

## Requisite Vocational Skills Required by Youth for Self-Employment in Enugu State Nigeria

Aneke, C.U (Ph. D)<sup>1\*</sup>, Nwokike, F.O (Ph. D)<sup>1</sup>

<sup>1</sup>Department of Technology and Vocational Education, Enugu State University of Science and Technology

DOI: [10.36347/sjahss.2022.v10i12.007](https://doi.org/10.36347/sjahss.2022.v10i12.007)

| Received: 19.09.2022 | Accepted: 27.11.2022 | Published: 31.12.2022

\*Corresponding author: Aneke, C.U (Ph. D)

Department of Technology and Vocational Education, Enugu State University of Science and Technology

### Abstract

### Review Article

Vocational education is a course of study designed to produce graduates who are knowledge and skill oriented, it produces graduates who are competent in their career and area of specialization to fit in the world of work. Vocational education trains graduate to be competent in industries, marketing and other businesses. It empowers graduates to be self-employed and employers of labor. This paper deliberated on requisite vocational skills required by youth for self-employment in Enugu State. It covered the scope of knowledge skills, attitudinal skills, work habit, and psychomotor skills required for self-employment of youth in Enugu State. The need to ensure that youths are adequately equipped on the highlighted skills was also discussed. The discussion of these skills was paramount especially now that unemployment is on the high side.

**Keywords:** Vocational education, Self-employment, Skill development, Enugu State, Entrepreneurship, Economic development.

Copyright © 2022 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.

## INTRODUCTION

Vocational education is the plan program of courses and learning activities that starts with one exploration of options, supported by basic academic studies, basic entrepreneur skills and reformed attitude which enable achievements of high academic standard, quality leadership, for industrial work and eventual advancement in technology education (Uzodimma 2015). Aneke and Ndem (2018) stressed that vocational education has been an integral part of national development strategies in our society because of its impact on productivity and economic development. Vocational education aims to your equip individuals with practical skills and knowledge for specific occupation or industries. The key objectives include:

- Skill development: Enhance technical skill for employment such as in trade, health care etc.
- Employment Readiness: Prepare students for direct entry into the work force.
- Industry Alignment: Align curricular with current industry needs and standard.
- Economic Empowerment: Increase employability and entrepreneurial opportunities (FRN 2013) (UNESCO 2019).

Despite its relevance to economic development, past Nigerian leaders have not given this aspect of education the attention in deserves. Consequently, that appears to be among the reasons for the nation not developing to the expected level.

Ogwuatu (2022) noted vocational education as the aspect of education which is concerned with the preparation of skilled manpower. It is a form of education that requires training or retraining for the depth development of the learners in other to become productive in a paid or self-employed setting. It is therefore, the main trust for national socio-economic, cultural and technological advancement for global equality.

Vocational education is a functional education as it equips its recipients with the necessary skills such as practical, attitude, knowledge and entrepreneur skills needed to solve problems of massive national unemployment. People who read vocational education are usually employed either by self or in industries, but majority of the graduate are not employed because the program has failed to provide graduands with enough knowledge and skills for self-employment. Consequently, it is important to determine those practical

skills, intellectual attitude as well as entrepreneur adequacy needed by vocational graduates for engagement in the world of work. Self-employment as noted by ELO 2013 and NBS 2019, is when an individual operates a business or profession on their own account, bearing the risk and rewards of the venture, this can include freelancing, running small skilled business or working as an independent contractor. Self-employment is an effective means of bringing about fast economic development in developing countries such as Nigeria. Igbojionu (2006) cited in Uzodimma (2015), noted three elements that are necessary to make self-employment possible. these are:

- Having a good knowledge of entrepreneurial competencies.
- Having their appropriate technical skills related to the needs of the society and.
- Having the right attitude to work.

Vocational education as noted by Olaitan (2022) cited in Aneke and Ndem (2015) is for those who need and are willing to embark on its training for success.

