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SKILL ACQUISITION PROGRAMMES AND THE GROWTH OF NIGERIAN ECONOMY

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Abstract
This study examined the effect of skill acquisition programmes on the economic growth of Nigeria. Skill acquisition programmes are supposed to promote economic growth, increase productivity, and self-employment in any nation. However, it has not been able to effectively perform those roles in Nigeria as evidenced by unsteady economic growth rate, rising unemployment rate, and low per capita income. The specific objectives of this study were to ascertain the effect of skill acquisition programmes on economic growth and the direction of causality between skills acquisition and economic growth. Secondary data for the period 1994 to 2016 were used and sourced from the World Development Indicators, Index Mundi and Macrotrends. The method of least squares was employed in estimating the multiple regression models used. The model estimation was done with the aid of EViews8. Pair-wise granger causality test was used to test the causality link. Major findings were that: i. skill acquisition programmes have significant positive effect on economic growth; ii, no causality relationship between skills acquisition and economic growth; iii, control variable of bank lending rate has significant negative effect on economic growth. It is recommended that: i, the Government should maintain dynamic skill acquisition policies where skills acquisition must be made mandatory at all levels of education from primary to tertiary institutions to ensure that every citizen acquires skills to facilitate employment generation, increased productivity and economic growth; ii, bank lending rate should be maintained at levels that support economic growth at all times.
Keywords: economic growth, GDP per capita, skill acquisition programmes.

INTRODUCTION

Developing human capital is an important component of any country's growth and poverty reduction strategy. It is important for developing countries to continue to develop employment related skills that are better matched to employer and market needs in other to attract investments and decent jobs. Skills are a key determinant of prosperity and well-being; therefore, policies on skills development need to be made with the best information available especially in low income countries where resources for investment in skills are severely constrained and need not be wasted. Skill acquisition is a type of learning in which repetition results in enduring changes in an individual's capability to perform a specific task (David, Button & Bennett, 2008). Skill acquisition refers to the ability to learn or acquire skills, and involves the development of new skill, practice of a way of doing things usually gained through training or experience (Ekong & Ekong, 2016). The entire life is based on skills acquisition, which is the constant process. A certain skill can be considered

acquired when a person can perform it without thinking about the technique of performing this action or dividing a process into conventional parts. Low skills perpetuate poverty and inequality when done right, skills development can reduce unemployment, increase productivity, and improve the standard of living. Helping people develop and update their skills makes economic sense (www.Worldbank.org/topic/skillsdevelopment). The importance of skill acquisition includes; promoting economic growth, employment generation, better decision making ability, improved communication with stakeholders, improved strategic planning, better financial management, crisis management capability, diverse jobs opportunities, crime reduction, self-employment and effective function.
Economic growth is an increase in the production of economic goods and services, compared from one period of time to another. It can be measured in nominal or real terms (Potters, 2021). Sustained economic growth of a country has a positive effect on the national income and level of employment which further results in higher living standards.

Skill Acquisition programme is supposed to promote economic growth, increase productivity, self-employment and reduce crime in any nation such as Nigeria. However, it has not been able to effectively perform those roles in Nigeria as evidenced by unsteady economic growth rate which has been fluctuating from positive growth, no growth rate to negative growth rate; rising unemployment rate, increase in crime rate, low per capita income as well as reflecting in the standards of living and high level of insecurities being witnessed in the country in recent times. Nigeria's GDP annual growth rate in percentage was 5.016 in 2000, 9.25 in 2004, 4.23 in 2012, 2.653 in 2015, -1.617 in 2016, 0.806 in 2017 and 2.208 in 2019 (retrieved from data.worldbank.org, 2020). This is a disturbing trend that needs to be checked. It is against this background that this study is conducted to ascertain the extent of the effect of skills acquisition programmes on economic growth in Nigeria with a view to suggesting remedial measures.

