Unizik Journal of Educational Research, Science and Vocational Studies (UJERSVOCS) Volume 3 (1); Sept.-December, 2025; https://unilaws.org/ujervs
E-ISSN (Online): 1595-6199 ISSN (Print): 1595-6202

PERCEIVED RELEVANCE OF UNIVERSITY TECHNOLOGY EDUCATION CURRICULUM IN EQUIPPING GRADUATES WITH EMPLOYMENT SKILLS IN ANAMBRA STATE

Mohammed A. Auta
Department of Industrial Technology Education
Nnamdi Azikiwe University, Awka

Chetachukwu C. Onwo
Department of Industrial Technology Education
Nnamdi Azikiwe University, Awka

ABSTRACT

This study examined how technology education university graduates in Anambra State rated the curriculum's effectiveness in preparing them with employment skills for initial jobs, including teamwork, communication, critical thinking, IT proficiency, problem-solving, leadership, and resource management. Anchored on Lindley's (1996) Labour Market Theory, which emphasizes the role of education in improving labour market efficiency, the study adopted a descriptive research design to investigate graduates' skill acquisition and employers' perceptions for curriculum improvement. The population comprised 195 graduates (2010/2011–2019/2020) from Nnamdi Azikiwe University's Department of Technology and Vocational Education, using a census sampling method. Data were collected via a validated and reliable Employment Skill Scale questionnaire and analyzed using SPSS 25 with descriptive statistics. Findings revealed that graduates perceived the curriculum as largely effective in developing personal attributes, communication abilities, and digital competencies, though some variability existed in specialized technical skills. Conclusions affirmed the curriculum's general success in fostering workforce readiness but highlighted the need for targeted enhancements in technical domains. Recommendations included curriculum reviews to strengthen specialized skills, increased practical and industry-aligned training, integration of soft and technical skills in programme design, stronger university–industry collaboration, provision of internships and mentorships, and continuous professional development opportunities. The study reinforced the importance of a balanced curriculum combining technical expertise with critical thinking, problem-solving, and interpersonal skills to meet evolving labour market demands.

Keywords: Relevance; Technology Education; Curriculum; Graduates; Employment Skills

Introduction

The role of university education in fostering sustainable human capital development, community engagement, and economic growth is widely acknowledged (United States Agency for International Development, 2020). Universities, derived from the Latin term *Universitas*, are designed to prepare students for the labor market by fostering intellectual development across arts, sciences, and professional disciplines while promoting high-level research (Trystan, 2019; Alemu,

2018). As institutions of higher learning, universities serve as critical sources of universal knowledge and skilled human resources, generating and disseminating innovation to address global challenges and support sustainable development (United Nations Educational, Scientific and Cultural Organization, 2021). Effective university education integrates practical application with theoretical concepts, equipping graduates with essential skills for productive societal participation (Josephine & Bokime, 2018). In the context of the modern technological revolution, technology education has emerged as a pivotal discipline, equipping students with practical and entrepreneurial skills to meet workforce demands and contribute to economic growth (Aselebe & Alayande, 2022).

Technology education has gained global recognition as a vital tool for economic development by providing occupational skills that reduce unemployment, poverty, and social vices among young people (Aselebe & Alayande, 2022). In Nigerian universities, technology education programs are designed to produce both teachers and industry professionals, emphasizing practical skills over theoretical knowledge to ensure graduates excel in real-world environments (Josephine & Bokime, 2018). The National Universities Commission (NUC, 2023) outlines that these programmes aim to prepare graduates for leadership roles in education, foster entrepreneurship, and develop self-reliant individuals with technical knowledge and positive values for professional practice. Courses within these programs focus on applied knowledge, practical tasks, and technical skills, distinguishing between industrial and pedagogical training to meet the needs of diverse professions (Bello & Muhammad, 2021). By equipping graduates with hands-on training, technology education enables them to secure both self-employment and paid jobs, significantly enhancing the nation's economy (Auta, 2022 & Olowe, 2023).

The concept of employment skills has become increasingly significant due to rising global unemployment rates. Employment skills, often referred to as 21st-century skills, encompass a range of competencies such as teamwork, communication, critical thinking, IT proficiency, problem-solving, leadership, and resource management, which are essential for aligning university education with labor market demands (Eurosat, 2023; Virtanen & Tynjala, 2018; Auta & Onwusuru, 2022; Tight, 2023). Communication skills, including verbal, non-verbal, written, and visual methods, are critical for professional success, requiring active engagement in listening, speaking, reading, and writing (Adeyinka-Ojo, 2018; Suleman, 2018; Doyle, 2019). Similarly, critical thinking skills enable graduates to analyze information, evaluate evidence, and make sound decisions, which are vital for problem-solving and innovation in dynamic work environments (Heruna et al., 2022; Enwei, Wei, & Qingxia, 2023). Interpersonal skills, such as active listening, adaptability, and empathy, further enhance workplace collaboration and organizational effectiveness, particularly in industries like hospitality (Cheng, 2022; Loreto, 2020).

Additional employment skills, including IT proficiency, resource management, and personal qualities like resilience and integrity, are crucial for graduates to thrive in modern industries (Odede & Enakerakpo, 2014; Maslam, 2024; Vasanthakumari, 2023). IT skills enable efficient data management and communication, while resource management skills optimize productivity

and minimize waste. Personal qualities foster personal growth and professional success, ensuring graduates contribute effectively to organizational goals. Despite these efforts, graduate employability in Nigeria remains a persistent concern, with labor market uncertainties highlighting the need for curricula that effectively impart these skills (Badiru & Wahome, 2016). Graduate tracer studies have emerged as a valuable tool to evaluate the effectiveness of university programs in preparing students for employment, providing critical feedback for curriculum improvement and vocational training enhancement (Basil et al., 2020).

Despite the recognized importance of technology education, concerns persist regarding the employability of graduates in Anambra State, Nigeria, where labour markets have become increasingly competitive due to economic challenges and employer demands for skilled workers. Against this backdrop, this study examines ways technology university graduates rate the relevance of the curriculum in equipping them with employment skills required in their initial employment, particularly teamwork, communication, critical thinking, IT proficiency, problem-solving, leadership, and resource management.

Literature Review

Technology education in Nigerian universities, as outlined in the National Policy on Education (2014), plays a pivotal role in fostering skilled manpower for national development. It emphasizes the development of qualitative technological human resources, aiming to produce self-reliant craftsmen, technicians, and technologists in technical and vocational fields (Okoye & Arimonu, 2016). This curriculum is designed to address the needs of applied science, technology, and commerce at sub-professional levels, providing essential vocational skills for agricultural, industrial, and economic growth. However, perceptions of its relevance in equipping graduates with employment skills often hinge on whether it adequately prepares students for the dynamic demands of the modern workforce, where technical proficiency must align with broader employability attributes.

