

Quality Of Educational Facilities and Graduate Employability Competences in Lagos State Nigeria

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ABSTRACT

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This research work examined the relationship between quality of educational facilities and graduate employability competence in Lagos state. The study was carried out in different NYSC zones using 256 NYSC members which are selected through the simple random sampling techniques from the different NYSC zones in Lagos State. In order to achieve the aim of this study, 3 research questions and 2 hypotheses were formulated. A questionnaire titled quality of educational facilities and graduate employability competences (QEFGEC) was developed by the researchers. The research instrument was administered through google form, the questionnaire was designed online and responses were gathered online. Before the instrument was administered, it was subjected to face and content validity by 2 professionals in the field of Educational Management and Measurements and Evaluation in University of Lagos and Ekiti State University. Also, in ensuring the reliability of the used instrument, a pilot test was carried out using 20 NYSC members in Lagos. Using the Cronbach's alpha reliability method, the instrument had a reliability coefficient of 0.74. The instrument was self-administered to the respondents and responses were gathered within few days due to the aid of ICT. The data gathered on the research questions from the field was analyzed using a simple percentage, means, standard deviation while the research hypothesis was tested using inferential statistics. It was discovered that there is a significant relationship between availability, utilization of educational facilities and graduate employability competences. It was therefore recommended that Tertiary institution head must ensure that all needed facilities are provided for effective utilization by the teachers and students, also Government and all education stakeholders should provide adequate funding for the tertiary institution

because without quality output, the objective of education in national development will not be achieved and lastly Student and lecturers should be encouraged to use, manage and maintain the limited educational facilities provided adequately.



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Introduction

Educational system outputs are expected to contribute towards the national development of their country by transferring/apply the skills, norms and knowledge which they have acquired in the school system to daily engagements. The goal of all educational system is to transform the students (input) to an effective and useful member of the society by reshaping their behaviors and inculcating the needed skills in them. However, the educational system effective transform the input (students) without the existence of adequate and the right type of educational resources.

According to the view of Kolawole and Ogbiye (2020), The status or condition of these resources makes a huge difference toward determining the effectiveness of any education institution. Resources can be defined as the sum total of everything used directly or indirectly to assist the development of knowledge, skill, and competence". Kolawole and Ogbiye stressed out the importance of resources as it determines the success or failure of any organization. Resources can be seen as complimentary that aid effective actualization of goals, various task cannot be completed which the needed resources. Usen et al. (2019), in a recent study explained educational resources as it relates to the human, physical, financial, and time resources available to educational leaders for the pursuit and achievement of educational set targets. It must be noted that educational resources are all the inputs that support or makes learning possible in the school system and also assist in the actualization of the school goals and objectives as the way it has been projected. In National Teachers Institute diary (as cited in Usen et al., 2019), "Educational resources include any items utilized in the teaching and learning process, both human and non-human, drawn or recorded, built, manually or electronically controlled, books, and other relevant things". Therefore, in planning for a better educational institution in the nation, all educational resources must be held in high esteem.

As defined earlier, educational resources include human, facilities, and fund but the main focus of this research work is educational facilities and equipment. Educational facilities are the visible

material resources which are used for proper delivery of instruction in the school system. According to Obikewu (2014), she stressed the important of educational facilities as one of the important components aside the human resources and other inputs for assuring the effective delivery of instruction and transformation of output to a qualify human capital need for the actualization of national goals and development in the country. Obikewu further argued that educational facilities are very important because the performance of teachers and other inputs in the educational system will be meaningless without adequate provision of relevant educational facilities i.e., equipment and materials. Classrooms, lecture halls, auditoriums, libraries, labs, sickbays, books, diagrams, maps, audio-visual and electronic teaching resources such as computers, internet connectivity, radio, and television are all examples of educational facilities. it must also be noted that in response to global change and new normal, there is a high increase in the needs for ICT facilities Nigerian educational system.

