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FACULTY OF EDUCATION**

**VOCATIONAL TRAINING PROGRAMME FOR YOUTH
EMPOWERMENT IN IMO STATE, NIGERIA.**

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BY

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TITLE PAGE

VOCATIONAL TRAINING PROGRAMMES FOR YOUTHS EMPOWERMENT IN IMO STATE, NIGERIA

APPROVAL PAGE

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Dedication

This thesis is dedicated to God Almighty and to my lovely wife Mrs. LoveJohnmark C. Ibeh and to my children (twins) Chimebuka, Chimzaram and Jahchimma.

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ABSTRACT

This study investigated vocational training programmes for youth empowerment in Imo State, Nigeria. A sample of 255 learners and instructors were selected for the study. The sample was made up of 204 for trainees and 51 for instructors drawn from the three educational sizes respectively. The stratified sampling technique was adopted by the researchers in the selection of the sample 255 from population of 561. A 45item structured questionnaire titled "questionnaire on vocational training programmes for youth empowerment in Imo state (QVTPFYIMS)" validated by experts was used for data collection. The reliability of the instrument was established at 0.77, 0.77, 0.74, 0.79 and 0.77 for sections A, B, C, D & E respectively using Cronbach alpha statistic. The data obtained were analyzed using mean scores for the research questions while independent sample Z-test statistic was used for the test of the hypotheses. Among the findings of the study was that; the trainees are taught how to apply fertilizer to crops, provide them with free seed, how to rear animals, how to run a poultry farm, train students on livestock and fish farming training to a high extent. But provision of fertilizer and train the youths on pig rearing is to a low extent. It was further resealed that the Electronic works the vocational trainees were exposed to in Imo State in the course of their vocational training are: knowledge of computer packages, repair of electrical appliances like television set, radio etc, how to service electronic devices, how to change damaged parts in electrical devices, how to identify and run hardware and softwares in computer, training people on all kinds of computer skills and equipping people with auto electrical works. Based on these findings, the study recommended among others that; the trainees should therefore be exposed to such training like; how to identify and run hardware and softwares in computer. There should be adequate emphasis on practical aspect of vocational education to enable the recipients acquire skills and reduce the over dependence on government paid jobs.

CHAPTER ONE

INTRODUCTION

Background of the Study

The youth population in sub-Saharan Africa is increasing rapidly. Nearly one in three people living in the region, or about 297 million, is between the ages of 10 and 24. By 2050, that age group is projected to nearly double to about 561 million. According to Population Reference Bureau's (*The World's Youth 2013 Data Sheet*). The youth of the region are also becoming better educated. Estimates show that the proportion of 20-to-24-year-olds who complete secondary education will increase from 42 percent to 59 percent over the next 20 years. (*The World's Youth 2013 Data Sheet*). Consequently, as sub-Saharan Africa's workforce becomes larger and better educated, there is an overwhelming potential for economic growth and development. Countries must take the opportunity to cultivate the capacity of their youth, a valuable resource for their prosperity.

Youth empowerment remains a barrier to the region's development. The highest rates of unemployment in the world are in Africa, where 51 percent of young women and 43 percent of young men are unemployed. This large population indicates lost potential since communities and nations fail to benefit from what the young people could theoretically contribute. Also, difficulties in finding a sustaining employment detract from a young person's lifetime productivity making it more challenging to escape poverty rather through empowerment.

This population bulge will have significant impact to youth's unemployment except a drastic measure and action is taken to curb it. Similarly, in Nigeria, the trend is not different because according to Mac-Ikemenjuma cited by Oku (2014), 53 percent of Nigerian populations are unemployed and 70 percent of the unemployed are youths. According to Maxwell (2001), youths are those group of people considered to be physically and mentally matured, who also possess the capacity to be economically and socially independent.

In line with the above statement, Dutch (2004) posited that youths are those set of individuals who are socially, economically and politically active and who possess the competence to be identified as the labour force of a country. In addition, the value and recognition of youths in the contribution of development within any country is an indispensable issue. According to William's (2000), the effective and positive contribution of youths in the socioeconomic and political aspect in any country depends on the strength of empowerment given to such youths. Empowerment is the act of strengthening and enriching the ability of someone or a thing. Empowerment according to Kebber (2002), is the expansion of people's ability to make strategic life choices in a context where their ability was previously denied. In support of this, Hashemi and Sehaler (2004) stated that empowerment is a process comprising a series of conscious steps taken by individuals to gain access to economic, educational and health services, to better expression and defend their rights, in the process gain greater awareness and control of themselves.

Youth empowerment is a process through which youths are meaningfully equipped with various skills and knowledge in order to share economic, social and

political responsibilities and power within their society. Youth empowerment according to Emmer (2001), is a process through which young people gain the ability and authority to make decisions, and implement change in their own lives. Johnson (2003) stated that youths empowerment is a process of encouraging able young people to gain skills and knowledge which will allow them to be economically and socially independent. In Nigeria, particularly in Imo state youth empowerment occurs at schools, through youth organizations, government policy-making, Non-governmental organizations (NGOs) and community organizing campaign (Chibueze, 2015). In line with the above statement, youth empowerment ranges from economic, educational, technological and political empowerment.

An individual is said to be empowered when the person can stand out and identify his capability, live life from a position of responsibility, takes actions, stand by his action, and decision, knowing with certainty that he is creator of all his life expectations and experiences and will bear the consequences of his action and decision irrespective of the circumstance surrounding it. Walter (2003) noted that youth empowerment itself has been in practice in pre-colonial Nigeria. Walter, maintained further that Trans-Atlantic slave trade and the colonialization of African states eventually led to the impoverishment of African youths. To this end, the post independent African countries inherited the problems and challenges of youths empowerment, including other social problems.

Therefore, Metz (2004) stated that within the African context, youths empowerment is a means of encouraging young people to gain skills and knowledge that will allow them to overcome obstacle in life. He further stated that youth

empowerment does the following for youth in Nigeria: - It provides them with the ability to make decision about personal/collective circumstances, it grants the youths the ability to access data and information, including resources for self-development, it provides them with the capacity to think positively and ability to make change in their entire lives. Similarly, it has been noted that it is not clear when the term youths empowerment entered into the Nigerian social, political and economic vocabulary. The term perhaps according to Chibueze (2015), resonates more as an attempt by stakeholders to draw attention to the ecological degradation and economic powerlessness of those living in oil-rich domains of Nigeria, example Niger Delta. In addition, Federal Government of Nigeria (FGN, 2000) by taking the bull by the horn what they perceived as youth restiveness in Nigeria, particularly in the Niger Delta area has introduced various programmes targeted at diverting the attention of the youths. This might have also influenced the utilization of the term youths empowerment as a new vocabulary in governance and in Nigerian society today.

Likewise Emerowa (2001) stated that the concept of youth empowerment in Nigeria context could be seen as a negotiated relationship between government agencies and the restive youths, which was born more out of fear of destabilizing the national economy than the need to develop the creative potential of the Nigeria youths. Brasin, (2005) noted that youths unempowerment has been a major social issue, hence the need for job provision and creation for the youths cannot be over-emphasized. It is believed that when the youths are empowered through vocational training, programmes, skill acquisitions and practical works they would help to develop expertise in the areas of their interest.

The general skill training given in the study of vocational subjects equally enhances occupational mobility and better livelihood. In fact, vocational training programmes for skill acquisition have been adjudged as a source of job creation, empowered for the unemployed and economic dynamism in a rapidly globalizing world. Obviously, the acquisition of vocational skills available will help in developing enterprising people and inculcating an attitude of self-reliance, thus reducing the rate of poverty as well as unemployment rate. It is worth mentioning that the higher the unemployment rate among the youths in any economy, the higher would be the poverty level, crime rate and associated welfare challenges such as meeting the basic necessities of life which includes, good food, shelter and basic health care services among others.

In the view of Deborah (2001) youth empowerment challenges should be viewed as one of the major priorities of responsive government globally particularly those in the study area. Debora further stated that the unempowered youths are much more vulnerable to social deviance than the empowered and employed youths in the society. The United Nations Population Department (UNPD, 2010) posited that statistically, 1.5 billion people in the world at present are economically active youths, aged between 18 and 50 but more than 52% of the population were empowered and employed which simply means that they were formally employed

Youths face various complexities in making transition from school to work which may be traceable to non-participation in vocational training programmes. To buttress this fact stated above, the relevance of vocational training programmes for youths was discussed in a Copenhagen 2005 declaration on social growth and development,

including programmes of youths empowerment through the World Summit which paid much attention to youths. In a similar view, the United Nation Millennium goals declaration adopted by its general assemble in the year 2000, also paid attention towards the development and implementation strategies that would create sufficient provision for youths empowerment and engagement in productive service. In addition, youths vocational training programmes have to be adopted as vital tools of reaching out to the seeming un-empowered and unemployed youths, particularly in this state with the intention of empowering them through these programmes for positive and effective living.

Furthermore, Imarhiagbe (2007) stated that the interest in the development of vocational training programmes is based on the necessities of the programmes towards National development and youths empowerment. Vocational training according to Okoro (2005) is a form of training which the primary purpose was to skillfully and intellectually prepare various individuals for future employment in different establishment and organizations. Oranu (2003) noted that vocational training is the firm of training that equips participating individuals with proficient skills in order to be capable of implementing different responsibilities in the area of trade, industry, agriculture, business etc. In the same vein, non-governmental organizations, governments and private sectors have been contributing towards the setting up and establishment of vocational training centers (William, 2001). Similarly, there are various vocational training centers in Imo state, which include; Standard shoes skill acquisition center, Powerset synergy training center, Vinal automobile training center, Imo state

engineering center, Geo Dora skills acquisition center, Imo state poverty alleviation center etc (Chibueze, 2015).

