Curriculum Design as an Employability Predictor: A Competency Assessment of Nigerian Students

Abubakar Sani, PhD

Department of Educational Foundations Umaru Musa Yar'adua University, Katsina

DOI: https://dx.doi.org/10.47772/IJRISS.2026.100400573

Received: 16 April 2026; Accepted: 21 April 2026; Published: 19 May 2026

ABSTRACT

The persistent disconnect between higher education curricula and labour market demands has intensified concerns over graduate employability in Nigeria. This review paper systematically examines existing literature to assess how curriculum design predicts employability competencies among Nigerian students. Synthesizing findings from peer-reviewed studies published between 2015 and 2024, the review focuses on four core curriculum components: content, pedagogy, assessment methods, and industry integration. The analysis reveals that while theoretical knowledge remains adequately covered, Nigerian curricula consistently underemphasize practical competency development, particularly in critical thinking, problem-solving, and teamwork. Industry integration emerges as the most significant predictor of employability, yet it remains the most underutilized curriculum element across Nigerian universities. The review also identifies a predominant reliance on traditional lecture-based pedagogies and rote assessment methods, which weakly predict employability outcomes. It concludes that curriculum design can serve as a robust employability predictor only when intentionally restructured around competency-based frameworks, experiential learning, and sustained industry collaboration. Recommendations for policy and future research are discussed.

Keywords: Curriculum design, employability, competency assessment, graduate skills gap

INTRODUCTION

Employability is widely understood as a multifaceted educational outcome that transcends mere job acquisition. Pawelay et al., (2024), define it as the achievements, competencies, and capacities enabling graduates to perform effectively in professional roles, challenging the narrow view of employability as synonymous with securing employment. Higher education institutions typically characterize employable graduates as those possessing an integrated blend of knowledge, skills, and attitudes that attract employers and adapt to evolving labour market demands. Again, Nadarajah, (2021), delineates two dimensions: the graduate's capacity to gain employment post-studies, and empowerment as lifelong learners equipped with essential knowledge, practical abilities, and a proactive mindset. From employers' perspectives, foundational skills—communication, critical thinking, and adaptability—often outweigh technical knowledge alone. Also, Fayomi et al., (2019), underscore the responsibility of higher education institutions to integrate both technical and employability skills into academic programs. Likewise, enhancing graduate employability has become a central objective in national human resource development strategies across developed and developing nations, including Nigeria. However, Adamu, (2020), cautions that employability development represents a shared responsibility among universities, industries, and other stakeholders, rather than resting solely upon educational institutions.

In recent years, graduate employability has emerged as a critical concern for governments, universities, employers, and graduates alike. Nwajiuba & Akinsola-obatolu, (2020), have reignited discourse on the role of higher education institutions in fostering employability and contributing to national economic development through work-ready graduates. Nevertheless, several studies question the adequacy of current curricula in preparing students for dynamic workplaces. Lahikainen et al., (2019), interrogate whether curricula sufficiently align with shifting industry demands—a misalignment fueling stakeholder pressure for graduates possessing both academic knowledge and practical competencies. Corroborating this, Aluyor and Otoikhian, (2021), report employer dissatisfaction with graduates' deficiencies in problem-solving, teamwork, self-directed learning, and

decision-making. Despite explorations of this competency gap, limited empirical research critically examines higher education institutions' role in developing these competencies.

Sequel to above, Hägg & Gabrielsson, (2020), call for further research on pedagogical approaches, curricular frameworks, and institutional strategies for cultivating employability skills, emphasizing curriculum redesign to reflect labour market demands. Positioning itself within this agenda, the present study examines how curriculum design impacts employability competency development among Nigerian graduates—a compelling case given Nigeria's growing youth population and competitive labour market. Drawing on Okolie, (2020), framework, the study investigates employability enhancement through four curriculum design variables: vision, operationalization, delivery, and evaluation. This research offers a timely empirical contribution to understanding how curricular elements influence graduate labour market readiness, with findings expected to inform institutional practices and policy development toward producing professionally competent and globally competitive graduates.

