



## Ultimate Evaluation of B.Sc. Economics Degree Programme of Federal Universities in North Central Nigeria

Iwuagwu Godson Chinedum<sup>1</sup>, Olekah Nkechi Juliet<sup>2</sup> & Madu B. C.<sup>1</sup>

<sup>1</sup>Department of Science Education, University of Nigeria Nsukka

<sup>2</sup>Department of Educational Foundation, Chukwuemeka Odumegwu Ojukwu

Corresponding author: chigods2013@gmail.com

### Abstract

The study conducted ultimate evaluation of B.Sc. Economics Programme of federal university in North Central Nigeria. Evaluation research design was adopted for the study. A sample size of 161 employed B.Sc. Economics graduates drawn using multistage sampling procedure was used for the study. Two instruments: B.Sc. Economics Programme Ultimate Evaluation Scale (BEPUES), and Employer Interview Guide (EPIG) developed by the researcher were used for data collection. BEPUES and EPIG were face-validated by three validators. Inter-rater reliability estimate of BEPUES was determined using the Kendall coefficient of concordance that yielded a reliability index of 0.80, indicating that the instrument has high inter-rater reliability index, hence good for the study. The data collected were analysed using both descriptive and inferential statistics. Specifically, the research questions were answered using mean and standard deviation. While hypothesis was tested using analysis of variance (ANOVA) at 0.05 level of significance. The study revealed that B.Sc. Economics graduates of federal universities in North Central Nigeria are poorly equipped in areas of planning, entrepreneurship, development of economic ideas, policy making, creativity and wealth creation, problem-solving, data base management, excel package, data analysis and interpretation; use of modern software for economic analysis such as SPSS, STATA E-VIEW, MATLAB, R.O Studio, VIVO; and that a large gap exists between skills taught by federal university B.Sc. economics programme in Nigeria and skills needed in the labour market. Furthermore, the university of graduation has no significant impact on the mean job performance scores of B.Sc. economics graduates among federal universities in North Central Nigeria. The study therefore recommended that NUC in collaboration with other stakeholders in B.Sc. economics programme of federal universities in North Central Nigeria should engage on curriculum review and improvement on the identify areas of weakness of B.Sc. Economics programme.

**Keywords:** Ultimate, Evaluation, B.Sc. Economics, and Programme

### Introduction

Ultimate evaluation is a contemporary concept that stands for on –the- job evaluation of a programme relative to its stipulated objectives. It is a term that describes the apex stage of instructional, curricular and educational programme evaluation preceded by formative evaluation and summative evaluation if organized in ascending order. According to Suchman (1967), ultimate evaluation refers to the process of determination of the overall success of a programme in relation to its statement of objectives. Also Stufflebeam and Anthony (1985) defined ultimate evaluation as the determination of the overall success of a programme vis-a- vis its stated objectives”. In line with authors

above, this kind of evaluation places emphasis on the pre-stated goals and objectives of the programme (s) of interest with actual outcome of the programmes. Its core purpose is to collect data on the products (graduates) of a given educational programme at the place of employment or engagement that requires the application of knowledge and skills gained from an educational programme to evaluate and create feedback on the quality, suitability, relevance, strength, weakness, overall success and the extent a programme achieves it stipulated objectives in real life situation.

However, the definitions of ultimate evaluation by Suchman (1967), Stufflebeam and Anthony (1985),



seems not to have pinned down the ‘process’ that portrays the practical peculiarity of this type of evaluation. Ultimate evaluation is therefore defined by the researchers as the assessment of on- the- job performance of graduates relative to the objectives of the programme to determine the functionality, suitability, weakness and strength of the programme. It is the apex or zenith stage of evaluation that informs the instructional, programme, and curriculum planners if the ultimate goal of the programme is achieved or not; it’s worth, relevance and suitability of the entire programmes to the contemporary dynamic society, employers of labour, trend of events, local and global policies and innovations. Hence, it focuses on the quality of products of a given education programme of interest beyond evaluation grading and certification. Operationally, in this study, ultimate evaluation is defined as an evaluation of grandaunts employees’ job performance in line with objective of B.Sc. economics programme to determine the overall success, suitability, functionality and the extent economics programme achieved what it ought to achieve (its objectives).