Moreover, Roland (2002) noted that labour market has become more specialized in native requiring high levels of training and skills which can be provided through vocational training programme. This type of programme is characterized by non-existence of nay written curriculum and structure. According to Wikipedia (2014) vocational training centers are typically provided by highly specialized institutions of technology, polytechnic, university or local community college, because of its relevance, on youth employment. Researchers like Jodan and Vanila (2001) have suggested generally that unempowered youths in any society are likely to have poor living standard, economically and socially dependent, including lack of self-reliance. Grana (2003) observed that ineffective vocational training centers and programmes lead to unempowerment of youths in the society and such situation will create provisions for youth deviant behaviours. In addition, many youths are facing challenges in life as a result of lack of empowerment, lack of fund, inadequate power supply, hijacking of the programmes that are meant for the masses for personal interest and lack of commitment to programmes.

In order to alleviate poverty among the citizens, there is need to engage the youth in vocational training programmes for empowerment in the area of Agriculture, Business, Artisanry and Electronics work. Considering the role youth can play in agriculture if empowered through vocational training, Imarhiagbe (2007) stated that youths have great roles to play in agricultural development in Nigeria as they are considered to be the active working group. The various governments in Nigeria have in

the past introduced various vocational trainings in the form of agricultural development programmes for the benefit of all citizens, especially youth empowerment programme and agriculture which the funds were hijacked by the senators and those in authority. It is therefore pertinent that Nigerians embrace the culture of training the youths to do certain work or to teach them how to handle farm implements or machines to learn how to become specialists on fish pond farming; livestock and poultry production; and irrigation as well as related dry season farming in order to be self-reliant after graduation.

In the area of business, the youths are expected to be taught in practical terms, through exposure to business activities, giving them financial support to engage in small scale enterprise, establishment of small scale production firms, have to run various businesses. The above skills and practice can be achieved through vocational training programmes. Youth empowerment through artisanry requires special art and practical skills because the activities require practical production of materials or goods. Some of the productions can be in the area of cloth weaving, tie and dye, farming, hair dressing, dress making, soap making, fashion design etc. In the area of Electronic training for youth empowerment, the youths can be encouraged through training in local electronics production and repairs. Some can be trained on how to repair and couple electronics parts and functionaries (Adebisi and Oni, 2012). The present growth in electrical/electronic technology necessitated the training needs for repairs in electronics products. Hence, in an attempt to encourage youth participation in vocational training, there is a need to carry out a study on how vocational training programmes can empower youths in the three geopolitical zones of Imo State.

Statement of the Problem

Youths lack of empowerment in our society at present has become an issue of concern to numerous stakeholder, such as federal, state, local governments and international community and non-governmental organizations. Youths seem to be in distress as a result of unemployment and unempowerment which has created provisions for lack of independence in life. Some youths are still unempowered, despite the introduction of vocational training programmes for youth empowerment in Nigeria, particularly in Imo State. This could be as a result of inadequate information on the existing opportunity for youth empowerment and vocational training. The Challenges like poverty, lack of skill acquisition, emerging on the side of youths as a consequence of lack of youth empowerment in Imo state are so enormous that its eradication remain the priority of various levels of government in Nigeria that have attempted to encourage and stimulate youths participation in vocational training programmes for possible employment. In order to encourage economic, social and political reliance among the youth, there is need to conduct a study to investigate lack of empowerment as it affects youth economic, independence, self-reliance. The problem of this study put in question form is; how can vocational training programmes empower youths in Imo State?

Purpose of the Study

The general purpose of the study is to ascertain vocational training programme for youth empowerment in Imo state, Nigeria. Specifically, the study seeks to:

1. Ascertain the extent vocational training programme has empowered youths in the area of Business in Imo state.

2. Examine the extent vocational training programme has empowered youths in the area of Agriculture in Imo state.
3. Investigate the extent vocational training programme has empowered youths in the area of Artisanry in Imo state.
4. Find out the extent vocational training programme has empowered youths in the area of Electronics work in Imo state.
5. Examine the enhancement strategies for vocational training programmes for youth employment in Imo State.

Significance of the Study

The findings of this study will be beneficial to the government at federal, state and local level, adult educators, youths, communities, students, ministry of science and technology, policy makers and curriculum planners.

For the government, the findings of this study will help to inform all the government agencies for adult and non-formal education on the need to establish vocational training centres that will help empower the youths. The study will be useful to government at federal, state or local level; in selecting and recruiting adult educators who will assist them in planning and implementing vocational training programmes for youths, empowerment.

The study will be significant to vocational training instructors in the area of research because the information and data derived from the findings of the study will serve as basis for improving their competencies. The study will be of great value to the

students of vocational training programmes, because it will form the database for future studies on vocational training programmes on the issues concerning analysis of data on youth empowerment.

The findings of the study will be significant to the youth and development agents, by equipping them with ideas and knowledge concerning vocational training programmes and better ways of establishing these programmes for their own benefit. The study will be significant to the educational board, because it will provide them with valuable information on how best to improve on vocational training programmes for youths empowerment.

The work will be of great value and useful to the ministry of science and technology because it will provide data and information that are highly required for vocational training programmes for youth effective development and empowerment in the society.

The findings of this study will be significant to the policy makers and the youths which will enables them to design a propare vocational training programmes which will be suitable for the youths.

Curriculum planners will benefit from the findings of this study, because it will enable them to modify and update the curriculum for vocational training programmes to match the demands of the society. The theoretical relevance of this study is hinged on Ely's nature of vocational training theory, which states that the native of vocational training programmes should be recognized as rational. It must be based on instrumentalism and experimentalism which could be viewed as pragmatic oriented for

effective youth vocational training and development, the theory further stated that for youths to possess adequate skills expected for employment, they are required to engage adequately in the exercise and conduct of vocational programmes and experimental test.

Research Questions

The following research questions were formulated to guide the study. They are:

1. To what extent has vocational training programme empowered youths in the area of Business in Imo state?
2. To what extent has vocational training programme empowered youths in the area of Agriculture in Imo state?
3. To what extent has vocational training programme empowered youths in the area of Artisanry in Imo state?
4. To what extent have the vocational training programme empowered youths in the area of metal work in Imo state?
5. What are the enhancement strategies for vocational training programmes for youth empowerment in Imo State?

Hypotheses

The following null hypotheses were formulated and were tested at 0.05 level of significance.

- H0₁:** There is no significant difference in the mean response of instructors and youth vocational trainees on the extent vocational training programme has empowered youths in the area of Business in Imo state.
- H0₂:** There is no significant difference in the mean response of instructors and youth vocational trainees on the extent vocational training programme has empowered youths in the area of Agriculture in Imo state.
- H0₃:** There is no significant difference in the mean response of instructors and youth vocational trainees on the extent vocational training programme has empowered youths in the area of Artisan in Imo state.
- H0₄:** There is no significant difference in the mean response of instructors and youth vocational trainees on the extent vocational training programme has empowered youths in the area of Electronics work in Imo state.
- H0₅:** There is no significant difference in the mean opinion of instructors and youth vocational trainees on the enhancement strategies for vocational training programmes for youth employment in Imo State.

Scope of the Study

This study covered vocational training programmes for youth empowerment in Imo state, Nigeria. Specifically, it covered the aspect of Business, Agriculture, Artisanry and Electronics work, it also examined the enhancement strategies for vocational training programmes for youth empowerment in Imo State. The study focused on all the three zones in Imo state.

CHAPTER TWO

LITERATURE REVIEW

This chapter discusses literature that is related to the study under investigation. It is organized under the following subheading; theoretical framework, conceptual framework, empirical studies and summary of review of related literature.

Conceptual Framework

- Youth
- Empowerment
- Vocational Training Programme

Theoretical Framework

- Ely's Nature of Training Vocation Theory
- Grant Vocation Training and Learner's Theory
- Theory of Planned Behavioral Change
- Developmental Career Theory

Status of Youth Empowerment Programmes

Functional Vocation Youth Empowerment Programmes in Imo State

Certain factors crucial for functional vocational training programmes implementation

Factors Militating against Implementation of Vocational training Programmes in
Imo State

The Process of Youths Empowerment

Review of Related Empirical Studies

Summary of Literature Review

Conceptual Framework

Empowerment

Empowerment is a process whereby young people gain the ability and authority to make decisions and implement change in their own lives and in the lives of other people. The term youth empowerment combines two important words (youth and empowerment) which must be defined differently. The United Nations for statistical purpose defines youth as those persons between the age of 15 and 24 years. Thus, youth is the time of life between children and adulthood. Youth is an alternative word to the scientifically oriented adolescent and the common terms of teen and teenagers. Therefore empowerment can be seen in three ways; to give authority officially or legal power, to enable and to promote the self-actualization or influence.

The strategy prescribed by the first definition can be quite effective, provided that the party was being empowered (that is, the empoweree) already has the competencies needed to achieve the desired outcome. In this case, youth empowerment refers to as a process through which adults begin to share responsibility and power into young people (Paul, 2003).

