

Explanatory Analysis of Graduate Employability Skills, Entrepreneurship Self-Efficacy and Performance Efficiency Drive on Job Creation Ability in Southwestern Nigeria.**Dr. Timilehin Olayinka Omoniyi**Department of Arts & Social Sciences Education
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تحليل تفسيري لمهارات التوظيف لدى الخريجين، والكفاءة الذاتية، وكفاءة الأداء فيما يتعلق بالقدرة على خلق فرص العمل في جنوب غرب نيجيريا.

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Received: 29-8-2025

Accepted: 30-11-2025

30-11-2025

تاريخ الاستلام: 29-8-2025

DOI: <https://doi.org/10.48185/sjhss.v1i4.1774>

ISSN (online): 3080-1648

الملخص:

تعتمد القدرة على خلق فرص العمل على الفلسفة الاجتماعية والاقتصادية التي تؤكد على أن الفرص تخلق كخطوات استباقية للتصدي للبطالة وأثارها المصاحبة التي أثرت بشكل كبير في حياة وسبل عيش الشعب النيجيري. تبلغ نسبة البطالة حالياً 34.3 %. ركزت الدراسات السابقة بشكل أكبر على تحليل أسباب وتدخلات التحديات الاقتصادية للبطالة ونقص العمل، بالإضافة إلى إستراتيجيات تصفح الإنترنت للبحث عن وظائف عبر الإنترنت أو عن بعد، بدلاً من تجنب التغيرات المحفزة التي يمكن أن تحفز القدرات الإبداعية الوظيفية. وبالتالي، بحث هذه الدراسة في مهارات قابلية التوظيف للخريجين، والكفاءة الذاتية في ريادة الأعمال، وكفاءة الأداء على القدرة على خلق فرص العمل في جنوب غرب نيجيريا. اعتمدت الدراسة تصميم البحث الوصفي من النوع الارتباطي، مع اعتماد أسلوب أخذ العينات متعدد المراحل. تم إحصاء الولايات الست في الجنوب الغربي، بينما استخدمت تقنية أخذ العينات العشوائية البسيطة لاختيار ثلاث ولايات هي لاغوس وأوسون وإكيتي. كما استخدمت تقنيات أخذ العينات العشوائية البسيطة لاختيار 900 خريج من القائمة التي تم الحصول عليها رسميًا من وكالة التعليم الحكومية. من خلال استبيان ممكّن بالتطبيق، استخدمت Survey Heart لنشر أدوات، وهي مقياس القدرة الإبداعية للخريجين ($\alpha=0.77$)، ومقياس تقييم مهارات قابلية التوظيف للخريجين ($\alpha=0.81$)، ومقياس الكفاءة الذاتية لريادة الأعمال ($\alpha=0.72$)، ومقاييس دافع كفاءة الأداء ($\alpha=0.89$), والتي استمرت ثانيةً أساساً. حللت البيانات الكمية باستخدام الإحصاء الوصفي، ومعامل ارتباط بيرسون عند مستوى دلالة 0.05. وجدت الدراسة أن قدرة الخريجين على خلق فرص العمل كانت مرتبطة سلباً بمهارات قابلية التوظيف، ودافع كفاءة الأداء، بينما لم تظهر الكفاءة الذاتية لريادة الأعمال أي تأثير يذكر × مما يبرز عدم التوافق بين المهارات المكتسبة ونتائج ريادة الأعمال. وبشكل مُجتمع، ساهمت العوامل المتباينة مساهمة متواضعة، ولكنها مهمة (5.3%) في قدرة خلق فرص العمل؛ مما يشير إلى أن العوامل الميكيلية والسياسية الأوسع تلعب دوراً أقوى، وقد تم تطبيق النتائج والتوصيات وفقاً لذلك.

