

Employers' Perspectives On Critical Quantity Surveying Soft Skills

Oluwole Joseph Oni

Yetunde Josephine Aina

Quantity Surveying Department, Federal Polytechnic, Ado Ekiti, Nigeria

Abstract: Many Quantity Surveying graduates are not meeting the labour market requirements in terms of skills. Employers are result driven and as such, are looking for some specific employability skills when hiring. However, majority of the job seekers do not possess these skills. The college training mainly emphasizes on technical skills but neglect essential soft skills. This is consequently constraining the employability of these graduates in the labour market. This study investigates the employers' perspectives on critical Quantity Surveying soft skills needed in the job market. It employs questionnaire survey, a quantitative technique to collect data from the respondents. A total of one hundred (100) questionnaires were administered but seventy-eight (78) were retrieved and analyzed. The data was analyzed using descriptive statistics; specifically, mean and relative importance index. Results indicate that employers view leadership skills and decision making skills among others, as the most critical soft skills needed by the Quantity Surveyors. The study recommends that Quantity surveying training curriculum be reviewed to capture essential soft skills; workshops and seminars on soft skills should be organized regularly by state chapters of the professional body. There should be improved academia-industrial synergy in the training of Quantity Surveyors and personal development in the area of soft skills through study and short term training programmes should be invigorated among Quantity Surveying practitioners, students and recent graduates.

Keywords: Soft Skills, Employers, Quantity Surveying, Perspectives, Critical

I. INTRODUCTION

There is a growing gap between the expectations of employers and the reality of what the present day graduates bring to the labour market. Today's young graduates may come in with the latest technical skills, but what they are missing in most cases is the essential attributes for workplace success; which are commonly referred to as "soft skills". Olofintoye, & Prince, (2013) submit that the goals of tertiary education remains elusive in Nigeria as the graduates could not marry knowledge and skills acquired in schools with demands of the labour market. Consequently, majority of the graduates remain unemployed and for the few employed, there are complaints from their employers, that most Nigerian graduates lack employability or job related skills and as such fall below workplace expectations. Quantity Surveying graduates enter the labour market like many others without the

necessary employability skills or soft skills pertinent to employers.

Soft skills are nontechnical and not reliant on abstract reasoning, involving interpersonal and intrapersonal abilities to facilitate mastered performance in particular contexts (Harrell, Scholarios & Thompson, 2012). Moss and Tilley (2001) define soft skills as: "Skills, abilities, and traits that pertain to personality, attitude and behavior rather than to formal or technical knowledge." These skills help you to pleasantly present your hard skills, these skills are very much required at every level & with each and everyone in the organization to perform and succeed. Seetha (2014) posits that soft skills are "non-technical, intangible, personality specific skills" which determines an individual's strength as "a leader, listener and negotiator, or as a conflict mediator". Soft skills are the traits and abilities or attitude and behavior rather than of knowledge or technical aptitude (Tobin, 2006). Soft skills are the ability of a person which helps them to perform

effectively at workplace. The increased growth in the service sector has placed more attention on these types of skills as a crucial factor for the success of enterprises and organizations (Dale, 2008).

The objective of this study is to investigate the employer's perspectives on critical Quantity Surveying soft skills needed in the workplace and propose improvement strategies for acquiring these skills to enhance their employability in the labour market.

II. SOFT SKILLS AND HARD SKILLS CONTRASTED

Soft skills refer to a broad set of skills, competencies, behaviors, attitudes, and personal qualities that enable people to effectively navigate their environment, work well with others, perform well, and achieve their goals. These skills are broadly applicable and complement other skills such as technical, vocational, and academic skills (Tobin, 2006).

These skills can include social graces, communication abilities, language skills, personal habits, cognitive or emotional empathy, time management, and teamwork and leadership traits. In the opinion of Derus (2009), soft skills as a behavioral skill meta competencies includes versatile and adaptable, pro-active and positive thinking, ability to communicate effectively, high self-esteem, creativity and innovation with problem solving ability, ability to work in team, high ethical and moral value.

Hard skills are job related needed to perform duties. Previously, they were the only skills necessary for career employment and were generally quantifiable and measurable from educational background, work experience or through interview. However, since the 20th century soft skills have become a major differentiator, a sine qua non for employability and success in life.