Since the birth of this term in the heydays of the black power movement in the early 1960s, it has been used in a wide variety of contexts in which marginalized groups have sought to be brought into the mainstream of societal decision making, control of public and private affairs, and governance in general (Dighe, 1995). The term has been defined in so many ways and the current thinking seems to be that it should not be made to become an empty slogan, or a mere development wiz word. From direct experience of projects and a critical review of available literatures on the subject, the following seems to emerge as a conceptual framework for looking at the term empowerment (Bolin, 1999).

Empowerment is a continuous and life-long process and therefore should be in the form of a systematic set of continuous, continued, sustained never-ending (but ever improving) goal directed efforts. The best form of empowerment is self-empowerment, just as the best form of improvement is self-improvement. Empowerment has as its ultimate goal, autonomy (full participation and involvement in choosing options and particularly positively acting on matters which affect both the I/Me and the We/Us). Attaining this ultimate goal requires a set of inputs which can be represented in a hierarchical order, as illustrated below. In empowerment should be a continuous process, the tools or inputs into the process will shift, to change (in terms of what constitutes their basic elements) with changing times. The basic requirements will also change from one face to the other. In other words, the process of empowerment can be said to have its horizontal (spatial) and vertical (temporal) dimensions.

The knowledge and skills needed for attaining self-awareness, acquiring the visible tools of power and a positive self-concept will change with place and with time.

This means that each stage in the process of empowerment should be a preparation for the next stage. It also means that the inputs and processes should vary from one situation to the other. Societies have throughout history sought to develop the full potentials of all their citizens. This is usually done with the hope of liberating such potentials for personal growth development and self- fulfillment. It is then expected that the collective strength of the potentials of individuals so nurtured will be harnessed for overall societal regeneration and continuous development (Ezimah, 2004).

The extent to which individual societies have empowered their citizens to the fullest has tended to vary according to specific factors. Authoritarian regimes have, in general, tended to be selective in the process. Selection could be based on situations of birth, religious beliefs, colour, race, ethnic or social group. In caste system, members of higher castes are given greater opportunities for empowerment than persons belonging to lower castes. In monarchies, princes, princesses, and members of their related families and court palace officials usually have greater chances of being more fully empowered than the general populace. The extent to which various groups in the society (men/women, youth/elders, the rich/the poor, rulers/citizens, employers/workers etc) are completely empowered due to the people that initiated the help to them. (Madubuike,2003). In many stances in the history of the development of humanity, democratic type changes have been brought about by some form or mode of empowerment of the masses. Examples can be seen in the cases of the French revolution, the anti-colonial struggle in most parts of the third world countries. In more explicit terms, empowerment according (Kyniogos, 2004) as a combination of:

- a) **Knowledge:** In the broadest sense of understanding the world around us and internalizing the habit of seeking for knowledge.
- b) **Awareness:** In the sense of being able to see the relationship among idea, concepts and principles and more importantly self-discovery.
- c) **Capacitating:** In the broadest sense of using knowledge to gain more knowledge using awareness to become more aware and most importantly bring about positive change.
- d) **Will Power:** In the sense of being over ready to apply one's knowledge, skills, and strength, and persevere in doing so, for the purpose of engineering positive change (Kyniogos, 2004).

A very common saying that every school child memorizes is knowledge is power. The saying is an apt illustration of empowerment beginning with knowledge. Another common saying known to school children is unity is strength. Applied to the topic of discussion, this is a way of saying that a single person's power can achieve very little. Individual power has to be transformed into collective strength for meaningful impact.

Furthermore, empowerment involves developing and liberating the potentials of every individual to be fully aware of the major issues at stake in one's own life and in the wider society and to mobilize individual potentials for service to the collective good of society. There is also a sense in which empowerment can in fact be considered as synonymous with education. When we educate the instructor, we improve the chances of youth in training centres being better equipped with skills. The better training citizenry is, the greater the likelihood of its contributing to overall societal development.

Types of Empowerment

In human systems and values, acquiring power means placing oneself in the position that spells survivability and vivacity; enabling one to impact, achieve, and get what one wants, or to speak out and be heard (Madubuike,2003), and making one to exercise equal rights with other people in the affairs and franchise of the community to which one belongs. Power acquisition by an individual begins from the person's family and transcends his youthfully stage into adulthood. This means that true power is the imbued empowerment of a person: the type that he was born with and that which accompanies him to adult stage. The implication is that an enduring empowerment is that which traces back to the person's family up to when he emerges as an adult. A contra opinion is that power acquired at old age or at late age is often not well managed and in many instances fails or leads to some catastrophe. Meanwhile, in all third world countries including Nigeria empowerment or acquiring power is synonymous with standing on a consolidated base that enables one to impact , to succeed in life and to be equal with others, etc. There are many kinds of empowerment; some depend on the family background and environment.

1. Economic Empowerment. Strong economic means and through elastic and sustainable incomes. The standard of living is undoubtedly higher than that of the average family. The family is not hindered by prohibitive costs of education, technology or business investments. Members have access to available empowerment process. Economic empowerments appear to be the key to most other forms of empowerment. This form of empowerment fetches a 100 per cent point on a scale of importance as the strongest power base.

2. **Educational Empowerment.** A youth is educationally empowered when all of its members receive formal education; they are intellectually developed; they are trained manpower and are technically qualified to take any paid employment. They are completely aware of their environment, and keep abreast of local and global issues. However, members may or may not all be employed and as such may be on a weak economic base, lacking in some vital socio-economic infrastructure, and the power to express themselves or command public attention. This empowerment type is rated 80 points.

3. **Techno-Scientific Empowerment.** This manner of empowerment is rare in Nigeria and in such Saharan Africa. There are very few youth that have developed or been empowered through the manufacture and export of scientific and technology wares. Some can only be true in the technological advanced countries. It is very interesting that youths in Japan, China, South Korea and the rest of the newly emerged Asian Tigers have empowered their countries through science and technology including electronics. The much Nigerian can do now is to engage in trade and import of the technological equipment from Asia, Europe and America. We must include emerging powers such as India, Pakistan, Iran and North Korea which are at present manufacturing and testing nuclear plants, missiles and space ships. We rate this type of empowerment as high as 70 points because its potency increases as we advance deeper into a global village controlled by information technology.

4. **Agro and Food Empowerment:** Farm youths are traditionally the food producers of any nation; and communities that produce over those that do not. The claims and publicity jingle, food basket of the nation; are statement of empowerment and

persuasion because in a short while, the agricultural communities will attract good road networks, pipe borne water, electricity and markets to raise their living standards. Besides, agricultural and food security power is the another of economic and others powers. In history, the most food-producing countries have always been the most stable and most technologically advanced ones. This type of empowerment is rated 60 points.

5. Sport Empowerment: Nigeria's heroes including Emmanuel Ifeajuna, Dick Tiger Ihetu, Hogan Akindeyi, Austen Olajide, Jay Okocha, Nwankwo Kanu, Mary Onyali, Ornagbemi, Falilat Ogunkoya Osheku, and many more came into mega prominence and empowerment through sports. The commonwealth Youth programme secretariat (CYP), 2008 in its programme-Youth Empowerment sustainable Livelihood, and Governance, Development and Youth Network-has aptly recognized sports as an effective instrument for fostering community and youth development through character-building, tolerance and friendship, fair and open competition, poverty reduction, democracy-building and reduction of the impact of civil conflicts and tension. Thus youths which engage in sports and train their members in the sporting discipline are achieving two great things in one effort: healthy living and poverty eradication, fame notwithstanding. We assign grade point of 50%.

6. Empowerment, Tourism and cultural Empowerment: Tourism and cultural empowerment became important in the last three decades following the introductions of the national cultural festivals the FESTAC, the Argungu fishing festival, the Yankari Game Reserve, the Obudu cattle Ranch tourist centers soon after the Nigeria civil war. The entertainment industry is very relatively new since the

advent of the Hollywood movies in the early 1990s and the creating of stars and actresses, film producers and proprietors and associated celebrities including comedians, beauty pageants hosts and contestants, radio and TV presenters all of whom have been greatly empowered socially, economically empowered and politically. Youths in the tourist centers are equally empowered. This is rated 40points.

7. Political Empowerment: Many Nigerian youths now more than before have gone into active party politics. They vie for and win elective positions, while many others seek and get political, appointments because there are so much social and material benefits therefore; salaries and allowances are very good and attractive. However party politics and the attendants electioneering campaigns in Nigeria are associated with violence and untoward attitudes, political empowerment is often derided as dangerous and ungodly by other Nigerians. We rate political empowerment with a score of 30 points.

8. Religion Empowerment: Youths can get empowerment through religions activities. In Nigeria, a youth whose member become priest or pastor is given a special recognition and ranking by the society. While the parents and siblings of a catholic priest may directly or indirectly benefit financially from the church offerings, especially where the Reverend Father is posted to a big parish, those parents, spouse, children of a non-Catholic clergy including relations and in-laws may be empowered socially and economically. The youths of some spiritually powerful ministries seek, and prophets make both social and economic impact in society- score is 20 Points.

