



INTERROGATING THE PARADOX OF ACQUISITION OF POST GRADUATE DEGREES AS A PATHWAY OUT OF GRADUATE UNEMPLOYMENT: EVIDENCE FROM KATSINA STATE, NIGERIA

¹ Abdullahi Balarabe *, & ² Muhammad Aliyu Tanko

*Corresponding authors' email: ate04@yahoo.com

¹ Department of Economics & Development Studies, Faculty of Social Sciences,
Federal University Dutsin-ma, Katsina State - Nigeria

² Department of Economics, Al-Qalam University Katsina - Nigeria

ABSTRACT

This study investigates acquisition of postgraduate degree as a pathway out of graduate unemployment, interrogating the paradox: evidence from Katsina state. The study has adopted ex-post factor design, to examine the relationship between the variables under study, been a survey research design. SPSS version 22 is the statistical software used in the descriptive and inferential analysis, the results of correlation (OLS) coefficients of the hypotheses, signifies a positive and significant relationship between graduate unemployment and acquisition of postgraduate degree. Therefore, the more graduate is unemployed, the more they demand for postgraduate studies. However, Evidence gotten from the findings revealed that, graduate unemployment will not change significant in spite of the skills, knowledge one may have, due to bribery, corruption and nepotism. Moreover the coefficient of the independent variables of the regression analysis implies that, for every bribery, corruption, nepotism and other factors committed, will result to 2.7% increase in graduate unemployment. The study therefore recommended that, government should get the incentives right, Align anti-corruption measures and agencies with market, behavioral, and social forces. Adopting integrity standards, punishing corruption is a vital component of any effective anti-corruption efforts, government should acknowledge the significant role of people in the development process of any economy as such placing human capacity building through creation and Implementation of employment and vocational training centers.

Keywords: *Ex-post factor design, Graduate unemployment, Postgraduate degree, Katsina state*

1.0 Introduction

The emergence of educated, qualified but jobless graduates of higher institutions of learning is a contemporary issue and a challenge to the theory of human capital and global sustainable development goal in Nigeria and Katsina state in particular. Human capital development lies at the heart of economic, social and environmental development; it is also a vital component for achieving internationally agreed sustainable development goals, including millennium development goals MDGs and for expanding opportunities to all people, particularly the most vulnerable groups and individuals in the society, (Oladeji S.I. 2014). However; the strategy of human capital development in development planning concerned two-fold objectives of building skills and providing productive employment for non- utilized and under-utilized manpower, (Mier,1970). Many states in Nigeria including Katsina, have continued to face challenges in utilizing and developing human resource, it has been asserted that, there is no free flow of market forces to allow graduate with the requisite skills and knowledge to get decent jobs for the skills they possess, due to either bribery, corruption, nepotism or both. The frightening situation of graduate unemployment may have caused some psychological

problem, real or imagined fear of not getting jobs after completion of studies. This becomes worse when elder siblings at home are not gainfully employed after completion of their first degree, this creates a scenario where younger ones are immediately put in for a second degree to boost their chance of getting employment.

Graduate unemployment is a challenge that most economies are facing under the current economic circumstances, Oppong & Sachs (2015), Stated that even the developed nations have not shown exception to this frightful social problem, although the up-surge is more pronounced in the developing countries. In Africa and Nigeria in particular, graduate unemployment is a very daunting challenge in the labor market. Oddly enough, Balogun (2016), hinted that almost half of the 10million graduates, churned out of the over 668 universities in Africa yearly, do not get jobs. This by implication goes to establish that, graduate unemployment is one of the most critical developmental problems facing the African continent. It has not only disallowed some of the countries to achieve their economic greatness and developmental aspirations, but has also kept them as nations with jobless growth economy.

By statistical information in Nigeria, the phenomenon of graduate unemployment has reached an alarming state. For instance, Akintoye (2008), indicated that graduate unemployment as a percentage of total unemployment rose in Nigeria from 1% in 1974 to 4% in 1984. In less than a decade, between 1992 and 1997, it accounted for 32% of the unemployed labour force in the country (Dabalén, Oni & Adekola 2000). Conservatively, Eneji, Mai-Laifa & Weiping (2013) put the rate of unemployed graduates at about 60% of the Nigeria labour supply market. Recent publication supplied by National Bureau of Statistics (2016), indicated that a total of 52million citizens within the economically active population of Nigeria is jobless and this figure consisted mostly of newly qualified university graduates.

Unemployment situations are becoming complex, Decision makers must take into accounts a wider range of action plans as a matter of development policies, employment as stimulant to quality of life. To further complicate the issue, decision regarding unemployment are made at the upper level of government when each region are facing a peculiar unemployment issue , the federal government resorted to proving ad-hock solutions to the problem of graduate unemployment namely, N - Power program of the federal government, were graduate are been employed to work for two years when there is no actual plan at hand on what to do with this graduate after the expiration of their contract, they could have earn all the requisite work experience that could have make them fit and relevant to the global labour market needs. The problem has become worse when states of the federation including Katsina state, begin to copy this model of the federal government, where they conceptualize their own as S - Power, as a panacea to the problem of graduate unemployment. It important to note that, providing ad hock solutions to problems of graduate unemployment can only make things worse, in the long run.

This research work aims at proving clarity on some hitherto unanswered question regarding, why graduate of higher institutions of learning continue to demand for postgraduate degrees at the midst of high rate of graduate's unemployment in Katsina state Nigeria. The research will critically assess the scale and scope of graduates and the reason for increasing participation of postgraduate studies enrollment with a view to verify whether or not the theory of human capital is substantiated.

Therefore, the broad objective of this research is to examine whether the acquisition of postgraduate degrees is a pathway out of graduate unemployment in Katsina state, Nigeria. Thus, the paper is organized as follows: The paper consist of five sections upon which the section first section is the general background of the study the next section provides the

empirical literature review and theoretical framework, followed by a discussion of the methodology in Section three. Section four focused on data presentation and discussion of results while section five dwelled on conclusion and policy recommendations.

