

**POTENTIAL GRADUATES' KNOWLEDGE, READINESS, AND DISPOSITION TO  
21<sup>ST</sup> CENTURY EMPLOYABILITY SKILLS IN THE UNIVERSITY OF IBADAN,  
IBADAN NIGERIA**

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**Abstract**

*The interplay between knowledge acquisition, readiness for practical application, and the disposition of graduates towards developing and utilizing these skills is of paramount importance in the 21<sup>st</sup> century world of works. This study assessed potential graduates' knowledge, readiness, and disposition to 21<sup>st</sup> century employability skills at the University of Ibadan (UI). The study adopted a descriptive survey design. The population comprised all undergraduate students in the university. Out of 17 faculties, balloting mechanism was used to select 12 faculties. A purposive technique was used to select 590 students. A questionnaire termed Potential Graduates Employability Skills (PGES) with four sub-sections, was used for data collection. A descriptive statistic of percentage, frequency count, mean and standard deviation were used to analysed data collected. Result revealed that potential graduates' knowledge was average, readiness level was high and disposition to 21<sup>st</sup> century was positive. The findings shed light on the significance of cultivating a proactive mindset, adaptability, and a commitment to continuous learning as potential graduates of the 21<sup>st</sup> century. Furthermore, there is need for educational institutions and policymakers to prioritize the integration of 21<sup>st</sup> century employability skills within curricula, foster culture that encourages graduates' development of these skills. Critical curriculum reforms and pedagogical innovations to enhance students' knowledge, readiness and foster a positive disposition towards acquiring the essential skills demanded by the modern workforce is necessary at this material time.*

**Keyword:** Knowledge, Readiness, Disposition, Employability Skill, University of Ibadan

**Introduction**

For years, studies have shown that several graduates manifest little or no employability skill. This is evident in the fact that a few of them do not possess the capacity to seek a meaningful employment

opportunity. To corroborate, there is a disconnect between acquired skills and skills required in the world of jobs. Clarke (2018); Tan, Choo, Kang & Liem (2017) and Moore & Morton (2017). In today's rapidly changing world, United Nations Educational, Scientific and Cultural Organisation (2015) stated that it is essential for graduates to possess a strong foundation in 21st-century skills. These skills go beyond traditional subject knowledge and are crucial for success in the modern workplace and society. It is believed that graduates who are equipped with 21st century skills such as critical thinking, problem-solving, collaboration, communication, and digital literacy are better prepared to navigate complex challenges, adapt to technological advancements, and contribute meaningfully to their professions (Belwal, Priyadarshi & Al-Fazari, 2017). With a solid understanding of these skills, graduates can analyse information critically, approach problems creatively, and work effectively in diverse teams. They are equipped to communicate their ideas clearly and persuasively, both in traditional and digital mediums as well as enabling them to collaborate across boundaries and engage with global issues (Gonzales, 2017). Moreover, graduates with 21st century skills can adapt to changes, embrace new technologies, and continuously learn and up-skill themselves. They possess the entrepreneurial mindset necessary to identify opportunities, take risks, and innovate in their chosen fields. Furthermore, graduates with a strong ethical and moral reasoning foundation are better positioned to make responsible decisions, act with integrity, and contribute positively to society (Low, Hui & Cai, 2017).

Employability skills are a group of essential abilities that involve the development of a knowledge base, expertise level and mindset that is increasingly necessary for success in the modern workplace (Saunders, & Zuzel, 2010). It is typically considered essential qualifications for many job positions and have become necessary for an individual's employment success and even in business environment. According to the American Management Association (2010), employability skill attributes such as critical thinking and problem-solving, creativity and innovation, collaboration, and communication skills. Employability skills are considered one missing link between education and training and the world of work (Manoharan & Arockiam, 2017). This is because the importance of employability skills is increasingly emphasised in recent times. Employability skills become a very important issue at the national, regional, and international labour market (Abayadeera & Watty, 2016). They are considered one missing link between education and training and the world of work.