الكلمات الرئيسية: خلق فرص العمل، ريادة الأعمال، القدرة الإبداعية، الكفاءة الذاتية، كفاءة الأداء.**Abstract**

Job creation ability rests on the socioeconomic philosophy which affirmed that opportunities are created as proactive steps to wade off unemployment and its attendant effects which have largely affected the lives and livelihoods of the Nigerian people. Currently, the unemployment statistics stand at 34.3 %. Previous studies focused more on the analysis of the causes and interventions to economic challenges of unemployment and underemployment as well as strategies to surf the internet for online or remote jobs establish than averting precipitating variables that can trigger job creative abilities. Thus, the study investigated graduate employability skills, entrepreneurship self-efficacy and performance efficiency on job creation ability in southwestern Nigeria. The study adopted descriptive research design of the correlational type while multi-stage sampling procedure was adopted. The six states (LGAs) in Southwestern were enumerated while simple random sampling technique was used to select three states namely Lagos, Osun, and Ekiti States. Also, simple random sampling techniques was used to select 900

Cite this article as: Omoniyi, Timilehin Olayinka. (2025). Explanatory Analysis of Graduate Employability Skills, Entrepreneurship Self-Efficacy and Performance Efficiency Drive on Job Creation Ability in Southwestern Nigeria.. Saba Journal of Humanities and Social Sciences, Mg 1, p 3 : 257- 275

للاقتباس: أوموني، تيميلينكا أولاينكا. (2025). تحليل تفسيري لمهارات التوظيف لدى الخريجين، والكفاءة الذاتية، وكفاءة الأداء فيما يتعلق بالقدرة على خلق فرص العمل في جنوب غرب نيجيريا، مجلة سبا للعلوم الإنسانية والاجتماعية، مجل 1، ع 4، ص 257- 275

graduates from the list officially obtained from government education agency. Through, app-enabled survey, Survey Heart was used to deployed instruments namely Graduate Creative Ability Scale ($r=0.77$), Graduate Employability Skills Rating Scale ($r=0.81$); Entrepreneurship Self-efficacy Scale ($r= 0.72$) and Performance Efficiency Drive Scale ($r=0.89$) which lasted eight weeks. The quantitative data were analysed using descriptive statistics and Pearson product moment correlation at 0.05 level of significance. The study found that graduates' job creation ability was negatively related to employability skills and performance efficiency drive, while entrepreneurship self-efficacy showed no significant influence, highlighting a mismatch between acquired skills and entrepreneurial outcomes. Collectively, the predictors made a modest yet significant contribution (3.5%) to job creation ability, suggesting that broader structural and contextual factors play a stronger role. The implication of the findings and recommendations were made accordingly.

Keywords: Job Creation, Entrepreneurship, Creative Ability, Self-efficacy, Performance Efficiency.

Introduction

The entire world is rapidly increasing with technological revolution affecting nearly all facets of human endeavour with robotic, automation, electromagnetic devices, coding among others taking over the world of jobs. The software revolution is affecting the available jobs in no small measure as the labour market has begun to dwindle steadily, while the remunerations of stable jobs are crashing. There is continuous inequality rising between job loss and low salary earners which manifests in availability of little opportunity and education advancement (World Economic Forum, 2019). Several countries still have growing populations relying in government handouts for food, clothing, and shelter, thus, these are obtained usually through intensive provision for citizens' capacity to work (Zhao, 2020). By implication, more people mean more needs which require more income and jobs. In addition, most people expect to be better off as they mature, thus is because, even with a static or declining population, more income is needed and that requires either improved productivity or more workforce participation, that is, more jobs (Ravn and Sterk, 2017).

Graduate unemployment could occur between the age of 21 to 59 years for those who are willing to work but could not get work. It is that stage in any person's life when his/her talents, qualifications and competences have not been recognized by any person, platform or organisation which gives out a job. Mongey, Pilossoph & Weinberg (2020) remarked that it does not have to always mean that the person is untalented, but it is when one is not a teenager anymore, but he or she is not earning and still dependent on parents or guardians. In terms of economics, the extent of joblessness the higher the level of joblessness in an economy, the more is likely to cause critical economic crises (International Labour Organization (ILO, 2020). It occurs when people have a certain qualification, but they are unable to find any work, relevant or irrelevant to your

expertise. Some economies do not include those unemployed people who are themselves not looking for the job, others do so. A person is not considered unemployed until they can prove that they are actively searching for work, such as submitting a job application or attending a job interview. Once they have provided this proof, they can then be termed unemployed job seekers.

