

**ASSESSMENT OF SELECTED EMPLOYABILITY SKILLS AMONG  
UNIVERSITY UNDERGRADUATES IN NORTH WEST NIGERIA**

**EZEAMAGU U. MARY**

DEPARTMENT OF SOCIAL SCIENCES EDUCATION, UNIVERSITY OF ILORIN,  
ILORIN, NIGERIA

**IDRIS UMAR SARKIN BAUCHI**

DEPARTMENT OF SOCIAL SCIENCES EDUCATION, UNIVERSITY OF ILORIN,  
ILORIN, NIGERIA

**BELLO MUSA**

DEPARTMENT OF EDUCATIONAL FOUNDATIONS, SOKOTO STATE  
UNIVERSITY, SOKOTO, NIGERIA

**&**

**OWOLABI O. HENRY**

DEPARTMENT OF PRIMARY AND ADULT EDUCATION, UNIVERSITY OF  
ILORIN, ILORIN, NIGERIA

**Abstract**

Researches have shown persistent disconnect between job requirements and the school curriculum, especially at tertiary level of education. Most graduates and prospective graduates lack proper knowledge and orientation of the world of work, as well as the expectation of the employers. As such, they beacon on their academic achievement alone at the expense of every other Marketable skills necessary for a successful life. However, researchers have established that subject-specific knowledge and skills alone are unlikely to secure a graduate occupation in which they can be successful and satisfied. Hence, this study assessed selected employability skills among university undergraduates in North West Nigeria using survey research design. The population comprises all 2018/2019 final year university undergraduates in North West Nigeria. Multi-stage sampling technique using Simple Random and Proportional Sampling technique were employed to select 697 respondents from Usmanu Danfodiyo University, 350 respondents from Federal University Gusau and 330 respondents from Federal University Birnin Kebbi. The research instrument was a researcher-developed questionnaire entitled "Employability Indices Questionnaire". The research instrument was validated by seven experts. Cronbach's Alpha was used to estimate a reliability coefficient of 0.82 and 0.96 for Employability Perception Scale and Employability Skills Scale respectively. Three research questions guided the study; while data collected were analyzed using summated scale. The findings of the study revealed that majority of university undergraduates in North West Nigeria perceived themselves to have high knowledge of employability, yet majority of the respondents perceived themselves to have high need of communication and problem-solving skills. This implies that the respondents have low level of communication and problem-solving skills. As such, it was recommended that

Universities in North-west, Nigeria should make communication and problem-solving skills a development priority area for undergraduates before their graduation.

**Key words:** Employability, Employability Skills, Assessment, and University Education.

### Introduction

A common cry these days by both employers of labor and stake holder is that the quality of present-day graduates is on a rapid decline especially in the area of valuable skills. Employers of labor often complain that some graduate from Nigerian universities, though academically qualified are unemployable, because they lack the requisite, essential skills or competencies needed in the job for sustainable employment (Sodipo, 2014). Sodipo affirmed that classroom teachings mostly focus on concepts and not marketable skills. Marketable skills demand that labor market participant should be equipped with complementary life skills like; problem solving, reflective and critical thinking, interpersonal and teaming skills, effective communication, character, integrity, self-esteem, self-discipline, organizing skills, leadership skills and the ability to translate ideas into action in addition to the professional competent in their chosen fields. These skills are rarely taught or stressed in schools, as such constituting a missing gap that limits a graduate's ability to be gainfully employed even when the jobs is there (Taiwo – Oguntuase, 2013; Fajana, 2018; Owolabi, 2018).

Zwane, Du-Plessis and Slabbert, (2014) reported that employers expressed dissatisfaction with the shortage of high-level competencies among graduates, such as handling customers professionally and pro-activeness when solving problems. More so, the National Universities Commission (NUC) in 2000 organized a curriculum review debate in collaboration with other stakeholders in the education industry and confirmed that the quality of graduates who left schools between 1995-2000 have actually declined in those critical skills. Also, Owolabi, Olorunlero and Oluwatosin (2013) found that upper basic schools in Ilorin South Local Government of Kwara State are most proficient in literacy, communication and interpersonal skills while they have either no skills or at best rudimentary skills in numeracy and ICT skills.

