
**STUDENTS' PERCEPTION OF SELF-EMPLOYABLE SKILLS TO BE
INTEGRATED IN HIGHER EDUCATION IN ENUGU METROPOLIS,
ENUGU STATE, NIGERIA**

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Abstract

Nigeria is bedeviled by a lot of challenges of which unemployment is key, because it leads to other social vices, such as drug abuse, insecurity, prostitution, armed robbery to mention but a few. Quality and inclusive education that is efficiently implemented contributes to the reduction of these problems. Effective implementation of education programs requires employment of interdisciplinary approaches to expose the learners to all the domains of knowledge: intellectual, human and practical skills. Nigeria produces qualified graduates who are knowledgeable in their different disciplines, but lack skills that promote self-employment. At graduation, they look for white-collar jobs from the government, which are limited today. Cross sectional survey was carried out in three higher education institutions in Enugu metropolis, South-East geopolitical zone, Nigeria. A validated questionnaire constructed on a 4-point scale, containing 15 items was administered to 98 students from the population of 5,768 final year students in three HE institutions in the area of the study at 10% precision representing the federal, state and private owned institutions, to identify the kind of skills they needed to become self-reliant at graduation. Two research questions guided the study. The data collected were analyzed through Mean and Standard Deviation. The results showed that the needed skills were in garment sewing, costume and fashion design, financial accounting and book keeping, development of business plan, event planning, proposal and grant writing, management skill, among others. It is recommended that HE institutions in Enugu metropolis should integrate these skills in their different programs to make the graduates self-employable and reduce unemployment in Nigeria.

Keywords: Skill development, 4Cs, Self-employment, Higher education, Poverty reduction and Sustainability.

Introduction

Self employable skills are types of capacity to perform tasks by individuals. The capacity to perform tasks shows the functionality of the individual when engaged to carry out duties in that field. This is an area that needs development in higher education. It is one of the areas that higher education's students will have added value to their livelihood upon graduation. The skills vary in nature and are so diverse that acquisition of one or more of these skills to the degree that one gets from the institution will be making graduates better placed in the society to earn a living without depending on the government for employment creation. It is noteworthy that acquisition of knowledge, skills and abilities will make graduates more likely to be successful in any chosen wealth generating occupation. For the link to be close in getting the best through higher education, teachers, employers and the state could be in collaboration for effective teaching and training (Sodipo, 2014).

Self-employable skill development programmes during the higher education coursework aimed at promoting the employability of the graduates and exposure to the students on how to practically carry out some tasks will be an area of interest to reduce unemployment after graduation. This will prepare them for the future when they graduate to improve themselves since students who have undergone one skill programmes or the other are more confident when they live school for self-reliance.

The ability of the teacher to deliver in the classroom using practice to illustrate theory is important. The European Commission cited in Ogbuagu and Akubue (2017), asserts that series of

learning outcomes that address the need for European-wide perspectives on how such learning should be evaluated and highlighted the need for teacher development at all levels, seems to be a welcome development in that the teacher will deliver both in theory and practice for the students to be equipped with both knowledge and skill. Falola, Ibidummi, Salau and Ojo (2016), report that skill attraction and acquisition have effects on the teaching outcomes. Self-employable skill acquisition or development in higher education is geared towards the production of the educated man who can effectively with his head, heart and hands produce goods and services towards the development of the economy (Akpotohwo, 2017).

There are phases of skill acquisition, starting from novice, to advanced beginner, to competent, to proficient, to expert, to mastery and finally to practical wisdom. These self-employable skills include garment construction, laundry work, costume and fashion design, financial accounting and book keeping, development of business plan, Information Communication Technologies (ICT) skill, critical skill, grant writing skill, management skill, communication skill, planning abilities, practical skill and entrepreneurial and creativity skill and others (Adebisi, 2014). It is obvious that if one acquires necessary skills and enough level of knowledge, the doors to the opportunity of having good job and decent salary will never be closed. Skill one acquires determines the quality of life one lives. It opens new opportunities, which is the reason students should be exposed to learn skills to add to the profession they have gone in to learn in higher education. These opportunities could help to minimize unemployment in Nigeria.

