



Employability Skills Possessed by Female Students in Tertiary Institutions Offering Technical and Vocational Education; Its Implication for Sustainable Development in North-East Nigeria

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Abstract: The study seeks to understand the issues of gender employability skills in pursuit of Technical and Vocational Education (TVE) for the needs of Sustainable Development. It has become one of the views and crucial manifestations by stakeholders, educationists which are laggings in workforces. Thus, formed a significant part of general discussion in Sub-Saharan Regions of the North East. The purpose of this research is to ascertain the level of employability skills possessed among the female students of tertiary institutions offering technical and vocational education. The total of 142 female student of NCE III final year from the chosen institutions as a sample representation of this research within the North-East States of the Nigeria. The respondents were drawn using Purposive sampling technique for the study. Five points scale items were designed to elicit information from the respondents. The data were collected and analyzed by using Mean and Standard Deviation to determine the responses of the respondents. The finding reveals; that there was a mean difference between in generic skills possessed by female student in COEs and polytechnics. And also there was highest difference with overall mean of personal attributes of the respondents. Findings also, illustrates the difference in employability skills possessed in COEs and Polytechnics genders which were moderately high. The recommendations were made based on the findings of the research; which would proffer the needs on provision to re-view of the TVE curriculum to incorporate employment element based on employability skills which are needed by the employers to encourage industries to create a joint-venture for students needs in order to produce higher quality workers irrespective of genders.

Key words: Employability Skills, Gender, Technical and Vocational Institutions

1.1 Introduction

The fundamental requirement of all technical and vocational education programmes is the skills development and subsequent utilization of the acquired skills. Technical and

Vocational Education explained by the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2017) and International Labour Organization (ILO, 2018) as a means of preparing individuals for occupational fields for effective participation in the world of work; an aspect of lifelong learning and preparation for responsible citizenship; an instrument for promoting environmentally sound, sustainable development and a method of facilitating poverty alleviation.

In demonstration of the commitment by Nigerian Government towards ending the insurgency problem with in the North East Region, Technical and Vocational Education (TVE) in the Colleges of Education (COE) Science and Technology and Polytechnics, are one of the key factors for training strategies adopted in employability skills development to drive the nation economy towards achieving laudable strengthen of restructuring self-reliance vision. It's also has a significant role to play in the life of female gender (girls/women) as they make up more than half of the Nation's population in (NPC, 1991) and 2006 report respectively. The society is yet to appreciate fully the pivotal role of science and technology in socio-economic development of nation. Added to that; is myth of difficulty of vocational and technical subjects which still grips our students. The prevailing economic, social and political development in Nigeria demands proper utilization of our human resources. Human resources of any country – those who supply the economy with their skill and talents are important for meaningful development. For human resources to contribute effectively, it must receive the proper kind of education that prepare them well enough, and one which does not discriminate on the basis of gender. As Babangida ~~(1988)~~ (1988) lamented: according to Mustapha and Gabasa, (2013) there is urgent need to correct the male/female imbalance. All women (females) should as a matter of right be given the opportunity to equip themselves to make useful contribution to the national development at the crucial time and in the decade to come. Female, should not only be allowed to read and write, but should also be technologically educated for the national development and be empowered to achieve the Sustainable Development Goals (SDGs). SDGs goals Looking into National Policy on Education (NPE, 2014) revised Edition, these efforts led to the introduction of many policies and programmes for the development and division of education into different aspects like Science Education, Technical Education, and Vocational Education. All these types of education were set up with defined objectives towards empowering the Nigerian populace (women inclusive).

Perhaps, for the aforementioned reasons; the Research attempts to identify and address the employability skills possessed by female (gender) in Tertiary Education Institutions offering Technical Vocational Education Courses towards to meet the needs of SDGs in North-East Institutions. As stipulated in the title of this research, emphasis is laid on Employability Skills Possessed by Female Students and its implications for sustainable development; generally with particular reference to Technical and Vocational Education Departments in COEs and the Polytechnics offering Technical and Vocational Education Courses, to gives a justified analysis on lagging factors of female students on pursuance of employability Skills. According to National Quality Council (NQC) 2005 in Mustapha and Gabasa, (2014); employability skills has become a key requirement for the modern worker. Employers see employability skills as important because jobs today require flexibility, initiative and the ability to undertake many different tasks. Jobs are not as narrowly prescribed and defined as in the past and generally they are more service oriented, making information and social skills increasingly important

1.2 Statement of the Problem

Great emphasis by the Government on the ways and means of providing effective Technical and Vocational Education (TVE) to meet the needs of female gender students employability skills, through knowledge and attitude for self-reliance. The rapid development of the current working world needs proficient workers mainly in fields which involved latest technologies. The number of workforce in North East Nigeria has low in terms of the proficient and non-proficient workforces produced by public and private training institutions.