The main objective of this study is to investigate the role of skill acquisitions on the economic growth of Nigeria for the period 1994 -2016. However, the specific objectives are: i. to ascertain the extent of the effect of skill acquisition programmes (using school enrollment secondary gross as proxy) on economic growth in Nigeria (GDP per capita is used as a proxy for economic growth); and ii. to determine the direction of causality between skill acquisitions and economic growth in Nigeria.

The research questions are: i. what is the extent of the effect of skill acquisition programmes on economic growth in Nigeria? ii. What is the direction of causality between skill acquisitions and economic growth in Nigeria? The research hypotheses stated in null form are: i. H_o. Skill acquisition has no significant effect on economic growth in Nigeria; ii. H_o. There is no causality link between skill acquisition programmes and economic growth in Nigeria.

The results of this study would be of great importance to the following groups: i. The Government, as it would assist the government in formulating appropriate policies on skill acquisition programmes that would promote the economic growth as well as improve GDP per capita in Nigeria; ii. Prospective researchers - the result would provide theoretical literature on which future sresearch on skills acquisition can be based; iii. The general public as the findings will help the unemployed youths and adults to acquire skills which would enable them procure jobs in order to be self-reliant and contribute to the economic growth of Nigeria.
This study on the effects of skills acquisition on economic growth in Nigeria is conducted for the period of 1994-2016. Gross Secondary School enrollment is used as a proxy for skill acquisition in this study. The variables covered in the study are economic growth, skills acquisition, trade openness, bank lending rate and exchange rate. The limitations of the study are: i. Lack of relevant up-to-date data - the data for the variables employed in this study are not up to date as they are not regularly made available. As a result, the data used in the study were only available up to 2016; ii. Scanty past quantitative research in this field of study - there are few past related empirical studies in this area. Most of the ones found in the literature used primary data. Related quantitative studies to this work are scant and rarely found in the extant literature. The scanty past empirical studies are responsible for the few works reviewed in this study.

LITERATURE REVIEW

Conceptual Review

Concept of Skill Acquisition

The definition of skill is vague. According to Vanpatten & Benati (2010), skill refers to the ability to do rather than underlying competence or mental representation. To clarify this concept, Cornford (1996) has mentioned nine (9) separate defining attributes of skill and skilled performance from a psychological perspective argued to be the most valid in accounting for skilled acquisition and performance by individuals. These defining attributes are: skill is learned, skill involves motivation, purpose and goals; schemes are prerequisite for skilled performance, skills require content and context knowledge, skills are performed and transferred in the presence of specific stimuli, skills involves relative judgments with individual differences in skilled performance evident, standards of excellence are important, skill involves comparable replication, considerable periods of time are required to reach high level of skill.

The basic claim of Skill Acquisition Theory, according to Dekeyser (2007b), is that the learning of wide variety of skill shows a remarkable similarity in development from initial representation of knowledge through initial changes in behavior to eventual fluent, spontaneous, largely effortless, and highly skilled ability.

Skill Acquisition Theory, is not just a theory of the development of language, rather it is a general theory of learning ranging from cognitive to psychomotor skills (Mystkowska-Wiertelak & Pawlak, 2012). This theory, which is based on Adaptive Control of Thought model (ACT), claims that adults commence learning something through mainly explicit processes, and through subsequent sufficient practice and exposure, proceed to implicit processes (Vanpatten&Benati,2010).

In sum, as mentioned by Speelman (2005), skill Acquisition can be considered as a specific form of learning, where learning has been defined as "the representation in memory concerning some environmental or cognitive event". Therefore according to him, skill acquisition is a form of learning where 'skilled behaviors can become reutilized and even automatic under some conditions.