9. Physical Empowerment: Certain individuals can bring marginal socio-economic empowerments to their youths by investing and exploiting their physical abilities. In many villages, some able bodied young men, are hired for physical farm work, bush clearing and other menial jobs. They make do with the financials proceeds no matter how little, and assert themselves in society. In the big towns body builders and physical power demonstration and renowned wrestlers and boxers make good living, and a good many of them are economically and socially successful to the extent that some even go into politics and win electoral or representative positions. The families of such people have every socio-economic empowerment as do others who impact impressively society. Prostitutes also fall into this category of bodily physical empowerment. The most reasons they often give for joining the "business" is to enable them overcome poverty and frustrations. Nevertheless, that they have not quit and many more women join almost on a daily basis is a kind of indication that prostitution is a flourishing and lucrative "business" and the families of some sensible ones of them benefit economically. This type of empowerment is rated only 10 points because most families do not purposely plan to invest in physical business.

10. Residual Empowerment: This is zero score empowerment type. The families with residual power are merely surviving. They subsist on whatever comes their way; "from hand to mouth" No one can predict the opinions of most families in this category in very crucial matters when it is their minds turn to make a statement in gatherings because their minds can waver even with a little financial inducement. On the other hand, they can be very good character-wise, as well as devoted Christians

and traditionalists. Nevertheless, residual families are the main source of thugs, house helps, cleaners, farmhands, labourers, etc, in the Nigerian house society. (Emeh 2012), it is expedient to harness the potentials of this strong work force to boost the nation's economy. The innate potentials in the youth must be brought to the economic front through youth empowerment programmes that will provoke economic ideas and spring developmental actions. In his witty submissions on policy and execution, Tunde Lemo, the Deputy Governor (Operations), Central Bank of Nigeria, said;

The economic benefits of youth participation in development process are varied. Youth empowerment has multiplier effects on the national economy, including boosting productivity, wealth creation, consumption and tax revenue. The rate of development of a country depends largely on how productive and creative the youths are...the nation cannot achieve development when they are mostly idle and unproductive.

Empowerment initiatives such as Youth Empowerment Programmes (YEP), Youth Empowerment Services or Schemes or Solutions (YES) are aimed at providing an enabling platform for youth to acquire skills, access credit facilities or create opportunities for job placement, employment counselling and enhance community development. Given that *"the security and welfare of the people is the primary purpose of government"* (CFRN, 1999), it becomes imperative on the tiers of governments through their Ministries, Departments and Agencies (MDAs) to step up their works and initiate youth empowerment programmes that will address the off-putting challenges confronting the youth. The private sector and non-governmental organizations can also collaborate with the government in tackling the youth problems.

For Nigeria to secure her future prosperity, the governments must renew efforts at creating massive jobs by aggressively embarking on empowerment and development programmes in agriculture & agro-allied, manufacturing, information technology and telecommunications, educational establishments, production services, tourism, solid minerals, construction, etc. The development envisaged for a prosperous future must have three dimensions; quantitative, qualitative and distributive development. The gross domestic product (GDP) and per capita income must exceed a certain threshold (quantitative), certain social services critical for the enjoyment of life must be made generally available such as, sense of security, education, medical health care, etc (qualitative) and tangible and intangible benefits of the nation i.e. the goods and services i.e. are made largely available to the majority of citizens (distributive) (Bondzi-Simpson, 2011). Of equal importance is the emphasis on technical and vocational education and the development of the rural areas to check rural-urban migration. This can be achieved through concerted efforts of relevant MDAs such as the ministries of agriculture, youth development, National Directorate of Employment (NDE) and other empowerment and development agencies such as the Small and Medium Enterprise Development Agency of Nigeria (SMEDAN), private sector, nongovernmental organizations and individuals.

In Nigeria today especially in Imo state, the need for youth empowerment is very paramount because youth empowerment occurs in our homes, at schools, through youth organization, community organizing campaigns, reality TV shows and government policy making. Youth empowerment ranges from economic empowerment to social ideological, educational, technological and political empowerment.

Youth

Youth is the time of life when one is young between the childhood period and adulthood (maturity) period. Youth is also defined as the appearance, freshness, vigor, spirit etc. it is a term used for people of both sexes, male and female of young age (Wikipedia, the free encyclopedia). Youth is the stage of constructing the self-concept. This self-concept of youth is influenced by several variables such as peers, lifestyle gender and culture. It is the time of a person's life in which they make choices will affect their future. David Montrose, et al (2006), being young relates to a natural biological phase in the life cycle associated with the growth from childhood to adulthood. He goes on to say that the concept of youth has social as well as biological meaning. People experiences of being young and the meanings attached to youth are directly from the social and economic positions occupied by young people as much as from their biological development.

In view of Anyanwu (2009) youth involves a whole broad range of issues all the youth can and are able to do mentally, physically, socio-emotionally and the otherwise. Youth empowerment may mean the choices that youth can make. The choices open to the youth take them to the future later in life. The youth make choices about career, marriage, lifestyles in relation to clothing, housing, food, child rearing civic involvement, etc. What the youth chooses to be in each of their life situations impacts on family and the community. Therefore, the youth should be empowered in a way that future families and the community will enjoy improved quality of life, comfort and security. In this context, youth empowerment can be examined from the life growth and development perspective. This means that at all ages and stages of life, growth and development

continue to take place. In other words, learning is continuous process from childhood till old age and death. Hence, the youth should be brought up to be good learners (**Santrock, 1997, Anyanwu 2009**). This must be understood as a process for which age has no barrier and it cuts across the various areas of life challenges that the youth encounter, (career, selecting a mates. etc).

Likewise Valentine (2003) in his book, *pure power*, one philosophy says, "if you desire a great vibrant health or extreme wealth flowing through your life, then begin by having thoughts of that nature." When one thinks of having super-vitality, high energy, amazing vigor and having abundant wealth; it is not unlikely great fortune and unlimited prosperity will come one's way. Throw away negatively conditioned thoughts about your life. The best is to think of the best for yourself always. Do not think of depending on others to survive or to survive by fraud, stealing or by duping. Thinking of yourself being a giver, having surplus to give out to people and being the one that people look up to as an example of success. One's thought directs his or her choice, actions and destiny. Every individual is created great but why some are not great or feel unfulfilled is what they choose to Think and do; hence, their fate in life. For one to experience the maximum reward and fulfillment of one's life one does not have to change the world-the planet is abundantly beautiful. What one needs to do is to make a commitment to personal excellence and make the best of oneself, (Emerowa, 2001).

The youths as young adults are full of energy. Most of them are at the child-bearing age. They are at the age of beginning career, or profession, and full of ambitions and dreams. As family members; fathers, mothers, uncles, aunts, brothers or sisters, they are models to the children around them. The youths are a great asset to

their families because their earning power is more than those of the adolescents and the elderly, whether they are self-employed or in public service. Considering all these potentials, what they can contribute in improving their families and the communities is enormous. The family can gain economically from their youths but most importantly from the values that the youth hold their lifestyles, as well as the visions and dreams they hold as they form the new generation of families. Parenting is the act of socializing children, who in turn live out the way they are socialized. Traditional communities build their reputations and fame on the achievements of brave wrestlers, hunters and warriors and these were the youths in those old days, families were known for having great achievers as members of their families. Daughters were recommended for marriage because of their mothers' achievements in the home and the community. Today's youths need to create such a reputation for their families by striving to be achievers in the varied jobs and life tasks with which they choose to be involve. The role of parents is to inculcate into their children good values that will help them become good members of their families and the community. Such values are honesty, hard-work and love for others. These are important for maintaining a healthy family and building a prosperous community. It is important to socialize the children to understand and behave in ways that will make them good members of their families and communities. The role of community-based institutions in empowering the youths are namely: the church, school, the health care centers, youth clubs, age-grades, etc.

Types of Youth Empowerment from the Standpoint of Economic Empowerment.

A family is fulcrum of empowerment is its economic wherewithal including good nutrition and education. The bottom line for family empowerment is a tripod of money, food and education. Based on this premise, there are three kinds of family, namely, resource-poor resource-developing and resource rich families respectively.

1. **Resource-Poor Youth (RPY):** The resource poor youth is a primordial type of youth in a traditional Nigeria setting. It is given to subsistence farming or trading and can sparingly afford three meals a day, which may even be based on what their farm yields, and on what little income they generate from petty-trading. Members of the family may be intact numerically, but they may be handicapped by total poverty and lack of funds for education. The children may grow into youths and adults with very little formal education, and may end up just like their parents. The RPE is of the residual empowerment type, and nowadays its untrained and uneducated or partially educated members constitute the band of unemployed in the country. It is estimated that the RPF constitutes about 20% of the Nigeria families, and this segment is supposed to be declining on account of Improving economic and educational conditions, including free education to secondary level. We rate the potency level of RPF in contributing to the physical and human development of their immediate community as 0-2 on a hedonic scale of importance or utility.
2. **Resource-developing Youth (RDY):** Majority of youths in Nigeria are said to be at the developing stage; undergoing development. The parents may have acquired some limited formal education but can afford to send their children and relation to school. The RDY members may have some capacity building, some well paid jobs,

or good means of livelihood. In most cases the youths are not buoyant enough to be comfortable and members keep striving to satisfy the social needs. Some of the youth may have opportunity to reach the tertiary level of education, while others may drop out their secondary education. Educated Sons and daughters of the RDY may get good jobs and assist their parents and communities financially and in educational training. The lucky parents of the well-placed youth see happiness only at the evening of their lives—that is, if their children remember to reward them. RDY accounts for not less than 55-60% of the Nigerian families. The proportion is continually increasing because of the sustained educational emphasis which most families now canvass around their children and relations, and the self-employment opportunities offered by both the government and the private sector. The RDY is the source of skilled and unskilled labour force, civil servants, administrators, the military, the police and other security parastatals, business people and the clergy. Successful members establish their own filial families tend to become well developed in the real sense, whereby every member is well catered for in every aspect of human endeavour. This kind of youth is rated 3-6 in potency level of contribution to community development.

