



ISSN 2278 – 0211 (Online)

Assessing Impact of Academic Departments' Capacity on Student Employability Skills' Development in Ghanaian Public Universities

Bethel T. Ababio

Associate Professor, Department of Business & Social Sciences Education,
University of Cape Coast (South Campus), Cape Coast, Ghana

Samuel Bentil

Doctoral Student, Department of Business & Social Sciences Education,
University of Cape Coast (South Campus), Cape Coast, Ghana

Abstract:

The purpose of this paper was to investigate the employability skills development efforts of some five academic departments in two higher education institutions in Ghana and recommend ways to aid their creation of employable graduates. This pilot study adopted the cross-sectional design, using a personally constructed questionnaire titled 'Capacity for Employability Skills Development Survey (CESDS)'. Two groups of respondents were involved in the study – level 300 students and their instructors. The academic departments sampled for the study were the Department of Business & Social Science Education, Department for Vocational and Technical Education and Department of Tourism and Hospitality Management, all at the University of Cape Coast. The other two were the Department of Tourism and Department of Secretarial and Management Studies at the Cape Coast Technical University. Findings of the study indicated that the academic departments moderately used majority of their resource capacities to equip their students with employable skills, with the exception of few cases where the students had low training in some of the employable skills. A major recommendation made was that the departments should put in place innovative measures to improve upon their deployment of all their resource capacities to enable them produce employable graduates.

Keywords: Ghana, Universities, human capital, employability skills development, academic departments, and education and development

1. Introduction

Education is one of the key drivers of development in any society. Its relevance to development stems from two main contexts: the general or social relevance and the economic relevance. The social relevance advocates argue that education is not only beneficial to the individual, but also to the society as a whole – that the value of education cannot be simply measured by only the returns to the individual in terms of employment and earning (Boateng & Ofori-Sarpong, 2002). Education in this general context helps the educated individual to perform both social and economic functions more efficiently than their uneducated counterparts. It also engenders better social equality, when educational opportunities are accessible to all the people living in the society. Psacharopoulos (2007) contended that education is an important investment, which develops the human capital of a nation to enhance employment prospects, employability and national productivity. Similarly, Acheampong (2006) asserts that as people's abilities and talents are developed and their general reasoning power enhanced, it leads to a change in their value systems, making them more receptive to new ideas and attitudes for overall national development. One major aim of education is to equip students with the requisite knowledge, skills and attitudes to enable them play a part in the general division of labour. This is what Fletcher (1968) calls the economic aim of education. The direct effects of the economic aim on development are human resource development, provision of employment, enhanced innovation and productivity (Acheampong, 2006).

Bowden (2002) argues that, for education to attain its developmental goals, the school curriculum should begin line with local needs. He further argues that, though investment in education is an investment in human capital, such an investment is likely to be of limited utility in the absence of a supportive environment, pivoted around social networks and affiliations and serving as vital resources for development. Bowden's concern for the relevance of education to national development serves as the catalyst for this study. The focus of this study is however, on the economic relevance, particularly the labour market relevance of education.

One key concept or theme closely related to human development that has closely been associated with the relevance of education to national development in recent times is the issue of employability skills development. From a global or international context, employability as a development concept is firmly foisted on the agenda of international

organizations seeking to influence policy formulation and implementation in both developed and developing countries. One of such organizations, the United Nations Educational, Scientific and Cultural Organization (UNESCO) has carried out extensive research and advocacy on the right to equitable education and the developmental benefits that inure to both individuals and nations from education and training programmes (UNESCO, 1998).

From a regional or African context, several studies and policy documents on employment and employability, have stressed the need for up-skilling and employability to enable African Union (AU) member countries actively participate in the global competitive economy. (ILO, 2012; McCowan, 2014, Page, 2012). One such organization is the Association of African Universities (AAU). The AAU in partnership with the University of Rwanda, organized a 3-day consultative workshop (Oct.14 -16, 2015) in Kigali, that included a round table discussion by four eminent African intellectuals on how African universities could improve graduate employability by inculcating the spirit of entrepreneurship in the graduates (AAU, 2015).