A survey by Holmes, Sheehan, Birks & Smithson, (2018) indicates that diploma, degree, and occupation-specific skills are no longer sufficient for graduates to meet the needs of national labour markets but are not necessary. In addition to basic and specific knowledge and skills, workers are nowadays expected to have an additional set of employability competences. These are several skills and attributes which are required by students to prepare themselves to meet the needs of various occupations after graduation. These are becoming increasingly important in today's global economy. Other research also shows the employability skills essential for career success of graduates in the workplace (Abayadeera, & Watty, 2016). Some of these skills are communication, problem-solving, decision-making, analytical and critical thinking, synthesising information, teamwork,

interpersonal, and continuous learning. They are some of the employability skill attributes required by graduates in entering the workforce, as well as being a prerequisite for professional recognition. It is to be noted that the quality of education and training policy can help drive the acquisition of these skills. By implication, these skills traditionally represented by the subject and practical degree classes help in the manifestation.

The primary goal of the higher education system is to provide the nation with a quality education that meets the requirements of the 21st century with graduates prepared for employability and competencies (such as Adnan, Daud, Alias & Razali, 2017). The graduates are expected to carryout services, diagnose, tests and repairs personal and societal problems. The speedy growth and changes taking place across the industrial sector has brought about competitions and challenges in today's economy in high-tech technology, information system, marketing, manufacturing, and services. It is given that for potential job seeks or workers to effectively function in these areas, they need to be highly knowledgeable and skilled in the 21st century global employability competence in both hard and soft calibration (Anastasiu, Anastasiu, Dumitran, Crizboi, Holmaghi, & Roman, 2017). This is necessary for productivity and the attainment of organisations goals and objectives (Holmes, Sheehan, Birks & Smithson, 2018). The challenges of access to quality education and skills training for the younger generation in 21st century is increasingly growing over the years, especially in the developing countries (Weninger, 2017).

No doubt, the quality education and training enhance the productivity of students in the higher education, and, thus, create better chances to secure decent employment or create job opportunities for others in the labour market. Several studies like Vanhercke, De Cuyper, Peeters & De-Witte (2014) have affirmed the position of several industries and recruitment agencies that some of the graduates are unemployable. Several factors tend to improve employability competences. In the university context, the higher education system has increased significantly, still there is crises as per the type of skills students are imbued with upon graduation. According to Omoniyi (2023), potential graduates should have a set of achievements such as skills, knowledge, and other competences which will allow them to expand their employment and success in their work. It will give benefits to themselves, the organisation in which they serve, and to the country's economy (Clarke, 2018). It is now critical for universities to produce manpower which can compete favourably with contemporaries at a global level.

Labour market as one of the driving forces of the content and quality of education attributes high value to employability skills (Low, Botes, Dela Rue & Allen, 2016). No doubt, labour market requires that graduates apply learning outcomes into real life situation. This also implies that the pressure of global competition requires that graduates need to offer employer more than just academic prowess but 21<sup>st</sup> century skills to assuage the challenges of production, manufacturing, service rendering and delivery (Evans, Davis & Wheeler, 2017). Specifically, studies like Weninger (2017) and UNESCO (2015) have identified poor tertiary institution curricula and inadequate collaboration between tertiary institutions and employers of labour as the two critical factors responsible for graduates' unemployability (Ayonmoke and Okeke, 2016; Pitan, 2016). This has made graduates

of many developing countries today to be half-baked, skill deficient, and unfit for 21st century jobs as against jobs of 20th century (Ayonmike and Okeke, 2016; Pitan, 2016; Paadi, 2014). The wide gap between work system of 20th century and 21st century has clearly shown that wide range of skill sets are required by potential employees to be employable.

According to Clarke (2018), part of the problem of employment has always been the result of a mismatch between qualitative aspects of the supply and demand of labour. By implication, demand has remained unfulfilled due to non-availability of workers with requisite 21st century employability skills and workers have remained unemployed or underemployed as they have little or no 21st century employability skills which are on demand (Tan, Choo, Kang, & Liem, 2017). This mismatch seems to have grown in recent years due to fast changes in production technologies and structures to which the skill supply mechanisms and institutions have not been quick enough to respond (Holmes, Sheehan, Birks & Smithson, 2018). Thus, it is necessary to analyse the extent to which potential graduates are knowledgeable, ready and disposition to employability skills during their course of study (Belwal, Priyadarshi & Al Fazari, 2017). It is believed that this will make them industry-ready and be equipped with the necessary 21st century employability competence that are pertinent to getting placement in job suited to their competence and generally to their area of study (Omoniyi, & Oderinde, 2022). Thus, the need of the hour is to assess the level of this identified variables among potential graduates.