Bachelors in Science (B.Sc.) Economics Programme is one of the academics programmes run in the universities as listed by the National University Commission (NUC). It is a social science programme (Kemgbara & Ubulom, 2017). B.Sc. economics as a programme is paramount to any nation for sound governance, good polices and of course the hub of every good and wealthy economy. The objectives of B.Sc. economics programme include to: Provide training in the principles of economics and their applications, stimulate students intellectually through the study of economics and to lead them to appreciate its application to a range of problems and its relevance in a variety of contexts; provide a firm foundation of knowledge about the workings of an economy and to develop the relevant skills for the constructive use of that knowledge in a range of settings; develop in recipient the ability to apply the analytical tools, knowledge and skills acquired to the solution of societies’ economic problems; equip students with appropriate tools of analysis to tackle issues and problems of economic policy; develop in students problem solving skills, through the study of economics, a range of transferable skills that will be of value in employment whether public, private or self-employment; provide students with analytical skills and the ability to develop simplified frameworks for studying the real world; provide students with the knowledge and skill base, from which they can proceed to further studies in

economics, related areas or in inter-disciplinary areas that involve economics; and generate in students an appreciation of the economic dimensions of wider social and political issues (NUC, 2015, pg.55).

Furthermore, ultimate evaluation of B.Sc. economics degree programme is concerned with the ultimate questions such as, are the products of the programme what they should be? Are the graduates of the programme measuring up to the expectations of the programme? Are the products of the programme able to do what is expected of the people exposed to such programme? To what extent do the products or graduates of economics cope with jobs relative to their areas of specialization? Are the skills offered by the programme relevant and in tune with the innovations in dynamic society and global village? To what extent do the products of the programme meet up with world class standard? For example, it is expected that any graduate of B.Sc. economics degree programme should be able to acquire abstract thinking skills, deductive analysis skills, inductive analysis skills, quantification skills and managerial skills among others. The above inquired abilities and skills are expected to manifest on the job performance of the programme products. However, given the above questions, the researcher observed great limitations of other types of evaluation to provide in-depth feedback required for functional B.Sc. economics degree programme. For instance, summative evaluation used in university economics programme are mostly used for certification and grading as stated by (Nworgu, 2015), and does not account for real life performance of graduates. Furthermore, Afolabi (2012) opined that certificate and certificate grade acquired may be deceptive, may not representing the real ability or achievement of the bearer.

Buttressing the above point, Adul-wahab (2015) identified test instrument as a major tool for summative evaluation and identified that inherent limitation of test if not properly handled is the major source of the deception on feedback required for effective university economics programme. In line with the above claims, Oguguo, *et al.* (2019) observed that summative evaluation scores of economics students are often associated with fundamental errors as a result of examination malpractice, item compromise and item practice which may lead to artificial scores that does not represent the real knowledge, achievement and skills of the learner in economics. The resultant effects are wrong grading, wrong certification and graduates parading certificates they may not defend nor exhibit the requisite skills accrue to one who underwent such



programme. These pose great limitation on summative evaluation of instructional programmes to be used in judging the efficacy of university economics undergraduate programme: being what is expected to be at a given time (suitability) and the programme achieving what is expected of it upon completion (functionality). Given these observations, the researchers postulate that formative and summative evaluation that dominated evaluation in B.Sc. economics do not have the capacity to determine the overall success of the programme in real –life situation. Hence, making valid judgment based on job performance (ultimate evaluation) of the products of B.Sc. economics degree programme will provide authentic information and feedback on the strength, weakness, and relevancy of programme to labour market, and Nigeria in the 21<sup>st</sup> century. Hence, the rationale behind this research work on ultimate evaluation of B.Sc. economics programme of federal universities programmes in North Central Nigeria.

