



Enhancing University Education Standard To Meet Skills Demand And Supply In Nigeria

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ABSTRACT

The study examines enhancing university education standard to meet skills demand and supply In Nigeria. The discrepancy between demand and supply in the labour market is a significant issue for Nigerian graduates. Enhancing the education system is crucial for producing high-skilled workers capable of meeting evolving labour market demands and advancing up the global value chain. University education plays a pivotal role in improving skills, yet recent reports indicate Nigerian university graduates are ill-prepared for the workforce. This situation affects the relevance of university education, graduates' employability, and productivity. In contemporary global economy, the demand for skilled labour undergoes constant flux, compelling universities to refine and elevate their educational standards to address these shifting needs. This paper thus explores the multifaceted strategy essential for bridging the gap between university education and the dynamic workforce requirements. The introduction will begin by examining the topic's components to provide insight into the paper's relevance. It will define the topic and its broader significance, break down its components to enhance understanding and explain their contributions. The literature review will thoroughly analyse various authors' perspectives on the subject, highlight key arguments and connect the literature to specific issues concerning the subject matter. The issues will be analysed individually while presenting a relevant discussion on each of the implications on the broader topic. These issues include corruption and poor infrastructure amongst others. In the conclusion, key findings from the literature review and analysis of the issues will be summarized, and suggestions would be proffer based on study.

Keywords: University Education, Standards, Skills, Matching Skills, Demand and Supply

INTRODUCTION

The study examines enhancing university education to meet skills demand and supply in Nigeria. The notion that education is the key and an engine required for national development cannot be over emphasize. The role of the universities in providing the required stock or high-level manpower for development was recognized by the Ashby commission report in 1960 as cited in (Okpe & Igwebuike, 2019). Egwunyenga (2015) asserted that the inputs into educational system could be categorized namely: money, supplies, curriculum and facilities/ equipment personnel such as students, lecturers, administration staff, management staff and non-academic staff. The inputs are subjected to various processing activities such as teaching, lecturers' assignments, seminars, workshops, researches, publications, studies, discussion and counselling. As a result, they come out as outputs capable of satisfying the systems aspirations and expectations. Universities in Nigeria are supposed to be demand driven based on knowledge, skills and experience relative to what the market and customers actually

need and not basically on what the universities in Nigeria think the market needs. Through university education qualified skilled manpower are produced who are competent to the society for efficient and effective labor force which makes up the labour market. The hallmark of university education is for teaching and learning, research information reservoir dissemination and community services.

Alemika (2015) alludes that low academic standards, inefficient and unaccountable administration, wide spread indiscipline and misconducts that erode traditional values, processes and practices undermine the ability of the universities contribute to the knowledge, policies, decision and actions that aid development and security of the country and global competitiveness. Indices in form of nonchalant attitude, non-conformity to laid down procedures that does not conform to societal values and norms is a recipe to failure, and so cannot in anyway bring about the needed development, protection and global acceptance. This study aims to examine how well university education is now performing and how well it can adapt to the constantly shifting supply and demand for skills. The goal is to pinpoint current issues and offer suggestions for enhancing the fit between the education system and the competencies needed in diverse sectors. The researcher, rightly put that, this paper takes a look at the current trend on how to improve university education bearing in mind the need to ensure that products are well imbued to meet the needs of the labor market. The institutions should come up with contemporary curriculum geared towards the 21st century workplace demands, skills and requirement and not just the usual theoretical thinking and teachings. The current trend shows that universities are producing ill equipped graduates with nothing to contribute to the society in form of innovative skills, logical thinking, strategic reasoning and polished communication skills. Where there is faulty foundation in our job mismatch, our educational system (university education inclusive), will be met with issues of demand and supply.

This work examines the necessity of raising the bar for university education in order to meet the ever-changing needs for skills in the modern workforce. It explores issues of educational quality, the applicability of learned skills, and the need for improved alignment between curricula and the changing demands of the labor market.