In Ghana, many national policies, politicians, educationists and social commentators have identified the re-alignment of tertiary education programmes to local needs, as crucial to national development. One of such national development plans, the Medium-Long Term 7-Year Development Plan (2008 – 2015) aimed to enhance human capital development through formal education and skills training. The Plan recognized the demand-supply quality gap in skills training, caused by a lack of fit between what is taught in schools and what is needed on the job, apparently due to the lack of involvement of industry in the design of training curriculum and inadequate skill upgrading of instructors. The Plan, therefore aimed to expand knowledge and problem-solving, as well as creativity and competitiveness in human resource development (NDPC, 2008).

From the afore-going discussions, it can be surmised that providing quality and employability skills development to strengthen the human resource base is the hallmark of all educational systems the world over, Ghana inclusive (Fletcher, 2000). Whereas employability skills training can be acquired at different levels of the educational ladder, the university provides the highest level of manpower training globally. This study therefore, focuses on the employability skills training provided by five academic departments in two higher education institutions in Cape Coast, the regional capital of the Central Region in Ghana.

1.1. Purpose of the Study

The general objective of the study, a pilot study to a major study, was to explore the perspectives of undergraduate students and their lecturers on the capacity of academic departments to equip students with employable skills. Specifically, the study aimed to:

- assess the impact of human resources on student employability skills development;
- determine the extent intra-organizational collaborations influenced student employability skills development;
- explore how physical resources were employed to engender student employability skills development; and
- ascertain effects of inter-organizational linkages on student employability skills development

1.2. Theoretical basis of the Study

Several development theories underscore the contribution of education to development. These theories argue that development is partly dependent on education - that education influences the pace and degree of national development. In addition, social development and economic growth have also been linked with education. These theories view the role of education in the process of development as strictly instrumental and functional. One of such theories that lend support to the instrumentalist aim of education to development is the human capital theory (HCT). Whereas there are some empirical evidences (Schultz, 1981; Psacharopoulos, 1988) on the application of the human capital theory to show how education contributes to development, the theory provides the basis for the link between education and economic development.

Increasing investments in university education in general and specific disciplines in the social sciences are underscored by the human capital theory. Seminal work on the role of human capital in economic growth (Denison, 1962; Harbison & Meyers, 1964; and Schultz, 1981) and several empirical studies (Odekunle, 2001; Garba, 2002; Ayeni, 2003), have surmised formal education as being highly instrumental in improving the productive capacity of a society and shown positive correlation between educational attainment and economic growth and development. Acheampong (2006) asserts that the productive capacity of human capital is an investment in education and training, which improves the quality of labour. Human capital theorists argue that the level of education in a nation determines its productivity, economic growth and national development, all things being equal. In spite of the human capital theory's contribution to manpower development, some scholars argue that the theory has failed to explain a growing gap between people's increasing learning efforts and knowledge base and the diminishing number of commensurate jobs to apply their increasing knowledge investments, especially in developing nations. Ayara (2002) asserts that the reason why education has not had the expected positive growth impact on economic growth and development is that the education system has failed such that schooling provides few (or no) skills. This is a theoretical gap that the study hopes to fill - to find out academic departments' capacity to equip students with employable skills for the world of work.

2. Research Methods

2.1. Research Design

The design chosen for this study was cross-sectional survey. According to Cohen, Manion and Morrison (2007), cross-sectional survey is where different respondents are studied at different points in time within a specified timeline.

Creswell (2012) indicates that cross-sectional design has the advantage of measuring current attitudes or practices and capturing multiples variables at the time of data gathering. However, the design cannot establish the cause-and-effect relationship about the study. Also, it cannot be used to study behaviour over a period of time. Notwithstanding, the design was adopted because the researchers gathered data from varied respondents with varied features or characteristics at a specific point in time.

