



MANAGEMENT OF UNDERGRADUATES PROGRAMMES AND EMPLOYABILITY SKILLS ACQUISITION IN UNIVERSITIES IN CROSS RIVER STATE, NIGERIA.

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Abstract

Unemployment of graduates from various Nigerian tertiary institutions seems to be a major obstacle to national development and progress, whereas academic programmes in various universities were streamlined to equip the student with employability skills for essential contribution to national development. It is against this background this study envisaged Management of Undergraduate Programmes and Employability Skills Acquisition in Universities in Cross River State, Nigeria. To achieve the objective of this work, three hypotheses were formulated to guide the study. Survey research design was used in the study and the population was 12203 final year students in the study area and 1220 respondents were selected using stratified simple random sampling technique. A self-designed questionnaire titled "Management of Undergraduate Programmes and Employability Skills Acquisition Skills" was used to generate data for the research. The instruments comprised 80 items and were validated through face validity for internal consistency. The coefficient range was .739 – .861, this showed that the instrument was reliable. The hypotheses were tested at .05 level using simple regression analysis and multiple regression as statistical tools. The study revealed that management of undergraduate programmes plays a significant role in the acquisition of employability skills. Based on the findings, conclusion established that several factors such as poor coordination of institutional policies, poor implementation of institutional policies and poor utilization of skilled personnel by managers of undergraduate programmes on the acquisition of employability skills. Based on the conclusion, it was recommended among others that Institutional managers should make coordination of institutional policies one of their cardinal role functions in making sure that undergraduate skills impartation programmes measures with the labour market demand on skills.

Keywords; management, undergraduate programmes, employability, skills, acquisition.

1.0 Introduction

Unemployment of alumnae from various Nigerian higher organisations seems to be main obstacle to domestic development and progress due to skill mismatch. Many of the graduates of tertiary educational institutions are only fortunate enough to have unskilled jobs to perform. This

could be because they lack employability skills even having been trained in their undergraduate days.

Employability skill is a set of skills made up of learnt and personal attributes and related work experience which reflect qualification and

skills to match the job in the organization. Based on the above, universities are examining the methods and strategies to use in structuring various programmes in the universities in order to enhance employability skills through various measures that will strengthen graduate's skills for employment. Nigerian universities seem to operate below standard, churning out graduates who lacked expected employability skills, due to their inability to neither speak nor write meaningful English, they were taught from their undergraduate programmes.

Allen and Velden (2001) pointed out three major trends as challenges and the task facing higher education with emphasis on educational skill training, inability to produce skilled labourers, and production of globalized and world acceptable graduates. This, therefore, shows the importance of employability skills potentials in higher institutions of learning in Nigeria. This skill includes innovation skills, problem-solving skills, knowledge of the business, ICT knowledge, and good interpersonal and communication skills. But it is quite unfortunate that advanced universities within Nigeria then to be precise study area; do not conform to the labour market demand for skill. This is why Asuquo and Inaja, (2013) on the argument that advanced learning programmes frequently highlights expertise that are not relevance to firms through the adoption of a theoretical approach without practical experience. Whereas, employability skills from higher institutions were meant to build individuals for personal experience towards solving practical problem and job-related issues in the workplace, and beyond personal plights.

According to Sule, Odigwe, Ovat, Essien and Ushie (2020) Students' employability skill means the exploration of knowledge and skills that are required by the labour market either for self-employment or the industrial sector. Unfortunately, some of the graduates produced by universities lack the basic employability skills which stand as the only advantage in the labour market during the recruitment process and this is

why numerous alumnae have been labeled as; ill-conceived, ill-developed, ill-drilled, undisciplined, burden, inferior stock, of inferior quality then unappreciable. This is attributed to lack of employability skills potentials. Unemployment of graduates due to skills mismatch or poor skills from Nigerian universities then in study area, in particular, has become a major national problem. It is characterised as one of the major national challenges. This reflected in the number of unemployed graduates who are roaming the street with files in search of white-collar jobs. Some of graduates stay without jobs for years and while some settle for the informal sector in a very poor conditions like hawking grilled stick-meat and snails in traffic jams (Babalola, 2010).

The primary functions of programme managers were to streamlined plans, activities and programmes that would enhance job abilities surrounded in former students within the study area. But reverse is the case, as the institution of high learning seems to indulge in the training of half-baked graduate through offering of admission that does not match with admission policies of the universities, many of the undergraduates' students who fail their courses during their course work seems to pay a deaf hear over the failed courses and proceeds to the next level, having in mind to graduate with another serious student, while some of the students volunteer themselves as course representatives, running errands for the class with the hope of earning good grades that they cannot defend. This is why parents and stakeholders seems to assume on the superiority of advanced learning has waned to help the widespread variability of unskilled graduates. National Bureau of Statistics (NBS, 2019) unrivaled high rate of joblessness of Nigerian alumnae in the labour market, representing high number of unemployment and posting direct poverty effects on the lives of the citizens. Unemployment in Nigeria amplified ranging as of 18.8 % in the 3rd barrio of 2017 to 23.1 % in the 3rd barrio of 2018. The NBS further buttress that, economically active or working-age

population from (15-65 age) augmented as of 111.1million in the 3rd barrio of 2017 to 115.5 million in the 3rd barrio of 2018.

