anywhere       c. try to learn Others skill that may be required to get a job       d. others (pls specify

.....)

8. Do you think the increasing of unemployment graduate issue is very critical today?

- a. Yes       No

9. What the main character/endowment employers want from fresh graduate?

- a. Integrity       b. Best result       c. experience       d. other (pls specify

.....)

APPENDIX 2

QUESTIONNAIRE FOR UNEMPLOYED GRADUATES

DEMOGRAPHIC INFORMATION

SECTION A

- 1. Sex : a. Male  b. Female
- 2. Age : a. under 20  b. 20 - 24  c. 25 - 29  d. 30 - 34  e. 35 - 39  f. 40 - 45  g. above 44
- 3. Denomination / Religion: a. Christianity  b. Muslim/ Islamic  c. Traditional  c. other (pls specify .....
- 4. Marital Status: a. Married  b. Unmarried due to:
  - i. never married
  - ii. Divorced
  - iii. Separated
  - iv. Widowed
- 5. Ethnicity: a. Yoruba  b. Igbo  c. Hausa  d. others (pls specify .....
- 6. Community of Residence .....
- 7. State of Origin: .....
- 8. Educational Qualification a. NCE  b. HND  c. bachelor's degree  d. Master's degree

SECTION B

Aspirations / preferable jobs/ Expectations

- 1. Are you satisfied with your educational qualification/ degree?
  - a. Yes
  - b. No
- 2. What motivates you most for university / college/ technical education?
  - a. Respect and status in the community
  - b. competitive edge in job market /higher paying job
  - c. desired by parents and relatives
  - d. to acquire more knowledge
  - e. could not get a job
  - f. other( pls specify.....
- 3. In case of no alternative are you ready for manual jobs? a. Yes  b. No
- 4. Which is the most preferred job (in general), according to you?
  - a. Government jobs
  - b. private jobs
  - c. self-employed jobs
  - d.