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AN EMPIRICAL EVIDENCE OF ENTREPRENEURIAL SKILLS DEVELOPMENT AS A DETERMINANT FOR EMPLOYMENT GENERATION OF UNIVERSITIES UNDERGRADUATE IN LAGOS STATE, NIGERIA

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Abstract *Employment generation has always been as issue in a country like Nigeria despite various efforts of the government and private entities. Based on this, the study attempted to how developing the skills of Nigerians youths could be of help. Thus, the study examined entrepreneurial skills development and employment generation in selected tertiary institutions in Lagos State. The study employed cross-sectional research design. Multiple sampling techniques was adopted with questionnaire as the research instrument for primary data. 384 copies of questionnaire were administered but 364 copies were found usable for the analysis. The study subjected the responses from the respondents to diagnostic test and it was found that regression analysis assumptions were not violated. The regression results showed that entrepreneurial skill development (employability, vocational skills and life skills) has significant effect on job orientation. However, vocational skills was found to be insignificant to job orientation. Entrepreneurial skill development (employability, vocational skills and life skills) has significant effect on self-employment. The study concluded that entrepreneurial skill development determines employment generation in Lagos State. It was recommended that there is a need for government-owned universities to focus attention on vocational skills. Government support agencies will make use of the findings via policies formulation and implementation that will be tailored towards promoting entrepreneurial skills development for the purpose of reducing the unemployment rate among the university graduates. The findings of the study will enlighten the undergraduates not only in Lagos State but Nigeria as a*

whole on how their entrepreneurship skills development in terms of employability skill, vocational skill and life skill could push their interest to jump start an entrepreneurial or business activity in the nearest future.

Keywords Entrepreneurial Skills Development, Employability, Vocational Skills, Life Skills, Employment Generation

1. INTRODUCTION

One of the objectives of every government especially the developing nation like Nigeria is to achieve high rate of employment able persons in the economy. Employment is important to sustainability of economic growth. Employment promotes healthy living, productive lives, efficient resource usage, improve standard of living among others (Ngele, 2020). The reverse of these is unemployment which serves setback towards attainment of economic goals.Unemployment constitutes part of the problems of every government in developing economy. According to Ekong and Ekong (2016), unemployment has become a cumulative trend in Nigeria that affects full employment of human capital in Nigeria. The government seems to be overpowered and helpless by this menace of unemployment (Onyekwelu & Oyeogubalu, 2020). The consequence of high level of unemployment needs to be curbed. To reduce the rate of unemployment is to formulate and implement strategies that will enhance unemployment level. Strategy here, it what the government must to combat and reduce unemployment rate.

Ngele (2020) expressed that employment generation strategy is an antidote to a virus of called poverty which is caused by unemployment that cripples structural changes in the social system of the economy. Employment generation strategy creates a platform that combats the deplorable and dysfunctional state of Nigerian economy. Employment generation strategy opens ways for job opportunities. It serves as a means for creating livelihood (Balogun & Aliyu, 2022) which could reduce poverty. According to Akingbade (2021), entrepreneurship could serve as a panacea to unemployment.

The role played by entrepreneurship in the growth of an economy cannot be overemphasized. It drives the economy towards long term growth (Atandi, 2021). Entrepreneurship aids in boosting the economy. It could occur either internally within organizations, or externally, by the creation of new businesses that are sustainable in a market and in a complex economic environment (Sousa &Almeida, 2016). Adeigbe, Onimole and Olanipekun (2022) opined that entrepreneurship creates avenue for viable new business which aids in transforming and developing the economy. It aids in reducing poverty, unemployment and contributes in the gross domestic product. Mutuku, Kiilu, Mathuku, and Auka (2022) mentioned that the practice of entrepreneurship requires skills that must be nurtured and developed. Entrepreneurship without skills could make the entrepreneurial development difficult to achieve. Adamu and Yahaya (2016) stated that the entrepreneurial skill is needed to be development to combat unemployment level in a country like Nigeria. Entrepreneurial skills aid an entrepreneur in analysing and managing business environmental circumstances (Mutuku *et al.*, 2022). As noted by (Mwangi, 2020), entrepreneurial skills give an entrepreneur the avenue to identify and solve complex problems that could determine the performance of the entrepreneurial acts.

