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An Assessment of the Effectiveness of Skills Acquisition Programme in Benin City

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Abstract

This study aimed to investigate the effectiveness of the skills acquisition centres in Benin City, Benin City was chosen because causes of reported human trafficking and those that travel to Europe for prostitution are mostly those from the city. Edo State, Nigeria. To carry out the study, 7 research questions were raised and answered. The study employed descriptive survey research design. The population comprised 531 respondents and sample size of 281 respondents who were proportionately sampled was used. Questionnaires were used for data collection. The instrument was validated by experts and reliability coefficient of 0.80 was obtained using Cronbach's Alpha. The instrument was personally administered by the researchers and collected immediately. Data obtained were analyzed using descriptive statistics such as mean, standard deviation and percentages. Findings revealed that skills acquisition centres have well trained personnel, have standard equipment and tools in the training centres. However, they are not adequately provided as they do not often go around during training. It was shown that trainees are often engaged in practical training but they only have access to 5 areas of study: computer training, hair dressing, fashion-design/tailoring, catering and bead making. Trainees opt more for hair dressing and fashion design/tailoring and higher numbers of female trainees engage in skills acquisition programme than their male counterparts. It was also found that the skills acquisition centres in Benin City make youth eligible for employment and that the trainees are over confident that they will be self reliant after their training. Based on the findings of this study it was recommended among others that government and voluntary bodies should establish more centres for skills acquisition.

Key Words: Skills Acquisition Centres, Trainees, Equipment & Tools and Practical Training.

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Introduction

Many youth in Nigeria are not formally employed. It is commonly said that an idle mind is the Devil's workshop. Without doubt prolonged joblessness can lead to formation of gangsters and armed robbery among the youths. More so, some politicians recruit these idle hands for their nefarious activities when seeking for position in government. Chigunts (2002) asserted that an unwholesome aspect of youth unemployment and underemployment in Africa is visible 'idleness' where youth congregate at bars and eating places to drink or converse or smoke marijuana. Such places encourage the development of street gangs and criminal activities.

In general, large scale unemployment among youth is encouraging the development of "street- youths". The street Youths in Nigeria towns and cities, are denied legitimate means of livelihood, they grow up in a culture that encourages criminal behaviour. Some have become drunkards; others are on drugs such as marijuana. Unemployed youth roaming the streets have been given various names in different parts of the country, such as "Area Boys" or Agbero as they are popularly called in Benin City, Edo state. Youth Unemployment in Nigeria has also promoted "gangsters" Many youth now run criminal enterprises, some engage in violence, armed robbery, car snatching, kidnapping, illegal fuel sales, illegal importation of arms. Omoh (2012) argued that urban society in Nigeria is becoming increasingly criminal, especially with the proliferation of youth gangs. Among young women, lack of employment opportunities has contributed to increasing feminization of poverty all over Nigeria.

It has also encouraged prostitution as a means of survival in several towns and cities in Nigeria. More so, many ladies have resorted into trafficking to Europe for international prostitution. Most girls and women travel to Western Europe from Nigeria for prostitution. It was noted that Benin City remained the home town of most trafficked girls from Nigeria and that most women and girls trafficked in recent time from Benin City were fully aware that they were going outside Nigeria for sex trade (Omorie in IFRA Nigeria, ND). Also, several published information according to United States Agency for International Development (USAID, 2009) indicate that Edo State has high rates of international sex trafficking, unplanned and unsafe abortion.

Omoh (2012) however noted that unemployment is a global trend but stressed that it occurs mostly in developing countries of the world with attendant social, economic, political and psychological consequences. To tackle the problems faced by the youths therefore, Edo National Youth Council according to Taking it Global (2015) came up with the mission and vision to bring youths and all voluntary organization in the state together for the purpose of discovering, developing and promoting initiatives, talents, skills, ideas and unity. The council was established by an Act of parliament in 1969 and it is intended to harmonize the activities of youths and create a common platform for them to air their views on issues. The main council's strategic plan is for improving the skills acquisition of youths, to eradicate the menace of youth restiveness, cultism, to address the challenges of unemployment outcomes in the lives of the youths, young adults and adolescents in Edo State, Nigeria.