2.0 Literature Review

2.1 Conceptual Framework

Concept of Graduate Unemployment Literature is replete with various definitions of graduate unemployment. Mpumelelo S. (2022) coin graduate unemployment to be a result of one of three key factors, frictional, structural or combination of the two, however the fundamental line of his argument has been structural in South Africa graduate unemployment has been as a result of skill mismatched. However, in the context of this study and Katsina State Nigeria, the study has taken an entirely different approach. According to Statsa (2021), South African employers need individuals with skills, however as of the first quarter of 2021, 151,200 individuals who hold at least a degree cannot find work. This is what Pauw et.al (2006) coins as the labour market paradox.

According to Oppong & Sachs (2015) graduate unemployment is defined as the number or proportion of degree holders (graduate and post graduate) in a given economy who are capable and willing to work, but unable to find jobs. This definition established graduate unemployment as a specific type of unemployment among people with academic degree from higher institution working zero hour and earning zero income. This was viewed almost in the same context with Eneji, Mailafia, & Weiping (2013); Akinyemi & Ikunomore (2012) and Ogege (2011) described graduate unemployment to encompass graduate of universities and polytechnics who are fit and ready to work, but could not find a job or discriminated by experience. In these categories of people are fresh and young tertiary institution graduates, retrenched graduates seeking re- engagement and those who are underemployed or on disguised employment. Within the perspective of this research study, graduate unemployment has been construed to mean condition of involuntary idleness for university graduates who are actively seeking for remunerative employment, but cannot find any, under the prevailing economic circumstance. While demand for postgraduate degrees refers to those graduates of higher institutions of learning who are currently undergoing postgraduate degree programs.

2.2 Theoretical framework

This study considered Harry Jerome's structural unemployment theory and human capital theory. The later, emphasizes the role of investment in education as a tool for accelerating economic and social achievement. Also, the theory takes cognizance of training as mechanism for enhancing individual employability skills. This is supported by Kulkarni (2013); Halidu (2015); Aselebe (2019) who found out that a worker can be self-creative, intellectually sound by exposing to training programs. Also, no organization can achieve optimum productivity until the individuals have applied the required skills and knowledge.

However, the basic theory underpinning this research problem, is the theory of human capital, the theory is not without historical evolution, the theory of human capital dates back to the mid-twentieth century, to the historical period of economic development, when the differences in the rate of economic growth between some industrialized and underdeveloped countries increased intelligently at an unprecedented rate. Furthermore, from the end of the 18th century to the beginning of the 20th century, a significant contribution to the development of the theory of human capital was made by L. Walras, J.M. Clark, Walsh, I. Fisher, and a quite number of others. However; The Swiss economist Leon Walras, the founder of the theory of marginal utility, tried to combine the principle of marginal utility

with the theory of supply, demand and the theory of production and costs. By deeply examining production costs, he showed the role of living labor in their formation (L Walras and Etudes 1898). The American economist John Maurice Clark showed the role of state regulation of labor and theoretically justified the feasibility of implementing a number of government measures for economic regulation of the labor market in relation to developed countries (J.N. Clark 1957).

Since the early 1900s, economists working within the framework of the concept of human capital have made the first attempts to quantify the effectiveness of human capital in the economy. They began to widely use economic, mathematical and statistical tools in such issues as human value, the impact of the national education system on the country's economic growth, family costs associated with rising economic value of a person, the formation and use of public spending necessary for the upbringing and education of the population. A great contribution to the study of these issues was made by L. Dublin, F. Cram, I. Fischer, and S. H. Forsyth. Certain provisions of the economic views of these major economists were used later in the formation of the modern theory of human capital. The formation of the theory of human capital as an independent scientific field is connected with foreign studies of the 60s of the 20th centuries. (M. M. Khaykin, A. A Lapinskas 2020).

2.3 Empirical framework.

Pantami. I. (2022), postulated that, the future of job for graduate of higher institutions of learning in Nigeria and beyond is digital skills he further noticed that to overcome the problem associated with lack of skill, skills development one must go beyond technical skills to include socio-economic skills, cognitive skills and cross-cutting digital skills. He failed to acknowledge the roles public policy responses necessary to address bottle-neck surrounding development and utilization of relevant skills including employment of graduates with the requisite skills and ready to work and unveil their potentials.

Olabiyi. O.B (2021), Opined that, universities have contributed to the situation of graduate unemployment by merely churning out a flood of graduates that are unskilled and unemployable. The study recommends that universities curriculum be tailored to meet specific skills required in the society, work study program be incorporated into higher education and national youth service corps (NYSC) be incorporated with the national directorate of employment (NDE) as an employment route for graduate in order to help recreate the peace and tranquility that Nigeria employed earlier. But the study has failed to recognize that deployment of corps members is characterized by a lot bribery and nepotism there by degrading the values to which the scheme was created. Likewise, national directorate employment is to an exception to this monster, various graduate unemployment policies.

Abubakar. A, Abdulrasheed. A (2020). Find out that unemployment among degree graduates is 61 percent while 7 percent among graduate with postgraduate degrees in Katsina state using a sample size of 150, a stratified sampling technique was used and categorized the population of the state in to 3 geopolitical zones, the study is underpinned by Julius Nyerere philosophy of education, which coined education as tool for self-reliant, the study has come up with recommendations of reviewal of education curriculum, entrepreneurial skills and government commitment. The model adopted by the study is defective, within the context of the study "The term education is too broad and out of context since education can be learn formally or informally, therefore, the issue of linking and modeling it with graduate unemployment is inappropriate and narrowly defined

Longe Olukayode, (2017), In another study carried out using structured questionnaire in line with the modified liked scale, using a purposive sampling, the data were analyses using

descriptive statistics of frequency count, percentages, mean, standard deviation and kurtosis. The findings identified a combination of causal factors responsible for the aggregated incidence of graduate unemployment in Nigeria. The finding indicates further that, the socio-economic implication of graduate unemployment on the nation and the affected individuals were horrific. Aside from being waste of human capital on the nation, those caught on web were often susceptible to frustration and non-conforming behaviors. The research was able to show that, there was no effective collaboration between universities and employers in providing relevant skills for employability and employment fulfillment of university graduates. From the perspectives of remedial measures, the study found among other things counteractive top-down approach to job creation policies, design and implementations as pathway to graduate unemployment reduction in Nigeria.

