

TRACER STUDY OF 2000-2019 GRADUATES OF FEDERAL COLLEGE OF EDUCATION (TECHNICAL) GUSAU ZAMFARA STATE, NIGERIA

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Abstract

This study traced the 2000-2019 graduates of Federal College of Education (Technical) Gusau Zamfara State, Nigeria. The study employed descriptive (survey) design. 265 graduates and 138 employers of labour were traced across the North-west, Nigeria. Purposive sampling technique was used in this study. A researchers-designed questionnaire titled "Tracer Study of 2000-2019 Graduates of Federal College of Education (Technical) Gusau Questionnaire" was used for data collection. The data collected was analysed using percentage and weighted average. The findings of this study revealed that 79.2% of the graduates traced were employed while 81.5% were found in the teaching profession; and many employers of labour were satisfied with the graduates employability skills but life skills and adaptation to environment, creativity and innovation, computer skills and application of ICTs and development of self-esteem were the training gaps that needed improvements in the NCE Curriculum. This study concluded that if the curriculum is reviewed to meet the changing demands of the labour market, it is hoped that FCET Gusau has greater capacities to train better graduates that would meet the specifications of contemporary labour market. This study recommended among others that the NCE curriculum and programmes should be reviewed to incorporate life skills and adaptation to environment prepare graduates for success in their professional world of works.

Keywords: Tracer study, Graduates, Employers of labour, Curriculum, Training gaps

Introduction

Education and training play a key role in ensuring that opportunities are provided for all individuals to develop their skills continually in a lifelong learning perspective, enabling them to adapt to rapidly changing labour market requirements and conditions. Training and labour market policy makers decide on the configuration of education and training systems, employment policies and investments. The success of the nation depends on the quality of graduates higher education institutions produce (Narayangarh, 2017). One of

the objectives of any educational institution is to provide the country with graduates well-equipped with the knowledge and skills with positive attitude and determine the employability status of its graduates. Schomburg (2003) notes that graduate surveys are popular for analysis of the relationship between higher education and work.

Tracer study is one of the most important elements to determine the success of the programs or courses the school offers in terms of the status, characteristics of employment, struggles, and extent of successes of the programs or courses the school offers. Towards the end of the 20th Century, European Universities embraced the use of tracer studies for a plethora of reasons; especially to accredit their study programmes; to explain the link between study programmes and the job market; to show uniqueness and positioning of individual universities; and also to enable universities and institutions in managing higher education in their respective countries to make informed and evidence based decisions about improvements on quality education and services in higher education (Schomburg & Teichler, 2011).

To remain viable in today's global competitive educational market, higher education institutions must acknowledge that learning and pedagogy are changing in the 21st century while reaffirming their commitment to facility planning. Consequently, considering the needs of multiple stakeholder groups, especially students and faculty, it becomes vital to this reaffirmation in order to adequately support modern educational practices and learning space planning.

It is essential to consider the academic curriculum delivery system in producing employable graduates because, it is during this process that the adequacy of physical facilities and instructional materials, human assets, methods to adopt in teaching as well as assessment strategies are technically required in the production of employable graduates (Ogunniran, 2021). In addition, the teachers are considered to be the driving factor for academic curriculum delivery system, without which the materials, methods and assessment cannot be effective in producing graduates with employability skills.

Various tracer studies of graduates have been conducted in some African countries (like Ghana, Kenya, South Africa and Nigeria among others) by prominent scholars among which include (Anyanwu 2000; Kaijage, 2001; Cosser, 2003; and RUFORUM 2009). Also, Schomburg (2016) revealed that in many countries, conducting tracer studies is a formal requirement for the accreditation of study programmes and educational institutions are also increasingly interested in feedback from their former students to improve their study programmes, and to show new applicants how their graduates have managed the transition to employment. These studies sought to ascertain the whereabouts of the graduates, their transition from higher education to work, job search, employment conditions, use of knowledge and skills, appropriate position and job satisfaction, retrospective assessment of their study condition.