National Bureau of Statistics 2015 report revealed, that 38.7 million Youth (female inclusive) are unemployed in Nigeria while 70% of this number are graduates. The tertiary education institutions entrepreneurship skills acquisition training manuals requires content review to deliver strategic solutions to the growing level of youth unemployment (Gender inclusive) (Kofarmata, 2019). Youth unemployment policy became a major macroeconomic policy target since, 2008 despite the declining employment opportunities since, 1983. Yet, in North-Eastern State, especially Borno State; only 38% of eligible students are enrolled in school. So it is not surprising that 51.2% of Borno are currently unemployed or underemployed. New thinking is needed to provide broader access to vocational training, on 'soft' employability skills, as well as improved access to formal education, particularly for girls (Mercy Corps, 2018). This is the concern of the research.

1.3 Purpose of the Research

The major purpose of this research is to determine the employability skills Possessed by Female students in Tertiary Institutions offering Technical and Vocational Education in North East Nigeria. The specific objectives of this research are as listed below:

1. To ascertain Generic Skills possessed by female students in Tertiary Institutions offering Technical and Vocational Education in aspect of Employability in North East Nigeria.
2. To determine the Personal attributes of female students in Tertiary Institutions offering Technical and Vocational Education on their Employability in North East Nigeria.
3. To find out if there is any differences in Employability Skills Possessed by the female Students in COE and Polytechnics offering TVE in North East Nigeria.

1.4 Operational Definition of Terms

1. The Tertiary Education Institutions offering Technical and Vocational education Programme are:
 - i. **Colleges of Education** are academic tertiary education institutions of learning where Technical and Vocational Education courses are been offered in North East State of Nigeria.
 - ii. **Polytechnic Institutions;** are tertiary institutions of teaching and learning where school of Technical and Vocational Education are found in offering Technical and Vocational Education Courses are Studies in North East Nigeria.

Employability skill; in this research is refers to the basic skill needed for one to get a job and enable him or her to carry out duties well. This skill is closely related with attitudes and actions. For instance, employees must cooperate with senior employees' apart from voicing out their opinions, suggestions and to come up with decisions. This include the following:-, critical thinking skills, communication skills, enthusiasm in learning skills,

planning and organization for self-management and decision-making, numerical skills, system and technology skills, as well as problem solving skills.

Employability Skills: According to Kennedy, (2011). The International Labour Congress (ILC) at its 88th session in year 2000 defined employability skills as the combination of knowledge, skills and competence a worker should possess in order to obtain and retain job. The employability skills considered by the congress for worker to be employable are basic and portable high-level skills, broad-based education and training, teamwork, problem solving, communication and language skills Information and communication technology (ICT),

Generic skill; in this research refers to: The ability to find solutions to problems using creativity skills, communication skills, enthusiasm in learning skill, problem solving skills, team work and past experiences are often very valuable. Generic skills are either imparted through training or experiences and interactions in teaching learning environment. .Kearns (2001) defines generic skills as key competencies that can be used across a large number of different occupations and they provide a platform for the development of employability skills needed by young people and adults. Key generic skills include communication and interpersonal skills, problem solving skills, using your initiative and being self-motivated, working under pressure and to deadlines, organizational skills, team working, ability to learn and adapt, using mathematical ideas and techniques, using technology, valuing diversity and difference and negotiation skills. These skills are independent of sector, underpin technical skills and draw on personal attributes. However, the extent by which these skills need to be possessed varies from one occupational grouping to another.

Personal attributes; refers to quality, property or characteristic of being identified as making an important contribution to employability skills. For example; like level of consistency of performance for a given work context, such as; loyalty and humor etc However, Personal attributes are identified as making an important contribution to employability skills.

