

# Survey on Employers Rating of University of Abuja Business Graduates Competencies in Nigeria

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## Abstract

This paper is a survey report employers' rating of university of Abuja business (Unibuja) graduates competencies in Nigeria. The main objective of the study was to investigate the employer's satisfaction rating of business graduates wherever they are working in Nigeria. The employers were asked to assess their satisfaction rating of graduate competencies using a five point Likert-scale. The survey covered all the 36 states of the Federation including the Federal Capital Territory (FCT), Abuja. All the University of Abuja Business Graduates between the years 2000-2010 were involved in the study. 1,150 questionnaires were distributed to chief executive officers or head of departments/units of the surveyed organizations, out of which 1,124 were completed and returned which accounted for 98% response rate. The study which adopted purposive sampling technique was analyzed using simple percentages, t-test and descriptive statistics to describe the satisfaction rating in line with the objectives of the study. Findings from the analysis reveal that, "majority of the employers expressed satisfaction with Unibuja business graduates competencies particularly, in major competency areas like the ability and willingness of graduates to learn, energy and passion, teamwork and cooperation, leadership skills, administrative acumen, resourcefulness & initiative and flexibility & diligence of graduates on the job but however, expressed dissatisfaction with graduates research skills, mentoring and influence on others and quantitative skills". Among the major recommendations is the need for government and other stakeholders in the Nigerian project to create more job opportunities for the teeming graduates languishing in the Nigerian labour market.

**Keywords:** Business, Competency, Graduates, Nigeria, Rating, Satisfaction

## 1. Introduction

Most business organizations and institutions of higher learning are grappling with rapid changes which are reshaping today's competitive business environment. It is becoming a critical challenge for employers in most organizations and institutions to attain best talent and good employment and at the same time sustain economic growth anywhere in the world. In such a world, identifying and developing the important competencies required of graduates is a challenging task for curriculum developers. It has been stated previously that the prime function of cooperative education programs worldwide is to prepare students for the workplace by developing generic and specific competencies that educators believe will be useful to employers (Rainsbury, Hodges, Burchell & Lay 2002). Graduates with better competencies will be able to meet these challenges and fit in the job market (Barrie, S. C, 2002).

The department of Business Administration, University of Abuja is part of the cooperative education programs of the world of preparing students for the workplace (Ekaetor, 2013). Given the contributions of education in Nigeria, universities with business related programmes have been graduating student's yearly resulting in massive engagement of business graduates to fill in the existing vacancies in both the public and private sectors of the economy. The university of Abuja business graduates are not left out in this nation building derive of providing adequate manpower with the requisite managerial skills and competences to help in the effective management of public and private sector organizations in Nigeria.

In view of the importance of University of Abuja (Unibuja) Business graduates to the growth of the country's economy that this study was conducted with the main objective of investigating the employers' satisfaction rating of university of Abuja business graduates wherever they are working in Nigeria, be it in the public or private sector organizations. This study therefore, tried to investigate the impact of some important satisfaction variables of Unibuja business graduates in Nigeria; even though previous researches have investigated the impact of various factors such as curriculum, income, Mathematics and English courses on general student's performance (Akpan, 2003 & Hanson, 2006). The present study builds on previous work undertaken of stakeholders' views of business graduate competencies (Burchell, Hodges & Rainsbury, 2001), and business, science and technology graduates competencies ((Hodges & Burchell, 2003).

However, there are no studies focusing on the satisfaction rating of university of Abuja business graduates which this study is designed to accomplish. The study will be of immense benefit to the department as it will help in identifying those areas of improvement which will help its quality assurance measures for effective results. The study will also be significant to employment organizations, Unibuja management and the National

Universities Commission (NUC) which will help in gauging the performance of the department to ascertain whether it is achieving its philosophy and objectives as enunciated in the NUC's Benchmarks and Minimum Academic Standards (BMASS). The study is limited in scope as it only investigated the performance of business administration graduates rather than the entire university graduates hence; the result could not be generalized.