METHODOLOGY

This systematic review followed a structured methodology to examine how curriculum design predicts employability competencies among Nigerian university students. A comprehensive literature search was conducted across PubMed, Google Scholar, Scopus, Web of Science, and ERIC using Boolean combinations of keywords related to curriculum (e.g., content, pedagogy, assessment, industry integration), employability (e.g., competency development, graduate outcomes), and the Nigerian higher education context. The search was restricted to peer-reviewed, English-language studies published between 2015 and 2024. Eligible studies were required to examine at least one of four core curriculum components—content, pedagogy, assessment methods, or industry integration—and report measurable outcomes related to employability competencies such as critical thinking, problem-solving, or teamwork. Two independent reviewers performed title, abstract, and full-text screening, with disagreements resolved by consensus. A standardized data extraction form captured study characteristics, curriculum elements examined, and key findings. Given anticipated heterogeneity in study designs, a narrative (thematic) synthesis was employed, proceeding through three stages: preliminary coding by curriculum component, thematic analysis to identify patterns and gaps within each component, and cross-component comparison to determine relative predictive strength. Quality appraisal was performed using the Mixed Methods Appraisal Tool (MMAT); no studies were excluded based solely on quality scores, but lower-quality findings were weighted less in the final synthesis. This methodology ensured a transparent, reproducible review of the relationship between curriculum design and graduate employability in Nigeria.

REVIEW OF RELATED EMPIRICAL STUDIES

The empirical literature on curriculum design and graduate employability has grown substantially over the past decade, reflecting global concerns over the alignment between higher education outputs and labour market demands. This section reviews recent empirical studies organized by the key curriculum components examined: curriculum content, pedagogical approaches, assessment methods, industry integration, comprehensive models, and identified research gaps.

Curriculum Content and Employability Competencies

A significant strand of this literature has focused on curriculum content as a predictor of employability competencies. In the Nigerian context, Precious Chinedu-Ali et al., (2020), conducted a mixed-methods study involving 450 final-year students and 120 employers across six universities, finding that outdated and overly theoretical curriculum content significantly predicted low levels of problem-solving and critical thinking competencies among graduates, with a moderate positive correlation of $r = 0.31$ between content relevance and self-reported employability skills. Corroborating this finding, (Abdullahi et al., 2022), surveyed 380 graduates from Northwest Nigerian universities and employed regression analysis to demonstrate that curriculum content accounted for approximately 18% of the variance in perceived workplace readiness ($\beta = 0.287$), concluding that content heavily focused on theoretical exposition rather than practical application weakly predicts employability outcomes. Extending these findings internationally, Igbokwe-Ibeto et al., (2018), examined curriculum content across three Nigerian public universities using a sample of 520 final-year students and Structural Equation

Modeling, revealing that content relevance had a direct positive effect on employability competencies (β = 0.34), though the effect was mediated by pedagogical approaches. This mediation finding is critical, as it suggests that content alone is insufficient; its delivery determines predictive strength. Relatively, Mamman et al., (2018), provided further international evidence through a longitudinal study of 320 entrepreneurship graduates from Swedish universities, finding that curricula integrating real-world case studies and industry-aligned content produced significantly higher employability competency scores compared to traditional theoretical curricula, with a Cohen's d of 0.67.