Sadly, Nigerian schools are underfunded there are limited educational facilities in the system and this is not encouraging learning outcome intended. According to Odia and Omofonmwan (2007), they observed that Nigerian educational system is being faced by lots of difficulties and challenges, among these problems are; lack of adequate funding, poor educational infrastructures, inadequate classrooms, teaching aids (projectors, computers, labs and libraries). Availability of educational facilities in the school system is seen as one of the motivational factors that enable teachers/lecturers to conduct their teaching effectively and with little or no stress. Thus, the success level of the educational institution depends on the availability of the educational facilities in the school system. This availability of these educational resources ensures teachers in producing quality output when they complement their teaching skills with instructional material which will enables the learner have adequate knowledge and acquire the relevant skills intended in the course content.

Some educational institution that are funded by government and other philanthropist organizations are opportune to have some educational facilities in the institution but most of the lecturers due to their little or no knowledge of the importance of these resources in producing a quality output to the society failed to utilize them adequately. It must be noted that resources allocated and not used will not enhance the development and actualization of educational goals and objectives. Utilization of educational facilities is very important because of its role in providing a real-life experience and proper retention of knowledge for application to the student. As perceived by Ayodele et al. (2018), the rate at which the educational system achieves her aims and objectives could be related to the rate at which the educational institution utilized the allocated and available resources. Every educational facility both material and physical has a purpose set to achieve in the

school system. As reviewed by Asiyai (2006), educational physical resources includes the entire school plant which may include blocks of laboratories, classrooms, staff rooms, and laboratory equipment, audio-visual aids, electricity, water, furniture and fittings, stationeries, workshops, libraries, consumables, playgrounds, storage space, and others which school administrators, teachers, and students' harness, allocate, and utilize for the smooth and efficient management of any educational facility" An analysis of Asiyai definition of educational resources reviewed those educational resources without being utilized will definitely not bring about effective and purposeful teaching-learning experience which the output will later apply after their graduation in their respective field.

Unemployment is one of the major problems of all nations especially in Nigeria currently. According to Onyeike (2014), it was gathered that more than 80% of Nigeria graduates are jobless despite their educational qualification, these unemployed graduates are academically certified and they are employable yet they are without a job. A graduate experiencing unemployment might not necessarily be as a result of lack of employment opportunities, it can be as a result of the candidate not being about to perform up to standard or does not have the required skills needed in the organization. Graduate employability can be described as an output of being capable of getting a job and keeping the job without issues with the employer. It is a result of the educational system's ability to move autonomously within the labour market in order to realize one's full potential through long-term work. Employability refers to a collection of abilities, knowledge, and personal characteristics that make graduates more likely to find job and succeed in their chosen fields, benefiting themselves, the workforce, the community, and the economy.

Employability entails having a set of understanding, attributes, knowledge, right attitudes that makes a university output to be chosen by an employer from the pool of candidates in the labour market. Employability of a university output can be measured by the following:

1. Basic competency skills such as in writing and reading
2. Communication skills such as speaking and active listening
3. Group Activeness such as team work and interpersonal relationship
4. Influencing skills such as leadership and understanding the organizational culture
5. Developmental skills such as career planning, motivation etc.

Employers of labours in Nigeria are looking to recruit graduates with high level of competences and values, thus, they conduct series of assessment, test and interviews before employing the graduates. Aside from having limited employment opportunities in Nigeria, graduates are also needed to understand how to transfer the skills and knowledge which they have learnt and acquire in the educational system. Retention might not be possible without quality

educational resources in school institution where the graduate finished from. According to Babalola (2003), "External efficiency is the amount to which the higher education system satisfies the society's broad social, economic, cultural, and political objectives". Educational system would be rendered inefficient when the goals which they set to achieve in meeting the societal and economic needs are not being achieved.