The university in Nigeria have to bear in mind the needs of the society while designing their curriculum so as to suit the demand and supply in line with changes in the 21st century of innovation in science and technology. Nigerian universities only dwell on theoretical aspect more than practical aspect thereby failing the needs of the society. The society is demanding graduates who are ready made for the labour market. People that are acquainted with relevant skills such as logical thinking and reasoning, good communication, team work, creativity and innovative skills amongst others. But what universities these days are supplying to the society are functional illiterates who are poorly trained graduates, unproductive, lacked innovative skills of the 21st century, and cannot think straight. They do not possess creative mindset, and are unable to apply and transfer knowledge to societal issues at hand and in the future to come. Students should set goals and work hard to achieve them since, in the end, a collection of such successes should encourage other students to aim higher. The current academic notion in Nigerian universities needs to be changed by their administration. Graduates are processed in vast numbers regardless of their knowledge and talents every four to six years. The goal of a university education is to imbibe students with particular attributes, such as the ability to work independently on certain tasks. People who possess these qualities feel more independent and confident. These abilities will help an alumnus integrate into society and establish a self-sustaining way of life (Ofor-Douglas, 2024). The gap identified between demand and supply of skills has been found to have several impacts and implications on companies and organizations. At the firms or organization level, skills shortages will compromise productivity, quality and competitiveness. Shortages of skills have a direct negative impact on productivity depending on to what extent the skills become obsolete or important in the production process. It can also result to higher wages, may increase recruitment costs, and require more investing in current personnel. This can result in market losses and could imply a greater workload and pressure on current personnel (Pitan Oluyomi & Adedeji, 2016). This bothers the researcher to carry out this study. A detailed theoretical reviewed of the various concepts would be looked into and discussed in-depth, while issues raised would be

critically examined and address consequentially. A detailed conclusion would be drawn based on the study and suggestions would be made for the benefits of readers. Tailored suggestions will be provided, considering their application to the current state of education in Nigeria based on their potential impact and feasibility. In the conclusion, key findings from the literature review and analysis of the issues will be summarized, emphasizing their relevance to diverse audiences and the broader implications for various fields or stakeholders. The importance of addressing identified issues and implementing proposed solutions for positive change will be highlighted, along with encouragement for further research and action in the area.

Education

Education is the impartation of knowledge and relevant skills to the learners through positive change in attitude and behavior that will be beneficial in community, environment and the society he/she finds themselves. The development of any society and nation depends on its educational system, reasoned been that it is the educational system that produces the manpower to the society as an output for economy growth of the nation. In the same vein, Osakinle (2010) as cited in Williams and Udo (2020) opines that education as any process by which an individual gains knowledge and insight, develop attitudes or skills. Accordingly, Ifedili (2017) averts that education is a highly labor and capital-intensive sector that requires maximum utilization for results accomplishments.

Education is seen or believed to be the activity of presenting developing and training the culture of people from one generation to another (Ekwueme, Ekon & Ezenwa-Nebife, 2016). Education in Nigeria aims to provide students with a strong educational base that prepared them for further learning and empowers them to continue for socioeconomic development of the country (Okoro,2015). Accordingly, Pauley and Bussestri (2019) as cited in Ofor-Douglas (2021) see education as a socializing agent that equips all its beneficiaries with the necessary tools such as knowledge, skills, attitude, cultural values, language and social skills to enable them to conform to the desires demand of their society (Ofor-Douglas, 2021).

The main purpose of education is to equip individuals with knowledge, skills, attitudes and values desirable in the society (Okpe & Igwebuikwe, 2019). This is because being educated leads to more information, knowledge and awareness (Meet and Narayan, 2017). While Eru, Jeminah & Jones (2019) as cited in Raji (2020) alluded that education is a great investment in any economy, it increases the quality of the individuals in a nation and this helps to speed up the race for economy development. Ogoh as cited in Ikwumelu, Oyibe & Eluu (2016) acknowledged that education is the acquisition of knowledge for the benefit of the individual and society.

Through education, societies produce the right type of citizens with sufficient skill and competencies to confront their problems and meet their aspiration (Ozochi & Ene, 2018). Accordingly, Madumere-Obike and Ukala (2009) as cited in Ofor-Douglas (2023) are of the view that the growth of any nation depends on a functional education system that recognizes the needs of the society. Additionally, Farombi (2018) as cited in Ofor-Douglas (2023) opines that the wealth of a nation or society could determine the quality of education in that land; emphasizing that a society that is wealthy will establish good schools with quality teachers, learning infrastructures that with such, students may learn with ease thus bringing about academic achievement.. Also, Ofor-Douglas (2021) cited in Ofor-Douglas (2022) observed that it is important to invest in staff for productivity to soar high, to avoid poor quality performance and unsatisfied customers. Additionally, education is one major tool that cut across all facets of nations life and has reorientation and transformation, capacity to transform the individuals and the nation's resources both in human, and natural resources to productive levels to meet the country's wholesome needs Ayanlola & Christopher,2019). Quality in education can be seen as the ability of the educational system to meet up with the constant demands and expectations of its educational customers which include students, parents, lecturers, staff stakeholders and other benefactors etc. As such, the search for quality in the university is not a one-person effort but a collaboration of all parties responsible for the university establishment and management. Quality of education is education that enables learners to be exposed to different skills which make them productive members of society (Ofor-Douglas, 2022).