It is discovered that there are crises of unemployment of capital, labour, or manpower (Guan & Frenkel, 2019). Literature is replete with the categories of unemployment such as unemployment of capital and labour. Thus, unemployment of capital is the excess capacity in which industries, people or corporate organisation are unable to produce their maximum number of units due to lack of demand. With this recession on ground, the corresponding labour is also unemployed. This is usual in advanced countries. There is also unemployment of labour or manpower which is popular in some developing countries including Nigeria (Farber, 2011). A person who is willing to work at any wage level is not getting job or unemployment is not voluntary which could be due to many reasons such as capital for investment, machinery, absence of market, raw materials, infrastructure are not available. Also, there is crash interest or preference for government jobs, people do not want to take risk and are shy to start up, hence, it is the biggest issue in poor countries (Cook, Pinder, Stewart, Uchegbu & Wright, 2019).

Job creation rests on the socioeconomic philosophy which affirmed that opportunities are created as proactive steps to wade off unemployment and its attendant effects which have largely affected the lives and livelihoods of the Nigerian people. Currently, the Nigeria unemployment statistics stands at 33% (Statistica, 2022), while in practical sense, industries hire more workers when it becomes necessary to satisfy the demand for its products or services. They hire only workers they believe can perform the required work at a lowest price. Job creation presumably occurs when government and private institutions decide to grow by hiring more people to operate industrial arrangements to enhance demand for goods and services substantially (Cahuc, et al, 2006). For demands of good and services to grow optimally in promoting employment opportunities, there is always the need to significantly have able people to creatively organize and build capacity from scratch. No doubt, job creation ability of the teeming citizens increases the employment rate of a country so that more resources can be used

in a certain period to produce more national outputs (Agbozo, Owusu, Hoedoafia & Atakorah, 2017).

Creation ability can also be explained as the competences to make wealth through the innovative deployment of untapped ideas (Agopsowicz, 2019). In a world that is increasingly crowded with ideas, images, and technology, the ability to come up with a new angle is just amazing. Some people are naturally creative and new ideas come up from their minds like it is nothing. It is not so easy but that does not mean one cannot be creative. Global Social Mobility Index (2020) stated that candidates possessing innovative qualities and experience contribute successfully to company, thus, directly impacting work culture, business practices and market position. For instance, entrepreneurs are the source of innovation and creativity as they put their ideas in the market. Entrepreneurship innovation can be a solution to the lingering unemployment issue in the country. Chang-Tai, et al (2019) explained that creativity and innovation can be the product that makes life easy, less hard working, and less time consuming for society. Thus, job creation ability allows more people to be able to work and earn income which in turn increases their earning and purchasing power with its attendant positive economic effects (Guan & Frenkel, 2019).

However, this ability tends to fail when principal consumers refuse to buy designed products and services because they have insufficient money for them or if they feel economic pressure and decide to borrow less (Akhtar, Naheed, Akhtar & Farooq, 2018). Also, the advent of new technologies comes along with the need for more workers. The new jobs require a high degree of productivity to drive the income and wealth of society. Nigeria's unemployment rates are dramatically understated as either people are unemployed or underemployed depending on what the society's expectations which are growing. It is discovered that there is a dangerous skills-expectation mismatch (Deelen, de Graaf-Zijl & van den Berge 2018). For instance, there are way too many graduates with various degrees without any real understanding of their chosen fields. They neither have the skills nor have the mindset to take an unskilled job. Nigeria has a huge population but with low per capita incomes. Also, global companies trust Nigeria more than most other developing countries with stable political systems and rule of law, due to their population (Gul, Usman, Liu, Rehman & Jebran, 2018).

It is also discovered that most graduates do not have the right attitude or mindset to take up available jobs. Górný (2017) explained that another greatest graduate

unemployment is poor attitude towards manufacturing or job creation. Many of them lack creative abilities to get some things done. For instance, China, Japan, India, and some other developed countries shed its manufacturing jobs and exports, focusing more on consumption, by implication, its citizens have decided to be creative with their God's given talents and potentials, thereby creating huge opportunity for them to be the world's factory (Jimenez, Winkler & Dunkl, 2017). There are not many factories as our funds acquisition process is too cumbersome, and infrastructural facilities as well as enabling policies and programme are too poor. Hoboubi, Choobineh, Ghanavati, Keshavarzi & Hosseini (2017) has been discovered by many researchers that the only way out of the unemployment crises is that country decide to start manufacturing, perhaps, a producing economy.