According to Hack-Polay, Igwe, and Okolie, (2020), employability has three major aspects, which include career identity, personal adaptability, social and human capital. It is said that the main barriers to graduates entering the world of work comprised several factors among which are acquired skills and required skills (Tan, Choo, Kang & Liem, 2017). By implication, there is a disconnect between graduate employability competences and requisite skills needed in the workplace. The workforce in the 21st century requires more than certificates to skills and attributes such as critical thinking, communication expertise, creativity, problem-solving, perseverance, collaboration., information literacy, technology, and digital literacy (UNESCO, 2020). UNESCO recognises the importance of 21st century skills in preparing individuals for the challenges and opportunities of the modern world. These skills go beyond traditional academic knowledge and focus on developing competencies that are essential for success in the 21st century (Abayadeera & Watty, 2016).

Over a long period of time, there were numerous reports from government, industry, higher education agencies and researchers urging the higher education sector to bring employability skills into the students' learning experience (Nugroho, Nizam, Samik-Ibrahim, and Handayani, 2012). The reports suggest that the universities and colleges should plan to support graduates in developing the skills of employability, which represent graduates' work readiness. In 21st century workplace, it is critical for higher education institutions to design and implement programmes that are appropriate to the missions and goals to supply the workforce relevant to the needs of stakeholders or employers (Belwal, Priyadarshi & Al Fazari, 2017). Higher education has the responsibility to provide graduates with knowledge in the professional field with intellectual skills and ability to apply theory to practical situations. These skills are considered essential for individuals to thrive in the rapidly evolving digital

age and navigate the complexities of an interconnected world (Abayadeera & Watty, 2016). UNESCO encourages educational systems and institutions to incorporate these skills into their curricula and teaching practices to prepare individuals for a successful future.

Scholars like Omoniyi & Oderinde (2022) and Moore & Morton (2017) have remarked that potential graduates' readiness in terms of 21st century employability skills vary depending on the education system, institution, and personal development. While some graduates may possess a strong foundation in these skills, others may require further development and support. Several educational institutions have recognised the importance of 21st century skills and have incorporated them into their curricula and teaching methodologies (Weninger, 2017). Hence, graduates from such institutions may have been exposed to project-based learning, critical thinking exercises, collaborative group work, and opportunities for digital literacy development (Schleicher, 2018). These experiences can enhance their readiness in terms of employability skills. However, it is important to acknowledge that not all graduates have equal access to high-quality education and training that fosters these skills. In some cases, graduates may lack the practical application of these skills or have limited exposure to real-world scenarios. Additionally, the fast-paced nature of technological advancements may pose challenges for graduates to stay updated and adapt to emerging trends.

The disposition of potential graduates towards 21st century employability skills can greatly influence their readiness for the job market (Low, Hui & Cai, 2017). A positive disposition involves a mindset that values and embraces these skills as essential for personal and professional success. Graduates with a strong disposition to 21<sup>st</sup> century employability skills tend to be proactive, adaptable, and open to continuous learning and growth (Neisler, Clayton, Al-Barwani, Al Kharusi & Al-Sulaimani, 2016). Such graduates demonstrate a willingness to develop their critical thinking abilities, seeking opportunities to analyse information, evaluate different perspectives, and apply creative problem-solving techniques. They are motivated to collaborate with others, recognising the value of teamwork and the benefits of diverse perspectives. Their communication skills are effective, both in traditional and digital formats, enabling them to articulate their ideas clearly and engage with others (Al-Azri, 2016).