Statement of the Problem

Educational institution has a direct and indirect impact on the national GDP, the institutions are expected to produce graduate/ human capital that are skillful and knowledgeable to contribute towards the national development and response to the world transformation/ revolution. Output produced overtime has been observed to be faced by unemployment due to lack of adequate capabilities and competences. Sadly, the school curriculum which is channeled towards meeting the needs of the society is becoming a mirage.

All school curriculums are expected to have learning objectives which they seek to achieve at the end of the lesson but these objectives are observed to have been hindered by lack of adequate educational facilities in the school system. Instructional materials are expected to be complimentary with learning and makes it easy for the recipient to comprehend appropriately but instructional facilities are limited or not well utilized in the school system by the institution teachers.

Students in schools are expected to utilize the library, this will give them opportunity to learn and acquire skills that are not being taught during the teaching-learning process. Overtime, it is observed that there are limited books and inadequate library in the school system thus, students have been unable to learn new norms, skills and acquire new knowledge on different fields that will be useful to them.

According to Olelewe et al. (2014), "Education in a broad sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual". This means education is expected to transform and remold an individual in mind, character and physical ability are the major component of employability. Overtime, it seems education objectives in transforming the character and mind of an individual is no longer achievable. It is a national problem when a graduate with employability competences is unemployed but it is the school and the individual problem when a graduate has no employability skills.

Aim of the Study

This study is basically designed to examine the relationship between the quality of educational facilities and graduate employability competencies in Lagos State, Nigeria. Therefore, Specifically, the study sought to find out the following:

1. To what extent is availability of educational facilities enhancing graduate employability

competences

2. To access the utilization level of educational facilities in ensuring graduate employability competences
3. To examine the level of graduate employability competences

Research Questions

In order to address this issue, the following research questions were raised:

1. What is the level of availability of educational facilities in enhancing graduate employability competences?
2. What is the utilization level of educational facilities in ensuring graduate employability competences?
3. What is the level of graduate employability competences?

Research Hypothesis

The following Hypothesis guided the study

Ho1: There is no significant relationship between availability of educational facilities and graduate employability competences

Ho2: There is no significant relationship between utilization of educational facilities and graduate employability competences

Method

This research work examined and evaluated the relationship between the quality of educational facilities and graduate employability competence in Lagos state. Particularly, this research work was carried out in Lagos State. The study adopted a survey research design and the population for the study entails all NYSC member (National Youth Service Corps) batch B in Lagos State, the sample for the study is 256 which was selected using a simple random sampling method from different NYSC zones in Lagos State. In ensuring proper actualization of the goals of this study, three (3) research questions and two (2) research hypothesis were raised. In gathering the primary data used for this study, a questionnaire titled quality of educational facilities and graduate employability competences (QEFGEC) was developed by the researchers. The research instrument was administered through google form, the questionnaire was designed online and responses were gathered online. Before the instrument was administered, it was subjected to face and content validity by 2 professionals in the field of Educational Management and Measurements and Evaluation in University of Lagos and Ekiti State University. Also, in ensuring the reliability of the used instrument, a pilot test was carried out using 20 NYSC members in Ogun State. Using the Cronbach's alpha reliability method, the instrument had a reliability coefficient of 0.74. The

instrument was self-administered to the respondents and responses were gathered within few days due to the aid of ICT. The data gathered on the research questions from the field was analyzed using a simple percentage, means, standard deviation while the research hypothesis was tested using inferential statistics i.e., Pearson product moment correlation.

Data Analysis, Presentation and Discussion

Table 1. Availability of educational facilities in enhancing graduate employability competences?

