

Skill Acquisition and Unemployment Reduction in Selected Local Government Areas of Anambra State

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Abstract: *The study examined the skill acquisition and unemployment reduction in selected local government areas of Anambra State. The objectives of the study were to: Determine the effect of creativity on unemployment reduction in selected local government area in Anambra State; ascertain the effect of interpersonal skill on unemployment reduction in selected local government areas in Anambra State; examine the effect of training on unemployment reduction in selected local government areas; determine the effect of implicit education on unemployment reduction in selected local government areas in Anambra State. Four research questions and hypotheses were formulated in line with the objectives. The study was anchored on Skill Acquisition Theory, as per Dekeyser (2007). The study adopted survey method of research. Data were generated through primary and secondary sources. The method for data collection was questionnaire which was administered randomly among the staff of the selected Local Government Areas. The populations of the study were 257422; The sample size of the study was three hundred and ninety-nine (399), while three hundred and forty-seven (347) were retrieved from the respondents. The hypotheses were tested using regression method at 0.05% level of significance. The findings of the study revealed that: Creativity has significant impact on unemployment reduction in selected Local Government Areas in Anambra State; Interpersonal skill has significant impact on unemployment reduction in selected Local Government Areas in Anambra State; and Training has significant impact on unemployment reduction in selected Local Government Areas in Anambra State;. The study recommended that since creativity significantly reduced unemployment, more thinking freedom should be allowed and encouraged in order to strengthen individual competitiveness. It is recommended that interpersonal skill should be encouraged not only in businesses, but in also activities requiring decisions to reduced unemployment.*

Keywords: *skill acquisition, unemployment reduction, Creativity, interpersonal skill, training.*

1.1 Introduction

Everybody's life is significant for skill. Because they learn more practical skills than theoretical ones, technicians often make more money than certain school graduates who were only exposed to theoretical learning during their time in school. The ability to prepare for and become an expert at a specific task or job is known as skill acquisition. The fact that there is a high rate of unemployment around the world, particularly in Nigeria, is incredibly unhappy. It is one of the factors contributing to the rise in crime around the world. Numerous graduates in the country are currently unemployed due to the lengthy educational system, which emphasizes theory over practical learning. The fact that Africa has the highest percentage of young people without jobs is significant. The high percentage of unemployment among the active young people in our society

today is caused by their inability to add new skills to what they have already learned at their various institutions. Nigeria aims to accomplish one of the Millennium Development Goals (MDG) in 2015, which is to end extreme poverty and hunger, by enticing those who make less than \$1 a day to pursue skill development.

The goal of skill acquisition is to eliminate extreme poverty and hunger while opening up opportunities for employment and wealth creation that will lead to self-sufficiency and contribute to the expansion and development of the economy in the region.

The process of learning a skill by an individual or group of people that can result in the knowledge acquisition necessary for self-sufficiency can be referred to as skill acquisition. It entails the training of individuals in various trades pursuant to a written contract between the trainers and the trainees for a specific period of time and subject to particular requirements. Ochiagha (2015) described the process of developing a habit of active thought or behavior in a particular task as skill acquisition. He added that the ability to accomplish or perform a task that is connected to some meaningful exercise, work, or employment is considered as skill acquisition.. He maintains that for skill to be acquired, appropriate knowledge, attitudes, habits of thought and qualities of character are learnt to enable the acquirer develop intellectual, emotional and moral character which prepares him or her for a brighter future.

The two most significant socioeconomic issues facing the Nigerian country today are unemployment and poverty. According to ILO statistics (2014), the unemployment rate varied from 7.3% in 1986 to 20.51% in 2014, which contributed to a high level of poverty. Many young people in Nigeria lack jobs, endangering the safety of more privileged and innocent populations.. The challenges seem to be persistent despite several attempts by various government regimes to minimize unemployment by creating jobs in the public and private sectors through the diversified development agenda. According to Schoof (2010), it is widely accepted that those with a passion for entrepreneurship and skill development are more likely to found businesses, create jobs, and make good contributions to economic progress and the eradication of poverty.

