



EXPLORING ARTIFICIAL INTELLIGENCE-DRIVEN TOOLS IN ENHANCING GRADUATES' EMPLOYABILITY IN NIGERIAN HIGHER INSTITUTIONS

Kamorudeen Oladapo Aselebe (Ph.D.)¹, Timothy Okemakinde (Ph.D.)²,

Isiaka Adetokunbo Adedeji (Ph.D.)³, and Lateefat Olanike Aselebe (Ph.D.)⁴.

¹Department of Educational Management, Faculty of Specialised and Professional Education, Emmanuel Alayande University of Education, Oyo.

Email: aselebeko@eauedoyo.edu.ng

²Emmanuel Alayande University of Education, Oyo.

Email: okemakindet@eauedoyo.edu.ng

³Department of European Languages Education, Faculty of Arts Education, Emmanuel Alayande University of Education, Oyo.

Email: adedejiaa@eauedoyo.edu.ng

⁴Directorate of General Studies (Mathematics Unit), Federal School of Surveying, Oyo.

Email: loaselebe@fss-oyo.edu.ng

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ABSTRACT: Generally, the Nigeria labour market is oversaturated with unqualified graduates. Many are ready and willing to secure job opportunities but cannot, owing to a lack of employability skills. It is disheartening that responses of employers of labour on the capabilities and performance of some graduates showed that essential skills such as analytical thinking, effective communication, self-management, critical thinking, and specialized management that could pave the way for getting employment are lacking in some of the graduates passing out of higher institutions in Nigeria. Stakeholders are obsessed that Nigeria's unemployment rate will continue to increase disproportionately, and this poses a bad signal unless holistic measures are taken to put a stop to it. Policymakers are faced with upgrading teaching and learning strategies that will increase the employability skills of graduates as demanded by 21st century globally. In recent times, technological advancements and information-driven decision-making have significantly reshaped the modern world, making a substantial contribution to the advancement of higher education on a global scale. This article took cognisance of exploring Artificial Intelligence- driven tools to enhance graduates' employability in Nigerian higher institutions. This study is hinged on Human Capital Theory. This paper concludes that exploring AI-driven tools such as IBM Watson, ChatGPT, MATLAB Notion, Trello, Todoist, GitHub, Copilot and Leetcode among others would assist in enhancing graduates' employability skills as demanded by contemporary employers. Recommendations made include that higher institutions in Nigeria should integrate AI-powered tools into their academic curricula, emphasizing communication, analytical thinking, critical thinking, problem-solving, and self-management abilities as to enhance graduates' employability skills. Also, higher institutions should continuously assess the effectiveness of AI-based tools in developing employability skills and adjust based on feedback from students, employers, and other relevant stakeholders.

KEYWORDS: Artificial Intelligence (AI), Higher Institutions, Graduates' Employability, Human Capital Theory.



INTRODUCTION

Graduate employability is one of the issues that higher education institutions face around the world. Unfortunately, many Nigerian graduates experience problems in finding work after graduation, especially in the light of the global economic slump. As a result of the persistent increase in labor market competitiveness, the employability quandary has become a serious impediment for Nigerian higher education institutions.

Employability extends beyond having the appropriate education and experience for a suitable offer to include the development of hard and soft skills, adaptability, a growth mindset, and the ability to effectively communicate and work with others (Muhammed, 2024). According to Bridgstock (2009), graduates are expected to be proactive and to actively upgrade their knowledge and abilities in order to meet the demands of employers in changing situations. Graduate employability refers to a combination of achievements, competencies, and personal qualities that enhance graduates' prospects of securing employment and succeeding within their chosen fields.

One major goal of higher education in Nigeria is to reduce skill shortages by producing graduates who meet labour market needs (FRN, 2013). To achieve this, higher institutions release millions of graduates into the labour market every year. However, many employers report that some graduates lack important skills such as interpersonal communication, self-management, critical thinking, problem-solving, and management-related abilities (Olaniyi, 2017; Aselebe, 2019; Osiyandi, Odufejo and Adeyanju, 2013).

Globalization has caused the world of labour to change, rather than remain static. Undergraduates have the challenge of acquiring the necessary skills to qualify for employment. Many graduates of higher education institutions who have completed the mandated one-year National Youth Service Corps programme struggle to find work due to a lack of employability skills. Ugochukwu, Hyginus, and Sunday (2019), citing The Global Entrepreneurship Monitor, underline that Nigerian university graduates have low school completion rates and a skills mismatch.

