ENHANCING EMPLOYABILITY SKILLS AMONG UNDERGRADUATES OF HOME ECONOMICS EDUCATION IN EDO STATE: IMPLICATION FOR SUSTAINABLE DEVELOPMENT

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Abstract
This study focussed on enhancing employability skills among undergraduates of Home Economics Education in Edo State. The specific purpose of the study was to determine; ways of enhancing the creativity, communication and technology skills. It adopted a descriptive survey research design. The population of the study was made up 24 lecturers of Home Economics Education from the 3 tertiary institutions in Edo State and 32 graduates who are currently working in government establishments in Edo State of Nigeria. Three research questions and corresponding hypotheses guided the study. A self-structured questionnaire was used to gather data for the study. The mean and standard deviation were employed to answer the research question while the t-test was applied to test the hypotheses at.05 level of significance. Findings revealed 14 ways of enhancing communication skills, 12 ways of enhancing technology skill and 11 ways for enhancing creative skill among Home Economics undergraduates in tertiary institutions in Edo State. Therefore one of the recommendations proffered by the study was that, all stake holders responsible for training and teaching Home Economics Education students must improve on their methods of impacting knowledge by incorporating these employability skills for teaching and to ensure graduates are equipped for employment.

Keywords: Skills, Employability, Creativity, Communication, Technology

Introduction
Nigeria as a nation has been battling with the problem of unemployment for more than a decade, yet graduates from various fields of study are being produced every year into the labour market. Many of these graduates roam the streets, unable to secure any job. On the other hand employers are in need of good workers who do not only have basic academic skills like writing, reading and mathematics but would also have higher order of thinking skills such as reasoning, thinking, creativity, decision making and problem solving. In other words undergraduates are expected to meet the standard of various occupations after graduation in terms of skill needs. Therefore, there is great demand for educated people who are well equipped with employability skills.

Employability skills are those essential skills necessary for acquiring, keeping and performing well on a job (Shafie&Nayan 2010). Furthermore, Aedu, Yusri& Mohammad (2013) postulated that employability skills are a group of skills that help in supporting the ability of an individual to perform effectively in the workplace. They further explained that, they are non-technical, transferable, soft or generic skills which include creativity, managing resources, interpersonal, communication, technology and team work to mention but a few, which are necessary in the 21st century work place. Employability skills are not like technical skills that are methods or devices of carrying out a particular task simply measured and quantified. The technical skills acquired as a Home Economics Education graduates is easier for students when compared to employability skills that are regarded by experts as core skills. These skills as stated by Shakir,(2009) are not easily taught in schools even though they are highly important for the workforce. Employability skills have many constituents, this study will however, emphasise on creativity, communication and technology skills

Creativity involves the crafting of new ideas and utilizing them for a better management of an organisation. It is a needed tool for progress in any establishment. Creativity as a skill empowers the individual to stand out among his equal. It is a proficiency employers of labour seek after to be able to raise high performance work force needed for effectiveness in today's market. As a treasured quality in the classroom, Rehm (2015) opined that creativity equips students to display a character of valued contribution in a given task. It can be heightened by teachers in classroom scenario by giving students inventive responsibilities, and opportunity to experiment without strict evaluation for productive reaction. Akunaya (2012), however discussed that training has been found as a tool capable of
illuminating creative abilities in people. However, in most tertiary institutions of higher learning, creativity is not consciously included in their curriculum and Home Economics Education is not an exception.

Another skill in this study is communication or language skill. Communication is very vital in any workplace. Communication can be defined as a process of exchanging information from the person giving information to another, through the means of verbal or non-verbal, by using a specific language. Communication can either be two or one way, in a two way process, feedback on the message is received unlike the one way where feedback isn't expected.

Furthermore, communication encompasses the interchange of ideals, opinions, and information through symbols or sign age. In few years from now, work places will be controlled by machine or technology through Information and Communication Technology; it is therefore the ability of workers to communicate through the exchange of opinions and ideas that will make the difference. Besides, the ability to read, write and interact completely is always an added advantage among other demand when employing staff in an establishment. Likewise listening, thinking and responding creatively with a co-worker, in teams or groups are all components of the skill of communication. Most young graduate from the university and colleges often struggle with these skill, and are considered mandatory skill in the work place. Any graduate from whatever discipline in Nigeria who has low proficiency in English Language will be seriously affected and unable to fit into the world of work. It's never too late to improve students' communication skill, for this will help to enrich their employability status.