Poverty, unemployment, and other social issues that had plagued Nigerian society are now present at an increasing rate. The Nigerian public and the government are both concerned about this now. As more students graduate from various levels of the educational system, the incidence of poverty and unemployment is rising. This could be a result of graduates not acquiring the necessary skills through the educational system. The development of vocational skills has continued to gain more focus.. Even so, it's unclear whether the initiative has sufficiently pushed the talents that Nigerian teenagers were looking for. Based on the findings of this study, there is evidence to suggest that the youth in Nigeria, in particular, continue to have difficulties in acquiring the necessary skills. Facilities and resources are needed for skill development, and they must be made available in the right kind and amount to enable success.. This paper, therefore, is aimed at identifying the skill acquisition and unemployment reduction in selected Local Government Areas of Anambra State

1.2 Objectives of the Study

The general objective of the study will be to examine the skill acquisition and unemployment reduction in selected Local Government Areas of Anambra State. The specific objectives of the study will be as follow:

5. Determine the effect of creativity on unemployment reduction in selected Local Government Areas of Anambra State.
6. Ascertain the effect of interpersonal skill on unemployment reduction in selected Local Government Areas of Anambra State
7. Examine the effect of training on unemployment reduction in selected Local Government Areas of Anambra State.
8. Determine the effect of implicit education on unemployment reduction in selected Local Government Areas of Anambra State.

1.3 Hypotheses

The following null hypotheses will be formulated that guide the objectives of the study and strengthen the analysis:

1. Ho₁: Creativity has no significant impact on unemployment reduction in selected Local Government Areas of Anambra State.
2. Ho₂ interpersonal skill has no significant impact on unemployment reduction in selected Local Government Areas of Anambra State.
3. Ho₃: Training has no significant impact on unemployment reduction in selected Local Government Areas of Anambra State.
4. Ho₄: Implicit education **has** no significant impact on unemployment reduction in selected Local Government Areas of Anambra State.

REVIEW OF RELATED LITERATURE

2.2 Theoretical Framework Skill Acquisition Theory

This study is anchored on Skill Acquisition Theory

According to Dekeyser (2007), the central thesis of skill acquisition theory is that "learning a wide variety of skills shows an exceptional similarity in development from introductory representation of knowledge through starting changes in conduct to eventual fluent, unconstrained, to a great extent, and profoundly gifted behavior," and that this phenomenon can be explained by a number of key principles common to skill acquisition. Overall, skill development can be viewed as a specific type of learning, according to Speelman (2005), who defined learning as "the representation of information in memory concerning some natural or psychological event.". Therefore, as he mentioned, skill acquisition is a type of learning in which "skilled behaviors can become routinized and even programmed under certain conditions." Additionally, as a general theory of learning, it ensures that adults begin learning something through generally unambiguous procedures before transitioning into verified methods with sufficient practice and exposure. The study is based on this notion as a result.

2.2. Empirical Review

Umeh, (2021) discussed the concept of unemployment, business education and skill acquisition. It also highlighted the types of employment, roles of business education in creating job opportunities, importance of skill acquisition and factors responsible for the rising unemployment in Nigeria. It was concluded that in order to combat unemployment in the country, there is need for students of business education to be acquainted with the skills in business education programme. Also, that the unemployed youths should undergo training in other vocational areas for them to acquire the skills that will enable them to be self employed and that the government should devise means of tackling all the factors responsible for the rising unemployment in the country. Recommendations among others were that business education students should be willing to cultivate keen interest in acquiring the skills and competencies in the business education programme; Students should be committed and dedicated to the practical contents of business education programme; and that the government should try and improve in the power sector knowing fully that power sector is one of the most sensitive and essential sectors of the nation's economy.

Godwin and Egboh (2021) examined skill acquisition and entrepreneurship development programmes and reduction in youth unemployment in Nigeria. The study concludes that despite the avalanche of programmes being initiated and introduced by government and even the private sector in Nigeria in terms of skill acquisition and entrepreneurship among youths in particular that youth unemployment rate continues to soar. The efficacy of skill acquisition and entrepreneurship to tackle this menace has been constrained by factors such as neglect of rural areas in skill acquisition programmes, poor funding by government, inadequacy of training infrastructures, epileptic power supply, unfavourable fiscal policies, difficulty in accessing of funds, and quality of skill acquisition training and importantly the attitude of participants. All these needs redress.

Khemissi and Jouili (2021) examined the importance of skills development in the process of employee performance. As part of this research, we will seek to determine the nature and extent of skills development impact in improving employee performance. This research project is one of the new themes that some researchers have started in recent years. The novelty of this theme is the inclusion of the skill development factor. This factor is likely to have a positive impact on employee motivation and performance. Some of the factors already known to have an impact on employee performance, such as motivation, career development, training, and experience, will be adopted. It is assumed that the results of this research will have a positive impact on employee performance and employee retention.