In support of the above assertion on quality education, Ihuoma & Nyewusita (2020) categorically said that the key to a country's development does not come from its population, national resources, associations, and political association; rather it comes through quality education of which the university education is aimed at achieving. Furthermore, this is because quality professors (work force including academic staff who refines students by impacting quality knowledge, will produce quality products graduates or students who pass through a quality educational system that will impact the society causing a paradigm shift called national development through the educational sector (Ihuoma, and Nyewusita, 2020).

Quality

Quality tends to look at the importance of improving the quality of education with discussions gearing towards accreditation, curriculum implementation and institutional framework which ensures universities deliver high quality education for global competitiveness.

Enhancing University Education

Several methods need to examine the different ways and strategies for which university education standard will be raised keeping in mind curriculum upgrade, teaching methods and technological advancement. This to create an environment for critical thinks, practical and theoretical knowledge. Regulatory bodies such as National Universities Commission (NUC) and professional bodies are responsible for setting the standard in university education in Nigeria. Standards are in form of faculty qualifications, academic programs, library facilities, research output, and student support services. In order for quality and relevance of education to thrive standards have to be met. University education in Nigeria play an important role in giving to society a diverse group of graduates with knowledge, skills and qualification to meet the demands of society. Graduates in Nigeria are absorbed into various sectors of the economy through academic programs, industry partnerships, research activities contributing to human, and capital and socio economic progress. The education in Nigerian universities comprise of a wide range of disciplines across different course of study. It is made up of theoretical knowledge, practical skills, research, and critical thinking. Nigerian universities offer undergraduate, postgraduate, and doctoral programs designed to equip students with the necessary qualifications and skills to succeed in their chosen careers. Harrison and Huntington (2000) as cited in Afolayan (2018) averts that for university education to successfully fulfill their educational, research, and information functions in the 21st century, it needs to be able to respond effectively to changing education and training needs, adapt to a rapidly shifting tertiary education (university education inclusive) landscape, and adopt more flexible modes of organization and operation. Universities are centers of excellence and innovative ideas which are responsible for national advancement on many scales, therefore, every standard of good university education must strive to avail learners' equal opportunities to thrive and succeed through gainful and meaningful quality education (Louis, 2023). This implies that university is a valuable ingredient to the personal development of and individual. It must thus, be utilized to allow graduates access to good – paying jobs upon graduation and enable them to make use of the skills they acquired throughout their study (Ofor-Douglas, 2024).

The establishment of university is a response to the need to produce the needed manpower for enhanced development (Isaac, Ajayi & Haastrup, 2014). This can also be achieved as the university adopts and implements a well-planned skilled-based education that seek to produce the required human resource. Meanwhile, Flinders rightly put it that university has adopted seven graduate attributes and aims to produce graduates of bachelor's degrees who are knowledgeable, can apply their knowledge, communicate effectively and work independently. They are also collaborative, value ethical behavior and connect across boundaries (Funders, 2014).

SKILLS

Universities tends to inculcate a wide range of skills to students for critical thinking, problem solving, communication, teamwork, leadership, research methodology, and technical skills relevant to chosen fields. Additionally, theoretically and practical knowledge (academic knowledge), are often encouraged through internships, industrial training, seminars, research projects, and practical sessions in laboratories or workshops. Pitan (2016) observed that greater scrutiny of the ability of higher

education (university education inclusive) to produce skilled graduates in the competitive 21st century world is imperative. Graduate attributes are thus linked to Learning and pedagogy and provide opportunities to develop specific skills such as team work, problem-solving, critical thinking and support experiential and work-integrated learning referred to as a generic skill (Boateng, Eghan, & Adu, 2015). Furthermore, Most and Major (1992) cited in Boateng, Eghan, & Adu, (2015) identified generic skills as ‘core skills’, key competencies transferable skills or under-pinning skills essential for employment.