In Nigeria, tracer study is a necessary requirement and a duty of every College of Education Academic and Quality Assurance Unit. Accreditation Toolkit for the Colleges of Education (2012) also emphasised the need for tracer study reports with a view to strengthening evidence based research informing decisions on teaching effectiveness and efficiency. Worth mentioning are frequent demands for reports of tracer studies by intervention agencies such as Teachers Development Program (TDP), Teachers Upgrade Program (TUP), Universal Primary Education Boards, and Need Assessment Committees. A tracer study will avail the College with the data on the relevance and effect of

technology teacher training to the society: the data of those employed, and types of employment vis-à-vis the training received, gaps between expectations and realities and key areas that will require revisions, reviews and improvements of the National Commission for Colleges of Education (NCCE) Minimum Standards.

In this study the researchers adopted the Human Capital Development Theory because we consider it to be a suitable theory to explain a tracer study of graduates and employability. The theory used in this study was the Human Capital Development Theory. It is presumed on the supposition that education or training enhances the efficiency of workers and useful life skills of the people, all things being equal. The notion of human capital first emerged post-World War II when it was advanced that investments in health, training and education could explain levels of economic growth that investment in physical capital could not (Becker, 1964). One of the proponents of this theory, Becker believed that the height of workforce generation has positive relationship with the educational and training structure in which the higher the education and training a man gets, the higher the efficiency or achievements of an individual.

Based upon the work of Schultz (1963), human capital theory lays on the supposition that formal instruction is very instrumental and even important to enhance the creation capacity of a populace. The rationality behind the investment in human capital as emphasised by Babalola (2003) is based on the following that:

1. the new generation must be given the appropriate parts of the knowledge which have already been accumulated by previous generations;
2. new age ought to be shown how the current information ought to be utilised to generate new products and creation strategies and social administration;
3. individuals must be urged to grow totally new thoughts, items, procedures and techniques through innovative methodologies.

This theory is very important and relevant to the current situation of relevance and effect of technology teacher training to the society: the training received, gaps between expectations and realities and key areas that will require improvements in developing nations like Nigeria where graduates are poorly trained and unemployable because they could not meet up with labour market requirements in many cases. Hence, the necessity to conduct this study, in this context, that is characterized by low manpower and poor socio-economic base.

Although, many studies have been carried out by different scholars on tracer studies like the study of Aljumah (2023) examined the impact of job training on recruitment and employability skills among graduates by utilizing the self-perceived employability scale. The study used a sample of 190 graduate students who underwent job training with a specific company. The findings of this study indicated that a significantly positive impact was found of job training on employability, highlighting the contribution of job training to the development and enhancement of employability skills among graduates.

Ugbe (2018) conducted a study on the extent to which graduates of Business Education acquired employability skills on graduation from Colleges of Education in North-West Nigeria. The population for the study consisted of all business education lecturers in Colleges of Education, registered Small and Medium Scale Enterprises and Ministry of Commerce and Industries staff in North West Nigeria. The proportionate stratified and

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purposive sampling techniques were employed to selected sample size of 302 respondents, made up of 87 lecturers, 220 Directors/managers of SMSEs and staff of Ministry of Commerce and Industries in North West Nigeria. A structured questionnaire was used as instrument for data collection, which was face validated by experts. Cronbach Alpha Reliability Coefficient of 0.86 was obtained for the study. The instrument was administered on personal contact with the help research assistants. The data collected were analyzed using mean in answering the research question while t-test analysis was employed in testing the null hypothesis at 0.05 level of significance. The study recommended that Business Education NCE graduates possess employability skills to a moderate extent from departments of business education, Colleges of Education North West Nigeria. Business educators in Colleges of Education North West Nigeria should adopt teaching pedagogies that will help to inculcate employability skills in NCE students (Ugbe, 2018).

However, the scholars of these previous studies have not explored the tracer studies of 2000-2019 Graduates of Federal College of Education (Technical) Gusau Zamfara State, Nigeria. The researchers considered to cover graduates of the college for a period of twenty (20) years as the first phase of the study while graduates of 2020 – 2024 would be covered in second (2nd) phase of the studies. The justification for this is that the minimum standard used for the production of 2000-2019 graduates was outdated while the graduates from 2020 are trained with the reviewed minimum standard.

