

IMPACT OF SKILLS DEVELOPMENT ON SELF-RELIANCE IN ZARIA, KADUNA STATE

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Abstract

The lack of requisite skills needed in today's labour market inhibits youths and graduates from being self-reliant. The objective of this study is to investigate the impact of skills development on self-reliance in selected skills in Zaria, Kaduna State. This paper employed a survey research design. Purposive and judgmental sampling was adopted to select respondents whose opinions are relevant and to make valuable decisions. Thus, 158 samples were arrived at based on a value judgement that the respondents are experts in the subject matter. The unit of analysis of this paper is the experts who have been established in selected skills (manufacturers, motor mechanics and carpenters). The instrument for data collection was a closed-ended structured questionnaire. The face validity assessment was done by the issuance of a copy of the questionnaire to four lecturers who are experts in the field. Cronbach alpha coefficient was used to determine the reliability of the instruments used. Data were coded using Statistical Package for the Social Sciences (SPSS) version 27.0. Hypotheses were tested using multiple regression. The findings revealed that manufacturing, auto servicing and carpentry skills have a positive significant impact on self-reliance. The paper recommended that the career counsellors and other stakeholders should as a matter of importance counsel the youths and graduates on the importance of discovering their potentials in manufacturing, auto servicing and carpentry. This will make them not look down on these skills but rather make themselves available to acquire the skills for self-reliance. The government should also assist the youths and graduates with grants to enable them to purchase the tools needed for start-ups. This grant will enable them to establish to practicalize their skills for self-reliance.

Keywords: Skills development, Manufacturing skill, Auto servicing skill, Carpentry skill, Self-reliance

Introduction

It is common knowledge that a degree is no longer a guarantee of employment. This means that people must view skill development as a feasible career path for self-reliance. The majority of educated people today do not possess the necessary skill set for today's workforce, which prevents them from working for themselves to be self-reliant (Atah and Ukah, 2021). Nowadays, students receive the education that is essentially theoretical and does not provide them with the skills needed for self-employment; additionally, after formal sector employment opportunities are closed, people have very little to offer in terms of supporting themselves for a living (Abiodun-Oyebanji and Omojola, 2020).

Due to the country's ongoing economic crises, challenges, and rising unemployment rates, it is now necessary to instil a spirit of skill development among Nigerian youths and graduates (Effiong, Onyemah and Godwin, 2022). This emphasizes the need for technical

and entrepreneurial education, whose main goals are to assist students in discovering their natural talents, honing them, and then using those abilities along with methods and skills to give answers to the issues facing our society. To be competent in their chosen careers and beneficial to both themselves and society, young graduates and youths are trained and assisted by skills development to pursue self-employment (Alfred and God's Desire, 2022).

There are several aspects of skill development in the areas of; food service, photography, tailoring, hair styling and beauty, carpentry, auto repair, computer assistance and service, manufacturing, digital marketing, construction services, and a host of other disciplines where talents can be developed (Omene, 2021). However, the focus of this study is on carpentry, manufacturing and auto repair skills.

Statement of the Problem

However, many studies have been conducted on skills development and self-reliance as can be seen from the literature but only a few were conducted on skills development and self-reliance, especially in relation to Zaria, Kaduna State. Also, there are many studies on manufacturing, auto servicing carpentry skills and self-reliance. However, no studies have combined these variables in one study at the same time. In addition, previous studies adopted theories such as; Adam Smith's (1976) Economic Theory of Wealth and Schumpeter's (1942) theory of creative destruction. However, this study adopted the economic survival theory by Gilder (1981). This theory states that skills development is prevalent among people affected by political disturbance or people victimized by discrimination or oppressed by marginalization. Thus, it is possible for people who have lost their jobs to corporate downsizing to develop their skills and become self-reliant. They do this not by choice but by sheer will to survive. Thus, the Centre-piece of the proponents of this theory's argument focuses on what Gilder (1981) referred to as the "movement from poverty to wealth". Thus, to fill these gaps, this paper tends to investigate the impact of skills development on self-reliance in Zaria, Kaduna State.