### 1.1 Research Questions

The following research questions were raised in the course of the study:

1. What is the employer's satisfaction rating of Unibuja Business graduates competencies in Nigeria?
2. Has there been enough demand in the labour markets for these graduates?
3. How far has the Department of Business Administration of Unibuja been able to adequately prepare students for different jobs in their choosing endeavours across the globe?
4. Of what significance the skills acquired by unibuja business graduates to the development of Nigerian Economy?
5. What are the specific competencies of Unibuja Business Graduates as Perceived by Employers in different organizations?

### 1.2 Objectives of the Study

The main objective of this study was to investigate the employer's satisfaction rating of university of Abuja business graduates wherever they are working in Nigeria.

The specific objectives are:

2. To determine whether there is enough demand for Unibuja business graduates in the labour market
3. To ascertain the extent to which the Department of Business Administration of Unibuja has been able to adequately prepare students for different jobs in their choosing endeavors across the globe.
4. To appraise the significance of the skills acquired by unibuja business graduates to the development of Nigerian Economy.
5. To assess the competencies of Unibuja business graduates by types of organizations as perceived by employers

## 2. Literature Review

### Competence

The number of definitions and descriptions of the term "competence" is myriad, and, therefore, impossible to cover all of the variations in this paper. As a result, a select few have been chosen to reflect the aspects most often related to the study. Although they may sound similar, competence and competency are not necessarily synonymous. Competence refers to a potential ability and/or a capability to function in a given situation. Competency focuses on one's actual performance in a situation. This means that competence is required before one can expect to achieve competency. Thus, competence makes one capable of fulfilling his/her job responsibilities. Competency is determined by comparing current work functioning with established performance standards developed in the work environment according to a specific role and setting (Leach, 2000).

Bryne & Waters (2008) described competency as "the collective learning in the organization, especially how to co-ordinate diverse production skills and integrate multiple streams of technologies". Competency may be viewed as a characteristic of an individual that is casually related to job performance (Spencer & Spencer, 1993). On the other hand, competency may be viewed in terms of inputs and outputs: an input measure being any aspect of the inner person, normally displayed as behaviors, which allows them to perform competently, resulting in an output or outcome measure (Boam & Sparrow, 1992). Competency also is related to the manner in which individual attributes such as knowledge, skills and attitudes, are drawn on in performing tasks in specific work contexts and which results in overall job performance. Competencies can be accumulated within an individual and represent a capacity to perform at some future point (Boam & Sparrow, 1992; Page, Wilson & Kolb, 1993).

### 2.1 Graduate Competencies

Graduate Competencies essentially, relate to enduring characteristics possessed by an individual graduate that, under normal conditions, should result in an acceptable or superior job performance in a work place. This notion is based on the premise that competencies are causally linked to individual performance outcomes (Boyatzis, 1982; Spencer & Spencer, 1993).

In a workplace context, competency is a combination of cognitive skills (technical knowledge, expertise & abilities), and personal or behavioral characteristics (principles, attitudes, values & motives), which are a function of an individual's personality. Successful performance, while dependent on a number of factors, will require the presence of both components. Spencer and Spencer (1993) suggest that, if people with the right personal characteristics are recruited initially, then they should have the capacity to quickly acquire the relevant

(technical) knowledge and skills in order to attain their employers' performance objectives.

## 2.2 Studies of Competencies Required of Graduates

While most employers recognize the importance of graduates' personal characteristics, there is little agreement on the balance expected between these and their discipline specific technical knowledge (Harvey, Burrows & Green, 1992). However, a review of recent literature examining generic competencies required of graduates, points to increasing emphasis on personal attributes, rather than technical skills (Liston, 1998; Meade & Andrews, 1995; Sweeney & Twomey, 1997; Stasz, 1997; Weisz, 1999).

Various authors have proposed a number of competencies required or expected of graduates. For example, Maes, Weldy and Icenogle (1997), consider oral communication, problem-solving skills and self-motivation to be the three most important competencies required of graduates. Stasz (1997) likewise sees problem-solving, teamwork, communication skills, and personal qualities, as the most important competencies, but suggests that the workplace context determines their relative importance. Joseph and Joseph (1997), in a survey of 280 New Zealand graduate employers, found the top ranked competencies in descending order were: willingness to learn; having a positive attitude; being motivated; having good communication skills; and, possessing the ability to work independently.

