



ACCOUNTING SKILLS ACQUISITION AND YOUTH EMPLOYMENT

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Abstract

This study aims at examining accounting skills acquisition curriculum and youth employment. The participants in this study were workforce of Edo state ministry of education, Edo state. The sample size was calculated using the population figure, from which a total of 45 workers were chosen. Essentially, survey research design was employed for the current empirical investigation. The results based on respondents' responses show that effect of functional accounting skills acquisition curriculum on sustainable youth employment in Edo state is low. According to this study, higher education institutions should regularly assess how much work is assigned to lecturers to ensure that they are compensated and to help them become more resourceful in their efforts to support the institutions' pursuit of economic emancipation.

Keywords: *accounting skills, youth employment, workforce.*

Introduction

Since educational institutions are a vital tool for developing the skills acquisition needed by the individual citizens who could really maintain the various institutions needed for the country to be a stable, secure, and respectable one back in place the comity of nations, one of the first things a country does after attaining independence is to ensure that its educational structures are and tailored towards delivering the country's economic future goals. According to the National Policy on Education (NPC) (FRN, 2004), educational objectives are to satisfy societal and individual needs while considering the surroundings and the realities of the contemporary world. So according to Nwawuzie (2014), career progression is regarded as the cornerstone of any society, a means of fostering national unity, and the secret to its advancement. Like this, learning motivation is viewed as the art of applying knowledge (Ajibade, 2019; Osuala, 2009;

Wu et al., 2015; Onoh, 2011; Nnodim et al. 2018). Developed or developing countries use to help fix their own problems rather than as a pastime.

Accounting is listed as a vocational skill. Prior to the arrival of the colonial masters, Vocational and technical education existed in Nigeria; in fact, it was the established method of passing knowledge because the African educational system was more focused on practical than theoretical learning (Jude, 2012; Ogide et al., 2019). These students would be easy targets for any activity that jeopardizes national security because they have been programmed for failure and frustration. Technology, according to Evans et al. (2012), is man's attempt to satiate his material needs by working on tangible objects or applying scientific knowledge to create things and address environmental issues. It is significant because it connects the natural and intellectual histories of man and unites the universes of doing and knowing (Okoye et al., 2014; Okoli, 2010).

Strategies to ensure sustainable development have been the subject of numerous research in the past. For example, according to Oduwole (2015), To solve this issue, several schools are updating their curricula to emphasize skills like computing proficiency, which will increase their students' marketability to employers. In his research on using startup education to reposition young people in Nigeria for financial success. Mathew (2012) discovered that when implemented properly, entrepreneurial education will give students the ability to make decisions and build business relationships, among other things. He went on to say that entrepreneurship education helps students acquire qualitative skills that make computation and record keeping easier. According to him, they will empower young Nigerians to be dedicated and productive workers and employers. In a related study, Okoye (2007) discovered that restructuring university MBA programs, bringing in associates businesses, and holding workshops will assist universities in improving their output and preparing graduates to carry out projects successfully. Universities can help with sustainable development by building networks, encouraging social engagement, improving problem-solving skills, and starting new businesses (Ochogba et al., 2018; Uriah et al. 2012; Ogundele, 2013; Uzoka et al., 2010).

To some, the curricular model is no longer seen as a mediator of change, but rather as an obstacle. Evans and Lovewell (2012), Uriah and Wosu (2012), Osuala (2009), Glavin (2017), and Blau et al. (2019) Given that students are being "trained" rather than "educated," it is understandable why current accounting teaching methods have been excoriated for being rule-based and requiring rote repetition (Uzoagulu, 2011). These observations deterred emancipation of society and influenced the myriads of issues and hearses realities which escalate

hunger, criminality, conflicts and diseases (Okoye, 2007). The latter, perhaps more than the other criticisms, formed the basis for the clarion call to examine accounting skills acquisition and youth employment.

Literature Review

A degree in accounting enables people to become transformational leaders and pursue new possibilities for a more fulfilling and rich life on both an individual and a collective level (Freire, 2005). The lifelong learning agenda recognizes the value of personal growth and individual choices while promoting citizenship education, expanding participation, and highlighting the significance of education for economic progress (Field & Leicester, 2003). People need to have SDL skills to learn throughout their life, according to Candy (1991). Even after completing formal education, they can acquire new things because of these talents and competencies. SDL is an essential meta-competence for people to handle the challenges of our changing world (Morris, 2023). Because it positively impacts involvement in lifelong learning and the resulting happiness with life and prospects, SDL skill development is essential. The interrelated individual and process are at the theoretical core of SDL (K~oiv & Saks, 2023; Creel et al., 2018, Ajibade, 2019).