Furthermore, graduates with a positive disposition towards 21st century employability skills are often self-directed learners who takes initiatives and seek out opportunities for personal and professional development (Moore & Morton, 2017). They understand the importance of digital literacy and are comfortable using various technologies and tools to enhance their productivity and effectiveness. Their adaptability and resilience enable them to navigate uncertainty and embrace change, while their ethical and moral reasoning guides their decision-making and ensures responsible and ethical behaviour (Weninger, 2017). It is critical to state that the knowledge, readiness, and disposition of potential graduates regarding 21<sup>st</sup> century employability skills are essential factors in determining their preparedness for the job market (Belwal, Priyadarshi & Al-Fazari, 2017). This is because graduates equipped with a strong foundation in these skills, coupled with practical application and real-world experience, are better positioned for success (Neisler, Clayton, Al-Barwani, Al-Kharusi & Al-Sulaimani, 2016). A positive disposition characterised by a proactive mindset,

adaptability, and a commitment to continuous learning further enhances their employability. In filling this gap, the study examined potential graduate knowledge, readiness, and disposition to 21st century employability competence in University of Ibadan, Ibadan Nigeria.

### Research Questions

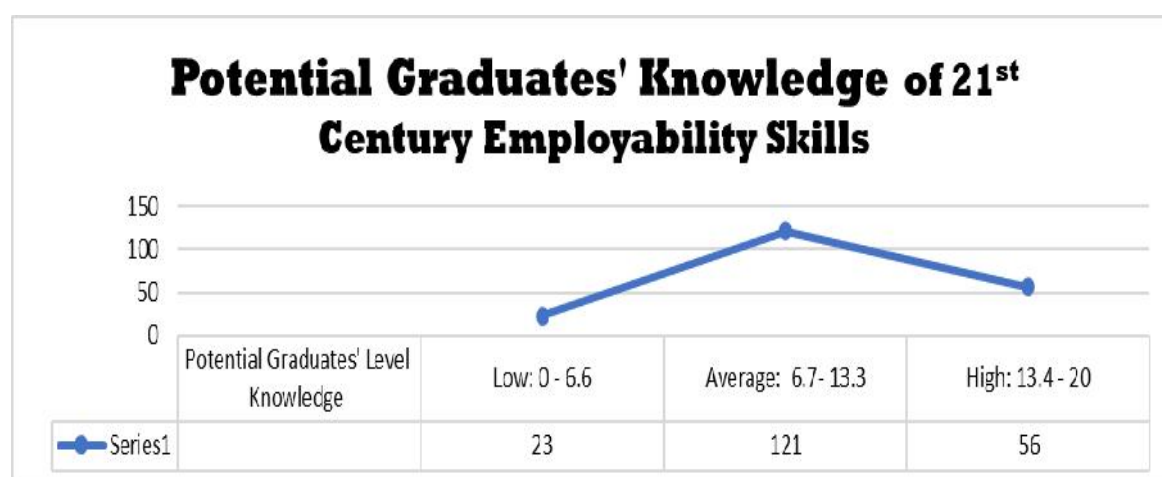
Through a comprehensive review of literature, the study highlights the following research questions which were answered in this study.

1. What is potential graduates' knowledge to 21st century employability skills?
2. What is the level of potential graduates' readiness to 21st century employability skills?
3. What is the level of potential graduates' disposition to 21st century employability skills?

### Methodology

This study adopted descriptive survey design of the explanatory type. The study population comprised all university of Ibadan students across the 17 faculties. Out of 17 faculties, balloting technique was used to select 12 faculties. A purposive technique was used to select 50 students per faculty making 600. The criterion for this is that student must be willing to participate. This is to avoid poor attitude to the questionnaires. Out of the 600 students, only 590 students responded. A questionnaire termed Potential Graduates Employability Skills (PGES) with four sub-sections, was used for data collection. The questionnaire includes related questions on potential graduates' knowledge, readiness, and disposition to 21st century employability skills. The reliability of the instrument was carried out using Cronbach Alpha which yielded a Coefficient of 0.78. A descriptive statistic of percentage, frequency count, mean and standard deviation was used to analysed data collected.

**Research Question one:** What is the level of potential graduates' knowledge to 21st century employability skills?



**Fig. 1: Level of Potential Graduates' Knowledge of 21st Century Employability Skills.**

The result shows that students demonstrate moderate knowledge of 21<sup>st</sup> century employability skills. By implication, out of the 20 items, any students who schools between 0-6 is calibrated as low; 7-13 as average and 14-20 as high. The result shows that a large chunk (121) of the percentage falls within the average category. This implies that students have average knowledge of employability skills.