Hence, the literature suggest that employers of graduates now place major emphasis on generic, behavioral competencies, both in the recruitment of graduates for employment, as well as their performance on the job (Raymond, McNabb & Matthaei, 1993; Weisz, 1999). As a consequence, undergraduate courses must seek to develop these competencies in order to meet the needs of business (Haber, 1993).

Weisz (1999) found evidence of a link between degree programs that included work-based cooperative education and graduate employment, and found that employers expect generic competencies to be developed prior to employment. Interestingly, Weisz (1999) noted little correlation between academic achievement and levels of generic skills, suggesting that employability is not necessarily related to academic ability.

However, the level of competency expected of graduates by employers, fell well below their perceived level of importance, suggesting that employers expected these competencies would be developed elsewhere in the curriculum and not necessarily through industry involvement. Raymond, McNabb and Matthaei (1993), in a survey of teaching methods to develop competencies for the workplace, found both employers and students ranked cooperative education as the most important educational method, and pointed to a critical need for student thinking and ability to learn.

In summary, there have been a number of studies reported in the literature that point to what employers consider to be important in graduates, but there is little research on employers' ratings of the level of competency that graduates bring to the workplace.

## 3. Methodology

The survey covered all the 36 states of the Federation and the Federal Capital Territory (FCT), Abuja. All the University of Abuja business graduates between the years 2000-2010 were involved in the study. The period was chosen in consideration of the fact that the department produces its highest number of graduates within the period and also, it was the period when the department secured Full- Accreditation status for the programme.

The population of the study involves 1,150 business graduates working in various organizations across the various sectors of the Nigerian economy. The study adopted purposive sampling technique to select the dominant sectors in the Nigerian economy. These sectors included both private and public sector organizations which consisted of those employed in the Manufacturing Sector, Banking Sector, Oil & Gas, Mobile telecommunication, Academia, Nigerian Armed Forces & Civil Defense, as well as, Ministries, Departments, Agencies (MDA'S) and Commissions including States, Local Government Areas and private businesses.

In all, 1,150 questionnaires were distributed to chief executive officers or head of departments/units of the surveyed organizations with 68 percent of the questionnaires distributed in the FCT-Abuja, as Abuja alone accounted for over 70% of the unibuja employed business graduates in the last ten years (Bello, 2013). The study was analyzed using simple percentages, t-test and descriptive statistics to describe the satisfaction rating in line with the objectives of the study.

As part of the validity checks of the instrument, the reliability coefficient of the checklist questionnaire for Employees' variables skills rating was administered to 20 employers of the business graduates in Gwagwalada Area Council, Abuja was 0.97 indicating high reliability of the instrument.

## 4. Results and Discussions

### 4.1 Response Rates

Of the 1,150 questionnaires distributed, 1,124 were returned completed and 26 were either returned uncompleted or unusable - generally because the organizations did not employ graduates in business roles. In total, a 97.7% response rate was achieved. It is acknowledged that the response rate is relatively high; this is in view of the

researcher's proximity with the study population.

**Table 1: Questionnaire Responses By Business Graduates Programmes (n=1,124)**

Programme	No. of Questionnaires Administered	No. of Questionnaires Returned	Percent
B.Sc. Business Administration	820	813	72.33
Postgraduate Diploma in Business Administration (PGDBA)	260	242	21.53
Master of Business Administration (MBA)	55	60	5.34
Master of Science in Business Administration (M.Sc).	15	09	0.80
<b>Total</b>	<b>1,150</b>	<b>1,124</b>	<b>100.0</b>

Table 1 shows the questionnaire responses by business graduates programmes namely; B. Sc. Business Administration, Postgraduate Diploma in Business Administration, Master of Business Administration and Master of Science in Business Administration. From the table, B.Sc. Business Administration (813) and PGDBA (242) graduate employees completed and returned the larger percentages of the questionnaires which accounted for 72.33% and 21.53% of the completed questionnaires, respectively. MBA (60) and M.Sc (09) accounted for lesser percentage with 5.34% and 0.80%, respectively of the number of those who completed the questionnaires.