3. **Resource-rich Youth (RDY):** This segment constitutes about 15-20% of the Nigerian youth system. All members of the youth are fully developed and resourceful intellectually, technologically, and economically. Poverty is completely eliminated in their group line down probably to the next generation. Every member is catered for through very heavy investments. Children attend the best educational institutions locally and abroad. Members of this family type employ themselves and other

people, and they may easily secure paid jobs or top public positions through family connections. They live in highbrow residential areas in the big cities with well-built country homes where they are served by people and hands from the RDY groups. Most candidates for election into top position in government at the state and Federal level come from the RRF-type because they can afford the costs. Members of the RDF are very influential in society and often get whatever they want, especially from the other family types. The RDF has the capability of influencing a great change in their community because they have the means to do so materially and intellectually; it has a potency rating of 7-10.

Sustainable Youths Vocational Skills Development Programme

There are certain inputs that can enhance youth vocational skills development programmes are, sustainable some of them can be mentioned as follow:

1. Youth vocational skill training programme will succeed to the extent to which the right beneficiaries are selected according to Ovwigho, Ifie (2004). It has been identified that many beneficiaries of youth vocational skills acquisition programmes were the wrong persons. Wrong persons in the sense that they did not have the natural inclination and many have not tentatively chosen the intended skills training programme as future occupation. This of course underscores the importance of selecting those individuals who are already on the job but require further improvement in skills and general education. Besides selecting those already on the job, interviewed can be subjected to vocational eligibility test. The vocational eligibility test can be developed by any sociologist with bias in environment and scaling.

2. In line with this, Ife (2004) youth vocational skills development programme will succeed to the extent to which the youths are allowed to generate the skills training programme. Youths should be allowed to decide the type of skill training programme which their talent are best fitted. Though, people could be led into a vocational through vocational guidance the responsibility of choice lies greatly with the individual who is better acquainted with his innate talents and abilities. Youths will be more committed in skills acquisition programme. An individual who has chosen a course of development knows he has something at stake and become more eager in achieving desirable results. When youths are made to choose their intended vocation skills the role of the professional youth leader and donor agencies become that of a facilitator providing technical advice, funds and man power resources.
3. He maintained that youth vocational skills acquisition programmes will be more effective if the needs potentialities of the community are taken into consideration. He postulated that it is necessary to carry out a community survey in order to determine the needs and potentialities of the community. This involves identifying the human and natural resources as well as the socioeconomic and demographic conditions of the community. Without a thorough community surveys, it might be difficult to draw up youth vocational skills development programmes that would suit the needs of the community (Ovwigho, Ife 2000).
4. Youth vocational skill development programme will be more sustained if adequate legislation is made to empower and recognize the place of vocational skills in the society laws, policies and bills should be promulgated to promote youth vocational

skills acquisition in the society, This pre-supposes empowerment of youths to become self-reliant and economically useful to the nation. In the wake of youth crisis in the 80s occasioned by severe economic depression and graduate unemployment many developing countries started to fashion out policies and programme geared towards vocational skills development amongst the youths. In most countries, youth development is usually a department in the ministry of information, Labour and productivity at the state and national level. In some other countries youth development is under the Ministry of Culture and social services or the Ministry of sports Youth and Social Development.

5. To remove lip service and politicization youth development should be made an integral part of national policy design and implementation. Laws should be made to foster vocational empowerment and protect the rights of the youth including compulsory education, food, and shelter, clothing and good health.
6. Youth vocational skills development programmes will be sustainable to the extent to which competent administration are employed to run the training programmes according to (Owigho, B. O. And P.A. Ifie 2004). The administration of vocational skills development programme should not be left in the hands of general educators and those who have no sympathy for vocational skill acquisition and prevent their children from acquiring skills in auto mechanics, carpentry and programming.
7. To ensure effective administration people without substantial practical experience should not be allowed to assume leadership roles in vocational skills training programme. The instructors of vocational skills training programmes should be

highly experienced and must be masters of the job. This principle is often neglected by developing countries where vocational skills training programmes are run by inexperienced and adhoc staff as mentioned in the preceding section. The place of technological development will be faster in developing countries if the masters of the vocations are allowed to administer vocational skills acquisition programmes in developed countries like the United State of America, Japan and Germany.

8. Youth vocational skills development programmes will be successful to the extent to which funds are made available. The funding of vocational skills acquisition programme is different from other forms of education. Experts believe that a certain amount of money must be made available before vocational skills acquisition programme can be successful. The environment under which vocational skills acquisition is undertaken should be a replica of the actual job environment so that the trainee can easily transfer the knowledge to the real job problems. Appreciable amount of money is required to purchase, machines, tools and infrastructure necessary to facilitate vocational training programmes.

9. Youth vocational training programmes will be sustainable to the extent to which they are made permanent feature of the educational system youth training programmes in some developing countries have suffered a lot of setback due to political instability and lack of institutional setting. Vocational centers should be established to cater for those who are unable to continue academic pursuits and school dropouts at any level of education. The vocational centers should be made a part of Ministry of

Education with responsibilities of funding, staffing and supervision (Ovwigho, B. O. and P.A. Ifie 2004).

Vocational Training Programme.

Vocational training is used to prepare for a certain trade or craft. Decades ago, it is used to refer solely to such fields as welding and automotive service, but today it can range from hand trades to retail to tourism management. Ndukwu(2006). He further stated that vocational training is education only in the type of trade a person wants to pursue, forgoing traditional academics. Vocational training does not apply to professions like medicine or law, but to trades such as auto repair, plumbing or even funeral services and retail. These programmes generally focus on providing learners with hands-on instructions in a specific trade, and generally allow them to forgo the general education courses associated with most post-secondary programmes. Vocational training can also give applicants an edge in job searches. It is a training programme which focuses on the preparation of individuals (youth) to be productive workers in various aspects of the society such as in agriculture, business, industry and human services. It is all functional apprenticeship system that involves mutual training relationship between an instructor (a professionally trained helper) and an apprentice (a consumer of training activities). This kind of training relationship no doubt requires a special place, facilities and professional people to manage it. Vocational training programme is very important for running a successful session. A key element of vocational training is the apprenticeship system that enhances self-reliance and self-fulfillment. Skill acquisition is an essential element in vocational training programmes.

A vocational training programme can be defined as a unit or special unit that renders vocational training services. A vocational training programme usually acts as a skill acquisitions training center, and provides training like in Agriculture, Industrial, Commercial, and Vocational activities etc. A vocational training programmes should have facilities available for apprentices (individuals) offering either group or apprenticeship training. The programmes are meant to help individuals with numerous assistance on education (training), as well as vocational, physical facilities that will enable him or her to secure a livelihood for himself/herself, maintain the right relationship with workers in the society and the achievement of self- satisfaction and so on. A vocational training programmes should also serve as a centre that organizes programmes/workshops in communities and places of work and also help families/employees or individual to acquire a particular skill that will enable him contribute his quota towards the development of the society. There are various aspects to consider when setting up a vocational training programmes, these would include the people who might work there, the tools and resources that can be made available to apprentices, and the processes or methods of vocational training. There may be variations depending on whether the training programmes are in a university, college of education, technological school or others.

In the view of the researcher, vocational training programmes can be seen as a unit or special unit that renders vocational training services and it usually acts as a skill acquisitions training center, and provides training like in agricultural, industrial, commercial activities etc. vocational training programmes have facilities available for apprentices offering either group or apprenticeship training. Vocational training

programme serve as a center that organizes programmes/workshops in communities and place of work and also help families/employees or individuals to acquire particular skills that enable them contribute their quota to the development of the society.

Theoretical Framework

A theory according to Raw (2005), is a set of interrelated constructs or concepts definitions and proportions that present a systematic view of phenomena by specifying relations among variables, describing, explaining and predicting the attributes of the phenomena. This section therefore will discussing the theoretical framework as follows:

- i. Ely's Nature of training vocation theory
- ii. Grant vocation training
- iii. Theory of Planned Behaviour and
- iv. Theory of Motivation.

Ely's Nature of Training Vocation Theory

Nature of training vocation theory was propounded by Ely who was a psychologist in (1951). The theory states that for the nature of vocational training programmes to be recognized as rational, it must be on instrumentalism and experimentalism as pragmatic oriented for effective youth vocational training and empowerment process. The theory further states that for youths to possess adequate skills expected for empowerment they are required to engage adequately in the exercise and conduct of vocational training programmes for experimental test and

instrumental test which are methods of becoming efficient in any service as well as the philosophy to transform the mind, thinking and freedom.

For a proper training to occur, it must be anchored on experience gotten from instrumental and experimental testing and adequate in relevant to the programmes (Elysô 1951). The theory shows that for vocational training programmes for youths empowerment must be realistic in relation with the realities of skills acquisition needed.

The theory is relevant to the present study because some vocation for empowerment programmes are to be in instrumental form before it goes for experimenting and vocations are practical things not theoretical.