Thus, the challenges of finding employment in the formal sector, pave way for the engagement in skills acquisition in the informal sector in order to encourage sustainable ventures, capable of fully contributing to employment generation. Lemo (2013) opined that, given the Nigerian youth unemployment situation, skill acquisition remains the viable option to become self-employed, reduces unemployment, poverty and empowers the youths to develop their businesses,

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pursue their dreams and contribute to overall productive capacity and national economic growth and development. Ogundowolo in Idoko (2014) sees the purpose of skill acquisition programme as a means of youth empowerment to prepare and equip the youth with appropriate skills that can be beneficial to them in future. He maintained that ideal skill acquisition is capable of ensuring value – reorientation among the youths and transforming into creators of wealth and employment instead of seekers. Youth empowerment according to Jimba (2007) involves different ways the youth can be facilitated to cause changes in their life styles. He maintained that youth empowerment means a way of inculcating to the youths the spirit of transformation of ideals into creativeness. It can also be seen as a means of exposing the youth into skills or trainings that will make them productive. It encompasses different trades that may help them to engage in paid job and self-employment.

Amadi and Abdullah (2012) reported from their study that a greater percentage of the sampled youth reported high and moderate levels of their capacity building: implying that the vocational skills acquisition and development was a successful scheme. They however recommended that the constraint that impedes the success of the scheme be addressed by policy makers to make the outcome of the skill training more successful. The importance of skills acquisition in Nigeria cannot be over emphasized.

There is need to diversity the economy for Nigeria to be economically self-reliant, as well as encouraging youth to embrace self-employment through skills acquisition, entrepreneurship, self-reliance and financial empowerment. Skills acquisition helps in the reduction of unemployment in the country, acquisition of functional literacy by all, reduction or elimination of joblessness, self-employment and reduction of poverty and hunger. Skill acquisition has become an essential bail out for youth self-employability and the attainment of economic development. Enhancing the human factor is the real wealth of any given nation. It is through human creativity, initiative, capability and commitment that true development can be achieved.

The skill acquisition which is an instrument of employment is the process and the means of releasing human energy. It means providing an opportunity for people to make the maximum contribution to their own development and that of their communities. Skills acquisition seeks to provide the people with skills, vocation and entrepreneur, such skills are bead making, hair dressing, fashion design, cosmetology, welding and fabrication, photography, make up/manicure/pedicure, bag making, shoe making and lots more.

Everybody cannot be employed by the government or have access to white collar job. Hence, there is need for skills acquisition which will help shape and improve the lives of the people who have resigned to fate for lack of job. These skills if well acquired can make the individual to be self-enhanced and thus, the issue of being a burden to others will not be there. Enabling the individual to acquire skills can make him bring about good innovation, good performance, self-respect and improvement in their quality of lives. Poverty is currently one of the most serious problems in the world it was however indicated by Onadozie in Donjor (2011) that 1.5billion people live below the poverty line based on an estimated income of less than one dollar per day globally. Also, recent estimates indicate that the international poverty line has just been raised to about 1.90 dollars a day, however, the global poverty is basically unchanged (Ferreira, Joffiffe & Beer, 2015). Skills acquisition can help curb poverty as it is an instrument for employment which eventually leads to self enhancement. Thus, poverty can be minimised.

In order to train Edo citizens with the necessary skills that will make them develop themselves, some training centres were established. In Edo state, there are training centres owned by Government, private individuals and cooperate bodies. All the centres have common goals. The main goal of skills acquisition centres is to acquaint citizens with necessary skills to make them develop themselves and function maximally in the society. Therefore, to effectively train trainees,

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objectives were set for the programme. The objectives according to Edo State Government (2001) include:

- 1.To enable the participants, acquire necessary skills for self-employment;
- 2.To enable the youths in the host community to be eligible for employment;
- 3.To expose the youth to enterprise management and leadership training;
- 4.To prepare them for future challenges of self-employment;
- 5.To help the youths acquire vocational skills which will make them self-reliant entrepreneurs

Hence, effective planning and execution of skills acquisition training programme would boast economic development and empower youths with relevant skills and knowledge necessary for job creation. It would further divert the attention of youths from violence to economic development ventures.