**Table 2: Questionnaire Responses by Type of Organization**

S/N	Sector/Organization	Respondents	Percent (%)
1.	Manufacturing	122	10.85
2.	Banking	221	19.66
3	Oil & Gas	21	1.87
4	Mobile Telecommunication	210	18.68
5	Academia	28	2.49
6	Nigerian Armed forces	38	3.38
7	Civil Defense	25	2.22
8	MDA'S	242	21.53
9	Commissions	30	2.67
10	State Governments	125	11.12
11	Local Governments	62	5.52
<b>Total</b>		<b>1,124</b>	<b>100</b>

Table 2 shows questionnaire responses by type of organization, from the table there are responses from eleven different sectors/organizations. The table present analysis based on simple percentages which shows that the largest percentage of respondents were drawn from Ministries, Departments and Agencies (MDA'S), the Banking sector and Mobile Telecommunication sector with 242, 221 and 210 respondents respectively constituting 21.53%, 19.66% and 18.68%, respectively. The least number of respondents were drawn from oil & Gas sector (21), Civil Defense (25) and the academia (28) which constituted 1.87%, 2.22% and 2.49%, respectively. This implies that majority of the business graduates are employed in the service sector of the Nigerian economy while very few of them are in the Oil & Gas sector, Civil Defense and the Academia.

#### 4.2 Characteristics of Respondents

Table 3 shows the characteristics of respondents. From the table, majority of the respondents are over 35 years old (48.93%) with those between the ages of 15-25 constituting the lesser percentage (1.87%). The female business graduates constituted majority of the respondents with 55.43% while, those with B.Sc. and PGDBA degrees constituted the largest percentage of respondents with 72.33% and 21.53%, respectively. Majority of these business graduates (50.80%) have been working for more than 10 years with their respective establishments.

**Table 3: Characteristics of Respondents**

S/N	Characteristics	Respondents' Category	Frequency	Percent
1.	Age	15 – 25 years	21	1.87
		26 – 30 years	233	20.73
		31 – 35 years	320	28.47
		Over 35 years	550	48.93
		<b>Total</b>	<b>1,124</b>	<b>100.0</b>
2.	Gender	Female	623	55.43
		Male	501	44.57
		<b>Total</b>	<b>1,124</b>	<b>100.0</b>
3.	Business Porogramme	B.Sc.	813	72.33
		PGDBA	242	21.53
		MBA.	60	5.34
		M.SC.	09	0.80
		<b>Total</b>	<b>1,124</b>	<b>100.0</b>
4.	Duration of Work	Less Than 1Year	03	0.27
		1 - 5 Years	68	6.05
		6 - 10 Years	482	42.88
		Above 10 Years	571	50.80
		<b>Total</b>	<b>1,124</b>	<b>100.0</b>

*Source: Survey Data, 2013*

#### 4.4 Analysis of Results: Rating of Graduate Performance Competencies

Table 4 shows a descriptive statistics for employee's satisfaction ratings of some important Unibuja business graduates competencies. Each variable under study has likert-scale of 1 to 5 ranging from highly dissatisfied to highly satisfy. Employers were asked to rate their satisfaction rating of business graduates competencies with respect to competency areas like ability and willingness to learn, energy and passion, teamwork and cooperation, leadership skills, administrative acumen, resourcefulness & initiative and flexibility & diligence. From all the variables, the analysis of the result shows that there was variety of opinion on all the study variables with high standard deviation of 0.82, 1.07, 1.31, 1.32, 0.82, 1.07 and 1.31, respectively signifying that the data are widespread; statistically, the high standard deviation implies that satisfaction on all the studied variables are very high. Majority of the employers about 98% expressed satisfaction with Unibuja business graduates in major competency areas like the ability and willingness of graduates to learn, energy and passion, teamwork and cooperation, leadership skills, administrative acumen, resourcefulness & initiative and flexibility & diligence of graduates on the job.