There are many graduates who do not have jobs upon graduation. The unemployment situation has placed some youths in many anti-social behaviour that affect the society negatively. Unemployment is a situation where people are willing and capable of working but are unable to find paid employment (Fajana, 2000). The high number of unemployed graduates in the country is becoming unbearable by the day and this is not unconnected with the fact that many tertiary institutions' graduates are without employable skills (Adebisi, 2014). There are serious cases of unemployment in Nigeria that its rate which is measured as a percentage by dividing the number of unemployed individuals by all individuals currently in the labour force. The more the unemployment rate in any economy, the more the poverty level which exacerbates the welfare challenges. Therefore, this study tends to determine various Self-employable skills that higher education students in Enugu metropolis would like to develop for employment generation.

Statement of the Problems

The employability of Nigeria higher education's graduates has been seen as a result of poor skill acquisition from the institutions. Employers have shown dissatisfaction with the quality of graduates coming into the labour market. Employers need flexible, adaptable workforce so that employees can assist in running their companies to become progressive in the changing market environment. This does not mean that the new employees will be able to perform immediately without on-the-job training, but it is argued that they need to possess a capability to acquire the skills that facilitate and promote employment opportunities which the Nigerian graduates lack. There has been a general impression that most graduates though professionally or technically qualified are unemployable, in that they lack the requisite, essential skills or competencies needed in the job for progressive employment. Lack of these skills create huge gap in their knowledge which must be filled to make them acceptable and competitive in the few existing vacancies that comes up once in a while.

It could even be lack of desire to learn something new and improve on the current knowledge. The challenge is that most graduates are moving about without jobs in Enugu state as well as in other states of Nigeria. This has been associated with some social vices like stealing, kidnapping and other crimes in Enugu state. With this it will be an additional value to find out the self-employable skills higher education in Enugu state will develop to enable them engage themselves in job established by government or other organizations or skills that will assist them start up their own jobs with little savings or little loans.

There are high rate of unemployment in Nigeria. This is noted in the National Bureau of Statistics (2018), which reports that the economically active or working age population (15 – 64 years of age) increased from 111.1 million in Q3, 2017 to 115.5 million in Q3, 2018. The same report presents that the number of persons in the labour force (i.e. people who are able and willing to work increased from 75.94 million in Q3 2015 to 80.66 million in Q3 2016 to 85.1 million in Q3, 2017 to 90.5 million in Q3, 2018. Nigeria's unemployment rate at 23.1 percent of the work force in the third quarter, up from 18.1 percent a year earlier, in December 2018 is not good for the economy (Kale, 2018). The high unemployment rate of 23.1 percent and underemployment of 16.6 percent by the National Bureau Statistics (NBS) of 2019 report is alarming. It has been noted that by 2020 the

Nigeria's unemployment rate will be 33.5% (Nsikak, 2019). This signifies that the unemployment rate in Nigeria has continued to increase and calls for attention since it is a serious indicator of underdevelopment.

These could be as a result of poor skills acquired during the schooling period which hinders most graduates from having expected knowledge for job creation without waiting for white collar jobs. Since there are little or no jobs from the state for graduates and the population growth is high, without corresponding skills to engage the citizens the unemployment rate will continue to grow. NBS (2019) reported that Katsina state; Jigawa, Kaduna and Yobe states recorded the highest underemployment rates of 39.5, 38.1, 31.0 and 30.0 percent; that between third quarter, 2017 and third quarter of 2018, only nine states recorded a reduction in their unemployment rates despite an increase in the national unemployment rate. The states include: Akwa Ibom, Enugu, Imo, Kaduna, Kogi, Lagos, Nasarawa, Ondo and Rivers. These states equally recorded reduction in their combined unemployment and underemployment rates. The report said six states recorded the highest gains in net full time employment between third quarter, 2017 and second quarter, 2018. The states were Lagos adding 740,146 net full time jobs, Rivers (235,438), Imo (197,147), Ondo (142,514), Enugu (122,333), and Kaduna with 118,929 jobs. However, these state's effort had not reduced the national picture of the unemployment status.

The unemployment and underemployment exist in Nigeria. These are situations where one is willing to work but sees no work to do and where one picks a job that is less than the actual job for ones' qualification. Hence, NBS (2019), reports that unemployment and underemployment rates vary across states due to the nature of economic activity predominant in each State. Many unemployed graduates in Nigeria in general and in Enugu state specifically are faced with the challenge of the education system and lack of skills. These skills will go a long way in reducing the rate of unemployment in the state as well as improve their welfare.

Purpose of the Study

This study aims at identifying the self-employable skills that higher education needs to develop in students in Enugu Metropolis. This study exposes the types of self-employable skills that students should have before graduating to equip them for personal employment or to be employed by an organization or the state.