Statement of the Problem

Over the years, unemployment has been a major problem in the world. Claudis, Christopher, Mariangels and Diego (2009) assert that 201million people globally are unemployed and that this may rise to 219 million by 2019. Odia and Odia (2013) observed that the unemployment rate of Nigeria was put at about 19.7% above world average of 14.2%. Awogbele and Iwamidi (2017) noted that Nigeria being a nation that is highly populated, her population as at 2017 was estimated as 191 million which is equivalent to 2.48 % of the total world population. According to them, the World Bank reported the unemployment rate for youths between the ages of 18 and 24 as 41.6% in 2017 and that the youth unemployment rate in Nigeria increased to 33.10 % in the third quarter of 2017 from 29.50 % in the second quarter of 2017. We must recall that youths represent a very important stakeholder in any society. The youths constitute the human capital needed for the future development of any society. Apart from being potentially the most productive component of the population of any country, they are also the future leaders. However, the youth with their over flowing potentials are found everywhere in the state and beyond, gradually wasting away not because they lack the vision to develop but the deprivation of opportunities to launch them on the path of meaningful skills that is capable to better their lives.

The issue of unemployment in Nigeria is not new. This problem has led to so many social vices in our nation. To reduce the problem of unemployment, the Director General of National Directorate of Employment (NDE) stated that the NDE has 74 vocational skills acquisition centres which are fully equipped with modern tools and equipment for training in the centres. Many states in Nigeria established different skills acquisition centres. For example, in Lagos State, The Lagos State Skills Acquisition centre/ Technical and Vocation colleges and youth centres were opened on the 28th of November, 2017 (MyJobmag.com, 2019). Specifically, in Edo State, Eki Igbiniedion the wife of the former Governor of Edo State lunched the Idia Renaissance in 2001 where skills can be acquired for self-development (Edo State Government, 2001). Thereafter, some private individuals and organizations also established centres to help the unemployed youths to acquire different skills that will make them self-reliant and contribute maximally to the development of the society. However, ever since the introduction of skills acquisition centres in Edo state, one would expect that most youths will seize the opportunity to acquire skills for self enhancement. However, despite the centres opened, poverty rate, kidnapping, human trafficking and prostitution have been on the increase. Thus, the researchers deemed it necessary to investigate if the skills acquisition program is effective in Edo state.

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Research Questions

The following research questions were raised to guide the study.

1. Do skill acquisition centres have well trained personnel to meet the objectives of the centres?
 2. Do skill acquisition centres have adequate equipment and facilities to train trainees?
 3. Are the trainees often engaged in practical training to make them acquire the necessary skills?
 4. What are the available training programs in the skills acquisition centres?
 5. What is the percentage enrolment in the centres for skills acquisition by sex?
 6. Do centres“ provide skills to make youth eligible for employment?
- Will the Programme make participant self-reliant?

Purpose of the Study

The study aimed to investigate the effectiveness of the skills acquisition centres. Specifically, to investigate if the centres have well trained personnel, adequate equipment and facilities for the realization of the objectives and goals of the programme, to investigate if trainees are often engaged in practical training that will make them self-reliant and eligible for employment as well as to investigate the available training programmes and enrolment rate of youths in the centres.

Significance of the Study

The findings of the study will be beneficial to the trainees, the trainers, curriculum planner, Government and to the entire society. To the trainees it will enable them to acquire necessary skills for self-employment, expose them to enterprise management and leadership training, prepare them for future challenges of self-employment, help them to acquire vocational skills which will make them self-reliant entrepreneur, to enable them in the host community eligible for employment and to make them divert their attention from violence to economic development ventures.

Review of Related Literature

Skill was defined by Vanpatten and Benati (2010) as the ability to do rather than underlying competence or mental representation” to clarify this concept, Cornford in Masumeh (2014) gave nine separate defining attributes of skill “and skilled performance” from a physiological perspective and noted that they are most valid in accounting for skill acquisition and performance by individual. These defining attributes are:

- 1.Skill is learned
- 2.Skill involves motivation, purpose and goals
- 3.Skill required content and context knowledge
- 4.Skills are performed and transferred in the presence of specific stimuli
- 5.Skills involve problem solving relevant to the context.
- 6.Skill involves relative judgment with individual differences in skilled performance evident.
- 7.Standard of excellence is important
- 8.Skill involves comparable replication
9. Considerable periods of time are required to reach high level of skills.