1.5 Significance of the Study

The findings of this study would be of immense importance to the male and female students of technical and vocational institutions in North east Nigeria, as well the employers. The study reveals to the both male and female students of TVE and other engineering technologies the skills demanded by employers that they (the students) are supposed to possess as they prepare for the world of work. The study would also benefit the Nigerian Government at all levels, as it furnishes the North East Government with relevant data and information in their effort in to improve the delivery of certain generic skills lacking as pre requisite of the employability Skills in some sections of the workforce by female graduates (male inclusive). The employers of labour also stand to gain from the findings of the study as it would further reveal to them the areas of strength and weaknesses of prospective employees. It would further help them in designing training programmes to compensate for any perceived weakness in new and prospective employees for sustainable development in North-East, and Nigeria at large.

2.0 Literature Review

Literature Reviewed based on the followings;

2 Theoretical Framework

2.1 Conceptual Framework

- 2.2 Technical & Vocation Education Concept on Skill Development
- 2.3 Female Enrollment into Technical and Vocational Education
- 2.4 Gender and Employability Skills in Technical and Vocational Education
- 2.5 Technical & Voc. Education Graduates Unemployment and Employability Skills
- 2.6 Review of Related Literature
- 2.7 Summary of the Literature reviewed

2.1 Theoretical Framework

This study draws on the work of Bourdieu; Aluko; Yetunde, 2014) supplemented by aspects of feminist closure theories. Bourdieu considered gender as socially constructed, describing gender inequality as the most durable and insidious form of discrimination, limiting individuals' choice, partly by shaping preferences. He described symbolic violence (mental, emotional, social and psychological mechanisms which subjects assent to) as the means through which gender inequality is reproduced (Bourdieu and Wacquant; Aluko, Yetunde, 2014) theorized that gendered *habitus* (the shaping of individuals via the embedding of durable social norms and dispositions arising from occupied social fields) develops in response to the symbolic violence of gender norms across all fields. The symbolic violence of patriarchal practices imprint deeply into individuals' identities, embedding the naturalization of gender so that the potential for change is deeply problematic requiring radical transformation of social conditions across society – a “macro” or structural solution. He describes women as “condemned” to participate in the symbolic violence of gender (Bourdieu in Aluko, Yetunde, 2014).

Feminist closure theories Witz; in Aluko, Yetunde, (2014) view gender inequality from a different perspective, identifying occupational closure strategies, as the mechanisms through which “male power stakes claims to resources and opportunities” which result in employment opportunities being denied to women. Witz; suggests that women respond to occupational closure strategies by developing a range of alternative strategies such as 'inclusionary usurpation' which seeks to challenge male control and “replace gendered collectivist criteria of exclusion with non-gendered individualistic criteria of inclusion”. This also brings us to matching theory which emphasizes the role of institutional and labor market rigidities in contributing to mismatches between job-seekers and employers, for example, the higher incidence of underutilization of skills among female graduates who combine part-time employment with care of young children (Green, McIntosh and Vignoles; Aluko, Yetunde, 2014).

2.1.1 Conceptual Framework of the Research

The research hinge on the conceptual framework to developed, establish the relationship between the human capital theory and the training of young generations towards the acquisition appropriate knowledge and skills for economic and national development. According to Schultz (1963), human capital is a theory which displayed the role of investment in education in order to boost economic and social achievements. Investment can be seen as a role to prepare facilities or as financial contribution to increase the quality of education. Education on the other hand is a process to create potential and talent. In other words, education is also intended to train, discipline and reveal one's ability. The theory make emphasis on how education transformed the efficiency and productivity of the workers in a positive direction as a result of investment accorded to human beings. The proponents of human capital theory have considered the productive

investment in human capital through formal education as equal or even worthwhile than the physical capital.