Three Stages of Skill Acquisition Model

Among the available skill acquisition theories is the motor learning theory by Fitts and Posner (1967) as cited in Kee (2019). It is described as an interpretation of the brain-behavior relationship. Memory and thinking have been linked with motor learning, control and performance. The motor learning theory by Fitts and Posner is a three-stage theory that was released in the late 1900s. The stages of motor learning are described below:

i. **Cognitive stage:** The cognitive stage of skill acquisition is the early identification and understanding of the skill to be learned. It is an approach to psychology that attempts to explain human behavior by understanding your thought process. For example using a therapist is using principles of cognitive theory when they teach you how to identify adaptive thought patterns and transform them into constructive ones. Individuals focus on what to do, that is most of the learners activities during this stage will be in the mind watching, thinking, analyzing, reasoning, judging, and visualizing, rather than lots of practice. During this stage the learner develops an in-depth understanding of the skill to be acquired.

ii. **Associative Stage:** The associative stage of skill acquisition really focuses on the idea of practice with the learner learning how to do it. Practice at this stage increases the learner's ability to perform the skill or task. They may not necessarily perform the skill well but have an understanding of how to do it. Most learners stay in this stage for a very long period of time, with most not progressing to the next stage; practice stage, repetition required to synchronize mind and muscles in movement, throughout associative stage, errors become less frequent as skill is refined, feedback still required.

iii. **Autonomous stage:** The Autonomous stage of skill acquisition revolves around executing a skill automatically without having to stop and think about what to do next or how to do it. It is an advanced level of performance where the individual can perform the skill fluently and instinctively and where outside influences do not affect the outcomes. It may take individuals a

long time to achieve this stage with many never reaching it. This may be due to the training demands, the complexity of the task or a lack of motivation.

Concept of Economic Growth

Economic Growth is an increase in the production of economic goods and services, compared from one period of time to another. It can be referred to as an increase in the productive capacity of an economy which leads to an increase in gross national product, national income or output (Dwivedi, 2008). It can be measured in nominal or real (adjusted for inflation) terms. Traditionally, aggregate economic growth is measured in terms of Gross National Product (GNP) or Gross Domestic Product (GDP), although alternative metrics are sometimes used.

In simplest terms, economic growth refers to an increase in aggregate production in an economy. Often, but not necessarily, aggregate gains in production correlate with increased average marginal productivity that leads to an increase in incomes, inspiring consumers to open up their wallets and buy more, which means a higher material quality of life or standard of living.

In economics, growth is commonly modeled as a function of physical capital, human capital, labor force, and technology. Simply put, increasing the quality or quantity of the working age population, the tools that they have to work with, and the recipes that they have available to combine labor, capital, and raw material, will lead to increased economic output.

There are a few ways to generate economic growth. The first is an increase in the amount of physical capital good in the economy, adding capital to the economy tends to increase productivity of labor. Newer, better, and more tool means that workers can produce more outputs per time period, place, at the right time for workers to actually use it productively.

A second method of producing economic growth is technological improvement. An example of this is the invention of gasoline fuel; prior to the discovery of the energy-generating power of gasoline, the economic value of petroleum was relatively low. The use of gasoline became a better and more productive method of transporting goods in process and distributing final goods more efficiently. Improved technology allows workers to produce more outputs with the same stock of capital goods, by combining them in novel ways that are more productive. Like capital growth, the rate of savings and investments, since savings and investments are necessary to engage in research and development.

Another way to generate economic growth is to grow the labor force. All also equal more workers generate more economic goods and services.

The last method is increase in human capital; this means laborers become more skilled at their crafts, raising their productivity through skills training, trial and error, or simply more practice. Savings, investment, and specialization are the most consistent and easily controlled methods.