Entrepreneurial skills development aids in solving socio-economic problems due to its contribution in innovation, wealth creation,

business sustainability and value creation (Akingbade, 2021, Barba-Sanchez, & Atienza-Sahuquillo, 2018; Lawal & Williams, 2018). Adamu and Yahaya (2016) posited that entrepreneurship skills development is not about creation of enabling environment but a personal enhanced trait for a "mass action" to challenge the hostile forces of traditional business nature. Entrepreneurial skill development is the will-power that is developed to survive, fight and be free from environmental and business forces (Idowu & Zekeri, 2023).

Unemployment has become a bane for most developing economy like Nigeria. The unemployment rate has been on fluctuating from the onset of Nigerian independence upto 21st century. Nigeria's unemployment rate exhibited an overall upward trend over the period. The unemployment rate increased from 14.6% in 2006 to 23.9% in 2011. It further rose to 27.4% in 2012 before declining slightly to 26.7% in 2013. Thereafter, the unemployment rate continued to fluctuate over subsequent years, reflecting persistent labour market challenges (Akingbade, 2021; Onyekwelu & Oyeogubalu , 2020; Akingbade & Aberuagba, 2019). However, in 2023, the National Bureau of Statistics (NBS) introduced a new labour force survey methodology consistent with the International Labour Organization (ILO) standards. Under this revised methodology, the unemployment rate was estimated at 4.1% in the first quarter of 2023, making the new estimates not directly comparable with the unemployment figures reported under the previous methodology.. This continues to be a concern for the governments in Nigeria at different eras. Several efforts have made by the Nigerian government to drastically eliminate the unemployment level in the country.

These efforts include formulation of policies include National Directorate of Employment (NDE), You-win programme, Subsidy Reinvestment and Empowerment Programme (Sure-P), Bank of Industry (BoI), National Poverty Eradication Programme (NAPEP), N-power programme, Entrepreneurship Education Programme (EEP), Structural Adjustment Programme (SAP); Youth Enterprise with Innovation in Nigeria (YouWin), Small and Medium Enterprises Development Agency (SMEDAN); National Economic Empowerment and Development strategy (NEEDS) among others. Despite these strategies, efforts or policies, the unemployment rate still persists to be a worrisome to Nigerian government. This is because most of the programmes put in place were not directed to improve employability and self-employment to inculcate entrepreneurship skills development among graduate (Akingbade, 2021).

LASU and UNILAG have compulsory GST Entrepreneurship course since 2015. Akingbade and Aberuagba (2019) asserted that the inefficacy of the government approach could as a result of the fact that skills involved for entrepreneurship development are not being focused on. Entrepreneurship skill development could solve the problem of employment generation strategy if the challenges are given adequate attentions. Attentions are not given to employability skills, vocational skills, life skills and among others. The efficacy could be affected by its challenges which include lack of enough basic science and technology for innovation, inadequate credit facilities, poor infrastructural, absence of spirit competition among others (Adamu & Yahaya, 2016; Agimmouth, 2014). Studies on entrepreneurship skill development and employment generation have shown mixed results. Reyad, Badawi and Hamdan (2020), Onyeizugbe, Orogbu and Oyigbo (2015) reported insignificant relationship however, Fadamu (2022); Adeigbe, Omole, & Olanipekun (2022), Balogun and Aliyu (2021); Ngele (2020);

Ekong and Ekong (2016) reported significant relationship. This is evidenced of an element of conflicting results between the two variables, thus, the need for the study which is to see how. entrepreneurship skills development (employability skills, vocational skills and life skills) could influence job orientation, and self-employment which serves as proxies for employment generation in the study area.

LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

2.1 Employment Generation

According to Fadamu (2022), employment generation is the process that entails creation of job opportunities for the unemployed in a particular society or economy. Employment generation is the approach of the government in ensuring the number of work-force in the country is increased. It is about giving employment opportunities for individuals in a way that the employment rate will be increased (Ubong & Ubong, 2024). It is a strategy to reduce poverty level and increase the gross domestic product of an economy (Fadamu, 2022). Kumolu-Johnson, Oluwafemi and Okunbanjo (2025) mentioned that employability skills aid employment generation in developing economies. Thus, employment generation is the antidote for unemployment. Employment generation begins with the orientation of undergraduates, job creation by the government and private sectors as well as self-employment on the part of the undergraduates. Based on this, job orientation and self-employment are seen as the indicators for employment generation in this study.

Job orientation is the process of welcoming new employees and giving them important information they need to take off their job such as rules and regulations about the place of work, facilities, pay, benefits, dress code, culture, work areas, co-workers, important information about the workplace, equipment, and the employees are giving the opportunities to ask questions about the company. self-employment. This implies job creation activities undertaken by an individual to give job opportunities for himself and for others.

2.2. Entrepreneurship Skill Development

Entrepreneurship is the process of combining the factors of production to create wealth and meet the needs of the market through nurturing and matching of innovative ideas with managerial and organisational skills (Ngele, 2020). Entrepreneurship is seen by Aina and Salako (2016) as an individual's willingness and ability to identify and explore business opportunities for profit making. It demands concerted efforts and time of an individual to create new and add value to product and/or service assuming all risks attached to it. Kudehinbus (2016) entails the creation of something different with value that have risks which requires time, efforts and financial resources to make profit. Therefore, the purpose of entrepreneurship is newness to experience financial gains. Thus, skills are required and which must be developed. Entrepreneurial skills are an illustration of entrepreneurial competence.

Entrepreneurial skill is the capability that an individual who is an entrepreneur possesses to run an entrepreneurial act. Entrepreneurial skills aid the entrepreneurs in identifying the needs of the market, generate ideas that will transform to new product to competitive with the market (Fadamu 2022). According to Daluba and Odiba (2013), entrepreneurship skill development is fostered by enabling environment that will impact on the economic activities. Ojidu (2011) expressed that entrepreneurship skill development as the mass actions embarked on identifying and acquiring the traits for entrepreneurial activities. It is the processing of an individual will-power to act in an

entrepreneurial way (Ikebujo, 2020). Entrepreneurial skill development instills the entrepreneurial characteristics and knowledge through training, self-development, education among others (Ngele, 2020). Thus, this study views entrepreneurship skill development from the perspectives of employability, vocation skills, and life skills

Vocational Skills: Vocational skills are the skills acquired through learning, active study or practice that are useful in a work environment and for personal development. Some skills can be amassed over time to provide a more complete capability that a potential employer or an entrepreneur can use or is useful when working as a self-employed person providing a service. Life Skills: These are basic skills acquired through learning and direct life experience that enable individuals and groups to effectively handle issues and problems commonly encountered in daily life. Unicef (2003) stated that life skills are also psychosocial abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. Employability Skills: These imply the core competencies that are useful in many professions and provide an avenue for the development of skills needed by people that are working and involve some interaction with machines, but help individuals maintain positive social relationships and contribute to the work environment.

2.3. Theoretical Framework

The study used career development theory and human capital theory as the theoretical framework for the study.

2.3.1. Career Development Theory

Career development theory was expanded by Ginzberg (1951), Super (1957) and Gottfredson (1997). The theory stresses that career development in one's chosen field occur in stages just like human development. Career development is closely interlinked with the individual's physical, cognitive, emotional and social maturation. According to the theory, there is no development without existing structure. An individual must have a career in a particular field which can be nurtured to a saturation point (Okeleke, 2017). Therefore, career choice must be in existing before development could occur. Career development theory is related to the objectives of this study which captures employability skills, vocational skills and life skills. The career choice in this study is entrepreneurship which requires skills for effectiveness and efficiency that are needed to be development. Development of entrepreneurial skills is in stages. The stages start from choosing entrepreneurship as a career, learning and acquiring the skills through education, training, seminars among others to exploration and then to establishment