3.1 Research Methodology

The study was a Survey research. The research area was North East Tertiary Institutions offering Technical and Vocational Education Studies, one of the six (6) Geopolitical States in Nigeria with two Polytechnics offering Technical and Vocational Education Studies and four (4) Colleges of Education Technical and Vocational Education. The population of the study was 142 2020/2021 academic session final year NCE III female students of Technical and Vocational Education in the three (3) State, were drawn using Purposive sampling technique. Total of 154 copies of instrument; including 40 copies of Pilot study instrument making 194 were distributed. Only 131 instrument were completed and returned. The section 'A' of the instrument, sought general information regarding female student, with 11 items, while section 'B' sought information regarding the 7 components of *Generic skills* on aspect, employability skills; each of the 7 components had 10, 6, 6, 6, 5, 5, and 8 questions making; 46 items. While section 'C' sought information regarding to Personal attributes which was the component of personality had 15 items, a total of 72 items in all questionnaire instrument.

These instrument were divided into four (4) parts. The part one (1) addressed the issue of pilot study on reliability test. The reliability estimate of the instrument was carried out on the tools Cronbach's alpha using SPSS 21.0 version. The coefficient of reliability ranges from 0.98 on Critical Thinking item; 0.96 on Communication Skill. Item; 0.96 on Enthusiasm for learning skill item; 0.98, on Organizational Skill item; 0.97 on Numerical Skill item; 0.86 on System and Technology Skill item, 0.99 on Problem Solving Skill item and 0.99 on Personal attributes item. These instrument were administered by the researcher and two (2) other research assistants.

The Part two (2) of the instrument correspond to address with number of research questions formulated, on aspects of Generic skills possessed by female students of vocational and technical education while part three (3) elicited information on Personal attributes of female students of vocational and technical equation. And the part four (4) answered the research questions on employability skills possessed by female students. A five- points rating scale (*summated scale*) response mode was adopted in the questionnaire as medium to express the respondents; opinions to determine the Female (gender) skill possessed, on employability skill. According to Nworgu, 1991 in Mustapha, (2014) in this scale, an individual is expected to indicate his degree of responses, these response options are weighted (i.e assigned numerical values) and by summing up an individual's responses to all statements, a total score is obtained which will help determine that person's standing on variable or attribute been measured. Hence, this scale is called *summated* rating scale. For this research scale type items, are constructed as follows: Where; HP= Highly Possessed; P = Possessed, MP= Moderately Possessed; SP= Slightly Possessed then NP = Not Possessed. Means and Standard Deviations were employed in data analysis. Means of 2.50 and above were interpreted as "skill possessed" while means below 2.50 were interpreted as "Not Possessed".

4.1 Analysis of Mean and Standard Deviations of Respondents'

This chapter presents the analysis of data in line with the research questions. The results of the analysis have been reported according to the order in which the research questions and were presented. The results analysis in table 2-15 illustrates further

particularly on the means and standard deviations for every items of: *Critical thinking skills, Communication skills, Enthusiasm for learning skills, Organizational skills, Numerical skills, System and technology skills and Problem solving skills.*

The analysis presented in Table 16; shows the overall means and standard deviations for all aspects of generic skills. As a whole, the interpretation of respondents' on generic skills at highly possessed with (Mean; 3.94 with SD of 1.98) Observation in every aspects of generic skill in table 17 also shows that most of the aspects are at the moderate level or moderately possessed" at overall mean of the respondents in polytechnics which had 3.65 with SD of 1.91. Only COEs respondents had highly possessed personal attributes quality. These are level with the "really have" overall mean of 4.09 with SD of 2.01 personal attributes in their possession of employability skill.

On other hands in table 19 the respondents in Polytechnics possessed an overall mean of 3.50 with SD of 1.74, where it is the moderate. Similarly, table 21 also revealed the employability skill of COEs respondents with overall mean of 3.94 with SD of 1.98, which should be given emphasis highly moderate level in their skill possession compared with moderately low of overall mean of 3.65 with SD of 1.91 in polytechnics respondents respectively. The table 16, 17, 20 and 21 interpretations were presented based on their research questions:

Research Question: One

What are the Generic Skills Possessed by Female Students in Tertiary Institutions offering Technical and Vocational Education in aspect of: *Critical Thinking Skills; Communication Skills; Enthusiasm for Learning Skills; Organizational Skills; Numerical Skills; System and Technology Skills; and their Problem Solving Skills* as aspect of Employability in North East Nigeria?