Presumably, it is believed that in 2020, Nigeria unemployment rate will hit 53.5 per cent. The above unemployment figure has increased spontaneously. Despite the effort by Federal Government of Nigeria in (2019) embarking on various programmes like N-power, startup Nigeria, Youth Innovative, Subvention Enablement Programme (SEP), Adolescence Creativity meant for Supportable Agronomy in Nigeria (ACSA), Conditional Cash Transfer (CCT), Youth Entrepreneur Support Programme (YES-P), Diamond- Crest for Youth Education Foundation (DYEF), Graduate Internship Scheme (GIS) toward reducing inexperienced graduates via creating several placement package aimed at equipping graduates, up till now firms still discovers graduates wanting in diverse abilities in place of complications solving skill, personal problem solving skills, joint effort, ICT skills as well as innovation abilities, continuous learning, risk management, flexibility, networking, team spirit and as well as goal orientation skill perhaps, the aimed of the above-mentioned empowerment skill programmes do not directly meet the target audience. Curriculum development planning seems to be criticized as outdated and students complaining of very minute linkages between job-related openings and profession training Carol (2014).

The structure planned by Nigeria Institution of higher education comprises diploma, pre-degree NUC, Straight Entry, Evening (CES), Mature (summer), and Graduate programme. These structures offer opportunities aimed at improving abilities as enrich in the university curriculum. These programmes devise different period in their school agenda (NUC, 2013). The programmes designed by Nigeria Universities are domiciled in Education, Agricultural sciences, social science, arts and humanity, Engineering, physical science, applied sciences, medical science, management science,

Allied and medical science, Environmental science, and as well as a pharmacy. These programmes offer opportunities meant for increasing job potentials as stated in the university syllabus.

1.1 Statement of the problem

The spontaneous increase in the number of universities in particular in Nigeria, and the world organizational market contests witnessed by employers of labour, eyebrow has been raised about the rate of unemployment due to graduates skills mismatch. University graduates have been severally nicknamed and labeled as lazy youth, undisciplined, corrupt, liability, and community nuisance, half-baked, ill-equipped, ill-trained, of poor quality, lower standard and unemployable.

Joblessness of alumnae from various tertiary bodies has turned out to be a key breakdown of gross domestic development and therefore causes the national problem. Probably students were not taught by quality personnel to build and equip students with job skills during their universities days. Also, many of the courses they offer are theoretical in nature, some of the curriculum contents are not well developed to reflect the actual prerequisites courses needed to spur the potential graduate high upon graduation. As even as they are theoretical in nature, most of the course content was not properly handled to reflect the current trend in line with the labour market.

The ones that have the semblance of practical nature are still taught theoretically. This has made students develop more of cognitive domains to the neglect of other domain of (affective and psychomotor). Perhaps, the management of undergraduate programme may be responsible for this state of affairs, being very much reliance on notes and teaching methods alone. Student's grumble of too slight joining to job-related openings or occupation training as curriculum development seems not to be incongruent with labour market demands for

skills, and also curriculum development seems to be handled by unskilled personnel without professional skill, to constructive articulating curriculum development with the reflection of the labour market. Universities in Cross River State seems to operate well below standard, churning out graduates who lack expected employability skills, cannot initiate creativities, lack innovative skills and can neither speak nor write meaningful English and are therefore unemployable.

1.2 Coordination of institutional policies as well as acquisition of employability skills

Coordination deals with the role of running and control which make sure that diverse subdivisions, units and clusters work in a synchronized manner to ensure harmony of action between the workforces, clusters, and subdivisions. The Commission (NUC,) is the authority, modifying, amendable as well as recognizing tertiary Institution within Nigeria. Viably, after an institution has fulfilled the basic requirement or met the policy line. In the university as any other educational agents, every action being taken needs to be official because of the role university plays in society. The action must have a backing. It is for this reason that the policy serves. The policy is seen as that principle of action which provides decisions. It also provides a general guide that facilitates decision-making. National Universities Commission (NUC) provides the bearings for every institution to follow. However, head of various departments shows a vital heroine via enhancing policy coordination in the university system in Nigeria. This includes streamlining a well-developed curriculum, availability of facilities, and availability of quality or skill personnel, composed learning environment and entry qualification.