Federal universities are owned and funded by the federal government of Nigeria. They are those public universities establish and funded by the federal government that are strategically located across the country to provide access to university education to a vast majority of Nigerians. The government ensured that at least one federal university is established in every state of the country. Perceived advantages of federal universities is that they have access to more funding than the state universities, since they are under the direct control of the Federal Ministry of Education (Mogaji, 2019); and are relative affordable compare to state and private universities in North Central Nigeria hence, they are not made for profit maximization, but to render service for societal development (Okani, Ogunode & Ajape, 2021). This informs on the important of federal universities in North Central Nigeria.

North Central Nigeria, is one of the geographical regions located at the northern part of Nigeria, spanning from the west, around the confluence of River Niger and the River Benue, within the latitude of 10<sup>o</sup> 20' 00" N and longitude of 7<sup>o</sup> 45' 00" E (National Geospatial- Intelligence agency, 2002). It is made up six states, namely Benue, Kogi, Kwara, Nassarawa, Niger, Plateau; and the FCT, Abuja. North Central Nigeria has seven federal universities accredited by NUC to ensure that facilities and human resource needed to achieve the objectives of given programme is achieved. NUC in a bid to improve the quality of university graduates and reduce unemployment in

Nigeria, accreditation exercise is conducted for economics programmes every five years to ensure that the facilities and human resource required to achieve the stipulated objectives are available. Interestingly, observation has shown that accreditation exercise is taken serious are observed as of when due among the federal universities in North Central Nigeria, however evidence from literature showed that NUC accreditation exercise may not have assured the expected quality of B.Sc. economics programmes in terms of effectiveness and suitability to labour market needs, requisite skills and global standard, pointing that NUC and universities have no effective planned feedback mechanism to access information on the suitability, relevancy of the skills taught to the labour market, employability of B.Sc. economics graduates, and job performance of the economics graduates at places of employment related to their area of specialty. For instance, Godwin and Johnson (2012) observed that a disconnection exist between the supply of and the demand for graduates in the Nigerian labour market; that there are large numbers of unemployed graduates; low productivity of graduates employed; and that most Nigerian universities curricular bear little or no practical relevance to the skills need of the economy. Supportive to the above claims, Corominas, Saurina and Villar (2010) reported that there is continuous mismatch between the competences that are required in jobs and the level of competence-based learning acquired at university do to the gap that exist between what goes on in university and the society. Also, Mark, Billy, and Aristeo (2013) identified skills required for graduates' employment in the labour market to include good human relations skills, communication skills, information technology skills, and critical thinking skills are required for employment of graduates in the labour market. In line with the above observation by Mark et al. (2013); Siraye, Abebe, Melese, and Wale (2018) reported that business and economics graduates at Bahir Dar University in Ethiopia need improvement on problem solving skills, information technology skills, adapting to change and risk taking skills, stressing high need for curriculum enhancement.

Relative to the above assertion on curriculum enhancement, NUC, introduced new and upgraded university curriculum, introduced new courses and learning experiences for B.Sc. economics programme in 2015, which was expected to start producing B.Sc. economics graduates from 2018 that were exposed to this new curriculum to the labour market with second set of graduates in 2019 and third set in 2020

respectively all things being equal. Till date, the review of available literature has shown that the functionality of B.Sc. economics programme given the upgraded curriculum has not been determined beyond academic performance of the graduates which may not depict the real quality of the graduates in practical reality and real-life situation. Therefore the need to create feedback on the weakness, strength and the extent federal university B.Sc. economics programme achieved its objective among 2018 – 2021 graduates in practical reality necessitated this study on ultimate evaluation B.Sc economics graduates of federal universities.

### Research questions

1. What is the job performance mean rating of B.Sc. Economics graduates of federal university in North Central?
2. What is the influence of university of graduation on the job performance mean ratings of B.Sc. Economics graduates of federal universities in North Central, Nigeria?