2.2. Population

The target population was five academic departments, comprising three departments at the University of Cape Coast namely, Department of Business and Social Sciences Education; Department of Vocational and Technical Education (VOTEC); Department of Tourism and Hospitality Management; and two departments at the Cape Coast Technical University namely, Department of Secretarial and Management Studies as well as Department of Tourism. However, the accessible population was level 300 students and lecturers of the five selected departments in both universities. In all, 300 respondents formed the population. This population was selected because the duration of all tertiary programmes at the Cape Coast Technical University was three years at the time of the field survey. Hence, to ensure uniformity of the backgrounds of the population, the researchers decided to select third year/ level 300 as the accessible population.

2.3. Sample and Sampling Procedure

The sample size for the study was 150 students and 20 lecturers. This was in conformity with Krejcie and Morgan's (1970) sample size determinant rule. Simple random sampling and purposive sampling were used in this study. Amedahe and Gyimah (2010) define simple random sampling as a type of sampling which gives all units of the target population an equal chance of being selected. The reason for adopting the simple random sampling technique was to ensure fair representation of the target population. Also, the lecturers were selected based on purpose that they teach students in those departments selected for the study. The random numbers method under the simple random sampling was used to give all units of the targeted population an equal chance of being selected. This was done by defining the sampling frame and after numbers were written on a paper from 1- 50 which was the total size of the class. Then students were made to pick and all whose numbers fell within 1-30 were sampled to respond to the questionnaires. Ballot papers numbered 31 to 50 which were picked were subsequently replaced to ensure fairness in the selection process.

2.4. Research Instrument

The instrument used for this study was questionnaire. Leedy and Ormrod (2005) indicated that the questionnaire guarantees confidentiality and anonymity of respondents since it is generally self-reporting. However, the use of questionnaire may not allow the respondents to express their views on the problem extensively. The questionnaire was made up of one hundred and thirty-eight (138) items which was both closed-ended and open-ended questions. The questionnaire items were grouped into five sections where section A dealt with the demographic data of the respondents while Sections B to E dealt with questions that sought answers to the research questions. The items of the questionnaire were put on five-point Likert scale responses in a descending order from Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. The Likert scale is deemed appropriate because the responses on the scale are easily quantifiable and subjective to computation of mathematical analysis as well as having high versatility, which can be sent through mail (electronic or postal) or given in person (LaMarca, 2011).

2.5. Validity and Reliability of Instrument

The research instrument was subjected to a validity and reliability test. The face and content validity of the questionnaire was determined through experts' judgement and colleague researchers. Additionally, Cronbach co-efficient alpha value of .81 was obtained for both students and lecturers' questionnaires. According to Cohen, Manion and Morrison (2007), reliability co-efficient of .70 is considered high and therefore adequate.

2.6. Data Collection Procedure

Ethical clearance and permission were sought from the heads of department of the selected departments. Furthermore, the questionnaires were then administered in the selected departments with the support of some colleague researchers. This was done from 10th to 19th October, 2019 which lasted for one week and two days. Also, there was high retrieval rate in all the five departments selected for the study.

2.7. Data Processing and Analysis

The responses were edited to ensure the completeness of the questionnaire. The data or scores of the various items were fed into a computer software programme known as IBM SPSS (version 22). Furthermore, descriptive statistical tool was used in analyzing the data into frequencies and percentages as well as means and standard deviations. The students and lecturers' questionnaires were analyzed separately.

3. Results and Discussion

Based on the study's four objectives, discussion in this section is in four subsections namely, impact of human resources on student employability skills development, impact of intra-organizational collaborations on student employability skills development, impact of physical resources on student employability skills development and impact of inter-organizational linkages on student employability skills development. Table 1 presents the decision rule format used for the analysis of the four domains of employability skills.

Scale (mean values)	Decision (levels of Employability Skills Development)
4.0 – 3.5	High development/application
3.4 – 2.5	Moderate development/application
2.4 – 1.5	Low development/application

Table 1: Decision Rule Format for Analysis of Data

Source: Field Survey, 2019

3.1. Impact of Human Resource Capacity on Student Employability Skills Development

To assess the impact of the human resource capacity on the training of students in employable skills, the respondents were instructed to give their views on the extent to which they agreed with the statement. The summarized mean of means and standard deviations for each of the four employability skills domains are shown in Table 2.