Therefore, it became necessary to examine strategies to improving the transition of graduates from college of education to the labour market, and to better matching the supply of skills with the demand for them. The Federal College of Education (Technical), Gusau has been outstanding in science and technical teacher production, and being the only college of education for women only in the country requires a tracer study of her graduates so as to assess and meaningfully respond to both the local and global science and technology employment needs. Therefore, this study is conceptualized as presented in figure 1:

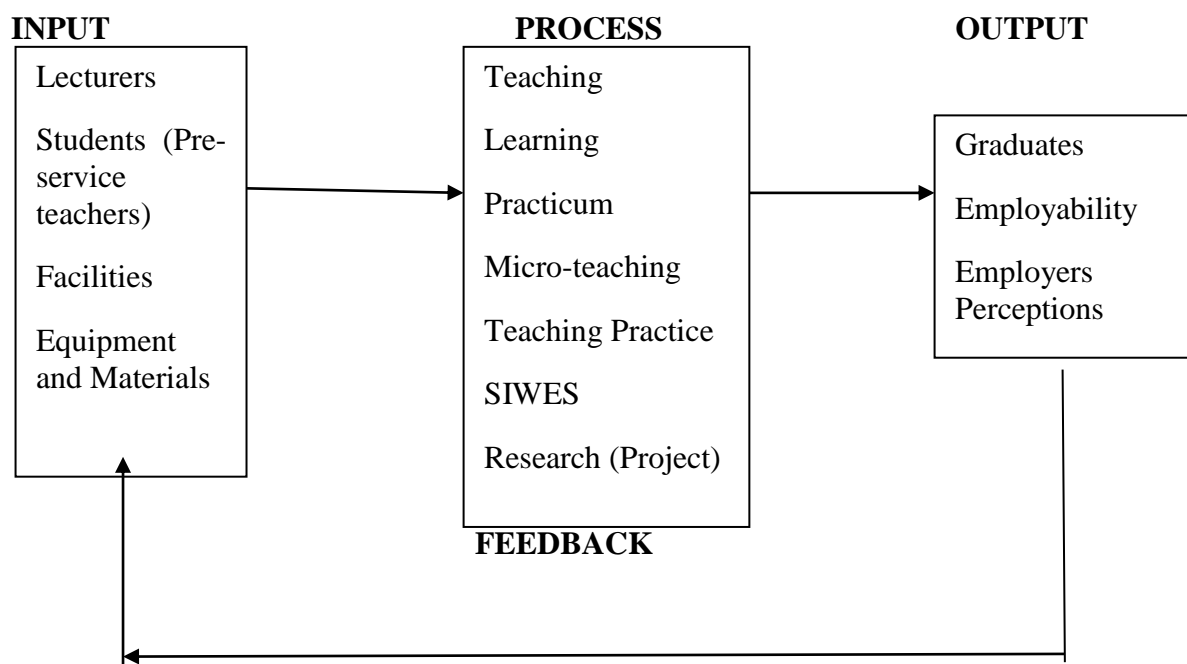


Figure 1: Conceptual Clarification

Objectives of the study

The purpose of this study is to trace the Graduates of Federal College of Education (Technical) Gusau Zamfara State within the North-west Geo-political Zone of Nigeria. The specific purposes of this study are to:

- I. Find out the employment status of Graduates of Federal College of Education (Technical) Gusau Zamfara State, Nigeria from 2000-2019
- II. Examine the level of satisfaction on the NCE programme of graduates of Federal College of Education (Technical) Gusau in Zamfara State, Nigeria
- III. Find out the level of satisfaction of employers of labour on the graduates of Federal College of Education (Technical) Gusau employability skills in Zamfara State, Nigeria
- IV. Identify training gaps (areas that require improvements) in NCE curriculum

Research Questions

The following research questions are raised to guide this study:

- I. What is the employment status of Graduates of Federal College of Education (Technical) Gusau Zamfara State, Nigeria from 2000 to 2019?
- II. What is the level of satisfaction of graduates of Federal College of Education (Technical) Gusau in Zamfara State, Nigeria on the NCE programme?
- III. What is the level of satisfaction of employers of labour on graduates of Federal College of Education (Technical) Gusau employability skills in Zamfara State, Nigeria?
- IV. What are the training gaps (areas) that require improvements in NCE curriculum