Technology skill has become an essential skill in the modern work place. It is a skill needed in all facet of human endeavour; therefore every undergraduate must be well equipped with this skill. Technology is a purposeful application of information in the design, production, and utilization of goods and services and in the organization of human activities (Jain,2012). Recently technology has increased the rapidity in ways individual and corporate organisation use materials resources to satisfy needs and desires (Schaefer and Feldman, 2016). Therefore the inclusion of information, communication technology in the education industry has to be encouraged where there is none and improved upon in institutions where it already exist. Students should be technologically literate before graduation. The use of technologies also known as artificial intelligence, in various facets of the society has increased tremendously and this is evidenced in the day to day activities, from use of phones to computers in establishments. From the view point of Lawrence, Ching & Abdullahi (2019) the use of artificial intelligence have affected many industries, similarly tertiary institutions has to utilize technologies in the teaching of students for better standard and to enhance their employability into better jobs. Dunwill (2016) sees the use of technology in the teaching and learning as a situation that will enable the graduate, to contribute to the rapid innovation taken place in the society which he/she belongs. This is the expectation from a graduate of Home Economics Education.

Home Economics Education is a course offered in tertiary institution where the recipients are trained to become qualified teachers or to enter into any profession relevant to skills acquired in Home Economics. The National Policy on Education (NPE, 2004) regarded Home Economics Education as a vocational course and as such, is capable of equipping graduates with standard skills and knowledge in both theory and practical through its programme. The obvious skills are in the areas of foods and nutrition, clothing and textile and home management. The primary objective of Home Economics Education is to specifically equip the student with a vocation or trade upon completion of their studies.

The need to link employability skill with undergraduate training in Home Economics Education is due to the fact that employers need people who are creative, efficient in communication and technology. These class of workers are treasured asset to any employer of labour. As it were, schools have failed to include these in their curriculum and these skills are necessary in the world of work. Lack of them may be placing employability blockades in the graduate pathway of progress. The practices whereby students are allowed to graduate with deficiencies would always have a dangerous repercussion. Enhancing employability through teaching and other interactions may create consciousness and increase their values. The graduates also have high belief that their degree should be able to secure a job for them. Therefore, in a country where the economy is not developing at a speed that permits for substantial job creation, graduates are faced with prolonged eras of unemployment hence this study.

**Purpose of the Study**

The purpose of this study was to investigate ways of enhancing employability skills among undergraduates of Home Economics Education: Specifically, the study determines ways of enhancing:

1. creativity skill among home economics education undergraduates
2. communication skill among home economics education undergraduates
Research Questions
1 What are the ways of enhancing creativity skills among home economics education undergraduates?
2 What are the ways of enhancing communication skills among home economics education undergraduates?
3 What are the ways of enhancing technological skills among home economics education undergraduates?

Hypotheses
There was no significant difference in the mean ratings of responses of Home Economics lecturers and Home Economics graduates on ways of enhancing creativity skills among Home Economics Undergraduates.

There was no significant difference in the mean ratings of responses of Home Economics lecturers and Home Economics graduates on ways of enhancing communication skills among Home Economics Undergraduates. There was no significant difference in the mean ratings of responses of Home Economics lecturers and Home Economics graduates on ways of enhancing technology skills among Home Economics Undergraduates.

Methodology
Design of the Study
The design adopted in this study was the descriptive survey research design.

Population of the Study
The population of the study was all the 13 Home Economics lecturers teaching in the two universities and a college of education in Edo State and Home economics graduates working in government firms in Edo State.

Sample of the Study
The entire population of lecturers were utilized for the study since the population was small thus, there was no sampling. The purposive sampling method was utilized for selecting Home Economics graduates working in government firms. Edo state has three senatorial districts. From each senatorial district, 30 Home Economics graduates were purposely selected from government schools or establishments who are teachers or workers in government establishments.

Therefore, 90 graduates and 13 lecturers (103) were utilized for the study.

Instrument for Data Collection
The instrument utilized for data collection was a self-structured questionnaire in line with the three research questions. The instrument was titled Enhancing Employability Skills among Undergraduates of Home Economics Education Undergraduates Questionnaire (EESUHECESQ). The questionnaire was presented in three sections: Section A: Ways of enhancing creativity skill among home economics education undergraduates, Section B: Ways of enhancing communication skill among home economics education undergraduates; Section C: Ways of enhancing technology skill among home economics education undergraduates. The EESUHECESQ response pattern is a four point scale. The mode was Agree, (A) Strongly Agree (SA), Disagree (D) and Strongly Disagree (SD). 4,3,2 and 1 respectively. The face validity was done by two experts in the department of vocational and technical education, home economics unit. The reliability of the instrument was estimated using person product moment correlation. The instrument yielded reliability index of 0.76 which is reliable.