### Hypothesis

The null hypothesis below was proposed and tested at 0.05 levels of significance:

**Ho<sub>1</sub>:** There is no significant influence of university of graduation on the job performance mean ratings of B.Sc. Economics graduates among federal universities in North Central, Nigeria.

### Scope of the Study

The study was restricted to ultimate evaluation B.Sc. Economics programme of federal universities in North Central Nigeria from 2018 to 2021. The study determined the job performance of federal university B.Sc. Economics programme with reference to the university of graduation.

### Method

#### Design of the Study

The study employed evaluation design. According to Nworgu (2015), evaluation research design is a study which the major thrust is the collection of data in their natural and manipulated setting; concerning event, program, project-process, input and output so as to determine the status concomitant to their pre-determined aims and objectives upon the recognition of status of event, process or products on which data were collected for making a value judgment regarding the efficacy, relevance, appropriateness, quality, usefulness, strength and weakness of the event is made against some early stated criteria. The rational

for choosing this design was because the researcher intends to evaluate, document and report the on – the - job performances of graduates of B.Sc. Economics programme of federal universities in North Central, Nigeria to create a feedback on the strength and weakness of the programme.

### Sample and Sampling Techniques

The sample size for the study comprised 161 employed B.Sc. economics graduates from federal universities in north central Nigeria drawn using a multi-stage sampling procedure. The researcher at the first stage used simple random sampling technique to draw four states in North Central, Nigeria. Such include: Kogi State, Kwara State, Nasarawa State and Plateau State. At the second stage, the researcher adopted the use of purposive sampling techniques to select federal university from each of the sampled states. The choice of purposive sampling techniques at this stage is appropriate to avoid the possibility of sampling universities that are not running economics programmes or not having accreditation for economics programme. Hence, NUC accreditation is a requisite for sampling any university in the study. This amounted to a total of four universities. At the third stage, the researcher used the snowball sampling technique (chain referral), using the head of departments of economics of the sampled universities to identify the graduates and their places of employment through department whatsapp groups for graduates to draw employed B.Sc. economics graduates from the sampled federal universities. This amounted to sample size of 161 employed graduates of B.Sc. economics programme that were used for the study. Snowball sampling techniques was deemed appropriate and choosing at this stage in line with advice of Johnson (2014), that snowball sampling techniques was deemed most appropriate for sampling from the population that is hidden. Since there is no document to the best of the researcher's knowledge that shows the number of university B.Sc. economics graduates from 2018-2021 in North Central, Nigeria that are employed and where they may be readily found, justified the researchers' choice of the sampling techniques at this stage.

### Instrument for Data Collection

The instruments for data collection for this study were employers'-rating scale titled: B.Sc. Economics Programme Ultimate Evaluation Scale (BEPUES), and Employer Interview Guide (EPIG)





developed by the researcher. The BEPUES is made up of two sections; A and B. Section A sought for demographic information of the graduates such as sector of employment, employee's university type, year of graduation, university graduated from. While section B contained 30 inclusive items to elicit information from the employers on the extent employees' exhibit skills, and abilities required in their job in line with the objectives (NUC objectives) of B.Sc. economics programme and 21<sup>st</sup> century required ability and skills. BEPUES covers the extent graduates of B.Sc. Economic Programme manifest transferable skills, economics specific skills, general intelligent skills and digital literacy skills. The BEPUES was modelled on a five-point rating scale ranging from E (Excellent) 5, VG (Very Good) = 4, G (Good) =3, P (Poor) =2, and VP (Very Poor) =1

Also, interview guide titled Employers' Interview Guide (EPIG) comprising 10 items was used to conduct interview on the B.Sc. economics employers to elicit information on the areas of the strength and weakness of the B.Sc. economics programme; and the areas the programme needs improvement. BEPUES and EPIG were both subjected to face validity by three specialist; two in measurement and evaluation and one economics all from university of Nigeria Nsukka. Their suggestions were effected. BEPUES was further subjected to inter-raters reliability using the Kendall coefficient of concordance that yield reliability index of

0.80, showing that the instrument has high inter-raters reliability.