DEMAND AND SUPPLY WORK

The demand for graduates in Nigeria is high and greatly influenced by various sectors and depends on certain factors which are government policies, economic growth, technological advancements and population size. Academic programs must be in sync with the needs of the labour market to ensure graduates are prepared with skills and qualification to be considered employable. The focus should be on employability skills where educators should teach relevant skills according to the employer’s needs (Bishanani, et al,2016). Employability needs to be thought of more holistically, as ongoing life-long, situated learning, whilst acknowledging that the contested language of skills and the need to demonstrate competency through examples is embedded in employers’ recruitment processes. Therefore, the ability to articulate what a graduate can offer to employers, framed in terms of skills and expressed in narratives which provide convincing examples, is important in establishing potential employability (Baquiere, Nolan, & Wray, 2019). Usoro & Akuchie (2014) avers that technological enhancement is affecting every social structure of the world at large, the education sector is affected as its goal is to achieve the educational standards that surpass in connecting with the learner and inculcating the skills required to gain a healthy living. Also, Mohd (2015) study revealed that educations and graduates agreed on the positive impact of training programs on the skills of the trainers. However, employers are of the view that the job, skills training program is insufficient to ensure skill upgrades, reduce unemployment, or expand the workforce. One of the possible causes of obvious lack of needful skills required by students and graduates is that education in Nigeria addresses only output and capacity development in solving problems (Alfred-Jaja,S, Ogonibo, and Ogelbiri, 2019).

SKILLS

There are essential skills which are needed in the current job market which makes one employable and this evaluates student’s preparedness within the university. There is a difference between theoretical knowledge and practical skills A 21st century education is about giving students the skills they need to succeed in this new world, and helping them grow the confidence to practice those skills (Egwu, 2022). Additionally, Hashim (2016) reasoned that 21st century skills focus more on making sense of that information, sharing and using it in smart ways. Meanwhile, Khairi (2021) affirmed that a 21st century education is one that responds to the economical, technological, and societal skills that are happening at an ever-increasing pace.

Matching Skills

In matching skills there are gaps between skills possessed by the students and employability skills. In discussing strategies to bridging this gaps, internships, partnerships with industries and projects should be incorporated in the curriculum. Robert (2019) unveiled that the education and job mismatch are common at the modern societies’ labour market. These are evidence that there is a mismatch between what knowledge hubs offer and what employers needs and expect.

Demand and Supply

Looking at the differences of skills demand and supply in different industries and understanding the ideas behind keeping up with changes and initiating mechanisms for universities to adapt to evolving needs.

DEMAND

In Nigerian society there is a demand for graduates who are employable and are equipped with skills to address problems encountered in healthcare, infrastructure, education, finance. There is a growing need for graduates who are critical thinkers, innovative, have an entrepreneurial mindset and are capable to contribute to growth and development of a nation. There is already pressure from the labour market for universities to produce students that are ready for the workplace (Lowden, Hall, Elliot & Lewin, 2011) as cited in Tangaro & Mba (2018). Higher education (university education inclusive) should equip students with employable skills than can be used for problem solving in real life situation.

Expectation Of Graduates From Employer

Graduates in Nigeria have the mindset that university education has the ability to prepare them for gainful employment, professional growth and fulfillment. They seek opportunities for white collar jobs with their gained knowledge and skills. In transitioning from academia to workforce graduates seek support from employer, associations, government instead of being self-reliant. In the same vein, employers expect the graduates they employ to hold specific skills such as logical thinking, quick learning, communication, skills, flexibility, ambition, high levels of motivation, creativity, critical thinking, initiative, teamwork and time management (Lester, 2013) as cited in Tangaro & Mba (2018).

SUPPLY.