Prior to facilitating competent self-directed learning in informal or non-formal learning contexts, formal educational settings must cultivate self-directed learning competence (Morris, 2019). By fostering a sense of ownership over learning and the capacity to see learning as more than just educational participation, formal educational institutions can help students become independent lifelong learners (Bolhuis, 2003). Morris (2023) noted that important components for self-directed learning, like responsibility and self-regulation, may not have been adequately developed in the traditional teacher-centered teaching approach that is a part of informal education.

An exploratory study by Mustafa & Shittu (2012) evaluated how graduates perceived career success and the importance of different skills in Nigerian accounting programs. The study found that technical skills were prioritized over general skills like problem-solving and conversation. This disparity indicates that curriculum reforms are necessary to include a wider range of competencies, bringing student achievement into line with industry standards and improving the career prospects of graduates. To foster inclusivity and diversity, Ogundele et al. (2013) investigated the results of incorporating STEM (Science, Technology, Engineering, and Mathematics) principles into accounting education. According to their research, STEM

integration improves classroom diversity, academic achievement, and student engagement. To reach a wider audience and foster innovative problem-solving abilities, the authors advise program development that integrates STEM concepts.

Technology's contribution to modernizing accounting education for Nigerian students was examined by Abitoye et al. in 2023. They emphasized how using technology improves the advancement of technical skills, guarantees adaptability, and closes the gap between theoretical understanding and real-world application. Interactive modules augmented and virtual reality, and education are examples of technological tools that have been shown to boost independent learning and collaboration, creating a more interactive classroom atmosphere.

Edeh, Ugwoke, and Anaele (2022) investigated how innovative teaching strategies affected taxation students' academic performance and the development of 21st-century skills in Nigerian educational institutions. Survey research design was employed by the researchers. When compared to students taught using traditional methods, the results showed that students exposed to innovative methods demonstrated significant improvements in both academic performance and the acquisition of critical skills. To improve student outcomes, the study suggests incorporating cutting-edge pedagogies into the taxation curriculum.

In the context of Industry 4.0, Ghani et al. (2024) investigated the discrepancy in expectations between employers and accounting educators regarding the skill attributes of accounting graduates. The study found that expectations for 24 of the 33 skill attributes—such as communication, financial analysis, and risk analysis—differed significantly. It's interesting to note that employers had lower expectations for these skills than educators did, underscoring the need for colleges to better comprehend and match industry demands to guarantee graduates are ready.

Methods

A survey was employed as the research design for this investigation. The objectives of the study impacted on the choice of design. This approach provides a quick, accurate, and effective means of analyzing data on a population of interest. It investigates how young people can acquire accounting skills and find work. The term "research population" describes the entire scope of the study in terms of the subjects to be polled. The employees of the Edo State Ministry of Education served as the study's population. The population that the researcher chose to use includes every department within the ministry. There are 60 employees in the ministry overall.

To support the hypothesis, the data gathered for this study was examined using the chi-square method, which involved tabling and interpreting the answer choices obtained from the questionnaire questions. The researcher established a result of findings using this technique.

The formula for this technique is as follows:

$$\text{LoS} = 0.05$$

$$\text{DoF} = (r-1) = (3-1) (2-1) = 2$$

$$\text{ToS} = X^2 = \frac{\sum(Q-c)^2}{c}$$

The method will allow the researcher to analyze the data gathered from the interviews and derive the necessary conclusions; the chi-square methodologies were more appropriate. In this case, the researcher will also report participant replies by percentage for each questionnaire question.

Results And Discussion

The data collected for this study is presented, analyzed, and interpreted in this chapter. The research is grounded on how many editions of the survey were filled out and sent back by the participants. The chi-square test is used for evaluation, and the data are displayed in tables.

Data Presentation and Analysis

The data presented below were gathered during field work:

Table 1: Gender of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	25	53.5	53.5	53.5
	female	20	46.5	46.5	100.0
	Total	45	100.0	100.0	

Source: Field Survey, 2025.

The sample population of the people surveyed used for this study is displayed in Table 1 above. Males make up 25 of the people surveyed, or 53.5 percent of the total population. Twenty responders, or 46.5% of the total population, are female.

Table 2: Age grade of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid below 20 years	10	22.2	22.2	22.2
21-30years	10	22.2	22.2	44.4
31-40years	15	33.3	33.3	77.8
41-50years	5	11.1	11.1	88.9
51-60years	5	11.1	11.1	100.0
Total	45	100.0	100.0	

Source: Field Survey, 2025.