Indicators	Students Mean	Std. Deviation	Lecturers Mean	Std. Deviation
Intellectual Skills Indicators	3.01	.43	2.98	.47
Key Skills indicators	3.09	.41	2.93	.45
Personal Attributes indicators	3.11	.45	3.01	.60
Knowledge/Experience with Employer Organization indicators	2.93	.46	2.62	.19

Table 2: Impact of Human Resource Capacity on Student Employability Skills Development

Source: Field Survey, 2019

Table 2 presents the responses of students and lecturers on impact of human resources capacity of the selected academic departments on the development of employable skills in students. The results revealed that majority of the students and lecturers agreed that the instructors in their departments had moderately developed students' intellectual skills and there was not much difference in their responses on the statement (Students: Mean=3.01, SD=0.43 & Lecturers: Mean=2.98, SD=0.47). In addition, majority of the students and lecturers agreed that the departments had moderately helped to develop their key skills (Student: Mean= 3.09, SD=0.41 & Lecturers: Mean 2.93, SD=0.45). The findings of the study are in tandem with the literature, where Beaver and Weinbaum (2012) assert that a high human-resourced school is one in which the teachers have high subject matter knowledge, are committed to school goals and are deployed effectively by the school.

The overall mean value as well as the standard deviation for the responses of the students and lecturers' personal attributes indicators were (Mean=3.11, SD=0.45) and (Mean=3.01, SD=0.60) respectively. This shows that the instructors in these departments have been able to moderately develop students' personal attributes skills. Furthermore, it was found from the responses of the students and lecturers that the instructors had been able to help develop moderately students' knowledge and experience with employer organizations (i.e., commercial awareness), and these responses did not differ much from each other (Student: Mean=2.93, SD=0.46 & Lecturers: Mean=2.62, SD=0.19). The inability of instructors to actively involve students in the instructional process is corroborated by the literature. Haffar bemoans the unfortunate situation in Ghana where students are made to sit passively in the classroom right from basic school to the university, without any useful hands-on work, and later after graduation are expected to start work in a non-sitting active posture. He concludes by asking a rhetorical question, 'Are we as a nation not joking with our education system, forgetting that we are creatures of habits?' (Haffar, 2015:38).

Table 3 presents impact of intra-organizational collaboration on student employability skills development.

Indicators	Students Mean	Std. Deviation	Lecturers Mean	Std. Deviation
Intellectual Skills Indicators	3.03	.59	2.04	.78
Key Skills indicators	3.05	.56	2.01	.76
Personal Attributes indicators	3.02	.62	1.93	.70
Knowledge/Experience with Employer Organization indicators	2.78	.68	2.13	.88

Table 3: Impact of Intra-Organizational Collaboration Capacity on Student Employability Skills Development

Source: Field Survey, 2019

Table 3 presents the responses of students and lecturers on the impact of intra-organizational collaboration of the selected academic department on student employability skills development. From Table 3, majority of the students revealed that there was a moderate occasional collaboration among various units/sections in their departments to develop or build students' intellectual skills with less differences in their responses (Mean=3.03, SD=0.59). However, the lecturers' responses indicate that there was low collaboration among the various unit/sectors in the departments in developing students' intellectual skills (Mean=2.04, SD=0.78).