Theoretical Framework

This research work was anchored on skill acquisition theory known as Adaptive Control of Thought theory by John Anderson (1982), which he called a cognitive stimulus-response theor**y.** The basic claim of skill acquisition theory, according to Dekeyser (2007b), is that the learning of wide variety of skill shows a remarkable similarity in development from initial representation of knowledge through initial changes in behaviour to eventual fluent, spontaneous, largely effortless, and highly skilled ability. Skill acquisition theory, is not just a theory of the development of language, rather it is a general theory of learning ranging from cognitive to psychomotor skills (Mystkowska-Wiertelak & Pawlak, 2012). This theory, which is based on Adaptive Control of Thought model (ACT), claims that adults commence learning something through mainly explicit processes, and through subsequent sufficient practice and exposure, proceed to implicit processes (Vanpatten & Benati, 2010). In sum, as mentioned by Speelman (2005), skill Acquisition can be considered as a specific form of learning, where learning has been defined as "the representation in memory concerning some environmental or cognitive event". Therefore according to him, skill acquisition is a form of learning where 'skilled behaviors can become reutilized and even automatic under some conditions. Thus, right skill acquisition programmes in Nigeria with regards to social capital will facilitate the economic growth of the country.

Empirical Review

Sutter (2009) investigated the attributes of 90 percent of US data regional growth variance (total productivity factor) to the regional stock of expertise and the creation of new regional companies. However, it is believed that entrepreneurship has an impact on growth that is five times greater than awareness. Therefore, the empirical evidence indicates that awareness is significant for steady-state economic growth at the same time as its commercial adoption by new companies has a significantly greater effect.

Bandopadhyay (2016) studied skill acquisition and economic development-some comments in Lesotho and found that the increased government expenditure on education, training and skill acquisition leads to lower unemployment rate, expansion of the urban formal sector and the contraction of the urban informal sector.

Ijieh (2020) investigated the relationship between entrepreneurship education programme and jobs creation ability of tertiary institutions graduates and found that most of those who took courses in entrepreneurship education indicated interest in establishing personal businesses and recommended that a good entrepreneurial curriculum should be adopted in all tertiary institutions in Nigeria.

RESEARCH METHODOLOGY

Ex-post factor research design was adopted in this study. Secondary data used in this study were sourced from the World Bank Development Indicators (2021), Index Mundi (2019) and Macrotrends (2021). The study covered a period of 22 years from 1994 to 2016. The variables employed in this study were based on the objectives, research questions and the hypotheses to be tested. The population of this study is based on people who have acquired skills in Nigeria which is used as proxy for skill acquisition in Nigeria. The Sample-size is secondary school enrollment (% gross), that is, persons who acquired skills up to secondary school level. The data employed in this study were secondary data sourced for the period 1994 to 2016. Data were gathered for GDP per capita, school enrollment secondary gross (which is a proxy for skill acquisition), trade openness, exchange rate, and bank lending rate. The dependent variable employed in the model specification is economic growth (Gross Domestic Product per capita is used as proxy)**.** The main independent variable employed in this study is school enrollment secondary gross while the controlled variables are trade openness, exchange rate, and bank lending rate.

Description of Variables

Dependent Variable	**Symbol**	**Description**	**A priori Expectation**
Gross Domestic Product per capita is used as proxy for economic growth	GDPC	GDPC per capita is the sum of market value of goods and services produced within the national boundary, averaged across everyone who lives within this territory.	+

Independent Variables	**Symbol**	**Description**	**A priori Expectation**
Main explanatory variable School Enrollment Secondary %Gross (proxy for skill acquisition)	SESG	Total is the total enrollment in secondary education, regardless of age, expressed as a percentage of the population of official secondary education age.	+

Control Variables	**Symbol**	**Description**	**A priori Expectation**
Trade Openness	TOPS	It refers to the orientation of a country's economy in the context of international trade. It is calculated as a ratio of the sum of the exports and imports of the countries to the national income.	+
Exchange Rate	ERN	Exchange rate is the price of one currency expressed in terms of another i.e. the number of units that may be exchanged for one unit of another currency. This is related to UD Dollar.	+
Bank Lending Rate	BLR	It is the interest rate at which a nation's Central Bank lends money to domestic banks, often in the form of very short-term loans (Kenton, 2021).	_