Idoko (2014) defined skill acquisition as the form of training by individual or group of individuals that can lead to acquisition of knowledge for self-sustenance. In the same vein, skills acquisition according to Ekong and Ekong (2016) is the ability to learn or acquire skills which involves the development of a new skill practice of a way of doing things usually gained through training or experience. Skills acquisition which is vital instrument of empowerment that seeks to provide the

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people with different skills, vocation and entrepreneurial ability like bead making, hair dressing, cosmetology, fashion design, computer, catering among others. Skill acquisition training is an adult education programme which is designed to impact various skills on the participants, and meet immediate needs such as jobs, self-reliance among youths (Uranta & Nlerun, 2017).

Magbagbevla in Idoko (2014) posited that skill acquisition requires the accumulation of different skills that enhances task performance through the integration of both theoretical and practical forms of knowledge. Shaffer (2011) observed that human capital is created when they acquire transferable skills that can be applied in many settings and occupations. It is an important index of sustainable development of any nation. In view of this, he considered it as both a social prerogative and an economic necessity. With skill acquisition one acquires capabilities to compete favourably within the context of globalization. Thus, the only irreplaceable capital and organization processes are the knowledge and ability (skill) of its people. 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 (Mystkwoska, Wieretelak & 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 mainly subsequent sufficient practice and exposure, proceed to implicit processes (Vanpatten & Benati, 2010).

Development Education Centre (2019) noted that skilled person can survive in any environment as water is very essential to human life, so is skill training and acquisition needed in the life of every serious-minded human being and a skill acquired man is a self-employed man. Thus, the right way to reduced poverty among our people is to enable them acquire the skill that they so desire and they will do well in life than to roam about in the cities or villages. The eradication of absolute poverty is the central objectives of contemporary development policy. The international community determine to overcome poverty has been highlighted by the sustainable activity of the international development donor partners such as United Nation (Garba, 2004). Skill acquisition is very necessary by providing counselling and extension services on start your business, know about business and improve your business and skill for informal, micro and small enterprise operators (Syme in Donjor, 2011). The central concern of human development is the quality of people's lives what they are capable of doing. Afeti in Research and Curriculum Development Department (2014) affirms that skill acquisition has emerged as one of the most effective development strategies that African countries need to embrace in order to train and modernise the technical workforce for rapid industrialisation and national development. Oluremi in Donjor (2011) also emphasized this point by saying that skill acquisition aims at transforming the human person so as to bring about his or her potentials and make him or her leader, who will in turn inspires and empowers others to excel and articulate meaningful vision for the society.

Methods

A descriptive survey research design was employed in carrying out this study. The population of this study comprised 500 trainees, 25 trainers and Six (6) principal of six skills acquisition training centres in Benin metropolis. The sample size comprised two hundred and eighteen one (281) respondents comprising 250 trainees, 25 trainers and 6 principals. The sampling technique used for this study was proportionate sampling technique. Fifty (50%) of trainees from each centre, all the trainers and principals of the six skills acquisition centres were used. Three different questionnaires which were designed for the trainees, trainers and principals were used for data collection. Each questionnaire was divided into two sections; section A and B. Section A sought for demographic data while section B consisted of items of interest to the study. Specifically, the section B of the trainees' questionnaire comprised nineteen items which required trainees to respond to four-point likert – type scale ranging from strongly agree, agree, disagree to strongly disagree. However, at the

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point of analysis, test score of 2.5 was used for accepting and rejecting the responses of the trainees per item. For positively worded items, test scores greater or equal to 2.5 were agreed with and for negatively worded items test scores greater or equal to 2.5 were disagreed with.

