

Employability Skills among Graduates of Estate Management in Nigeria

Idu Robert Egbenta

Department of Estate Management, University of Nigeria, Enugu Campus

Abstract

There is wide claim that employers have a high level of dissatisfaction associated with graduates from Nigeria higher institutions of learning. This paper examines whether graduates of estate management in Nigeria higher institutions have employability skills for productive employment. The study randomly sampled 59 principal partners or heads of practicing of Estate Surveying and Valuation firms in Nigeria. Descriptive analysis such as percentage, frequency, mean and standard deviation were used to analyse the data. The result showed that graduates of estate management have low employability skills to work effectively in estate surveying and valuation firms. The study suggests that employability skills should be taught as one of the topics in the professional practice course or entrepreneurship studies in order to equip graduates of estate management to meet the challenges in the world of work.

Keywords: Employability skills, estate management, graduates, and higher institutions.

Introduction

One of the common questions many students of Estate Management in Nigerian higher institutions do ask is what are the employment prospects of estate management as a discipline? What prompted this question is the seemingly high rate of unemployment and low prospects for employment among graduates from higher institutions in Nigeria. There is great improvement in accessing higher education by various groups of Nigerians who seek admission to universities and other higher institutions in the past few years. However, there is no corresponding expansion in the productive employment base in the economy. This has accentuated graduate unemployment compared to graduates of 1970s and even 1980s that got ready employment. Therefore, the question is does it mean that there are no jobs or are graduates not having requisite employability skill? Educationists, parents and the public have debated these questions, as the questions remain very relevant to both graduates who are seeking employment and to employers who consider employing them. Many employers of labour usually complain that graduates today are poorly prepared for work. They believed that academic standards have fallen considerably over the past decade and that a university degree is no longer a guarantee for communication skills or technical competence. As a result, university graduates are commonly viewed as “half baked.” In agreement with this believe, Soludo (2008) argued that ‘if a company administers a test on 100 graduates from Nigerian higher institutions, 71 of them will not be suitable for the job’. That is 71 per cent of Nigerian graduates are not employable. He therefore, urged the ivory towers to ensure that the qualities of their products are marketable in a competitive globalised world. This means that Nigerian graduates do not seem to have the capability skills needed to provide the high level employability skills needed to tackle the challenges in workplaces.

Earlier studies conducted on the state of educational system in Nigeria which includes (Nwangwu 1997, Oghuvbu, 1999; Olutola 2000 and World Bank 2003). These studies agreed that educational system in Nigeria was collapsing. To address this situation, Education For All Global Monitoring Report (2002) suggested that the quality of education in Nigeria requires urgent attention to address the falling standard. Kayode, Adeniji and Adu (2008) have argued that the first panacea to solve graduate unemployment is the need for universities in Nigeria to respond to the current challenges through a thorough and complete restructuring of their curriculum in order to make them more relevant to contemporary needs. Also previous study conducted by Confederation of British Industry with Universities (2009) suggests that employers in United Kingdom (UK) have a high level dissatisfaction with graduates’ commercial and business awareness. Commercial awareness is as defined by Poon (2013) as an attributes which shows a person understanding of the economics of the business, the business benefits and commercial realities from both the organisations’ and the customers perspectives. This simply means the attributes of employability skills required in the world of workplace.

Kazilan, Hanzah and Bakar (2009) reported that the Malaysia National Higher Education Institution states that the matter which concern employers the most is the industrial training received by the trainees. For employers, the industrial training one received could increase the level of productivity. Nevertheless, employers stated that most trainees took at least six month to build the confidence and skills in their occupations. This could cause loss to the employers as it takes a long time to train and build up confidence and skills among their workers. This, therefore, necessitates the following questions: Specifically, is it that graduates do not have employability skills to work in high performance sector? How do employers assess the employability skills among Estate Management graduates in workplaces? These questions have prompted this study.

In a study conducted by Confederation of British Industry (2009) on the education and skill survey among

581 employers who collectively employed 2.5 million peoples, the result shows that only 8% of the employers rated themselves as highly satisfied with their graduate's commercial awareness. This means that employers have a high level of dissatisfaction with graduates' commercial and business awareness.