Specific Objective of the Study

1. To examine the skills that students of higher education in Enugu metropolis need to develop to promote employment generation.

Research Questions

1. What are the skills that students in higher education owned by public, state and private institutions need for employment generation?

Hypothesis: There is no significant difference in the skills students in higher education owned by public, state and private institutions need for employment generation

Concepts

Skill and skill development

Skill is capacity to perform a given task. This shows that skill implies expertness, practiced capability in taking up tasks with ease and accuracy. It is the ability to perform expertly and facility in performance. Skill therefore is the end product of the training given to a student or an employee to make him/her perform more expertly and easily on a job by using effective knowledge for efficient performance. A skill is an ability to perform a productive task at certain level of competence (Ogbuagu and Akubue, 2017). Mark and Christopher cited in Ogbuagu and Akubue (2017), posit that as a skill is associated with a particular task, a person who does not possess such a skill is unlikely to carry out such a task or will be less productive than somebody who possess the skill. Skills are what an individual possesses which may be learnt formally, informally and /or on the job.

Skill is an arranged sequence of activities and it is usually displayed in a flexible and systematic ways. Here flexibility means the ability to free oneself from rigidity of attitude and procedure associated with pre-conceived tradition. Skill is the capacity of accomplishing a task with precision, practical knowledge in combination with ability, cleverness and expertness. This includes having performance capacity from skill learnt with practice. Therefore, skill development is the

process of acquiring the ability to perform an activity that is related to some meaningful actions, works or jobs (Akpotohwo, Jaja, Igonibe, and Ogeibiri, 2017). Developing certain skills involves thinking, acting and behaving in a specific activity in such a way that the process becomes natural to the individual engaging in constant practice. Individual that opts for skill development should among other qualities, have interest, ability, aptitude, patience, personal character that will enable the individual succeed in the selected skills.

Individuals can have skills that will enable them function well as a person as well as to the benefit of the society. The ability to function well can be inculcated in persons from training in the school. It is noted that individuals could be trained based on the ability of the individual to learn any skill (Kembe, 2014). Skill development is important when there is efficiency and effectiveness in the current technology and methods involved in the processes. The use of obsolete technology or processes would not be yielding better results since it leads to waste of money and time. Development of skill is essential for the development of the hidden potentials in an individual (Smith-Robbins, 2011). It is seen as a political tool since it enhances individual and national greatness, the behavior of an individuals in any nation influences the skills developed by such nation (Sodipo, 2014). This suggests that the skills possessed by individuals in any society establish the attitudes that abound in that society and the life-long career. These have influence on the social values. Establishment of skills will promote happiness, love, labour and technology that will reduce poverty in such society. The development of skills is as good as the development of knowledge. It is noted that all skills are dependent on some form of knowledge and not all knowledge is in form of skill. Therefore, skill could be seen as manifestation of the acquired knowledge. Skill is described as knowledge that is transformed into activity.

Graduates are expected to exhibit certain attributes such as quality in their fields of specializations, skills and understanding. Graduates are expected to be proactive, have creative and discerning ability, ability to convert any situation to opportunity and ability to solve problems in creative manners. However, employers of labour are interested in graduates with certain skills such as communication skills, empathy, motivation, decision making abilities, planning abilities and improvisation abilities as well as good behavior (Hassan, Ismail, Ahmad, Zaini, Hassan & Maisham, 2011). The technical skills required from graduates vary according to their disciplines. While behavioral qualities are similar to those expected from graduates by employers of other industries, the technical qualities possessed by, for instance, quantity surveying graduates are more specific to the profession, such as measurement and skills and knowledge related to project variation, contract administration, post-tender activities, estimating and costing (Hassan et al, 2011). More so, self-employable skill acquisition will help the graduates to form a base of knowledge about the function and operation of a business and develop some level of familiarity and comfort with business environment such as technological changes and the micro enterprises. It will offer graduates job experience and for earning, savings and investing money at earlier stage of life than their abilities giving them feeling of self-worth. It will be complementary in developing the professional knowledge, and practical knowledge transfer between the lecturers and the students. It will practically reduce high rate of unemployment among graduates, positioning them to self-employment and business ownership which will give them more sense of responsibility.

Clothing and textile skills are another area that aims at helping learners acquire knowledge, skill and techniques for meeting personal and societal clothing needs. Clothing and textile borders on fiber and fabric in garment making, effective garment construction, clothing and maintenance services, simple decorative processes, modeling education and information communication Technology in clothing and textiles (Kembe, 2014). These skills could position many graduates better in the society when they come out from school. These could earn them good jobs that will contribute to poverty reduction and employment generation.