The age rating of the participants included in this study is displayed in Table 2 above. Ten responders, or 22.2 percent of the total, are younger than 20 years old. Ten responders, or 22.2% of the total population, are in the 21–30 age range. 15 responders, or 33.3% of will be between the total population, ages of 31 and 40. Five responders, or 11.1% of would be between the total population, ages of 41 and 50. Five responders, or 11.1% of the estimated workforce, are in the 50–60 age range.

Table 3: Educational qualification of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid FSLC	5	11.1	11.1	11.1
WASSCE/SSCE	10	22.2	22.2	33.3
OND/HND/BSC	20	44.4	44.4	77.8
MSC/PGD/PHD	5	11.1	11.1	88.9
OTHERS	5	11.1	11.1	100.0
Total	45	100.0	100.0	

Source: Field Survey, 2025.

The instructive profile of the respondents used in this study is displayed in Table 3 above. Five of the forty-five respondents, or 11.1 percent of the population, are FSLC holders. Ten

responders, or 22.2% of the total population, have earned an SSCE or WASSCE. Twenty responders, or 44.4% of the total population, hold an OND, HND, or BSC. Five responders, or 11.1 percent of the total, have an MSC, PGD, or PhD. Five responders, or 11.1% of the total, held other kinds of certifications.

Table 4: Years of experience of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0-2years	10	22.2	22.2	22.2
3-5years	20	44.4	44.4	66.7
6-11years	10	22.2	22.2	88.9
above 12years	5	11.1	11.1	100.0
Total	45	100.0	100.0	

Source: Field Survey, 2025.

Tables Based On Research Questions

Table 5: The level of youth employment in Edo state is low

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	30	66.7	66.7	66.7
Agree	10	22.2	22.2	88.9
Undecided	5	11.1	11.1	100.0
Total	45	100.0	100.0	

Source: Field Survey 2025.

Strong agreement was expressed by 30 participants, or 66.7 percent of the sample. 10 respondents, or 22.2% of the total population, concurred. Five responders, or 11.1 percent of the sample, expressed no opinion.

Table 6: Lack of adequate youth employment can lead to terrorism and social vices

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	40	88.9	88.9	88.9
Agree	3	6.7	6.7	95.6
Undecided	2	4.4	4.4	100.0
Total	45	100.0	100.0	

Source: Field Survey, 2025.

According to Table 6 above, social vices and terrorism can result from inadequate youth employment. 88.9 percent of the population is strongly represented by the 40 responders. Three people, or 6.7% of the population, said they agreed. There were two respondents who were unsure, making up 4.4% of the sample.

Research Hypothesis

Hypothesis 1

H₀: Accounting skills acquisition curriculum has no role for youth employment in Nigeria.

H₁: Accounting skills acquisition curriculum plays a role in sustainable youth employment in Nigeria.

Table 7: Test Statistics

	The level of accounting skills acquisition in Edo state is low
Chi-Square	8.400 ^a
Df	4
Asymp. Sig.	.058

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 9.0.

Conclusion based on the decision rule: Since the p-value (0.058) is greater than the level of significance (0.05), we accept the null hypothesis thereby concluding that accounting skills acquisition curriculum play a role in sustainable youth employment in Nigeria.

Conclusion And Recommendations

Accounting skills acquisition is the light that opens a nation's gate to progress economically and have helped a lot in ensuring youth development and empowerment by increasing their rate of safe- reliance, acquisition of skills, acceptability, etc. all the above was made possible through the repositioned or reformed accounting skills acquisition curriculum that brought on board these following knowledge: Information and communication technology (ICT), entrepreneurship, forensic, compulsory industrial attachment (IT), etc. as part of areas a youth studying accounting should be exposed to in order to increase more their competency, capability and capacity.

In conclusion, this study is of the opinion that accounting skill acquisition has done well in ensuring youth employment and empowerment through the way the curriculum has been designed, repositioned and reformed. Based on the findings made, it is concluded among others that accounting skills acquisition curriculum was beneficial to the youth employment in Edo States. Accounting skills acquisition curriculum has made a significant impact on the economic growth and sustainability of youth employment and empowerment.

Based on the findings, it is recommended that more repositioning of accounting skills acquisition curriculum to adequately ensure more youth sustainability and employment through professional practice of accounting. Therefore, to ensure accounting skills acquisition curriculum and youth Employment in Edo State, the following recommendations were put forward:

- a. The Nigerian University Commission should periodically review the accounting skills acquisition curriculum to update it in Edo State's higher education institutions.
- b. To guarantee that lecturers are given fair assignments to the growth of the economy, to help them become more constructive in their efforts to support the political bodies' pursuit of tertiary institutions should regularly assess the workload distribution of their faculty.
- c. A workable curriculum that encourages young people to acquire skill set through creation of jobs should be established by the Nigerian University Commission.

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