Research Questions

To provide solutions to the problems stated above, the following research questions were raised;

1. To what extent does manufacturing skill influence self-reliance in Zaria?
2. How does auto service skill affect self-reliance in Zaria?
3. To what extent does carpentry skill impact self-reliance in Zaria?

Objectives of the study

The general objective of this study is to investigate the influence of skills development on self-reliance in Zaria, Kaduna State. However, the specific objectives of the paper are to;

1. Determine the influence of manufacturing skills on self-reliance in Zaria.
2. Examine the impact of auto service skills on self-reliance in Zaria.

3. To find out the impact of carpentry skills on self-reliance in Zaria.

Hypotheses of the Study

The following hypotheses were formulated in null;

1. Manufacturing skill has no significant influence on self-reliance in Zaria.
2. Auto service skill has no significant impact on self-reliance in Zaria.
3. Carpentry skill has no significant influence on self-reliance in Zaria.

Conceptual Framework

Self-reliance: Being self-reliant is the same as being self-sufficient. Self-reliance is the individual initiative in recognizing, utilizing, and effectively managing one's own and others' natural or human resources in one's immediate surroundings to improve one's own or others' standard of living and state of existence (in Abdul-Rahman, 2020). The capacity to rely on one's resources and abilities is known as self-reliance. According to Abdul-Rahman (2020), a self-reliant person is someone with a lot of creative capacity, someone who is functional, someone who has learned values and abilities to better not just himself but also the people around him or her, and someone who is resourceful. Thus, in this study, self-reliance is defined as taking charge of our tasks rather than relying on others to complete them for us.

Skills Development: The process of gaining a specific skill via education, training, skill transfer, and apprenticeship is known as skill development (Effiong et al, 2022). Another way to conceptualize skill development is the process by which a person develops a certain set of abilities that will enable him to work for himself and be financially independent. By giving skilled workers opportunities to actively engage in the application of their skills, skill development lowers the rate of unemployment and boosts self-reliance (Salihu, 2016). Skill development is required in society because it fosters independence and is regarded as crucial to being ready for the workforce (Iroegbu, 2017). The main goals of skill development are to increase the creation of jobs, contribute to the decrease of poverty and insecurity, encourage wealth creation, raise the rate of technical empowerment, boost the economy, maintain

political stability, and guarantee self-reliance (Effiong, et al., 2022).

Manufacturing skill: People with manufacturing experience are often hired as mentors to train new workers or as employees of manufacturing agencies. Some have been successful in creating their products for retail markets. Among the goods produced are detergents, stain removers, ointments, balms, liquid and bar soaps, and disinfectants (Omene, 2021).

Auto service skill: Those who are skilled in auto repair are generally and fondly referred to as mechanics in Nigeria. They offer essential services that are not to be overlooked. Every Nigerian neighbourhood or area has a mechanics shop where people may obtain fast relief and assistance when their cars break down at odd times or places. This ability is widely sought after and, when used with expertise and professionalism, can yield exceptional returns, despite occasionally being perceived as a labour-intensive and untidy endeavour (Idris, Audu, Abdulkadir, Abutu and Mustapha, 2020; Lami, 2017).

Carpentry skill: The art of making, shaping, and fixing wood is known as carpentry. It is a highly trained occupation that is necessary for our day-to-day survival. Furniture for our homes, offices, classrooms, churches, recreational centres, hospitals, and pretty much anywhere else is made by carpenters. (In 2020, Anaele and Oviawe). Being skilled in carpentry pays well, which encourages self-reliance.

Review of Related Literature

A large body of material on the improvement of skills and independence has been reviewed. Effiong et al. (2022) investigated the impact of vocational skill development on the reduction of insecurity in Niger Delta Region of Nigeria. A correlational survey design was adopted for the study. A structured questionnaire was used to generate data. A purposive sampling technique involving 102 vocational education graduates was used for the study. The Pearson Product-Moment Correlation (PPMC) was used to analyze the research questions and test the null hypotheses. It was discovered that graduates of Vocational Education who acquire skills agree that skill development relates

significantly to the reduction of insecurity in the Niger-Delta. It was recommended among others that vocational training and skill development should be free for the youth at grass root level.