Soft skills are character traits that enhance a person's interactions, job performance, and career prospects (Parsons, 2008). The greatest feature of soft skills is that the application of these skills is not limited to one's profession. Soft skills are continually developed through practical application during one's approach toward everyday life and the workplace (Arkansas Department of Education 2009); Magazine (2005). Unlike hard skills, which are about a person's skill set and ability to perform a certain type of task or activity, soft skills are interpersonal and broadly applicable (Parsons, 2008).

Since soft skills are more personality driven, it relates to our attitudes and intuitions, and is less inclined to our qualifications.

III. SOFT SKILLS DEMAND IN MODERN LABOUR MARKET

In previous times, the individuals who had excellent academic record with work experience were very much required by most of the corporate institutions, but in today's competitive workplace, the employers are not just looking for experience and knowledge but however combined with soft skills. Soft skills are the interpersonal and life that help candidate to share their hard skills effectively. These skills are

collection of personality traits, positive attributes, and communication abilities collective with social charm and competencies that improve an employee's relationship and performance on the job, although soft skills existed in different form. Due to a variety of factors, today's business environment is becoming more complex, uncertain and competitive. All types of organizations consider human resources as their key asset, which plays a critical role in organizational performance and success. Most employers are likely to hire, retain and promote persons who are dependable, resourceful, ethical, having effective communication, self directed, willing to work and learn, and having positive attitude. Employers usually prefer to see a fine blend of competencies in their staff and, in addition to discipline-based knowledge and skills, adequate levels of soft skills are considered desirable for moving forward in the career. They feel professional and technical skills alone cannot help achieve organizational goals and objectives. It is because their staff will also be involved in different levels of leadership and decision-making activities. Employees also need to communicate effectively within the organization, with their customers and other stakeholders

For the construction professionals, there are certain basic and important skills and knowledge that are expected of them. These skills and knowledge are better learned at academic institutions and preferable, at tertiary institutions Chan (2012). In essence, they needed to be placed in a more appropriate educational framework to ensure their continuing relevance. With the recent developments in the industry and the recent explosion of information technology, the academic institutions are finding it almost impossible to disseminate all pertinent and available information and skills relevant to these professions. Alshawi (2007) captioned this very well in that traditional training and education models currently in use are often criticized for the lack of coordination between the industry needs and the actual training/education delivered. Quantity surveyors add value primarily to the financial and contractual management of construction projects at the pre-construction, construction and post construction stages. They contribute to overall construction project performance by acquiring, developing and deploying appropriate competencies Nkado and Meyer (2010).

A Quantity Surveyor's scope of works is evolving in the contemporary times as the cost accountant of the construction industry. It does not only cover works in terms of financial budgeting and cost control; it also captures contract documentation, risk management, value engineering and management, project management, valuation of work in progress, arbitration, contract auditing and others related functions. However, the technical skills possessed by QSs will not go any further without the support of soft skills Schulz (2008). Hence, QS graduates must prepare themselves with valuable and competitive soft skills in order to get good positions within the construction market. Lacking of soft skills will be considered unmarketable Chua (2011). Employers seem to be uninterested to employ graduates that do not have the generic competencies, such as good communication skills, leadership, and working in teams New Straits Times (2007). Ai-Hwa (2005) and Mahbob (2011) furthermore stated that the problem of employees' soft skills will lead to employers

having to retrain these workers, and it is considered very costly.

IV. EMPLOYABILITY OF GRADUATES IN THE LABOUR MARKET

In the last decade, the constructions industry in Nigeria it is evident that the employers in the industry are becoming as interested in soft skills that their employee possess as much as primary technical skill, which is the requirement for the job to be undertaken, employer will refer subordinate with excellent soft skill which are necessary requisite for success and while some would disagree, but in Nigeria, most construction contract are one and lest base on the strength of the soft skill of the representative of the construction firm /company.

Patent (2012) submits that employers have changed. It is no longer advantageous to simply have an undergraduate degree. The graduates also need to draw on, or cultivate the soft skills necessary in the workplace which should have been acquired in the course of their training through group work, part-time jobs, volunteer work, sports teams and other out-of-class activities (Chang, 2004; Archer and Davidson, 2008; Rahmah 2011; Patent, 2012).

Ziencashi posited that few years ago, if the construction industry experts were to name the most important competences, most would have said technical skill, today they are more inclined to place the soft skill, such as communication or excellent negotiation abilities at the top of their list, we must relegate the place and importance of technical skills, which are used in. successfully executing the project from the scratch.