Grant Vocation Training and Learner's Theory

Grant vocation training and learner's theory was propounded by a Jewish psychologist Grant (1879). The theory states the learners cannot acquire benefiting skills from vocational training programs without experiencing work activity, engage and learn in work place. Grant (1879 cited in Wememayer 2004) that for vocational training programmes to be effective and efficient, the apprentice (youths) should be given the chance to practicalise what they have observed because trial and error will make them master the vocations. The theory further state that vocational internship improves learners's identification abilities on the vocation and that government co-operate with the private business sector to train apprentices by participation and implement more internship as an integral part of the vocational policies.

As it relates to this study, Grant vocation training and learners assumes that knowledge is formally represented by participation which in return brings perfection of master of that particular vocation which will lead to youth's empowerment.

Theory of Planned Behaviour

Ajzen 1985 developed the theory of planned behaviour. This theory states that any study aimed at understanding vocational training programmes suitable for youth which begin influencing people's beliefs and practices towards the vocational behaviour from intention modifiers. These modifier were grouped into attitude toward the behaviour, subjective social norm and perceived behaviour in terms of personal motivations and the social context of the actor.

Studies that have examined the relevance of the theory of planned behaviour to vocational training programme for youth empowerment related issues are beginning to emerge. The theory has been successfully applied to social reliance related issues such as cultism, rubbing, harlotry, gambling, etc in terming their lives. (Oligi, 2006)

The theory takes intention as a construct representing one's motivation towards adoption of behaviour into the development of personal motivation being seen as the first step towards the adoption of any social behaviour to suit in practiced learning of skills and vocations. The theory has three constructs. These are attitude towards behaviour; perceived social norm regarding the adoption of this social behaviour and perceived behaviour control over the adoption of this behaviour. Ajzen (1986) derived a model from this theory.

Applying this to the study of vocational training programme for youth empowerment, attitude towards the use of skills training services is expressed by one's positive or negative evaluation of using vocational skills facilities. The second component termed subjected norm as conceptualized in this study holds that the desire to learning of vocational skills services depends on the social norms about such response and traction of the significant. The third component which is the perceived

presence or required resources and opportunities as well as anticipated impediments and obstacles. For example, the impediments of vocational training programme for youth empowerment could be the cost or non availability of programmes to the masses.

Moreover, this theory has been criticized on the ground that it does not embody all dimensions that could affect personal motivation towards adoption of a given behaviour. What this theory does is that, it predicts the intention to adopt certain vocational training skills behaviour and not necessarily the adoption of the behaviour, there are many intervening variables between intention and action.

Theory of Motivation

Abraham Maslow, a psychologist propounded this theory 1943, 1954. The theory cited that human beings can be motivated by providing their needs and that some needs are more relevance to others. Based on this idea, Maslow created the hierarchy of needs which today is applicable to all human endeavour. In doing this the identified five stages of needs:-

- i. Physiological need
 - ii. Safety and security Need.
 - iii. Love and belonging need.
 - iv. Self Esteem Need.
 - v. Self Actualization.
- i. **Physiological Needs:** This include the need for food, clothing, shelter, sex, relief from pain and other basic physical needs.
 - ii. **Safety and Security Needs:** When the physiological needs are largely taken care of this second layer of needs come into play.
 - iii. **Belongingness, Social and Love Needs:** When physiological needs and safety needs, are by and large, taken care of, a third dayer starts to show up. There is

need for friends, a sweetheart, children, affectionate relationships in general, even a sense of community relationship.

- iv. **Self Esteem Needs:** Maslow noted two versions of esteem needs, a lower one and a higher one. The lower one is the need for the respect of others, the need for status, fame, glory, recognition, attention, reputation, appreciation and dignity, even dominance. The higher form involves the need for self-respect, including such feelings as confidence, competence, achievement, mastery, independence,, and freedom.
- v. **Self Actualization Needs:** Maslow used a variety of terms to refer to this level. He calls it growth motivation. (in contrast to deficit motivation), being needs (or B ï needs, in contrast to D ï needs), and self actualization. These are needs that do not involve balance or homeostasis. Once engaged, they continue to be felt. In fact, they are likely to become stronger as we ïfeedò them. They involve the continuous desire to fulfill potentials to ïbe all that you can beò They are a matter of becoming the most complete the fullest. ïYouò hence the term, self-actualization. It shouldòbe noted that the first four needs are regarded as deficit needs (1) ï needs). What this implies is that any need achieved will no longer be a motivating factor. Maslow referred to these needs as survival needs.

This theory relates to this study as the benefit of vocational training will motivate the individual to predicate in the programme. As the participate, they gain skills, knowledge that will help them to survive, live fulfilled, secure a livelihood of themselves, relate with one another and above all contribute towards the development of the society.

He pointed out that these needs are in order or hierarchy, though they are complete in nature. Maslow created the hierarchy of needs which today is applicable to all human endeaour. In doing this he identified five stages of needs. (a) physiological need, safety and security need, love and belonging need, self esteem need and self actualization need.

Roles of Vocational Training Programme

Vocational training programme plays a vital role in any given economy endowed with rich natural resources. However, it is quite unfortunate that a majority of the resources are lying idle and needed to be effectively utilized. However, due to the absence of the required competent workforce, the economy remains backward. Therefore, the relevance of vocational education and training cannot be over-emphasized and which is why Ihebaraeme (2005) says that vocational training programme has the economic importance of providing qualified manpower demanded by our changing and complex technology. Supporting the above opinion further Eze (2004) maintains that the implication of vocational training programme is to emphasize those areas of education, which help an individual to be more self-reliant and help the country attain a higher national productivity.

However, with the acceleration of Technology and the attendant unemployment situation, it appears that the national approach would be to begin early in the school years to make vocational decisions. Thus, vocational training programme helps in strengthening the existing economic base of the society by working with the business sector and labour leaders to provide adult vocational training programme, designed to increase workers productivity, promote ability and make possibility the utilization of new, complex and automatic equipment. It also contributes to a favourable business climate by instilling technical competencies and attitudes needed to be productive workers and responsible citizens. Vocational training programme contributes to the economic growth in the society, by training workers to the specification of new and expanding business and industrial activities. Nwamuo (2001) explains that the main contribution of vocational training programme to the nation's economy is occupational training, that is,

making individuals more employable through the acquisition of requisite job skills and guaranteeing the nation's steady supply of skills and semi-skilled manpower. With this, there it is expected there will be an encouraging increase in products and hence acting as an offsetting agent to inflation. Anyanwu (2002) confirmed this, when they stated that Vocational training programme offers every individual the opportunity to develop those skills that would enable him or her handle competently, opportunities in the broad field of human endeavours as well as ensure their citizenship responsibilities. It therefore provides them with the occupational intelligence to enable them fit into jobs with satisfaction, in spite of the complexity and dynamism of the society.

Vocational training programme, as taught in public schools and in training programmes, can increase the persons options to the extent that he may find employment in one of the areas he best fits in (Ogenekohwo, 2014). Moreover, it also serves as a motivating force in enhancing all types of learning. Specific vocational competence, as well as building versatility and flexibility ensures that the individual acquires understanding, knowledge and skills that are transferable in a rapidly changing technology. Vocational programme and training also helps the individual to be creative, skillful and be in possession of the requisite knowledge, and attitude for producing other resources of economic growth. Other roles of vocational training programme, according to Onwukaeme (2014) are that its graduates obtain employment quicker and experience fewer and shorter periods of unemployment than their counterparts from other higher schools. The enrolment rate for secondary and post-secondary vocational graduates is lower than it is for graduates from other programmes. Vocational graduates earn higher than their peers do. In addition, vocational students find their education more useful in

terms of job-preparation than students in other aspects of the school programmes. Vocational educational graduates are far better than other graduates from grammar schools or general education. Vocational training programme therefore provides a realistic learning situation in which students may discover their interests and abilities as at when due, rather than wasting time in the areas where their capacities cannot be useful. Furthermore, it provides basis information about businesses necessary for intelligent career- choices and develops a better understanding of human factors in business and industry through working with other employees. It provides job-placement for possible permanent employment skills and thereby contributing to the nation's economic recovery by developing the individual socially, recreationally and vocationally.

In cognizance of the relevance of VTPYE Adedeji (2013) states that vocational training generates employment for people. With vocational training, people could be trained to be professionals in a particular field and because of this employ themselves by establishing their own private businesses, instead of depending on government for provision of employment opportunities. Hence, graduates of vocational training can exhibit the skills they have acquired. In addition, they could create employment opportunities for many people through their establishments. Vocational training programme, according to Iroegbu (2002), is largely the answer to unemployment in the States of the Federation, in particular and in the society at large. The programmes are designed in such a way that people are prepared for self-reliance because it inculcates in them the dignity of labour. This was the reason why Iroegbu (2010) asserted that to engage ourselves in the establishments of skills development and acquisition programmes for the Nigerian youth one has to add the potent creativity in the minds of

our youths. It will sharpen already existing skills and bring them to a comparative level with world standard. Supporting this assertion, Igwe (2007) explains that the main contribution of vocational training programme to the nation's economy is self-reliance training that is making individuals more employable through the acquisitions of requisite job skills and guarantees the nation's steady supply of skilled and semi-skilled manpower. With this, there will be an encouraging increase in product and hence acts as an offsetting agent of inflation. With vocational training people will be trained to become professional in a particular field and as a result of this they can be self-employed by establishing their own business instead of relying on the government for employment.