The quality of graduates from universities in Nigeria supplied to society include a wide range of professionals with a lot of qualifications which include diplomas, bachelor's degrees, master's degrees, and doctoral degrees. Graduates of such caliber possess interdisciplinary knowledge, specialized expertise, and practical skills that enable them make meaningful impact in society. Unfortunately, challenges such as skills gaps, unemployment, and brain drain will highlight the need for quality of university education as far as Nigeria is concerned. In affirmation, employers want to be sure that graduates can do the job and can fit into their organization. Having the ability and capacity to do a job might not necessarily be as a result of having first class-degree or being a clever student. There are loads of first-class graduates who do not have the necessary employability and transferable skills. We should be paying attention to, and improving the employability of young Nigerians, using word class students (Awojide, 2023). The Nigerian labour market had never had it so bad since the colonial period. The prospective inputs into the market are ill equipped and there is little prospect of any employment for them. Consequently, employers believe that “university graduates are poorly trained and unproductive on the job. These and other shortcomings are portrayed particularly in oral and writing communication, and in applied technical skills”. Dabalén, Oni & Adekola (2002) cited in Pitan, Oluyomi & Adedeji (2016). Also, Erin (2015) scurvily revealed that often jobs are readily available, but the graduates lack what is needed to get and keep them. Further more, one of the possible causes of obvious lack of needful skills required by students and graduates is that educators in Nigeria addresses only output and capacity development in solving problems (Alfred-Jaja, Ognibo & Ogelbiri, 2019). In line with the above, there is need to refocus university education in line with the demand and supply of the society. Refocusing means changing emphasis or direction on something already in existence. It also means putting more effort into a particular activity, with the belief that it will make it more successful than the way it was existing before (Ofor-Douglas (2019).

Meanwhile, Small, Shaclock & Marchant (2018) augured that the challenges that have taken place in higher education (university education inclusive) and society have place more responsibility on graduate to define themselves as employable: The nature of employability has changed over the past century. In present day, graduates are more likely to be required to rely on their own initiative and abilities to manage themselves into employment in what is now a highly competitive workforce, rather than gain employment because they can and want to work, as appears to have been the case in the early 1900s. Adegbitie and Govender (2022) opines that Higher Education (University Education inclusive) graduates face challenges getting employment in the present era, as jobs availability in the 21st century requires applicants with competencies and divert skills. In the same vein, Adegbeti & Adoye (2021) as cited in Kabir (2024) mentioned that lack of competencies and skill set expected of

future employees affect their career development. Harison (2017) as cited in Ofor-Douglas (2024) indicated that among the major challenges in the modern workplace are employers' expectations that recent graduates do not possess leadership skills, sophisticated conceptual knowledge, technology-enhanced learning, and high-value professional qualities. This implies that it is not enough just to have a degree but to acquire and be capable of showing skills that are suited to enhancing work force.

STRATEGIES USED BY UNIVERSITIES TO IMPROVED STUDENTS SKILLS

Nowadays universities are focusing on enhancing the employability of graduates by collaborating Job-Market and economic information (Tran, 2010) as cited in (Tangaro and Mba,2018). In many cases, with employability skills already embedded in the university's curriculum, universities employ a range of initiatives to make them more explicit to students (Cranmer, 2006) as cited in (Tangaro and Mba, 2018). Meanwhile, Cox and King (2006) indicated that universities are now focusing more on employability and preparing the graduates for the work environment. Different academic programmes in different universities are adopting various strategies for example, offering work experience, work-related learning and employability skills modules, are "ready for work" events, as well as involving employers in course design and delivery as cited in (Tangaro and Mba, 2018). Kenya's vision 2030 has placed special providing practical training that is robust, responsive and relevant to the country's sustainable economic and industrial development (Akal & Changilwa, 2018).

Ojukwu, Emeahara, Aboyade and Christ-Isreal (2015) remarked that SIWES is also an effort to bring the existing gap between theory and practice and expose students to necessary skills for smooth transition from the classroom to the world of work. In line with the above assertion, its enables students to acquire technical skills and experience for professional development in their study cited in (Okpe & Igwebuike, 2019).

CONSEQUENCES

The researcher reiterated that where graduates in the universities in Nigeria are not cautioned, the consequences of these graduates will surmount their positive effective in the society. This will result to high rate of unemployment, criminality, drug addiction, kidnapping and abduction, and moral decadence in the society. In turn the graduates will resort to other means for survival and amongst others. In support of the above assertion, Mason (2015) opines that many young people who are jobless have turned out to be small time drug dealers and smugglers. The rising unemployment rate contributes to poverty in addition to a surge in social vices such armed robbery, burglary and theft, political thug and kidnapping, and prostitution. Also, Ajufu (2014) retreated that crime may be a consequence of unemployment as well as an additional factr causing youth unemployment through its negative effects on the economy. Furthermore, Cleen (2012) carried out a survey of crime rate in Nigeria and found out that robbery rate has increase significantly in the past years.

ISSUES

Quality Of Teaching

Ogunode (2014) cited in Ogunode et al (2019) rightly put that the quality of teaching learning, and the methodology used in Nigerian universities is poor and cannot guarantee the effectiveness of teaching and learning to produce efficient, and effective qualified graduates to the labour market and the society for improved productivity.