The instrument was validated by three experts. The corrections indicated by the experts were affected in the final draft. Cronbach's Alpha was used to establish the reliability of the instrument after administering it to 20 trainees randomly selected from the centres. A reliability coefficient of 0.80 was obtained. Which shows that the instrument is reliable? However, reliability coefficients were not established for the instruments designed for the trainers and principals as check lists were designed for them. Specifically, research question 1 was answered from the trainers' questionnaire, research question 4 was answered from the principals' questionnaire and research questions 2, 3, 5, 6 and 7 were answered from trainees' questionnaire. Descriptive statistics such as mean, standard deviation and percentages was used to answer all the research questions raised.

Results

Research Question 1: Do skills acquisition centres have well trained personnel?

Table 1: Percentage summary of personnel's Qualification

	No of Trainers with				No that train trainers in	No that do not train in
	SSCE	OND	HND	Total	their areas of specialization	their areas of specialization
No	4	12	9	25	24	1
%	16%	48%	36%	100%	96%	4%

Source: Field Data.

From Table 1, four (4) trainers which represent 16% of trainers have SSCE, 12 trainers which represent 48% of trainers have OND and 9 trainers which represent 36% have HND. That is to say that 84% of trainers acquired qualifications which are higher than SSCE. It therefore shows that skills acquisition centres have more of personnel who have acquired academic qualifications. However, the trainers agreed that they teach trainees in their areas of specialization. It could be that apart from their academic lines, they also acquired trained skills as 24 out of 25 trainers which represent 96% agreed that they train trainers in their areas of specialization while 1 out 25 representing 4% train trainers outside his/her area of specialization. It therefore shows that skills acquisition centres have well trained personnel for the available programmes in their centres.

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Research Question 2: Do skills acquisition centres have adequate equipment and facilities?

Table 2: Percentage Summary of Equipment Adequacy

ITEM	N	Mean	Std Dev	Decision
(i)The needed equipment and tools are Always available	250	2.492	.762	Agree
(ii)The facilities in the training centres are Outdated and in very bad shape	250	2.616	.637	Disagree
(iii)The equipment and tools are not enough	250	2.312	.733	Agree
(iv)To go around the trainee during practical				
(v)We have facilities and equipment In the training centres	250	2.880	.861	Agree
(vi)The facilities and equipment are Adequate	250	2.340	.734	Disagree
(vii)We have access to facilities for Practical training	250	2.592	.808	Agree
(x)Most of our learning facilities are bad	250	2.628	.827	Disagree

Source: Field Data.

From Table 2, the mean score of 2.49 was obtained. Since the mean score approximates the test value of 2.5, it means that trainees agree with the item. Therefore, trainees agreed with items 1, 3, 4 and 6 with the mean scores of 2.49, 2.31, 2.88 and 2.59 and standard deviations of .76, .73, .86 and .81 respectively. It shows that the needed equipment and tools are always available in the training centres. Trainees do not have enough equipment and tools to go round during practical trainings but however have equipment and facilities in training centres as well as access to them during practical training. Trainees however disagreed to items 2, 5 and 7 with the mean scores of 2.62, 2.54 and 2.63 and standard deviations of .64, .73 and .82. It therefore shows that the equipment and facilities in training centres are not outdated, are not adequate and that most equipment and facilities in training centres are not bad.

Research Question 3: Are the trainees often engaged in practical training to make them acquire the necessary skills?

Table 3: Descriptive Statistics of the Trainees Practical Engagement in Training

ITEM	N	Mean	Std Dev	Decision
1.We are engaged more with practical Trainings than theoretical trainings	250	3.260	.755	Agree
2. Practical trainings are regularly carried Out during the training exercise	250	3.132	.562	Agree
3.The number of times we engage in Practical work is not sufficient for Effective training	250	2.708	.728	Disagree
4. Our trainings are more of theories And not practical works	250	3.640	.489	Disagree
5. We are mainly engaged with Practical trainings in the program	250	2.752	.648	Agree

Source: Field Data.

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From Table 3, it shows that trainees agreed with items 8, 9 and 12 with the mean scores of 3.26, 3.13 and 2.75 and standard deviations of .76, .56 and .65 respectively. Thus, it therefore means that trainees are engaged more with practical trainings than theoretical trainings and that practical trainings are regularly carried out in centres during the course of the programme. Trainees however disagreed to items 10 and 11 with the mean scores of 2.71 and 3.64 and standard deviations of .73 and .49. It therefore means that the number of times trainees engage in practical work is sufficient for effective training and that their trainings are not more of theories but practical works. Thus, the trainees are often engaged in practical training to make them acquire the necessary skills to function maximally in the society

Research Question 4: What are the available training programmes in the skills acquisition centres?