Milivoje and Jovan D. (2016), opined that, the mismatched between educational system and labour market needs, is best manifested though disparity between supply and demand for university graduate. He further hinted that, graduate unemployment is characterized by underutilization of human capital, low activity rate, high youth unemployment rate, regional differences in employment and internal labour migration. The system of education is non-responsive to the signals coming from the labor market, domination of quantity over quality has contributed to the increased growth in the number of university graduates, consequently leading to increase in number of unemployed graduates. They concluded by suggesting lifelong learning models as a necessity of modern labour market.

Pitan oluyami S. Adedeji S.O (2012), the study examined the problem of skill mismatch and its prevalence in the Nigerian labor market, study was carried out in all six geopolitical zones of the country, a purposive sampling technique was used, and the study adopted descriptive survey research design of ex-post facto type to select one town per geopolitical zone. The data was analyzed used the analysis of variance ANOVA Where the research found a significant negative relationship between skills demand and supply ($r = 0.485$, $P < 0.05$). The extent of skills mismatch was 60.6% with weakness found in communication, Information technology (IT), the hypothesis finds a significant negative relationship that implies, as the demand for skills increased in the labour market, the quality of skills supplied by university graduates decreased significantly.

Patrick O. and Lawrence Isiraoje (2012), identify the causes of graduates/youth unemployment to be, Rapid changes in technology, recession, inflation, disability, volatile business cycles, changes in taste as well as alterations in the climatic conditions, this may in turn leads to decline in demand for certain services as well as product, attitudes towards employers, perception of employees, employees values, discriminating factors in the place work may include discrimination on the basis of age, social class, ethnicity, color and race as well as ability to search or look for employment. They were able to establish a strong relationship between graduate unemployment and visionless leadership.

In terms of specificities, the Chartered Institute of Personnel Management of Nigeria (CIPMN, 2016), identified some factors that predisposed tertiary institution graduate's unemployment in the country. These were lack of national employment policy, sub-optimal quality of graduates, educational system not tailored and aligned to industry need and inappropriate educational curricula. Others are poor political governance, poor setting of policy direction, inconsistent government policy and harsh business environment. Besides, in recent decades, the Nigeria economy has not achieved any significant diversification and the country's tertiary education system has witnessed a massive admission overload of students, resulting to oversupply of higher education graduates.

This lack of synergy between the production of graduates and employment opportunities emphasizes the complexity of the graduate unemployment issue in Nigeria (Ogege, 2011). Oppong (2013), gave over supply of university graduates, mis-alignment of the educational system output, inadequate practical training and inelastic labour absorptive capacity in both the private and public sectors as causal factors of graduate unemployment. This was as a result of the non-expansion of job market, employment opportunities and slow sustainable economic growth and development in that country. Similar findings have been documented in Malaysia by Sirat & Shuib (2012) and Noor (2011), where job mis-match, English proficiency, misguided educational qualification and lack of employable skills were given as factors accountable for unemployment among university graduates.

Madoui (2015), also found the disconnection between the university education system and the world of work as the striking cause of graduate unemployment in Algeria. The skills acquired from the tertiary institutions appeared dysfunctional and irrelevant. Consequently, some of the university graduates saw themselves in a difficult situation because the gap in skills acquired in the university and skills requirement set by employers in the Algerian working environment. In the same vein.

It can be concluded that the studies reported in this section, that there is a questionable trend of graduate unemployment in Nigeria, considering the fact that research efforts have not been much in this area of study, despite its strategic importance to sustainable growth and national development. Most literatures were talking and centered on social repercussions of graduate's unemployment, lack of synergy between product of the university and world of work, educational system no tailored towards the industrial need, the literature has not viewed graduate unemployment from bribery corruption, nepotism and acquisition of more degrees to get out of the trap. University graduates should only be pulled into entrepreneurship using soft-wired approaches and deliberate policies of government, if the nation genuinely wants to reduce graduate unemployment. Research Method of Survey design has been employed in the study. There are similarities and controversies relating to the estimation technique, variables underlying the model specification. However, the overall empirical evidence on social demand for higher education is inconclusive. This notwithstanding, there exist vacuum and this research work is taking almost entirely different dimension in the dynamics of graduate unemployment and demand for postgraduate degrees in Katsina state, Nigeria. This with a view to draw implication and policy recommendations for employment generation policies in the state.

3.0 Methodology

3.1 Research Design

A Survey research design was employed for the study, through administration of questionnaire. The study has adopted quantitative method in order to ensure precision and in-depth coverage of the research objectives. Since the study is asking a question about "what it is", a researcher need a scheme or blue print for investigating the relationship among the web of variables of the study, prior to the actual study. The specific structure of this useful guide is referred to as a research design. Being a survey research design, this study has adopted ex-post facto design. The ex-post facto design, being an after- the fact design, is chosen since the researchers aim, is to observe what has already occurred: Graduate unemployment and demand for postgraduate degrees

3.2 Method of Data Collection

This research problem has adopted primary methods of data collection due to its authenticity, specific nature and up to date information.