The training needs for preparedness of the graduates of vocational education for self-employment can only be developed through the practical skills acquired, work habits skills acquired, as well as intellectual skills acquired during training and cause of study. There is therefore, need for vocational students to acquire good knowledge skills, attitudinal skills, work habits, psychomotor skills needed for job sustainability.

### **Knowledge Skills for Self-Employment**

Knowledge is a cognitive domain which includes objective relating to recall or recognition of ideas and development of intellectual skills ability. Hornby (2022) defined knowledge as facts, information and skills acquired through experience or education. It is the understanding of a subject often gained through experience or learning. It is a cognitive domain which help to spark curiosity about issues to be understood. The knowledge and intellectual skills needed for self-employment are achieved at cognitive stage of educational aims. This level of objective includes knowledge, comprehension, application, analysis, synthesis and evaluation level.

At knowledge level, Osinem (2008) noted that learning involves recall, or recognition of specific and universal element with subject area, at such the students are expected to have their ability to recall facts, names, definition of terms, principles, methods, process, structure, reproduce, recognize, identify, list processes, among others. Vocational skills required at the level of objectives is to translate materials from one form to another, estimate future trends, product consequences and the effects.

At the application level, the student's ability is stressed in the use of learning materials in new different and concrete situation. The students are required to apply rules, methods, concepts, theories and procedure in new situation. (Osinem and Mama 2010).

At analytical level, learners are expected to identify parts, analysis of relationship between parts, and recognize the orderly principles needed.

The synthesis level is the ability of student to put in place elements and parts to form a whole. Devaluation has to do with the ability to judge the value of materials and methods from giving purpose. The student can then judge the value of a statement, novel, poem, research reports or written materials based on some criteria.

Cognitive/Intellectual skills are important because the vocational employees need to possess the employability and vocational ability. They are noted by ability to read, count, solve basic arithmetic, problem solving, decision-making, broad mind, trustable, good attitude and cooperative ability. Robinson (2006) as cited in Judison (2021) noted that employability skills are closely related with activities and actions.

Employability skills are the set of skills knowledge and personal attributes that makes an individual attractive to employers and enable them to succeed in the workplace. These skills include communication, teamwork, problem solving, time management and adaptability. National universities commission (NUC) in Nigeria regard employment skills as knowledge and competencies that enhance an individual's ability to secure and retain a job and progress in their career (NUC 2018).

The confederation of British Industries CBI also defines employability skill as the skills, knowledge and personal attributes that makes an individual more likely to secure and succeed in their chosen occupation (CBI 2019).

Fugate, Kinicki and Ashforth (2004) provided a conceptual definition of employability skills to be a form of an active adjustment of individual to what setting occupation until they could identify and recognize existing career opportunities in workplace. The skills could assist employees to adjust themselves to watch change and to increase working abilities with IN working environment. Therefore, vocational education students need employability skills.

### **Attitudinal Skills Required for Self-Employment**

Attitudinal skills according to National Institute of labor studies (NILS 2013), attitudinal skills are the ability to adopt and adapt a positive mindset, influencing behavior and interactions with others. It refers to the

personal quality and attributes that influences individual's behavior, interaction and approach to task and situation.

According to Luthans *et al.*, (2017), attitudinal key skills include;

- Self-motivation
- Discipline
- Risk-taking
- Creativity
- Strong work ethics
- Ability to handle uncertainty
- Flexibility.

These skills when inculcated in vocational education students will help the navigate challenges and make strong decisions of their own. Baron 2007, further stated that attitudinal skills include being positive, adaptable, proactive and having a growth mindset.

The attitudinal skills required for self-employment is achieved at affective domain level of education. Affective domain is the way people react emotionally and their ability to feel another living things pain or joy. (Wikipedia 2011) observed that affective objective typically targets their awareness and growth in attitude, emotions and feelings. Ughamadu (2016) explains that effective domain deals with values, beliefs, attitude and appreciation, interest, social relationships, emotional adjustment, habits, lifestyle, among others. It contains behavior and objectives that have emotional over tone as it encompasses like and dislike, attitude, values, beliefs.