Table 4: Percentage Summary of Available Training Programmes in Training Centres

ITEM	Total No. Of Trainee	%
Computer Training	31	12.4%
Catering Services	42	16.8%
Hair Dressing	89	35.6%
Fashion Design/Tailoring	74	29.6%
Bead Making	14	5.6%
Total	250	100%

Source: Field Data.

From Table 4, it shows that 31 out of 250 trainees representing 12.4% of trainees are enrolled for computer training, 42 out of 250 trainees representing 16.8% of trainees are enrolled for catering services, 89 out of 250 trainees representing 35.6% of trainees are enrolled for hair dressing, 74 out of 250 trainees representing 29.6% of trainees are enrolled for fashion design and tailoring and 14 out of 250 trainees representing 5.6% of trainees are enrolled for bead making. It therefore means that trainees opt more for hair dressing and fashion design/tailoring followed by catering services then computer training and lastly for bead making.

Research Question 5: What is the percentage enrolment in the centres for skills acquisition by sex?

Table 5: Percentage Summary of Enrolment in the Training Centres by Sex

Sex	Number	Percentage
Male	19	7.6%
Female	231	92.4%
Total	250	100%

Source: Field Data.

From Table 5, nineteen (19) out of 250 trainees representing 7.6% are males while 231 out of 250 trainees representing 92.4% are females. It therefore means that higher number of female students engage in the training programmes of skills acquisition centres than their male counterparts.

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Research Question 6: Do centres provide skills to make youth eligible for employment?

Table 6: Descriptive Statistics of the Impact of Skills Acquisition Programmes on Employment

ITEM	N	Mean	Std Dev	Decision
1.A certificate in my course of study Guarantee a better life for me through Employment	250	2.928	.630	Agree
2.A lot of people that I know who have Graduated from this skills acquisition Centres are already working	250	2.684	.745	Agree
3.From the training I have acquired so far, I will not find job placement difficult	250	2.952	.599	Agree
4. Job opportunities are opened to every Trainee in this Programme	250	2.724	.711	Agree

Source: Field Data.

From Table 6, it shows that trainees agreed with items 13, 14, 15 and 16 with the mean scores of 2.93, 2.68, 2.95 and 2.72 and standard deviations of .63, .75, .60 and .71 respectively. It means that trainees have assurance of job placement after their training programme. It therefore shows that the skills acquisition centres make youth eligible for employment opportunities of trainees.

Research Question 7: Will the programme make participant self-reliant?

Table 7: Descriptive Statistics of Participants' Self-Reliance

ITEM	N	Mean	Std Dev	Decision
1.From the training I have been exposed To in this centre, I will be able to make Money easily without being employed by Anybody	250	3.524	.508	Agree
2. The programme will enhance My social status and give me a sense of belonging	250	3.204	.778	Agree
3.I know some beneficiaries of this skills Acquisition centres who have people Working under them	250	2.828	.639	Agree

Source: Field Data.

Table 7, it shows that trainees agreed with items 17, 18, and 19 with the mean scores of 3.52, 3.20 and 2.58 and standard deviations of .51, .76 and .64 respectively. It means that trainees have confidence in the capability to be self-reliant after the skills acquisition programme. Therefore, it shows that the trainees are over confident that they will be self-reliant after their training. Thus, the skills acquisition programme will make participant self –reliant.

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Discussion of Findings

It shows from the study that skills acquisition centres have well trained personnel for the available programmes in their centres. Although, higher percentage of the trainers noted that they have acquired academic qualifications and that they train trainees in their areas of specialization. It could be that apart from their academic lines, they also acquired trained skills which made them competent to train trainees in skills acquisition centres. In line with the findings of this study, Research and Curriculum Development Department (RCDD) of Industrial Training Fund (ITF) in Jos (2014) found that 33% of instructors in Nigerian Skills acquisition centres have BSc/HND certificates, 29% of them have Diploma certificate. Contrary to the finding of this study, RCDD (2014) found that instructors do not possess the necessary qualification needed to train trainees in skills acquisition centres but academic qualifications as only five (05%) of them possessed trade test certificate and they also noted that instructors were insufficient.