There is also the absence of quality trade schools to train graduates into practical trades so that they can be functional and effective in solving personal and society problems (Mustafa, & Ali, 2019). This is how employment works in Germany and many European countries. It is even said that not all people go to college to get middle-class jobs, but they could be trained in a lot of skilled trades without having them going through expensive and technically non-useful degrees. Many recruiters use automated screening systems that will look for specific certifications, academic credentials, etc. and if they do not find them, one's resume may not even make it to the reviewers' stage. Inuwa (2016) remarked that in most cases, when it comes to hiring practices, employers look for candidates who are first and foremost, adaptable with a growth mindset. That is, he or she can keep up with the changes in the industry and do the work it takes to stay ahead (Osman, Shariff & Lajin, 2016).

Employability skills are set of competences and character of an individual which enables him or her to perform a role in line with an establishment's objectives (Agopsowicz, 2019). These skills are categorised into four competences namely educational qualification, technical skills, soft skills, attitude, and ambition (Akhtar, Naheed, Akhtar & Farooq, 2018). Graduate employability skills are foundational or core transferable skills that make one employable and successful in any job, in the short- and long-term. These are usually not taught in a classroom or learned through simply reading books but are developed through experiences. It is believed that while in higher institution of learning, experiential and extracurricular can be pathways to acquiring the required employability skills due to what students are directly or indirectly exposed to.

Gentilini, Almenfi, Orton & Dale (2020) asserts that candidates who can think long-term and align themselves with their goals as well as skills specific to the job they are going for, are likely to develop a high measure of employability skills. It is to be noted that employers are looking for general job skills (Henrekson, 2020).

These types of skills will make one stand out as it has been differently defined by experts such as Mongey, Pilossoph & Weinberg (2020) in different ways, but generally, they can be broken down into these eight categories namely communication, teamwork, problem-solving, initiative and enterprise, planning and organizing, self-management, learning and technology. Studies by Global Social Mobility Index (2020) and Henrekson (2020) have found that the world of 21st century jobs are directly related to critical needs of organisations beyond qualifications. These skills have always been in demand (Jimenez, Winkler & Dunkl, 2017). Other skills are newer and designed for modern business, which is always changing such as in information technology, computer programming, application and web development and project management among others. The demand for these and other technical skills is growing as global internet users are increasing. In most jobs, technical skills alone are not enough to be truly effective (Mustafa & Ali, 2019). One needs interpersonal skills to deal with and retain clients or customers. All careers require at least some soft skills to make the hard skills valuable.

For example, a burning dream to have financial freedom as well as time, lifestyle, and contribution freedoms. Skills are needed for whatever role an individual is applying for. They are necessary for the physical atmosphere of workspace, interactions within the company, and industry. The other type of skills which can be termed as transferable and career skills are learned through daily activities. These skills play a very important role in a successful match between employer and employee. People are continuously acquiring skills and knowledge during our formal education in through entire lifetime. We accumulate skills.

Entrepreneurship self-efficacy is one of the variables of this study. It rests on the fact that entrepreneurship is all about individuality and creativity (Ton, 2014). It is not about starting an established idea nor about raising money because money is just the byproduct. It is about improving people's lives, making available better choices as well as being a leader with the assurances of leading changes in human life and livelihood. Raziq & Maulabakhsh (2015) affirmed that entrepreneurship self-efficacy is

encouraging people to think entrepreneurially and develop capacity from right from a young age. It needs people who can lead the change, navigate directions and be the shield in times of adversity (Ravn & Sterk, 2017). Thus, people with the basics knowledge of life can be entrepreneurs provided there is the willingness to create new ideas or break away from business or start up narrations. Thus, the key to entrepreneurial success is not just having healthy emotional and intelligent quotients but also a positive desperation quotient which will answer the questions of how desperate a person does to want to achieve entrepreneurial success (Zhao, 2020).