Table 16: Responses of COEs Respondents on the GENERIC Skill by the Female Students of Technical and Vocational Education Aspect of Employability Skills

S/N.	Items	Mean	SD	Remark
1.	Critical Thinking Skills	3.81	1.95	Possessed
2.	Communication Skills	4.15	2.04	Possessed
3.	Enthusiasm for learning Skills	3.75	1.93	Possessed
4.	Organizational Skills	3.98	1.99	Possessed
5.	Numerical Skills	3.90	1.97	Possessed
6.	System and Technology Skills	3.96	1.99	Possessed
7.	Problem Solving Skills	4.05	2.01	Possessed

(Source: Researcher, Survey 2021).

Table 17: Responses of Polytechnics Respondents on the GENERIC Skill by the Female Students of Technical and Vocational Education Aspect of Employability Skills

S/N.	Items	Mean	SD	Remark
1.	Critical Thinking Skills :	3.66	1.91	Possessed
2.	Communication Skills	3.74	1.93	Possessed
3.	Enthusiasm for learning Skills	3.61	1.90	Possessed
4.	Organizational Skills	3.72	1.93	Possessed
5.	Numerical Skills	3.50	1.87	Possessed

6. System and Technology Skills	3.80	1.94	Possessed
7. Problem Solving Skills	3.51	\1.87	Possessed

(Source: Researcher, Survey 2021).

Research Question Two:

What are the Personal attributes of Female Students in Tertiary Institutions offering Technical and Vocational Education on their Employability in North East Nigeria?

Table 20: Overall Mean and Standard Deviations on Aspect of Personal Attributes Possessed by Female Student in Tertiary Education Institutions Offering TVE

Personal Attributes in TVE SD	Mean	
1. Colleges of Education	4.09	2.01
2. Polytechnics	3.50	1.74

(Source: Researcher, Survey 2021).

Research Question Three:

What are the Employability Skills Possessed by female Students in COE offering Technical and Vocational Education and Female Students in Polytechnics offering Technical and Vocational Education in North East Nigeria?

Table 20 shows that, the Employability Skills Possessed by female Students in COE had an average mean score of 3.94 with SD of 1.98. Also Female Students in Polytechnics offering Technical and Vocational Education had an average mean score of 3.65 with SD of 1.91.

Table 21: Means Responses Differences on the Employability Skills Possessed by Female Student in Tertiary Education Institutions Offering TVE

Employability Skills in TVE	Mean	SD
1. Colleges of Education	3.94	1.98
2. Polytechnics	3.65	1.91

(Source: Researcher, Survey 2021).

4.2 Summary of the Results

1. Table 16 presented the overall mean rating scores of 3.94 with SD of 1.98 of generic skills possessed by two (2) COEs respondents. While, table 17; also presented the overall mean ratings scores of 3.65 with SD of 1.91 of two (2) polytechnics offering TVE respondents in North East

2. Table 20; presented the overall mean rating score of 4.09 with SD of 2.01 on Personal attributes of COEs respondents. Whereas, with overall mean rating score of 3.50 with SD of 1.74 of polytechnics personal attributes.

3. For differences of overall mean rating on gender (female) students employability skills possessed in COEs and Polytechnics offering TVE are shown in table 21 respectively. These; reveals the overall mean ratings of COEs with 3.94 with SD of 1.98 and 3.65 with 1.91 of polytechnics offering TVE. These are also determined based on difference revealed by the highest overall mean level of their highest points obtained based on their employable skill possessed.

5.1 Discussion of the Results

The findings of the results were presented in accordance with the way the results were presented in chapter four of this thesis. The research questions were answered based on mean rating scale and standard deviation. Data collected were answered based on the

research questions revealed that difference in the aspect of generic skill components. This implies that the, female students with average mean scores were found to be moderate high difference of their generic skill aspects. Table 16 presented the results of the analysis on mean scores of female students on both COEs offering TVE and the Polytechnics offering TVE in North East State Nigeria.