Sodipo (2010) also affirmed the above assertion in a survey carried out on the level of competency of tertiary education graduates employed in Ogun State Civil Service between 2004 and 2006. The finding of the research revealed that out of the 74 Directors of Administration in the Ministries, Agencies that responded to the questionnaire administered; 50% of the respondents agreed that the level of competency is poor, 33.3% of the respondents agreed that they do not possess the necessary skills required on the job. All the respondents disagreed that the graduates' knowledge in their area of specialization is outdated, 40% agreed that the graduates are not resourceful enough, 40% agreed that their command of English is poor, 33.3% of them agreed that they are not able to operate work equipment without retraining, 20% rated them good in ICT skill while 30% rated them good in numeracy or computation skills, organizational skills and interpersonal skill. It is on this background that this study assessed employability perception among university undergraduates in North West Nigeria.

More so, the report of the survey conducted by the Afterschool Graduate Development Center on youth employability in 2010 revealed that out of the 91 Human Resources Management and Personnel 48% rated young graduates poor in conceptual and critical thinking skill, 44% rated them poor in self-awareness, 39.6% rated them poor in time management, 36% rated them poor in global and commercial awareness, 34.1% rated young graduates poor in sense of career direction and emotional intelligence, 31.9% rated them poor in managing school to work transition. These evidences indicate a clear skill gap in tertiary education graduates in Nigeria; and has resulted to various degree of unemployment and underemployment.

Unemployment and under-employment are some of the socio-economic problems that threaten the peace and security of not only the unemployed graduates but Nigeria as a whole. These concepts have resulted to various levels of man's inhumanity to man; manifested by acts of terrorism, ritual killing, cannibalism, theft, banditry, etc. (Shuaibu, 2015). According to Ojo (1982), unemployment is a situation where by a person that is willing and able to work has no work that he is capable of doing available to him/her. This implies that unemployment does not connote the absence of vacancies in the economy as a whole, rather the unemployed may not possess the right skills for the available employment or he is unaware that the vacancies exist.

According to Iweala, (2014), 1.8 million Nigerians enter the job market yearly. The study conducted by Olafintoye and Ade (2013) also affirmed that there is no balance between labor supply and the demand for labor services in Nigeria today. While labor supply is growing in geometric progression, the demand for labor is growing in Arithmetic progression. This alarming social problem in our dear country (Nigeria) is a concern to these researchers because of its social and economic implications. Majority of the studies in this area focused on graduates who are already in the job market, sort data from employers of labor and other stake holders in other Geo-political Zones. Non to the best knowledge of the researchers investigated selected employability skills among university undergraduates in North West Nigeria.

Employability means the development of skills and adaptable workforces in which all those capable of work are encouraged to develop the skills, knowledge, technology and adaptability to enable them to enter and remain in employment throughout their working lives (HM. Treasury, 1997). According to Yorke and Knight (2006), employability is a set of achievements, understandings and personal attributes that make an individual more likely to gain employment and be successful in their chosen occupations. It refers to "work readiness" involving possession of the relevant skill, knowledge, attitudes and commercial understanding that will enable graduate to make productive contributions to the organizational objectives soon after commencing employment (Mason, Williams, & Cranmer, 2006). Employability is not static but a progressive process. It is more about learning, and the emphasis is less on employ and more on ability. Therefore, it is needful to train students to see themselves as job creators rather than job seekers. As a labor market participant, you can be a self-employer or a civil servant, whichever way demands' the possession of employability skills in addition to one's qualifications to be able to perform maximally.

Employability demands that an individual be equipped to put in his/her best in any chosen career and get the best from it as well, and not just working to survive. In the words of Brewer (2013), employability skills are: the skills, knowledge and competencies that enhance a worker's ability to secure and retain a job, progress at work and cope with change, secure another job if he/she so wishes or has been laid off and enter more easily into the labor market at different periods of the life cycle.

It is about having the capacity to network and market oneself, navigate through a career and remain employable throughout life. It requires the ability to ask questions, acquire new skills, identify and evaluate options, understand rights at work including the right to a safe and healthy work environment, adapt successfully to changing situations and the courage to innovate. Just because a student is on a vocational course does not mean that somehow employability is automatic. Employability is more than about developing attributes, techniques or experience just to enable a student to get a job, or to progress within a current career. It is about learning and the emphasis is less on 'employ' and more on 'ability'.

Worthy of note is that core work skills are often not certified nor formally recognized. Core skills build upon and strengthen those developed through basic education, such as reading and writing, the technical skills needed to perform specific duties, and professional/personal attributes such as honesty, reliability, punctuality, attendance and loyalty. Core work skills are very important to labor market prospects because employers are seeking recruits that are job ready, not just those with the technical skills. It will enable the employees to respond quickly, reducing the time taken for a product to be conceptualized, manufactured, distributed and sold (ILO document, 2013).