The skills acquisition expected of vocational education students at this level of educational objective as noted by (Osinem 2008) run at five levels. These are reviewing, responding, valuing, organization and characterization. Osinem (2008) outline these skills and explain that it guides the intent of man.

These skills as explained include:

#### **Reviewing:**

According to Osinem, the students are expected to listen attentively, show awareness of the importance of reading, exhibit sensitivity to know human needs and social problems attend closely to classroom activities. At this level, learning is enhanced.

#### **Responding:**

This shows active participation on the part of the learners. They are expected to attend to a stimulus but to react in a way. It is the interest the students have that makes, or push and propels them to seek out certain activities and enables them to enjoy activities. Therefore, training at this level of educational objectives should emphasize arousal of interest.

#### **Valuing:**

This attitude was explained by Amabile (2007) as the worth, concern and value that a student plays to particular stimulus, object, issue, state of affair. It should be understood that this is usually massive in student's outward behavior. Therefore, it is necessary for education at this level to acquire values. Apart from value, organization is important for employability skills. The student needs to learn putting different relevancies and value together, resolving any previous conflict between them and building internally consistent value system. Ughamadu (2016) observed that when students or learners internalized values, which they encounter, for which more than one value is relevant, then development of a philosophy of life is emphasized.

#### **Characterization:**

At this stage, Robinson (2016) explained that the learner holds a particular value of belief that exerts influence on one's behavior so that it becomes characteristics. Training in this domain shows the development of attitudes and behavior towards good work habits as well as human relation.

#### **Work Habit Required by Vocational Students for Self-Employment**

Covey (2014) enumerated eight work habits and skills anyone in the work force should possess. These work habits include; time management, self-discipline, proactivity, adaptability, continuous learning, financial management, networking skills and problem solving. Further, Ontario (2016) enumerated nine essential work habit and appropriate skills needed for effectiveness in workplace, these work habits include; working safely, reliability, organization, working independently, initiative, self-advocacy, customer service and entrepreneurship skills.

Doll (2012) expressed five work habits for fresh graduates, these habits include; volunteering for assignments, showing good public relations, prioritizing work, being positive and highlighting. The last affective work habits are to bring solution each time one highlights a problem to the management. Students are expected to examine and break information into parts by identifying motives or causes. They should make inferences and find evidence to support generalization. They should also be able to breakdown materials into component elements or parts such that organizational structure maybe clearly understood. Based on this, it is expected of the students to identify parts, analyze relation between parts and recognize the organizational principles involved. These work habit skills are quick to make any graduate with the employable.

#### **Psychomotor Skills Required for Self-Employment**

According to Schmidt and Wrisberg (2018) psychomotor skills are abilities that involves the integration of physical movements and conscious

thoughts. According to Bloom's Taxonomy (1956), psychomotor skills involved development of organized pattern of muscular activities divided by signal for environment. In education, psychomotor skills referred to ability to perform physical tasks like drawing, or conducting expertise experiments that requires coordination and control of body movements. According to Wikipedia (2015), psychomotor domain of behavior is concerned with manipulative skills which the students have naturally or have developed or acquired. He also emphasizes that it has to do with body movements. Therefore, the dexterity in body movement and manipulation of the body limbs are concern under this criterion. It is the ability for one to manipulate tools or instrument like use a hoe.

Training students to acquire psychomotor skills should be practical oriented. Aneke & Otache (2017), explain that vocational education should provide the graduate with holistic education which emphasizes manipulative as well as quantitative knowledge and skills that will help learners self-reliance skill. The author advice and emphasize on curriculum that stress practical skills acquisition in vocational schools.

The Bmas and CCmas laid emphasis in every lecture, there should be 1 hour theory and 3 hours practical for the week. Also, student should go for industry training to beef up their practical competencies at least for 6 months. The aim is to introduce the students to the replica of the industry they are likely to enter on graduation.