In Calabar, Atah and Ukah (2021) studied the motivation for self-reliance and the development of entrepreneurial abilities. For this study, a survey research design was used. Out of the 25,805 secondary school students in the population, 280 responses made up the sample. The selection process used a straightforward random sampling approach. A questionnaire was used as the data collection tool. The statistical analysis of Pearson product-moment correlation was employed to test the hypotheses. It was discovered that carpentering and tailoring are significantly related to self-reliance motive in secondary schools in Calabar Municipality. Based on this finding of the study it was recommended that: teachers should be effectively supervised to effectively implement Entrepreneurship/Vocational studies curriculum. Works stations should be provided in secondary schools and as such the work stations should be adequately staffed and equipped to facilitate the implementation of its objectives.

Idris et al. (2020) studied the technical skills requirements for self-reliance in automobile occupations in Nigeria. The population of 125 respondents were sampled from Kaduna State; Niger State and Federal Capital Territory, Abuja. The instrument for data collection was a questionnaire. The z-test was used to test the null hypotheses at a .05 level of significance. Findings of the study revealed among others that: There is no significant difference in the mean responses of automobile technology teachers and automobile practitioners on the technical skills requirements for self-reliance in automobile occupations. Also, the technical skills required for self-reliance in automobile mechanics occupation include among others: technical skills in the use of automobile diagnostic tools and equipment, and technical skills in the servicing, maintenance and repairs of the systems and sub-systems of the motor vehicles. The study recommended among others that there is a need to exploit the innovation technical skills requirements for self-reliance in automobile occupations in Nigeria and

recommended also the establishment of technical skills training and skills development centres to provide lifelong technical training opportunities required for self-reliance in automobile occupations in Nigeria.

Oviawe and Anaele (2020) examined carpentry and joinery skills required by technical college graduates for sustainable development in Edo and Delta States, Nigeria. A descriptive survey research design was adopted for the study. The population for the study was 190 respondents comprising 20 carpentry and joinery teachers and 170 work-based supervisors. Since the population was of a manageable size, there was no sampling. The instrument used for data collection was a questionnaire derived from the literature reviewed. The instrument was validated by three experts. Cronbach alpha reliability method was used to determine the reliability of the instrument. The data collected for this study was analyzed using Mean and t-tests. The findings revealed that carpentry and joinery skills were required by graduates for sustainable development in Edo and Delta States, Nigeria. Based on the findings of this study, it was recommended that all skills identified in the study should be integrated into carpentry and joinery works trade programmes for self-reliance.

Using entrepreneurial skills to build self-reliant attitudes in secondary school pupils through the development of entrepreneurial abilities was studied by Usen and Akpan (2020). Prominent academics' writings have highlighted the need for students to have specific qualities like enthusiasm, initiative, persistence, and diligence to develop these entrepreneurial talents and help them realize their independence. It has been shown that when children are taught these personality traits, they can develop attributes that ensure their independence and persevere in picking up new skills necessary for sustainability. Hence, it was concluded that the effective implementation of an entrepreneurship curriculum will bridge the theoretical gap between business studies and other trade subjects taught in secondary schools to mitigate the learning crises that sabotage the performance of students. It was recommended among others that the government through the Ministry of Education should endeavour to ensure that there are policies and harmony for attaining

higher productivity through entrepreneurial skills development in secondary schools in the study area.

Iroegbu (2017) investigated how vocational education contributes to the development of skills and self-sufficiency. It also covers learning skills for independence and vocational education. To provide skilled labour for the economy, the study recommended that the federal Ministry of education establishes a department of skill training and development in each tertiary educational institution and that more practical work be added to complement theory in educational institutions. Furthermore, initiatives that emphasize the advantages of vocational skill acquisition training should be launched by the federal Ministry of education and other relevant parties. This will, among other things, stimulate parents' and students' interest in the program.