### Method of Data Analysis

Data collected was analysed using both descriptive and inferential statistics. Specifically, the research questions were answered using mean and standard deviation. While hypothesis was tested using analysis of variance (ANOVA) at 0.05 level of significant. ANOVA was used to test hypothesis because the study compared the job performance mean ratings of employed B.Sc. economics graduates among federal universities which involves more than two groups (universities) to find out if the mean difference is by chance or statistically significant at 0.05 level of significant. To answer the research questions, the result was interpreted using mean benchmark of 3.00, given that 3.00 is the average score of the options of the five point rating scale  $(5+4+3+2+1)/5 = 3.00$ . Therefore, mean job performance scores of graduates below 3.00 ( $y < 3.00$ ) indicates poor performance; while mean job performance scores of 3.00 and above ( $3.00 \leq y$ ) indicates good quality of B.Sc. Economics programme. In testing the null hypothesis, the following decision rules were used: (i) When the associated probability value obtained is less than 0.05 (that is,  $P < 0.05$ ) the null hypothesis will be rejected and (ii) When the associated probability value obtained is greater than 0.05 (that is,  $P > 0.05$ ) the null hypothesis will not be rejected.

## Results

**Table 2: Mean and Standard Deviation of Job Performance ratings of B.Sc. Economics Graduates of Federal Universities in North Central Nigeria**

		<b>Federal Universities N = 161</b>		
S/N	Items	$\bar{X}$	SD	DEC
1	Thinking from other perspectives in order to solve organizational problems	3.20	0.93	Good
2	Reasoning from unknown to known to create solution to the challenges of the organization	3.16	0.92	Good
3	Application of knowledge in solving fresh problems to meet the need of the organization.	3.06	0.91	Good
4	Ability to take data and make sense out of data	2.95	0.93	Poor
5	Planning ability	1.84	0.40	Poor
6	Creative ability	2.38	0.53	Poor
7	Communication ability	3.11	0.86	Good
8	Collaboration with other employees to achieve a common goal	3.34	1.06	Good
9	Quest for information and giving attention to details	2.78	0.98	Poor
10	Problem-Solving ability	2.39	0.86	Poor
11	Econometric representation of economic ideas	3.18	0.84	Good
12	Mathematical representation of economic ideas	2.84	0.92	Poor
13	Development of economic ideas	2.48	1.06	Poor
14	Statistical techniques for computation of data	2.61	0.86	Poor
15	Economic policy making skills	2.40	1.00	Poor
16	Job creation skills	2.22	0.79	Poor
17	Wealth creation skills	2.17	0.72	Poor
18	Entrepreneurship skills	2.55	0.90	Poor
19	literary ability	2.80	0.78	Poor
20	Information -processing ability	2.68	0.86	Poor
21	Interpersonal relation ability	2.87	0.65	Poor
22	Time –management skills	2.96	1.11	Poor
23	Rational thinking	2.87	0.71	Poor
24	Emotional intelligence	2.77	0.86	Poor
25	Computer operating ability	3.07	0.93	Good
26	Internet browsing Ability	3.01	0.86	Good
27	Data base management skills	2.16	0.85	Poor
28	Statistic package for social science (SPSS) manipulative skills	1.42	0.54	Poor
29	Zoom compliance ability	2.68	1.00	Poor
30	Power point presentation ability	2.50	0.62	Poor
<b>Grand Mean</b>		<b>2.68</b>	<b>0.46</b>	<b>Poor</b>

The result of the study presented in Table 1 showed the mean and standard deviations of employers' ratings on the job performance of B.Sc. Economics graduates of federal universities in North Central, Nigeria. The result of the study showed the mean job performance ratings of B.Sc. Economics graduates of federal universities for

items 1, 2, 3, 4, 7, 8, 11, 25, and 26, as 3.20, 3.16, 3.06, 3.11, 3.34, 3.18, 3.18, 2.84, 3.07, and 3.01 with standard deviation of 0.93, 0.92, 0.91, 0.86, 1.06, 0.84, 0.93 and 0.86 respectively. The mean ratings were within the range of 3.00 and above set as criterion for good job performance. This implies that the B.Sc. Economics



graduates of federal universities in North Central Geopolitical Zone of Nigeria exhibited good job performance in areas involving: thinking from other perspectives in order to solve organizational problems, reasoning from unknown to known to create solution to the challenges of the organization, application of knowledge in solving fresh problems to meet the need of the organization, communication ability, collaboration with other employees to achieve a common goal, econometric representation of economic ideas, computer operating ability and internet browsing ability.