The policy's ambitious aims include imparting technical knowledge for environmental problem-solving, introducing professional studies in engineering, and enabling intelligent understanding of technological complexities (National Policy on Education, 2014). Despite these goals, critics argue that the curriculum retains a conservative, colonial-era mentality, limiting it to pre-technical and sub-professional content. This underrates the pervasive technical orientation in all human activities today, from religious structures to everyday innovations, potentially diminishing its perceived effectiveness in preparing graduates for high-level employment skills required in a technology-driven society.

Evidence from historical contexts underscores the invaluable role of technology education graduates in Nigeria's industrial sectors, such as oil, agriculture, petrochemicals, and power generation (Aliyu & Dabban, 2020). Post-independence initiatives like iron ore exploration and mechanized agriculture relied on indigenized technological manpower, highlighting the curriculum's potential to contribute to economic shortcuts. Yet, perceptions of relevance are mixed,

as graduates' employability is increasingly judged not just on technical expertise but on their ability to adapt to globalization and competitiveness, where non-technical skills are paramount for job acquisition and retention.

Employment skills, often termed generic or core skills, encompass non-technical competencies that enhance work efficiency, job maintenance, and career progression (Bridgstock, 2019; Sermsuk, Triwichitkhun, & Wongwanich, 2014; Auta, 2021). In the context of technology education, these skills are seen as transferable abilities that boost graduates' attractiveness to employers (Pitan, 2016; Mello et al., 2017; Simatele, 2015; Cavanagh et al., 2015). The curriculum's perceived relevance is thus evaluated based on its integration of such skills, ensuring graduates are not only technically competent but also equipped to navigate competitive industries demanding initiative and flexibility.

Nugraha and Nuril (2020) categorize essential employment skills into foundation skills (basic, thinking, personal qualities) and workplace competencies (resources, interpersonal, information, systems, technology), which are deemed critical by industries. For technology education graduates, embedding these in curricula is vital to produce recruits ready for company demands (Hanafi, 2014; Auta, 2015; Sisodia & Agarwal, 2017). Educational institutions must respond swiftly to evolving skill requirements, yet perceptions often reveal gaps, where curricula prioritize technical content over holistic skill development, potentially hindering graduates' employment prospects.

Communication skills emerge as a cornerstone of employability, encompassing verbal, nonverbal, and soft qualities that facilitate workplace interactions and goal achievement (Gioiosa & Kinkela, 2019; Muhammad, Mahir, Dina, & Ghada, 2019). In technology education, these skills are perceived as underemphasized, with students often focusing on academic attainment rather than soft skills needed for presentations, meetings, and team collaborations (Muste, 2016; Sanchez, 2017). Effective communication differentiates success from failure in business, suggesting that curricula must integrate it more robustly to enhance graduates' perceived readiness for roles involving motivation, information sharing, and trust-building.

Critical thinking skills are increasingly viewed as essential for 21st-century graduates, enabling cognitive strategies that improve outcomes in global markets (Glaze, 2018; Hanzalah & Ahmad, 2021; Ahmi & Mohamad, 2019). Technology education curricula are perceived as relevant when they foster skills like assumption identification, interpretation, inference, conclusion-drawing, and argument evaluation (Abdullah, 2021). Employers demand graduates who can transfer these talents to workplaces, yet shortcomings in curricula may limit perceptions of effectiveness, as students require empowerment beyond intellectual mastery to solve real-world problems creatively.

Interpersonal skills, defined as goal-directed behaviors in complex interactions, are crucial for building relationships and service delivery in technology-related fields (Klein, DeRouin, & Salas, 2016; Hunt & Baruch, 2018; Muhaiminul, 2019). Perceptions of curricula relevance often critique the lack of emphasis on components like emotional intelligence, active listening, empathy, and conflict resolution (Pellack, 2020; Susi & Roziana, 2019). Developing these skills fosters

approachability and team motivation, essential for graduates in stakeholder engagements, yet technology education may overlook them in favor of technical focus, affecting employability perceptions.

Information technology skills, encompassing digital literacy and competence, are perceived as indispensable for modern technology education graduates to integrate into society and workplaces (Hazar, Akkutay, & Keser, 2021; Berge, 2017; Creswell, 2017). Curricula that support information evaluation, media interpretation, and tool usage align with 21st-century demands, including DigComp frameworks on data literacy, collaboration, content creation, safety, and problem-solving (Kolb, 2018; Kaware & Sain, 2015; Elçi & Mediha, 2016; European Commission, 2018). However, gaps in teaching effective technology application may undermine perceptions of relevance, as graduates need to bridge school experiences with real-life digital environments.
Resource management and personal qualities round out the employment skills spectrum, with skills in allocation, problem-solving, negotiation, and people management vital for project success (Youdiowei, Porip, & Nwauzi, 2022). Personal skills like collaboration, conflict resolution, diplomacy, adaptability, and leadership further enhance interactions (Hinkle, 2024; Indeed, Editorial Team, 2024). In Nigerian technology education, curricula are perceived as relevant when they sustain skilled manpower development through these attributes, yet conservative approaches may limit integration, calling for reforms to better equip graduates for sustained career success and national contributions.

Some empirical studies have attempted to examine the relevance of technology education curricula in equipping university graduates with employment skills. Edinyang, Odey, and Gimba (2015) explored the relationship between academic discipline, critical thinking skills, and graduate employment in Calabar, Cross River State. An ex-post facto research design was adopted, with an accidental sampling technique used to select 150 respondents. Data were collected through a self-structured questionnaire and analyzed using one-way analysis of variance (ANOVA) at a 0.05 significance level. The findings revealed that academic discipline significantly influences graduate employment, but academic achievement does not significantly affect critical thinking skills. The study recommended curriculum reforms to prioritize skill-oriented training over certificate-based education to meet contemporary labor market demands. This study aligns with the present study's focus on graduate employment and critical thinking skills, as both emphasize curriculum improvement to enhance employability. However, the present study specifically targets technology education graduates in Anambra State, uses a census sampling technique, and assesses a broader range of skills, including communication, interpersonal, and information technology skills, and using descriptive statistics.

Adeyemi (2018) explored the employability of Technical and Vocational Education and Training (TVET) graduates in Lagos State. The study used a descriptive survey design, with 200 TVET graduates selected through purposive sampling. Data were collected via questionnaires and analyzed using descriptive statistics and chi-square tests. The findings showed that 75% of TVET graduates were employed, with skills like problem-solving, communication, and technical

expertise being critical for employment. However, gaps in soft skills, such as teamwork and adaptability, were noted as barriers to employability. The study recommended integrating soft skills training into TVET curricula to enhance graduate employability. The present study and that of Adeyemi are related because of their focus on the employability of graduates in technical fields in Nigeria, with an emphasis on skills like communication and problem-solving.