Using three important academic subjects, Afianmagbon and Obiukwu (2014) determined the degree to which junior secondary school pupils acquire self-reliance skills. The research is an ex-post facto descriptive survey. 2,819 junior secondary school pupils from the 30 public secondary schools in the Ohafia education zone of Abia State, Nigeria, made up the study's population. Using a straightforward random sampling procedure, a sample size of 564 students was selected from this cohort. The information was gathered using a form known as the "skill acquisition for self-reliance (SASRQ)". The Pearson product-moment correlation coefficient statistic was used to validate the questionnaire items, and a reliability coefficient of 0.79 was found. For the study, four research questions were developed, and percentages were used for analysis. The findings showed that pupils' level of skill acquisition is comparatively low. The study's conclusions led to the recommendation that the government should allocate sufficient funding for the purchase of supplies and tools for students' practical learning experiences, which will give them the necessary skills and increase their employability.

Methodology

This paper employed a descriptive survey research design. Purposive and judgemental sampling was adopted to select respondents whose opinions are relevant and to make valuable decisions as opined by Orji (2022). Thus, 158 samples were arrived at based on a value judgement that the respondents are very

knowledgeable in the subject matter. The unit of analysis of this paper is the experts in the selected skills (manufacturers, auto mechanics and carpenters) who have established on their own and those working in other organisations. The instrument for data collection was a closed-ended structured questionnaire. The study adapted items suitable for measuring the various constructs of this study from previous studies. The questionnaire was designed using 5-point Likert-Likert scales ratings of "strongly disagree" (1) and "strongly agree" (5). Face validity assessment in this area of

Results

Table 1: Distribution of Copies of Questionnaires

Questionnaire distributed	Frequency	Percentage
Copies of the questionnaire administered	170	100%
Returned Copies of the questionnaire	158	92.94
Non-returned Copies of the questionnaire	16	9.41

Table 1 shows that 170 copies of the questionnaire were administered to the respondents. One hundred and fifty-eight (158) copies of the questionnaire were returned

academic discipline was also done by issuing a copy of the questionnaire each to three experts in the field. Cronbach alpha coefficient was used to determine the reliability of the instruments used. Manufacturing skill was 0.773, auto service skill was 0.765 and carpentry skill was 0.747. This implies that the instruments used in this study are reliable enough. Data were coded using Statistical Package for the Social Sciences (SPSS) version 27.0. Hypotheses were tested using multiple regression. The null hypothesis is rejected if the p-value is less than 5%, otherwise it is not rejected.

and correctly filled, and this constitutes 93% valid for the study. While 16 copies of the questionnaire were not returned.

Table 2: Demography of Respondents

S/n	Characteristics	Respondents Category	Frequency	Percentage (%)
1	Gender	Male	99	62.66%
		Female	59	37.34%
		Total	158	100%
2	Age	18-30	30	18.99%
		31-40	36	22.78%
		41-50	52	32.91%
		51 and above	40	25.32%
		Total	158	100%
3	Educational Qualification	SSCE	20	12.66%
		NCE/OND	60	37.97%
		B.Sc./B.Ed/HND	58	36.71%
		Masters/Ph. D	20	12.66%
		Total	158	100%
4	Type of Skill	Manufacturing skill	87	55.06%
		Auto service skill	31	19.62%
		Carpentry skill	40	25.32%
		Total	158	100%
		5	Marital status	Married
Single	61			38.61%
Total	158			100%

Table 2 shows that 99 (62.66%) of the respondents are males, while 59 (37.34%) are females.

This means that both genders have the necessary skills for self-reliance. The age of respondents shows that 30

(18.99%) fall within the ages of 18 to 30, 36 (22.78%) are between 31-40 years, and 52 (32.91%) fall within the ages of 41-50. While 40 (25.32%) are 51 years old and above. This shows that all the age brackets are represented in skills acquisition for self-reliance. In Table 2, it was also found that 20 (12.66%) of the respondents are WAEC holders, 60 (37.97%) are NCE/OND holders, 58 (36.71%) are degree holders while 20 (12.66%) are masters and Ph. D. holders. This implies that all cadres in academics are represented.

Some are eager to acquire the skills while others have acquired and are self-reliant. Table 2 also revealed that 87 (55.06%) of the respondents have manufacturing skills, 31 (19.62%) have auto service skills and 40 (25.32%) have carpentry skills. In table 2, it was also found that out of the 158 copies of questionnaires returned, 97 (61.39%) are married while 61 (38.61%) are single. This means that skills acquisition is meant for everybody irrespective of one's status.