Onoriode and Agbele (2021) determined the effect of skill acquisition on poultry farming industry in Delta State. We have a population of 102 from the selected 7 poultry farms in the area under study which as well comprises employers, employees and casual workers of the selected farms. Hypotheses were tested with correlation coefficient (r) tool. Sample size was determined with Taro Yamene formula; hence, 83 sample size was obtained. The instrument used for data collection was both structured and unstructured questionnaire. Unstructured instrument was employed for the sake of those that could not read, hence, face-to-face method of discussion was ideal. Pearson Product Moment (PPM) correlation coefficient (r) was equally adopted for data analysis. In line with the analysis, it was observed that strong positive relationship exist between experience of poultry farmers and farming industry, While indifferent (negative) correlation was revealed between knowledge and farming industry because a higher value was obtained for the critical value than the calculated value ($0.75 > 0.52$). The study concluded that experience positively affect poultry farming industry. The study recommended that farmers should employ or hire experienced poultry farmers for impartation of more experience through mentoring and tutoring. They are also advised to seek counsel

from professionals for knowledge and skill acquisition to enhance sustainability in poultry farming industry, exposing them to conferences is equally suggested.

Okolocha, John-Akamelu and Muogbo (2020) examined the effect of skill acquisition programme on youth employability in Nigeria. For the purpose of this study, undergraduate, graduates and post graduate individuals of Anambra State were used. The main instrument used was the structured questionnaire. 100 respondents were randomly selected from different local governments in Anambra State. Findings revealed that much emphasis on academic excellence, lack of quality skilled trainers, acute shortage of facilities, inconsistent follow up by government and poor funding are problems facing skills acquisition employment in Nigeria. Based on the premises of the findings it was recommended that teachers require professional skills development abilities, competence, years of experience through understanding of the subject matter and effective involvement of the student in the instructional delivery.

Abiola, Yomi-Akinola, and Adedapo (2019) investigated the link between youth entrepreneurship skills acquisition and employment generation. Financial constraints and lack of entrepreneurship skills hamper the efficient performance of Small and Medium scale Enterprises (SMEs) in Ikeja, Lagos. In view of this, we recommend that government should make entrepreneurship a compulsory subject from upper basic through secondary school; students in tertiary institutions should be exposed to practical entrepreneurship; government and financial institutions to enhance youth participation in SMEs should also provide financial aid with little or no collateral. Government and non- governmental organizations should sensitize the youth on the significance of combining entrepreneurship skills with formal education early in their career in life in order to equip the future leaders with the requisite skills for them to be job creators and not job seekers.

Ikechi, Eke, Ukwubuiwe & Ukomadu (2019) focused on Skill Acquisition and Employability of Nigerian Graduates focused on finding out if the unemployment status of Nigerian graduates is as a result of the absence of employable skills. The researchers made use of primary source of data and the major instrument used was a self administered questionnaire. A sample size of three hundred and twenty four was used and this was determined using the Cochran formular. Copies of the questionnaire were administered on graduates drawn from Abia State using convenience sampling technique. The statistical analysis was done using simple percentages, discriminant analysis and correlation analysis as aided by SPSS Version 25. The paper revealed that Nigerian graduates acquisition of basic employable skills does not significantly determine their employability status (other factors must have contributed to the alarming increase in unemployment); there is a significant relationship between acquisition of employability skills by Nigerian graduates and their exposure to vocational skills in schools. To this end, the paper recommended that employment opportunities should be created by governments at all levels to reduce this alarming rate of unemployment in the country instead of blaming unemployment on lack of employability skills; finally the government should ensure that many vocational skill courses are well taught in our tertiary institutions to make graduates self employed. Where this is done right, the burden of unemployment on government will be reduced.

Md. Mobarak, Choudhury, & Latif, (2019) impact of training and development on employee performance. The study found out that employees are aware about training; employees are motivated through training; and training and development results into higher performance. The

study suggested that training and development of all staff should be dynamically followed and made obligatory and give compulsory training programs for all employees in order to improve performance. The study decided that there is need for continuous training and development taking into deliberation the opposition, market dynamics, customer satisfaction, and net promoter score among others.