2.4 Hypothesis Development

2.4.1 Entrepreneurial Skill Development (Employability, Vocational and Life Skills) and Job Orientation

Employability skill is the series of attributes that a student or a graduate possesses to be on vantage position to gainfully employed (Kawar, 2011). Akingbade (2021) sees employability skill as the effort of student to secure, retain and develop in a job after graduation. This is also emphasized by Kumolu-Johnson et al (2025). Vocational skills are the skills acquired through study in terms of practice and learning on particlar discipline or field (McGrath, 2010). According to Akingbade and Aberuagba (2019), vocational skills can also acquire through training, short educational courses and apprenticeship. Vocational skills expose an individual to life skills. Life skills are possessed through life experiences. These are the skills acquired through studying of

life events or circumstances of life which could be directly or indirectly to an individual (Ogundele, Akingbade & Akinlabi, 2012). The skills aids in handling issues and problems in one's life. It is important for students to have the orientation on skills that will enhance their chances of being employed. Jon orientation entails onboarding the new recruits of an organisation into the organisational system to acclamatise with the culture and norms of the organisation. The new recruits are enlightened on the nature of the job and workplace (Spacey, 2018; Rabha, 2020).

Most studies on entrepreneurial skill development failed to see how it could enhance job orientation of universities graduate (Ajamobe, 2021; Alemu, 2021; Taiga, Yusuf & Onuorah 2019). Kumolu-Johnson, Oluwafemi and Okunbanjo (2025) employed weighted average to conclude that effective communication complement leadership skills as the most requirements for graduate employability skills that are demanding in the Nigerian private secto. Fudamu (2022) reported that entrepreneurship significantly influenced job opportunities in Northern part of Nigeria. Ngele (2020) reported that entrepreneurial development aid employment generation using secondary data. Similarly, Olusoji and Oderinde (2011) used demonstrated through secondary data that economic growth influence employment generation positively. Idowu and Zekeri (2023) studied entrepreneurial skill development among undergraduates that into start-up and revealed entrepreneurial skill development aids income generation among undergraduates in Nigerian universities. Entrepreneurial skill influences job orientation (Omosunlade & Gbadamosi, 2022; Adeigbe, Onimole, & Olanipekun, 2022; Anorue & Madu, 2020; Reyad *et al*., 2020).

In line with aforementioned, the study hypothesised that: Entrepreneurial skill development (employability, vocational and life skills) has no significant influence on job orientation of university undergraduates in selected tertiary institutions in Lagos State.

2.4.2. Entrepreneurial Skill Development (Employability, Vocational and Life Skills) and Self Employment

Self-employment is the situation that implies an individual working for himself (Akingade, 2021). It implies that a person establishes a business entity and works as part of the employees. Self-employed means that somebody works for himself and earn a living for working for himself (Dollarhide, 2020). Self-employment could be enhanced by entrepreneurial skill development. Self-employment could be seen as job creation because it involves engaging the able individuals with some specific tasks to earn a living. It enables the active individuals in an economy to be economically and gainfully employed. This reduces the level of unemployment drastically (Fajana, 2000). Purnomo and Sutadji (2016) see employability skill as a generic skill needed for the attraction job providers. It involves the core skills that are needed for a specific tasks or field. Vocational skills have been seen to be an important step to entrepreneurship. According to Osuagwu (2006), writing, coaching, listening, technical know-how as well as oral presentation are all parts of vocational skills that could influence self-employment in an economy.

The importance of life skills cannot be underpaid. Life skills cover the cognitive skills which aid in analysing issues to manage oneself, others beings as well as situations around or environmental factors. Okeleke (2017) posited that entrepreneurial skill development tackled the level of unemployment which could results in self-employment. This is because entrepreneurial skills development equipped business owners, entrepreneurs and prospective entrepreneurs towards achieving

entrepreneurial objectives (Akingbade, 2021; Pitacho, Palma, & Correia, 2019). Entrepreneurial skills development has positive influence on self-employment (Onyekwelu & Oyeogubalu, 2020; Astuti, Supanto & Supriadi, 2019; Akpotohwo, Seidougha & Ogeibiri, 2016; Etonyeaku, Kanu, Ezeji & Chukwuma, 2014). Entrepreneurship skill development was found to significant influence employment generation approach (Akingbade, 2021; Onyekwelu & Oyeogubalu, 2020; Reyad *et al.* 2020; Akingbade & Aberuagba, 2019; Olawolu & Kaegon, 2012)