### Research Question Two: What is the level of potential graduates' readiness to 21st century employability skills?

**Table 1: Mean Response of Potential Graduates' Readiness to 21st Century Employability Skills**

S n	Items	S A	A	D	S D	M e a n	S t d
1	I do not think employability skills are necessary	208	250	80	52	3.0407	.91676
2	Until I am paid, I can learn any employability skill encourage	253	192	85	60	3.0814	.98727
3	I like venture into some business-oriented activities	218	221	94	57	3.0169	.95735
4	I have groomed myself for the job am pursuing	201	164	140	85	2.8153	1.05925
5	I feel confident in my ability to communicate in a clear language	162	137	207	84	2.6390	1.03266
6	I have a strong work ethic and I am dedicated to meeting deadlines and completing tasks	160	187	127	116	2.6627	1.07754
7	I am comfortable working in team and collaborating with others	295	154	85	56	3.1661	.99891
8	I have undergone several capacity buildings to enhance	207	193	114	76	2.9000	1.02523
9	I am proficient in using relevant computer software and technology	179	205	132	74	2.8288	1.00060
10	I am open to criticism	86	107	335	62	2.3678	.85759
11	I have learnt to manage my time effectively and prioritize tasks	206	186	113	85	2.8695	1.04966
12	I am confident in my ability to lead and take on leadership roles when necessary	201	156	156	77	2.8153	1.04635
13	I possess excellent interpersonal skills and can build relationships with co-workers and clients	84	164	265	77	2.4322	.89023
14	I cannot work independently without constant supervision	192	146	155	97	2.7339	1.08487
15	I am open to learning and acquiring new skills to stay updated in my field	32.5	24.7	26.3	16.4	2.7780	1.03906
16	I like to pay close attention to issues	184	174	149	83	2.7746	1.02517
17	I have learnt to manage conflicts and resolve issues effectively	30.7	29.2	27.1	13.1	2.6661	1.13085
18	I already have good understanding of the industry and the trends affecting it	187	143	136	124	2.8847	1.03106
19	I possess strong written and verbal communication skills	213	166	141	70	2.7847	1.03394
		36.1	28.1	23.9	11.9		
		183	179	146	82		
		31.0	30.3	24.7	13.9		

**Weighted Average: 2.81      Threshold: 2.5**

Table 1 revealed that the level of potential graduates' readiness to the 21st century employability skills was high. This is explained in the context of the analysis, the average mean 2.81 is greater than the threshold of 2.5. This implies that they are ready to be taught the 21<sup>st</sup> century employability skills.