In the third edition of the Nigerian Graduate Report, Stutern (2022) reported that unemployment rates among graduates reveal that 58.9% of Higher National Diploma (HND) holders, 49.55% of Ordinary National Diploma (OND) holders, and 39.75% of Bachelor of Science (BSc) holders are without employment. According to a report provided by the NBS (2023), the jobless rate grew sharply in Q3, reaching 5.0%. This is an increase of 0.8% over Q2 2023. They added that the unemployment rate among people with postsecondary education was 7.8% in Q3 2023. Nigeria's unemployment rate for 2022 was 3.83%, down 1.4% from 2021. Nigeria's unemployment rate for 2021 was recorded at 5.26%, a decrease of 0.37% compared to 2020. Nigeria's unemployment rate for 2020 stood at 5.63%, up 0.43% from 2019. Nigeria's unemployment rate in 2019 was 5.21%, up 0.09% from 2018. This research highlights the present state of the Nigeria's job landscape, including available prospects and a proportion of graduates who find work.

The difficulty of graduates struggling to find work has become a major concern in recent years. Employers increasingly expect certain abilities from candidates to be considered qualified. Artificial Intelligence driven technologies attempt to address most of the skills that graduates lack (competencies such as analytical, interpersonal communication, self-management, critical thinking, and problem-solving and management-specific abilities). As a result, researching the



potential for AI in Nigerian higher education institutions could help Nigerian graduates gain the necessary skills to become employable.

Internationally, higher education is undergoing a fundamental transition spurred by the rapid integration of AI technology (Kim et al., 2021). Notably, the United States and China are at the forefront of investments in AI, each contributing significantly to the trillion-dollar market, with \$694 billion and \$185 billion, respectively (Mou, 2019). The impact of AI on education has been significant, with industry experts predicting a 43% increase by 2022 (Alexander et al., 2019). Nigeria, with its rich cultural and educational past, is at the forefront of the digital revolution within higher education administration. The integration of artificial intelligence (AI) in the realm of higher education management serves as a fundamental paradigm shift in Nigeria's academic scene.

Magdeline and Thelma (2024) emphasized the importance of AI, which is being adopted and developed at a rapid pace and is utilized in online shopping, healthcare, security systems, self-service stores and deliveries, among other services. Persons (2018) also stated that the use of AI might improve service delivery, product quality, and human performance in a variety of settings. According to Pisica, Edu, Zaharia, and Zaharia (2023), artificial intelligence provides students with a variety of resources such as translation tools, voice-activated assistants, chatbots, virtual reality, gamified learning experiences, personalized tutoring, study programmes, quick evaluation and response. Holmes, Persson, Chounta, Wasson, and Dimitrova (2022) emphasized that AI technologies have proven their usefulness by gaining acceptance in higher education through the use of significant tools such as virtual and augmented reality, voice assistants, and so on. Popenici and Kerr (2017), as well as Zawacki-Richter et al. 2019, Ouyang et al. 2022 stress the role of AI in improving assignment feedback and streamlining administrative work rather than digging into issues of academic integrity. One of the advantages of ChatGPT as reiterated by Hemsley, Power and Given (2023), is that it has the capability to comprehend poorly written commands and compile information into an easily understandable summary which is particularly beneficial for individuals with low literacy skills.

Embracing AI in higher education is a difficult task that requires both human and financial resources. According to Ocaña-Fernández, Valenzuela-Fernández, and Garro-Aburto (2019), the problem of applying AI is not just obtaining or utilizing new technologies but also developing and adapting them to varied realities inside multi-variable environments. They stress further that AI is viewed as sensitive to hacking, heightening the possibility of data leakage or theft for potential misuse in activities such as identity theft, bullying, or discrimination. Additionally, individuals' perceptions of AI in the public vary and are impacted by media coverage (Selwyn & Gallo Cordoba, 2022; Sullivan, Kelly & McLaughlan, 2023). Sullivan, Kelly and McLaughlan, 2023 stressed that ChatGPT is constrained in offering opinions, limited to events prior to 2021, unable to access external databases, lacking reference citation, prone to mathematical errors, and devoid of creativity or critical thinking in its writing style.

By and large, little emphasis has been made to AI's potential for enhancing graduate employability skills in Nigeria. Against this backdrop, this study focused on exploring artificial intelligence-driven tools to enhance graduates' employability in Nigerian higher institutions.