Kadiri (2012) posited that employment generation strategy has defects in most sectors of small and medium enterprises. This does not conform with the study of Safiriyu and Njogo (2012) that believes that SMEs promotes the employment generation strategies of Lagos State. Mutuku *et al.* (2022) showed entrepreneurial skills are statistically significant to the performance of small medium enterprises. Balogun and Aliyu (2022) found that entrepreneurship development serves as means for employment generation. Reyad, Badawi and Hamdan (2020) found entrepreneurial skills development to contribute significant to self-employment of selected Arab countries.

The study hypothesizes that entrepreneurial skill development (employability, vocational and life skills) has no significant influence on self-employment of university undergraduates in selected tertiary institutions in Lagos State.

It is evidenced that few Nigerian studies test all the three skills on both job orientation and self-employment simultaneously.

METHODOLOGY

The study employed cross-sectional research design. The population of the study is the total number of undergraduates in the two government-owned universities in Lagos State (University of Lagos and Lagos State University). The population of undergraduates in University of Lagos is 45,552 and the population of undergraduates in Lagos State University is 20,652 as at 2023. Thus, the population of the study is 66,204. The study used Raosoft table to determine the sample size and this makes the sample size for the study to be 384. Thus, proportionate formular is intended to be used to determine the sample size for selected each university. The details are presented in the table below:

Table 1: Population of the study

Government-Owned University	**No of Undergraduates**	**Sample Size**
University of Lagos	45,552	264
Lagos State University	20,652	120
Total	66,204	384

Source: Universities' Annual Reports

The study adopted multiple sampling technique (using two sampling techniques) that comprises stratified sampling and simple random sampling. The undergraduates were grouped according to their universities and they were selected randomly without being biased of the department. This because today's undergraduates are being exposed to entrepreneurship related course(s)

Primary source of data collection was utilized via questionnaire. The responses that were collected from the selected universities and subjected to reliability and

validity test. The research instrument-questionnaire was a structured form of questionnaire. The items on employability skills were adapted from the studies of Sharma and Bhattarai (2022); Sunardi et al (2016). items on vocational skills were self-developed. The items on life skills were adapted from the studies of Akingbade (2021); Akingbade and Aberuagba (2019). The items for job orientation were adopted from Willner, Lipshits-Braziler, and Gati (2020) while self-employment items were sourced from Akingbade (2021). The study adopted 5-point likert scale was used to rank the responses of the respondents on the items in the questionnaire. Each variables employed was measured by 5 items each. The study employed regression analysis. Pre-estimation test conducted so as not to beat the assumptions of regression analysis. The study expected that employability, vocation skills and life skills as measures for entrepreneurial skill development would positively and significantly influence job orientation and self-employment.

RESULT AND DISCUSSION

The section of the paper demonstrated the results of the data being analysed.

The study administered 384 copies of questionnaire to the respondents. 264 copies were retrieved from University of Lagos (UNILAG) undergraduates while 120 copies were retrieved from undergraduate in Lagos State University (LASU).

4.1 Reliability and validity of the Research Instrument

Table 2. Reliability and Validity Test

Variables	Reliability	Validity	No of Items
Employability	0.753	0.682	5
Vocational Skills	0.795	0.667	5
Life Skills	0.842	0.629	5
Job Orientation	0.731	0.633	5
Self-Employment	0.826	0.757	5

Source: Researchers' Computation

Table 2 showed the reliability and validity results of the research instrument. Cronbach alpha and Kasier Meyer Olkin (KMO) were used to test the reliability and validity on the questionnaire used to collect data from the respondents respectively. The Cronbach Alpha values showed that internal consistency existed among the items in the questionnaire on all the variables employed. Employability, vocational skills, life skills, job orientation and self-employment had reliability values of 0.753, 0.795, 0.842, 0.731 and 0.826 respectively. This implied that the respondents responded accordingly to the items in the questionnaire as earlier asserted by Okunbanjo et al. (2025). Also, the KMO values showed that the items in the questionnaire on the employed variables are accurate to serves as indicators for the variables with no deviation. Employability, vocational skills, life skills, job orientation and self-employment had reliability values of 0.682, 0.667, 0.629, 0.633 and 0.757 respectively. This implied that the items are well adapted and constructed.