Akinbode and Oyelude (2020) explored deficits in 21st-century skills among fresh Nigerian graduates and their impact on unemployment and underemployment. Conducted at the 51st Annual National Conference of the Chartered Institute of Personnel Management of Nigeria, the study used a survey research design with 87 human resource practitioners. A structured questionnaire, adapted from prior studies, was used for data collection, and both descriptive and inferential statistics were applied for analysis. The findings revealed that a lack of 21st-century skills, such as critical thinking, collaboration, creativity, and ICT proficiency, significantly contributes to graduate unemployment. The study recommended urgent curriculum reviews to address industry needs. This study shares the present study's emphasis on critical thinking and ICT skills as critical for employability in Nigeria. Both adopt descriptive research designs and focus on curriculum improvement.

Okolocha and Nwadiani (2020) investigated the employability skills of TVET graduates in Nigeria and their relevance to industry needs, focusing on technical, communication, and problem-solving skills. A descriptive survey design was employed, with a sample of 200 TVET graduates and 50 employers from Delta State, Nigeria, selected through purposive sampling. Data were collected via a structured questionnaire and semi-structured interviews, analyzed using mean scores, standard deviation, and chi-square tests at a 0.05 significance level. The findings indicated that while TVET graduates possessed moderate technical skills, they lacked adequate communication and problem-solving skills, leading to a skills mismatch with industry expectations. Employers emphasized the need for skills like teamwork, adaptability, and ICT proficiency. The study recommended regular curriculum reviews to integrate soft skills and industry-relevant training to improve graduate employability. Relevance to the Present Study: This study shares the present study's focus on employability skills and curriculum development, particularly emphasizing communication and problem-solving skills. Both studies use descriptive survey designs and statistical tools like mean. The reviewed studies collectively underscore the importance of aligning educational curricula with industry demands to enhance graduate employability in Nigeria. The present study builds on these by focusing on technology education graduates in Anambra State. This study was guided by one research question: How do technology education university graduates in Anambra State rate the curriculum's effectiveness in preparing them with employment skills?

Theoretical Framework

Labour Market Theory by Lindley (1996)

This study is anchored on the Labour Market Theory by Lindley (1996). In this theory, he explains that certain educational and training measures aim to improve the functioning of the labour market

by providing better information about courses, qualifications, and people's achievements. This is achieved by rationalising the available information and simplifying it for better understanding and clarity among the various actors within the system. Consequently, measures must be taken to enhance the quality and accessibility of information regarding an individual's performance and transitional activities when moving from school to work. However, students are still able to make their own choices.

Anchored on Lindley's (1996) Labour Market Theory, this study can be understood as an examination of how effectively the curriculum functions as an informational bridge between higher education and the labour market. According to the theory, improving labour market efficiency requires clear, accessible, and rationalised information about educational content, qualifications, and graduate competencies so that employers, educators, and students can align expectations and decisions. In this context, the perceived relevance of the technology education curriculum reflects the extent to which it communicates the skills and knowledge demanded by the job market, thereby supporting informed decision-making by graduates and facilitating smoother school-to-work transitions. However, consistent with Lindley's assertion that individuals retain autonomy, even when curriculum information is optimally aligned with market needs, graduates ultimately exercise personal agency in career choices, meaning curriculum relevance is necessary but not solely determinative of employment outcomes.

Method

This study utilized a descriptive research design to systematically gather and analyze data on the employment skills and characteristics of technology education graduates from Nnamdi Azikiwe University, Awka, Anambra State, following Nworgu (2015). The design was selected to investigate graduates' profiles and employers' perceptions of their skills to enhance curriculum development. The study population comprised 195 graduates from the Department of Technology and Vocational Education, spanning the 2010/2011 to 2019/2020 academic sessions, chosen as Nnamdi Azikiwe University is the sole provider of technology education in Anambra State. A census sampling approach, as supported by Nwanguma (2024), was employed to collect data from all members of this manageable population. Data was collected using the Employment Skill Scale questionnaire, adapted from Sharma and Bhattarai (2022), featuring demographic details and six employment skill domains assessed on a 5-point Likert scale (Strongly Agree to Strongly Disagree). The instrument's applicability to both Nigerian and Nepalese TVET systems justified its use, with slight modifications made post-proposal defense to align with the study's research objectives.

The questionnaire's validity was confirmed by Sharma and Bhattarai (2022) through content and convergent validity assessments. Five experts rated items as relevant or very relevant on a 4-point Likert scale, and item correlations surpassed the Pearson critical value of 0.24. Reliability was established with Cronbach's alpha value of 0.887, indicating strong internal consistency (Cohen et al., 2018). Data was collected via Google Forms, distributed through WhatsApp to graduates' personal and class group contacts, sourced from the university's departmental and alumni offices,

with most responses received within a week. Data analysis was performed using SPSS version 25, applying descriptive statistics, including frequency, percentage, ranking, mean, and standard deviation, to address research questions. The Likert scale's real limits (e.g., 4.50–5.00 for Strongly Agree) guided interpretation, with standard deviation values indicating response consistency (SD < 1.0) or variability (SD ≥ 1.0) (Healey, 2018).

Results

University Technology Education Curriculum Effectiveness in Preparing Graduates with Employment Skills

The data obtained on how technology education university graduates perceived the relevance of the curriculum in equipping them with employment skills required in their initial employment is presented in Table 1:

Table 1: University Technology Education Curriculum Effectiveness in Preparing Graduates in their initial Employment

Skill Category	Skill Statement	N	Mean	Std. Deviation	Remark
Communication Skills	I can organize ideas and communicate orally.	171	4.35	0.655	Agreed
	I can respond to verbal messages.	171	4.02	0.945	Agreed
	I can receive verbal messages.	171	4.02	0.888	Agreed
	I can interpret information in words, graphs, diagrams, flowcharts or charts.	171	3.70	0.989	Agreed
	I can share information in words, graphs, diagrams, flowcharts or charts.	171	3.98	0.884	Agreed
	I can read information in words, graphs, diagrams, flowcharts or charts.	171	4.01	0.894	Agreed
	I can communicate thoughts/ideas, information, and messages in writing	171	4.27	0.712	Agreed
	I can prepare documents such as letters and reports	171	4.19	0.686	Agreed
	I can perform basic computations in math and science concepts.	171	3.67	0.963	Agreed
	I can solve problems using math and science concepts.	171	3.74	0.935	Agreed
	Cluster Mean		**4.00**		**Agreed**
Critical Thinking Skills	I usually come up with creative & innovative ideas.	171	3.99	0.851	Agreed
	I can assess situations.	171	4.02	0.930	Agreed
	I can identify problems	171	4.07	0.740	Agreed
	I can determine root cause and evaluate solutions.	171	3.77	0.826	Agreed
	I can make decisions by specifying goals and constraints.	171	3.97	0.739	Agreed
	I can make decisions by generating alternatives	171	4.02	0.767	Agreed