The presumption is that failure to equip young graduates or people with employability skills critical to job success is equivalent to placing employability barriers on their path. Allowing students to graduate with these deficiencies has far reaching implications. The issue has been that finding workers who have the employability skill or job readiness skill is not easy. Suffice it to say that the ultimate goal of credentials is assuring students, parents/guardians, and the community that students are prepared with the knowledge and skills to be successful as they move from school to school and to their chosen career. The aim of the study, therefore, is to examine whether graduates of estate management in Nigerian higher institutions have employability skills for productive employment with a view to restructuring the curriculum.

Literature review

Employability skills are those basic skills necessary for getting, keeping, and doing well on a job. These are the skills, attitudes and actions that enable workers to get along with their fellow workers and supervisors and to make sound, critical decisions (Robinson, 2000). The difference between the skills needed on the job and those possessed by applicants, sometimes called the 'skills-gap', is of real concern to employers looking to hire competent employees. The study is based on the concept of human capital development. Scholars such as Schultz (1963) and (1971), Sakamota and Powers (1995), Psacharopoulos and Woodhall (1997), have posited that human capital theory rests on the assumption that education is an investment. They believe that the goal of human capital is to portray the role of investment in education in order to boost economic and social achievements. Human capital posits that an educated population is a productive population. That is education is an engine of growth, which rests on the quality and quantity of education in any country (Olaniyan and Okemakinde, 2008). That is the development of skills is an important factor in production activities. Thus education improves citizens and helps to upgrade the general standard of living in a society.

Akomolafe and Adegun (2009) argued that the role of higher education in preparing youth for labour market is becoming more challenging in the modern society. The effort of higher education in producing relevant and skilful graduates to meet the needs and demands of employers is a great task for education management. Manning and Epley (2006) conducted a study to answer the question whether or not university in United States of American are providing the education needed by corporate real estate professional to be successful. The study suggests that United States university real estate educators are teaching much of what is needed by corporate real estate professional. The skills and competencies they teach are location and market analysis and interpretation, as well as the more specialised financial, tax, and legal analysis, which are often required of middle managers. The study also suggest that real estate courses at university in the U.S are not attempting to provide their graduates with skills and proficiencies that senior corporate real estate executives need for interaction with their senior management so that real estate strategy can be developed to support senior management's overall business strategy. This means that there is lack of career paths for senior corporate real estate executives, which in turn affects their proficiencies.

Ayofe, Ajetola and Oyewole, (2009) argued that in university, students study the basics, that is, underlying principles, which might not be adequate to develop a professional project for a good client. The current curriculum in Estate Management provides a need for pupilage in the real world situation. Davies (2000) conducted a study on the development of students' employability skills through part-time work. The result showed that, graduate applicants seeking their first career jobs did not possess the personal, transferable and employability skills which employers require. The finding suggested that higher education students should undertake work experience to remedy this limitation through part time work.

Zinser (2003) argued that education and business are partners; therefore, career and employability skills should be taught in higher institution of learning, since many students leave schools without the requisite skills to succeed in the adult work world. He stressed that this leads to the question of whether teachers are competent to provide instruction on employability skills, and whether teachers' training programs are preparing teachers to do so. Cranmer (2006) in his study on the impact of employability skills teaching and learning on graduate labour market prospects came out with the result that cast doubt on the assumption that these skills could be effectively developed within classrooms. Furthermore, it is argued that resources would be better utilised to increase employment - based training and experience, and/or employer involvement in courses, which were found to positively affect immediate graduate prospects in the labour market and, therefore, support graduates in the transitional stage into employment.

Mitra, Abubakar and Sagagi (2011) finding suggested that knowledge creation lies at the heart of entrepreneurship development in developing economies such as Nigeria. Ezepue (2008) asserted that the problem of mass graduate unemployment in many developing countries is not only a product of disabling socio-economic conditions, but also the inability of graduates to use *tacit* and *explicit* knowledge gained from their studies in an

entrepreneurial way. That is, graduates cannot use their knowledge to identify opportunity in their field of study and explore it. Hansen and Katharine (undated) examined what employers really want and attest that most job seekers wish they could unlock the secret formula to winning the hearts and minds of employers. Every employer is looking for a specific set of skills from job-seekers that match the skills necessary to perform a particular job. But beyond these job-specific technical skills, certain skills are nearly universally sought by employers. The good news is that most job-seekers possess these skills to some extent. There is also the good news that job-seekers with weaknesses in these areas can improve their skills through training, professional development, or obtaining coaching/mentoring from someone who understands these skills. Fallows and Steven (2000) argued that current challenging economic situation means that it is no longer sufficient for a new graduate to have knowledge of an academic subject. Increasingly it is necessary for students to gain those skills which will enhance their prospects of employment. They stressed that employability skills include the following abilities: the retrieval and handling of information; communication and presentation; planning and problem solving. Others are social development and interaction. The current university curriculum does not embed these within their academic disciplines. In general, graduates are keen to develop their skill further in the real world workplaces.