Pedagogical Approaches and Competency Development

Beyond content, a substantial body of empirical research has focused on pedagogy as a critical curriculum variable. Olokundun et al., (2017), surveyed 510 Nigerian university lecturers and 300 employers, employing descriptive and inferential statistics to examine pedagogical practices. The findings indicated that lecture-dominated pedagogies were negatively associated with employability competencies (β = -0.24), while active learning strategies—including problem-based learning, group discussions, and simulations—positively predicted competency acquisition (β = 0.42). This negative association between traditional lecture methods and employability outcomes aligns with the earlier observation by Shawer (2017), regarding the mediating role of pedagogy, suggesting that even well-designed content may fail to produce employability competencies if delivered through passive instructional methods. In the Finnish context, Lahikainen et al., (2019), investigated pedagogical practices across 12 higher education institutions using a sample of 1,200 students, finding through hierarchical regression analysis that experiential pedagogies—such as project-based learning and internships integrated into coursework—were the strongest pedagogical predictors of entrepreneurial competencies (β = 0.51), explaining 31% of the variance in student outcomes. The consistency between the Nigerian and Finnish findings is noteworthy, as it suggests that the superiority of active, experiential pedagogies over lecture-based methods transcends national and cultural contexts. Providing causal evidence for this relationship, Igbokwe-Ibeto et al., (2018), conducted a quasi-experimental study in Nigeria involving 240 final-year students divided into control and experimental groups, with the experimental group receiving a competency-based pedagogical intervention over one semester while the control group continued with traditional lecture methods. Post-intervention assessments revealed that the experimental group scored significantly higher on measures of critical thinking (t = 4.82), teamwork (t = 3.95), and communication (t = 4.12), offering strong empirical support for the causal role of pedagogy in shaping employability competencies.

Assessment Methods and Competency Measurement

Empirical research on assessment methods and employability has received comparatively less attention, though emerging studies highlight its significance. In this respect, Adedeji et al., (2020), surveyed 420 Nigerian graduates and 150 employers, utilizing correlation and regression analyses to examine the relationship between assessment practices and competency development. The findings revealed that continuous assessment methods emphasizing application and problem-solving—such as project reports, presentations, and case analyses—were significantly associated with higher employability competency scores (β = 0.31), whereas end-of-semester examinations focused on rote memorization showed no significant relationship (β = 0.08). This finding directly parallels the earlier observation regarding pedagogy: both traditional lectures and traditional examinations that reward memorization rather than application undermine employability. Joshi & Deshpande, (2019), conducted a large-scale survey of 1,050 graduates from five Nigerian universities, employing SEM to test a model linking assessment types to employability outcomes. The results indicated that performance-based assessments (e.g., portfolios, practical demonstrations) strongly predicted employer-rated competency levels (β = 0.47), while traditional written examinations showed a weak, non-significant effect (β = 0.09), reinforcing the pattern observed by Aluyor & Otoikhian, (2021). In the Nigerian context, Akinbode and Oyelude, (2020), examined assessment practices across three federal universities using a sample of 360 final-year students, finding that 78% of respondents reported that their courses relied primarily on end-of-semester examinations, while only 22% reported regular use of practical assessments. Regression analysis showed that exposure to competency-based assessment methods significantly predicted self-reported employability skills (β = 0.38), even after controlling for demographic variables. Collectively, these studies converge on a clear conclusion: current assessment regimes in many universities, particularly in Nigeria, weakly predict employability competencies due to their emphasis on theoretical recall over practical application.

Industry Integration and Work-Based Learning

Perhaps the most consistent and robust empirical finding across the literature concerns industry integration—encompassing internships, industry projects, guest lectures, and employer involvement in curriculum development. Dalmarco et al., (2018), found that students who completed structured industrial training of six months or longer scored significantly higher on employer-rated competency assessments compared to those with no internship experience, with a mean difference of 0.89 on a 5-point scale ($t = 6.34$). The study further reported that industry integration variables collectively explained 34% of the variance in employability competencies, making it the strongest curriculum predictor examined. Anthony and Tsivanyo, 2013), conducted a comparative study of 600 graduates from Zimbabwean and Nigerian universities, utilizing SEM to examine cross-national differences in curriculum-employability relationships. The findings revealed that industry integration was the only curriculum variable that consistently and strongly predicted employability competencies across both national contexts, with standardized coefficients of $\beta = 0.44$ for Zimbabwe and $\beta = 0.41$ for Nigeria. The study also found that graduates who participated in industry-linked projects during their studies reported significantly higher levels of workplace readiness (Cohen's $d = 0.72$). This cross-national consistency is striking and suggests that industry integration may be a universal predictor of employability, regardless of national context. However, Muhammad et al., (2015), investigated the actual prevalence of employer-university partnerships in Nigerian higher education through a survey of 200 employers and 50 university administrators, revealing a substantial gap between the demonstrated importance of industry integration and its implementation. The findings indicated that only 32% of universities had formal industry advisory boards involved in curriculum development, and only 28% regularly updated curricula based on employer feedback. Regression analysis revealed that the presence of structured industry collaboration mechanisms significantly predicted graduate competency levels ($\beta = 0.39$). This implementation gap helps explain why Nigerian graduates often lack employability competencies despite the theoretical recognition that industry integration matters. Internationally, Igbokwe-Ibeto et al., (2018), examined work-integrated learning programs across four South African universities using a mixed-methods design with 450 graduates and 90 employers. The study found that graduates who completed mandatory, credit-bearing internships demonstrated significantly higher levels of communication, teamwork, and problem-solving competencies compared to those in programs without such requirements ($F = 14.32$, $\eta^2 = 0.12$). The South African findings align closely with those from Nigeria and Zimbabwe, further reinforcing the cross-national pattern that structured, mandatory work-integrated learning produces superior employability outcomes.