In line with the statement Onwusonye (2002) confirmed this when he said that Vocational training programme offers every individual the opportunity to develop those skills that will enable them handle competently their personal affairs to develop in the understanding of the vocational education and training also helps the learner to be creative. Iroegbu (2002) also added that the relevant of vocational programme to include "The preparation of the learner entirely for employment and advancement in his career to meet manpower needs of the society to increase the options of the societal job opportunities available for each student to enhance all types of learning and to enable the learner to be wise in selecting a career. The view has been testified as one of the qualities expected from all Nigerian in the Nigerian Policy of Education (NPE, 2004) that amongst other values a citizen of Nigeria should be inculcated with respect for dignity of labour.

In order to prove the fact those beneficiaries of vocational training programme are contributing effectively in various sectors either as an employee or as an employer or entrepreneurs. Edem (2007) maintains, "Students of these faculties, or institutions hold management positions in all parts of the federation in government departments, statutory co-operations, professional, accounting firms, trade fairs, banking and non-banking financial institutions, and agricultural, commercial, and industrial enterprises. Indeed not all students of business in Nigeria seek to be employed by others. Quite a few have undertaken to organize and run their own business and by so doing, create employment for themselves as well as others. They are to be found in agriculture, transportation and construction, printing, import and export trade and real estate business. The changing composition of participants in a private sector is therefore not inherent to the presence and success of alumni of Nigerian's vocational business institutions. In a bid to accommodate, attain the stated National objectives and most importantly to meet the dynamic nature of occupation of work and changing demands, Nigeria currently decided to change the old programme of 6-5-4 system and introduced apprenticeship programme through the National Directorate of Employment (NDE) aimed at achieving the 6-3-3-4 system to accommodate individual differences in talent.

The first six years is general basic education followed by three years of general education with pre-vocational subjects like word-work, metal work, shorthand and typewriting, book-keeping and technical drawings, so that students who wish to leave the system will be employed. And support of this, the National Policy on education (NPE) states that students who leave at junior secondary stage may then go to an apprenticeship system or some other salvage for out of school vocational training. The

next three years which is also comprehensive for those who are able and willing to continue would lead to the acquisition of some marketable skills apart from training in the science and humanities so that the students will be employable. The next four years will be for university education and professional courses of varying durations.

Model of Youths Empowerment

Youth empowerment is the outcome by which youth as change agents gain the skills to impact their own lives and lives of other individuals, organizations and communities. Youth are empowered using the empowerment model. The model is a three-pronged approach that effectively engages young people in work that challenges them to develop skills, gain critical awareness, and participate in opportunities that are necessary for creating community change. This model has the following elements: skill development, critical awareness and opportunities.

Skill Development: Is the process of strengthening the skills of youth so that they know how to effectively make decisions, positively interact with their peers and act as community advocates.

Critical Awareness: Is the process of providing youth with the information and resources necessary for analyzing issues that affect their lives and environment as well as strategic or ways to act as change agents in their communities.

Opportunities: Is the process of providing youth with platforms for decision-making and encouraging their active participation in creating community change. Youth empowerment programme is a mindset changing programme that has changed good numbers of youth in Niger-Delta region this project has helped in controlling the crises

of Niger Delta by engaging idle youths to meaningful jobs. It has created an avenue for poverty reduction in Ohaju/Egbema/Oguta region of Imo state. The programme was co-funded by both UNDP, Shell Petroleum Development Company (SPDC) and Imo state government (Ike 2005).

Importance of Youth Empowerment

The youth empowerment according to Governor Achike Uzoma Udenwa (2004) affirmed that the importance of youth empowerment has eight segments which are namely poverty eradication, good governance, crime reduction, national growth, security, technology development, poverty reduction, and employment creation.

Youth empowerment will help to reduce the poverty standard of any nation. And when any youth is empowered financially, he/she uses the profit he/she makes from the business to sustain him/herself and their families. Also the individual may start-up businesses for their relations who were poor before and if this business grows to some extent, poverty will be eradicated from that vicinity. Empowering the youth with skills of vocational training will enable the state eradicate poverty. When a youth engage in vocational training programme, the person can use the vocation to feed, assist others and even invest for future use. One kind of long lasting empowerment is the vocational training programme. This vocation will assist the individual till the person dies. A youth who is empowered on how to repair automobile can earn from it.

Crime Reduction: Crime is offensive act against individuals or state. Many people indulge in dirty deals as business because they lack empowerment when they were

youths. Governments have spent a lot in the name of fighting crime without understanding that the solution is in youth empowerment. Many youths today take part in illegal activities because they were not empowered morally, academically as well as financially. For instance, when youths are taught well on the danger and punishment behind arm robbery or dealing in drugs, there is every possibility that they will not take part in them. In addition, youth empowerment reduces social crimes. In some areas in Imo States, many youths cannot do without hard drugs, many smoke weeds which become harmful to their body system in future.

National Growth: This is the increase of capacity of an economy of the nation to produce goods and service compared over a period of time to another which is gross domestic product and gross national product. Oligi (2006) viewed growth as is the increase and improvement in many areas of the country. It is hard for banks to fold when the workers were empowered in their youthfully ages. The financial managements and other things that are needed to be put in place will be well organized. The infrastructures of many nations are built with the tax paid by the citizen. Workers who earn much because they were empowered contribute more of their money through task payment. When the taxes are gathered, they are used in national development. The banking, educational, agricultural, and industrial sectors are developed with the money generated from these empowered youth. These industrial sectors are now empowering and employing many youths and keeping them busy to be useful to their society and nation at large. Top footballers help in national development in their youthful ages on how to play well. These footballers play, assist the country, by building one or two structures for the nation it show their appreciation. Some of these footballers also

promote their nations by establishing organizations. A typical example is that of Kanu Nwankwo who played for Nigeria National Team, Portsmouth, Inter Milan, Arsenal, Ajax and West Bromwich Albion. Today, Kanu has many heart treatment hospitals known as Heart-to- Heart in Nigeria in appreciation for the support that the nation gave to him in his football carrier.

Security: This is the act of safeguarding the life and properties of a nation or individuals in orderly manner. Ikpa (2010). The security departments of many nations have the youth as the larger members, this is because the youths are full of energy and ability. Standard security jobs are made for the youths and not the weak. They are always ready to confront challenges. The truth of the matter is that the youth were empowered before they picked security functions. When the youths are empowered, the spirit of patriotism increase in them and that is the reason that makes them security young men. Think of how the army department of many nations will be without the youths. Youth empowerment results to national protection. When youths are trained on security skills, the affairs of those nations are protected. Also, with the empowerment, law offenders are brought to book.

Technological Development: Youth empowerment increase and improves technological standards as agreed by technophiles. Development in machines and other important discoveries is because the youths are empowered. They take their time and dig deep into science, reason out some important things and make them real. Many inventions today are because the youths were empowered. They are encouraged to use their initiatives to bring out what will help the society to grow. An Igbo adage says cutlasses in their crude state are not sharp until they are sharpened with files. In the

same way, youths when empowered makes technological development to accelerate (Ikpeazu, 2008).

Technology is regarded as the sum-total of methods and techniques of employment of science and engineering to the solution of the problems posed by modern societies. Satter, (1983). Underdevelopment has been attributed to low level of technology which marks, the socio-cultural differences between undeveloped and developed worlds. In the same vein, the north-South gap is nothing other than a glittering reflection of North-South technological levels. The problems, therefore, must be defined in unmistakable terms either we accelerate the scientific-technologies growth of our country or we shall always be condemned to economic therefore political dependence upon the whims and capries of the developed world. Self-sufficiency does not mean just to have enough to eat and to wear, but it carries with it also independence, national dignity, national culture and the ability to boast of all aspects of civilized progress.

Development societies have arrived at the ripe age of science and technology. Science and technology are tired up with their social economic and political destinities and progress. Their lives depend on science and technology as evidence in efficient transportation and communication system by land, air and satellite broad thoroughfares and bridges, prolonged life-span brought about scientific breakthrough in curative and preventive medicine, mechanized agriculture that ensure availability of food at affordable prices. The have good storage facilities, educational system that reflect technological aspirations, disciplines labour force that identifies itself in the national goal of high productivity, strong military capabilities and political stability. These are hall marks of technology.

Poverty Reduction

Poverty is a complex and multi-dimensional problem facing almost all the tropical African countries including Imo State, Nigeria. Poverty refers to a state of lack or deprivation of basic necessities of life UNDP (1996) noted that poverty has various

manifestations, including lack of income and productive resources sufficient to ensure sustainable livelihood, hunger and malnutrition, ill health, limited or lack of access to education and other basic services, increased morbidity and mortality from illness, homelessness, inadequate, unsafe and degraded environment and social discrimination and exclusion. It is also characterized by lack of participation in decision making in civil, social and cultural life. Two basic concepts of poverty are usually recognized. These are absolute poverty and relative poverty. Absolute poverty refers to a condition under which there is a serious deficiency in, or lack of access to the basic necessities of life. Relative poverty relates to the condition of an individual household, group or community when considered against some reference standard or parameter (Ukwu, 2002). It is poverty at the level of lack of shelter, hunger, not having enough of calories, proteins and other nutrients in the daily diet as well as at ill health. Imo state is moving towards a free market system and political pluralism, efficient management and place greater emphasis on better means of handling it.