	I can make decisions by considering risks and selecting best alternative	171	4.02	0.767	Agreed
	I can apply efficient learning techniques to acquire and apply new knowledge and skills.	171	3.99	0.822	Agreed
	I can organize symbols, pictures, graphs, objects and other information	171	3.58	1.033	Agreed
	I can process symbols, pictures, graphs, objects and other information	171	3.57	1.063	Agreed
	Cluster Mean		**3.90**		**Agreed**
Interpersonal Skill/Team Work	I can participate as a member of a team and contribute to common goals and group efforts.	171	4.28	0.644	Agreed
	I can demonstrate leadership qualities such as communicating ideas to justify position.	171	4.23	0.595	Agreed
	I can demonstrate leadership qualities such as encouraging and convincing others	171	4.15	0.683	Agreed
	I can demonstrate leadership qualities such as responsibly challenging existing procedures and policies	171	4.05	0.766	Agreed
	I can work to satisfy clients' and other stakeholders' expectations	171	3.98	0.677	Agreed
	I can play an effective role toward agreements involving exchange of resources	171	3.95	0.742	Agreed
	I can resolve divergent interests by applying negotiating skill	171	3.82	0.777	Agreed
	I can work well with colleagues from diverse backgrounds	171	4.18	0.611	Agreed
	Cluster Mean		**4.08**		**Agreed**
Technology/IT Skills	I can efficiently use application software, such as word processing at workplace.	171	3.24	1.049	Agreed
	I can efficiently use application software, such as spreadsheet at workplace.	171	4.63	0.530	Agreed
	I can efficiently use application software, such as presentation application at workplace.	171	4.56	0.614	Agreed
	I can browse the internet	171	3.79	0.971	Agreed
	I can download and use the required information/documents.	171	4.71	0.505	Agreed
	I can send emails	171	4.64	0.527	Agreed
	I can receive emails	171	3.85	0.852	Agreed
	I can select job specific technology, equipment and tools.	171	3.82	0.829	Agreed
	I can apply job specific equipment and tools.	171	3.82	0.795	Agreed
	I can identify minor problems of tools and equipment.	171	3.75	0.781	Agreed
	I can solve minor problems of tools and equipment.	171	4.00	0.604	Agreed
	Cluster Mean		**4.07**		**Agreed**
Resource Management Skill	I can select goal-relevant activities	171	3.93	0.647	Agreed
	I can prioritize goal-relevant activities.	171	4.06	0.652	Agreed
	I can allocate time to relevant activities	171	4.06	0.657	Agreed

	I can prepare and follow schedules for relevant activities.	171	3.94	0.780	Agreed
	I can prepare plans and budgets	171	3.59	0.918	Agreed
	I can make forecasts	171	4.05	0.697	Agreed
	I can keep and manage records efficiently to meet objectives.	171	4.11	0.633	Agreed
	I can efficiently manage available materials and facilities.	171	4.03	0.747	Agreed
	I can assess skills and distribute work accordingly	171	4.08	0.623	Agreed
	I can evaluate performance	171	4.23	0.546	Agreed
	I can provide Feedback	171	4.61	0.535	Agreed
	Cluster Mean		**4.43**		**Agreed**
Personal Qualities	I can demonstrate honesty.	171	4.48	0.597	Agreed
	I believe in my own self-worth and maintain a positive sense of self.	171	4.52	0.597	Agreed
	I am responsible towards organization.	171	4.46	0.596	Agreed
	I can demonstrate friendliness, understanding, empathy, adaptability and politeness in group settings.	171	4.41	0.591	Agreed
	I can assess self-accuracy	171	4.46	0.545	Agreed
	I can set personal goals	171	4.49	0.598	Agreed
	I can monitor self-progress	171	4.58	0.540	Agreed
	I can assess exhibit self-control	171	4.50	0.524	Agreed
	Cluster Mean		**4.49**		**Agreed**
Grand Mean			**4.09**		**Agreed**

The data in Table 1 reveals that technology education university graduates in Anambra State generally rate the curriculum as highly relevant in equipping them with employment skills necessary for initial employment. Across all skill categories, the mean scores range from moderate to high (3.24 to 4.71 on a 5-point scale), indicating positive perceptions of skill acquisition. Notably, skills related to personal qualities (e.g., honesty, self-monitoring, and responsibility) and communication (oral and written) received consistently high mean ratings above 4.20, reflecting strong confidence in those areas. Technology/IT skills also scored impressively, especially in specific applications like spreadsheets (mean = 4.63) and using emails (mean = 4.64), though basic word processing showed a comparatively lower score (mean = 3.24), suggesting variability in perceived proficiency. Standard deviations mostly fall below 0.8, indicating a high level of agreement among graduates on most skill areas. However, relatively higher deviations in areas like processing symbols and interpreting diagrams suggest some inconsistency in experience or confidence. Overall, with a grand mean of 4.09, the findings suggest that graduates perceive the curriculum as effectively preparing them for the workforce, particularly in interpersonal skills and digital competence.

Discussion of Findings

The findings of this study indicate that graduates of technology education programmes in Anambra State perceive their university curriculum as largely effective in preparing them for the workforce.

They expressed strong confidence in their acquisition of essential employment skills, particularly in areas related to personal attributes and communication abilities. The curriculum is also viewed as successful in developing digital competencies, especially in specific technological tools and applications. However, there are slight concerns in some technical areas, where confidence levels and consistency of skill acquisition appear to be more variable. Overall, graduates believe that their educational experience has significantly contributed to their readiness for initial employment, while also suggesting there is room for improvement in some specialized technical competencies. The findings from the studies by Rayhanah and Luzviminda (2023), Nugraha and Nuril (2020), Heruna et al. (2022) Chukwuedo, Nnajiofor, Auta, Odogwu (2023) and others align closely with the results of the present study by emphasizing the critical role of communication, interpersonal, and critical thinking skills in enhancing employment. Like the graduates who rated personal qualities and communication skills highly, these studies underscore soft skills such as teamwork, problem-solving, and effective communication as essential complements to technical expertise. Furthermore, the call for curriculum reforms to improve critical thinking and cognitive skills mirrors the Anambra graduates perceived need for stronger technical competencies in some areas. Together, these empirical works reinforce the importance of a well-rounded curriculum that integrates personal, cognitive, and technical skills to better prepare graduates for the workforce.