Other areas include financial accounting and book keeping. Here the students are taught how to keep transaction records. This skill will enable the person to track records in any business one finds him/herself. The financial records helps to check the progress of the business. It will enable the owner to see if he/she is making profit or not once the records are kept appropriately.

Development of Business plan is another area one can have skill. Here the individual has the ability to do market survey to know how, where, and who needs the business in question. The location and the logistics needed for the business is studied before embarking on the business. If these environmental factors and the resources needed are not well researched on, the business will fail. So, the acquisition of such skill will help individuals to position themselves for such job.

Employment generation

Employment generation is one of the objectives in any developing economy, which is creation of jobs to engage people in productive activities that will generate wealth. The challenges of employment are closely interlinked with the eradication of poverty. Unemployment in Nigeria is mostly structural. The rate of unemployment is different in different states. Sector wise unemployment in Nigeria is rural and urban unemployment. Urban unemployment includes industrial unemployment and educated unemployment. There are seasonal, structural, frictional, technological, voluntary and disguised unemployment (Naraja and Manisha, 2016). Educated unemployment has been one of the major unemployment in Nigeria (Taiga, Alih & Onuorah, 2019). It is mainly linked to the defective educational system. To generate employment then the educational system needs to be strengthened for the citizens to come out with one or more skills to create employment for themselves, or to be employable to work for the state or individual organizations. Generating employment is one of the economic plans that will enhance development of any economy. Employment generation will promote productivity as well as reduce poverty; these will improve the standard of living of the people to a large extent. The teachers should employ the 4Cs (Collaboration, Communication, Creativity and Critical thinking) in the implementation of the programs to make their products learning sustainable (Raitskaya & Tikhonova, 2019).

Theoretical literature

Skill development theory, 2009

The theory for aiding the development of skills as proposed by Romiszowski in 2009. It states that skill is the capacity to perform a given type of task or activity with a given degree of effectiveness, efficiency, speed or other means of quantity or quality. It distinguishes between intellectual skills which involve the mind, motor, sensor motor, or psychomotor skills which involve the body, personal skills which involves emotions and interpersonal skills, that which involves interacting with others. It indicates that skill is distinct from knowledge, in that it develops with experience and practice, but that knowledge is something you either have or do not have. The theory says that skills exist as a continuum of complexity from reproductive to productive and stating that reproductive skills are those which are focused on applying standard procedures or automated processes, such as multiplying numbers or typing. However, those productive skills involve applying principles and strategies, for instance, creative writing or playing chess. Romiszowski shows that whether a skill is reproductive or productive, that it has greater influence on the selection and design of instructional strategy than if a skill is intellectual, motor, personal or interpersonal. The theory states that there are both closed and open responses in the skill cycle. Closed responses involve a static environment, one that does not change with the activity of skilled practice within the space while open responses involve dynamic environment where the performer must constantly adjust his or her performance based on variables within the environment. In the skills cycle, open responses are more in that environmental stimuli affect the decision-making and behavior of the learner/performer. The learner perceives the stimulus, recalls prerequisites based on his or her perceptions, plans for behavior which affects the environment. The theory states that there are instructional tactics for specific situations. These situations will necessitate variations in the best instructional tactics to be used. These are in four categories; information provided including explanation, demonstration and guidance, Practice including the frequency and spacing, feedback including frequency, form, quality, as well as transfer and generalization. This theory is related to this study because getting skills help the capacity of an individual to perform a given task effectively.

Bandura's Social Learning Theory, 1961

Bandura, Ross and Ross (1961), states three core concepts of social learning theory. These are; people can learn through observation, mental states are an essential part of the learning process and that it will not necessarily result in a change of behavior. He studied children observing an adult acting aggressively towards a doll. When these children were later allowed to play with the doll, they imitated the aggressive actions they had previously observed. Bandura identified three basic models of observational learning. A live model that involves an actual individual demonstrating or acting out a behavior, a verbal instructional model which involves descriptions and explanations of a behavior and a symbolic model, that involves real or fictional characters displaying behaviors such as in books, films, television programs or online media. This theory supports the study because the theory is about how people can learn through observation. The use of mental states are an essential part of the learning process which the study advocates.

Transfer of learning theory, 2000

The theory is propounded by Galligan in 2000. He suggests that the transfer of learning can take place in these ways:

Skill to skill; where a skill developed in one sport has an influence on a skill in another sport. When there is influence on a new skill being developed then this is said to be proactive and if the influence is on a previously learned skill then this is said to be retroactive.