However, B.Sc. Economics graduates of federal universities in North Central, Nigeria exhibited poor job performances on items: 5, 6, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 27, 28, 29 and 30; with mean job performance ratings below 3.00 benchmark set as criterion for poor job performance. This implies that federal universities B.Sc. economics graduates are weak in the areas involving ability to take data and make sense out of data, planning ability,

creative ability, quest for information and giving attention to details, problem-Solving ability, mathematical representation of economic ideas, development of economic ideas, statistical techniques for computation of data, economic policy making skills, job creation skills, wealth creation skills, entrepreneurship skills, literary ability, information - processing ability, interpersonal relation ability, time – management skills, rational thinking, emotional intelligence, data base management skills, statistic package for social science (SPSS) manipulative skills, zoom compliance ability and power point presentation. Meanwhile, the result presented on the above table also revealed that B.Sc. economics graduates of federal universities had grand mean of 2.67 and standard deviation of 0.46 which is below the benchmark of 3.00 set as criterion for good job performance. This implies that in general terms, B.Sc. economics graduates of federal universities in North Central Nigeria had poor job performance.

**Table 2: Mean and Standard Deviation of job performance ratings of B.Sc. Economics Graduates of Federal Universities in North Central, Nigeria by Universities.**

FED. Universities	N	Mean	S.D	DEC
FULAFIA	29	2.69	0.43	Good
FULOKOJA	40	2.64	0.44	Good
UNI JOS	55	2.69	0.46	Good
UNILORIN	37	2.63	0.52	Good
<b>Total</b>	<b>161</b>	<b>2.67</b>	<b>0.46</b>	<b>Good</b>

Key:  $\bar{X}$  = Mean; SD = Standard Deviation

The result of the study presented in Table 2 above showed the mean ratings and standard deviations of employers’ ratings on the job performance of B.Sc. economics graduates of federal universities in North Central Nigeria. The result of the study showed that Federal University of Lafia, and University of Jos rated 1st with mean rating and standard deviation of 2.69 (0.43) and 2.69 (0.46) respectively; and Federal University of Lokoja rated 3rd with mean rating and

standard deviation of 2.64 (0.44), while University of Ilorin rated 4<sup>th</sup> with mean rating and standard deviation of 2.63 (0.52). Thus, the federal universities had grand mean and standard deviation of 2.67 (0.46) which is below the benchmark of 3.00 set as criterion for good job performance mean rating. This implies that B.Sc. economics graduates of federal universities in North Central Nigeria had poor job performance mean rating.

**Table 3: ANOVA of the significant influence of University of Graduation on the Job Performance Mean Ratings of B.Sc. Economics Graduates among Federal Universities in North Central Nigeria**

	Sum of squares	Df	Mean square	F	Sig.	Dec.
Between Groups	0.134	3	0.045	0.20	0.89	Not Significant
Within Groups	34.667	157	0.221			
<b>Total</b>	<b>34.801</b>	<b>160</b>				

NS = Not significant

The Table 3 above, showed ANOVA of the Significant influence of university of graduation on the job performance mean ratings of B.Sc. economics graduates among federal universities in North Central Nigeria. Result showed that an f-ratio of 0.20 and a significant value of 0.89 were obtained. Since the significant value of 0.89 is greater than 0.05 set as level of significance, this means that the null hypothesis which stated that there is no significant influence of university of graduation in the job performance mean ratings of B.Sc. Economics graduates among federal universities in North Central Nigeria is accepted. The inference drawn is that university of graduation had no significant influence on the job performance of B.Sc. economics graduates of federal universities in North Central Nigeria.