The importance of soft skills is that it differentiates between the adequate and the ideal candidate, as far as the competitive job market is concerned, employers look for the candidates who are efficient to become leaders and leadership quality depend on the soft skill, so in this case, technical knowledge in the domain area are not as important, how to use your interpersonal, social skills, communication skills, attitude, social intelligence and emotional intelligence quotient which help employer to perform well in a suitable environment.

Quantity surveying professionals are affected in this matter. They are constantly faced with challenges and opportunities in labour markets. These call for skills upgrades not only in the technical side but more also in the area of soft skills. The challenges and opportunities will not be fully exploited if these skills issues are not given the required attention. In the recent times, quite a number of Quantity Surveying graduates are unemployed (Ajanlekoko, 2012). This is partly attributable to the fact that many of these new Quantity Surveying graduates are inadequate in terms of employers' requirements for performance on the job. This is stemming from a mismatch in training. Emphasis was placed on technical skills at the expense of soft skills which in turn limit their employability in the job market.

V. METHODOLOGY

The research design for this study is quantitative research design using questionnaire survey. The instrument used for the survey is a five-point Likert scale, well-structured questionnaire. This was designed to collect data in order to achieve the research objectives. The reason for the adoption of questionnaire survey was to obtain quantitative needed data from the targeted population for analysis. The targeted population for this research was essentially employers of Quantity surveyors within Ekiti and Ondo states, in South Western Nigeria. This study adopted simple random sampling techniques, because the technique is least biased; no subjectivity and each member of the total population has an equal chance of being selected. The data was analyzed using descriptive statistics; specifically, means and relative importance index were employed.

VI. RESULTS AND DISCUSSION

One hundred (100) questionnaires were distributed among the employers such as Banks, government works ministries, construction firms, local governments, tertiary institutions. The data was analyzed using descriptive statistics; specifically, mean and relative importance index. From the results, conclusion and recommendation were drawn so as to propose strategies for improvement. A total of 100 copies of questionnaires were administered to respondents within the study area. 78 copies were retrieved and used for the analysis. The results are presented in the following sections.

From Table 1 below it can be observed from that 70.51% of the respondents were male while, 29.49% of the respondents were female. 44.86% of the respondents were from construction firm, 34.61% of the respondents were from consulting firm, while, government works department represent 11.62% and educational institutions were 8.92%. In terms of respondent qualifications, 42.86% of the respondents are HND/ Degree holders, 50.00% of the respondents are Master's degree while, only 7.69% of the respondents are PhD holder. Regarding years of experience, 19.23% of the respondents have 1-10years of experience, 57.69% have 11-20years of experience, 23.08% of the respondents have 21years and above years of experience.

Demographics of the Respondents		
Variables	No of Respondent	Percentage (%)
Gender		
Male	55	70.51
Female	23	29.49
Total	78	
Organisation Type		
Construction firm	35	44.86
Consulting firm	27	34.61
Works Department	9	11.62
Higher Institution	7	8.92
Total	78	
Highest Qualification		

HND/ Degree	33	42.31
Masters	39	50.00
PhD	6	7.69
Total	78	
Years of Experience		
1-10 years	15	19.23
11-20years	45	57.69
21 years & above	18	23.08
Total	78	

Source: Field survey, 2019.

Table 1: Demographics of the Respondents

From Table 2 below it is observed that the highest Relative Important Index (RII) is 0.93, the second highest highest Relative Important Index (RII) is 0.92 while, the third highest Relative Important Index (RII) is 0.91 which indicates that Creativity, Leadership skills, Confidence and Communication skills are the most soft skills that are generally needed in the labour market.