Quality Education

Ibidapo (2007) in Okenmakinde, Adewuyi & Alabi (2013) revealed that in addition to the above remark the inference from this is that effective operation of the educational system requires that quality teachers (lecturers) be made available in sufficient quantity at all levels of the educational system in order to meet the needs of the national economy transformation. Ndiomu(2019) sees quality education as education that is necessary and is adapted to suit the needs of society.

Paucity of funding:

It is imperative that adequate funding of education at all levels will determine the quality of educational system that will be operational in any nation (Banabo and Ndiomu, 2014). Hicks (2012)

observed that the rationale of performance funding is that more government funds should go to performing institutions than to less successful institutions. This situation will encourage the lesser performers to improve and sit up. The Nigerian government in 2019 proposed an allocation of 620.5 billion to its education sector in its national budget, which represented 7.05 percent of the budget (Abdulraheem, 2019). Demand for higher Education (university education inclusive) in the country has continued to swell against a backdrop of decreasing ratio of financial allocation to universities from the Government. This has significant impact on access, equity, relevance and quality of education (Nyangan, 2014; Gudo, 2016). Akpaku and Okoro (2014) said that despite the UNESCO requirement for a minimum 26% of annual allocation for education to member countries the amount set aside for higher education in Nigeria still dangles between 6%-7% generally. Moreover, Asiyai and Okoro as cited in Yusuf, et al (2020) rightly put that adequate funding can increase the quality assurance through provision of quality learners, personnel's, context that have relevant curricular, appropriate skills and knowledge that are relevant to life, quality teaching as well as good learning environment. Funding not only affects what is offered in the curriculum but also how it is affected, who teaches and the resources they utilize for teaching, as well as the teaching related support activities that they engage in. Tasked with teaching and research, the university, for example, requires academic staff to engage in both activities, so the newly generated information can impact on teaching and the assimilation of that information (Akuna, et al, 2017). There are several reasons why funding has become a major problem for university education in Nigeria, firstly, the government allocation for education has been consistently insufficient overtime (Ebuka, 2021). The state of university education in Nigeria reflects the fact that sustainability of the society is not a key feature in its academic programmed as the funding situation has affected the quality of the outputs as reflected in under employment and issues of poor reliance to the demand of the Nigeria market.

Facilities

Akem (2018) concluded that funding has significant impact on teaching in secondary schools (university education inclusive) because it is through funding that instructional materials are made available and teachers (lecturers use the instructional materials to aid teaching.

Inadequate Infrastructure And Facilities In The System

Infrastructure and facility are also among the key indicators of quality educational on which every set of university organization dwell for success in day to day activities. No doubt that the establishment and smooth running of an institution like university must require suitable facilities. It is therefore stated that classroom laboratories workshops, students and staff recreational centre, sport facilities, roads, electricity and water supply are basic needs that ought to be in universities. (Ayonmike, 2020) cited in (Ihuoma, & Nyewusita, 2020). Ojo (2018) said that the problems of Inadequate Infrastructural facilities are another major constrain to the Universities education development in Nigeria. The quality of infrastructure needed to implement the curriculum is not focused on modern imperatives of the demand of the knowledge economy of the 21st century.

Issues Of Carrying Capacity

The university system in Nigeria is plague with over population of students where in most cases the little available space and facilities are over stressed. Furthermore, Inadequate and obsolete infrastructure and equipment, as well as a large students' population and scare consumables, resulting in ineffective training in many Nigerian higher Education (university education inclusive) (Okunuga and Ajeyalemi, 2018). Kariwo, Gounko Nungu (2014) opined that some Nigerian universities were built to hold a maximum of 5,000 students, but they now have about 24,000 students without a corresponding increase in academic and physical facilities.

Insecurity

Security is a necessary precondition for the development of human beings and society. It is the most basic need of human being and the society (Alemika, 2015). The insecurity, unemployment, kidnapping, poverty, hunger and deprivation, injustice and others are some of the problem corruption is breeding in Nigeria (Kola, Gana & Olasumbo, 2017). Parents were forced to keep their children

away from and new schools were prevented from being opened. The resultant psychological consequences on youths led to drug abuse, maligned and maladjusted youth among others (Adedeji et al, 2022). Ikwumelu, Oyibe and Eluu (2016) mentioned that the dimension human security include economic, food, health, environmental, personal, community and political. The insecurity, unemployment, kidnapping, poverty, hunger and deprivation, injustice and others are some of the problem corruption is breeding in Nigeria (Kola, Gana& Olasumbo, 2017). It is observable that the ability of universities to act as strong tools for growth and development is being threatened more than ever before by the problem of insecurity.