3.3 Study Area and Target Population

This targeted postgraduate students of FUDMA, Al-Qalam and Umaru Musa Yar'adua Universities for a strata of 2020/2021 academic. At as when collecting this information according the secretaries of the postgraduate school of the respective institution, FUDMA is having a total number of 500 registered students, UMYU is having 200 while ALQALAM is having 50 students, thereby making a total number of 750 students

3.4 Sampling Technique

Convenience sampling technique was used in carrying out the study. This study selected Katsina state higher institutions of learning that are offering post-graduate programs namely Umar Musa Yar'adua University, Al-Qalam University and Federal University Dutsin-ma. In accordance to the objectives of this study, it is essential to define the population of the study from whom the information was primarily generated. Therefore, the population of the study is, the population of postgraduate students enrolled into different postgraduate study programs at federal university Dutsin-ma, Umaru Musa Yar' Adua University and Al-Qalam University Katsina state, Nigeria. According to the postgraduate schools of the respective institutions at the time of conducting this research work, the total number of students enrolled for 2020/2021 academic session is estimated at Seven Hundred and fifty (750)

3.5 Sampling Size and justification

Therefore, the population of the study from the three schools (FUDMA has 500, UMYU 200 Al-Qalam 50) based on the data/attendance from School of Post Graduate Studies, at the time of conducting this research, seven hundred and Fifty students across the three schools (750), to cover entire population. These institutions are the only ones that are conducting postgraduate programs in the state. This technique is must practical in this research context, cost-effective and ease of availability. Yamani (1967) formula was adopted for drawing the sample size that would represent the whole population. Thus, the formula is given as:

$$n = \frac{N}{1 + N(e^2)}$$

Where n is sample size;

N is total number of populations

e² is the square of error tolerance

Consequently, N is given as 750 and e² is given as (0.05)²

Therefore,

$$n = \frac{N}{1 + N(e^2)}$$

$$n = 260$$

Therefore, the sample of 260 sample size is distributed among the students of Post Graduate Studies of the Schools

Moreover, a simple random sampling technique was employed for the study. Subsequent to the determination of 260 sample size for the study, 180 respondents were randomly selected

from FUDMA, while 60 and 20 were randomly selected from UMYU and Al-Qalam respectively.

3.6 Technique of Data analysis

The data analytics technique of descriptive and inferential statistics was employed in the study, a case study data analysis technique by which, a case study provided from primary source (documentary evidence) was used to analyse quantitative data and information retrieved from the primary source. According to Fawole, et al (2006), "textual analysis involves analyzing, evaluating and interpreting written materials" while the case study technique involves analyzing data gathered from a small group through observation, interview and documentary evidence (Fawole, et al, 2006). Yin (2014) holds that the case study data analysis technique helps "to improve our social science methods and practices over those of previous generations of scholars"

3.7 Validity and Reliability Test

The use of questionnaire method for collecting data for the study is subjected to both validity and reliability test. To achieve this, the service of research expert in this field was employed to validate the list of questions on the questionnaire list in ensuring that the key variables are well captured by the content of the questionnaire. The questionnaire was administered with a sample of 750 postgraduate students in federal university Dutsin-ma, Umaru Musa Yar'adua University Katsina and Al-Qalam University Katsina for 2021/2022 academic session. While pre-test was used to assess the internal reliability and validity of the survey questions. The Crombach Alpha test of reliability was utilized to ensure that there is internal consistency in the instrument that are used

3.8 Model Specification

The demand for higher education according to national output is expressed in simple functional relationship between dependent variable and independent variable. Therefore, the multiple regression was employed in the study, the relationship between graduate unemployment. Situations and demand for higher degrees. The model employed by the study is as follows.

$$APD = \beta_1 \ln (JOP_t) + \beta_2 \ln (KNA_t) + \beta_3 \ln (PC_t) + \beta_4 \ln (GU_t) + \beta_5 \ln (RPG_t) + \beta_6 \ln (PIIS_t) + \beta_7 \ln (PES_t) + \beta_8 \ln (CON_t) + \beta_9 \ln (LFDI_t) + \beta_{10} \ln (ED_t) + \beta_{11} \ln (FTVE_t) + \beta_{12} \ln (II_t) + \beta_{13} \ln (IETP_t) + u_t$$

Where:

APD = Acquisition of postgraduate degree

JOP = Job opportunities.

KNA = Knowledge acquisition, Proficiency and capacity Development.

PC = Career Pursuit, and Self-actualization

GU= Graduate unemployment is proxied

RPG = Rapid population growth

PIIS = Poor incentives in the informal sector

PES = Poor educational system

CON = corruption/ Nepotism

LFDI = Low foreign direct investment

ED = Efforts duplication.

FTVE = faulty technical and vocation training

II = Insecurity of investments.

IETP = Ineffective Target of graduate unemployment policies

u_t = Stochastic disturbance term

The study has employed the use of primary data, which was collected using structured questionnaire, covering 260 postgraduate students that are running full-time programs at Federal University Dutsin-ma, Katsina, Al-Qalam University Katsina, and Umar Musa Yar'Adua University Katsina State, Nigeria. These has been divided into strata of social and physical science of each of the institution. Descriptive and inferential statistics will be used in the analysis of the data. The study is intended to reveal the various dominant factors for post graduate enrolment participation as lack of Employment opportunities, proficiency and capacity development, career pursuit and self- actualization while the dominant factor for graduate unemployment - Rapid population growth, poor incentives in the informal sector , insufficient aggregate demand of graduate, price distortions, insecurity of investment, corruption/nepotism, ineffective targeted of unemployment policies, poor educational sectors.

4.0 Data Presentation and Analysis

4.1 Descriptive Statistics

Table 4.1: Gender of the Respondents

Gender	Frequency	Percent
Male	228	96.2
Female	9	3.8
Total	237	100

Source: Authors' computation with underlining data from field survey, 2022.

The table 4.1 above indicate that 228 (96.2%) of the respondents were male, while 9 (3.8%) of them were females. It can be deducted that majority of respondents is dominated by male. The above analysis represented the total number of 237 respondents (100%) used for the study. The possibility of why majority of the respondents are male may be attributed to cultural values, religion and norms in the area, women attitudes towards work -life, women to are certain extent are generally believed to stay at home, follow instructions from their spouse as the education acquired will not be useful to them, do house work/chores and depend on their husbands or relatives to sustain a living.