SN	SOFT SKILLS	SUM	$\sum fx$	ME AN	RII	RANK ING
A	Creativity	78	362	4.64	0.93	1 st
B	Leadership skills	78	361	4.63	0.93	1 st
C	Confidence	78	358	4.51	0.92	3 rd
D	Communication skills	78	355	4.55	0.91	4 th
E	Time management	78	351	4.50	0.90	5 th
F	Team building	78	350	4.49	0.90	5 th
G	Self motivation	78	349	4.47	0.90	5 th
H	Ability to work under pressure	78	349	4.47	0.90	5 th
I	Self awareness	78	344	4.41	0.88	9 th
J	Conflict resolution	75	330	4.40	0.88	9 th
K	Adaptability	78	343	4.40	0.88	9 th
L	Quality consciousness	78	343	4.40	0.88	9 th
M	Flexibility	78	341	4.37	0.87	13 th
N	Concern for deadline	78	340	4.36	0.87	13 th
O	Art of questioning	77	334	4.34	0.87	13 th
P	Winning attitude	78	337	4.32	0.86	16 th
Q	Corporate etiquettes	78	335	4.30	0.86	16 th
R	Critical thinking	78	335	4.30	0.86	16 th
S	Risk taking skills	78	334	4.28	0.86	16 th
T	Diplomacy	77	328	4.26	0.85	20 th

Source: Field survey, 2019.

Table 2: Various Soft Skills Needed In The Labour Market

It is observed from the Table 3 below that the highest Relative Important Index (RII) is 0.91, the second highest

highest Relative Important Index (RII) is 0.90 which indicates that decision making, leadership skills, self confidence, critical thinking and ability to work well under pressure are the most soft skills that employers of quantity surveyors desire in their prospective employees.

S/N	CRITICAL SOFT SKILLS	SUM	$\sum fx$	MEAN	RII	RANKING
A	Leadership skills	78	354	4.54	0.91	1 st
B	Decision making	78	354	4.54	0.91	1 st
C	Self confidence	76	341	4.49	0.90	3 rd
D	Ability to work well under pressure	78	349	4.47	0.90	3 rd
E	Critical thinking	78	349	4.47	0.90	3 rd
F	Teamwork skills	78	344	4.41	0.88	6 th
G	Flexibility	78	344	4.41	0.88	6 th
H	Communication skills	78	380	4.37	0.87	8 th
I	Adaptability	78	380	4.37	0.87	8 th
J	Dispute and conflict resolution	77	334	4.34	0.87	8 th

Source: Field survey, 2019.

Table 3: Employers' View On Quantity Surveyors Critical Soft Skills

It can be observed from Table 4 below that the highest Relative Important Index (RII) is 0.91, the second highest Relative Important Index (RII) is 0.90 which indicates that Quantity surveying workshops and seminars on soft skills should be organized regularly by state chapters of the professional body, There should be academia-industrial interaction in the training of Quantity surveyors and Personal development /capacity building in the area of soft skills through study and short term programmes should be encouraged among Quantity Surveying are the strategies for improving employability of Quantity Surveying graduate with soft skills.

SN	STRATEGIES	SUM	$\sum fx$	MEAN	RII	RANK ING
A	Quantity surveying workshops and seminars on soft skills should be organized regularly by state chapters of the professional body	78	354	4.54	0.91	1 st
B	There should be academia-industrial interaction in the training of Quantity surveyors.	78	341	4.49	0.90	2 nd
C	Personal development /capacity building in the area of soft skills through study and short term programmes should be encouraged among Quantity Surveying practitioners and	78	349	4.47	0.89	3 rd

recent graduates

D	University and polytechnics offering Quantity Surveying training programme should be reviewed to capture critical quantity surveying soft skills.	78	344	4.41	0.88	4 th
E	Nigeria Institute of Quantity Surveying (NIQS) should integrate soft skills into the qualifying exams for aspiring professionals	78	380	4.37	0.87	5 th
F	Student involvement in school social activities should be encouraged to boost self confidence	77	334	4.34	0.87	5 th

Source: Field survey, 2019.

Table 4: Strategies For Improving Soft Skills And Employability Of Quantity Surveying Graduates

VII. DISCUSSION

From the results it is observable that employers view leadership skills and decision making as the most critical soft skills needed by the quantity surveyors. Other important soft skills that Quantity Surveyor would need to enter and thrive in the labour market include communication skills, teamwork, flexibility, adaptability, conflict resolution skills. There is therefore an urgent need to review the training curriculum of Quantity Surveying programmes both in the university and polytechnic system to capture the labour market realities. The Nigerian Institute of Quantity Surveyors should embark on regular workshops and seminars on soft skills both at the national and the state chapters. The current gap between the industry and the academia should be plugged. Genuine efforts must be made by all stakeholders in the profession to improve academia-industrial synergies in the training of Quantity Surveyors. Personal development in the area of soft skills through study and short term programmes should be invigorated among Quantity Surveying practitioners, students and recent graduates.