Additionally, it was found from the responses of the students that there was moderate intra-organizational collaboration among the various units/sections in their departments in developing students' key skills (Mean=3.05, SD=0.56); personal attributes skills (Mean=3.02, SD=0.62) and knowledge/experience with employer organizations

(Mean=2.78, SD=0.68), whilst the lecturers' responses revealed that there was low collaboration among the various units/sectors in the departments in developing students' key skills (Mean=2.01, SD=0.76); personal attributes skills (Mean=1.93, SD=0.70) and knowledge/experience with employer organizations (commercial awareness) skills (Mean=2.13, SD=0.88). The variations in the students and lecturers' responses may be that the students were more inclined to defend their departments whilst the lecturers brought out the realities on the ground. The moderate to low impact of intra-organizational collaborations may not augur well for the departments, because according to Beaver and Weinbaum (2012), when the skills and expertise of staff are not shared, and for that matter, remain with individual staff members, such kind of human capital cannot be engendered for improved performance. Conversely, when staff members are accountable to one another and their students, it brings not only the holistic development of that institution, but also their students, thus affirming Schmoker and Marzano's (2000) contention that the very nature of institutions makes it imperative for them to succeed when all parties in it are rowing in the same direction.

Table 4 presents lecturers and students' perspectives on the impact of physical resources on student employability skills development.

Indicators	Students Mean	Std. Deviation	Lecturers Mean	Std. Deviation
Intellectual Skills Indicators	3.03	.41	2.28	.51
Key Skills indicators	3.08	.37	2.67	.34
Personal Attributes indicators	3.11	.49	2.83	.38
Knowledge/Experience with Employer Organization indicators	2.99	.54	3.03	.42

*Table 4: Impact of Physical Resource Capacity on Student Employability Skills Development
Source: Field survey, 2019*

Table 4 presents the responses of students and lecturers on the impact of intra-organizational collaboration of the selected academic departments on student employability skills development. From the results in Table 4, students were of the view that the programmes/curricular and other physical resources had been moderately used to train students' intellectual skills with less difference in their responses (Mean=3.03, SD=0.41). However, the lecturers' responses indicated that there was low application of programme/curricular and other physical resources to train students' intellectual skills (Mean=2.28, SD=0.51). The disparity in the students and lecturers' perspectives may be due to the fact that the lecturers had more knowledge about the programmes and they needed more physical resources to train the students. Since such resources are inadequate, it may affect the quality of training. The lecturers' perspective on low intellectual skills development is in alignment with Haffar's contention that 'critical thinking skills cannot be lectured, memorized or recalled - they have to be thought through and acted on for quality purposeful teaching and learning' (Haffar, 2015:55).

Besides, both the students and lecturers' responses revealed that there was moderate application of programme/curricular and other physical resources to train students' keys skills (Student: Mean=3.08, SD=0.37 & Lecturers: Mean=2.67, SD=0.34); personal attributes skills (Student: Mean=3.11, SD=0.49 & Lecturers: Mean=2.83, SD=0.38); and knowledge/experience with employer organization skills (Student: Mean=2.99, SD=0.54 & Lecturers: Mean=3.03, SD=0.42) with less difference in both students and lecturers responses. The lecturers' stance on the low impact of the curricular and other physical resources on the development of some employable skills is in contrast to 'some key skills identified as international benchmarks for employability skills development - technology skills, communication skills, entrepreneurial skills, creativity and innovation, critical thinking and problem-solving skills, among others' (Haffar, 2014:55).

Table 5 shows perspectives of lecturers and students on impact of inter-organizational linkages on the development of employable skills in students.

Indicators	Students Mean	Std. Deviation	Lecturers Mean	Std. Deviation
Intellectual Skills Indicators	2.91	.58	2.31	.77
Key Skills indicators	2.97	.54	2.67	1.13
Personal Attributes indicators	2.98	.58	2.71	1.13
Knowledge/Experience with Employer Organization indicators	2.79	.62	2.03	.46

*Table 5: Impact of Inter-Organizational Linkages Capacity on Student Employability Skills Development
Source: Field survey, 2019*

Table 5 presents the responses of students and lecturers on impact of inter-organizational linkages on student employability skills development. From the results in Table 5, majority of the students revealed that the involvement of their department in collaborative training programmes with other department/organizations to develop students' intellectual skills was moderate (Mean=2.91, SD=0.58). However, the lecturers' responses indicated that there was low involvement of their departments in collaborative training programmes with other departments/organizations to develop students' intellectual skills (Mean=2.31, SD=0.77). Besides, both students and lecturers' responses revealed that there was moderate involvement of their departments in collaborative training programmes with other departments/organizations

to develop students' key skills (Student: Mean=2.97, SD=0.54 & Lecturers: Mean=2.67, SD=1.13). These findings are in tandem with literature where Coyne and Dye (1998) noted that such linkages help institutions to keep up with advances in pertinent fields and give access to wide-ranging sources of up-to-date information within each area of the institution's work.