Source: Author's compilation

Model Specification

A model is specified if it is in a particular form that will enable unique estimates of the parameters to be subsequently estimated from a sample data. The study employs method of least squares in estimating the multiple regression model. The functional form of the model is:

GDPC = f (SESG, TOPS, ERN, BLR)

The operational form of the model is as follows:

$GDPC = a_0 + a_1SESG + a_2TOPS + a_3ERN + a_4BLR + ei$ error term

Where: a_0 = Intercept; a_1, a_2, a_3, a_4 = coefficients of the explanatory variables; ei = error term which represents omitted variables in the specified model. GDPC= Gross Domestic Products per Capita; SESG= School Enrollment Secondary Gross; TOPS= Trade Openness; ERN= Exchange Rate; BLR= Bank Lending Rate. The above multiple regression model (MR) is used to estimate the extent of the effect of skill acquisition proxied by secondary school enrollment gross, and the controlled variables of TOPS, ERN and BLR on GDP per capita for the period of 1994 - 2016. The regression model was estimated with the aid of EViews8. The test of significance of the hypothesis was at 5% level of significance, that is, $p < 0.05$. The Pair-wise Granger causality test was used to determine the direction of causality between skill acquisition and economic in this study.

RESULTS AND DISCUSSION

Analyses of Results

Descriptive Statistics of the variables

Table 4.2: Descriptive statistics of the variables on the effect of entrepreneurship on economic growth of Nigeria

	GDPC	SESG	TOPS	ERN	BLR
Mean	14.65130	34.53565	38.13522	1.162370	18.66522
Median	12.68000	34.20000	39.28000	1.286500	17.90000
Maximum	30.99000	56.21000	53.28000	2.534900	24.80000
Minimum	3.210000	23.55000	20.72000	0.218800	15.10000
Std. Dev.	9.611171	9.688199	8.913387	0.601982	2.417476
Skewness	0.283779	0.513365	-0.281166	-0.176682	0.873999
Kurtosis	1.539263	2.102276	2.397131	2.889197	3.220414
Jarque-Bera	2.353548	1.782581	0.651350	0.131429	2.974741
Probability	0.308272	0.410126	0.722040	0.936398	0.225966
Sum	336.9800	794.3200	877.1100	26.73450	429.3000
Sum Sq. Dev.	2032.241	2064.947	1747.866	7.972410	128.5722
Observations	23	23	23	23	23

Source: Author's extraction from output of EViews 8

The descriptive statistics of the variables used in the regression analysis is very important in drawing statistical inference. The mean is the average value, median is the middle value, and maximum and minimum values are the highest and the lowest values of the variables within the period 1994-2016, while standard deviation is a measure of dispersion. Skill acquisition represented by secondary school enrollment has mean value of 34.54 while economic growth which is measured by gross domestic product per capita has an average of 14.65%. The maximum value for GDPC is 30.99%, while the minimum value is 3.21%. In like manner, the maximum value of SESG is 56.21 while the Minimum value is 23.55. GDPC has standard deviation value of 9.61%, while secondary school enrollment has a value of 9.69.

Normality Test Results

Jarque-Bera test is used to ascertain the normality of error term. Jarque-Bera statistics is tested at 0.05 level of significance. The decision rule is that the data is normally distributed if the probability (P - value of Jarque-Bera is more than 0.05. From the result of the descriptive statistics, the probability value of Jarque-Bera for each of the variables is more than 0.05. It therefore suggests that, the data are normally distributed and can be used to make prediction.