VIII. CONCLUSION

The primary focus of this study is to investigate the employer's perspectives on critical Quantity Surveying soft skills needed in the job market and propose improvement strategies to enhance their employability in the labour market. The study revealed that there exist soft skills gap among Quantity Surveyors, that employability of new Quantity Surveying graduates is low and hence the high level of unemployment. There is the need to bridge the soft skills gap. However, if the submissions of the study can be implemented, the unemployment rate among Quantity Surveyors will be

mitigated and this will positively impact upon the construction industry and Nigerian economy at large.

REFERENCES

- [1] Ajanlekoko, J.O. (2012) 'From Thermometer to Thermostat: The challenging role for the Quantity Surveyors in the 21st Century', The Quantity Surveyor: Journal of the Nigerian Institute of Quantity Surveyors, 1(1), 40-41.
- [2] Arkansas Department of Education. (2007). Combined research report of business leaders and college professors on preparedness of high school graduates. Little Rock: Author.
- [3] Andrews, J., & Higson, H. (2008). Graduate employability, soft skills versus hard skills business knowledge: A European study. Higher Education in Europe, 33(4), 411-422. doi: 10.1080/0379772802522627
- [4] Anthony, S. (2014). Integrating soft skills in the curriculum without sacrificing content Journal for Academic Excellence, 2(4), 6-9. Retrieved from http://www.daltonstate.edu/skins/userfiles/files/cae-journal/2014_06-cae-journal.pdf#page=6
- [5] Anthony, S., & Garner, B. (2016). Teaching soft skills to business students: An analysis of multiple pedagogical methods. Business and Professional Communications Quarterly, 79(3), 360-370. doi: 10.1177/2329490616642247
- [6] Bailly, F., & Léné, A. (2013). The personification of the service labor and the rise of soft skills: A French case study. Employee Relations, 35(1), 79-97. doi:10.1108/01425451311279429
- [7] Beard, D., Schwieger, D., & Surendran, K. (2008). Integrating soft skills assessments through university, college and programmatic efforts at an AACSB accredited institution. Journal of Information Systems Education, 19(2), 229-240. Retrieved from ERIC database. (EJ831377)
- [8] Brungardt, C. (2011). The intersection between soft skills development and leadership education. Journal of Leadership Education, 10(1), 1-21. doi:10.12806/v10/i1/rf1
- [9] Burke, R., & Ng, E. (2006). The changing nature of work and organizations: Implications for human resources management. Human Resources Management Review, 16(2), 86-94. doi:10.1016/j.hrmr.2006.03.006
- [10] Brownell, R. (2012) – Research Methods in Management Accounting. Cooper & Lybrand and the Accounting Association of Australia and New Zealand (2012).
- [11] Barnes, D., Collier, J., Ponder, N., & Williams, Z. (2013). Investigating the employee's perspective of customer delight. Journal of Personal Selling & Sales Management, 33, 91-104. doi:10.2753/PSS0885-3134330108
- [12] Barnett, N., & O'Brien, J. (2013). Patient involvement in research: An audit of study feedback to participants. International Psychogeriatrics, 25, 1387-1388. doi:10.1017/S1041610213000227
- [13] Chan, Z., (2013). Exploring creativity and critical thinking in traditional and innovative problem based