The coordination of these institutional policies is the role and functions of the programme managers in persistent achieving institutional growth through laid down policies, delegating functions according to institutional

guidelines, ensuring team spirit among staff and student through group work in the universities, coordination of entry requirement policies, numbers of required courses and grades in the O' Level, attainment of compulsory courses, exposition of students to practical knowledge through the internship. All these are coordinated by the university's' programme managers. The university policies cover a wide range from entry requirement or qualification to the graduation of each existing programmes in the university.

Conversely, Odigbo, Ismi, Turiman and Mohd (2018) employability is a means of providing and improving the existing stock of skills, and human resource development through a set of function designed policies to enhance organizational activities aimed at ensuring good job performance of individuals in the workplace and groups in an organizational setting. Essien (2017) Undergraduate programmes are centered to safeguard the learners and university management per purpose of guiding learners in several academic restraints as well as speculative arena of training relating within various sectors of economy.

According to Vitola and Senfelde (2012) policy coordination is that complex dogma or principles that supports the process of policy synchronization within a working organization to safeguard the smooth running of the system activities. Even policy coordination allows interaction or at slightly avoids coinciding and clashes of sector policies, which is progressively significant owing to the rising intricacy of numerous policy matters. Besides, policy coordination is fundamental for the "strategic" (consistent with policy priorities) provision of partial budget resources. Establishments show an important character in policy coordination since the scope of teamwork depends on both the official basis and de facto conduct of the complex parties.

In a related study of Ramon and Carvalho (2008) observed that the customary justification for unrestricted R and D policies is the need to redirect marketplace letdowns in the creation and

dissemination of awareness and inventions owing to the piece among isolated and communal revenues on R and D venture. This is as a result of institutional effort in ensuring effective and smooth policies implementation. (Abdulraheem, 2013) necessitate a composite administrative system to accomplish current operation. The application of these improvements and admittance procedures controlled to the institution of UTME (Olubodun, 2008). Present the rough guide of post-UME transmission workout within higher education establishments of knowledge. This is why coordination is the amalgamation, alliance, harmonization of the hard work of the subdivisions to offer unity of act for following mutual goals.

According to Attah and Abeng (2019) resolute impact of establish aspects on job potentials talents achievement between Occupational Schooling learners in higher educational establishments in their assumed study area, Nigeria. The review inquiry strategy remained engaged in resounding

The application of National University Commission (NUC) Benchmark in terms of quality teaching personnel per course, personal usage of technical skills needs to be line with the university practices is also part of the universities policies guiding the existent of the academic programmes in the universities. These policies cover from the entry behaviour, subjects and credit grades, other includes the conduct of the students in an examination, 75% of class attendant and as well as class assessment. It is the role of the university management to work towards maintaining the implementation of the institutional policies.

Other arms of policies in the universities include the educational policies and the university's act of opinion which provides the direction for educational activities and the functioning of principal officers, staff students and as well as the duration of each academic programmes in the universities. The design of an instructive strategy circles on the stage by stage

for application which, according to okoroma(2006), buttressed on the significant feature of arrangement. Forecasting is regularly an anchored point to success during policy formulation, it also precedes implementation. Akinmusuru (2009) raised eyebrow on the quality of Nigerian universities graduates to little or no attention given to teaching and learning process and effectiveness, emphasizing that universities policies are not channeled towards ensuring that students learning a priority and those that have been developed are not properly implemented.

1.3. Implementation of institutional policies and Acquisition of employability skills

The head of the department plays a vital role in enhancing policy implementation in the university system in Nigeria. The university policies cover a wide range from entry requirement or entry qualification to the graduation of each existing programmes in the university. Strong engagement of institutional strategies by heads of the department at all levels in the university to ensure the execution of the laid down rules and principles into practice is the implementation of the policy. Policy implementation seems to be one of the integrated approaches to Sustainable employability skills potentials goal because it allows for quality and shying away from half-baked skills in the university system in terms of proper monitoring of the undergraduate programmes procedure and execution of the plans. One of these plans includes an entry requirement process, basic requirement or qualification which includes acquisition of recommended grades in necessary and required subjects. The other policy includes scoring of cut-off point in UTME and posts UTME was developed and administered by the Joint Admission and Matriculation Board (JAMB) UTME now Unified Tertiary Matriculation Examination came to full flesh or established to standardize admission of new intake keen on further education colleges toward resolving difference challenges of duplicating

admittance assumed certain entrants within various outlay vice versa. Other policies include the guiding principles on the conduct and behaviour of a child within and outside the campus, conduct during and after examination, general courses to be offered by the students, and overall general conduct on the physical facilities of the universities.