Multicollinearity Test

Table 4.3: Correlation matrix of the variables

	GDPC	SESG	TOPS	ERN	BLR
GDPC	1.0000				
SESG	0.9533171	1.0000			
TOPS	-0.1994166	- 0.2493198	1.0000		
ERN	0.7616109	0.7521689	-0.2418795	1.0000	-
BLR	-0.7274909	-0.6416418	0.1802309	-0.3617226	1.0000

Source: Author's extraction from output of EViews 8

Multi-Collinearity is the occurrence of high inter-correlation among two or more independent variables in a multiple regression. Multicollinearity can lead to misleading results when a researcher tries to determine how well each independent variable can be used effectively to predict the dependent variables in a statistics model. A critical look at the correlation matrix shows that none of the values is up to 0.08. It is therefore an indication that there is no multi-collinearity problem among the independent variables. The situation of high multi-collinearity arises when the correlation between two independent variables exceeds 0.08. (Gujarati & Porter, 2009). It therefore means that the explanatory variables can be effectively used to predict the dependent variable in the statistical model.

Regression Results of the Model Estimation

The coefficient of the regression results of the model estimation R-squared is 0.95%. The R-squared which is the coefficient of determination is 0.95% while the Adjusted R-squared is 0.93%. This means that 93% of the changes in economic growth can be explained by the dependent variables which comprises of skill acquisition proxied by school enrollment secondary and the independent variables which are trade openness, exchange rate and bank lending rate. The model as a whole is robust since the coefficient of the F-statistics is 78.73 and its p-value 0.00000. It is very significant since it is less than 0.05. The model is therefore suitable for the analysis.

Testing of Research Hypotheses

Hypothesis One

Variable	Coefficient	Std. Error	t-Statistic	Prob.
SESG	0.679616	0.103441	6.570081	0.0000
TOPS	0.060395	0.061320	0.984921	0.3377
ERN	2.793524	1.373692	2.033589	0.0570
BLR	-0.933221	0.292927	-3.185847	0.0051
C	3.048814	7.887447	0.386540	0.7036
R-squared	0.945935	Mean dependent var	14.65130	
Adjusted R-squared	0.933921	S.D. dependent var	9.611171	
S.E. of regression	2.470639	Durbin-Watson stat	1.755248	
F-statistic	78.73319			
Prob(F-statistic)	0.000000			

Source: Author's extraction from output of EViews8

H_0: Skill acquisition has no significant effect on economic growth in Nigeria.
H_1: Skill acquisition has a significant effect on economic growth in Nigeria.
Decision Rule: The hypothesis is tested at a level of significance of 5% or probability value of less than < 0.05. Accept the null hypothesis if probability value of the t-statistics is not significant, that is, if p value is greater than 0.05, otherwise reject and accept the alternate hypothesis if the p-value of the t-statistics is significant, that is, less than <0.05. Skill acquisition has the coefficient of 6.57 and probability value which is less than 0.05, we therefore reject the null hypotheses and accept the alternate hypotheses which states that it has an effect on economic growth in Nigeria. In other words, skill acquisition has significant positive effect on economic growth proxied by GDPC per capita.
The control variables of TOPS and ERN have probability values of 0.33 and 0.0570 which are more than 0.05, therefore TOPS and ERN have insignificant positive effect on economic growth. On the other hand, BLR has a p-value of 0.00 which is less than 0.05 and coefficient of -0.93, it then suggests that BLR as a control variable has significant negative effect on economic growth.

Hypothesis Two
Table 4.5: Pairwise Granger Causality Tests Results

Null Hypothesis:	Obs	F-Statistic	Prob.
SESG does not Granger Cause GDPC	21	0.71012	0.5064
GDPC does not Granger Cause SESG		1.25037	0.3129

Source: Author's extraction from output of EViews8

H_0: There is causality link between skill acquisition programmes and economic growth in Nigeria.
H_1: There is no causality link between skill acquisition programmes and economic growth in Nigeria.

Discussion of Results
The result of hypothesis one testing showed that skill acquisition proxied by secondary school enrollment has significant positive effect on economic growth of Nigeria for the period 1994-2016. The result conforms to the positive a priori expectation for this variable. It is also in line with the finding of Sutter (2009). It means that Nigeria's economic growth increases substantially as the level of skill acquisition increases. Skill acquisition has a coefficient of 0.679616 and p-value of 0.000. The result suggests that a unit increase in skill acquisition will lead to 0.68 rise in economic growth of Nigeria. The finding from hypothesis two tests reveals that skill acquisition does not granger cause economic growth in Nigeria for the period 1994 to 2016. This is an indication that skill acquisition proxied by secondary school enrollment is not the major driver of economic growth in Nigeria. We cannot therefore conclude that skill acquisition has precedence over other factors in bringing about economic growth in Nigeria.