Entrepreneurship self-efficacy entails some of the requisite essentials to help a person decide and be committed to pursue an entrepreneurial journey. It can be safely said that the more desperate a person is, the higher the chances of achieving success (World Economic Forum, 2020c). Scholars have found that genuine entrepreneurs do not shy away from responsibilities as they create business or a startup as a movement. Scholars like Osman, Shariff & Lajin (2016) have stated that it is almost impossible to change a person's mindset and help him to decide to be an entrepreneur. This is because all learning starts and ends with self-learning. In other words, to be an entrepreneur, it begins with positive self-efficacy (Mongey, Pilossoph & Weinberg, 2020). There are a few examples of Entrepreneurs, Bill Gates (Microsoft), Elon Musk (Tesla Motors), Jack Ma (Alibaba Group), Pierre Omidyar (eBay), Steve Jobs, (Apple Computers) among others. It may be useful to attend entrepreneurship training and be coached by a good entrepreneur to build up self-efficacy, however, it is necessary to have dreams that cannot be achieved by being an employee (World Economic Forum, 2020).

Entrepreneurship self-efficacy is a unique asset or mindset that can help graduates solve the world's most pressing problems. Thus, by developing and fostering this mindset in today's youth, people can ensure that the future generations are prepared to tackle the challenges ahead (Cook, Pinder, Stewart, Uchegbu & Wright, 2019). The entrepreneur's mindset is a combination of critical thinking and problem-solving skills, as well as an understanding of how business works. It is a mindset that asks critical questions such as "How can one do this better?" instead of simply, "How do I do it?"(Mongey, Pilossoph & Weinberg, 2020). One of the keys to becoming a successful entrepreneur is grit which studies have found to have direct links with self-efficacy building and entrepreneurship intentions (Matsuo, 2019). Thus, he or she must be willing to press on to overcome all kinds of odds to reach a desired destination.

Entrepreneurship is basically the creation of a new enterprise to achieve some objective (Pang & Lu, 2018). It's the creation and management of a new enterprise. The entrepreneurs are the people who are driven by a passionate vision and change the world to the better (Raziq & Maulabakhsh, 2015).

Another variable of notes is performance efficiency drive which is an essential part of a team as well as workplace (Frey & Osborne, 2013). Thus, workplace collaboration keeps everyone safe from extra loads of work as the work gets distributed evenly. In truth, today's modern age tends to bundle multiple complicated technologies into almost every project, thus, no one is expected to be short of critical performance efficiency (Global Social Mobility Index, 2020). Thus, performance efficiency needs critical optimization to be able to work with others effectively (Farber, 2011). As getting job is becoming very difficult these days, employees are expected to learn to work harder as well as differentiate themselves from others competing for the same jobs (Cahuc, P., et al, 2006). Job performance is an act measurable in achieving organisational goals as well as reaching a height. It relates to how individual hired helps perform their job duties efficiently. It is important as it describes the level to which a hired help of an organization successfully fulfills the factors included in the quest description (Agbozo, Owusu, Hoedoafia & Atakorah, 2017).

Job performance efficiency is a key prerequisite for an employee, especially for the one who is looking forward to making advancement through the ranks at his vocation (Mustafa, & Ali, 2019). Job performance evaluations may not be so exciting, but it is crucial for earning the highest potential (Organization for Economic Co-operation and Development (OECD), 2020). It should be based on excellence tempered with consideration for the difficulty of the tasks and the progress that the employee makes toward improvement. It is the involvement of employees to give their best for the success of the organization. Improving employee engagement can result in productivity improvement (Osman, Shariff & Lajin, 2016). One study has discovered that engaged employees are 22% more productive than non-engaged employees (Jung & Yoon, 2015). There are a variety of outcomes that increase the productivity of engaged employees. For example, the turnover of engaged employees is less than non-engaged employees. Employee engagement improves the quality of work and the health of employees. Progress in the long run is a cumulation of being focused and being productive (Chang-Tai, et al, 2019).