However, according to Amatareotubo (2006) described exactly how the Federal Government of Nigeria make known the policy of Unified Tertiary Matriculation Examination (UTME) selection exercise by institution of higher education in 2005. "Analysing graduate job sector in South Africa skills, differences between the private and public", Jonck and Van der Walt (2015), with size sample consisting of employees in South Africa. Using a questionnaire instrument and a trial testing of the Cronbach alpha reliability test of .98, the correlation of 405340 were obtained. The study sample was 250 reserved segment employees as well as 253 communal segment respondents. According to the researchers, the findings revealed keen at relational abilities by way of a vigorous facade voguish in realizing structural established objectives in civic or private sector. This juxtaposes that in attendance only existed trivial variances among unrestricted and restricted segments via standard skills of self-engagement.

The policy was then, viewed by Badmus and Idoko (2008) argue that university must screen entrants before their Joint Admission Matriculation Board result before admission is granted (Aliu, 2008; Idoko, 2008; Badmus, 2008). The candidate who scores 180 above in UTME would then be eligible by JAMB also their appellations and marks shown to the University of the Candidate's optimal, that repeatedly monitor over by means of ability examination or verbal interview. Zebulon (2011) expressed that the composition inspection exposed the insufficiencies of selected of the entrant, several entrants who recorded huge marks in UTME besides the principal showing

inspection implemented poorly in the treatise test. Busayo (2010) stated that the result of the 2 investigations was calculated to control the qualified candidate for admission.

Implementation of institutional policies Hauwa (2012) proclaims that management guidelines must offer accurate guidelines that canister to harmonize diverse activities just before accomplishment of anticipated goal line. But in the case of the university, the management of the university's policies should provide proper direction for heads of the department to follow in order to enhance effective implementation.

Similarly, Akoja and Onmuegbuna (2008) stated that the said isometrics get on upon amid inadequate in indisputability of UME grades which entrants frequently display. Ajaja (2008) assembled that various candidates or entrants who partook, exhibited great marks in their UME grades repeatedly accomplish unhappily after existing entry fee. Daniel (2005b) believed that many candidates or applicants higher machineries or skills experts to pen the trial test on their behalf. And so, the effort via institution of higher education to confirm that the entrants presented entrance ticket to candidates who partake in the investigations provided a rise to the post-UME examination. This looks contrary to the university and institutional policies.

1.4 Utilisation of skilled personnel and Acquisition of employability skills

Unique functions of a manager in any given university is addressing the challenges of promoting recruitment and utilisation of relevant skills in the labour market through learning and development programs run from the institution to be in line with the labour market demand for skills. This is achievable when the institutional leaders collaborate with the employer of labour to address their various area of interest in terms of manpower requirement. The employer of labour sometimes streamlined the lacking areas where there is skill shortage and then harness with the institutions for lasting solution.

Similarly, Richardson (2019) Enlistment is termed as “the set of activities and processes used to legally obtain a sufficient number of qualified people at the right place and time so that the people and the organisation can select each other in their own best short and long term interests”. Guest (2002) contended that the influence of Human Resources Manager on concert be contingent on the member of staff reaction to Human Resources Manager does, hence the influence will interchange in track of the awareness of Human Resources Manager carry out by the worker. The programme managers in the university act the role of a HRM within the department and may also recommend on the recruitment of relevant skills. Subramanian (2017). In addition, every organization needs an employee or graduates who are skilled driven to enable him function effectively in a given task. Managers of undergraduates programmes in the universities needs includes assimilating rational around the upcoming and emerging vocation administrative abilities hooked on the essential prospectus and the entire undergraduate knowledge; careers specialist’s temporary as catalytic agent, advisors and as instructors to aid practical operate teaching and learning to the apprehend and aid x-pray the employability skills potentials agenda. Afolabi (2003) opined that no syllabus be able to be successfully and efficiently applied deprived of the funding of well competent and extremely driven personnel, stressing that quality personnel plays a critical role in propelling curriculum to the classroom.

Rwothumio, Musaaazi and Orodho (2016) surveyed the observation of hypothetical workforce vis-à-vis engagement scheme and its outcome on hypothetical workforce presentation at Kyambogo advanced college, Uganda. Impartial of the teaching presented to survey the enrollment method of hypothetical workforce in Kyambogo Institution of higher education. A snappy examination scheme stood in the training. An accidental illustration of 150 practical