Table 3: Regression result on the impact of Skills Development on Self-Reliance

Model	Predictor	Unstandardized Coefficient		Standardized Coefficient		T	Sig.
		Beta	Standard Error	Beta			
1	Constant	9.150	0.752			4.730	0.000
	Manufacturing Skill	6.036	0.403	4.279		4.426	0.000
	Auto Service Skill	4.514	0.249	3.162		4.025	0.000
	Carpentry Skill	7.048	0.311	3.187		3.311	0.010
	p-value f-stat						0.000
	R	0.697					
	R ²	0.486					
	Adjusted R ²	0.486					

Dependent variable: Self-Reliance

Source: SPSS Output (2024)

The result in Table 3 shows that manufacturing skill has a positive and significant effect on self-reliance at beta=4.279, t=4.426 and p-value =0.000 at a 0.01 significant level. This implies that a unit change in manufacturing skill will result in a 4.279 increase in self-reliance. This validates the findings of Omene's (2021) study, which shows that self-reliance is positively impacted by manufacturing abilities. According to him, some manufacturers make their goods that they sell. These goods include liquid and bar soaps, ointments, balms, detergents, disinfectants, and stain removers. By doing this, the manufacturers to support themselves financially. Thus, we fail to accept the null hypothesis which states that manufacturing skill has no significant impact on self-reliance.

From table 3 also, auto servicing skills have positive and significant impact on self-reliance as evidenced by beta=3.162, t=4.025 and p value=0.000 at 0.01 significant level. This means that a unit change in auto servicing skills will lead to a 3.162 change in self-

reliance. This result is consistent with a study by Idris et al. (2020) that discovered a positive significant relationship between the technical skills needed in automobile occupations and self-reliance in Nigeria. Lami (2017) also found that auto service, which is often thought of as a dirty job requiring a lot of labour, is a skill in high demand that, when performed expertly and professionally, will yield very good returns that lead to self-reliance. Hence, we reject the null hypothesis two which says that auto service skill has no significant effect on self-reliance.

Table 3 revealed that carpentry skill has a positive significant effect on self-reliance at beta=3.187, t=3.311 and p value= 0.010 at 0.05 significant level. This means that a unit change in carpentry skills will result in a 3.187 increase in self-reliance. The results corroborate the findings of Atah and Ukah's (2021) study, which found a substantial relationship between tailoring and carpentry and the drive for self-reliance. The study also concurs with Oviawe and Anaele's

(2020) findings that graduates must possess joinery and carpentry abilities to contribute to sustainable development. Our furniture in homes, workplaces, churches, recreational centres, and hospitals is essentially built by carpenters who use their expertise to support themselves and become self-sufficient labour employers. Carpentry is a highly skilled occupation that is essential to our daily life. The null hypothesis three which states that carpentry skill has no significant impact on self-reliance is rejected.

The value of the goodness of fit (R^2) in Table 3 is 0.486 meaning that, manufacturing, auto service and carpentry skills account for 48.6% of the variations in self-reliance. While the remaining 51.4% variations is accounted for by the variables not used in this study. The probability of F-statistic was 0.000 which is significant at the 1% level indicating that the overall effects of all the included variables were significant.

Conclusion

The research finds that the independent variables utilized in this paper - manufacturing, vehicle repair, and carpentry skills—have a significant impact on self-reliance. Individuals should actively acquire these skills to become self-sufficient, employers of labour, and wealth creators. To fully realize their

potential, independent contractors should be urged to consult mentors and role models in the corporate world.

Recommendations

Based on the study's findings, the following suggestions are offered:

1. It is crucial that career counsellors and other stakeholders keep advising young people and recent graduates on the value of realizing their manufacturing potential and being willing to pursue this opportunity for independence.
2. The government and other interested parties should also provide subsidies to young people and recent graduates so they may buy the necessary equipment for manufacturing, carpentry, and vehicle repair so they can support themselves. This is because having the capital required for start-ups to put acquired talents into practice is somewhat different from simply acquiring them.
3. Youths should also be made aware of the value of developing their carpentry abilities. This will encourage people to value carpentry skill development instead of demeaning it and to offer themselves as resources to learn the trade when needed for personal needs.

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