Methodology

The population of the study are the estate surveyors and valuers' firms in Nigeria. The study adopted a survey method with a sample size of 59 out of 92 estate surveying and valuation firms administered with questionnaire in a population of 784. The sample was determined, using Yamane sampling techniques (1967). Based on the Yamane sampling technique, the sample size of the population of 784 is 92 people on 90 percent degree of precision. The 92 sampled respondents are Principal partners or Heads of practice of estate surveyors and valuers' firms which was selected randomly. The sample frames were based on the directories of The Nigerian Institution of Estate Surveyors and Valuers (2014). The questionnaires were administered on them to elicit information on the employability skills among their employees. The essence of this is for the employers of graduates of Estate Management to assess and rate the capability skills of their employees. The data were analysed, using descriptive statistics such as frequency, percentages, mean and standard deviation. Frequencies and percentages were used to analyse level of employment skill of respondents whereas mean and standard deviation were used to analyse level of employment skill of employees as assessed by the respondents.

Results

The overall result of the study is that there is low level of preparedness of graduates of estate management for productive employment. The inference is that graduates of estate management in Nigerian higher institutions are not employable based on the standards set by practicing firms of estate surveyors and valuers. This means that there is low capability skill among graduates of estate management in Nigeria's higher institution of learning. However, it should be noted that there are things a graduate will never know within classroom environment and which can only be known in the real world of workplace.

The essence of analysing the background of the respondents is to show their level of experience on the subject matter of employability skills and believe that there would be an unbiased result. The background information covers gender and working experiences. The respondent's demographic information shows that 48 (81.4 percent) male and 11 (18.6 percent) females respectively participated in the study. This reveals that most Principal partners or Heads of practice of estate surveyors and valuers firms in Nigeria are males. The reasons for this result is that there could be more male in the profession than female, since females valuers are interested in public practice (Ministry, parasartal etc) than engaging in private practice which they feel is associated with risk and uncertainty.

Table 1: Working experience of Respondents

	Years of Working experience	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2-5	4	6.8	6.8	6.8
	6-10	4	6.8	6.8	13.6
	11-15	8	13.6	13.6	27.1
	16-20	7	11.9	11.9	39.0
	21 above	36	61.0	61.0	100.0
	Total	59	100.0	100.0	

Table 1 shows that 36 (61 percent) of respondents that participated in the study had above 21 years of working experience. Only 4 (6.8 percent) respondents had between 2 to 5 years of working experience. This means that most of the respondents are well experienced and the information they provided should be reliable and could be used for generalization.

Table 2: Previous place of work before setting up private practice.

	Previous place of work	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	practice with estate surveyors and valuers' firm	31	52.5	52.5	52.5
	working with government	18	30.5	30.5	83.1
	running business	2	3.4	3.4	86.4
	pursuing studies	2	3.4	3.4	89.8
	working in private company	6	10.2	10.2	100.0
	Total	59	100.0	100.0	

Table 2 displays the previous workplaces of the respondents before setting up private practice. The table reveals that 31 (52.5 percent) of the respondents had worked with Estate surveyors and valuers firms before establishing their own firms. This confirms that the result in table 1 is reliable. The implication is that the sampled population for the study is made up of experienced professionals in the practice of estate surveying and valuation.

This section discusses the employability skills among graduates of estate management. The essence is to elicit the perception of the employers on the aspects of employability skill which young graduates of estate management are supposed to possess before working in their firms. The aspects of employability skill that were analysed are shown in table 3 below and evaluated using mean and standard deviations.