Also, on the statement of the departments' involvement in collaborative training programmes with other departments/organizations to develop students' personal attributes, the students' responses indicated that the involvement was moderate (Mean=2.98, SD=0.58) whilst the lecturers' responses indicated low impact (Mean=2.03, SD=0.46). In addition, on the statement of the departments' involvement in collaborative training programme with other departments/organizations to develop students' knowledge/experience with employer organization (commercial awareness) skills, the students responded that the involvement was moderate (Mean=2.79, SD=0.62) whilst the lecturers said it was low (Mean=2.03, SD=0.46). One possible reason for the variations in the responses given by the lecturers and students may be that it appeared the latter were more inclined to protect the integrity of their departments or might have been involved in some external social networking, which was oblivious to their lecturers. In spite of differences in the perspectives of the lecturers and students, the significance of external social networking to student employability skills development is affirmed by Awiah (2013), who opined that offering a work experience opportunity, complemented by mentoring and coaching are one way of assisting inexperienced trainees/graduates to find their first job.

4. Conclusions

Based on the study's findings and the literature, the following conclusions were drawn: With regard to the first objective, the study concludes that a moderate to low development of employability skills by the human resource capacity implies that the academic departments are not making maximum deployment of their human resources to equip students with the right doses of employable skills. The second conclusion is that a moderate to low impact of intra-organizational collaboration on student employability skills development may not augur well for the adequate training of students in employable skills. The third conclusion is that a moderate to low impact of physical resources on employability skills development of students may be the result of the academic departments not deploying fully their physical resources to maximize the training of students in employable skills. The fourth conclusion is that when academic departments put more emphasis on inter-organizational linkages, there is the likelihood they may be abreast of the latest developments in their fields of endeavour and may produce work-ready graduates for the labour market.

5. Recommendations

With regard to the impact of human resource capacity, the study recommends that the academic departments should be more innovative in the training of students by making their instruction more student-centred, because such instructional strategies help in student acquisition of employable skills. The second recommendation is that for academic departments to maximize their inter-staff collaboration capacity there is the need for them to form professional learning communities where both staff and students share their knowledge, experiences and insights on issues relevant to their departments. The third recommendation is that the academic departments need to mobilize more physical resources to make the training of students more effective because a well-resourced staff encountering shortage of physical resources may be frustrated and become ineffective. The fourth recommendation is that there is the need for the academic departments to increase their external collaborations, particularly with industry if students are to acquire knowledge and skills in workplace ethos and practices.

6. References

- i. (AAU) Association of African Universities (2015). *The AAU university-industry linkages a. workshop document, October 14- 16, 2015*. Accra: AAU.
- ii. Acheampong, I. K. (2006). *Human resource development, labour market concepts and a. operations*. Cape Coast: Catholic Mission Press.
- iii. Amedahe, F. K., & Gyimah, A. E. (2010). *Introduction to educational research*. Accra: Mercury Press.
- iv. Awiah, D. M. (2013, September 2). Tertiary institutions urged to prepare students for job market. *Daily Graphic*, p. 59.
- v. Ayara, N. N. (2002). *The paradox of education and economic growth in Nigeria: An empirical evidence*. Selected papers for the 2002 Annual Conference, Nigerian Economic Society (NES). Ibadan: Polygraphics Ventures Ltd.
- vi. Ayeni, O. (2003). *Relationship between training and employment of technical college graduates in Oyo State between 1998 and 2001*. Unpublished Ph.D. Thesis. University of Ibadan, Nigeria.
- vii. Beaver, K. J. & Weibaum, H.E. (2012). *Measuring school capacity, maximizing school improvement*. Philadelphia, PA: Consortium for Policy Research in Education (CPRE).
- viii. Boateng, K. & Ofori-Sarpong, E. (2002). *Analytical study of the labour market for tertiary graduates in Ghana*. A World Bank/National Council for Tertiary Education & the National Accreditation Board Project Report. Accra, Ghana.
- ix. Bowden, R. (2002). 'Young people, education and development'. In V. Desai and R. B. Potter (Eds.). *The companion to development studies*. London: Arnold. Pp. 405- 409.
- x. Cohen, L., Manion, L., & Morrison, J. (2007). *Research methods in education*. (6thed.). London: Routledge Taylor and Francis group.
- xi. Coyne, K. & Dye, R. (1998). The competitive dynamics of network-based businesses. *Harvard Business Review (January-February)*, 99-109.