Also, workers will be able to learn more quickly and perform more effectively, allowing for more innovative workplace where employees can offer novel ideas. Pitan (2015) attested that the generic skills commonly demanded by all sectors as identify by employers in Nigeria are communication and analytical skills. According to the ILO (2013) Review, the core skills that individuals need to be successful in attaining, retaining and advancing in employment are categorized under four broad headings namely: learning to learn, communication, teamwork and problem-solving. For the purpose of this study, only the communication and problem-solving skills will be evaluated. According to the ILO findings, some skills are more relevant than others depending on the type of employment, the sector, the size and nature of the enterprise, whether self-employed or working in the formal or the informal economy. More so, not all these skills and abilities are required for every job, nor does every job-seeker need every single one of them, but a good combination of the broad skill categories is desirable.

Communication skill is the media for sharing knowledge, interests, attitudes, opinions, feelings and ideas in order to influence and ultimately lead others and it includes oral, written, non-verbal and IT; ability to listen and observe in order to gain understanding, clearly and effectively relate ideas, use strategies and skills to work effectively with others. Research evidence has shown that effective communication result to positive outcomes such as improved family, peer and group relationships. Interpersonal

competence (learning to be empathetic, sensitive and able to make friends easily) and interpersonal communication skills such as the ability to express oneself, listen to, or resolve conflicts are among the life skills and assets that youths need to succeed. According to Mkpae et al (2013), employability requirements not only depend on skills as posited by many researchers and employers of labor but personal attributes and weaknesses of graduates in communication and writing skills.

Problem-solving is ability to evaluate information or situations; break it down into their key components; consider various ways of approaching and resolving it; and decide which is the most appropriate. This skill is very important as man cannot run away from problems and challenges. Life itself is a risk and as such what is needed is how to minimize and manage life problems. Employers want workers who will take the personal responsibility to make sure targets are met; who can see that there might be a better way of doing something and who are prepared to research and implement change; people who don't panic or give up when things go wrong, instead he/her seek a way around the problem and ensure a solution or a way forward (Brewer 2013). Research has affirmed that even though the Universities objectives encompasses employability development as one of its mandates, yet only limited skill training is practiced in most Nigeria Universities.

### Method

The research design for this study is the Survey research design. The population comprises of all university undergraduates in North West Nigeria. There are seven states in North West Nigeria, which are Kaduna, Kano, Katsina, Kebbi, Jigawa, Sokoto, Zamfara. The target population consist of all 2018/2019 final year undergraduates in the selected States in the zone. They are: Sokoto (9880), Gusau (695) and Birni Kebbi (847) undergraduates (source: management and information system units of Sokoto, Gusau and Birni Kebbi Federal Universities). Multi-stage sampling approach was employed to select the sample for this study. *Stage one* was selection of states, simple random sampling technique was used to draw three states out of the seven states in North West Nigeria; the states selected are Kebbi State, Sokoto State and Zamfara State. *Stage two* was selection of institutions, purposive sampling technique was used to select Federal Universities in the selected states in North West Nigeria. They are: Usmanu Danfodiyo University Sokoto, Federal University Gusau and Federal University Birnin Kebbi. This is to ensure the homogeneity of variance of the Participants. *Stage three* was selection of subjects, proportionate sampling technique was used to select 1334 final year undergraduates (participants) from the selected Universities as guided by (Research Advisor, 2006).

The objectives of the study were to:

- i. evaluate employability perception of university undergraduates;
- ii. determine the extent of perceived communication skill needed by university undergraduates in North West Nigeria;
- iii. examine the extent at which university undergraduates in North West Nigeria perceived themselves as needing problem-solving skill.

To achieve the above objectives, the following research questions guided the study:

- i. To what extent do university undergraduates perceive themselves as employable?
- ii. What are the levels of perceived communication skills needed by university undergraduates in North West Nigeria?

iii. To what extent do university undergraduates in North West Nigeria perceived themselves to have need of problem-solving skills?