### Research Question Two: What is the level of potential graduates' disposition to 21st century employability skills?

**Table 2: Mean Response of Potential Graduates' Disposition to 21<sup>st</sup> Century Employability skills.**

Sn	Items	SA	A	D	SD	Mean	Std
1	I believe that having good communication skills is essential for world of jobs or works	338 57.3	158 26.8	54 9.2	40 6.8	3.3458	.90412
2	I have paid for my personal and professional development	228 38.6	247 41.9	82 13.9	33 5.6	3.1356	.85557
3	I believe that having a position attitude is crucial for success in the job market	206 34.9	217 36.8	115 19.5	52 8.8	2.9780	.94744
4	I consider problem solving skills to be essential for employability	220 37.3	186 31.5	111 18.8	73 12.4	2.9373	1.02654
5	I think having a strong work ethic is necessary for career advancement	260 44.1	178 30.3	104 17.6	48 8.1	3.1017	.96624
6	I believe that being a team player is important for employability	238 40.3	201 34.1	103 17.5	48 8.1	3.0661	.94897
7	I consider time management skills to be crucial for success in the workplace	203 34.4	207 35.1	127 21.5	53 9.0	2.9492	.95792
8	I am willing to acquire job-related skills	206 34.9	183 31.0	134 22.7	67 11.4	2.8949	1.01054
9	I can travel to several places to acquire beneficial employability	219 37.1	178 30.2	140 23.7	53 9.0	2.9542	.98354
10	I have taken time to learn new technologies	215 36.4	181 30.7	137 23.2	57 9.7	2.9390	.99045
11	I like a growth mindset employability	137 232	99 16.8	242 41.0	112 19.0	2.4424	1.04527
12	Collaboration is of paramount importance to world of work	138 23.4	116 19.7	225 38.1	111 18.8	2.4763	1.04660
13	I like to improve my capacity through learning new employability skills	107 18.1	122 20.7	232 39.3	129 21.9	2.3508	1.01464
14	problem-solving skills is important for career development	147 24.9	112 19.0	207 35.1	124 21.0	2.4780	1.08173
15	I consider creativity and innovation to be necessary for success in the workplace	134 22.7	145 24.6	189 32.0	122 20.7	2.4932	1.05813
16	I think that being able to adapt to new technologies is crucial for employability	126 21.4	90 15.3	238 40.3	136 23.1	2.3492	1.05701
17	I think that being able to adapt to new technologies is crucial for employability	174 29.5	95 16.1	210 35.6	111 18.8	2.5627	1.10192
18	I am skilled at problem -solving and finding innovative solutions to complex issues.	117 19.8	119 20.2	221 37.5	133 22.5	2.3729	1.04074
19	I am open to receiving constructive feedback and use it to improve my performance.	93 15.8	90 15.3	234 39.7	173 29.3	2.1746	1.02351
20	I actively seek out opportunities to develop new skills and enhance my knowledge.	229 38.8	219 37.1	100 16.9	42 7.1	3.0763	.91541
<b>Weighted Average: 2.75      Threshold: 2.5</b>							

Table 2 revealed that potential graduates have positive disposition to 21st century employability skills. This is explained in the context of the analysis, the average mean 2.75 is greater than the threshold of 2.5. By implication, the demonstrate strong resolve for acquiring skills that can make them employable in the world of jobs.

### Discussion of Results

The finding revealed that potential graduates of the university have average knowledge of 21 century employability skills. This could be so because skills are acquired in most cases, individually. Other factors that could be responsible could include access o resources, educational system, teaching techniques, willingness to acquire, industry demand among others. The result is in line with the works of Manoharan & Arockiam (2017) whose submissions were that deep knowledge in specific domains is essential for individuals to effectively apply critical thinking, problem-solving, and collaboration skills in real-world contexts. It is also in line with studies by Holmes, Sheehan, Birks & Smithson, (2018) and Evans, Davis & Wheeler (2017) but at variance with (Hack-Polay, Igwe & Okolie, 2020). Belwal, Priyadarshi & Al-Fazari (2017) emphasizes the need for a strong knowledge of 21st century employability for potential graduates across disciplines. It is argued that the ability to navigate complex problems and work collaboratively is essential. This will help potential graduates build foundation of disciplinary knowledge and expertise. The findings suggest a general trend of increasing knowledge levels among potential graduates. It is believed that the first stage of cognitive domain is comprehension, hence the knowledge and identification of these skills are of paramount importance to potential graduates' readiness, disposition, and utilisation of the 21<sup>st</sup> century skills. It is given that the ability to learn new skills is essential for success in the 21st century workplace. Thus, actively seeking out opportunities to develop new skills includes the ability to network with others, attend conferences, and take online course.

The result of the study revealed that potential graduates are ready to learn and utilise the 21st century employability skills even before being award their bachelors' degree in various field. This could be due to lack of practical experience, limited exposure, mismatch between education and industrial needs, career guidance and counselling, insufficient soft skills development among others. The study agrees with the findings of Anastasiu, Anastasiu, Dumitran, Crizboi, Holmaghi & Roman (2017) which stated that students should be ready to embrace 21st century employability skills while also be able to apply their knowledge in a real-world environment by thinking critically, analyzing information, comprehending new ideas, communicating, collaborating in teams, and solving problems, all in the context of modern life. The works caried out by Low, Hui & Cai, (2017) and Adnan, Daud, Alias & Razali (2017) affirmed that learners are readiness for 21st century employability skills but cannot decipher if what they are imbued with are the real skills required for the world of jobs. A study by Chan, Fong, Luk & Ho (2017) whose findings reveal that a significant portion of respondents expressed confidence in their skills particularly in areas such as communication, teamwork, leadership, problem-solving, time management, critical thinking, and adaptability, though some are not aware these are the skills for workplace engagement in the 21st century. It is also