4.2. Pre-Hypotheses Testing

This subsection shows diagnostic test results of the data collected from the respondents. The test was conducted using descriptive statistics (mean, standard deviation, kurtosis and skewness) and collinearity statistics (tolerance and variance inflation factor)

Table 3. Normality Test

Variables	Mean	SD	Skewness	Kurtosis	Tolerance	VIF
Job Orientation	4.24	.51	-.83	.74		
Self-Employment	3.68	.83	-.41	-.75		
Employability	4.18	.57	-.23	-.73	.94	1.07
Vocational Skills	4.00	.52	-.19	-.41	.88	1.14
Life Skills	4.14	.61	-.29	-.48	.91	1.10

Source: Researchers' Computation

Table 3 showed that the average responses on job orientation, self-employment, employability, vocational skills are 4.23; 3.68; 4.18; 4.00; and 4.14 with standard deviation values of 0.51, 0.83, 0.57. 0.52, and 0.61 respectively. These mean values are above the average value of 2.50 for a 5 likert scale of scaling the responses of the respondents and the values for standard deviation are considerable low to mean values. Also, the table revealed that job orientation, self-employment, employability, and vocational skills have skewness values -.83, -0.41, -.23, -.19 and -29 respectively as well as kurtosis values of .74, -.75, -.73, -.41 and -.48. respectively. The skewness and kurtosis values are within -1 to +1 which imply that the data are within the acceptable region, making the data to be normal for the test of hypotheses. The tolerance values are less than 1 and the VIF values for the independent variables showed that all the variables fall within 1 to 10 which represents absence of multicollinearity.

4.3. Correlation

Correlation matrix was done in line with the formulated hypotheses to achieve the objectives of the study.

Table 4: Correlation

Variables``	Job Orientation	Self-Employment
Employability	0.221(.000)	0.294(.000)
Vocational Skills	0.160 (.000)	0.326 (0.000)
Life Skills	0.257 (.000)	0.215 (0.000)

Table 4 contained the correlation matrix among job creation, employability, vocational skills and life skills. Employability, vocational skills and life skills have positive and significant relationship with the job orientation by 0.221(.000), 0.160(.000) and 0.257(.000) respectively. In the same vein,

employability, vocational skills and life skills have positive and significant relationship with the self-employment by 0.294(.000), 0.326(.000) and 0.215(.000) respectively. This showed that the responses are correlated to uphold the assumptions of regression analysis.

4.4. Hypotheses Testing

Hypothesis One: Entrepreneurial skill development (employability, vocational and life skills) has no significant influence on job orientation of university undergraduates in selected tertiary institutions in Lagos State.

Table 5: Entrepreneurial Skill Development and Job Orientation

Hypothesis	Variables	β	t-value	p-value
1	Employability	.157	3.364	.001
	Vocational Skills	.055	1.045	.297
	Life Skills	.178	4.031	.000
Adjusted R^2=0.095 f-value= 13.489 p-value= 0.000				

Dependent Variable: Job Orientation

Source: Researchers' Computation

Table 5 revealed the regression analysis on the effect of entrepreneurial skills development (employability, vocational skills and life skills) on job orientation among undergraduates in selected universities in Lagos State. The findings showed that employability has a positive and significant effect (β= 0.157; p=.001) on job orientation of university undergraduates in selected tertiary institutions in Lagos State. Also, vocational skills have a weak positive and significant effect (β= 0.055; p=.001) on job orientation of university undergraduates in selected tertiary institutions in Lagos State. Life skills have a positive and significant effect (β= 0.178; p=.000) on job orientation of university undergraduates in selected tertiary institutions in Lagos State. The further indicated the multiple co-efficient of determination (adjusted r^2) is 0.095 which accounted for 9.5% of the changes that occur in the job orientation of the selected universities undergraduates. The f-statistics revealed that there is a fitness in the model employed to achieve the objectives of the study with the value of 13.489 and p-value of 0.000. thus, the null hypothesis is rejected.