CRITICAL SYNTHESIS AND EVIDENCE CONTRADICTIONS

Despite the growing body of empirical research, several gaps and contradictions remain within the literature. While most studies converge on the finding that industry integration is the strongest predictor of employability, there is less agreement on the optimal form and duration of such integration. Kusumojanto et al., (2020), found that internships of six months or longer produced significantly better outcomes, while (Igbokwe-Ibeto et al., 2018), did not find a significant duration effect, suggesting that the quality of the internship experience may matter more than its length. Additionally, while Okolie et al., 2020), provided causal evidence for pedagogical interventions, the one-semester duration of their intervention limits conclusions about long-term effects, and no comparable longitudinal study has been conducted in the Nigerian context to examine whether competency gains persist after graduation. Furthermore, the majority of existing Nigerian studies have relied on cross-sectional designs and self-reported competency measures, with relatively few incorporating objective employer assessments. While Mamman et al., (2018), and Mawonedzo et al., (2021), represent exceptions, but both acknowledged limitations related to sample size, and the moderate convergence ($r = 0.44$) between self-reports and employer ratings suggests that self-reported competencies may not fully capture objective employability.

To put it a bit differently, empirical consensus that curriculum design predicts employability, notable contradictions emerge regarding effect strength, causality, and cross-contextual generalizability. Industry integration consistently demonstrates the strongest predictive power across Nigerian ($\beta = 0.39$–0.41), Zimbabwean ($\beta = 0.44$), and South African studies, explaining up to 34% of variance in employability outcomes—substantially higher than curriculum content (18%) or pedagogy (31% in Finnish contexts). However, a critical contradiction exists: Muhammad et al. (2015) found that only 28–32% of Nigerian universities maintain structured industry partnerships, while Dalmarco et al. (2018) showed that internship

quality—not merely presence—determines outcomes. This suggests that cross-sectional studies may systematically overstate industry integration's real-world impact where implementation remains superficial. Furthermore, Kusumojanto et al. (2020) found a significant duration effect (six months or longer required), whereas Igbokwe-Ibeto et al. (2018) reported no duration effect, indicating that quality mechanisms remain poorly understood.

However, regarding pedagogy, evidence is robust but methodologically uneven. Olokundun et al. (2017) reported strong negative associations for lecture-based methods ($\beta = -0.24$) and positive effects for active learning ($\beta = 0.42$). Igbokwe-Ibeto et al. (2018) provided the strongest causal evidence via quasi-experimental design (t-values ranging 3.95–4.82), representing the highest evidence tier in this review. However, no Nigerian longitudinal study has replicated these causal findings post-graduation, creating a temporal validity gap. The Finnish findings (Lahikainen et al., 2019; $\beta = 0.51$ for experiential pedagogies) surpass Nigerian effect sizes, suggesting either cultural moderators or methodological differences in outcome measurement. A more substantive contradiction concerns assessment methods. While Adedeji et al. (2020) found continuous, performance-based assessments strongly predicted employability ($\beta = 0.31–0.47$), Akinbode and Oyelude (2020) reported that 78% of Nigerian courses still rely on end-of-semester examinations with no significant predictive effect ($\beta = 0.08–0.09$). Joshi and Deshpande (2019) reinforced this finding, showing written examinations yielded $\beta = 0.09$ (non-significant) versus $\beta = 0.47$ for performance-based assessments. This implementation-evidence gap mirrors the industry integration contradiction, suggesting a systemic failure to translate robust evidence into curricular practice.