Methodology

This study was a quantitative research that utilized the survey technique for data collection. The population of this study was 394 which comprised 265 FCET Gusau graduates and 138 employers of labour across the North-west, Nigeria. This study traced 265 FCET Gusau graduates to the North-west, Nigeria which are Kaduna, Kano, Katsina, Kebbi, Jigawa, Sokoto and Zamfara States. A researchers-designed questionnaire entitled Tracer Study of 2000-2019 Graduates of Federal College of Education (Technical) Gusau Questionnaire was used for data collection. This instrument contains graduates' employment status, level of satisfaction with the NCE programme, perceptions of employers of graduates' employability skills and training gaps to be filled in improving the NCE curriculum. The questionnaire was transmitted online to the graduates that were traced in this study. The instrument was subjected to face and content validation by two (2) research experts. Also, the reliability of the instrument was tested through pilot study while the items in the instrument were calculated from the result of the pilot study using Cronbach Alpha Reliability Coefficient. The result of the test was found to be 0.80 reliability index. This confirms that, the research instrument was not only suitable but

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also reliable for use as an instrument for data collection for this study. The data collected was analysed using descriptive statistics of percentage and mean score.

Results

Table 1: Employment Status of Graduates of Federal College of Education (Technical) Gusau Zamfara State, Nigeria from 2000 To 2019

Variables		Frequency	Percentage
Employment Status	Employed	210	79.2
	Unemployed	46	17.4
	Under Employed	9	3.4
	Total	265	100
Nature of Employment	Work with Government	169	63.8
	Private Organisation	48	18.1
	Self-employed	48	18.1
	Total	265	100
Forms of Employment	Permanent	151	57.0
	Temporary	55	20.8
	Contract	38	14.3
	Casual	21	7.9
	Total	265	100
Types of Employment	Teaching	218	81.5
	Non-teaching	49	18.5
	Total	265	100
Level of Teaching	Primary	64	24.2
	Secondary	170	64.2
	Tertiary	31	11.7
	Total	265	100

Table 1 shows the employment status of 2000 - 2019 graduates of Federal College of Education (Technical) Gusau Zamfara State, Nigeria. From the Table, it was revealed that 210 (79.2%) of the graduates traced were employed, 46 (17.3%) unemployed while 9 (3.4%) was under employed. Also, 169 (64%) of the graduates worked with government, 48 (18.1%) worked with private organizations and 48 (18.1%) were self-employed. Similarly, 151 (57%) of the graduates were employed on permanent basis, 55 (20.8%) on temporary basis, 38 (14.3%) on contract while 21 (7.9%) were casual workers. Among the graduates traced in this study, 218 (81.5%) were teachers while 49 (18.1%) of the graduates were into non-teaching profession. 64 (24.2%) of the graduates in the teaching profession teach at primary/basic level of education, 170 (64.2%) teach at secondary level while 31 (11.7%) teach at tertiary level of education.

Table 2: The level of satisfaction of 2000-2019 Graduates of Federal College of Education (Technical) Gusau on the NCE programme in Zamfara State, Nigeria

*F = Frequency P = Percentage (%)

S/N	Items	Very Satisfied F(P)	Satisfied F(P)	Not Satisfied F(P)	Weighted Average	Remarks
1.	Preparation of lesson plan and lesson notes	139(52.5)	115(43.4)	11(4.2)	2.48	Satisfied
2.	Meaning and implications of professionalization of teaching	90(34.0)	157(59.2)	18(6.8)	2.27	Satisfied
3.	Area of specialization /teaching subject	107(40.4)	144(54.3)	14(5.3)	2.35	Satisfied
4.	Lesson delivery, questioning techniques and class management	100(37.7)	151(57.0)	14(5.3)	2.32	Satisfied
5.	Variety of strategies to evaluate students' performance	91(34.4)	150(56.6)	24(9.1)	2.25	Satisfied
6.	Variety of teaching methods	108(40.8)	139(52.5)	18(6.8)	2.34	Satisfied
7.	Strategies for self-development	96(36.2)	149(56.2)	20(7.5)	2.87	Satisfied
8.	Improvisation and application of instructional resources	89(33.6)	136(51.3)	40(15.1)	2.18	Satisfied
9.	Life skills and adaptation to environment	86(32.5)	133(50.2)	46(17.4)	2.15	Satisfied
10.	Entrepreneurial skills, creativity and innovation	83(31.3)	135(50.9)	47(17.7)	2.14	Satisfied
11.	Computer skills and use of educational technology	76(28.7)	126(47.5)	63(23.8)	2.05	Satisfied