Findings from the study show that the needed equipment and tools are not outdated; they are in good shapes and are always available in the training centres for trainees' usage. However, they are not adequately provided as they do not often go around during training. In line with the findings of this study, Olayinka (2015) noted that the Director General of National Directorate of Employment (NDE) stated that the NDE has 74 vocational skills acquisition centres which are fully equipped with modern tools and equipment for training in the centres. Also, the RCDD (2014) found that skills acquisition centres in all over Nigeria have available tools and facilities for use in centres but they are not adequate. It was shown from the study that trainees are often engaged in practical training to make them acquire the necessary skills to function maximally in the society. In line with this finding, RCDD (2014) found that skills acquisition centres in Nigeria use lecture, discussion, practical and demonstration methods to teach their trainees but they however found that all centres use more of practical method in training their trainees.

The findings of the study show that only 5 areas of study are mainly provided for trainees and that trainees opt more for hair dressing and fashion design/tailoring followed by catering services then computer training and lastly for bead making. The result of this finding could be due to lack of equipment and lack of personnel in other areas majorly areas where male trainees' interests are domiciled. RCDD (2014) noted that 39 vocational trades were obtainable in centres in Nigeria as at the time they carried out the study and that 13 vocational trades were in demand across the six geo-political zones in the country. They specifically found that welding and Information and Communication Technology (ICT) were in great demand at centres and that trainees opt more for catering, metal work, welding, ICT fashion design hair dressing in South-South Geo-Political Zones in Nigeria.

Findings also show that higher number of female students engage in the training programmes of skills acquisition centres than their male counterparts. This could be due to the fact that majority of skills available in the training centres are more of female areas of interest. Trainings like tiling, bricklaying, carpentering, sinking of boreholes iron and fabricating and lots more which most males opt for are not available in skills acquisition centres. Although findings show effectiveness in the areas of available training skills, but centres do not have sufficient training programmes that could help train youths in the acquisition of varieties of skills. Hence, the total number of male and female youths that are enrolled in the programme in Benin City is not encouraging compare to the population of the City. Thus, Teibowei and Osusu (2017) in their study found that the extent to which skills acquisition program is carried out in Bayelsa state is low as well as enrolment rate for the programme. Donjor (2011) discovered that the problems encountered in skills acquisition programme were traced to the fact that skills acquisition programme does not have formulated policy for implementation.

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Findings show that the skills acquisition centres make youth eligible for employment and that the trainees are over confident that they will be self-reliant after their training. These findings are in line with the finding of Amadi and Abdullah (2012) who found out from their study that a greater percentage of the sampled youth reported high and moderate levels of their capacity building, implying that the vocational skills acquisition and development was successful scheme. Uranta and Nlerum (2017) also showed that skill acquisition training programme had a greater effectiveness and that trainees are able to earn a living from the acquired skills. Again, Ekong and Ekong (2016) found that positive link exists between skills acquisition and unemployment reduction in Akwa Ibom State. Although, they noted that the programme is not without challenges. Contrary to the findings of this study, Teibowei and Osusu (2017) found that the extent to which people in Bayelsa state utilize skill acquisition program for self-sustenance and job creation is discouraging.

Conclusion

It is concluded that skills acquisition training centres in Benin City, Edo State is effective as trainees have equipment and tools in their training centres, have access to the equipment and tools during training as well as often engage in practical trainings. However, centres do not have sufficient equipment and tools to go around trainees during training.

Recommendations

Based on the findings of the study, it is recommended that:

Government and voluntary bodies should adequately equip the centres for effective training of all trainees; Establishers of skills acquisition centres should create sections where boys can be trained on how to be tillers, bricklayers, painters, iron fabricators, dry cleaners and so on and so forth; Government and voluntary bodies should establish skills acquisition centres in all Local Government Areas including rural areas of Edo State.

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