- xii. Creswell, J. W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. (4thed.). New Jersey: Pearson Education.
- xiii. Denison, E. F. (1962). Denison E. F., (1962). Education, economic growth and gap information. *Journal of Political Economy*, 70 (5), 124-128.
- xiv. Fletcher, B.A. (1968). The aims of university education. In D. Layton (Ed.). *University teaching in transition* (pp. 3-7). Edinburgh: Oliver and Boyd.
- xv. Fletcher, J.A. (2000). The appraisal of mathematics teachers in Ghana. *Journal of Educational Management*, 3, 36 – 63.
- xvi. Garba, P.K. (2002). *Human capital formation, utilization and the development of Nigeria*. Selected papers for the 2002 Annual Conference. Nigerian Economic Society (NES). Ibadan: Polygraphics Ventures Ltd.
- xvii. Haffar, A. (2014, September 8). Education for the 21st century skills: Best practices from
- xviii. Singapore, Finland and Switzerland. *Daily Graphic*, p. 55.
- xix. Haffar, A. (2015, January 12). Education for the world of work: Advancing Ghana from a Third World to a First. *Daily Graphic*, p. 55.
- xx. Harbison, F. H. & Meyers, C. A. (1964). *Education, manpower and economic growth*. New York: McGraw-Hill.
- xxi. ILO (2012, March-May). *Africa's response to the youth employment crisis: Regional report*. Geneva: ILO.
- xxii. Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities.
- xxiii. *Journal of Educational and Psychological Measurement*, 30, 607-610.
- xxiv. LaMarca, N. (2011). *The Likert scale: Advantages and disadvantages*. Retrieved from <https://Psyc450.wordpress.com/2011/12/the-likert-scale-advantages-and-disadvantages>
- xxv. Leedy, D. L. & Omrod, J. E. (2005). *Practical research planning and design*. (5th ed.). New Jersey: Merrill Prentice Hall.
- xxvi. McCowan, T. (2014). *Can higher education solve Africa's job crisis? Understanding graduate employment in Sub-Saharan Africa*. London: British Council.
- xxvii. National Development Planning Commission (NDPC) (2008, Feb.). *Medium –Long Term*
- xxviii. *National Development Plan (7-Yr Dev. Plan)*. Accra: NDPC.
- xxix. Odekunle, S.O. (2001). *Training and skill development as determinants of workers' productivity in the Oyo State Public Service*. Unpublished Ph.D. Thesis,
- xxx. University of Ibadan.
- xxxi. Page, J. (2012, Oct.). *Youth, jobs and structural change: Confronting Africa's 'employment problem'*. Working Paper No. 155. Tunisia: ADB.
- xxxii. Psacharopoulos, G. (1988, January). Education and development: A review. *World Bank Research Observer*, 3, 99 – 116.
- xxxiii. Schnoker, M. & Marzano, R. J. (2000). Realising the promise of standards-based education. *Educational Leadership*, 56 (6), 17 – 21.
- xxxv. Schultz, T. W. (1981). *The economic value of education*. Berkeley: University of California Press.
- xxxvi. UNESCO (1998, Oct. 5-9). *Higher education in the twenty-first century: Vision and action*. Paris: UNESCO.