Conclusion

This study affirms that technology education curricula in Anambra State universities are perceived by graduates as largely effective in equipping them with the employment skills necessary for workforce readiness, particularly in communication, personal attributes, and digital competencies. Nonetheless, minor gaps in certain specialized technical skills highlight the need for targeted curriculum enhancements. These findings, consistent with prior research, underscore the imperative of a balanced curriculum that strengthens technical expertise while fostering critical thinking, problem-solving, and interpersonal skills to ensure graduates are holistically prepared for evolving labour market demands.

Study Implications

The findings of this study imply that while the Technology Education curricula in Anambra State universities are generally effective in equipping graduates with employability skills, particularly in personal attributes, communication, and digital competencies, there remains a need for targeted curriculum enhancement in specialized technical domains. The strong alignment between this study and existing literature reinforces the imperative for curricula that balance technical expertise with soft skills such as teamwork, problem-solving, and critical thinking. Addressing the identified gaps in certain technical competencies will not only strengthen graduates' readiness for initial employment but also enhance their adaptability in an increasingly dynamic and technology-driven labour market.

Recommendations

Based on the findings of this study, the following recommendations are suggested:

i. University curriculum developers should review and update the technology education curriculum to strengthen specialized technical competencies where graduates reported lower confidence.
ii. Faculty members in technology education departments should incorporate more practical, hands-on technical training and industry-aligned projects into their teaching.
iii. Government education policymakers in Anambra State should set standards that require universities to integrate both technical and soft skills development explicitly into technology education programmes.
iv. Industry partners and employers should collaborate with universities to provide internships, mentorships, and workshops that expose students to real-world technical challenges.
v. Professional associations in technology fields should offer continuous professional development programmes to help graduates keep their skills relevant after graduation.
vi. Students in technology education programmes should take proactive steps to engage in extracurricular technical training, online certifications, and soft skills development opportunities.
vii. University career services units should strengthen career-readiness programmes focusing on workplace problem-solving, teamwork, and communication skills alongside technical expertise.
viii. State government funding agencies should provide grants for curriculum innovation projects that integrate critical thinking and problem-solving into technical training.

BIBLIOGRAPHY

Abdulkareem, A. Y., & Oyeniran, S. (2021). Managing the performance of Nigerian universities for sustainable development using data envelopment analysis. *International Journal of Academic Research in Business and Social Sciences, 9*(3), 1–9.

Abdullah, B. M. A. (2021). Critical thinking: Components, skills, and strategies. *Revista Argentina de Clínica Psicológica*, *30*(2), 1–6. https://doi.org/10.24205/03276716.2020.4000

Adeyinka-Ojo, S. (2018). A strategic framework for analysing employment skills deficits in rural hospitality and tourism destinations. *Tourism Management Perspectives*. https://doi.org/10.1016/j.tmp.2018.04.005

Ahmi, A., & Mohamad, R. (2019). Bibliometric analysis of global scientific literature on web accessibility. *International Journal of Recent Technology and Engineering (IJRTE), 20*(1), 250–258. https://doi.org/10.1186/s12889-020-09368-z

Akinbode, J. O., & Oyelude, O. O. (2020). 21st century skills and fresh graduates' employment in Nigeria: The human resource practitioners' perspective. *Nigerian Journal of Management Studies Special Edition, 20*(1), 172–179.

Akinyemi, S., Ofem, I., & Ikuenomore, S. (2012). Graduate turnout and graduate employment in Nigeria. *International Journal of Humanities and Social Science, 2*(14), 2156–2160.

Albina, A. C., & Sumagaysay, L. P. (2020). Employment tracer study of Information Technology Education graduates from a state university in the Philippines. *Social Sciences & Humanities Open, 5*(4), 123–130.

Alemu, K. (2018). *Analysis of mismatch between demand and supply of skill and university graduates unemployment in Nigeria*. Lagos State University.

Aliyu, M., & Isyaku, M. D. (2012). Role of technical education in national development. *The Nigerian Academic Forum, 19*(2), 34–39.

Almaududi Ausat, A. M., Heryadi, D. Y., Widjaja, W., & Sari, A. R. (2022). Determinants of entrepreneurial intention: A study on Indonesian students. *BISNIS & BIROKRASI: Journal Ilmu Administrasi dan Organisasi*, *29*(3), 151–165. https://doi.org/10.20476/jbb.v29i3.1323

Anuradha, D., Jnana, R., & Pinakapani, R. (2024). Measuring communication skills imperative on employment: An empirical study on impact of communication skills on employment skills among undergraduates. *Educational Administration: Theory and Practice, 30*(5), 3930–3935.

Aselebe, M., & Alayande, I. (2022). The focus on dynamics of technology programmes in Nigeria universities. *Journal of Curriculum and Instruction, 21*(6), 335–340.

Ashikuzzaman, M. D. (2021). The fundamentals of communication: What is communication? *Library and Information Science Academy Blog*.

Auta, M. A. (2015). Strategies for evaluation of students' proficiency in practical skills in NCE (Technical) building technology. *International Journal of Vocational and Technical Education.* 7(9), 96-99.

Auta, M. A. (2021). The milk of human kindness: Curbing Almajiri vulnerability through vocational skill training in construction crafts. *Canadian Journal of Educational and Social Studies.* 1(10), 63-77

Auta, M. A. (2022). In search of relevance: Reforming Technical and Vocational Education and Training (TVET) curriculum in Nigeria for global competitiveness. *Asian Journal of Sociological Research.* 5(1), 278-282

Auta, M. A., & Onwusuru, I. M. (2022). TVET graduates' employment for construction industry: A mixed method study. *Online Journal of TVET Practitioners, 7*(1), 85–94.

Babalola, J. B., & Oni, A. A. (2021). The dynamics of higher education and graduate employment in Nigeria. *Revista Universitară de Sociologie, 42*(2), 111–115.

Badiru, E. O., & Wahome, M. (2016). Conducting graduate tracer studies for quality assurance in East African universities: A focus on graduate students' voices on quality culture. *Journal of Education and Practice, 7*(6), 174–181.

Bamiro, O. A. (2013). *The Nigerian university system and the challenge of graduate employment.* Paper presented at the 5th Convocation Lecture of Ajayi Crowther University, Oyo, Oyo State.

Bankole, O. (2022). *Graduate unemployment in Nigeria*. National Institute for Social Economic Research (NISER).

Basil, Agnes, Priscilla, Christopher, Clifford, Ijeoma, Nwoji, & Iheanacho. (2020). Assessment of ICT skills relevant for effective learning possessed by undergraduate students at University of Nigeria. *International Journal of Higher Education, 9*(4), 65–70.