Unemployment

Unemployment is a situation in which individuals who are willing and able to work cannot find jobs to do. Aminu (2019). Fajana (2000) as cited in Balogun (2024) maintained that unemployment infers to a situation where people who are willing and capable of working are unable to find sustainable paid employment. Unemployment is an issue that Nigeria is experiencing presently. This is the most obvious among the graduates that are produced from the various institution of higher education (University education inclusive). Akande (2014) asserts that evidently the country's graduate unemployment rate is growing at a fast pace. (Osat and Emujakporue, 2023). Emeaghalu (2016) cited in Emeaghalu and Okoro (2020) opines that programmes to create employment remain terribly unimpressive. The resultant effect of this high rate of unemployment in Nigeria is youth restiveness of all kinds such as blowing off of crude oil pipelines, kidnapping. Also Youths organize themselves into militant groups in the form of Egbesu boys, Almajiris "Area Boys" and Boko Haram to target the very society that alienated them (Liolio, 2013)) as cited in Andow (2024). An estimated 2.5 million of new labour force enters the nations labour market every year with 60% (1.5 million) of the new entrants being youths (including graduates) who possess only paltry job experience and skills (Adesugba and Mavrontas ,2016). Plecher (2020) stated that unemployment has become a major problem bedeviling the lives of Nigerian Youths, causing increased militancy, violent crimes, kidnapping, restiveness and socially delinquent behaviour. Aririah (2022) concluded that about 520,000 unemployment Nigerians graduates stormed different recruitment centres to apply just for 4, 000 vacant position that was advertised by Nigerian Immigration services

CONCLUSION

In improving university education standards, it is crucial to meet the needs of the job market, fostering a skilled workforce capable of tackling future challenges. This can be achieved by incorporating an industry-specific curriculum, encouraging hands-on learning experiences, and fostering collaborations between academia and industry, ultimately better equipping students for the changing job landscape, leading to economic advancement and innovative breakthroughs. Research evaluating the prevalence and scope of skills mismatch among employed university graduates in the Nigerian labour market reveals significant deficiencies, with a 60.6% mismatch among recent graduates, particularly in communication, IT, decision-making, critical thinking, interpersonal relationships, and entrepreneurial, technical, and numeracy skills. Thus, it is essential for Nigerian universities to integrate the development of these skills into their curriculum. Findings that emerge from the paper points to the fact that there is a need to emphasize soft skills while undergoing university education. There is a challenge of educating students to enter some industries because collaboration with such industries is needed for basic education in that field and there needs to be more practical work in universities to enable students have some experience in the field they study. As such, several updates need to be made to the Nigerian university sector in order to build students and adequately prepare them for the realities of their chosen industry.

SUGGESTIONS

According to the major concerns raised by this study, the following suggestions will be made to bring bridge the gap that exists between university education and the supply and demand for skills.

1. Funds are either not available or they are not in a large amount to be disbursed for what is needed. Therefore there should be an increase in allocated funds for universities in order to ensure adequate funding for research purposes, infrastructural development. Another source of funds is public-private partnerships which will entail additional resources in the form of scholarships, research grants.
2. In the case of facilities they are either in low maintenance or not available at all. It is important that investments should be made for the availability of classrooms, libraries not only to create a conducive learning environment but to support teaching and learning. Proper maintenance culture should be upheld to make sure these facilities are durable for a long time. Develop long-term infrastructure development plans that address the diverse needs of universities, including ICT infrastructure upgrades, transportation systems, and student accommodation.
3. Universities should be expanded from time to time to accommodate the large number of students. This could be in the form of land acquisition, infrastructural upgrades and carefully thought out developmental plans. Online and distance learning should be embraced to provide for the increasing number of students in the university.
4. Security should be a priority to ensure safety amongst individuals in the university environment. Campus security measures such as trained security personnel, surveillance systems should be put in a place to secure lives and property.
5. University curriculum should be upgraded to accommodate the demands of the labour market and emerging trends in the society through project-based learning opportunities, practical training, and internships. Partnerships can be made to encourage students' skill acquisition in the form of government agencies, industry associations.

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