**Table 4: Descriptive Statistics for Employee's Satisfaction Ratings of some Important Unibuja Business Graduates Competencies**

Competencies	N	Minimum	Maximum	Mean	Std. Deviation	Decision
Ability and willingness to learn	1,124	2.00	5.00	3.4667	0.82746	Satisfied
Energy and passion	1,124	1.00	5.00	3.8267	1.07015	Satisfied
Teamwork and cooperation	1,124	4.00	5.00	4.1067	1.31077	Satisfied
Leadership Skills	1,124	1.00	5.00	3.1733	1.32923	Satisfied
Administrative Acumen	1,124	2.00	5.00	3.4667	.82746	Satisfied
Resourcefulness & Initiative	1,124	1.00	5.00	3.8267	1.07015	Satisfied
Flexibility & Diligence	1,124	4.00	5.00	4.1067	1.31077	Satisfied
<b>Valid N (listwise)</b>	1,124					

*Source: Generated using SPSS 20.0 Output*

**Table 5:** T- Test Analysis for Differences in Importance of Competencies and Performance of Unibuja Business Graduates as Perceived by their Employers

S/N	Competencies	Importance					Performance of Overall Unibuja Business Graduates			
		N	Minimum	Maximum	Mean	Std. Deviation	Mean	Std. Deviation	T	Decision
1	Written & Oral Skills	1,124	3.00	5.00	4.32	.589	3.48	.53303	6.528**	Satisfied
2	Interpersonal Communication	1,124	3.00	5.00	4.65	.485	3.63	.51092	11.187**	Satisfied
3	Reporting Skills	1,124	3.00	5.00	3.74	.751	3.42	.56443	2.419**	Satisfied
4	Research Skills	1,124	3.00	5.00	3.65	.950	3.41	.55692	1.583	Dissatisfied
5	Ability & Willingness to learn	1,124	3.00	5.00	4.32	.638	3.62	.56932	5.236**	Satisfied
6	Energy and Passion	1,124	3.00	5.00	4.00	.888	3.56	.59016	2.752**	Satisfied
7	Honesty	1,124	3.00	5.00	4.56	.613	3.56	.62345	8.433**	Satisfied
8	Flexibility & Diligence	1,124	3.00	5.00	4.47	.563	3.58	.63197	7.942**	Satisfied
9	Customer Service Orientation	1,124	3.00	5.00	4.21	.687	3.53	.60368	6.285**	Satisfied
10	Resourcefulness & Initiative	1,124	3.00	5.00	4.97	5.006	3.48	.55772	1.710**	Satisfied
11	Order, Quality & Accuracy	1,124	3.00	5.00	4.24	.654	3.46	.56862	5.778**	Satisfied
12	Leadership Skills	1,124	3.00	5.00	3.65	.917	3.28	.63103	2.711**	Satisfied
13	Teamwork & Cooperation	1,124	3.00	5.00	4.29	.676	3.56	.61803	6.124**	Satisfied
14	Administrative Acumen	1,124	3.00	5.00	3.82	.626	3.36	.58239	4.158**	Satisfied
15	Mentoring/Influence on Others	1,124	3.00	5.00	3.68	.727	3.47	.53885	1.656	Dissatisfied
16	Innovative Skills	1,124	3.00	5.00	3.68	.727	3.47	.59242	1.955**	Satisfied
17	Quantitative Skills	1,124	3.00	5.00	3.62	.652	3.47	.59242	1.256	Dissatisfied
18	Problem-solving Skills	1,124	3.00	5.00	4.03	.758	3.45	.58536	4.675**	Satisfied
19	ICT Skills	1,124	3.00	5.00	4.29	.760	3.73	.56539	4.050**	Satisfied
20	Technical Expertise	1,124	3.00	5.00	3.71	.719	3.73	.57313	2.671**	Satisfied
	Valid N (listwise)	1,124								

Source: Generated using SPSS 20.0 Output

Table 5 shows the t- test analysis for differences in importance of competencies and performance of Unibuja business graduates (variables 1-20) as perceived by their employers. As can be seen from the Table, employers are satisfied with all the items in the competencies that are important for the business graduates in the workplace but however, expressed dissatisfaction with their research skills, mentoring and influence on others and quantitative skills.