- Expose the students to the operations and
- Use of industry machines, tools and equipment.
- Acquaints the students with managements and organizational skills of industries and develop positive work habit.

Knight and York (2014), explained that through six months student industrial work experience:

1. Student's employability skills are enhanced
2. Development of practical skills
3. Build professional network
4. Improves career clarity
5. Boost confidence

All these efforts and organized programs are there towards equipping learners with adequate training for self-employment for better life.

## CONCLUSION

The activeness and functionality in vocational lives in stability to equip the recipient with requisite knowledge, attitudinal and practical skills which ensures business mindset disposition and proficiency. This in turn makes the individual to develop in entrepreneurship or self-employment, which are very crucial in this period of economic meltdown and uncertainty. It is the aim of the paper that all necessary efforts are made towards

producing vocational graduates in build with unflinching entrepreneurial competencies who can stand firmly and be self-employed or employers of labor.

## Recommendations

The following recommendations were made:

1. Government should place all effort towards organizing curriculum that will make graduate self-employed.
2. Equipment needs to be made available for training of students.
3. Thorough supervision of lecturers and industry-based supervisors should be intensified.

## REFERENCES

- Amabile, T.M (2007). Motivation and creativity in organization.
- Aneke, C.U. & Ndem, J.U. (2018). Assessment of career guidance services in secondary schools in enhancing enrolment of Agriculture students in tertiary level for economic diversification in Enugu State. *Journal of Agricultural Education teachers association of Nigeria 1(1)*, 154-162.
- Aneke, C.U. & Otache, A. (2017). Relevance of agricultural educators' participation in curriculum development for diversification of economy in Benue State. *Journal of Agricultural Education teachers association of Nigeria 1(1)*, 225-263.
- Bloom's (1956), Bloom Taxonomy and psychomotor skills development.
- Confederation of British Industry (CBI) (2019). Getting work ready. *The CBI/Pearson Education and skills survey 2019*.
- FRN (2013), Federal Republic of Nigeria. National Policy on Education, Lagos; NERDEC press.
- George, A. (2015). Horticultural principles and practice. New Dehli PHI learning private limited.
- Hornby, A.S. (2020). Oxford learners dictionary of Current English London. Oxford University Press.
- International level Organization (ILO) (2013). Resolution concern, statistics of works, employment and Labor underutilization.
- Judison, J.M. (2021). Understanding employability skills, *Michigan cooperative extension system. Michigan: water way press*
- Luthans et al (2017). Psychological capital developing human competitive edge.
- National Bureau of statistics (NBS) (2019). Labor Force statistics – *Report Q4 2018 and Q1 2019*.
- National institute of labor studies (NILS), (2013). Attitudinal skills in workplace.
- National University Commission (NUC) (2018). Employability skills framework for Nigerian universities master framework.
- Ogwahu, N.C. (2022). Quality assurance in teaching vocational and technical education in schools. *College student Journal of Investment 3(2)* 18-29.

- Ontario (2014). Entrepreneurial skill and work habit in the O.S.P. <http://skills.edu.gov.on.ca/OSPWeb/jsp/en/OSPskillandworkhabits.jsp>. Retrieved 24/12/14.
- Osinem, E.C. (2008). Managing Agricultural Education and Training resources and principles and methods; belong international publisher.
- Robinson, J.P. (2016). What are employability skills. Alabama: Cooperative extension system.
- Schimdt, R.A. & Wrisberg, C.A. (2018). Motor learning and performance. A situation-based learning approach. Amazon: databased bookstore
- Ughamadu, K.A. (2016). Curriculum concept, development and implementation. Agbor: Lincel publishers.
- Uzodimma, C.U. (2015). Requisite technology and vocational skills needed for self-employment. *Journal of Research in science and technology Education* 5(1) 60-65.
- Wikipedia, the On-line encyclopedia retrieved, February, 2011. [www.en.wikipedia.org/wiki/tole](http://www.en.wikipedia.org/wiki/tole).