Bello, O., & Muhammad, A. D. K. (2021). Technical and vocational education and training (TVET) sector in Nigeria: Structure, challenges and repositioning strategies. *International Journal of Research, 8*(10), 45–52.

Beretu, T. (2018). *The employment of Human Resources Management graduates from a selected university of technology in the Western Cape, South Africa* (Unpublished MEd thesis).

Berge, A. (2017). Fit or unfit? Perspectives of employers and university instructors of graduates' generic skills. *Procedia – Social and Behavioral Sciences, 123*, 315–324.

Bharathi, A. V. (2016). Communication skills – Core of employment skills: Issues and concerns. *Higher Learning Research Communications*.

Bridgstock, R. (2019). The graduate attributes we've overlooked: Enhancing graduate employment through career management skills. *Higher Education Research and Development, 28*(1), 31–44.

Caingcoy, M. (2021). Scoping review on employment skills of teacher education graduates in the Philippines: A framework for curriculum enhancement. *International Journal of Education & Literacy Studies, 9*(4), 182–188.

Carvalho, L., & Yeoman, P. (2018). Framing learning entanglement in innovative learning spaces: Connecting theory, design and practice. *British Educational Research Journal, 44*(6), 1120–1137.

Caryl, A. (2023). Developing interpersonal skills towards the sustainable employment of hospitality management students in the first district of Albay. *International Journal of Innovative Science and Research Technology, 8*(2), 56–58.

Cavanagh, J., Burston, M., Southcombe, A., & Bartram, T. (2015). Contributing to a graduate-centred understanding of work readiness: An exploratory study of Australian undergraduate students' perceptions of their employment. *International Journal of Management Education, 13*(3), 278–288.

Cheng, M. (2022). Employment in higher education: A review of key stakeholders' perspectives. *Higher Education Evaluation and Development, 16*(1), 16–31. https://doi.org/10.1108/HEED-03-2021-0025

Choi, S., Jeong, Y., & Kim, C. (2019). Graduates' experiences of, and attitudes towards, the inclusion of employment -related support in undergraduate degree programmes: Trends and variations by subject discipline and gender. *Journal of Education & Work, 30*(1), 84–105.

Chukwuedo, S. O., Nnajiofor, F. N., Auta, M. A., Odogwu, I. C. (2023). Training prospective technical education graduates for school-to-work transition: insights from university-industry links. *Higher Education, Skills and Work-Based Learning* 13(2), 249-263

Cohen, L., Maxion, M., & Morrison, M. (2018). *Research methods in education* (8th ed.). Routledge.

Creswell, J. W. (2017). *Qualitative inquiry and research design: Choosing among five approaches* (5th ed.). Sage Publications.

Dacre, P. L., & Sewell, P. (2017). The key to employment: Developing a practical model of graduate employment. *Education and Training, 49*(4). https://doi.org/10.1108/00400910710754435

Davronov, I., Radjabov, O., Nurov, Z., & Yuldashev, K. (2021). The role of communications in improving the quality of services in the hotel industry. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ, 8*(8), 32–37.

Desai, A. (2017). Employment skills required by the 21st century workplace: A literature review of labor market demand. *International Conference on Technology and Vocational Teachers (ICTVT 2017)*, 337–342.

Diana, K. O. (2022). Employers' perspectives on workplace communication skills: The meaning of communication skills. *Business and Professional Communication Quarterly, 82*(4), 418–439.

Doyle, S. (2019). Employers' perception on important employment skills in the manufacturing industry. *International Journal of Engineering & Technology, 7*(2.29), 170–175.

Duhaylungsod, L. (2022). Employers' preference on employment skills of business management and accounting graduates. *International Journal of Academe and Industry Research, 2*(3), 70–89.

Edinyang, S. D., Odey, C. O., & Gimba, J. (2015). Academic factors and graduate employment in Nigeria. *Global Journal of Human Resource Management, 3*(5), 9–17.

Elçi, Y., & Mediha, E. (2016). Evaluation of graduate students' employment from employer perspective: Review of the literature. *International Journal of Engineering & Technology, 7*(2.29), 961–966. https://www.researchgate.net/publication/326725140

Enwei, Q., Wei, S., & Qingxia, F. (2023). Graduate employment : A conceptual framework for understanding employers' perceptions. *Higher Education, 65*(4), 457–469. https://www.researchgate.net/publication/233426298

Eser, J. T. (2023). Adequacy of core knowledge and soft skills in the performance of professional employees of real estate firms in Nigeria. *Property Management, 35*(2), 132–149.

European Commission. (2018). *The employment of higher education graduates: The employers' perspective*.

European School Net. (2017). http://www.eun.org/job/mission/employment /skills

Eurosat. (2023). *Analytical highlight: Focus on employment and skills of higher education graduates*. Source www.gfmag.org.

Eze, C. P. (2017). Empowering the youth through technical and vocational education: A panacea for sustainable national development. *Unizik Orient Journal of Education, 7*(1), 59–64.

Field, A. (2018). *Discovering statistics using IBM SPSS statistics*. Sage Publications.

Garnjost, P., & Brown, S. M. (2018). Undergraduate business students' perceptions of learning outcomes in problem-based and faculty-centered courses. *International Journal of Management Education, 16*, 121–130.

Gioiosa, M. E., & Kinkela, K. (2019). Classroom exercises with technology and communication skills: Students' perceptions. *Journal of International Education in Business, 12*(1), 2–13. https://doi.org/10.1108/JIEB-02-2018-0005

Glaze, A. L. (2018). Teaching and learning science in the 21st century: Challenging critical assumptions in post-secondary science. *Education Sciences, 8*(1), 1–8. https://doi.org/10.3390/educsci8010012

Guilherme, A., & De Freitas, A. L. S. (2017). 'Happiness education': A pedagogical-political commitment. *Policy Futures in Education, 15*(1), 6–19.

Hanafi, I. (2014). *Pendidikan teknik dan vokasional*. PT Refika Aditama.

Hanzalah, M. S., & Ahmad, J. S. (2021). Critical thinking skills in education: A systematic literature review. *Social Science and Humanities, Universiti Teknologi Malaysia (UTM)*.

Hardjati, S., & Febrianita, R. (2019). The power of interpersonal communication skill in enhancing service provision. *Journal of Social Science Research, 14*, 2321–1091.

Harvey, L. (2021). An employment performance indicator. *Tertiary Education and Management Perspectives, 3*(20), 20–26.

Harvey, L., & Knight, G. (2020). Interpersonal skills training for quality service interactions. *Industrial and Commercial Training, 29*(3), 70–77.

Hazar, A., Akkutay, L., & Keser, O. (2021). Relationship between interpersonal communication skills and organizational commitment (Case study: Jahad Keshavarzi and University of Qom, Iran). *European Journal of Social Sciences, 13*(3), 387.