**Table 6:** T- Test Analysis for Differences in Importance of Competencies and Performance of Unibuja Business Graduates by types of organizations as Perceived by their Employers

S/ N	Competencies	Importance		Performance of Unibuja Business Graduates in Public Sector			Performance of Unibuja Business Graduates in Private Sector			Performance of Unibuja Business Graduates in States & Local Government Areas		
		Mea n	Std. Deviatio n	Mea n	Std. Deviatio n	T	Mea n	Std. Deviatio n	T	Mea n	Std. Deviatio n	T
		1	Written & Oral Skills	4.32	.589	2.97	.674	9.714**	3.50	.663	5.524*	3.97
2	Interpersonal Communication	4.65	.485	3.09	.712	12.900*	3.65	.597	9.670*	4.15	.558	4.737*
3	Reporting Skills	3.74	.751	3.18	.758	3.396**	3.38	.604	2.659*	3.71	.676	.215
4	Research Skills	3.65	.950	3.21	.770	2.385	3.41	.609	1.542	3.62	.604	.206
5	Ability & Willingness to learn	4.32	.638	3.47	.788	5.030**	3.59	.609	5.424*	3.79	.592	3.919*
6	Energy and Passion	4.00	.888	3.35	.884	3.072**	3.59	.609	2.357*	3.74	.790	1.719
7	Honesty	4.56	.613	3.68	.806	6.370**	3.47	.748	7.329*	3.53	.662	8.370*
8	Flexibility & Diligence	4.47	.563	3.56	.860	6.405**	3.53	.662	7.455*	3.65	.691	6.702*
9	Customer Service Orientation	4.21	.687	3.32	.843	5.633**	3.47	.706	6.442*	3.79	.687	3.423*
10	Resourcefulness & Initiative	4.97	5.00	3.24	.819	1.998	3.5	.615	1.683	3.71	.629	1.437
11	Order, Quality & Accuracy	4.24	.654	3.21	.808	6.005**	3.56	.660	4.680*	3.62	.604	4.623*
12	Leadership Skills	3.65	.917	2.91	.900	4.604**	3.38	.697	1.864	3.56	.660	.572
13	Teamwork & Cooperation	4.29	.676	3.5	.788	5.480**	3.59	.743	5.152*	3.59	.743	4.924
14	Administrative Acumen	3.82	.626	2.94	.919	5.633**	3.5	.788	2.238*	3.65	.597	1.436
15	Mentoring/Influence on others	3.68	.727	3.09	.866	3.470**	3.56	.613	.849	3.76	.699	-.620
16	Innovative Skills	3.68	.727	3.03	.717	4.875**	3.44	.660	1.852	3.94	.694	- 2.055*
17	Quantitative Skills	3.62	.625	3.38	.739	1.676	3.5	.663	0.892	3.53	.748	.649
18	Problem-solving Skills	4.03	.758	3.21	.808	4.667**	3.5	.707	3.741*	3.65	.774	3.016*
19	ICT Skills	4.29	.760	3.59	.701	4.723**	3.79	.687	3.137*	3.79	.641	3.253*
20	Technical Expertise	3.71	.719	3.18	.834	3.323**	3.44	.660	2.055*	3.59	.657	1.000

Source: Generated using SPSS 20.0 Output

Table 6 shows t- test analysis for differences in importance of competencies and performance of Unibuja business graduates by types of organizations as perceived by their employers. The analysis showed that the performance of business graduates from public sector have the highest differences followed by business graduates from the private sector and finally business graduates from States and local government areas spread across the country. The Table examines the difference in employers' perception of importance in generic competency and of the performance of Unibuja business graduates from the private sector, the analysis showed that all competencies have significant differences except research skills, resourcefulness & initiative, leadership

skills, mentoring and influence on others, innovative and qualitative skills. The other model as seen, examines the difference in employers' perception of importance in generic competency and of the performance of Unibuja business graduates from states and local government areas which showed all competencies have significant differences except reporting skills, research skills, energy and passion, resourcefulness and initiatives, leadership, teamwork and cooperation, innovative skills, quantitative skills and technical expertise.