Most people who have achieved highs in their career are productive people and not just busy. Job performance efficiency is often more about quantity than quality (Henrekson, 2020). It works in situations where quality can be immediately judged satisfactorily and where observance of rules can regulate results well enough to satisfy the need for some standard (Hoboubi, Choobineh, Ghanavati, Keshavarzi & Hosseini, 2017). The moment an employee feels abandoned his or her performance tends to drop. The moment the employee does not know what to do next, they must stop, reflect, and decide what they could be responsible for. In other words, an employee who knows where to use their energy, how not to waste it, and how not to get distracted, is likely to have a much higher performance than an employee who has any of those reversed (Deelen, de Graaf-Zijl & van den Berge, 2018). Job performance should be based on excellence tempered with consideration for the difficulty of the tasks and the progress that the employee makes toward improvement (Gentilini, Almenfi, Orton & Dale, 2020).

Method and Materials

The study employed a descriptive research design of the correlational type. A multi-stage sampling procedure was adopted. First, all six states in Southwestern Nigeria were identified as the initial sampling frame. Using simple random sampling, three states—Lagos, Osun, and Ekiti—were selected for inclusion. A comprehensive graduate sampling frame was constructed using official institutional records. Graduate lists, including names and contact information, were formally obtained from the Registrars' and Alumni Offices of five tertiary institutions located within the selected states. The combined registry resulted in a sampling frame of 11,235 eligible graduates. An invitation email requesting voluntary participation was then distributed to all graduates in the frame, and 2,301 acknowledged the invitation. Of these, 945 completed the online survey deployed via the *Survey Heart* platform. Each respondent was assigned a unique identification number, and a computerized simple random selection approach was used (using SPSS random number generation). From the 945 completed returns, 900 properly completed responses were retained for final analysis; unclear or incomplete submissions were excluded. Where selected respondents declined or became unreachable, replacements were drawn following the same predetermined random sequence to maintain the required sample size. Four validated instruments were used for data collection: the Graduate Creative Ability Scale ($r = 0.77$), the Graduate

Employability Skills Rating Scale ($r = 0.81$), the Entrepreneurship Self-Efficacy Scale ($r = 0.72$), and the Performance Efficiency Drive Scale ($r = 0.89$). Ethical approval and institutional permission letters were obtained prior to data collection, and participation was voluntary. Quantitative data were analysed using descriptive statistics and Pearson Product Moment Correlation at the 0.05 level of significance.

Finding

Research Question 1: What relationship exists between Employability Skills, Entrepreneurship Self-efficacy, and Performance Efficiency Drive to Graduates' Job Creation Ability?

Table 1: Correlation Matrix Table on the five Independent Variables and Graduates' Job Creation Ability.

Variables	Graduates' Job Creation Ability	Employability Skills	Entrepreneurship Self-efficacy	Performance Efficiency Drive
Graduates' Job Creation Ability	1.00			
Employability Skills	-.127** (.000)	1.00		
Entrepreneurship Self-efficacy	.081 (.583)	.148** (.000)	1.00	
Performance Efficiency Drive	-.139** (.000)	.019 (.560)	-.248** (.000)	1.00

Significant at $p < 0.05$

Table 1 shows that there are negative significant relationships between graduates' job creation ability and employability skills ($r = -.127**$, $p (.000) < .05$); performance efficiency drive ($r = -.139**$, $p (.000) < .05$); but had no significant relationship with entrepreneurship self-efficacy ($r = .081$, $p (.583) > .05$). The results indicate that higher employability skills and performance efficiency drive are paradoxically linked to lower job creation ability among graduates, while entrepreneurship self-efficacy showed no significant influence. This implies a mismatch between acquired skills and entrepreneurial outcomes, underscoring the need to realign higher education with practical job creation strategies.

Research Question 2: What is the composite contribution of Employability Skills, Entrepreneurship Self-efficacy, and Performance Efficiency Drive to Graduates' Job Creation Ability?