The instrument that was used for data collection in this study was a researcher-developed questionnaire entitled "Employability Indices Questionnaire" (EIQ). The instrument consists of two sections, namely; section A and B. Section A contains 20 items that elicits information about undergraduates' self-perception of employability. The response patterns for the items in this scale are: Not at All -0 point, A Little - 1 point, Fairly Detailed - 2 point and Very Detailed - 3 points. Section B consist of items that elicit information on participants' communication and problem-solving skills. The response patterns are: Not True of Me -0 point, Somewhat True of Me - 1 point and Very True of Me - 2 points. In order to ascertain the validity of the instrument, the questionnaire was given to seven experts in the field of educational research, measurement and evaluation and other lecturers in the department of social sciences education university of Ilorin. After which the researcher modifies the items in line with experts' comments and advice. Cronbach Alpha was used to obtain a reliability coefficient of 0.82 for the employability perception scale, and 0.83 for the employability skills scale.

### Results

**Research Question 1:** To what extent do university undergraduates perceive themselves as employable?

The results of this section were classified into three categories namely; low, fair and high. The minimum scores a respondent can obtain is zero (0) and the maximum score he or she can obtain is 60 points. 60 divided by three, is equal to 20. Therefore, 0 to 20 = low level, 21 to 40 = Fair, while 41 to 60 = High Level.

**Table 1:** Summary Result of Respondents' Employability Perception Scale

Employability Level	Score Range	Frequencies	Percentage (%)
Low	0 - 20	3	0.2
Fair	21 - 40	299	22.4
High	41 - 60	1032	77.4
Total		1334	100

Table 1 shows that 3(0.2%) respondents perceived themselves to have low knowledge of employability, 299(22.4%) respondents perceived themselves to have fair knowledge of employability while 1032 (77.4%) of the respondents perceived themselves to have high knowledge of employability. As such, more of the respondents perceived themselves to have high knowledge of employability.

**Research Question 2:** What are the levels of perceived communication skills needed by university undergraduates in North West Nigeria?

The result of communication skills was obtained from nine items that elicits information on students' perceived communication skills need. The level at which

respondents perceived themselves to need this skill was graded into three levels namely; high, moderate and low levels. High level implies that the skill concerned should be made a development priority. Moderate level means that the skill concerned need attention or improvement while low level means an area of strength for the concerned respondents. The minimum scores a respondent can obtain is zero (0) and the maximum score he/she can obtain is 18 points. Therefore, 0 to 6 = low need, 7 to 12 = moderate need, and 13 to 18 = high need.

**Table 2: Summary Result of Respondents' Communication Skill**

Communication Levels	Score Range	Frequency	Percentage (%)
High	13 – 18	833	62.4
Moderate	7 – 12	417	31.3
Low	0 – 6	84	6.3
Total		1334	100

Table 2 indicates that 833(62.4%) of the respondents perceived themselves to have high need of communication skill, 417(31.3%) perceived themselves to have moderate need of communication skill while 84(6.3%) perceived themselves to have low need of communication skill. This implies that majority of the respondents in this study perceived themselves to have high need of communication skill.

**Research question 3:** To what extent do university undergraduates in North West Nigeria perceive themselves to have need of problem-solving skills?

Problem solving scale has twelve items, the minimum scores a respondent can obtain is zero (0) and the maximum score he/she can obtain is 24 points. Therefore, 0 to 8 = low level, 9 to 16 = moderate level, and 17 to 24 = high level.

**Table 3: Summary Result of Respondents' Problem-Solving Skill**

Problem Solving Levels	Score Range	Frequency	Percentage (%)
High	17 – 24	946	70.9
Moderate	9 – 16	315	23.6
Low	0 – 8	73	5.5
Total		1334	100

Table 3 indicates that 946(70.9%) of the respondents perceived themselves to have high need of problem-solving skills, 315(23.6%) perceived themselves to have moderate need of problem-solving skills, while 73(5.5%) perceived themselves to have low need of problem-solving skills. This result also showed that majority of the respondents have high need of problem-solving skills, which implies that the respondents have low problem-solving skills.

### Discussion of the Findings

The first major findings of this study revealed that majority of the respondents

(1032) representing 77.4% of the respondents perceived themselves to have high knowledge of employability, 22.4% of the respondents perceived themselves to have fair knowledge of employability while only 0.2% of the respondents perceived themselves to have low knowledge of employability. This finding confirmed the survey of Sodipo (2010) who found that all the respondents disagreed that the graduates' knowledge in their area of specialization is outdated.