From the data, nevertheless, the female students who were possessed generic skills components of employability skills, in COEs had an overall mean rating score of 3.94 with SD of 1.98 and the polytechnics female students in table 17; also had mean score of 3.65 with SD of 1.91 respectively. The results from table 16 also revealed that the most aspect of employability skills are very important for TVE graduates. The industry considers that the most desirable graduate attributes are the generic skills, knowledge; especially, in the fields of technology; engineering' vocational and technology education: These are; critical thinking, communication skills, system and technology, information skills, management skill i.e (organizational skills), numerical skills creative and innovative, problem solving and few to mention. This indicates that TVE graduates, in addition to having educational qualifications in their respective fields, must also still have a social nature and interpersonal abilities. Whereas, their technical skills can continue to be deepened in the industry where they work. TVE graduates can be flexible and quickly adaptable in a new work environment. These findings had a huge impact to the graduates who have an implication that there are other factors sought by the industry in recruiting workers.

In other hands, data analysis on table 20; shows that the quality of Personal attributes disposition of Female Students in COEs Tertiary Institutions offering TVE on their Employability in North East Nigeria had an overall mean score of 4.09 with SD of 2.01 and those female student with Personal attributes in Polytechnics offering TVE also had mean average score of. 3.50 With SD of 1.74.

Meanwhile, the researches results also revealed that the personal attributes also plays an important role in a corporate environment (Ahmed Capretz, Bouktif, and Campbell, 2012). In a company Personal and social skills are closely related to skills related to fellow humans and the skills of managing tasks or work. According to Rodzalan & Saat, (2012), Personality has a relationship with one's motivation and culture. For example, the employee ethics are given a job desk by the boss if the worker has good response, then he/she will have a tendency to work with full motivation and awareness. That way, the employer becomes satisfied because the worker is because he has a good quality performance at work. So that it will automatically affect the progress of his/her career, even more broadly to maintain jobs in his field (Drange, Bernstrøm, & Mamelund, 2018).

The table 21; presented more specifically and relevantly from this research on employability skills acquired in the fields of academy. Female (gender) student in COEs had significantly better mean scores than the female students in polytechnic offering TVE on the aspects of employability possessed in terms of their critical thinking, communication skills, enthusiasm for learning skills, organizational skills, numerical skill, system and technology skill as well as problem solving skills. This significant difference in their overall mean rating scores between the female of the COEs and polytechnics may be attributable to the nature of their studies that exists between the two different learning environment leading to better mean average scores of facts among the other nature of academic discipline with motivational forces in their respective institutions. This may well be an

indications that the sequential mode of academic backgrounds right from home or their institutions. This signified that the COEs student generally are readily practiced possessed skills in their employability level. In some larger environment of work, workers who have critical thinking are needed to face the problem being faced by the organization. There are so many problems, conflicts that can occur therefore, critical thinking aspect is very helpful, thus contributing successfully to the strategic direction. By having problem-solving competencies and analytical thinking will later have an impact on making a quick and appropriate decision. Therefore, TVE graduates should ideally be able to adapt quickly to these skills because they have felt an internship at work first, so that it helps apply and practice knowledge effectively at work. More so, system and technology skills and use of technology have become a must for every worker. In line with that, every worker must be able to choose and use the technology that will be used so that it can help his work. However, in modern industries, it is a priority that companies recruit workers who have creative and innovative skills (Wickramasinghe & Perera, 2010). Workers are required to think creative and innovative so as to produce an idea, the idea and novelty can bring dynamic changes to the progress. Because workers who have good self-discipline will have an effect on work productivity (Orner, 2009: Hari, Nugraha, Vesitara, Reni and Kasda 2020). The quality of self-discipline is certainly a climax of the corporate climate that improves the quality of self-discipline. Implicitly, skills are seen as work capabilities that are considered important (Dinning, 2017).

5.1 Summary of Major Finding of the Study

The chapter presents the summary of the study to determine the employability skills Possessed by Female students in TVE in North East Nigeria.

Based on the research done regarding the employability skill of students, summary could be drawn as listed below:

1. As a whole, the level of employability skill among responses of the respondents are at the highly moderate level.
2. Six out of the seven aspects of generic skills stressed are at the medium level whereas only the aspect of personal quality is in the high level. The aspect that has the lowest score is one of the aspect of generic skill in polytechnics, while the aspect that has the highest score is the aspect of personal quality in personal attributes.
3. The findings of the research also stated that there are overall mean differences of employability skill. The analysis discovered that students in COEs have more generic skills in aspect of employability skill than female students in polytechnics.
4. Analysis of the differences in employability skill found that in COEs have highest employability skills than their female student's counterpart in polytechnics within the North East State. Besides that, the aspects of their employability skills showed that both female in COEs and female students in polytechnics have the moderately higher level of some items of generic, employability skill.