workforces designated within 3 capacities of tutoring, sculptures and public disciplines, and distinct desires teaching. Data gather educing questionnaire, examined, and offered in manuscripts, tables and proportions. The main verdict of the research portrayed that institution of higher education hires mutually interior and exterior approaches of staffing of speculative workforce. Its employment then collection process are steered by the ethics established by the Ugandan National Council for Advanced Schooling. Nonetheless, conferring to greatest speculative workforce, palpable remained obtainable that staffing procedure remained unsatisfactorily done and hence not attaining her objective in all ramification. Similarly, the research settled further that recent service scheme at Kyambogo Academia consumes a undesirable stimulus on the presentation or quality of memberships of teaching workforce. Henceforth, the research further commented that the Institution of higher education ought to cheer and encourage the practice of equivalent chance of dogma in employing teaching workforce centered on excellence as this may aid to reinstate workforce buoyancy in the structure (Leithwood, Louis, Anderson and Wahlsttom, 2004). Instructional front-runner should inspire the growth of the staff, instructors and scholars in the organisation, should permit the interactive communication, generate an active communication system and must be willing to make a self-ruled atmosphere. Uchendu (2015) evaluated the level of university scholars’ talent achievement for job in Cross River State. To accomplish the purpose of the learning, two theories were designed to direct the study. Research examination plan was approved to be use in the research work. The study uses 300 scholars withdrawn among inhabitants of 2,998 finishing learners within duos campuses by means of stratified randomized selection system.

1.5. Objective of the study

The cardinal objective focus on how the indices of management of undergraduate are

programmes can predict employability skills in institution of higher education in study area. Precisely, this research is to determine whether managerial strategies such as;

1. Coordination of institutional policies predict employability skills
2. Implementation of institutional policies predict acquisition of employability skills
3. Utilisation of skilled personnel predict acquisition of employability skills

1.6 Hypotheses

1. Coordination of established policies ensures non-significant prediction acquisition of employability skills.
2. Implementation of institutional policies does not significantly predict acquisition of employability skills.
3. utilisation of skilled personnel not significant predict acquisition of employability skills

2.0 Methodology

The methodology of this work is focus on examining indices of managing undergraduate Programmes and Acquisition of Employability skills in universities in Cross River State, Nigeria. Descriptive survey research design was seen appropriate for the study. This was because of the situations at hand regarding the place of unemployed graduate within the region. Also emphasize at bisected group or population of various issues. This study covers Cross River State Region. Cross River State is one of the States within the Southern part of the nation, Nigeria. She has 18th Local Government Area. There are two public Universities within region which this study is being conducted upon. These universities are; University of Calabar, Calabar and Cross River University of Technology. The University of Calabar is federal owned university while Cross River University of Technology is State owned University. The study makes used of faculties. Specifically, final year students in all the faculties of both institutions were chosen.

This study consists of 12203 final year students in Universities under study. There are five (5) categories of programmes in the two public universities in the reading region. The inhabitants remained selected since the investigator have faith of convince experience in undertaking course of study in the department and as such are acquainted with ways and manners the head of the department uses his or her managerial prudent skills and as such have a good sense of how the head of the department manages an undergraduate programme for skills acquisition throughout the procedure of students experiencing their several speculative discipline, and they have certain ideas of universities policies that guide against student's existent in the universities, such as class attendance, examination conduct and as well as the utilization of quality and skilled personal and how the head of the department assign responsibility to qualified personnel, and equate the distribution of the available resources.

The study adopted stratified random sampling techniques. Stratified random sampling method dully applied where population was made up of heterogeneous groups such as department and faculties offering different programmes in the universities and provides a mean whereby the entire populations of the study were grouped into homogenous sub-group such as UME, CES, sandwich, and diploma, pre-degree from which simple random sampling dully applicable in selecting representative tester. (Isangedighi, 2012). Accordingly, proportionate sampling involves selecting an equal percentage of subjects from each group in a population as a sample. The sample of the study comprised 1220 final year students randomly and proportionately selected after the inhabitants.

The questionnaire was designed in such a manner that response was based on a four point modified likert scale of SA, A, D, SD thru morals 4, 3, 2 and 1 correspondingly. The researcher designed questionnaire titled "Management of Undergraduate Programmes and Acquisition Job Potential Skills (MUPAESQ)" in order produce

data during the research. Final-finishing year of undergraduate Programmes so as create data for management of the undergraduate programme and Acquisition Job potential skills questionnaire in section A to C. The questionnaire existed in sub-divided sections, they are; Segment A, B and C. Segment A comprised institutional variables preserved technically name of the University, Faculty, and department, while section B consisted of other seven sub-variables such as coordination of institutional policies, implementation of institutional policies, Utilisation of skills personnel,

The questionnaire was design based on a 4-point Likert scale. While section C was a modified four Likert scale which measured articles like Information and Communication Technology skills, self- organization skills, improvement or innovation skills, team spirit skills and problems solving skills on Highly Versatile, Moderately Versatile, A Bit Versatile, Not Versatile, highly skilled, Cope very well, manage to Cope, cope occasionally, cannot cope. Reproductions of questionnaire were presented to research specialists in the Department of Educational Foundation, Measurement and Evaluation and two experts. To measure internal consistency, the consistency of the items remained valued and established by trial testing. This was done by using the Cronbach alpha consistency technique. The reliability coefficient estimated from the Management of Undergraduate Programmes and Acquisition of Job potential Skill questionnaire (MUPAESQ) coefficient mean of .739 – .861.indicating that instruments were consisted of measuring what they purported to measure.