Source: The Researchers (2024)

Based on the weighted average analysis of the 11 questions, it's evident that the majority of graduates from Federal College of Education (Technical) Gusau on the NCE programme in Nigeria express satisfaction with various aspects of their education. Specifically, there is a notable satisfaction with strategies for self-development, as indicated by the highest mean score of 2.87. Additionally, preparation of lesson plans and notes, meaning and implications of professionalization of teaching, area of specialization/teaching subject, lesson delivery techniques, questioning techniques, class management, variety of teaching methods, and improvisation/application to the environment all received mean scores above 2.0, signifying a generally positive perception among graduates.

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However, there are areas where satisfaction appears to be lower. Specifically, graduates expressed less satisfaction with life skills and adaptation to the environment, with a mean score of 2.05, indicating a potential area for improvement in the curriculum or support services offered to students. To sum it up, 89% of the graduates expressed their satisfaction while 11% of the graduates with the NCE programmes received at FCET Gusau, Zamfara State.

However, while there are areas for improvement, overall, the findings suggest a moderate to high level of satisfaction among graduates of the NCE programme at Federal College of Education (Technical) Gusau. These results provide valuable insights for curriculum development and enhancement efforts to better meet the needs and expectations of graduates in the future.

Table 3: Level of Satisfaction of Employers of Labour on the Employability Skills of graduates of Federal College of Education (Technical) Gusau in Zamfara State, Nigeria
*F = Frequency P = Percentage (%)

S/N	Items	Very Satisfied F(P)	Satisfied F(P)	Not Satisfied F(P)	Remarks
1.	Knowledge of specialty/teaching subject	87 (63)	39 (28)	12 (9)	Satisfied
2.	Lesson delivery including questioning	48 (35)	62 (45)	28 (20)	Satisfied
3.	Class Management	56 (41)	82 (59)	-	Satisfied
4.	Evaluation of students' performance with feedback	36 (26)	72 (52)	30 (22)	Satisfied
5.	Punctuality with conduct	21 (15)	79 (57)	38 (28)	Satisfied
6.	Writing of lesson plans	57 (41)	60 (44)	21 (15)	Satisfied
7.	Writing of lesson notes	41 (30)	70 (51)	27 (18)	Satisfied
8.	Improvisation	51 (37)	59 (43)	28 (20)	Satisfied
9.	Application of instructional resources	44 (32)	73 (52)	22 (16)	Satisfied
10.	Life skills and adaptation to environment	9 (7)	35 (25)	94 (68)	Not Satisfied
11.	Use of variety of instructional methods	31 (22)	69 (50)	38 (28)	Satisfied
12.	Creativity and innovation	15 (11)	41 (30)	82 (51)	Not Satisfied
13.	Computer skills and application of ICTs	24 (18)	35 (25)	79 (57)	Not Satisfied
14.	Overall professional behavior	31 (22)	69 (50)	38 (28)	Satisfied
15.	Self-esteem	18 (13)	51 (37)	69 (50)	Not Satisfied

Source: The Researchers (2024)

Table 3 indicated the level of satisfaction of employers of labour on the employability skills of graduates of Federal College of Education (Technical) Gusau in Zamfara State, Nigeria. As shown in the Table, majority of the employers of labour (81.5%) expressed their level of satisfaction in knowledge of specialty/teaching subject, lesson delivery including questioning, class management, evaluation of students' performance with feedback and punctuality with conduct. The employers of labour (81.5%) also indicated their satisfaction with the employability skills of 2000-2019 FCET Gusau graduates in the areas of writing of lesson plans, writing of lesson notes, improvisation and application of instructional resources, use of variety of instructional methods and overall professional behavior.

On the contrary, majority of the employers of labour were dissatisfied with the employability skills of graduates of Federal College of Education (Technical) Gusau in Zamfara State, Nigeria in (the areas) life skills and adaptation to environment (68%), Creativity and innovation (51%), Computer skills and application of ICTs (79%) and self-esteem (69%). This implied that there is the need for review and improvements in the training of teachers in these identified areas.