Another finding of this study showed that majority of the respondents in this study perceived themselves to have high need of communication skill. 833 representing 62.4% of the respondents perceived themselves to have high need of communication skill, 31.3% have moderate need of communication skill while 6.3% perceived themselves to have low need of communication skill. This finding contradicts the report of Owolabi, et al (2013) who found that upper basic students in Ilorin South Local Government of Kwara State are most proficient in literacy, communication and interpersonal skills. It also agrees with Sodipo (2010) whose findings revealed that 60% of the respondents rated tertiary education graduates employed in Ogun State Civil Service between 2004 and 2006 good in communication skills. This implies that students in these areas have better command of English language than the students in North West Nigeria. Also, this finding agreed with Mkpae et al (2013) who investigated job requirements and graduates' employability in Nigeria, and found that graduates are weak in communication and writing skills.

Further finding revealed that majority of the respondents perceived themselves to have high need of problem-solving skill. The result showed that 946 representing 70.9% of the respondents perceived themselves to have high need of problem-solving skills, while 23.6%, and 5.5% perceived themselves to have moderate and low need of problem-solving skills respectively. This finding agrees with the report of the survey conducted by the Afterschool Graduate Development Center Lagos on youth employability in 2010, which revealed that out of the 91 Human Resources Management and Personnel, 48% rated young graduates were found to be poor in conceptual and creative thinking. Another reason for this result could be that prospective graduates do not see themselves as problem solvers. Rather, they conceived education as school, and has regarded schooling as an unending solution to all problems.

### Conclusion

Based on the findings of this study, it was concluded that university undergraduates in North West Nigeria have high need of communication and problem-solving skills. University undergraduates' employability perception was not bad as was evidenced by the participants' high level of employability perception; therefore, it can be inferred that plans for learning focused mainly on the cognitive domain, to the neglect of skills that are associated with both character and industry. As such, it was recommended that communication and problem-solving skills should be made a development priority area for university undergraduates in North West Nigeria. Also, both instruction and assessment of undergraduates should challenge and develop students' communication, problem solving and other relevant life-long learning skills before their graduation.



References

- Abiri, J. O. O. (2007). *Elements of measurement, evaluation and statistical techniques in education*. Ilorin: Bamitex Printing and Publishing.
- Akinyemi, S., Ofem, I. B., & Ikuenomore, S. O. (2012). Graduate turnout and graduate employment in Nigeria. *International Journal of Humanities and Social Science*, 2(14), 257-265.
- Ali, A. (2006). *Conducting research in education and the social science*. Enugu: Tashiwa Networks Ltd.
- Brewer, L. (2013). Enhancing youth employability: What? Why? How? Guide to core work skills. Skills and Employability Department; *International Labor Organization*, Cambridge, 1-45.
- Fajana, S. (2018). *Employability of Nigerian graduates: issues and reality*. A lead paper presented at the first student conference of the department of industrial relations and personnel management; University of Ilorin, Ilorin-Nigeria.
- Federal Republic of Nigeria (2004). *National policy on education*, 4<sup>th</sup> edition. Lagos, Nigeria: Educational Research and Development Council (NERDC).
- HM. Treasury (1997). *Treasury press release 122/97, 13<sup>th</sup> October: Gordon Brown unveils UK employment action plan*. London: HM Treasury.
- International Labor Organization (ILO) 2013. Enhancing Youth Employability: The Importance of Core Work Skills. Skills for Employment Policy Brief. From <[http://www.ilo.org/skills/pubs/WCMS\\_234467/lang—en/index.htm](http://www.ilo.org/skills/pubs/WCMS_234467/lang-en/index.htm)>
- Mason, G., Williams, G. & Cranmer, S. (2006) *Employability skills initiatives in higher education: what effects do they have on graduate labor outcomes?* London: National Institute of Economic and Social Research. GLM293.
- Mkpae, S. G., Obowu, V. A. & Chikwe, C. K. (2013). Evaluating job requirements and graduate employability in Nigeria. *Nigeria Journal of Educational Research and Evaluation*. (12), .32-42.
- National University Commission (2004). *Labor market expectations of Nigeria graduates*. Report of national needs assessment surveys.
- Nigeria Institute of Personal Management (2000). In Okebukola, Adedipe, Uvah (eds.). Ibadan: Heinemann Educational Nig. Plc
- OJO, O. O. (1982). *A' level economics textbook for West African*. Ibadan: Onibonoje press and Book industries (Nigeria) Ltd.