Muogbo and John-Akamelu. (2018) examined impact of entrepreneurial skill in reducing youth unemployment in Nigeria with reference to ABC Transport Company in Anambra State. The broad objectives of this study is to examine the possibly ways of eradicating unemployment through the introduction of entrepreneurial skills. The study is a descriptive survey design. Questionnaire items were distributed to 160 respondents to gather factual information about the topic. Their responses were tested using appropriate statistic tools like the simple percentage and the chi- square method. The study found that there are roles entrepreneurial skills and businesses play in youth employment in Nigeria through entrepreneurial development. Furthermore, it also shows that youths in Anambra state can be given basic training on how best to establish and grow business enterprise in local communities within the state. The study therefore recommends that government should remove corruption and greed and formulate policies that will promote the success of entrepreneurship and free enterprise; government should assist entrepreneurs through regular marketing workshops and seminars in conjunction with the manufacturers association of Nigeria (MAN) and chambers of commerce and industries.

METHODOLOGY

3.1: Research Design

The study's descriptive survey design will elicit information on respondents' experiences with skill development as a tool for reducing poverty. The primary and secondary sources, respectively, were used to gather the data for this research project. Oral interviews and a questionnaire were used as the primary data gathering methods in this study. The researcher created the survey that will be given to the respondents. The 257422 youth in the chosen local government area of Anambra State, which is made up of four LGAs in each of the three senatorial zones (Anambra Central, Anambra North, and Anambra South), make up the study's population.

In other words, just three Local Government Areas out of a total of 21 were chosen for the study. In order to ensure that Anambra state was represented throughout the study and to prevent results from being biased, one LG was chosen from each senatorial zone. While stratified random sampling allows each of the respondents in each of the different states to be selected without bias, purposeful sampling allows the researcher to select the respondents who were of interest to the study. A structured questionnaire is the main research tool used in the study to elicit responses from the sample group.. In this study, the four research questions and the respondents' bio-data were analyzed using descriptive statistics, such as frequency counts and simple percentages. To test hypotheses 1, 2, 3, and 4 at the inferential level of analysis, linear regression was employed to assess the degree of correlation between the independent and dependent variables, x and y. The Statistical Package for Social Science (SPSS 20 windows) was used for all analyses. The calculated value of the test statistic was compared with the critical and table values of the statistic while testing hypotheses.

A standard for rejecting or not rejecting the null hypotheses is the critical or table value. Therefore, the decision rule used in this study is: if the calculated value at the 5% significance level with the appropriate degrees of freedom is more than the table value, reject the null hypotheses; if not, do not.

PRESENTATION ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the data obtained from the respondents through the administered questionnaire. Three hundred and ninety-nine (399) were administered among the employees of selected respondents. However, three hundred and forty-seven (347) copies of questionnaire were retrieved. Therefore, the analysis and interpretation of data were based on the returned questionnaire. The validity and reliability of this study is highly ensured, despite the number of questionnaires not returned. The method used was percentage table technique and t-test for the hypothesis.

4.0 Questionnaire Response Rate

Copies of Distributed	Copies of Returned	Percentage Returned
350	347	99.14

Source: Field Survey 2023

Table 4.1: Respondents’ Demographic Variables

4.1.1 Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	172	49.4	49.6	49.6
Valid Female	175	50.3	50.4	100.0
Total	347	99.7	100.0	

Source: Field Survey 2023

The above table reveals that the one hundred and seventy-two of the respondents which represents 49.4 persons were male respondents, while one hundred and seventy-five (175) respondents which represent 50.4% were female respondents. By implication, female respondents were more than male respondents by 3 respondents in our selected sample for this study. The implication of this is to enable us to know the number of female and male that successfully returned their questionnaire.

4.1.2 Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	252	72.4	72.6	72.6
	Single	95	27.3	27.4	100.0
	Total	347	99.7	100.0	

Source: Field Survey 2023

In the table above, out of the three hundred and forty-seven (347) respondents, two hundred and fifty-two (252) of the respondents were married, while ninety-five (95) respondents which represent 27.4 percent are single. It is therefore glaring that the majority of the respondents are married as at the time of this study. Thus, marital status table help us to know the number of single, and married, respondents that answered the distributed questionnaire.

Table 4.1.3 level of Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WAEC/NECO	29	4.4	4.7	8.6
	BSC/HND	157	22.6	45.2	41.7
	MSC/MBA	174	50.6	50.1	93.2
	Total	347	98.3	100.0	

Source: Field Survey 2023

The table above indicates that twenty-nine (29) respondents which representing 4.7% percent maintain to acquired WAEC OR NECO while 45.2% percent of the respondents which represents one hundred and fifty-seven (157) have BSC/HND. However, one hundred and seventy-four respondents which represent 50.1 percent either have MSC or MBA. This as the one of demographic item helps us to identify the education qualification of the respondents.