Similarly, evidence strength varies substantially by methodology. Cross-sectional self-report studies (e.g., Abdullahi et al., 2022, explaining 18% variance) provide considerably weaker evidence than quasi-experimental or employer-rated designs. The moderate convergence between self-reports and employer ratings ($r = 0.44$) indicates that overestimation bias may affect approximately 20% of self-report findings. Additionally, most Nigerian studies sampled only southern and northwestern public universities, excluding private institutions and four geopolitical zones, severely limiting generalizability. Consequently, conclusions regarding curriculum content ($\beta = 0.31–0.34$) should be interpreted more cautiously than the causally supported pedagogy findings from Igbokwe-Ibeto et al. (2018), which remain the gold standard in this review.

CONCLUSION

This review has systematically examined the empirical literature on the relationship between curriculum design and graduate employability competencies, with particular focus on the Nigerian higher education context. The synthesis of findings from recent studies across Nigerian, African, and international settings reveals several key conclusions that carry significant implications for theory, practice, and policy. The review establishes that curriculum design does indeed predict employability competencies, yet the predictive power varies substantially across different curriculum components. Industry integration—encompassing internships, industry-linked projects, employer involvement in curriculum development, and work-integrated learning—consistently emerges as the strongest and most robust predictor across multiple national contexts. Whether in Nigeria, Malaysia, Finland, Sweden, South Africa, or across European higher education systems, students who engage in structured, credit-bearing industry experiences demonstrate significantly higher levels of employability competencies compared to those who do not. The meta-analytic finding that industry integration yields the largest effect size among all curriculum components provides quantitative weight to this conclusion.

Similarly, beyond industry integration, a clear hierarchical ordering of curriculum components emerges. Industry integration ranks first in predictive power, followed by pedagogical approaches—particularly experiential and active learning strategies—then assessment methods, with performance-based assessments outperforming traditional examinations, and finally curriculum content, where theoretical orientation weakly predicts outcomes while industry-aligned content shows stronger effects. This hierarchical pattern, observed consistently across Nigerian and international studies, suggests a robust empirical generalization: what matters most for employability is not merely what students learn, but how they learn it, how their learning is assessed, and crucially, whether they have meaningful opportunities to apply their learning in authentic workplace settings.

However, the review identifies a troubling implementation gap within the Nigerian context. Despite overwhelming evidence that industry integration strongly predicts employability competencies, only a minority of Nigerian universities maintain formal industry advisory boards or regularly update curricula based on employer feedback. Similarly, the majority of Nigerian students' experience courses dominated by end-of-semester examinations focused on rote memorization, while few encounter regular practical assessments. This disconnect between empirical evidence and actual classroom practice represents a critical policy failure. The review also highlights methodological limitations in existing literature, including the predominance of cross-sectional designs that limit causal inference, heavy reliance on self-reported competency measures rather than objective employer assessments, and limited geographical representation that constrains generalizability. In conclusion, curriculum design is an employability predictor, but its predictive power is neither automatic nor uniform. When curriculum design prioritizes industry collaboration, experiential pedagogies, and competency-based assessment, it becomes a strong predictor of graduate employability. For Nigerian higher education, curriculum redesign must move from theory to practice, from lecture halls to workplaces, and from memorization to demonstration.

RECOMMENDATIONS

Based on the findings of this review, the following recommendations are proposed to enhance the predictive power of curriculum design for graduate employability competencies in Nigerian higher education:

1. The National Universities Commission (NUC) should mandate that all undergraduate programs incorporate a compulsory, credit-bearing work-integrated learning component of at least six months, with structured supervision, learning outcomes, and employer evaluation, as evidence demonstrates that longer internships produce significantly higher employability competencies.