Theory to practice; meaning that, there is a transfer of theoretical skills into practical skill. Training to competition, there is the transfer of skills developed in training into the competition situation. There are effects of transfer of learning; these include negative effects; where a skill developed in one sport hinders the performance of a skill in another sport.

Zero effects; where a skill in one sport has no impact on the learning of a new sport, *Positive effects*; where a skill developed in one sport helps the performance of a skill in another sport. Direct effects; where a skill can be taken directly from sport to another

. *Bilateral effects*; where there is transfer of a skill from the side of the body to the other for instance use of left and right.

Unequal effects; when a skill developed in one sport helps another sport more than the reverse. The theory is related to the study because the skills to be learnt are to be given by teachers who already have the skills. That is, using transfer of skill from one person to the other person.

Skill development theory, Bandura's social learning theory and Transfer of learning theory are related to the study since these theories are expressing the transfer of knowledge to skill for the individual to practice what was learnt.

Methodology

The study was carried out using survey research design. Allan (2016) explained that survey research design is a technique of establishing opinions on an issue of the day, attitude towards more basic issues and facts about the people being sampled. This study aims at identifying the self-employable skills that higher education needs to develop in students in Enugu Metropolis. This study exposes the types of self-employable skills that students should have before graduating to equip them for personal employment or to be employed by an organization or the state. The selected tertiary institutions in Enugu metropolis are University of Nigeria, Enugu Campus (UNEC), Enugu State University of Technology (ESUT) and Godfrey Okoye University (GO) representing the federal, state and private owned tertiary institutions. Total population of the final year students in (UNEC) was 2572, ESUT was 2832 and GO was 364, total population of the study was 5,768. Using Eboh (2006) the sample size determination at 10% precision is 98. This number was proportionally represented in each institution, UNEC was 44, ESUT was 48 and GO was 6, using simple random sampling technique. These final year students in 2017/18 were randomly selected and administered a structured questionnaire. The questionnaire titled Skills for Students of Higher Education (SSHE) was validated and reliability test carried out using Chronbach's Alpha which gave a coefficient of 0.85.

Data collected were analyzed using mean scores and standard deviation to determine the level at which each item on the questionnaire affected the variable under study. Five likert scale was used and the values assigned were distributed into strongly agree, (SA), Agree (A), Disagree (D), Strongly Disagree (SD), and Undecided (UD). Any item that is less than 3.0 was regarded as rejected and any item with 3.0 and above was accepted. The results of data were analyzed using mean, standard deviation. The hypothesis was analyzed using t-test statistics at 0.05 level of significance.

Results

Table 1: Skills that students of higher education owned by public, state and private institutions need for employment generation

| SN | Skills to be developed in the students | SA 5 | A 4 | D 3 | SD 2 | UD 1 | Total | Mean | SD | Decision |
|----|--|---------|--------|--------|---------|---------|-------|------|------|----------|
| 1 | Garment sewing | 49 | 49 | 0 | 0 | 0 | 441 | 4.42 | 0.45 | Accept |
| 2 | Laundry work | 54 | 44 | 0 | 0 | 0 | 446 | 4.46 | 0.47 | Accept |
| 3 | Costume and fashion design | 60 | 38 | 0 | 0 | 0 | 452 | 4.52 | 0.49 | Accept |
| 4 | Fixing of hair | 50 | 48 | 0 | 0 | 0 | 442 | 4.42 | 0.45 | Accept |
| 5 | Financial accounting and book keeping | 47 | 51 | 0 | 0 | 0 | 439 | 4.39 | 0.56 | Accept |
| 6 | Development of business plan | 45 | 53 | 0 | 0 | 0 | 437 | 4.37 | 0.46 | Accept |
| 7 | Information communication Technologies | 50 | 46 | 0 | 2 | 0 | 434 | 4.34 | 0.46 | Accept |
| 8 | Critical thinking Skill | 40 | 36 | 0 | 12 | 10 | 378 | 3.78 | 0.57 | Accept |
| 9 | Proposal and grant writing skills | 61 | 32 | 0 | 0 | 5 | 438 | 4.38 | 0.46 | Accept |
| 10 | Management Skill | 50 | 48 | 0 | 0 | 0 | 442 | 4.42 | 0.47 | Accept |
| 11 | Communication skill | 40 | 36 | 0 | 12 | 10 | 378 | 3.78 | 0.57 | Accept |
| 12 | Entrepreneurial skill | 60 | 38 | 0 | 0 | 0 | 452 | 4.52 | 0.49 | Accept |
| 13 | Event planning skill | 50 | 48 | 0 | 0 | 0 | 442 | 4.42 | 0.47 | Accept |
| 14 | Painting | 60 | 38 | 0 | 0 | 0 | 452 | 4.52 | 0.49 | Accept |
| 15 | Beading | 45 | 53 | 0 | 0 | 0 | 437 | 4.37 | 0.46 | Accept |