Table 3 Mean and standard deviation aspects of employability skill

Aspects of Employability skill	N	Minimum	Maximum	Mean	Std. Deviation
Basic skill	55	1.00	6.00	3.0364	1.29047
Thinking skill	51	1.00	4.00	2.7843	1.00625
Resources skill	49	1.00	5.00	2.8980	1.06546
Information skill	49	1.00	4.00	2.9388	.96627
Information technology	53	1.00	5.00	3.1132	1.08593
personal quality	49	1.00	5.00	3.2245	1.04613

Table 3 shows that the over all aspects of employability skill of young estate management graduates is average. It has (mean = 2.99, SD = 1.07). Observation in every aspect of employability skill shows that the employers rated basic, information technology skill and personal quality of their employee as moderate while thinking, resources skill and information skills as below average. To have further insight, the respondents were asked what specific aspects of employability skill do young graduates of estate management working in your firm have. The aspects

of employability skill evaluated are: basic skill, thinking skill, resource skill, information skill, interpersonal skill, and personal quality skill. This is shown in Tables 4 to 9. The skills were evaluated using mean and standard deviations for every option of skill required of an employee.

Table 4: Mean and standard deviations for the basic skill.

Basic Skills	N	Minimum	Maximum	Mean	Std. Deviation
Reading skill	53	1.00	5.00	3.0189	1.20081
mathematical skill	53	1.00	5.00	2.9245	1.23800
Listening skill	47	1.00	5.00	3.1489	1.17914
Speaking skill	39	1.00	5.00	2.9487	1.21284

Table 4 shows that reading and listening skills are moderate while mathematical skill and speaking skill are lower. Mathematics has the lowest mean level with (Mean = 2.92, SD = 1.23) whereas, listening has the highest mean level with (Mean = 3.14, SD 1.17). This means that employees listen more to instruction from their superior than carrying out assignment that relates to application of mathematical skills. Obedience to supervisor is natural in any work ethics. However, mathematical skill is fundamental in estate surveying and valuation profession. Unfortunately the result of this study shows that the employers of graduates of estate management rated mathematical aptitude to work as poor.

Table 5: Mean and standard deviations for thinking skill

Thinking Skill	N	Minimum	Maximum	Mean	Std. Deviation
Thinking creatively	49	1.00	5.00	2.8776	1.05342
Decision making	51	1.00	5.00	3.2353	1.10613
problem solving	51	1.00	5.00	3.0980	.96447
Mind eye	51	1.00	5.00	3.3137	1.00976
knowing how to learn	53	1.00	5.00	3.3774	1.11332
Reasoning	49	1.00	5.00	2.8571	1.04083

Table 5 shows that the highest item for the aspect of thinking skill is knowing how to learn with (Mean = 3.37, SD 1.11) and seeing thing in the mind's eye. As a whole, the interpretation of respondent's employability skill of their employees is at a moderate level with (Mean 3.12, SD 1.04). This means that employers of graduates of estate management think they do not have high critical thinking skills. The presumption is that graduates still emphasise the analysis and understanding of claims learnt in class rooms or workplaces rather than developing creative thinking which is needed in workplaces. Workplace stresses on what is rather than what should be. Poon (2013) shows that the most important skills for the development of commercial awareness are ability to define solve problems and critical thinking; and willingness to update professional knowledge and self motivation.

Table 6: Mean and standard deviations for resources management skill

Resources Management Skill	N	Minimum	Maximum	Mean	Std. Deviation
Time management	47	1.00	5.00	2.8511	1.04213
financial management	47	1.00	5.00	2.8298	1.12905
Facility management	49	1.00	5.00	2.7551	1.09031
Risk management	49	1.00	5.00	2.8776	1.05342
Human resources management	49	1.00	5.00	2.9592	.99915
Work place management	47	1.00	5.00	3.0426	.99907

Table 6 shows that employers thought that their employees have high skill level in terms of skill related to 'work place management' with (Mean = 3.04, SD = 0.99) and have low skill in terms of facility management and financial management. Resources management skills emphasise the use of a company's resources in the most efficient way possible. The study shows that all other options in the resources management at lower level. This means that there is inefficient management of company's resources by employees, which may contribute to high

cost of running companies, thereby reducing profit margin of companies.