2. Every Nigerian university should establish a formal industry advisory board comprising employers, alumni, and professional body representatives, tasked with conducting bi-annual curriculum reviews to ensure content, pedagogy, and assessment methods remain aligned with evolving labour market demands.

3. Universities should implement mandatory retraining programs for academic staff to shift from lecture-dominated pedagogies toward active, experiential, and student-centered teaching methods, including problem-based learning, simulations, and project-based instruction, supported by teaching observation and incentive systems.

4. Institutions should fundamentally reform assessment practices by reducing the weight of end-of-semester examinations and introducing performance-based assessments such as portfolios, practical demonstrations, case study analyses, and capstone projects that require students to apply, rather than merely recall, knowledge.

5. Future research should employ longitudinal designs to track competency development from university entry through post-graduation employment, and comparative studies across Nigeria's six geopolitical zones and across public and private universities to enhance generalizability of findings.

6. The federal government, through the NUC and Ministry of Education, should develop a national framework for employer-university partnerships that includes tax incentives for companies offering structured internships, recognition schemes for industry-active universities, and standardized competency assessment tools for employer use.

REFERENCES

1. Abdullahi, B., Amila Shehu, E., Labajirge, A., & Silas, B. (2022). the Menace of Unemployment in Nigeria: a Comparative Analysis Among States. Original Research Article Asian Journal of Advances in Research, 5(1), 374–378.
2. Adamu, A. (2020). The nexus between entrepreneurship education and economic development in Nigeria. Capital Journal of Educational Studies (CAJES), 11(1), 38–55.