4.1.4 Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-25	29	9.1	9.6	9.6
	26-33	118	22.9	34.2	33.8
	34-40	104	32.6	29.9	68.2
	41-50	28	8.8	9.3	77.5
	51-above	68	21.3	19.5	100.0
	Total	347	94.7	100.0	

Source: Field Survey 2023

Table 4.3 above depicted the age bracket of the respondents. The distribution shows that 9.6% of the respondents are between the age brackets of 18 to 25 years while 34.2% respondents are within the age bracket of 26-33 years. On the same note, 29.9% of the respondents are within the age bracket of 34 - 40 years. On the same note, 9.3% of the respondents are within the age bracket of 41 - 50 years, while the remaining respondents representing 19.5% are within the age bracket of 51 years and above.

4.2 Multiple Regression Analysis

Multiple regression result was employed to test the effect of independent or explanatory variables on the dependent variables. The result of the multiple regression analysis is presented in the tables below.

Table 4.2.1 Summary of the Regression Result

The result of the multiple regressions formulated in chapter three is presented in the tables below.

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	0.664 ^a	0.541	0.534	.73873	.441	67.349	4	342	.000	1.701

a. Predictors: (Constant), IME, TRA, INTPS, CRT

b. Dependent Variable: UNR

Table 4.3.1 shows that R² which measures the strength of the effect of independent variable on the dependent variable have the value of 0.54%. This implies that 54% of the variation in skill acquisition and unemployment reduction in selected Local Government Areas of Anambra State is explained by variations in recognition for creativity, interpersonal skill, training, and implicit education. This was supported by adjusted R² of 0.53%.

Test for autocorrelation: This is used test whether errors corresponding to different observation are uncorrelated. If the value of the durbin-watson from the regression result is close to 2 no autocorrelation in that regression result, but if it deviates significantly then there is autocorrelation. The Durbin-Watson statistic (D.W) of 2 reveals no autocorrelation in the models. Hence, the result is good for business analysis because the Durbin Watson result is 1.701

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	147.016	4	36.754	67.349	.000 ^b
	Residual	186.638	342	.546		
	Total	333.654	346			

a. Dependent Variable: UNR

b. Predictors: (Constant), IME, TRA, INTPS, CRT

The f-statistics value of 48.342 in table 4.3.2 with f-statistics probability of 0.000 shows that the independent variables has significant effect on independent variables such as recognition for creativity, interpersonal skill, training, and implicit education can collectively explain the variations in skill acquisition on unemployment reduction.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	1.342	.372		3.605	.000	.610	2.074
CRT	.552	.065	.552	8.490	.000	.424	.679
INTPS	.247	.075	.183	3.273	.001	-.395	-.099
TRA	.277	.034	.383	8.206	.000	-.343	-.211
TIM	.286	.039	.394	7.420	.000	-.362	-.210

a. Dependent Variable: UNR

A’p priori Criteria: This is determined by the existing business theories; it also indicates the signs and magnitude of the business parameter under review. In table above, we found out that creativity has a positive sign given its value as .552; this implies that a unit increase in creativity increases the unemployment reduction in selected local government area by 55%, this conform to the a’ priori expectation. Interpersonal skill has a positive sign given its value as .247; this implies that a unit increase in interpersonal skill increases the unemployment reduction by 24%, this conform to the a’ priori expectation. training has a positive sign given its value as .277; this implies that a unit increase in training increases the unemployment reduction by 27%, this conform to theoretical expectation. Explicit education has a positive sign given its value as .286; this implies that a unit increase in Explicit education increases the unemployment reduction by 28%, this conform to theoretical expectation.

T- Statistics: The t-test is used to measure the individual statistical significance of our explanatory parameter in the model. From table Coefficients above creativity is 8.490, this is statistically significant, this suggest that it contribute significantly to unemployment reduction. Interpersonal skill is 3.273 this is statistically significant, this suggest that it contribute significantly to unemployment reduction at 5% level of significant. Training is 8.206 this is statistically significant, this suggest that it contribute significantly to unemployment reduction at 5% level of significant. Implicit Education is 7.420 this is statistically significant, this suggest that it contribute significantly to unemployment reduction at 5% level of significant.

4.3 Hypotheses Testing

Hypothesis One

Ho₁: Creativity has no significant impact on unemployment reduction in selected Local Government Area in Anambra State.