Table 4.2: Residence of the Respondents

Resident	Frequency	Percent
Residence	225	94.9
Non-Residence	12	5.1
Total	237	100

Source: Authors' computation with underlining data from field survey, 2022. SPSS version 22

The result in table 4.2 revealed that 225 (94.9%) of the respondents were Residence, while 12 (5.1%) of them are non-residence. A substantial number of the respondents are Residence of Katsina state.

Table 4.3: Age of Respondent

Age	Frequency	Percent
21-30 years	48	20.3
31-40 years	73	30.8
41-50 years	61	25.7
51 years and above	55	23.2
Total	237	100

Source: Authors' computation with underlining data from field survey, 2022. SPSS version 22

Table 4.3 shows that the distribution of the respondents' age from 48 (20.3%) were between the age bracket of 21-35 years, 73 (30.8%) of them were between the age of 31-40 years, 61(25.7%) were between 41-50 years while 55 (23.2%) were 51 years and above. Majority of respondents are between the ages of 21 - 40years which is relevant to relate their level of understanding of graduate unemployment, the decision to enroll for postgraduate studies and are within economically productive age in the state.

Table 4.4: Institution of the Respondent

Institution	Frequency	Percent
FUDMA	153	64.5
UMYUK	72	30.5
ALQALAM	12	5.00
Total	237	100

Source: Authors' computation with underlining data from field survey, 2022. SPSS version 22

The result in Table 4.4 revealed that 153 (64.5%) of the respondents studied in FUDMA, 72 (30.5%) studied in UMYUK while 12 (5.0%) of the students studied at AL-QALAM. This implies that, the spatial distribution of the respondent is relatively fair.

Table 4.5: Program of Study

Program	Frequency	Percent
PGD	100	42.2
MSc	127	53.6
PhD	10	4.2
Total	237	100

Source: Authors' computation with underlining data from field survey, 2022. SPSS version 22

The result in Table 4.5 revealed that 100 (42.2%) of the respondent's program of study was PGD, 127(53.6%) were MSc while 10 (4.2%) of them were PhD. Majority of the respondents from their institution indicate that their program of study was MSc. This implies that, there are more MSc. Studies than postgraduate diploma and PhD students combine together.

Table 4.6: Factors Influencing the Decision to enroll for Postgraduate Studies

Factors	Frequency	Percent
Job Opportunities	26	11.0
Knowledge acquisition, Proficiency and capacity Development	132	55.7
Career Pursuit, and Self-actualization	79	33.3
Total	237	100

Source: Authors' computation with underlining data from field survey, 2022. SPSS version 22

The result in Table 4.6 revealed that 26 (11.0%) of the respondent's decision factor on enrollment was based on job opportunities, 132 (55.7%) of them based their decision on knowledge acquisition, proficiency and capacity Development while 79 (33.3%) of the respondent's decision of enrollment was for career pursuit and self-actualization. Larger response from the respondents showed that, knowledge acquisition, proficiency and capacity Development is the major reasons why they enroll for postgraduate studies. However, job opportunities is also relevant to certain extent.

Table 4.7. Sacrifices Made in pursuit of Postgraduate Studies

Sacrifice for the PG students	Frequency	Percent
Lot of money	123	51.9
Stressing Parents	104	43.9
Missing Employment Opportunities	10	4.2
Total	237	100

Source: Authors' computation with underlining data from field survey, 2022. SPSS version 22

The result in table 4.7 above revealed that 123 (51.9%) of the respondent's sacrificed a lot of money in pursuing their Post Graduate Studies, 104 (43.9%) of the respondent indicated that Post Graduate studies put a pressure and stressed their parents financially while 10 (4.2%) of the respondent's opined that Post Graduate Studies had deprived them of many job opportunities. This implies that, a significant proportion of the respondent could not finance their studies by themselves.

Table 4.8. What impacts is your sacrifice making for being in the program

Impact of PG Studies	Frequency	Percent
Distance from the family	53	22.4
Burden to parents	46	19.4
Inability to finance oneself	57	24.1
Inability to fulfill some financial Obligations	72	30.4
Unable to marry	9	3.8
Total	237	100

Source: Authors' computation with underlining data from field survey, 2022. SPSS version 22

The result in table 4.8 above revealed that 53 (22.4%) of the respondent's indicated that Post Graduate Studies deprived them from being with their family, 46 (19.4%) indicated that the program put a burden on their parents, 57 (24.1%) indicated that Post Graduate Studies led to Inability to finance themselves, 72 which amounted to 30.4% of the respondents indicated that the impact of the program was the Inability to fulfill some financial Obligations while 9 (3.8) indicated that, it has impacted negatively on their ability to marry since it involves taking financial responsibly. This implies that, the opportunity cost of postgraduate studies is very high in terms of welfare lost.

Table 4.9. Correlation between Earnings and level of education as a Graduate Respondent

Earnings	Frequency	Percent
-----------------	------------------	----------------

Yes	133	56.1
No	104	43.9
Total	237	100

Source: Authors' computation with underlining data from field survey, 2022. SPSS version 22

The result in table 4.9 above revealed that 133 (56.1%) of the respondent's indicated that their earnings correlate with their current level of education while 104 which accounted for about 43.9% of the respondents argued that their earnings do not correlate with level of education that have attained. This implies that, a significant proportion of the respondent are underemployed, they resort to taking low paying jobs to avoid been idle.

Table 4.10. Job Opportunity and deferment of Study

Employment and Study	Frequency	Percent
Yes	102	43.0
No	135	57.0
Total	237	100

Source: Authors' computation with underlining data from field survey, 2022. SPSS version 22

The result in table 4.10 above revealed that 102 (43.0%) of the respondents indicated that, if they have a good job, they will let go of their study while 135 (57.0%) indicated that no matter the circumstances including offer them a well-paid job, they will still continue and complete their Post Graduate Studies. This implies that, a significant proportion of the respondent do undertake a postgraduate degree to boost their chance of getting employment.