5.2 Conclusion

This literature review helps in recommending a list of employability skills needed by TVE students and graduates. The attributes are taken from several research results that have been verified by experts. The implications of this study will help academics in recommending a set of employability skills that are prioritized by industry. In the future, academics need to prioritize the contents of employability skills to highlight the gap

between the skills they have and the skills needed by the industry, so that they can be a solution to minimize the employability skills gap.

The importance of working skills needs to be possessed by academics student. The industries have set criteria for the desired standard. Many factors also affect employability skills such as in gender, work experience in self-motivation. From this review, it is necessary to have comprehensive and dynamic changes in order to form the contents of high employability skills. In the middle of extracurricular activities in TVE can be integrated with the training that forms characters such as self-management, leadership, social skills, and problem solving etc.

The good quality of employability skills greatly influences the sustainability of his/her career development in working. These employability skills directly provide a positive charge so that TVE graduates can adapt quickly and grow their work readiness. This can be explained between the needs of the workforce and the expected skills desired by the any organization. Based on the analysis, interpretations and discussion of the findings of the study, the study revealed that, difference between the overall mean ratings of female students possessed employability skills in COEs with their counterpart, in polytechnic offering TVE in North East State in aspects of their generic skills possessed by the female (gender) were clearly confirmed.

5.3 Implications of the Study

The implications of the findings of this study are outlined as follows:

1. There is need for the enlightenment on gender issues in the field of TVE enrollment.
2. The second implications of this study, is apart from the necessity to employ more TVE student for NCE Technical and Vocational Education in North East State, Government of Nigeria through Federal Ministry of Science and Innovation Technology in conjunction with NCCE should organize seminar/workshop through the NCE awarding institution to create awareness on TVE to emphasize the various attributes of Technical skills and Vocational Education Skills as one of the Core Component of Employability skills
3. Equal educational opportunity should also be given to both male and female to enrolls into TVE in NCE courses, especially much emphasis need to be given, female students should be encourage to develop interest in Jointing NCE Tech. & Vocational Education for acquiring skills for better self-reliance jobs.

5.4 Recommendations

Based on the findings of the study, on the discussions and conclusions, the following recommendations were made by the researcher. This research has identified a few weaknesses of employability skill among female students in Tertiary Institutions offering TVE in North East State, which most aspects of the skills are at the moderate level. Therefore, the weaknesses should be given attention to avoid them from leaving impacts on graduates who will be entering the world of work.

1. As a regard to the matter, on the industries, lecturers, in the institutions will have to work together to shape employability skill in students regardless of gender or male students' in field of their studies. This is because the skills learned through daily activities, civil realizations of one towards the environment as well as behaviors and positive mentality are encouraged for both male and female. Both of them deserve to learn the same skills when they are still studying.

2. Educational curriculum needs to be re-examined particularly, National Certificate in Education both Technical and Vocational Education in order to ensure that the education received by students is relevant and up to date. Industrial training received by TVE students need to be looked into and revised in term of its effectiveness to assured that students are clear with their job scopes later on skills development. Besides that, lecturers of COEs and the Polytechnic offering TVE should practice employability skill during teaching and learning session so that it could assist students to understand ways of applying the skills by themselves.
3. Guidance and inspirations motivation needs to be given to students regarding the ways to increase employability skill from time to time in order to be excellent workers. Apart NCE Technical and Vocational programs are suggested to be carried out so that students will be able to understand employability skill better. This program will also serve the purpose to make students realized that employability skill is as important as technical skills or the Core Technical skill.

5.5 Limitation and Challenges of the Study

A study of this kind cannot be void of limitation, some of the limitations of the study manifested during administering of the items instrument It was found that students' were not exposed to the use of survey research. Their individual differences in understanding the test items and responses proffered might have slightly affected the outcome in not returning some of the questionnaire items in times, almost about eleven were missed (not return). Equally, about twelve (12) items were return which was (not used).

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