- Owolabi, H. O., Olorunlero, J. I. & Oluwatosin A. O. (2013). *Effectiveness of Basic Education in Equipping upper basic school final year students in Kwara State with Employable Skills*. A Paper Presented at 15<sup>th</sup> Annual National Conference of Nigerian Association of Educational Researchers and Evaluators, Held at the University of Ilorin, Ilorin, Nigeria.
- Owolabi, H.O. (2016). Evaluation in the practice of teaching. In A.A. Adegoke, R.A. Lawal, A.G.A.S. Oladosu & A.A. Jekayinfa (Eds.), *Introduction to teaching methodology*. Ilorin: Haytee Press and Publishing
- Pitan, O. S. (2016). Towards enhancing university graduate employability in Nigeria. *Journal of Sociology Society Anthropology*, 7(1), 1-11.
- Shuaibu, F. B. (2015). *Psychological perspectives of insecurity in the Nigerian school environment*. A Keynote address presented at Nigerian society for educational psychologist (NISEP). On the annual National conference held at college of education, Zuba, FCT Abuja. October, 27 2015.
- Sodipo, O. (2014). Employability of tertiary education graduates in Nigeria: Closing the skills-gap. *Global Journal of Human Resource Management*, 2(3), 28-36.
- Taiwo – Oguntuase, S. (2013). *Employability of Nigerian graduate – Myth or reality*. Article in Daily Independent Newspapers, 2<sup>nd</sup> October 2013.  
<http://dailyindependentnig.com>
- Yorke, M. Knight P.T. (2006). *Embedding employability into the curriculum. learning and Employability series one*. York: Higher Education Academy.
- Zwane, F. N., Du Plessis, L. & Slabbert, E. (2014). Analysing the skills expectations in the South African tourism industry. *South African Journal of Human Resource*, 12(1), 1-9.

ISSN: 2504 - 9968

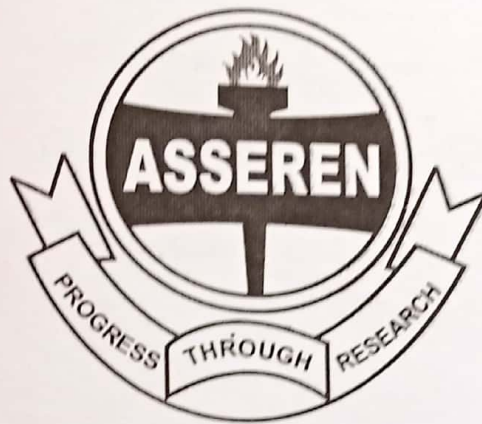
# ASSEREN JOURNAL OF EDUCATION



A PUBLICATION OF THE  
ASSOCIATION OF EDUCATIONAL  
RESEARCHERS AND EVALUATORS  
OF NIGERIA (ASSEREN)

Volume 6, No. 1 | July, 2021

**ASSEREN JOURNAL OF EDUCATION (AJOE)**



**A JOURNAL OF THE ASSOCIATION OF  
EDUCATIONAL RESEARCHERS AND EVALUATORS  
OF NIGERIA (ASSEREN)**

**ISSN 2504 - 9968**

**Vol. 6, No. 1, July 2021**

ASSEREN JOURNAL OF EDUCATION (AJOE)  
A Journal of the Association of Educational Researchers and Evaluators of  
Nigeria (ASSEREN)

All rights reserved

No part of this publication should be reproduced or transmitted in any form, or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system without written permission from the copyright owner.

©ASSEREN JOE, 2021

ISSN 2504 - 9968

*Printed by:*

**A** Fab Anich Nigeria Limited.  
Plot 7, Kabong Layout, near PW Construction Yard,  
Rock Haven, Jos, Nigeria.  
P.O. Box 1441, 930001 Jos, Plateau State  
Tel: 0703 229 8131, 0803 452 7025,  
E-mail: [fabanich1976@gmail.com](mailto:fabanich1976@gmail.com)

# ASSEREN JOURNAL OF EDUCATION (AJOE) OFFICIALS OF THE ASSOCIATION

Name: **Professor Faleye Bamidele Abiodun**  
Institution: Obafemi Awolowo University, Ile-Ife  
Email: bafaleye@oauife.edu.ng  
Position: **PRESIDENT**

Name: **Dr. Chinyere Ihekwaba**  
Institution: Alvan Ikoku Fed Coll of Edu Owerri  
Email: chiihekwa@yahoo.com  
Position: **VICE PRESIDENT**