Table 4.11. Total Expenditure of Basic Food Items

Expenditure on Food	Frequency	Percent
Above 30,000	137	57.8
Below 30,000	100	42.2
Total	237	100

Source: Authors' computation with underlining data from field survey, 2022. SPSS version 22

The result in table 4.11 above revealed that 137 (57.8%) of the respondent's spent over NGN30,000 and above on basic food items as Post Graduate Students while 100 (42.2%) of the Post Graduate Students spent below NGN30,000 on basic food items. This implies that 42.2% of the respondent live below the international poverty line of 1.90\$ per day.

Table 4.12. Frequency of Job Hunting among the Post Graduate Students

Job Hunting	Frequency	Percent
Daily	26	11.0
Monthly	42	17.7
Quarterly	91	38.4
Yearly	78	32.9
Total	237	100

Source: Authors' computation with underlining data from field survey, 2022. SPSS version 22

The result in table 4.12 above revealed that 26 (11.0%) of the respondent's search for job daily, 42(17.7%) searches for jobs on monthly basis while 91(38.4%) and 78 (32.9%) searches for jobs quarterly and yearly respectively, this indicate that, the combination of daily, monthly, quarterly and yearly job search behavior of the respondent are active in the labor market,

while they strive to advance their career. Therefore, it is safe to conclude that, most the respondent were striving to find either decent jobs or advance their career in the current jobs they do.

Table 4.13. Frequency of Job Declination on the Basis of Qualification

Job Decline	Frequency	Percent
Regularly	45	19.0
Rarely	116	48.9
Never	76	32.1
Total	237	100

Source: Authors' computation with underlining data from field survey, 2022. SPSS version 22

The result in table 4.13 above revealed that 45 (19%) of the students do experience regular job declined on the basis of their qualification, 116 (48.9%) of the respondents indicated that they employers rarely turned down their offer on the basis of qualification while 76 which accounted for about 32.1% of the students concluded that, they have never been deprived of job opportunity on the basis of their qualifications. This implies that, skill mismatch is relevant and intensify the problem of graduate unemployment in the state.

Table 4.14. Causes of Graduate Unemployment

Reasons for Graduate Unemployment	Frequency	Percent
Rapid population growth	15	6.3
Poor incentives in the informal sector	8	3.4
Insufficient aggregate demand	6	2.5
Poor educational system	8	3.4
Corruption/ Nepotism	138	58.2
Low foreign direct investment	7	3.0
Efforts duplication	9	3.8
Faulty technical and vocation training	12	5.1
Insecurity of investments	16	6.8
Price distortions	9	3.8
Ineffective target of graduate unemployment policies	9	3.8
Total	237	100

Source: Authors' computation with underlining data from field survey, 2022. SPSS version 22

The result in table 4.14 above revealed that 138 (58.2%) indicated that Corruption and Nepotism is a major cause of Graduate Unemployment. This amounted to a significant proportion of the respondent while others which amounted to 41.8% indicated that other factors such as rapid Population Growth, Insecurity of Investments etc. are also found to influence graduate unemployment. This implies, no matter the skills, knowledge and experience one has, graduate unemployment. This implies that, in spite of the requisite skills, knowledge and experience one has, graduate unemployment will not positively improve, in

other words, the economy will not be transform, significantly in the area of graduate employment due to bribery, corruption and nepotism.

4.2 Analysis of Research Hypotheses.

Test of Hypothesis and Objectives.

Table 4.21.

Variable	Pearson Correlation Value
Acquisition of postgraduate degree	0.098
Graduate Unemployment	

The table 4.21 above revealed the correlation between acquisition of postgraduate degrees and graduate unemployment. The Pearson value indicated above shows there is a positive relationship between acquisition of Post Graduate degree and Graduate Unemployment. It can be deduced that; graduate unemployment is one of the reasons for pursuing post graduate studies among the respondents.

Table 4.22

Variables (Graduate Unemployment and Demand for postgraduate degree)	Coefficient	P-value	Other Parameters
Constant	2.076 (.106)	.000	F-statistic = 8.09 R-Square=0.541
Beta (Slope)	0.027 (1.818)	.003	

Source Authors' computation with underlining data from field survey 2022, SPSS, statistical significance at 5 %, value in Parenthesis represents the Standard Error

The table 4.22 above is a summary of OLS from our estimation using SPSS (22). The coefficient value proxy from 11 variables in section 6 of our questionnaire and section 2 capturing Graduate Unemployment and Reason/Demand for Post Graduate Studies (0.027) implies that there is a positive relationship between the independent and dependent variables (Graduate Unemployment and Demand for Post Graduate degrees. In order word, the more graduates are unemployed, the more demand for post graduate studies. The implication of the coefficient implies the extent at which independent variables (bribery, corruption/nepotism and others) affect Graduate Unemployment, that is for every corruption/bribery, nepotism and other variables committed, this will result to Graduate Unemployment by 2.7%. The variables (responses) are highly significant in our model formulation since its probability value is lesser than 0.003 (2.768).

In conclusion, the result of the OLS estimation presented above also shows a high coefficient value of adjusted $R^2(\bar{R})$ (0.541%), which this implies that model is a good fit and could be used to draw a very meaningful inference about the nexus between graduate unemployment and demand for post graduate studies in Katsina State. Also, the hypothesis that no-linear relationship exists can be safely rejected given F-statistic of 8.09.