Hypothesis Two: Entrepreneurial skill development (employability, vocational and life skills) has no significant influence on self-employment of university undergraduates in selected tertiary institutions in Lagos State.

Table 6: Entrepreneurial Skill Development and Job Orientation

Hypothesis	Variables	β	t-value	p-value
2	Employability	0.324	4.396	.000
	Vocational Skills	0.384	4.660	.000
	Life Skills	0.149	2.146	.033
Adjusted R^2=0.160 f-value= 23.649 p-value= 0.000				

Dependent Variable: Self Employment

Source: Researchers' Computation

Table 6 showed the regression analysis on the effect of entrepreneurial skills development (employability, vocational skills and life skills) on self-employment among undergraduates in selected universities in Lagos State. The findings showed that employability has a positive and significant effect (β= 0.324; p=.000) on self-employment of university undergraduates in selected tertiary institutions in Lagos State. Also, vocational skills have a positive and significant effect (β= 0.384; p=.000) on self-employment of university undergraduates in selected tertiary institutions in Lagos State. Life skills have a positive and significant effect (β= 0.149; p=.000) on self- employment of university undergraduates in selected tertiary institutions in Lagos State. The further indicated the multiple co-efficient of determination (adjusted r^2) is 0.160 which accounted for 16% of the changes that occur in the self-employment of the selected universities undergraduates. The f-statistics revealed that there is a fitness in the model employed to achieve the objectives of the study with the value of 23.649 and p-value of 0.000. thus, the null hypothesis is rejected.

4.5. Discussion of Findings

Entrepreneurial skill development is necessary for the growth and development of entrepreneurship in a developing economy like Nigeria. The findings showed that entrepreneurial skill development aids the orientation of undergraduates in Nigerian universities when it comes their experiences in job seeking or task execution. Despite the significant influence, the adjusted r-square is considerable low in explaining the changes in the job orientation. This shows that others which could be access to capital, family background, and infrastructure explain the larger percentage of the variations in the job orientation. It could be said thatskills alone are necessary but not sufficient.

It is reported that the components of entrepreneurship skill development are different in their influence on job orientation of the undergraduates. A mixed reactions occurs between all the three components employed and job orientation. The findings showed that employability has a direct influence on job orientation. This influence could predict or determine how universities undergraduates could be oriented on their jobs. It is evidenced that a rise in the employability skills of the undergraduates results in the orientation of the students towards jobs. It is could be said that the undergraduates possess the necessary skills in terms of being a team player, innovativeness, confident level, fast

learning, creativity among others. These skills could determine undergraduates job orientation.

Similarly, life skills also showed a direct influence on job orientation. A change in the life skills of the undergraduates results in a rise in the job orientation. This implies that the undergraduates possess the life skills that are needed to be ready for any task assigned to them. It shows the students have encountered series of challenges in life that have enhance their job orientation. This shows that there are elements of resilience and problem-solving needed for job seeking and engaging business.

However, vocational skills do not move in the same line with other components of entrepreneurial skill development. The findings showed that vocational skills have a relatively influence on job orientation but could not determine it. This implies that vocational skills could solve the problem of job orientation when it is being considered with other components of entrepreneurial skill development. Therefore, without the presence of vocational skills, undergraduates in the selected universities will still be oriented on tasks assigned. Vocational skills on its own as a single variable has not significant contribution to job orientation. It could be that the vocational training is absence in the selected Nigerian universities. Nigerian universities teach theory not trade. Undergraduates do not see vocational skills as relevant for formal jobs.

The findings relate with the reports of past studies who asserted that entrepreneurial skill development has a functional relationship with the ways undergraduates are influenced in terms of job orientation. These studies include Omosunlade and Gbadamosi (2022); Adeigbe *et al.*(2022); Anorue and Madu (2020); Reyad *et al.* (2020).