#### **4.5 Major Findings**

Some analysis was conducted based on the data collected in line with the objectives of the study. Out of the 1,150 sample population, 1,124 employees of unibuja business graduates in different organizations in Nigeria responded to the questionnaires administered leading to some major findings based on the objectives of the study. From the analysis, majority of the employers expressed satisfaction with Unibuja business graduates competencies particularly, in major competency areas such as the ability and willingness of graduates to learn, energy and passion, teamwork and cooperation, leadership skills, administrative acumen, resourcefulness & initiative and flexibility & diligence of graduates on the job but however, expressed dissatisfaction with their research skills, mentoring and influence on others and quantitative skills. This is in line with the previous studies of employer views on graduate competencies (Burchell, Hodges & Rainsbury, 2001; Coll, Zegwaard & Hodges, 2002a, 2002b), this study found similar competency variables to be very important in a work place. The study also found that there are enough demands of unibuja business graduates in the Nigerian labour market as there is preferences by employers for their specialized competencies in areas like ability and willingness to learn; energy and passion; teamwork and cooperation; interpersonal communication; customer service orientation; order, quality and accuracy; flexibility and diligence; problem solving; achievement orientation; and, initiative which unibuja business graduates have been noted for.

The study found that majority of the business graduates are employed in the service sector of the Nigerian economy while very few of them are in the Oil & Gas sector, Civil Defense and the Academia. It also reveals that the department of business administration has been able to adequately prepare students for different jobs in their choosing endeavors through a well articulated business curriculum designed in line with the global best practices and Benchmarks and Minimum Academic Standards (BMASS) requirements as approved by the National Universities Commission (NUC). The study further found that the skills acquired by business graduates helps in providing general exposure to the graduates and prepare them for future managerial positions which helps in developing the necessary administrative tools that enables them occupy managerial positions in government and private sector establishments like banks and other financial institutions, as well as succeed in self employment for the development of the country's economy.

Finally, the analysis showed that the performance of business graduates from public sector has the highest differences followed by performance of business graduates from the private sector. The analysis also showed that all competencies have significant differences except research skills, resourcefulness & initiative, leadership skills, mentoring and influence on others, innovative and qualitative skills. The study shows that there is difference in employers' perception of importance in generic competency and of the performance of Unibuja business graduates from states and local government areas which showed all competencies have significant differences except reporting skills, research skills, energy and passion, resourcefulness and initiatives, leadership, teamwork and cooperation, innovative skills, quantitative skills and technical expertise.

### **5. Conclusion & Recommendations**

#### **5.1 Conclusion**

Since the main objective of the study is to investigate the employer's satisfaction rating of unibuja business graduates competencies wherever they are working in Nigeria, we can conclusively say that the finding of the study has achieved the objective of the study as the study found that employers are highly satisfied with unibuja business graduates competencies on the job, particularly in competency areas like: ability and willingness of graduates to learn, energy and passion, teamwork and cooperation, leadership skills, administrative acumen, resourcefulness & initiative and flexibility & diligence of graduates on the job but however, expressed dissatisfaction with their research skills, mentoring and influence on others and quantitative skills. As part of suggestions for further studies, there is the need to carry out an intensive research study to determine the real situation concerning graduate unemployment as a serious national problem on one hand and on the other hand to know the specific skills demanded from business graduates by the employers of labour in Nigeria.

#### **5.2 Recommendations**

It was therefore recommended that:

1. The department of Business Administration, unibuja should try to improve on undergraduate performance competencies in research skills, mentoring & influence on others and quantitative skills which is found to be very low.



2. Quality assurance mechanism be enhanced to ensure that the department of business administration of Unibuja is been able to adequately prepare students for different jobs in their choosing endeavors across the globe.
3. University Management should evolve ways of promoting best business graduates to prospective employers and encourage scholarship so as to create more employment opportunities for the teaming business graduates languishing in the Nigerian labour market.
4. Business programmes in the Nigerian Universities should be revising their curriculum from time to time to ensure that necessary skills needed for job performance and competencies in the workplace are enhanced.
5. There should be linkages between business educators and the industry. This industrial linkage will ensure that students are abreast of current technological advance which encourages conducive learning and research.

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