Table 7: Mean and standard deviations for information skill

information skill	N	Minimum	Maximum	Mean	Std. Deviation
Acquire and analyse data	51	1.00	4.00	2.9412	.88118
organise data and maintain information	49	1.00	5.00	2.9592	.97808
Interprets information and communicate	49	1.00	5.00	2.9592	1.05986
Use computer to process data	53	1.00	5.00	3.2642	1.09458

Table 7 reveals a high mean for use of computer to process data and lower mean or organising data and maintain information and interpretation of information (Mean = 2.95, SD = 1.01) and Interprets information and communicate (mean =2.9592, SD = 1.05986). This rating by employers is not far from obvious fact that computer appreciation and application are now taught in schools. The lower mean for information skills by employers confirm the study by Miles and Trefzger (2006) which shows that in U.S, faculty teaching real estate courses see that average students writing as of poor quality. They stress that the causes of this poor writing skill are attributed to the video generation tendency that eschew the reading of well-written prose and use of abbreviations in email messages and mutli-media stimuli. Information skills are concerned with the ability of employees to locate information sources and to evaluate, navigate, organise and communicate the information that they find. This will help employees to improve information literacy and contribute to create a new knowledge. The study reveals that employer of graduate of estate management in Nigeria rated their employees in estate surveyors and valuers firms as lack these essential ingredients.

Table 8: Mean and standard deviations for interpersonal skill

Interpersonal Skill	N	Minimum	Maximum	Mean	Std. Deviation
participate as member of a team	51	1.00	5.00	3.1176	.97256
Teaching others	47	1.00	5.00	2.6809	1.16295
Source clients	47	1.00	4.00	2.6383	1.03052
Use leaderships' ability	49	1.00	21.00	3.6122	3.77390
Negotiates well	49	2.00	4.00	3.1429	.73598

Table 8 shows that employers rated their employee's leadership ability high with (Mean =3.62, SD = 3.77) followed by participating as member of a team and rated teaching others and source clients low with (Mean =2.68 and 2.63, SD 1.16 and 1.03). The essence of interpersonal skills is to enable employees to interact successfully with colleagues in workplaces. It fosters positive communication at the workplace. It helps to solve relationship problems at work, motivate and influence the team/group working relationship, reduce the costs of rehiring and training and leads to positive corporate climate for achieving business performance. This implies that employers rated graduates interpersonal skills as moderate.

Table 9: Mean and Standard Deviations for Personal Quality Skill

Personal quality skill	N	Minimum	Maximum	Mean	Std. Deviation
Responsibility	49	2.00	5.00	3.1837	.88208
Self confidence	49	1.00	5.00	3.2653	1.03633
Sociability	46	2.00	5.00	3.3478	.92418
Self management	49	2.00	5.00	3.4490	.81806
Honesty	51	1.00	5.00	3.2353	1.01170
Punctual and efficient at work	51	1.00	5.00	3.3922	1.05978
Trainable and flexible	53	2.00	5.00	3.2830	.81753
Self control and self direct	49	1.00	5.00	3.1020	.91844
Good work attitude	27	2.00	4.00	3.2222	.69798

Table 9 shows that practitioners were of the opinion that personal quality skills of their employees were at moderate levels going by the (Mean = 3.27, SD= 0.90). Specifically self management has the highest (Mean = 3.44 and SD .81), followed by punctuality and efficiency at work with (Mean= 3.3, SD1.05). This shows that employers rated personality's qualities skill of graduates high, but they are not putting them into practice. This further reveals that graduates of estate management have positive attributes to work. What they need is training and retraining within the workplace environment to fan the flame of positive attitude to work.

Discussion of results

The major finding of the study is that employers of graduates of estate management rated employability skills as low. The study suggests that graduate's skills need to be improved upon in order to increase their employability skills through training and retraining. The results confirmed the opinion expressed by Soludo (2008) that 'if a company administers a test on 100 graduates from Nigerian higher institutions, 71 of them will not be suitable for the job'. This implies that estate management graduates do not have the capability skills needed to provide the high level skills needed to tackle the challenges of the new economy trend.

The result of the study also shows that the employers rated employee's basic skills of mathematics as poor, despite mathematics is an important element in routine duties of estate surveying and valuation and employers often apply it in their daily activities. The reasons why mathematical skill is low among estate management graduates is that: the method of teaching in the tertiary institutions is improper. Sometimes there may be one teacher attending to over 300 students in a class. Most students that pass mathematics only memorised to pass. Another reason could be poor motivation as a result of low self-esteem and low expectations. Therefore, if there is high-quality teachers, high motivation and good conceptualization of the subject as it relates to the real world situation student's mathematical skill would improve.