4.3 Discussions of Findings

The findings from the research revealed that, acquisition of postgraduate degrees is associated with increasing graduate unemployment, it will boost their chance of getting decent job for the skills they possess. But findings from the research study was that, pervasive bribery, corruption and nepotism constraint the free flow of labor market forces, that allow only competent hands to be employ for the skills they possess and qualify into the labor market. Consequently, graduate unemployment will not change significantly. This is contrary to the provisions of theory of human capital by G.S. Becker (1978), which state that, the more skills and knowledge are embedded into humans, the more they will be able to excel in this increasingly competitive global economy. In other words, human capital will not transform the economy significantly due to bribery, corruption and nepotism in the state. The research findings also found that, graduate unemployment in Katsina State is associated with poor incentives in the informal sector and in appropriate and ad hock solutions' approach to the problem of graduate unemployment.

5.0 Conclusions and Recommendations

5.1 Conclusion

In conclusion, the result of the OLS estimation presented above also shows a high coefficient value of adjusted $R^2(\bar{R})$ (0.541%), which this implies that model is a good fit and could be used to draw a very meaningful inference about the nexus between graduate unemployment and demand for post graduate studies in Katsina State. Also, the result hypothesized that non-linear relationship exists, it can be safely rejected the null hypothesis given F-statistic of 8.09.

This has a serious implication on manpower planning, however certain factors like self-actualization, career pursuant, proficiency and capacity development, has also been found to be part of the factors responsible for high pressure of demand for postgraduate studies in the state, it has demonstrated a significant relevance in the choice and finance of postgraduate study in the state.

A significant proportion of the respondent of 57 (24.1%) indicated that Post Graduate Studies led to Inability to finance themselves ,72 which amounted to 30.4% of the respondents indicated that the impact of the program was the Inability to fulfill some financial Obligations. This implies that, they are either unemployed or underemployed as such a significant proportion of the respondent were unable to live above the poverty line of 2.15 dollar a day which is synonymous to 30,000 naira per month.

It was observed that, corruption/ nepotism, poor incentives in the informal sector, insufficient aggregate demand of graduates, faulty vocational and technical education, price distortions leading to capital-intensive method of production, effort duplication without evaluating the past achievement, has been discovered to exacerbate the problem of graduate unemployment in the state, low foreign direct investment and so on.

The general conclusion is that, the solution to the problem of unemployment cannot be found within a single epistemological approach. The reality is that the objective of macroeconomic stability, although in achieving economic growth, is not sufficient for the effective management of the labor market. The situation in Katsina state which also require similar approach in particular policies and programs for employment generation in specific social and economic environment.

5.2 Recommendations

The following are recommendations put in place to combat graduate unemployment in Katsina state:

- i. Government should acknowledge significant role of people in the development process of any economy as such placing human capacity building through creation and implementation of employment and vocational training centers most especially for the graduate of higher institutions of learning via a transparent selections process, the service of recruitment firms can be employed and be subjected to external audit to ensure compliance to recruitments ethics
- ii. Government should also create adequate incentive in the informal sector, due its limited less capacity to provide gainful employment to school leavers, for them to accept the sector as a means of livelihood through provision of soft loans, via a transparent selection process
- iii. Government should get the incentives right, Align anti-corruption measures and agencies with market, behavioral, and social forces. Adopting integrity standards, punishing corruption is a vital component of any effective anti-corruption efforts, whistle blowing policy is a very essential tool in this direction and the security of the blower need to ensure

REFERENCE

- Abubakar, A. (2020). Julius Nyerere Philosophy of education: A panacea to Graduate unemployment in Katsina state, Nigeria. *Dutse International journal of social And Economic Research Vol 6. Issue 1 International conference on economic management and technologies 2020 (ICEM2020)*
- Adawo, M. (2013); Graduate Unemployment in Nigeria. *Entrepreneurship and Venture capital Nexus. Journal of Economic and Sustainable Development.4 (9)*
- Adawo, M., Essien, E. & Ekpo, N. (2012). Is Nigeria Unemployment Problem Unsolvable? *Current Research Journal of Social Sciences 4(6)*
- Adtayo, O. Oke, A. & Aderonmu, O. (2015). Assessment of Entrepreneurship Education and Employment Generation among University Graduates in Nigeria; *European Journal of Business and Management 7(23)*
- Anyahie & Areji (2015) Economic diversification for sustainable development in Nigeria. *Open Journal of political science 5(2)87*
- Afolabi, F., Yusuf, M., & Idowu, E. (2014). Ameliorating the Problem of Unemployment among Graduates through Relevant Functional and Sustainable University Education in Nigeria: *International Review of Social Sciences and Humanities. 7 (2)*
- Ajayi, J. (2015). Graduate Unemployment and Criminality in Ado-Ekiti, *International Journal of Business Resources Management, 5(1)*
- Akintoye, I. (2008). Reducing Unemployment through the Informal Sector: A case study of Nigeria. *European Journal of Economics, Finance and Administrative Science. 1(1),*