Theory of Human Capital Development

This study is based on Human Capital Theory (HCT). HCT was proposed by Gary Becker, an American economist, and Theodore Schultz, another economist. Both played important roles in the theory's development in the 1960s. Schultz pioneered the notion, highlighting the importance of allocating resources to human capital development (such as education and training) to boost productivity, while Becker elaborated on it, investigating how education, skills, and health affect economic growth and personal income. The significance of this theory demonstrates that using AI-driven tools to instruct undergraduates in Nigerian higher education institutions will help them gain the skills required to be marketable in the labor market. Finally, investing in human capital (graduates' employability) using AI-powered technologies can help graduates advance in their careers.

Graduate Employability

Graduate employability is a graduate's capacity to obtain and sustain relevant jobs after completing their studies. It encompasses the information, abilities, attitudes, and characteristics that make a graduate desirable to employers. According to Noor (2013), employability has numerous definitions, but they are divided into two basic categories. The first relates to a student's capacity to get, retain, and advance in a job following graduation. The other group aims to improve students' skills, knowledge, attitudes, and capacities, ultimately empowering them as lifelong learners.

Stiwne and Alves (2010) see employability as a combination of four components of higher education: "understanding of subject matter" (declarative knowledge), "skillful practices" (procedural knowledge), "efficacy beliefs" (belief in one's ability to influence conditions and incidents), and "metacognition" (consciousness of one's own knowledge and abilities). Knight and Yorke (2003) defined employability skills as personal attributes that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community, and the economy.

Higher Education in Nigeria

According to the National Policy on Education (FRN, 2013), the objectives of tertiary education in Nigeria are to: contribute to national development through the training of high-level manpower; provide accessible, high-quality, and affordable learning opportunities in both formal and informal education, addressing the needs and interests of all Nigerians; offer comprehensive career counseling and lifelong learning programs that equip students with the knowledge and skills for self-reliance and the workforce; alleviate skill shortages by producing skilled manpower tailored to labor market demands; foster and promote scholarship, entrepreneurship, and community service; strengthen national unity; and promote national and international understanding and collaboration.

Concept of Artificial Intelligence

Artificial intelligence (AI) has rapidly become a crucial and transformative force across numerous sectors and industries. The AI concept was introduced as early as 1950, with the main purpose of replicating the intellectual competences of humans through the application of machines (Danziger, 2022). Notably, academic writing stands out as an area witnessing particularly rapid advancements and widespread adoption of AI-based tools and



methodologies, especially in higher education. The key artificial intelligence technologies employed in education encompass machine vision, expert systems, machine learning, natural language processing, deep learning, and robotics. Among the notable AI tools are the following: Chatgpt, Grammarly, Jasper, Copy AI, Notion AI, Otter AI, Zapier AI, Quillbot, Coursera AI, Duolingo, LinkedIn Learning, Hemingway Editor, etc.

Improving Graduate Employability in Nigeria through Artificial Intelligence Tools

In today's rapidly changing employment economy, the demand for graduates with employability skills has never been higher. As enterprises across industries place a greater emphasis on employable graduates, AI solutions are emerging as critical enabling these crucial competencies. This strategy not only prepares graduates for the immediate demands of the workforce but also enables them to thrive in an era where technological competency is critical for success and adaptability to a variety of difficulties. The potential use of AI to improve the employability skills of Nigerian higher education graduates cannot be underestimated.

The use of AI can improve graduates' employability in the field of critical thinking. Critical thinking entails identifying the goal and context of one's views, examining the veracity of information sources, studying and evaluating others' arguments, and constructing one's own logical arguments (Thiga, 2024). AI technologies can help graduates improve their critical thinking abilities by teaching them new ways to analyze data, solve issues, and make decisions, all of which are important for employability. In a study carried out among undergraduate students in Ghana by Essel et al (2024), it was revealed that the use of ChatGPT had a significant impact on the development of the students' critical, reflective, and creative thinking skills. According to Firat (2023), ChatGPT has given rise to concerns related to academic integrity while also showing potential for improving learning outcomes in higher education. MIT Horizon (2023) reiterates that constant learning is to increase one's expertise on a subject, confirming the veracity of information provided, and reflecting on the output to evaluate whether it fulfills expectations and identifies any gaps or weaknesses are critical skills for Gen AI users.