Table 4: The Training Gaps (Areas) that Require Improvements in NCE Curriculum (in Nigeria)

*F = Frequency		P = Percentage (%)		
S/N	Items	Adequate (A) F (%)	Needs Improvements (NI) F (%)	Remarks
1.	Teaching Profession	102 (74)	36 (26)	Adequate
2.	Lesson planning	113 (82)	25 (18)	Adequate
3.	Course Contents	61 (44)	77 (56)	NI
4.	Teaching Practice	44 (32)	94 (68)	NI
5.	Class Management	98 (71)	40 (29)	Adequate
6.	Evaluation	111 (80)	27 (20)	Adequate
7.	Methods of teaching	125 (91)	13 (9)	Adequate
8.	Students' self-development	97 (70)	41 (30)	Adequate
9.	Utilisation of instructional resources	105 (76)	33 (24)	Adequate
10.	Application of instructional resources	110 (80)	28 (20)	Adequate
11.	Life skills and adaptation to environment	35 (25)	103 (75)	NI
12	Creativity and innovation	47 (34)	91 (66)	NI
13	Computer skills and application of ICTs	52 (38)	86 (62)	NI
14	Provision of feed-back to students	116 (84)	22 (16)	Adequate
15	Development of Self-esteem	60 (43)	78 (57)	NI

Source: The Researchers (2024)

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Table 4 shows the training gaps (areas) that require improvements in NCE curriculum (in Nigeria) as perceived by employers of labour. The employers of labour of FCE(T) graduates in this study indicated that teaching profession, lesson planning, class management, and evaluation were adequate in the NCE curriculum. Not only this but also methods of teaching, students; self-development, utilization and application of instructional resources as well as provision of feedback to students were adequate. However, majority of the employers (58%; 68; 75%; 66%; and 62% respectively) perceived that course contents, teaching practice, life skills and adaptation to environment, creativity and innovation, computer skills and application of ICTs and development of self-esteem needed more reviews and improvements in the NCE curriculum.

Discussion

The first purpose of this study is to examine the employment status of Graduates of Federal College of Education (Technical) Gusau Zamfara State, Nigeria from 2000 to 2019. The findings to this purpose revealed that 79.2% of the graduates traced in this study were employed and 81.5 of them are teaching. This implied that FCET Gusau has contributed positively to the national development through the training and production of pre-service teacher in Nigeria and beyond. This finding is in congruence with the assertion of Aljumah (2023) that learning institutions and have ability to provide students with employable skills.

The second purpose of this study was to examine the 2000-2019 graduates of Federal College of Education (Technical) Gusau level of satisfaction on the NCE programme they received in Nigeria. The findings to this purpose revealed that the graduates were satisfied with the training they received at FCET Gusau. The findings also revealed that the graduates' level of satisfaction was low in the area of life skills and adaptation to the environment.

The third purpose was raised to find out the level of satisfaction of employers of labour on the employability skills of 2000-2019 graduates of Federal College of Education (Technical) Gusau in Zamfara State, Nigeria. The finding to this purpose revealed that the employers of labour were satisfied with the 2000-2019 graduates of Federal College of Education (Technical) Gusau in Zamfara State in the areas of writing of lesson plans, writing of lesson notes, improvisation and application of instructional resources, use of variety of instructional methods and overall professional behavior. These findings are in congruence with the finding of Ogunniran (2021) that the teachers are considered to be the driving factor for academic curriculum delivery system, without which the materials, methods and assessment cannot be effective in producing graduates with employability skills. It was also revealed that employers of labour were dissatisfied with the graduates' employability skills in life skills and adaptation to environment, creativity and innovation, computer skills and application of ICTs and self-esteem. These findings corroborated with the affirmation of (Mainga Murphy-Braynen, Moxey, & Quddus., 2022) that factors contributing to misalignment between academic curricula and employment requirements may include failure of curriculum development specialists to keep pace with technology and data management innovation, paucity of pedagogical approaches to active learning (Mainga et al., 2022)

The fourth purpose of this study was to identify the training gaps (areas) that require improvements in NCE curriculum (in Nigeria). The findings to this indicated that course

contents, teaching practice, life skills and adaptation to environment, creativity and innovation, computer skills and application of ICTs and development of self-esteem need more review and improvements in the NCE curriculum. These findings supported the argument of Ogunniran (2021) that it is essential to consider the academic curriculum delivery system in producing employable graduates because, it is during this process that the adequacy of physical facilities and instructional materials, human assets, methods to adopt in teaching as well as assessment strategies are technically required in the production of employable graduates.