The acceptance value for this study was 3.0. Therefore, mean response equal to or above 3.0 shows that the respondents accepted the item but any mean value below 3.0 signifies rejection of the items by the respondents. Table 1.0 above depicts that items 1 to 15 were accepted since the mean values were greater than 3.0. This result suggests that students of higher education in Enugu metropolis will like to acquire these self-employable skills while in school.

Table 2: Test of hypothesis : There is no significant difference in the skills students in higher education owned by public, state and private institutions need for employment generation

| Variables | N | Mean | SD | Df | t-cal | t-crit | H0 ₁ |
|-----------|------|------|------|----|--------|--------|-----------------|
| Public | 2572 | 4.20 | 0.45 | 73 | -0.101 | 1.96 | Rejected |
| State | 2832 | 3.78 | 0.57 | | | | |
| Private | 364 | 4.42 | 0.47 | | | | |

In table 2, it was revealed that t-calculated (-0.101) was less than the t-critical (1.96) at 73 degree of freedom (df) and at 0.05 level of significance. The null hypothesis of no significant difference between the skills students in higher education owned by public, state and private institutions need for employment generation was rejected. That is, the alternate hypothesis is accepted.

Discussion

The study showed that there are many skills that higher education as categorized by the Public, State and Private Higher Institutions could incorporate in the curriculum for the students at some point in the course of their degree courses. These skills will accelerate job creation and wealth generation not only by the graduates but also by others that these groups of graduates could employ. Engaging in such skills will go a long way in reducing some social vices that are being engaged by some unemployed individuals in the society. Having a skill or more than one skill will occupy any graduate to generate income that could be saved to enhance more investments. This is in agreement with the study of Ukwueze (2011), who found out that Students Industrial Work Experience Scheme (SIWES) helps higher education Institutions to develop practical and employability skills in students. If many graduates that come out from higher education graduates with any or more of these skills, then there will be massive self-engagement of graduates even if it is at micro level of enterprise or service delivery. This is supported by the studies of Adebisi (2014), Falola *et al.* (2016), that skill development and utilization will have significant effect on teaching of the higher education students and their employability when they graduate. The study of Akpotohwo *et al.* (2017) supports the argument that the content of skill vocational programme in the Nigerian higher education should be made more practical than theory in order for the graduates to be self-employed rather than seeking for white collar jobs. This study is in line with the study of Onuma (2016), that reports that entrepreneurial skill is relevant to students with regard to equipping them with skills for post-graduation job creation potentials rather than job seekers. Therefore, acquisition of these skills and

practicing them after graduation will reduce the rate at which the unemployment grows in the state and many hands will be engaged in the provision of goods and services which will contribute to the growth of the economy. The finding of the Test of hypothesis revealed that there are skills students in higher education owned by public, state and private institutions need for employment generation.

Conclusion

The study has shown that skill acquisition during the course of study in the tertiary institution will be an added advantage to the students when they graduate. There are a wide range of -self -employable skills that could be taught in higher education for students to be engaged in production or service sector when they graduate. These include garment sewing, laundry work, costume and fashion design, fixing of hair, financial accounting and book keeping as well as development of business plan among others. These engagements will reduce unemployment rate and promote poverty reduction if graduates are supported to start up micro businesses.

Recommendations

Higher education authorities in Enugu metropolis should ensure that practical skills are taught to the students irrespective of their discipline.

Higher education authorities should expose the students to varieties of the skills for them to have interest and competence in one or more of the skills before graduation.

Students in higher education should participate actively in skill development to enable them come out with employable skills.

Lecturers should deliver lectures and allow the students space for practical demonstrations for the knowledge to be part of the students not only to pass the examinations.

Practical materials should be provided by the school authorities to support the lecturers in the various areas for practical demonstration.

Qualified lecturers should be engaged by the school authorities to deliver some of these self-employable skills practically for the students to internalize them for their future use.

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