AI has the potential to significantly enhance students' communication skills for employability by providing personalized, interactive learning experiences. AI-driven approaches can provide students with opportunities for continuous improvement in their communication skills, making them more competitive and effective in the labour market. AI potentials can assist graduates in personalised learning and feedback, especially suggestions on grammar, tone, clarity, and structure, helping students improve their written and verbal communication in real-time so as to meet professional standards. Essentially, AI-powered career platforms can guide students in preparing for interviews, providing suggestions on how to tailor their language, tone, and responses to specific job roles. AI-based platforms can also offer real-time feedback on interview answers, improving how students communicate their qualifications and experiences.

AI serves as a virtual mentor, assisting graduates in developing critical thinking, problem-solving, and effective communication skills through tailored instruction, interactive tools, and feedback-driven improvement. Integrating AI into daily learning can greatly improve analytical and communication skills, making graduates more competitive in the job market. In research conducted by Guàrdia, Mancini, Jacobetty, and Maina (2021) on graduates' employability skills in East Africa, participants in three Ugandan focus groups stated that analytical and critical thinking skills are among those desired by employers in the region.



Analytical thinking was specifically suggested to be required to 'see' and 'remember' what is relevant, allowing employees to make better sense of their operations.

AI can help graduates improve their self-management abilities for employment by giving individualized tools for time management, goal setting, and productivity tracking. Graduates may use AI-powered tools like Notion, Trello, and Todoist to efficiently manage projects, establish deadlines, and prioritize work. Virtual assistants like Google Assistant and Microsoft Copilot help automate reminders and optimize workflows, resulting in improved task completion. AI-powered career platforms provide targeted learning recommendations to assist graduates acquire in-demand skills, while AI-powered feedback tools help with résumé writing, interview preparation, and professional communication. By developing self-discipline, adaptability, and proactive learning, AI helps graduates to stay organized, continuously upskill, and boost their employability in a competitive job market.

AI tools improve graduates' problem-solving abilities for employment by delivering data-driven insights, scenario-based learning, and real-time feedback on decision-making processes. AI-powered platforms such as IBM Watson, ChatGPT, and MATLAB assist graduates in analysing complicated problems, developing solutions, and evaluating results. Machine learning algorithms provide predictive analysis, allowing users to evaluate many scenarios and improve decision-making. AI-powered coding tools such as GitHub Copilot and LeetCode boost computational problem-solving abilities, while AI-powered simulations and case studies improve real-world decision-making capabilities. Graduates who use AI for structured problem-solving practice develop critical thinking, adaptability, and innovation, making them more effective and competitive in the workplace. Bada and Olusegun (2015); Stapleton and Stefaniak (2019) stress that integrating ChatGPT into the learning process allows both educators and students to benefit from personalized learning experiences, efficient resource utilization, and adaptive learning strategies that align with constructivist theory.

CONCLUSION

In summary, AI technologies have a transformative impact on graduates' communication, analytical, critical thinking, and self-management skills, making them more employable in today's competitive labor market. AI-powered writing assistants, language tools, and virtual interview platforms polish communication skills, while data analysis software and AI-driven research helpers improve analytical and critical thinking capabilities. Personalized learning platforms and real-time feedback systems assist graduates in developing problem-solving abilities, while AI-powered productivity tools improve self-management through better time management and organisation. Graduates who incorporate AI into their learning and professional development can develop necessary skills, adapt to industry expectations, and improve their overall career preparation.



RECOMMENDATIONS

Considering the above, the following recommendations are proposed:

1. Nigerian higher educational institutions should incorporate AI-powered tools into their academic curricula, emphasising communication, analytical thinking, critical thinking, problem-solving, and self-management abilities so as to equip graduates with the needed employability skills.
2. Higher institutions in Nigeria should encourage students to use AI-powered learning platforms such as Coursera, Udemy, and LinkedIn Learning, which provide tailored skill development in data analysis, business communication, and problem.
3. Higher institutions should invest in AI research laboratories where students may work on new ideas, machine learning applications, and real-world problem-solving to improve their analytical and critical thinking abilities to qualify them for job opportunities.
4. AI Chatbots, virtual simulations, and voice analysis technologies should be utilised to improve students' communication, negotiation, and public speaking abilities, enhancing their employability skills.
5. Lecturers should acquire AI training so that they can effectively guide students in using AI tools to improve their skills for employability.
6. Higher education institutions should regularly evaluate the success of AI-based tools in improving employability skills and make changes based on input from students, employers, and other relevant stakeholders.

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