Healey, J. F. (2018). *Statistics: A tool for social research*. Cengage Learning.

Heruna, T., Christopher, F., Jessica, T., & Valentino, J. (2022). Critical thinking and problem solving among students. *Business Economic, Communication, and Social Sciences, 4*(3), 116–123.

Hinkle, A. (2024). What are employment skills? *Alabama Cooperative Extension System*.

Humadah, H. (2024). Interpersonal communication skills that enhance organizational commitment. *Journal of Communication Management, 12*(1), 51–72.

Hunt, H., & Baruch, A. (2018). Interpersonal skills in the reference workplace. *Iowa State University Digital Repository*.

Idaka, I. (2013). Re-engineering university education for employment in Nigeria. *Journal of Education and Practice, 4*(11).

Ilueme, G. (2016). Generic skills in personnel development. *European Journal of Social Sciences, 11*(4), 684–489.

Indeed Editorial Team. (2024). https://www.indeed.com/career-advice/finding-a-job/employment -skills

Jeswani, F. (2016). *Perception of industry towards competencies of German-Malaysian Institute graduate in relation to their qualification for highly skilled technician* (Master's thesis). Universiti Teknologi Malaysia, Skudai.

Jimah, F., & Unuigbokhai, I. (2014). Graduate employees' generic skills and training needs. *Higher Education, Skills and Work-Based Learning, 7*(3), 290–303.

Job Future. (2023). *The future of job report*. World Economic Forum.

Josephine, P., & Bokime, J. (2018). Perceived employment in university students: Developing an integrated model. *Career Development International, 22*(3), 280–299.

Jowah, L. E., & Beretu, T. (2019). The employment of human resources management graduates from a selected university of technology in the Western Cape, South Africa. *Journal of Economic and Administrative Sciences, 3*(4), 55–58.

Kaware, L., & Sain, T. (2015). Graduate skills assessment: Stage one validity. *Australian Council for Educational Research, 7*(2), 214–219.

Kelebogile, P. (2018). Perceptions on employment skills necessary to enhance human resource management graduates' prospects of securing a relevant place in the labour market. *European Scientific Journal, Special Edition*.

Kessy, A. T. (2020). Higher education and prospects of graduates' employment in Tanzania. *Journal of Education and Practice, 11*(9), 177–187.

Khurshid, M. A., Al-Aali, A., Soliman, A. A., & Amin, S. M. (2022). Developing an Islamic corporate social responsibility scale (ICSR). *19th International Business Information Management Conference Proceedings*, Barcelona, Spain, 12–13.

Khwaja, S., Iftikhar, L., & Uddin, K. (2020). The relationships among leadership styles, communication skills, and employee satisfaction: A study on equal employment opportunity in leadership. *Journal of Business and Retail Management Research, 13*(1), 56–60.

Klein, F., DeRouin, A., & Salas, Y. (2016). The development of guidelines to improve the interpersonal communication of students in preparation for entering the workforce through information services. *International Journal of Applied Counseling and Social Sciences, 1*(2), 1–7.

Kolb, L. (2024). Soft skills: An employment enabler. *IUP Journal of Soft Skills, 12*(2), 25–32.

Loreto, F. T. (2020). The impact of interpersonal communication skills on organizational effectiveness and social self-efficacy: A synthesis. *International Journal of Language and Linguistics, 4*(3), 28–32.

Maslam, S. (2024). Employment skills: A review. *IUP Journal of Soft Skills, 12*(1), 29–37.

Mello, L. V., Tregilgas, L., Cowley, G., Gupta, A., Makki, F., Jhutty, A., & Shanmugasundram, A. (2017). 'Students-as-partners' scheme enhances postgraduate students' employment skills while addressing gaps in bioinformatics education. *Higher Education Pedagogies, 2*(1), 43–57.

Mohanasundaram, K. (2018). A study on factors determining the selection of higher educational institutions after schooling among students in India. *International Journal of Research in Commerce and Management, 7*(10), 54.

Muhaiminul, I. (2019). Human resources management practices and employee engagement: The moderating effect of supervisory role. *Journal of Cogent Business and Management, 11*(1), 44–47.

Muhammad, K. A., Mahir, S. H., Dina, A. A., & Ghada, S. S. (2019). Communication skills in practice. *International Journal of Learning, Teaching and Educational Research, 18*(6), 1–19. https://doi.org/10.26803/ij

Murtiningsih, M., Kristiawan, M., & Lian, B. (2019). The correlation between supervision of headmaster and interpersonal communication with work ethos of the teacher. *European Journal of Educational Studies, 4*(2), 56–62.

Muste, D. (2016). The role of communication skills in teaching process. *The European Proceedings of Behavioral and Social Sciences, 2*(3), 67–69. https://doi.org/10.15405/epbs.2016.08.10

National Bureau of Statistics. (2016). *Unemployment and underemployed watch in Nigeria (Quarter 4)*. National Bureau of Statistics.

National Policy on Education (NPE). (2014). https://education.gov.ng/National-Policy-on-Education/

National Universities Commission (NUC). (2023). *Report of national needs assessment surveys: Labour market expectations of Nigerian graduates*. National Universities Commission.

NOUN (2016). *Published Vice Chancellor Office, 2018 Edition*.

Nugraha, H. D., & Nuril, R. (2020). Employment skills in technical vocational education and training (TVET). *Innovation of Vocational Technology Education, 16*(1), 1–10.

Nworgu, B. G. (2015). *Educational research: Basic issues and methodology* (3rd ed.). University Trust Publishers.

Odede, I., & Enakerakpo, E. (2014). ICT skills and internet usage among Library and Information Science students in Delta and Edo States, Nigeria. *International Journal of Library and Information Science, 6*(5), 98–107. https://doi.org/10.5897/IJLIS2013.0360

Ofor-Douglas, S. (2022). Human resource management as an effective tool for productivity in Nigerian universities. *International Journal of Scientific Research in Education, 14*(2), 223–237.

Ofor-Douglas, S. (2023). Financial resource management and accountability for effective university administration in Nigeria. *International Journal of Economics, Environmental Development and Society, 4*(1), 18–28.

Okoye, R., & Arimonu, M. O. (2016). Technical and vocational education in Nigeria: Issues, challenges and a way forward. *Journal of Education and Practice, 7*(3), 66–72.

Olowe, M. O. (2024). Vocational and technical education: A functional education for sustainable development in a global turbulent era. *International Journal of Vocational and Technical Education Research, 10*(1), 1–11.

Omoniwa, O. B. (2017). Assessing Nigerian graduate employment. *Global Journal of Business Disciplines, 1*(2), 14–24.