- Akinyemi, S., Ofem, I; & Ikuenomore, S. (2012). Graduate Turn-out and Graduate Unemployment in Nigeria, *International Journal of Humanities and Social Sciences*, 2 (14)
- Awogbenle, A. & Iwuamadi, K. (2010). Youth Unemployment; Entrepreneurship Development Programme as an intervention mechanism, *African Journal of Business Management* 4 (6)
- Baku, M., Ashiagbor, I., Simon T., & Alfred, D. (2008). Graduate Unemployment in Ghana Possible Case of Poor Response of University Programme to the Demands of the Job Market: *Report of the Educational Research Network for West Africa and Central Africa. ERNWACA Graduate Programme for Educational Research.*
- Balogun, K. (2016); Unemployment in Africa Paper Presented at African Transformation Forum organized by *African Centre for Economic Transformation (ACET)*, April, 2016, Kigali, Rwanda.
- Balogun, K. (2016), Exploring strategic change, *published by Harlow united kingdom 4th edition ISBN10: 0273778919, 2016*
- Bassey, G. & Atan, J. (2012). Labour Market Distortions and University Graduate Unemployment in Nigeria. *Current Research Journal of Economic theory* 4(3).
- Chukwu, B. & Igwe, A. (2012); Reducing Graduate Unemployment through Entrepreneurship Development. The Nigerian Experience, *African Journal of Social Sciences*, 2 (4)
- Danjos, D & Ali, S. (2014). Implications of Unemployment in Nigeria's Sustainable Development, *International Journal of Public Administration and Management Research*. 2 (2)
- De Grauwe, A. (2008); Education, Poverty and Development UNESCO. International Institute for Education and Development Ghana, Possible Case of Poor Response of University programmes to the Demand of job Market. *Research Paper Series. V. (3) (adegrauwe@iiep.unesco.org)*.
- Eneji, M, Mai-Laifa, D. & Weiping, S. (2013). Socio-Economic Impact of Graduate Unemployment in Nigeria and the Vision 20: 2020, *International Journal of Development and Sustainability*, 2 (1)
- Ezie, O. (2012). Youth Unemployment and its Socio-Economic Implications in Nigeria. *Journal of social sciences and public policy* 4(1)
- Faith, O., Deric, B. *et.al*, (2015). Graduate unemployment in South Africa: *perspectives from the banking sector, journal of human resource management Vol.13 No1/a656*
- Gary S. Becker, (1962), *Investment in Human Capital: A Theoretical Analysis*, in *Journal of Political Economy*, Vol. 70, 9, 1962, pp. 9-49
- Gary. S. (2003), *Human behavior: an economic approach*, Moscow: HSE, 2003, 672 p.
- Halidu, S. G. (2015). The impact of training and development on workers' productivity in some selected Nigerian universities. *International Journal of Public Administration and Management Research (IJPAMR)*, 3 (1),

- Madoui, M. (2015); Unemployment among Young Graduates in Algeria: A Sociological Reading; *Open Journal of Social Sciences* vol. 3 (1) pp35-41 on hue <http://dx.doi.org/110.4236/jss.2015.31006>.
- Moe, M. T., & Blodget, H. (2000). *The knowledge web: Part 1. People power: Fuel for the new economy*. New York: Merrill Lynch.2022
- Na-Allah, S. R., Mallo, M. Adamu J., & Bogoro, P. (2018). Effects of demographic factors on intention for selfemployment among postgraduate students of Abubakar Tafawa Balewa University, Bauchi-Nigeria.
- Naong, M. (2011). Promotion of Entrepreneurial Education. A remedy to graduate and youth unemployment. *Journal of social science*. 28 (3)
- Noor, I. G. (2011). Graduate Characteristics and Unemployment. A study among Malaysian graduates. *International Journal of Business and Social sciences*, 2 (16) September.
- Nordhoug, O. (1993), *Human Capital in Organizations: Competence, Training and Learning*, Oslo: Scandinavian University Press, 1993
- Ogege, S. (2011). Education and the Paradox of Graduate Unemployment: The Dilemma of Development in Nigeria. *African Research Review*, vol. 5 (1) No 18, January,
- Olaleye. (2013), Export diversification and economic growth in Nigeria: An Empirical test of relationship using a Granger causality Test. *Journal of development and sustainability*. 4(5) p 26
- Oladeji. S.I. (2014), Educated and qualified, but jobless: a challenge to sustainable development in Nigeria. *Ife journal of social science*, Obafemi Awolowo University ile-ife, Nigeria, Vol.6.No.4 2014
- Olaniyan, D. & Okemakinde, T. (2002). Challenge of Unemployment Situation in Nigeria. Issues and Options. *The African Journal of Labour Study*. 5 (1) and (2) January - December pp5363.
- Oguijiba. (2005), Economic growth and human capital development. The case of Nigeria. *International journal of development and sustainability*.
- Oluyomi, S. & Adedeji, S. (2012). Assessment of Skills Mismatch among University Graduates in the Nigeria Labour Market. *US-China Education Review* vol.2, pp 90-99.
- Ogbeidi. (2012), Political leadership and corruption in Nigeria since 1960: A socio- economic analysis. *Journal of Nigerian studies* 1(2012)
- Opping, S. & Sachs, S. (2015). Managing Graduate Unemployment in Emerging Economies Critical Analysis of the Skill Mismatch and Over Supply Theses. JEL poslovnai zvrnost Zagreb, God, ix, Vol 1. JEL classification, *International journal of political science* V5.4 University of Boswana (x)
- Owusu-Ansah, W. & Poku, K. (2012). Entrepreneurship Education. A Panacea to Graduate Unemployment in Ghana. *International Journal of Humanities and Social Sciences*. 2(15)
- Olabiyi.O.B. (2021), Education and paradox of graduate unemployment and employability in Nigeria. *Electronic journal of social and strategic studies*. v2 issue1, April-May, 2021

- Poletaes, M. and Robinson, C. (2008), Human Capital Specificity. *Evidence from Dictionary of Occupational Titles. Journal of Labour Economics* 2. 26 (3)
- Pauw, K., Oosthuizen, M. & Van Der Westhuizen, C., 2008. Graduate Unemployment in the Face of Skills Shortages: A Labour Market Paradox, *South African journal of economics*, 76(1),
- Shadare, O. & Elegbede, S. (2012). Graduate Unemployment in Nigeria: Causes, Effects and Remedies. *British Journal of Arts and Social Sciences*, 5 (2)
- Sirat, M. and Shuib; M. (2012). Employability of Graduates in Malaysia, Bangkok and Thailand: *Asian and Pacific Regional Bureau for Education, UNESCO*.
- Schultz, T. (1960). Capital Formation by Education, *Journal of Political Economy, University of Chicago Press, Vol.68, no.6, 1960, pp. 571-583*.
- T. Schultz. (1961), Investment in Human Capital, in *American Economic Review, Vol.51, No.1 (March, 1961), pp. 1-17*.
- Uddin, P. (2013). Causes, Effects and Solutions to Graduate Unemployment in Nigeria. *Journal of Emerging Trends in Economics and Management Sciences. Vol. 4(4)*