<i>S/N</i>	<i>Availability of educational facilities</i>		<i>SA</i>	<i>A</i>	<i>N</i>	<i>D</i>	<i>SD</i>
1	School libraries that are well equipped with books enhance student learning skills	F	112	46	39	15	44
		%	43.8	18.0	15.2	5.9	17.2
2	Students in schools with adequate classrooms and lecture halls tend to learn effectively and enhance their employability Competences		72	111	50	19	4
			28.1	43.4	19.4	7.4	1.6
3	Students are interested in learning ICT when their school is adequately provided with computer facilities		48	108	45	29	26
			18.8	42.2	17.6	11.3	10.2
4	The availability of educational facilities in school enables teachers to teach effectively		95	112	7	-	32
			37.1	47.7	2.7	-	12.5
5	The conducive environment and structure of a school enables students to learn		120	99	15	-	22
			46.9	38.7	5.9	-	8.6

Table 1 shows that item 1 indicates that 112 (43.8%) of the respondents strongly agreed that school libraries that are well equipped with books enhance student learning skills while 46 (18.0%) respondents agreed, 39 (15.2%) opted for neutral, 15 (5.9%) disagreed and 44 (17.2%) of the respondents strongly disagreed. Item 2 revealed that 72 (28.1%) strongly agreed that students in schools with adequate classrooms and lecture hall tends to learn effectively and enhance their employability competences while 111 (43.4%) of the respondent agreed while 50 (19.4%) were neutral, 19 (7.4%) disagreed and 4 (16%) strongly disagreed. Item 3 revealed that 48 (18.8%) of the respondents strongly agreed that students are interested in learning ICT when their school is adequately provided with computer facilities, 108 (42.2%) agreed to this, 45 (17.6%) opted for neutral while 29 (11.3%) disagreed and lastly 26 (1.6%) strongly disagreed. Item 4 revealed the opinion of the respondents on the availability of educational facilities in school enables teachers to teach effectively whereby 95 (37.1%) strongly agreed, 112 (47.7%) agreed, 7 (2.7%) neutral and 32 (12.5%). Finally on table 1, item 5 explained the responses of the respondent where 120 (46.9%)

strongly agreed that the conducive environment and structure of the school enables students to learn.

Table 2: Utilization level of educational facilities in enhancing graduate employability competences?

S/N	Utilization of Educational Facilities		VO	O	R	N
6	Lecturer uses instructional materials when teaching	F	46	76	129	3
		%	18.8	29.7	50.4	1.2
7	Our lecturer conducts online classes for us		9	85	107	55
			3.5	33.2	41.8	21.5
8	Students in schools use library		8	150	98	-
			3.1	58.6	38.3	-
9	We use the internet facilities provided in our school to learn other relevant things		64	116	67	9
			25.0	45.3	26.2	3.5
10	We use the sport facilities provided by the school for physical and mental development		64	112	74	6
			25.0	43.8	28.9	2.3

Table 2 explains the opinion of the respondents regarding the utilization of educational facilities by both teachers and students. Item 6 in this table revealed that 46 (18.8%) of the respondents that lecturers very often used instructional materials when teaching while 76 (29.7%) opted for often while 129 (50.9%) said their lecturer rarely use instructional materials when teaching and 3(1.2%) said their lecturers never used instructional material. Item 7 shows that 9 (3.5%) picked very often explaining that their lecturer conducts online classes for them while 85 (33.2%) opted for often, 107 (41.8%) said that their lecturer rarely conduct online classes for them. Item 8 explains that 8 (3.1%) choose very often regarding the rate at which student uses the school library while 150 (58.6%) said student often use the school library while 98 (38.3%) explained that student rarely use the school library. Item 9 shows that 64 (25.0%) of the respondents use the internet facilities provided in the school very often while 116 (45.3) often use it while 67 (26.2) rarely use the internet facilities and 9 (3.5%) never use the internet facilities provided by the school. Item 10 shows that 64 (25%) opted for very often regarding the use of sport facilities in school for physical and mental development, 112 (43.8%) often use it while 74 (28.9%) rarely use the short facilities while 6 (2.3%) never used it.