In the same vein, the components of entrepreneurial skill development captured in this study all have same direction to the undergraduates' self-employment abilities. It showed that entrepreneurial skills development dimensions-employability, vocational skills and life skills have a direct influence on self-employment and it showed that these dimensions individually and collectively determine the self-employment of the undergraduates in the selected universities. Employability predict and determine self-employment of the undergraduates. A change in the employability makes self-employment to rise among the undergraduates' universities. A rise in the vocational skills helps to improve the level of self-employment. Also, the more the life skills possess by the undergraduates' universities, the more the level of self-employment. This is evidenced that the development that occurs in the skills possess for entrepreneurship has aided universities undergraduates to be independent in terms of employment creation. Also, the students possess resilience and problem-solving qualitiesself-employment,

Despite the aforementioned, entrepreneurial skills development components have a low explanatory power on self employment. This indicated that there are others factors such as family background, financial support, government policies, availability of infrastructure that could explain self employment of undergraduates in Nigerian universities. Developing the needed skills does not translate to self employment of the undergraduates. The findings corroborate with the reports of Safiriyu and Njogo (2012); Mutuku *et al.* (2022); Balogun and Aliyu (2022);Reyad*et al.* (2020). however, thhe findings deviated from the position of Kadiri (2021) who concluded that there is no relationship between employment generation and entrepreneurial skills development.

CONCLUSION

In a developing economy like Nigeria, one of the perceived ways of reducing unemployment is to develop the entrepreneurial skills of the universities' undergraduates. The findings showed that only employability and life skills have significant influence on job orientation while vocational skills do not have significant influence on job orientation. The overall results showed that there is a significant effect of entrepreneurial skill developments (employability, vocational skills and life skills) on job orientation of universities undergraduate in government-owned universities that exist in Lagos State.

Similarly, the findings further demonstrated that employability, vocational skills and life skills have significant effects when combined together on the self-employment of the universities' undergraduate in government-owned universities that exist in Lagos State. Thus, it could be said that employability and life skills are the most important entrepreneurial skills development components that enhance job orientation of the captured universities undergraduate. However, all the three components enhance the universities undergraduate self-employment. The study concluded that entrepreneurial skill development when it focuses on employability, vocational skills and life skills determines employment generation in Lagos State as the economic center in Nigeria.

Based on this, the study suggested that there is a need for government-owned universities to proritise employability and life skills so that they would be continuity in the enhancement of job orientation of the undergraduates Exposing the undergraduates to life practical situations that will aid the understanding of the undergraduates on employability towards being oriented on jobs. Also, the government-owned universities should continue to develop the employability skills and life skills and vocational skills of the undergraduate. This will make them to continue feel they are employable and they can attend to life issues that they may encounter in their entrepreneurial acts and employment tasks. All the three components of entrepreneurial skills development needs to be prioritised for self employment. Vocational needs curriculum redesign.

2.1. Policy Implications

Nigerian universities especially LASU and UNILAG should an environment that will integrate vocational and life-skills education into their academic programmes to enhance students' employability and entrepreneurial capacity. A compulsory six-month Students' Industrial Work Experience Scheme (SIWES) could be institutionalised. LASU and UNILAG should establish or strengthen their Career Development Centres by introducing compulsory Employability Bootcamps for students at the 300-level. These bootcamps should focus on career planning, digital literacy, leadership, communication, problem-solving, critical thinking, teamwork, CV writing, interview preparation, networking, entrepreneurship, and innovation. Introducing these interventions before students enter their final year would improve graduate readiness for both employment and entrepreneurial ventures. There is a need for stronger collaboration between universities and enterprise development agencies. The Small and Medium Enterprises Development Agency of Nigeria (SMEDAN) and the Bank of Industry (BOI) should partner with LASU and UNILAG to establish a dedicated Student Start-up Fund for graduates who have successfully completed certified vocational and life-skills training programmes. This will serve as platform for sourcing for funds, mentorship, and technical support provision

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Conflict of Interest

There is no conflict of interest among the authors

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