- learning groups. *Journal of Clinical Nursing*, 22, 2298-2307. doi:10.1111/jocn.12186
- [14] Chee, M., & Choong, P. (2014). Social capital, emotional intelligence and happiness: An investigation of the asymmetric impact of emotional intelligence on happiness. *Academy of Educational Leadership Journal*, 18(1), 105-116. Retrieved from <http://www.alliedacademies.org/academy-of-educational-leadership-journal/>
- [15] Dale, C (2008), *How to Win Friends & Influence People*, Pocket, ISBN 978-0-671- 02703-2
- [16] Fry, John P., "Procedures for Implementing Soft-Skill Training in CONARC Schools," Paper presented at the CONARC Soft Skills Conference, Texas, 12-13 December, 1972
- [17] Eisner, S. (2010). Grave new world? Workplace skills for today's college graduates. *American Journal of Business Education*, 3(9), 27-36. doi:10.19030/ajbe.v3i9.478
- [18] Gardner, D. (2011). Looking in and looking out: Managing a self-access centre. Fostering autonomy in language learning, 186-198 Gaziantep: Zirve University. Retrieved from <http://ilac2010.zirve.edu.tr>
- [19] Geiger, R. (2010). Postmortem of the current era: Change in American higher education, 1980-2010. Retrieved from <http://www.ed.psu.edu/cshe/working-papers/wp-3>
- [20] Gibb, S. (2014). Soft skills development: Theory development and the research agenda. *International Journal of Education*, 33(4), 455-471. Retrieved from ERIC database. (EJ1032107)
- [21] Goleman. D. (2008). *Working with emotional intelligence*. New York, NY: Bantam Books.
- [22] Gibbs, G. (2012). Different Approaches to coding. *Sociological Methodology*, 42, 82-84. Retrieved from <http://smx.sagepub.com>
- [23] Goleman, D. (2005). *Emotional intelligence*. New York, NY: Bantam Books.
- [24] Heckman, J. J., & Kautz, T. D. (2012). Hard evidence on soft skills. National Bureau of Economic Research working paper. Retrieved from <http://www.nber.org/papers/w18121.pdf>
- [25] Johnson, D., & Johnson, R. (1994). *Learning together and alone: Cooperative, competitive, and individualistic learning*. Needham Heights, MA: Prentice-Hall.
- [26] Jackson, D. (2009). An international profile of industry-relevant competencies and skill gaps in modern graduates. *International Journal of Management Education*, 8(3), 29-58. DOI:10.3794/ijme.83.288
- [27] Katherine S. Newman, *Chutes and Ladders: Navigating the Low-wage Labor Market*, Harvard University Press 2006, ISBN 0674023366, p.351
- [28] Kim, Y., & Yazdian, L. (2014). Portfolio assessment and quality teaching. *Theory Into Practice*, 53(3), 220-227. doi:10.1080/00405841.2014.916965
- [29] Knight, P. T., & Yorke, M. (2002). Employability through the curriculum. *Tertiary Education and Management*, 8(4), 261-276. doi:10.1080/13583883.2002.9967084
- [30] Lim, Y. M., Lee, T. H., Yap, C. S., & Ling, C. C. (2016). Employability skills, personal qualities, and early employment problems of entry-level auditors, and students. *Journal of Education for Business*, 91(4), 185-192. doi:10.1080/08832323.2016.1153998
- [31] Marques, J. (2013). Understanding the strength of gentleness: Soft-skilled leadership on the rise. *Journal of Business Ethics*, 116(1), 163-17. doi:10.1007/s10551-012-1471-7
- [32] McDonald, B. (2012). Portfolio assessment: Direct from the classroom. *Assessment & Evaluation in Higher Education*, 37(3), 335-347. doi: 10.1080/02602938.2010.534763
- [33] Moore, T., & Morton, J. (2017). The myth of job readiness? Written communications, employability, and the "skills gap" in higher education. *Studies in Higher Education*, 42(3), 591-609. doi: 10.1080/03075079.2015.1067602
- Morris, A. (2009). *The stretched academy: The learning experience of mature students* National Association of Colleges and Employers. (2014). *Job outlook 2015*. Retrieved from <http://www.umuc.edu/documents/upload/nace-job-outlook-2015.pdf>
- National Business Association Education. (2015). [Home page]. Retrieved from <https://www.nbea.org/>
- [34] Moss, P., & Tilly, C. (2001). *Stories employers tell. Race, skill, and hiring in America*. New York, NY: Russell Sage Foundation.
- [35] Nkado, R N (2009) *Competencies Required of Quantity Surveyors*, Unpublished MBA Research Report, Johannesburg: University of the Wit water rand.
- [36] Seetha, N. (2014). Are Soft skills Important in the Workplace?-A Preliminary Investigation in Malaysia. *International Journal of Academic Research in Business and Social Sciences*, 4(4), 44.
- [37] Tobin P (2006), "Managing Ourselves- Leading others". ICEL 2006, *inspiring Leadership: Experiential learning and leadership development*. Vol. 2, pp.36-42
- [38] Olofintoye, T. T. & Prince, A. A. (2013). Employability of graduates of private tertiary institutions into Nigeria public services, perception of Nigerian parents in Ekiti State. *Global Research Advanced Research Journal of Arts and humanities* 2(4):79-83.