Name: **Dr. Aduloju, Margaret Olufunmilayo**  
Institution: University of Agriculture Makurdi  
Email: adumeg@gmail.com  
Position: **SECRETARY**

Name: **Hamman, Mathew Joseph**  
Institution: Nigerian Army College of Education Ilorin  
Email: josephhamman@yahoo.com  
Position: **ASSISTANT SECRETARY**

Name: **Dr. Goodness Wobihiele Orluwene**  
Institution: University of Port Harcourt  
Email: goodness.orluwene@uniport.edu.ng  
Position: **TREASURER**

Name: **Dr. Dorcas Sola Daramola**  
Institution: University of Ilorin  
Email: immaculatetabitha@yahoo.com  
Position: **FINANCIAL SECRETARY**

Name: **Dr. Michael Akinsola Metibemu**  
Institution: University of Ibadan  
Email: metimike@gmail.com  
Position: **P.R.O.**

Name: **Professor Henry Olumuyiwa Owolabi**  
Institution: University of Ilorin  
Email: olumuyiwa.owolabi@gmail.com  
Position: **EX-OFFICIO**

Name: **Professor Adams O. U. Onuka**  
Institution: Institute of Education, University of Ibadan, Nigeria  
Email: ada.otuoze@gmail.com  
Position: **CHIEF EDITOR**

## LIST OF CONTRIBUTORS

- Oluwadunsin Oke Akande  
Department of English and Literary Studies,  
Leed City University, Ibadan, Nigeria
- Akinmade Timothy Akande  
Department of English, Faculty of Arts,  
Obafemi Awolowo University, Ile-ife, Nigeria
- Iyabode Deborah Akande  
Department of Arts And Social Science  
Education, Faculty of Education, Obafemi  
Awolowo University, Ile-ife, Nigeria
- Bamidele Abiodun Faleye  
Department of Educational Foundations and  
Counselling, Faculty of Education, Obafemi  
Awolowo University, Ile-ife, Nigeria
- Philip O. Onibalusi  
Fulfilled Promise of God Academy, Anguldi,  
Jos, Plateau State, Nigeria
- Professor Yusuf A. Mustapha  
Department of Educational Foundations,  
University of Jos, Plateau State, Nigeria
- Uchechi Ezinwanyi Ihendinihu  
Department of Science Education Michael  
Okpara University of Agriculture, Umudike  
Abia State, Nigeria
- Dr. Georginia C. Imo  
Department of Educational Foundations,  
Faculty of Education University of Jos, Jos,  
Nigeria
- Prof. Mary P. Haggai  
Department of Educational Foundations,  
Faculty of Education University of Jos, Jos,  
Nigeria
- Shobayo, M. A.  
Primary Education Studies Department, College  
of Education Moro, Ife-north
- Ezeamagu U. Mary  
Department Of Social Sciences Education,  
University Of Ilorin, Ilorin, Nigeria
- Idris Umar Sarkin Bauchi  
Department Of Social Sciences Education,  
University Of Ilorin, Ilorin, Nigeria
- Bello Musa  
Department Of Educational Foundations,  
Sokoto State University, Sokoto, Nigeria
- Owolabi O. Henry  
Department Of Primary And Adult Education,  
University Of Ilorin, Ilorin, Nigeria

## EDITORIAL

The Association of Educational Researchers and Evaluators of Nigeria (ASSEREN) presents to its members and non-members alike volume 6 of the ASSEREN Journal of Education (AJOE). Included in the volume are well researched articles presented at the 22<sup>nd</sup> Annual National Conference of the Association which was held from **July 27<sup>th</sup> to 30<sup>th</sup> July 2020**. A spectacular feature of the conference of 2020 was that it was held online as a result of the Covid-19 pandemic. The Theme of the Conference was: **“Research and Evaluation Dynamics for Functional Education”**.

The ASSEREN Journal of Education is a peer-reviewed Journal for publication of Original Theoretical and Empirical papers that are presented during the annual conference of the association. This special edition that derived from an online conference will provide the needed insights into professional issues and ethics in teaching and learning, and enhance quality education and assessment in Nigeria through research. The editorial board acknowledged the efforts of our editors, contributors, the executives of the Association and all others that have in one way or the other contributed immensely towards the actualization of the production of this Sixth Edition of the Journal. Special thanks to the consulting Editors who are distinguished senior citizens and also members of the association.