Table 2: Summary of Regression analysis showing the composite contribution of all the Independent Variables on Graduates' Job Creation Ability

R	R Square		Adjusted R Square	Std. Error of the Estimate		
.186 ^a	.035		.031	7.063		
A N O V A						
Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	1599.902	3	533.301	10.690	.000 ^b	Sig.
Residual	44649.802	895	49.888			
Total	46249.704	899				

- a. Dependent Variable: graduates' job creation ability
- b. Predictors" (Constant), Employability Skills, Entrepreneurship Self-efficacy, and Performance Efficiency Drive to Graduates' Job Creation Ability

Table 2 shows that the composite contribution of the five independent variables (Employability Skills, Entrepreneurship Self-efficacy, and Performance Efficiency Drive) to Drive to Graduates' Job Creation Ability was significant ($F (3; 895) = 10.690$; Adj. $R^2 = .031$; $p < .05$). The table also depicts a coefficient of multiple correlation $R = .186a$ and a multiple R^2 of .035. This means that 35% of the variance was accounted for by three predictor variables when taken together. This meant that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance. The findings show that employability skills, entrepreneurship self-efficacy, and performance efficiency drive jointly and significantly predicted graduates' job creation ability, though their effect size was modest (3.5%). This implies that while these factors matter, broader structural, institutional, and contextual influences play a greater role in shaping job creation outcomes.

Research Question 3: What is the relative contribution of Employability Skills, Entrepreneurship Self-efficacy, and Performance Efficiency Drive to Graduates' Job Creation Ability?

Table 3: Relative Contributions of the Independent Variables to Graduates' Job Creation Ability

Variables	Unstandardized Coefficients		Standardized Coefficients βeta	Ranking	t	Sig.
	B	Std. Error				
(constant)	68.503	2.156			31.767	.000
Employability Skills	-.112	.030	-.124	2 nd	-3.743	.000
Entrepreneurship Self-efficacy	.003	.029	.003	1 st	.091	.928
Performance Efficiency Drive	-.078	.019	-.135	3 rd	-3.987	.000

Dependent Variable: Youths' Graduates' Job Creation Ability

Table 3 reveals the relative contribution of Employability Skills, Entrepreneurship Self-efficacy, and Performance Efficiency Drive to Graduates' Job Creation Ability, expressed as beta weights in order of magnitude, viz-a-viz: Entrepreneurship Self-efficacy ($\beta = .003$); Employability Skills ($\beta = .256$) and Performance Efficiency Drive ($\beta = -.135$). However, out of the three independent variables, employability skills and entrepreneurship self-efficacy, and performance efficiency drive determined graduates' job creation ability while entrepreneurship self-efficacy does not determine graduates' job creation ability. Hence, it could be deduced that the two independent variables made individual contribution to graduates' job creation ability and can be taken as the most potent factors while employability self-efficacy could have an indirect relationship.

Discussion

Relationship exists between Employability Skills, Entrepreneurship Self-efficacy, and Performance Efficiency Drive to Graduates' Job Creation Ability

The result of relationship revealed that there are negative significant relationships between graduates' job creation ability; and employability skills; and performance efficiency drive. The finding of the study is in line with Akhtar, Naheed, Akhtar & Farooq (2018) and Górný (2017) whose findings revealed that level of one's skills can influence his or her ability to be creative. To corroborate, ILO (2020) found that employability skills have direct links with efficiency in workplaces. Also, when an individual has a high job performance rating, he or she can go ahead to create an establishment due to their performance in paid jobs. In the findings of Gul, Usman, Liu, Rehman & Jebran (2018), it is discovered that power distance moderated the relation between person environment fit and job satisfaction leading to job performance. This implies that job performance efficiency has several internal and external factors which could affect it and make an individual to be creative when such factors are taken care of.

It also revealed that there is no significant relationship with entrepreneurship self-efficacy. This implies that an individual with self-efficacy entrepreneurship may not necessarily have the capacity to create a job. This is not in agreement with the submission of Hsieh, Chang-Tai, et al (2019) and Osman, Shariff & Lajin (2016) who found that innovation contribute to employee performance. By implication, before an individual could innovate, he or she must have been imbued with a measure of entrepreneurship self-efficacy. This is because there is a direct link between innovation, entrepreneurship, self-efficacy and job creative ability. World Economic Forum (2020c) explained that entrepreneurship self-efficacy is of vital importance for graduate creative ability. Ravn, M. and V. Sterk (2019) added that during the covid_19 pandemic, it was the innate tendencies of several individuals that made them to be job creators amidst the pandemic.