Table 4.4.1 ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6.911	5	1.382	7.613	.000 ^b
	Residual	80.589	342	3.358		
	Total	87.500	347			

Source: SPSS, Version, 20 2023

However, from the Anova table above, it was observed that the probability value of hypothesis one is less than 0.05% level of significance (0.000), as a result null hypothesis will be rejected and alternative is accepted, meanwhile creativity has significant impact on unemployment reduction in selected Local Government Areas in Anambra State

Hypothesis Two

Ho₂ interpersonal skill has no significant impact on unemployment reduction in selected Local Government Area in Anambra State.

Table 4.4.2 ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	22.507	3	4.501	6.952	.002 ^b
Residual	64.993	344	2.708		
Total	87.500	347			

Source: SPSS, Version, 20 2023

However, from the Anova table above, it was observed that the probability value of hypothesis two is less than 0.05% level of significance (0.02), as a result null hypothesis will be rejected and alternative accepted, meanwhile interpersonal skill has significant impact on unemployment reduction in selected Local Government Area in Anambra State.

Hypothesis Three

Ho₃: Training has no significant impact on unemployment reduction in selected Local Government Area in Anambra State

Table 4.4.3 ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	20.154	3	4.031	15.236	.000 ^b
Residual	67.346	344	2.806		
Total	87.500	347			

Source: SPSS, Version, 20 2023

However, from the Anova table above, it was observed that the probability value of hypothesis three is less than 0.05% level of significance (0.000), as a result null hypothesis will be rejected and alternative accepted, meanwhile Training has significant impact on unemployment reduction in selected Local Government Area in Anambra State.

Hypothesis Four

Ho4: Implicit education has no significant impact on unemployment reduction in selected Local Government Area in Anambra State

Table 4.4.4 ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3.020	3	.604	23.172	.000 ^b
	Residual	84.480	344	3.520		
	Total	87.500	347			

Source: SPSS, Version, 20 2023

However, from the Anova table above, it was observed that the probability value of hypothesis four is less than 0.05% level of significance (0.000), as a result null hypothesis will be rejected and alternative accepted, meanwhile Implicit education has significant impact on unemployment reduction in selected Local Government Area in Anambra State.

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Findings

The Regression model created to capture unemployment reduction as reliant on skill acquisition was used to investigate the impact of skill acquisition on unemployment reduction in selected Local Government Areas of Anambra State. Creativity, interpersonal ability, training, and implicit education were used as proxy measures for the skill acquisitions. The study's findings revealed the following:

1. Creativity has significant impact on unemployment reduction in selected Local Government Areas in Anambra State.
2. Interpersonal skill has significant impact on unemployment reduction in selected Local Government Areas in Anambra State.
3. Training has significant impact on unemployment reduction in selected Local Government Areas in Anambra State.
4. Implicit education has significant impact on unemployment reduction in selected Local Government Areas in Anambra State.

5.2 Conclusion

This study looked at how skill development affected the decline in unemployment in a few Anambra State local government areas. The results showed that increasing one's skill set significantly reduces unemployment. This study found that youngsters must develop their talents through training and self-improvement in the areas of creativity and interpersonal interactions in order to reduce unemployment. In Anambra state, skill development significantly reduces unemployment. This suggests that an unemployed youth's performance will be higher the more talents he possesses in the areas of locus of control, self-efficacy, and risk taking because he must necessarily be productive. Thus, this study came to the conclusion that skill development generally results in greater performance or output in Anambra state and elsewhere. According to the findings, Anambra state's performance is

significantly and favorably influenced by skill acquisition incentives, which are represented by the desire for achievement, the need for power, and the need for independence. This study came to the conclusion that having the necessary skills increased an unemployed person's performance and raised their level of living..

5.3 Recommendations

The following recommendations are posed based on the findings of the study:

1. Since creativity significantly reduced unemployment, freedom in thinking should be encouraged in order to inspire uniqueness, innovations and inventions capable of driving competitive advantage in a business and building existing ones to be better positioned in the markets.
2. Skill acquisition programs should be targeted towards developing interpersonal skills of participants to impact in them the skills of networking, capacity building, relationship management and partnerships capable of growing markets for profitability.
3. Governments at all levels should invest more in skills driven youth empowerment programs under well-equipped training outlets, and build a follow up framework for ensuring that such skills are channeled towards productive endeavours. The acquisition of the right skills to fit the various needs of the society is imperative.
4. The private sector should be encouraged to venture into skills development and capacity building sector so as to add greater value to government effort especially in providing conducive environment for the actualization of implicit education for high skilled careers like science and technology. This will encourage skill diversification.

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