Method of Data Collection
The researcher employed the assistance of two research assistants for the purpose of proper delivering and assemblage of the questionnaire. Hand to hand method of delivery was utilized for administering the instrument.

Method of Data Analysis
The data from the respondents were analysed using mean and standard deviation. A mean of 2.5 was used as a cut off point for decision making for each item. Thus, any item with a mean of 2.5 and above was considered as accepted response while any below was considered as unacceptable response.

Analysis of Data and Presentation of Results
Research Question 1: what are the ways of enhancing creativity skills among home economics education undergraduates
The data presented in Table 1 revealed that the creativity skilled items had their means ranging from 3.00 to 3.67. These means are above the cut-off point of 2.50. This indicates that all the items were ways of enhancing the creativity skills among Home Economics undergraduates for employability. The standard deviation ranges from 0.21 to 0.40. This shows that the respondents were close to one another in their opinion. The result also showed that all the items had their calculated t-table value of 2.00 at 0.05 level of significant. Therefore the hypothesis of no significant difference between mean ratings of the two groups of respondents is upheld.
Table 2 shows that the items had their means ranging from 3.00 to 3.87. The means are above the cut-off point of 2.50. This indicates that all the items were ways of enhancing the communication skills among Home Economics undergraduates for employability. The standard deviation ranges from 0.21 to 0.55. This shows that the respondents were close to one another in their opinion. The result also showed that all the items had their calculated t-table value of 2.00 at 0.05 level of significant. Therefore the hypothesis of no significant difference between mean ratings of the two groups of respondents is retained.

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEMS</th>
<th>X</th>
<th>SD</th>
<th>X1</th>
<th>SD1</th>
<th>X2</th>
<th>SD2</th>
<th>t-cal</th>
<th>t-tab</th>
<th>DECISION</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Develop in the students listening skills</td>
<td>3.57</td>
<td>0.63</td>
<td>3.91</td>
<td>0.324</td>
<td>4.00</td>
<td>0.000</td>
<td>0.000</td>
<td>2.00</td>
<td>N/S</td>
</tr>
<tr>
<td>15</td>
<td>Give assignments that encourage confidence in speech</td>
<td>3.15</td>
<td>0.39</td>
<td>3.88</td>
<td>0.415</td>
<td>3.05</td>
<td>0.216</td>
<td>0.161</td>
<td>2.00</td>
<td>N/S</td>
</tr>
<tr>
<td>16</td>
<td>Teach skills on good voice tone</td>
<td>3.50</td>
<td>0.55</td>
<td>3.51</td>
<td>0.566</td>
<td>3.28</td>
<td>0.511</td>
<td>0.662</td>
<td>2.00</td>
<td>N/S</td>
</tr>
<tr>
<td>17</td>
<td>Encourage friendships among students</td>
<td>3.14</td>
<td>0.97</td>
<td>3.05</td>
<td>0.959</td>
<td>3.86</td>
<td>0.655</td>
<td>0.363</td>
<td>2.00</td>
<td>N/S</td>
</tr>
<tr>
<td>18</td>
<td>Teach ideas that increase the skill of respect</td>
<td>3.12</td>
<td>0.32</td>
<td>3.13</td>
<td>0.343</td>
<td>3.05</td>
<td>0.218</td>
<td>0.270</td>
<td>2.00</td>
<td>N/S</td>
</tr>
<tr>
<td>19</td>
<td>Show example of speech cohesion and clarity in your teaching</td>
<td>3.50</td>
<td>0.55</td>
<td>3.51</td>
<td>0.567</td>
<td>3.48</td>
<td>0.512</td>
<td>0.828</td>
<td>2.00</td>
<td>N/S</td>
</tr>
<tr>
<td>20</td>
<td>Be open minded in your practice</td>
<td>3.60</td>
<td>0.70</td>
<td>3.91</td>
<td>0.325</td>
<td>4.00</td>
<td>0.000</td>
<td>0.000</td>
<td>2.00</td>
<td>N/S</td>
</tr>
<tr>
<td>21</td>
<td>Empathize in your walk with the students</td>
<td>3.80</td>
<td>0.48</td>
<td>3.87</td>
<td>0.526</td>
<td>4.00</td>
<td>0.000</td>
<td>0.766</td>
<td>2.00</td>
<td>N/S</td>
</tr>
<tr>
<td>22</td>
<td>Encourage classroom discussion</td>
<td>3.05</td>
<td>0.58</td>
<td>3.01</td>
<td>0.554</td>
<td>3.19</td>
<td>0.680</td>
<td>0.205</td>
<td>2.00</td>
<td>N/S</td>
</tr>
<tr>
<td>23</td>
<td>Teach with films that model conversation skills</td>
<td>3.50</td>
<td>0.50</td>
<td>3.44</td>
<td>0.499</td>
<td>3.76</td>
<td>0.436</td>
<td>0.007</td>
<td>2.00</td>
<td>N/S</td>
</tr>
</tbody>
</table>
The data in table 3 reveal that the items had their means ranging from 3.00 to 3.76. These means are above the cut-off point of 2.50. This indicates that all the items were ways of enhancing the technology skills among Home Economics undergraduates for employability. The standard deviation ranges from 0.21 to 0.60. This shows that the respondents were close to one another in their opinion. The result also showed that all the items had their calculated t-table value of 2.00 at 0.05 level of significant. Therefore the hypothesis of no significant difference between mean ratings of the two groups of respondents is sustained.