believed that there are still areas that require improvement among potential graduate and graduates. The report by Fong & Koh (2017) explained that not students are not ready but the tools, methodologies and institutional arrangements for engagements are not available. This implies that schools and colleges are lacking basic platform for potential graduates to showcase their capacity. This indirectly make them not to be ready for the employability skills (Hack-Polay, Igwe & Okolie, 2020). For instance, respondents identified need to enhance interpersonal skills, adaptability to diverse work environments, and staying updated with the latest technological trends but are missing on a global scale because some of the methodologies are orthodox. Nevertheless, there is variability in their readiness to use different skills, with some skills posing more challenges than others. This indicates that while potential graduates may feel generally competent, they may still need further development or support in specific areas, particularly related to soft skills.

The result revealed a positive disposition of potential graduates to 21<sup>st</sup> century employability skills. This may be due to career services support, industry partnership, comprehensive education, personal motivation, initiative, supportive environment among others. This is in line with the works of Low, Botes, Dela Rue & Allen (2016) and whose submission is that 21<sup>st</sup> century skills are necessary for the development of the future of graduates. The results of the survey highlight the positive disposition of potential graduates towards key employability skills in the 21<sup>st</sup> century. Many respondents recognized the importance of communication, problem-solving, a strong work ethic, teamwork, time management, willingness to acquire job-related skills, adaptability to new technologies, creativity and innovation, openness to feedback, and actively seeking opportunities for skill development. These skills are crucial for success in the modern workplace, and the fact that a significant number of respondents acknowledged their significance is encouraging. The findings by Neisler, Clayton, Al-Barwani, Al Kharusi & Al-Sulaimani (2016) and Omoniyi (2023) are at variance with the submission of the study. This is because is against the position that whether students are positively or negative disposed, the 21<sup>st</sup> century employability skills have come to stay. Studies by Vanhercke, De Cuyper, Peeters & De Witte (2014) and Al-Azri, (2016) explained that skills such as critical thinking were not a set of fixed strategies or procedures, but it involves certain dispositions such as being inquisitive, open, and fair-minded, as well as being interested in finding evidence. This is also buttressed by the works of Gonzales (2017) and Hack-Polay, Igwe & Okolie (2020).

## Conclusion

Potential graduates recognize the importance of 21<sup>st</sup> century employability skills for achieving success in the workplace. They are also willing to acquire and enhance these skills, demonstrating a positive attitude toward skill development. However, there is variation in the level of value placed on different skills, with technical skills generally being more highly regarded than soft skills. This preference for technical skills might stem from the perception that they are more tangible or directly applicable in certain industries or job roles. Overall, the findings suggest that potential graduates have a decent understanding of employability skills but may require additional focus and support in developing their soft skills, which are equally important in today's professional landscape. Encouraging a more

balanced emphasis on both technical and soft skills can help prepare graduates for a well-rounded and successful career. In conclusion, this chapter presented a results and discussion of the analysis conducted based on the data collected from respondents through a questionnaire. The findings provide an insight into potential graduates' knowledge, readiness, and disposition to 21st century skills. The findings of the research suggests that potential graduates' have a good understanding of the importance of 21st century skills, they are also confident in their ability to use these skills in workplace. However, there are some variations in the level of knowledge, readiness, and disposition to between different skills. This suggests that there is a need for targeted interventions to help potential graduates develop the skills they need to succeed in the 21st century workplace.

### Recommendations

The following recommendations are made:

- i. There is need for an established and well-designed assessment framework that aligns with the defined employability skills in the school curricula.
- ii. There is need to provide valuable insights and contribute to evidence-based strategies for preparing graduates for the evolving demands of the job market.
- iii. Critically encouraging collaboration and knowledge exchange between researchers, educators, employers, and policymakers. This will help facilitate opportunities for sharing best practices, experiences, and innovative approaches to enhance potential graduates' knowledge, readiness, and disposition to employability skills.

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