Composite contribution of Employability Skills, Entrepreneurship Self-efficacy, and Performance Efficiency Drive to Graduates' Job Creation Ability.

The result of composite contribution of the three independent variables revealed that (Employability Skills, Entrepreneurship Self-efficacy, and Performance Efficiency Drive) to Graduates' Job Creation Ability was significant. This is in line with the World Economic Forum, (2019); Pang & Lu, (2018); Mongey, Pilossoph and Weinberg, (2020); Matsuo, M (2019). Jimenez, Winkler & Dunkl (2017); Farber, H., (2011); Cook, Pinder, Stewart, Uchegbu & Wright (2019); Agbozo, Owusu, Hoedoafia & Atakorah (2017). Graduate job creation ability has been directly linked with employability skills, entrepreneurship self-efficacy, and performance efficiency drive. This is because the three identified variables are necessary precursors to helping graduates create self-employment. Also, the allocation of talent and economic growth of a country cannot be effective if citizens, especially, graduates are not imbued with required competences to function as well as create jobs for themselves and the teeming populations.

Relative contribution of Employability Skills, Entrepreneurship Self-efficacy, and Performance Efficiency Drive to Graduates' Job Creation Ability?

The finding of the relative contribution employability skills, entrepreneurship self-efficacy performance efficiency drive can predict graduate job creation ability. This is in line with the submissions of World Economic Forum (2019/2020); Osman, Shariff & Lajin (2016) and Raziq & Maulabakhsh, (2015) who studies have found job creation ability can only be effective if identified factors are put into consideration. It is necessary for the growth of the economy as well as human capital development. According to the studies, Guan & Frenkel (2019); Agbozo, Owusu, Hoedoafia & Atakorah, (2017); Cook, Pinder, Stewart, Uchegbu and Wright, (2019), each of the identified variables are factors to put into consideration when talking of graduates' job creation ability. However, people with good self-efficacy tends to consider challenges as something they can overcome, take responsibility of their failures and control the outcome as well as put more hard work into achieving entrepreneurship prowess.

Conclusion

The study did an explanatory analysis of graduate employability skills, entrepreneurship self-efficacy and performance efficiency on job creation ability in Southwestern Nigeria. Graduate unemployment could occur between the age of 21 to 59 years for those who are willing to work but could not get work. Literature is replete with the categories of unemployment such as unemployment of capital and labour. It is discovered that job creation rests on the socioeconomic philosophy affirmed that employment opportunities are created as proactive steps to wade off unemployment and its attendant effects which have largely affected the lives and livelihoods of the Nigerian people. Job or wealth creation abilities can be explained as the competences to make wealth through the innovative deployment of untapped ideas. However, in a world that is increasingly crowded with ideas, images, and technology, the ability to come up with a new angle is just amazing. Scholars have stated that is almost impossible to change a person's mindset and help him to decide to be an entrepreneur. This is because all learning starts and ends with self-learning. In other words, to be an entrepreneur, it begins with positive self-efficacy. Performance efficiency is an essential part of a team as well as workplace. Thus, workplace collaboration will keep everyone safe from extra load of work as the work gets distributed evenly. Employee engagement is commitment, attachment, and enthusiasm of employees towards goals and objectives of the company. It is the involvement of employees to give their best for the success of the organization as well as improving employee engagement can result in productivity improvement.

Recommendations

The following recommendations were made

1. Higher education programmes should integrate skill-based education that promotes job creation, service learning, volunteerism, and internship opportunities, thereby equipping graduates with practical tools for self-reliance.
2. Employability skills and job-creation abilities should be prioritised as essential competencies for students to thrive in an increasingly competitive work environment.

3. Structured opportunities for gaining job experience should be incorporated to enhance students' entrepreneurial self-efficacy and confidence in navigating real-world challenges.
4. The higher education model should be restructured to place stronger emphasis on professional training, holistic development, and total education that prepares students for both career success and civic responsibility.

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