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEMS</th>
<th>X</th>
<th>SD</th>
<th>X₁</th>
<th>SD₁</th>
<th>X₂</th>
<th>SD₂</th>
<th>t-cal</th>
<th>t-tab</th>
<th>DECISION</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Give ideas on computer based skills such as how to manipulate the computers</td>
<td>3.24</td>
<td>0.67</td>
<td>3.16</td>
<td>0.620</td>
<td>3.67</td>
<td>0.730</td>
<td>0.001</td>
<td>2.000</td>
<td>N/S</td>
</tr>
<tr>
<td>25</td>
<td>Communicate with students using the emails, Facebook and Sapp</td>
<td>3.05</td>
<td>0.58</td>
<td>3.01</td>
<td>0.555</td>
<td>3.19</td>
<td>0.680</td>
<td>0.205</td>
<td>2.000</td>
<td>N/S</td>
</tr>
<tr>
<td>26</td>
<td>Teach and upload learning contents online for students to access</td>
<td>3.28</td>
<td>0.60</td>
<td>3.24</td>
<td>0.658</td>
<td>3.47</td>
<td>0.750</td>
<td>0.146</td>
<td>2.000</td>
<td>N/S</td>
</tr>
<tr>
<td>27</td>
<td>Expose students on how to receive visual cues from power point, images and presentations.</td>
<td>3.00</td>
<td>0.45</td>
<td>3.02</td>
<td>0.477</td>
<td>3.00</td>
<td>0.316</td>
<td>1.000</td>
<td>2.000</td>
<td>N/S</td>
</tr>
<tr>
<td>28</td>
<td>Show practical skills by communicating with students online through the internet</td>
<td>3.54</td>
<td>0.63</td>
<td>3.57</td>
<td>0.655</td>
<td>3.38</td>
<td>0.498</td>
<td>0.211</td>
<td>2.000</td>
<td>N/S</td>
</tr>
<tr>
<td>29</td>
<td>Give group assignment and encourage them to utilize video conferencing</td>
<td>3.90</td>
<td>0.41</td>
<td>3.88</td>
<td>0.448</td>
<td>4.00</td>
<td>0.000</td>
<td>0.210</td>
<td>2.000</td>
<td>N/S</td>
</tr>
<tr>
<td>30</td>
<td>Show example by utilizing various websites to give assignment</td>
<td>3.27</td>
<td>0.68</td>
<td>3.24</td>
<td>0.658</td>
<td>3.28</td>
<td>0.750</td>
<td>0.146</td>
<td>2.000</td>
<td>N/S</td>
</tr>
<tr>
<td>31</td>
<td>Make students to be productive and happy by utilizing different forms of technology in classroom</td>
<td>3.04</td>
<td>0.56</td>
<td>3.01</td>
<td>0.554</td>
<td>3.19</td>
<td>0.682</td>
<td>0.204</td>
<td>2.000</td>
<td>N/S</td>
</tr>
<tr>
<td>32</td>
<td>Train students beginning from the phone devices</td>
<td>3.00</td>
<td>0.45</td>
<td>3.00</td>
<td>0.477</td>
<td>3.00</td>
<td>0.316</td>
<td>1.000</td>
<td>2.000</td>
<td>N/S</td>
</tr>
<tr>
<td>33</td>
<td>Develop students on the ability to obtain large</td>
<td>3.00</td>
<td>0.61</td>
<td>3.43</td>
<td>0.638</td>
<td>3.29</td>
<td>0.442</td>
<td>0.341</td>
<td>2.000</td>
<td>N/S</td>
</tr>
</tbody>
</table>
Findings
The following were the findings from the study:
1. 13 ways of enhancing the creativity skills among Home Economics undergraduate
2. 14 ways of enhancing communication skills among Home Economics undergraduate
3. 12 ways of enhancing technology skills among the Home Economics undergraduate