### Discussion of Findings

The findings of the study showed that B.Sc. Economics graduates of public universities in North Central Nigeria had good job performances in some areas such as collaboration, critical thinking, application of knowledge, communication, and computer operating among others. However, exhibited poor performances on the areas of planning, creativity, research, problem-Solving, mathematical representation of economic ideas, development of economic ideas, statistical techniques for data analysis, economic policy making, job creation, wealth creation, entrepreneurship, literary ability, information – processing, Statistic package for Social Science (SPSS) skills among others. This finding was in line with the outcome of interview granted to the employers of B.Sc. Economics graduates from universities in North Central Nigeria that revealed that fresh graduate employed demonstrated not to be properly equipped to fit in the labour market. The interview further revealed that the graduates are ICT compliance but requires improvement on excel package, data base management, data analysis and interpretation skills; use of modern

software for economic analysis such as SPSS, STATA, E-VIEW, MATLAB, R.O Studio, VIVO. Thus, the finding agrees with Siraye, Abebe, Melese, and Wale (2018), who reported that business and economics graduates at Bahir Dar University in Ethiopia need improvement on problem solving skills, information technology skills, adapting to change and risk-taking skills and there is high need for curriculum enhancement. Also, the finding agree with Mark, Billy, and Aristeo (2013) who reported that B.Sc. graduates of hotel management are good in human relations skills, communication skills, information technology skills, and critical thinking skills are required for employment of graduates in the labour market. However, disagree on entrepreneurship skills and problem- solving skills. This may be as a result deference in profession or professional focus. The finding of the study also agreed with Godwin and Johnson (2012) who reported that disconnection exists between the supply and the demand for graduates in the Nigerian labour market; that there are large numbers of unemployed graduates; low productivity of graduates employed; and that most Nigerian universities curricular bear little or no practical relevance to the skill needs of the economy. Also, the finding of the study is in agreement with the findings of Corominas, Saurina and Villar (2010) which reported continuous mismatch between the competences that are required in jobs and the level of competence-based learning acquired at university. This may be due to over emphasis on theoretical teachings in the universities and over emphasis on summative evaluation (paper and pen test) in – lieu of practical approach to teaching and learning of economics and lack of proactive on the part of stakeholders in B.Sc. economics programme and education in general to identifying needs of the labour market and tailoring the curriculum to meet the current needs of labour market and realities of 21<sup>st</sup> century.





## Conclusion and Recommendations

Given the major findings of the study, it was concluded that B.Sc. Economics graduates of federal universities in North Central Nigeria are poorly equipped in areas of planning, entrepreneurship, development of economic ideas, economic policy making, creativity and wealth creation skills, problem solving and data base management, excel package, data analysis and interpretation; use of modern software for economic analysis such as SPSS, STATA, E-VIEW, MATLAB, R.O Studio, VIVO. Besides, that a large gap exists between what is going on in the university and the labour market; huge gap between the skills taught in B.Sc. economics and skills needed in the labour market in the dynamic and technological driven economy of 21<sup>st</sup> century, this implies the urgent need for curriculum update and compulsory development of lecturers to be acquainted with the modern and needed skills in the job. Hence, recommend that:

- NUC in collaboration with other stakeholders in B.Sc. Economics Programme of federal universities in North Central Nigeria should engage on curriculum review and improvement of B.Sc. Economics curriculum in the identified weak areas of the programme to deliberately select learning materials to improve on the identified areas of poor performance.
- Curriculum planners and other stakeholders in B.Sc. economics programme should be proactive in identifying needs of the labour market and tailoring the curriculum to meet the current and future needs of labour market, introduction of problem solving courses, and courses that have to do with real- life situation, and integration of mandatory internship programme in the B.Sc. economics programme to reduce the gap between theory and practical reality of the programme.

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