Preparation of facts for numerical investigation, a coding schedule existed designed to cryptograph the response of the defendants. A piece of nominal information such as the name of department, faculty and university were coded and use. For all warded items in section B: Strong Agree (AS) =4 points, Agree (A) =.3 points, Disagree (D) =2 points, Strongly Disagree (SD)

=1 point. For all negative items, the scoring was strongly: Agree (AS) =1 point, Agree (A) =2 points, Disagree (D) =3 points, Strongly Disagree 4 points and section C the scoring will be: Highly versatile = 4 points, moderately versatile =3points, A bit versatile = 2 points, Very well =4 points, Manage to cope = 3points, Cope occasionally = 2 points, Not versatile = 1 point, Cannot cope = 1 point.1-4.HV= 4, MV=3, BV=2, NV=1, CVW=4, MC=3, CO=2, CC=1, HC=4, MC=3, C=2, NC=1, VW=4, MW=3, NW=2, NA=1, HS=4, MS=3, BS=2, NS=1. Mean and standard deviation were to generate descriptive data while Simple regression analysis is use to access the relationship of both independent and dependent variables.

3.0 Scope

The theme of this research was narrow to management of undergraduate programmes and Acquisition of employability skills in institution of higher education in Cross River State. Though at hand are three tertiary institutions namely, Arthur Jarvis university, Cross River University of Technology (CRUTECH), as well as Institution of higher education of Calabar (UNICAL) within research region, existing work was surrounded by two public Universities, namely University of Calabar (UNICAL), as well as Cross River University of Technology. Undergraduate students were used to give response on how indices of management of undergraduate programmes inhibit employability skills in Institution of higher education through 2022/2023 academic session. Contextually, the scope deals with sub-independent variables of coordination of institutional policies, implementation of institutional policies, utilisation of skills personnel, The scope of the study under dependent variables was related to job potential skills. This includes problem-solving skills, self-management skills, ICT knowledge skill, and innovative thinking and team spirit skill.

4.0 Presentation of results

Table 1 presented the expressive information of the entire defendants applicable in the research, mean and standard deviation. The table presented that 816 respondents responded to the items in the instrument. Coordination of institutional policies variable per mean of 27.98 with a standard deviation of 6.01, and this is discussing on the table 1, implementation of institutional policies boasted with a mean 25.57 with a standard deviation of 6.99. Utilization of skilled personnel had a mean of 26.29 per standard deviation of 7.18.

Descriptive Statistics

Coordination of institutional policies

- Implementation of institutional policies
- Utilization of skilled personnel
- Acquisition of employability skills

There is no significant prediction of coordination of institutional policies on the acquisition of job potential skills at Universities in Cross River State. The independent variable of this hypothesis was the coordination of institutional policies while the dependent variable was the acquisition of job potential skills. Simple

regression statistics were applied in analysing the premise also the upshots are presented in Table 2.

The simple regression analysis in the table 5 above on predictive effect of coordination of institutional policies on predicting acquisition of job potential skills at universities in Cross River State created an adjusted R² of .010. By way of implication, the variance of 1.0 per cent forecast after the adjustable variable (coordination of institutional policies) in forecasting acquisition of job potential skills at universities. The F-value of the Analysis of Variance (ANOVA) acquired on or after the regression table was F = 9.577 device 816 a p-v-27.98006.01 1 and 814 degrees of freedom at .05 level of significant. The null premise remained prohibited. This upshot, consequently, indicates that coordination of institutional policies significantly forecast the achievement of job potential skills at universities in Cross River State by 1.0 per cent. The result, therefore, infers that there exists a substantial prediction of coordination of institutional policies on the attainment of employability skills at universities.

TABLE 2: Summary of data and simple regression analysis on the prediction of coordination of institutional policies on acquisition of employability skills at Universities in Cross River State

R	R Square	Adjusted R Square	Std. Error of the Estimate		
.108	.012	.010	6.71175		
Model	Sum of squares	DF	Mean Square	F	Sig
Regression	431.438	1	431.438	9.577	.002*
Residual	36668.698	814	45.048		
Total	37100.136	815			
Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	23.063	1.120		20.592	.000
Coordinate policies	.121	.039	.108	3.095	.002

- a. Predictors: (Constant): coordination of policies
- b. Dependent Variable: acquisition of employability skills

Implementation of institutional policies does not significantly predict the acquisition of

employability skills at Universities in Cross River State. The independent variable of this

hypothesis was the implementation of institutional policies while the dependent variable was the acquisition of employability skills. Simple regression statistics applied in

analysing the premise then results dully showed in Table 3.