Discussion of Findings
The findings of this study indicate that all the items were ways of enhancing creativity skills among Home Economics undergraduates towards employability. The items include; teaching students how to generate new ideas through creative thinking, encourage creativity asking complex questions, teach students to observe world around them, enlighten students on how to work with people, encourage creative writing, develop good curiosity among students, create learning environment that allows students explore their creativity in an interesting way, celebrating and rewarding a creative mind, experiment with activities where students can practice creative thinking, and make it clear to the students that creativity require effort. In agreement with the findings on enhancing creativity Jackson (2006) offers a set of characteristics model of creativity which is in line with the finding; stating that the best way to promote creativity among learners is by putting them in a situation where they can be creative, exploring their creative minds as agents of change. In the same vein, High Level Group (2013) affirmed that creativity should be enhanced by teachers of the 21st century by assisting them to be ready to take up complex problems and to come up with creative minds.

In another development, the study further revealed that developing in the students listening skills, Giving assignments that encourage confidence in speech, teaching skills on good voice tone, encouraging friendliness among students, teaching ideas that increase the skill of respect, show example of speech, cohesion and clarity in your teaching, be open minded in your practice, empathize good communication in your walk with the students, encourage classroom discussion and Teaching with films that model good conversation skills. In Oradee (2012) communication can be enhanced by following communication activities such as discussion and problem solving methods. Sugito, Susilawati, Hartimo & Supartono (2017) opined that teaching and learning science using communication skills can enhance communication, confidence, courage and responsibility on themselves. Shauki, & Helen (2014) opined that students need to be trained providing self-reflection regarding their own presentation and giving feedbacks another group oral presentation is crucial to prepare themselves to compete in the competitive environment especially communication skills.

The study also agreed that these items are ways respondents can enhance the technology skills among Home Economics undergraduates: Give ideas on computer based skills such as how to manipulate the computers, communicate with students using the emails, Facebook and what Sapp, teach and upload learning contents online for students to access, expose students on how to receive visual cues from power point, images and presentations. Show practical skills by communicating with students online through the internet. Show example by utilizing various websites to give assignment, Inspire students to be productive and happy by utilizing different form of technology in classroom, train students, beginning from the phone devices to other forms of technology, which will develop student's ability to obtain large amount of information from various websites, communicate with students using the emails, Facebook and what Sapp, teach and upload learning contents online for students to access. In support of this finding Suri (2016) discussed that computer based learning, internet networking, classroom learning and video conferences are ways schools can adopt technology in the teaching and learning. Meanwhile Tinio (2016) noted that these modern technologies are brought about by globalisation and technological change that has created a new global economy powered by technology, fuelled by information and driven knowledge. ICT is now in business organizations academic institutions, industries, government agencies and health sectors to mention but a few.

Implication for Sustainable Development
Employability skills are required by workers for proficiency across all industries. They help to compliment technical dexterity processed by workers for sustainability. Consequently, well-organized inculation of these skills into students by their lecturers, will equip the Home Economics graduate to be able to acquire, retain and do well in a job. This being the case, Home Economics graduates will be motivated to meet their needs and aspiration towards themselves and their communities. The goal of sustainable development is to meet the needs of the present without compromising future. It ensures the well being of the person by integrating the individual into the social and economic hub of the nation. Home Economics Education being a vocational programme coupled with employability skills with several specialized fields will be able to prepare persons to become competent in the 21st workplace in the technological world.
Conclusion
This study has indicated that 13 skills can enhance the creativity skills, 14 ways of enhancing communication skills and 12 ways of enhancing technology skills among the Home Economics undergraduate. It is therefore expected that Home Economics Education programme as part of vocational and technical Education in tertiary institutions should be able to integrate these skills into its curriculum (creativity, communication and technological) so as to produce graduates who are employable in the work of work. The number of unemployed graduates who are searching for jobs in Nigeria are overwhelming, a lot of them cannot fit into the 21st century work force, therefore.

Recommendations:
1 All stakeholders responsible for training and teaching Home Economics Education students must improve on their methods of impacting knowledge, by utilizing creativity, communicating and technology skills in the course of teaching so as to equip the students with these employability skills.

2 Employability skills are teachable therefore, Home Economics Education Curriculum in tertiary institution should be revisited by the appropriate body so as to incorporate creativity, communication and technology skills.

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