Ossai, A. G., & Okokoyo, I. E. (2022). Managing university education for employment in Nigeria: The way forward. *British Journal of Education, 10*(6), 37–45.

Paredes, V. S., & Buenaventura, V. P. (2024). Employment skills and career competencies as predictors of work engagement among technical-vocational teachers. *European Journal of Education Studies, 11*(3). https://doi.org/10.46827/ejes.v11i3.5254

Pellack, L. (2020). Interpersonal skills in the reference workplace. *Iowa State University Digital Repository*.

Pitan, O. S. (2016). Towards enhancing university graduate employment in Nigeria. *Journal of Sociology and Anthropology, 7*(1), 1–11.

Puwakgahawela, A., Mahakalanda, I., & Wickramasinghe, V. (2023). Employment skills of information technology graduates – A comparison of expectations, priorities and strategies. *Proceedings of the Open University Research Sessions (OURS 2023)*, The Open University of Sri Lanka, Sri Lanka.

Radhika, M. S. (2021). *Soft skills: Enhancing employment: Connecting campus with corporate*. I.K. Publishing.

Rahib, T. (2021). Graduates' employment skills: A review of literature against market demand. *Journal of Education for Business, 94*(7), 423–432. https://doi.org/10.1080/08832323.2018.1545629

Rayhanah, P. M., & Luzviminda, F. T. (2023). Assessment of employment skills of technical-vocational education and training (TVET) graduates: Basis for an enhancement program. *International Journal of Multidisciplinary: Applied Business and Education Research, 4*(5), 1734–1747.

Rogan, M., & Reynolds, J. (2016). Schooling inequality, higher education and the labor market: Evidence from a graduate tracer study in the Eastern Cape, South Africa. *Development Southern Africa, 33*(3), 343–360.

Rosenberg, S., Heimler, R., & Morote, E. S. (2012). Basic employment skills: A triangular design approach. *Education + Training, 54*(1), 7–20.

Saddiquah, A., & Salim, Z. (2017). The ICT facilities, skills, usage, and the problems faced by the students of higher education. *EURASIA Journal of Mathematics, Science and Technology Education, 13*(8), 4987–4994. https://doi.org/10.12973/eurasia.2017.00977a

Saibon, R. A., Kamis, A., & Zainol, Z. (2019). Entrepreneurship education: Unemployment issues, people's wellbeing and entrepreneurial intentions among TVET graduates in Malaysia. *International Journal of Psychosocial Rehabilitation, 23*(4), 953–965.

Sanchez, A. (2017). Mapping managerial expectations of graduate employment attributes: A scoping review. *Journal of Industrial Psychology, 48*, a1990. https://doi.org/10.4102/sajip.v48i0

Sanchez, A., & Diamante, O. (2017). Global employment skills in the 21st century workplace: A semi-systematic literature review. *Heliyon, 9*(11). https://doi.org/10.1016/j.heliyon.2023.e21023

Satriadi, S., Almaududi Ausat, A. M., Heryadi, D. Y., Widjaja, W., & Sari, A. R. (2022). Determinants of entrepreneurial intention: A study on Indonesian students. *BISNIS & BIROKRASI: Journal Ilmu Administrasi dan Organisasi, 29*(3), 151–165. https://doi.org/10.20476/jbb.v29i3.1323

Sermsuk, S., Triwichitkhun, D., & Wongwanich, S. (2014). Employment conditions and essential employment skills required by employers for secondary school graduates. *Procedia - Social and Behavioral Sciences, 116*, 1848–1854.

Shan, B. (2020). Tracer study and employment skills acquisition of teacher education graduates. *Archives, 58*(4).

Sharma, K. B., & Bhattarai, A. (2022). Employment skills of TVET students of Nepal. *Management, Commerce, Humanities, Law and Education Stream, 3*.

Shih, M. (2019). Employment in higher education: A review of key stakeholders' perspectives. *Higher Education Evaluation and Development, 16*(1), 16–31. https://doi.org/10.1108/HEED-03-2021-0025

Simona, C. E. (2015). Developing presentation skills in the English language courses for the engineering students of the 21st century knowledge society. *Procedia - Social and Behavioral Sciences, 203*, 69–74. https://doi.org/10.1016/j.sbspro.2015.08.261

Sisodia, S., & Agarwal, N. (2017). Employment skills essential for healthcare industry. *Procedia Computer Science, 122*, 431–438.

Sojot, A. N. (2018). Pedagogical possibilities of becoming and the transitional space. *Policy Futures in Education, 16*(7), 893–905.

Suleman, F. (2018). The employment skills of higher education graduates: Insights into conceptual frameworks and methodological options. *Higher Education, 76*(2), 263–278.

Susi, A., & Roziana, F. (2019). The power of interpersonal communication skill in enhancing service provision. *Journal of Social Science Research, 14*, 2321–1091.

Taylor, L. E. (2016). *How to develop your healthcare career: A guide to employment and professional development*. John Wiley & Sons.

Teferi, G. B., & Amar, I. S. (2023). Human resource management practices and innovation work behavior: Empirical evidence from Ethiopian research institutes. *Journal of Research in Business and Management, 11*(3), 42–51.

Tight, G. (2023). Enhancing employment: Developing a framework for policy analysis. *Universities UK and Higher Education Careers Services Unit*.

Trystan, S. G. (2019). The concept of a university: Theory, practice, and society. *Danish Yearbook of Philosophy, 52*(1), 61–81.

Uetela, P. (2017). *Higher education and development in Africa*. Palgrave Macmillan.

UNESCO. (2021). *Sustainable development data digest: Laying the foundation to measure sustainable development*. Institute for Statistics.

USAID. (2020). https://www.bing.com/Theroleofuniversityeducation.org

Uzonwune, J. O. (2019). *University-industry partnership for funding of universities in South East Nigeria* [Unpublished doctoral dissertation]. University of Port Harcourt.

Vasanthakumari, S. (2019). Soft skills and its application in workplace. *World Journal of Advanced Research and Reviews, 3*(2), 66–72.

Vijayalakshmi, C. (2023). Towards understanding employment in the Indian context: A preliminary study. *Sage Journal, 27*(1), 33–35.

Virtanen, A., & Tynjala, P. (2018). Factors explaining the learning of generic skills: A study of university students' experiences. *Teaching in Higher Education*. https://doi.org/10.1080/13562517.2018.1515195

Yorke, M. (2016). *Employment in higher education: What it is – What it is not*. Higher Education Academy.

Youdiowei, Porip, & Nwauzi. (2022). Employment skills: Perspectives from a knowledge-intensive industry. *Education and Training, 57*(5), 532–559. https://doi.org/10.1108/ET-07-2014-0076