Conclusion

This study carried out a tracer study of 2000-2019 graduates of Federal College of Education (Technical) Gusau Zamfara State, Nigeria. Based on the findings of this study, it is concluded that the 2000-2019 graduates of Federal College of Education (Technical) Gusau Zamfara State, across the North-west, Nigeria are performing optimally in the labour market. However, more emphasis is required on the need to review the NCE curriculum in the identified gaps in the areas like teaching practice, life skills and adaptation to environment, creativity and innovation, computer skills and application of ICTs and development of self-esteem among teacher trainees for better improvements in the profession. This study, therefore, established that Federal College of Education (Technical) Gusau Zamfara State, Nigeria has been an effective institution over the past years (2000-2019) in her core mandate of training and production of teachers (human capital) for national development. However, if the curriculum is reviewed to meet the changing demands of the labour market, it is hoped that FCET Gusau has greater capacities to train and produce better graduates that would meet the needs and specifications of contemporary competitive labour market.

Recommendations

Based on the findings and conclusion of this study, the following recommendations are made that:

- I. This study found out that there were training gaps in course contents and teaching practice of teacher education programme, therefore, it is recommended that both general and specialized disciplines (teaching subjects) should be reviewed to produce more teachers that would meet the needs of employers of labour and the general society; thereby increasing the employability index of the institution;
- II. Teacher educators should put in more emphasis in the training of pre-service teachers on life skills and adaptation to environment. This would help the (graduates) to be able to adjust, adapt and contribute effectively any endeavor at any place they find themselves;
- III. Creativity and innovation, computer skills and application of ICTs are core, soft employability skills sought after by employers of labour in determining graduates' employability, therefore, FCET Gusau, other teacher training institutions and curriculum experts should extend pedagogical activities of pre-service teachers more actively (practically) in the acquisition of these sought after employability skills; and

- IV. More training and motivation should be given to the pre-service teachers on development of self-esteem as an employability skill.

Practical Implications of the Study

The practical implications of this study highlight the significance of proactive steps to ensure that teacher training programmes are aligned with changing needs of the labour market. By updating the curriculum, offering chances for skill enhancement opportunities, incorporating technology, encouraging hands-on learning, partnering with employers, and offering career support, teacher training institutions can better prepare graduates for success in their professional world of work.

Theoretical Implications of the Study

The theoretical implications of this study underscore the importance of teacher training programmes to align with contemporary educational theories and pedagogical practices to effectively develop employability skills among graduates. By integrating theory-driven instructional approaches, fostering active learning environments, and leveraging technology-enhanced learning strategies, teacher training programmes can better prepare educators for success in their different professional careers.

Limitation of the Study

The following are the limitations of this study:

- I. This study covered only 2000-2019 Graduates of Federal College of Education (Technical) Gusau Zamfara State, Nigeria.
- II. The graduates were traced to only the North-west, Nigeria (Kaduna, Kano, Katsina, Kebbi, Jigawa, Sokoto and Zamfara States).
- III. It was a quantitative study, descriptive in nature and used survey for the research design.
- IV. The graduates were examined irrespective of their areas of specialization

Suggestions for Further Studies

The following are suggested (to future researchers, scholars and teacher educators) for further studies that:

- I. Further tracer studies be conducted to cover other sets of FCET Gusau graduates that were not covered in the scope of this study;
- II. Also, a tracer study of this nature be conducted in other teacher training institutions in Nigeria;
- III. More graduates of FCET Gusau can be traced to other parts of the geo-political zones of Nigeria (North-central, North-east, South-west, South-south and South-east);
- IV. Further studies can be conducted using qualitative approach

- V. Studies of this nature could be conducted to examine graduates' employability skills in a particular discipline among others.

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