Table 3: Level of graduate employability competences

S/N	Level of Graduate Employability Competences		Always	Sometimes	Never
11	I am confident of my course of study	F	152	91	13
		%	59.4	35.5	5.1
12	I have excellent written and communication skills		145	102	9
			56.6	39.8	3.5
13	I am self-motivated and committed		150	94	12
			58.6	36.7	4.7
14	I am adaptive to new things		146	87	23
			57.0	34.0	9.0
15	I held a position when I was in school that enabled me to demonstrate my leadership skills		117	91	52
			45.7	35.5	18.7

Item 13 shows that majority 150 (58.6%) are self-motivated and committed while others are not. Item 14 also explains that 146 (57.0%) of the respondents are adaptive to new things and environment while other respondents are sometimes and never. Regarding leadership skills, 117 (91%) has held a position when they were in school, 91 (35.5%) sometimes while 52 (18.7%) never held any leadership position in school.

Table 4: Relationship between availability of educational facilities and graduate employability competences

Variables	Means	SD	N	Df	Cal. R-val	Critical r-value	Remark
Availability of Educational Facilities	3.8289	.91708					
Graduate Employability Competences	3.4320	.52758	256	254	0.258	0.124	Rejected

level of significant 0.05

Table 4 explained that the r-value calculated among the two variables (i.e., availability of educational facilities and graduate employability competences) is 0.258 which is greater than the critical value of 0.124 at 254 d.f and 0.05 level of significance. Therefore, the null hypotheses earlier stated is rejected which implies that there is a significant relationship between availability of educational facilities and graduate employability competences.

Table 5 explained that the r-value calculated among the two variables (i.e., utilization of educational facilities and graduate employability competences) is 0.258 which is greater than the critical value of 0.124 at 254 d.f and 0.05 level of significance.

Table 5: Utilization of educational facilities and graduate employability competences

<i>Variables</i>	<i>Means</i>	<i>SD</i>	<i>N</i>	<i>Df</i>	<i>Cal. R-val</i>	<i>Critical r-value</i>	<i>Remark</i>
<i>Utilization of Educational Facilities</i>	2.6656	.40592					
			256	254	0.258	0.124	Rejected
<i>Graduate Employability Competences</i>	3.4320	.52758					

level of significant 0.05

Therefore, the null hypotheses earlier stated is rejected which implies that there is a significant relationship between utilization of educational facilities and graduate employability competences

Discussion of findings

The result of this findings revealed that there is a significant relationship between quality of educational facilities in the school and graduate employability competences. This study shows the relationship between the availability, utilization and graduate employability competences. Obikwelu (2014) explained that the adequacy and availability of educational facilities contribute to a large extent the academic achievement and graduate competence level. Therefore, it is very important for tertiary institution administrators should know the implication of the school facilities in encouraging and also supporting the student of the school to learn.

It is also important to note that the availability level of educational facilities determines how productivity a lecturer will be in transforming the students into a qualified output that will continue with the national development of the country and nation at large. This is also confirmed in Usen et al. (2019) study when they revealed that a well equipped and structured classroom and sufficient educational facilities enable and support teachers to achieve a high success degree of service delivery than when the facilities are not available for the usage by the lecturers.

It was also discovered that ICT facilities are not adequate for utilization by both the school lecturers and the student. According to Abolade et al. (2005), staff of tertiary institutions can administer teaching using projectors, networking cables and laptops, which are parts of the ICT devices needed for effective teaching, learning, research, administration and virtual conferencing. it is important to know that due to the global change and development, ICT usage is becoming the new normal where teaching and learning can take place without a physical arrangement. National

Policy on Education (2004) revealed the importance and role of ICT in knowledge advancement and also the acquisition of skills for effective participation in the transforming and emerging world.

Conclusion

This study aimed at examining the relationship between quality of educational facilities and graduate employability competence, based on the findings of this study, it was revealed that there is a significant relationship between quality of educational facilities and graduate employability competencies. It must be noted that the availability and utilization of these facilities will go a long way to ensure that before the students graduate, they become more equipped with needed skills for effective functioning in the organization, society or community they find themselves.

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