TABLE 3: Summary of data and simple regression analysis on the prediction of implementation of institutional policies on acquisition of employability skills in Universities in Cross River State

R	R Square	Adjusted R Square	Std. Error of the Estimate			
.232	.054	.053	6.56738			
Model	Sum of squares	DF	Mean Square	F	Sig	
Regression	1991.973	1	1991.973	46.185	.000*	
Residual	35108.163	814	43.130			
Total	37100.136	815				
Coefficients						
Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
(Constant)	20.740	.871			23.799	.000
Implementation of policies	.223	.033	.232		6.796	.000

a. Predictors: (Constant): implementation of institutional policies

b. Dependent Variable: acquisition of employability skills

The simple regression analysis in table 6 on the effect of the implementation of institutional policies on predicting acquisition of employability skills at universities in Cross River State fashioned an adjusted R² of .053. By way of implication, this shows that the variance of 5.3 per cent can predict the independent variable (implementation of institutional policies) in predicting the achievement of job engagement skills at universities. The F-value of the Analysis of Variance (ANOVA) acquired after the regression tabletop was F = 46.185 having a p-value .000 with 1 and 814 degrees of freedom at .05 level of significance. The null premise remained prohibited. This outcome, consequently, implies that the implementation of institutional policies significantly predicted the acquisition of employability skills at universities in Cross River State by 5.3 per cent. The upshot, consequently, suggests that there exist a significant influence of the implementation of institutional policies on the acquisition of employability skills at universities.

There is no significant prediction of the utilization of skilled personnel on the acquisition of employability skills at Universities in Cross River State. The independent variable of this hypothesis was the utilization of skilled personnel while the dependent variable was the acquisition of employability skills. Simple regression statistics were used in testing the hypothesis and the results are presented in Table 7.

The simple regression analysis in table 4 on the effect of utilization of skilled personnel on predicting acquisition of employability skills at universities in Cross River State produced an adjusted R² of .013. This implies that 1.3 per cent of the variance can be forecast within the independent variable (utilization of skilled personnel) in forecasting the acquisition of employability skills at universities. The F-value of the Analysis of Variance (ANOVA) acquired after the regression table was F = 11.970 having a p-value .001 with 1 and 814 degrees of freedom

at .05 level of significance. The null premise remained overruled. This result, therefore, signifies that the utilization of skilled personnel significantly predicted the acquisition of employability skills at universities in Cross River

State by 1.3 per cent. The result, therefore, implies that there was a significant influence of the utilization of skilled personnel on the acquisition of employability skills at universities.

TABLE 4: Summary of data and simple regression analysis on the prediction of utilization of skilled personnel on acquisition of employability skills in Universities in Cross River State

R	R Square	Adjusted R Square	Std. Error of the Estimate		
.120	.014	.013	6.70202		
Model	Sum of squares	DF	Mean Square	F	Sig
Regression	537.651	1	537.651	11.970	.001*
Residual	36562.485	814	44.917		
Total	37100.136	815			
Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	23.479	.891		26.361	.000
Skilled personnel	.113	.033	.120	3.460	.001

- a. Predictors: (Constant): utilization of skilled personnel
- b. Dependent Variable: acquisition of employability skills

5.0 Discussions

5.1 Coordination of institutional policies and acquisition of employability skills

This research hypothesis which addresses the prediction of coordination of institutional policies on the acquisition of employability skills at universities in Cross River State revealed that there was a significant influence of coordination of institutional policies on the acquisition of employability skills at universities. The practical implication of this result is that; perfection in coordinating institutional policies may top an improvement in the acquisition of employability skills in public universities in the study and vice versa.

This result corroborates Terry (2009) that policy coordination is a landscape that stretches the universal bounds and directions to which managerial exploit take place, stressing that policy is that line of action which directs a

decision to be made. It enhances the cordial and expressive connection among school purposes and institutional tasks and disheartens nonconformities within deliberate sequences of feat. Policy brings about the uniformity of act due to an organized platform of the institution governed by principles. Policies improve variety, ensuing in facts formation and knowledge from diverse policy understandings. The coordination of these institutional policies is the role and functions of the programme managers in persistent achieving institutional growth through laid down policies, delegating functions according to institutional guidelines, ensuring team spirit among staff and student through group work in the universities.

This result also supports Vitola and Senfelde (2012) that policy coordination structure is a composite grid of mediators, rules and establishments that are assisting the course

of rule organization, stressing that Level policy coordination allows interaction or avoids overlying and battles of subdivision policies, which is progressively significant owing to rising difficulty of numerous policy matters. Policy coordination is vital for the planned reliable with policy urgencies as well as the allocation of limited budget resources in school.