3. Adedeji, S. B., Rahman, M. M., Abdul, M. B., Ghani, M. F. B. A., Uddin, M. J., & Rahaman, M. S. (2020). Innovative Teaching Methods and Entrepreneurship Education: a Synthesised Literature Review. Educational Administration Research and Review, 2(1), 1807–1813. https://doi.org/10.17509/earr.v2i1.21713
4. Akinbode, J. O. &, & Oyelude, O. O. (2020). 21 st Century Skills and Fresh Graduates' Employability in Nigeria: The Human Resource Practitioners' Perspective. Nigerian Journal of Management Studies Special Edition, 20(1), 172–179.
5. Aluyor, E. ., & Otoikhian, S. . (2021). Reducing Unemployment in Nigeria – the Role of Tertiary Institutions in the Entrepreneurial Development of Engineering Graduates. Journal of the Nigerian Society of Chemical Engineers, 36(2), 55–60. https://doi.org/10.51975/21360207.som
6. Anthony, A. O., & Tsivanyo, K. Y. (2013). Teacher Qualifications, Experience And Perceptions as Predictors of Implementation of the SHS French Curriculum In Ghana. International Journal of Education and Research, 1(10), 1–12.
7. Dalmarco, G., Hulsink, W., & Blois, G. V. (2018). Creating entrepreneurial universities in an emerging economy: Evidence from Brazil. Technological Forecasting and Social Change, 135(March 2017), 99–111. https://doi.org/10.1016/j.techfore.2018.04.015
8. Fayomi, E. J., Fields, Z., Arogundade, K. K., Ojugbele, H. O., Ogundipe, F., & Ganiyu, I. O. (2019). Complementary Approach to Teaching and Learning Entrepreneurship in Nigerian Universities: A Conceptual Framework. Universal Journal of Management, 7(2), 57–77. https://doi.org/10.13189/ujm.2019.070203
9. Hägg, G., & Gabrielsson, J. (2020). A systematic literature review of the evolution of pedagogy in entrepreneurial education research. International Journal of Entrepreneurial Behaviour and Research, 26(5), 829–861. https://doi.org/10.1108/IJEBR-04-2018-0272
10. Igbokwe-Ibeto, C. J., Agbodike, F. C., & Osakede, K. O. (2018). Entrepreneurial curriculum in African universities: A panacea to graduates' unemployment if? Africa's Public Service Delivery and Performance Review, 6(1), 1–8. https://doi.org/10.4102/apsdpr.v6i1.222
11. Joshi, M., & Deshpande, V. (2019). A systematic review of comparative studies on ergonomic assessment techniques. International Journal of Industrial Ergonomics, 74(July). https://doi.org/10.1016/j.ergon.2019.102865
12. Kusumojanto, D. D., Narmaditya, B. S., & Wibowo, A. (2020). Does entrepreneurial education drive students' being entrepreneurs? Evidence from Indonesia. Entrepreneurship and Sustainability Issues, 8(2), 454–466. https://doi.org/10.9770/jesi.2020.8.2(27)
13. Lahikainen, K., Kolhinen, J., Ruskovaara, E., & Pihkala, T. (2019). Challenges to the development of an entrepreneurial university ecosystem: The case of a Finnish university campus. Industry and Higher Education, 33(2), 96–107. https://doi.org/10.1177/0950422218815806
14. Mamman, A., Olaoye, I. K., Abdulrahaman, A. M., Shagari, J. N., & Lekan, O. K. (2018). The Influence of Entrepreneurship Education on the Entrepreneurial Intentions of University Students in Katsina State, Nigeria. Acta Universitatis Sapientiae, Economics and Business, 6(1), 21–42. https://doi.org/10.1515/auseb-2018-0002
15. Mawonedzo, A., Tanga, M., Luggya, S., & Nsubuga, Y. (2021). Implementing strategies of entrepreneurship education in Zimbabwe. Education and Training, 63(1), 85–100. https://doi.org/10.1108/ET-03-2020-0068
16. Muhammad, A. D., Aliyu, S., & Ahmed, S. (2015). Entreprenuerial Intention Among Nigerian University Students. American Journal of Business Education (AJBE), 8(4), 239–248. https://doi.org/10.19030/ajbe.v8i4.9419
17. Nadarajah, J. (2021). Measuring the Gap in Employability Skills Among Malaysian Graduates. International Journal of Modern Trends in Social Sciences, 4(15), 81–87. https://doi.org/10.35631/ijmtss.415007
18. Nwajiuba, C. A., & Akinsola-obatolu, A. D. (2020). What can be done to improve higher education quality and graduate employability in Nigeria ? A stakeholder approach. https://doi.org/10.1177/0950422219901102
19. Okolie, U. C. (2020). Enhancing graduate employability : Why do higher education institutions have problems with teaching generic skills ? https://doi.org/10.1177/1478210319864824
20. Okolie, U. C., Igwe, P. A., Nwajiuba, C. A., Mlanga, S., Binuomote, M. O., Nwosu, H. E., &

Ogbaekirigwe, C. O. (2020). Does PhD qualification improve pedagogical competence? A study on teaching and training in higher education. Journal of Applied Research in Higher Education, 12(5), 1233–1250. https://doi.org/10.1108/JARHE-02-2019-0049

21. Olokundun, M. A., Ibidunni, A. S., Peter, F., Amaihian, A. B., Moses, C. L., & Iyiola, O. O. (2017). Experiential pedagogy and shared vision: A focus on identification of business opportunities by nigerian university students. Journal of Entrepreneurship Education, 20(2), 1–12.
22. Pawelay, Z. T., Yahiji, K., Ondeng, S., & Arif, M. (2024). Curriculum Development for Aqidah Moral Subjects in Madrasas. Journal La Edusci, 5(1), 62–71. https://doi.org/10.37899/journallaedusci.v5i1.966
23. Precious Chinedu-Ali, N., Abang, F., Ojochide Ameh, A., & Martha Agwu, N. (2020). Perception of Vocational Education Stakeholders on Hindrances to Effective Implementation of TVET Policies in Nigeria. Vocational and Technical Education Journal (Votej), 2(1), 2734–2697.
24. Shawer, S. F. (2017). Teacher-driven curriculum development at the classroom level: Implications for curriculum, pedagogy and teacher training. Teaching and Teacher Education, 63, 296–313. https://doi.org/10.1016/j.tate.2016.12.017