The control variable of bank lending rate has significant negative effect on economic growth in Nigeria with coefficient of -0.93322 and p-value of 0.0051. The negative sign conforms to the a priori expectation. The result is an indication that bank lending rate is substantially constraining economic growth in Nigeria probably because of its ever rising and fluctuating nature over the years. There is need for appropriate policies to address the lingering issue of high lending rates and the attendant effects on productivity and economic growth in Nigeria.
The other control variables, which are trade openness and foreign exchange, have insignificant positive effect on economic growth in Nigeria for the period covered in this study. The results suggest that trade openness and exchange rate have minuscule influence on the economic growth of Nigeria for the period 1994-2016. The two variables are correctly signed. However, their insignificant effect on economic growth is a

worrisome development since they are supposed to make important positive contributions to economic growth. Efforts should be made by the Government and the monetary authorities to promote the contribution of exchange rate and trade openness to the economic growth in Nigeria through the formulation of dynamic foreign exchange, trade and industrial policies as well as judicious and sustainable application of the policies over a long time with a view making these variables make meaningful and strong contribution to the economic growth of Nigeria.

Conclusion and Recommendations

The main objective of the study is to empirically determine the effect of skills acquisition programmes on economic growth of Nigeria. The study was conducted in Nigeria using secondary data covering the period 1994-2016. The analysis carried out included multiple regression analysis, granger causality test, correlation and descriptive analysis.

Summary of findings

The major findings in this study are as follows:

1. Skill acquisition programmes have significant positive effect on economic growth of Nigeria.
2. The control variable of bank lending rate has significant negative effect on economic growth of Nigeria while other control variables of trade openness and exchange rate have insignificant positive effect on the economic growth of Nigeria.
3. There is no causality relationship between skills acquisition and economic growth of Nigeria. Neither unidirectional nor bi-directional relationship was revealed Pair-wise Granger causality test.

Conclusion

The conclusion is that skill acquisition programmes have significantly positive effect on economic growth of Nigeria, but have no causality relationship with economic growth in Nigeria for the period 1994-2016.

Policy Recommendations

1. The Government should maintain dynamic skill acquisition policies where skills acquisition must be made mandatory at all levels of education from primary to tertiary institution to ensure that every citizen acquires skills to facilitate employment generation, self-reliance, increased productivity and economic growth.
2. bank lending rate is significant and negative should be maintained to ensure that it supports economic growth at all times while trade openness and exchange rate which have insignificant positive effect on economic growth should be supported by appropriate government policies such as trade liberalization, export promotion, necessary incentives such as funding and enabling business environment to local industries to enable them expand their capacity utilization and make significant effect in our economic growth.
3. The government should continually support and promote skills acquisition to a level that it would have a very strong influence on our economic growth that is to a point that it would have a causality relationship with our economic growth.

Contribution to knowledge

The study adds to the existing literature by being one of the few works that used secondary data to study the effect of skills acquisition on economic growth of Nigeria. It has also contributed to knowledge by revealing that skill acquisition represented by secondary school enrollment has no causality relationship with economic growth in Nigeria for the period 1994-2016.

uggestions for Further Studies

In this study, the effect of skills acquisition on economic growth of Nigeria has been estimated. Further studies may attempt to include such other indicators of skills acquisition such as primary school enrolment, tertiary school enrollment, skills acquisition by occupational groups and industrial sector and the results

compared with that of this study. The proxy for economic growth which is the dependent variable can be changed using other measures such as GDP annual growth rate and annual GDP and the findings compared with the result of this study.

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