Coordination or organization plays the role of administration which safeguards that diverse subdivisions and clusters toil in a synchronized manner to ensure harmony of deed between the workers, assemblages, and subdivisions. These policies enable existing programmes to be equipped with employability skills. Policy organization is the assimilation, amalgamation, harmonizing hard work of the subdivisions to offer harmony of deed for chasing collective objectives; a strength that muddles all the additional tasks of administration.

5.2 Implementation of institutional policies and acquisition of employability skills

This research hypothesis which addresses the prediction of implementation of institutional policies on the acquisition of employability skills at universities in Cross River State revealed that there was a significant prediction of implementation of institutional policies on the acquisition of employability skills at universities. Practically, the implication of this result is, upgrading on the level of implementation of institutional policies will lead to an advent improvement in the acquisition of employability skills in public universities in the study and vice versa. This result corroborates Okoromo (2006) that formulation and adoption of institutional policies makes activities in the school to be dependable, authentic and restricted from contradicting various benefits between its members such as the head of departments, teaching and non-teaching staff as well as students, stressing that policy implementation is one of the integrated approaches to Sustainable

job potential skills goal because it allows for quality and shying away from half-baked skills in the university system in terms of proper monitoring of the undergraduate programmes procedure and execution of the plans.

Strong engagement of institutional strategies by heads of the department at all levels in the schools ensures the execution of the laid down rules and principles into practice in the implementation of the policy. Implementation policies such as student's entry requirement process, basic requirement or qualification of students, acquisition of recommended grades, required subject combination etc. enhances the acquisition of employability skills by the students. University/institutional dogmas ought to offer appropriate guidelines in other to coordinate and implement diverse activities on the way to attain desired objectives in the school help in providing skills to its bye products (students). Good policy direction aids to plan balancing unrestricted guidelines, that do not intersection or oppose, as well as to safeguard suitable execution of verdicts.

5.3 Utilization of skilled personnel and acquisition of employability skills

This research hypothesis which addresses the prediction of the utilization of skilled personnel on the acquisition of employability skills potential at universities in Cross River State revealed that there was a significant influence of utilization of skilled personnel on the acquisition of employability skills at universities. The practical implication of this result is, expansion in the utilization of skilled personnel resolve to an advent enhancement in the acquisition of employability skills potential in public institution of higher education in the study and vice versa. This result agrees with Subramanian (2017) that every organization needs an employee or graduates who are skilled drunk to enable him to function effectively in a given task.

Stressing that school personnel saddled with the responsibilities of managing undergraduates programmes in the universities needs in to be skilled in integrating critical thinking in the students on the upcoming and emerging profession organization expertise addicted to the essential programme aggregating undergraduate knowledge. Skilled specialists act as facilitators, advisors and as coaches to aid teaching workforce and undergraduates to comprehend and aid convey the work itinerary. The manager prudent skills in schools help in careers advice to support institution of higher education comprehend the dogmatic and fiscal reputation of a extremely trained and skilful alumnus inhabitants.

This result also supports Afolabi (2003) opined that no syllabus be able to be successfully and efficiently applied deprived of the funding of well competent and extremely driven personnel, stressing that quality personnel plays a critical role in propelling curriculum to the classroom. This implies that, for effective skills drunk in the school system, quality personnel must be an added advantage to building individual professional skills and in inculcating knowledge and skill to the students for labour market competition. Idealistic and imaginative administration is dangerous to the alteration of university teaching. Rearrangement of the school leaders who are skilled in (ICT), governance and effective administration systems of each institution strengthen the institution as well as produce students with worthwhile values capable of societal transformation. Nonetheless, no wealth inoculation in the learning scheme devoid of the modification of attitude, improved ability achievement and evident obligation on the portion of the coaching strength with useful skills may enhance much needed anticipated modification in programmes management and student's acquisition of employability.

6. Conclusions

Unemployment of Nigeria graduates from Nigerian universities has become a threat to the

educational system and national development. This is caused by several factors such as poor coordination of institutional policies, poor implementation of institutional policies, and inadequate utilization of skilled personnel on the acquisition of potential. This resulted in a gradual loss of confidence in the way and process of acquiring potential in public universities. In this study, several reforms have been identified as therapy towards improving the acquisition of potential. It then behooves on programme managers and stakeholders to apply these reforms in order to improve the acquisition of potential in our public universities. Institutional programmes managers should make coordination of institutional policies one of their cardinal role functions in making sure those undergraduate programmes measures with the labour market demand on skills. This could be achieving through a streamline institutional policies.

Institutional managers should ensure proper screening of newly intake to ensure conformity with the set down institutional policies on Admission, students' existent in a given programme and their graduation guidelines for proper potential.

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