In the case of thinking skills, options like 'thinking creatively' and 'reasoning' options had the lowest score. Reasoning is an important element in decision making and in interpreting information and drawing conclusion. Most of the job description of estate surveyors and valuers involves giving professional opinion of value on all forms of properties, land use analysis, property management, etc which require creative thinking as well as other related considerations affecting properties. Creative thinking relates to finding solutions to complex problems. Estate surveying and valuation is a problem solving profession and this can best be achieved through knowledge gained from reading materials. Harris (2012) argues that creative thinking focuses on exploring ideas, generating possibilities, looking for many right answers rather than just one. This kind of thinking is vital to a successful working life, yet it is ignored by graduates of estate management. The main reason why this skill scored low is that graduates do not look beyond the obvious, creative connection and cannot take decision and stand by it. They only rely on what they were taught or test book skill for getting that real life problem may be different from the simulation that the text book or class room portray. So there is need for educational institutions to teach students both critical and creative thinking as both are very important in workplace environment.

With respect to resources management, 'facility management' and 'financial management' scored low. This means that despite the fact that Estate surveyors and valuers are trained as facility managers; they do not apply the same principle in the management of their own facility. The reason why this result is so in respect of facilities management seems to conform with the rule of thumb that 'physician should not be their own physician applied'. However, in respect of resources and financial management the result confirmed the study by Poon (2013) that real estate graduates in RICS accredited institutions in United Kingdom lack commercial awareness. Specifically, the key components of commercial awareness such as strategy, financial and process are lacking. Generally, estate surveying and valuation is business inclined. Poor financial management is a warning signal that there is something wrong elsewhere. This requires that financial and business studies should be included in the training to expose students to the business and industrial world. This calls for inculcating on employees that time and materials of a company are not there to use and waste without permission. In management theory it is often said that 'get it right the first time' is cost effective.

In the aspect of information skills, three out of the four options have low score; it is only the use of computer to process information that has a moderate score. Ability to organise and maintain information is widely used. A skilful worker should be able to keep and protect information. Information is a vital resource of any organisation and it should be treated as such by estate surveyors and valuers.

A look at interpersonal skill shows that teaching others and sourcing clients have low score. The reason is simple; one cannot teach what he/she does not know. Ability to teach others and source client for the company is very important to the success of any organisation. This is because knowledge needs to be transferred from one person to another and it should not end up with the individual alone. Clients are life wire of any organisation, especially in estate surveying profession. Clients provide the needed resources for the growth of the company and no organisation would like to loss his client. A company that does not have a client is out of business and as such a worker that cannot attract client to the company; has no business being in the company.

In the case of personal quality, 'responsibility' and 'self control' have the lowest scores. Responsibility

is important in any company, Exforsys Inc (2010) opined that in the wake of problem there are people who step up and offer their time, effort, and ability to resolve issue at hand. The implication of this result is that graduates of estate management working in private firm give a lot of excuses why things are not done the way they should be done. This is a clear indication that they are afraid to take responsibility and risk for success or failure. That is, they lack accountability for their behaviour or action which is a sign of immaturity. Responsibility and risk taking are part of the business world.

Conclusion

The study concludes that employers of graduates of estate management rated employability skills among its employees as low. They show that their employees lack responsibility and self control, they have low interpersonal skill, lack creative thinking skills and poor resources and financial management. This implies that all stakeholders like parents, lecturers and practitioners will have to work together to impart employability skills on the graduates regardless of where they will work. This is because skills learned through daily activities either in class, home, industries, and other social activities is geared towards realization of one's ambition. This will also affect one's behaviour and positive mental attitude.

Although some of the aspects of employability skills mentioned in the study are not thought in schools, there is the need to review curriculum to include the industrial need in order to ensure students' readiness for job after graduation. Poon (2013) suggests that real estate directors should add commercial awareness as a course learning outcome and essential to enhance the practical elements of the commercial awareness. That is lecturers should teach e employability skills during teaching and learning session so that upon graduation, students will understand ways of applying the skills in the world of work. The study suggests that employability skills should be taught as one of the topics in the professional practice course or entrepreneurship studies in order to equip graduates of estate management to meet the challenges of the new economy trend. The principal limitation of this study is that the sample size is quite small; in which may limit to some extent the generalization to be made from this study. For a proper generalization it is suggested that further study should be done by the professional body on a large scale.

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