Good Governance: Is the attainable with youth empowerment. An empowered youth stands to empower the others. Any youth who was empowered in his time of hardship will lead their people through to right path when rightly guided. The individual s does anything possible to see that the demands of communities are met. Youths who were empowered on leadership training will do well in leadership positions. This is because he has been trained on how to lead people. When applied what they learnt and makes their governance acceptable to the citizens. Unlike those leaders who do not know their lift from their right, as well empowered youth on leadership training produce first class rule to their nation. With youth empowerment on leadership, embezzlement of public fund by top governing officers becomes difficult and they understand the danger of embezzling public funds.

Employment Creation: This medium is where by the unemployed youths have employment for themselves through previous knowledge and skills of vocations. Ekpe (2002). It is another importance of youth empowerment. Youth empowered society will not seriously suffer from the problem of unemployment that many nations are battling within this point in time. A vocational training empowered youth is a job creator. This is because from the acquired skills they got through the empowerment gained, they can expand their business and employ more citizens which in return help in solving unemployment challenges in the country. Any nation that wants to typically solve unemployment challenge should first understand the importance of youths empowerment. Unemployment is likely to be a tiny of history with the help of vocational training programme for youth empowerment.

Status of Youth Empowerment Programmes

The status of youth empowerment programmes according to Maaji and Hassan, (2012) Nigeria established various forms of youth empowerment programmes to train youth for skill acquisition to be self-reliant in various areas of vocational training programmes. For example, the:

- National Directorate of Employment (NDE) in 1989
- Youth Empowerment Scheme (YES) in 1999 and
- Graduate Empowerment Scheme (GES) in 2004
- National Open Apprenticeship Scheme (NOAS in 2009) and

- Graduate Internship Scheme (GIS) in 2012, were various empowerment programmes, where either the youths were trained without adequate skills or no appropriate plan for the scheme implementation. There have been and still are many empowerment programmes, poverty alleviation and youth development programmes in Nigeria, but the major problem is the consistency and positive outcome of these programmes. Ohize and Adamu (2009) stated that Nigeria has witnessed a wide range of poverty alleviation policies and programmes from previous governments. However, despite these concerted efforts by the government, the poverty situation seems to be getting worse. This situation could be as a result of inconsistency, poor administration, and poor programs contents in the youths empowerments programmes.

Youths empowerment programmes are expected to be accessible for every youth regardless of the individual's social status, class of degree of graduation, course of study and year of graduation. In addition, these programmes are also expected to be reachable to all and not a selected class of people in the society. For empowerment programme designed for tertiary institution graduates like the subsidy Reinvestment and Empowerment Programme (SURE-P) and the Government Internship Scheme (GIS) introduced by the federal government of Nigeria in 2012, from the office of the presidency, Federal Republic of Nigeria, the programmes are anticipated to be introduced to students in their final years possible immediately after their final exams while waiting for their undergraduate results, or during their national youth service year. But this is not the state of affairs of youth empowerment programmes in Imo state and Nigeria at large. Graduates are not well informed about most of these programmes

because of the medium of publicizing the programmes and delay in the publicity or advertisement. Also funds allocated for the implementation of these programmes are misappropriated. Therefore, it seems difficult for the youths to effectively access and be part of these programmes.

Vocational Training Programmes for Youth Empowerment in Imo State.

Skill acquisition, a veritable vehicle to promote employment generation has become a part of the policy thrust of the Nigerian Government. Beginning with the Directorate of Food, Roads and Rural Infrastructure (DEFRI), National Directorate of Employment (NDE), the Family Support Programmes (FSP), the People's Bank of Nigeria were established by the government of General Ibrahim Badamasi Babangida, and now the National Empowerment and Development Strategy (NEEDS), established by president Olusegun Obasanjo are some of the intervention Programmes that were intended to promote employment and reduce poverty to generation of Nigerians. At the local level, some states like Niger state between 1999 and 2007 established Project YES (Youth Empowerment Scheme). While the governor, Emmanuel Uduaghan of Delta State introduced Micro-Credit Schemes, aimed at tackling unemployment rate in the state. Most of the past intervention were implemented as ad-hoc programmes, characterized by poor coordination and marred by corruption and inefficiently, Salami (2011). Consequently, rather than reducing unemployment, the reverse seems to be the case. The Nigerian Living Standard Survey estimated the poverty level at 54 per cent, implying that approximately 75 million Nigerians may be unemployed. It was estimated that about 40 million unemployed youths between 18 and 25 years. This figure is not captured by unemployment index because they are not looking for jobs as the jobs are

simply not there (Vanguard, 2010). This figure is expected to be higher when lay-offs and outright closures occasioned by the global economic meltdown since 2008 are considered. It could be argued that one of major reason why many past intervention programmes have failed to yield the desired result is what Salami (2011) described as a disconnection between skill acquisition and skill management. In other word, it is not enough to acquire a skill without capacity to manage one's self due to the lack of education. For any person to compete effectively in an emerging economy that is knowledge-driven, he or she must possess relevant job competencies, including technical, business, cultural, interpersonal and intellectual competencies which could be obtained through functional Technical Vocational Education and Training. This assertion was supported by Dike (2009) who argued that Technical Vocational Education and Training holds the key to Nigeria's development. Because the modern society has conditioned the youth into believing that the only route to success is university education. This has compiled many youth to prefer university as the best place to acquire education. This is followed by Polytechnics and then Colleges of Education. Policy makers at the Ministry of Education (FME) reflect this belief in the manner of allocation of fund for tertiary education with a bias towards university education in ratio of 3:1.

Vocational training programmes are programmes designed for sustainable youth empowerment in Imo State Nigeria, these programmes cannot be overemphasize for development and growth of the economy. Even before the advent of the British, in Imo state, many communities and cultures had developed their own system of informal, formal and vocational education system (Chika 2004). Vocational training programmes

was done through the system of apprenticeship, whereby young boys and men attached to master craftsmen where they learn various trades and skills such as carpentry, mason, blacksmith, foundry, carving skills, textile design and dyeing among others. Such apprenticeship could spend from three to seven years depending on the trade they were specialized in. They master skills, competences and exposures with their ability to performance grant them their freedom. And at the end of such training, the graduate apprentice will be assisted by the family members to acquire necessary tools, and local equipment to start his own trade. He would recruit other apprentices to work within his new set-up (Kanu, 2004).

Education is a basic human right and is considered by many as a key tool for national development. National development could be in a way of developing human capacity, increasing the skilled workforce for modernization or as a matter of personal freedom, developing capability and empowerment (Alam, 2008). According to Alam, human capacity has powerful influence on the labour market. The concept of human capital suggests that education and training raise the productivity level of workers and increase their lifetime earning capacity through skill acquisition such skills in technical and vocational areas include carpentry, bricklaying, welding, fabrication, typing, poultry, fishing, piggery, baking, sewing and soap/detergent making.

Various functional vocational training programmes are inherent in Imo state as noted in Nosike (2012). They include:

- i. Textile and clothing business such as fashion, designing, laundry and dry cleaning, fabric mechanizing etc.

- ii. Hospitality outfits- hostels, restaurants, fast food processing, catering servicing, confectionaries etc
- iii. Production and sale of assorted crafts
- iv. Crop and live-stock farming, including fish and snail farming
- v. Establishment of private school- Nursery, primary, secondary
- vi. Various forms of consultancy services, institutional housekeeping, day care centres
- vii. Interior decoration
- viii. Mining and Agriculture: mineral deposits like quarry works, potato farmers, orange growers, poultry farmers etc
- ix. Manufacturing: these are small manufactures such as printers, furniture makers, steel fabricators, boat builders, saw mill operators, weavers, leather workers, bakers and shoemakers
- x. **Wholesaling**: small wholesalers assist in the distribution of motor parts, food stuffs, hardware, sporting goods, jewelry, pharmaceuticals, electrical parts etc.
- xi. **Retailing**: retailers are also middlemen in the channels of distribution. Examples of small retailing operators are plentiful, supermarkets, furniture stores, drug stores, petrol stations, shops, ice cream parlors, mobile shops etc. Certain factors are crucial for functional vocational training programmes implementation

The factors are enumerated and explained as follows:

1. The vocational training programmes must be humanized. The curriculum for vocational training programmes in Nigeria should not be something foreign to technical college students, and should not be chosen just because it is real life problems facing our communities and society and the progress of living in its entire ramification. Nwachukwu (2000) explained that humanizing today's vocational training programme means making curriculum responsive to the present situation for sustainable and self-reliant empowerment in Nigeria. Material chosen in this vocational training programmes curriculum to be taught and utilized for learning should be derived from the need and environmental requirement of Nigeria for sustainable youth empowerment in the nation.
2. Trainees must be ready to receive what is taught. The ability of the trainees to learn depends on that student's readiness to learn. In any teaching-learning situation, there is a period when effective learning takes place. This learning period varies among individuals even when they are exposed to the same learning environment. Many factors are known to influence the readiness to learn among students. The factor include age, family background, nutritional status, fatigue or lack of it. Others are belief and attitudes of learners. It therefore means that the art of good teaching lies in the ability of the teacher to find out those learning related problems, which students exhibit during classroom and working instruction and utilizing the knowledge about it to structure the curriculum of vocational and technical education in Nigeria.
3. The learning experiences must provide the development of the ability to think. In vocational training programmes, thinking is the process of realizing and finding

solutions to problems. It has been defined as all those cognitive actions taking by an individual in advance of an action as a preliminary to deciding among alternative thinking. According to Nwachukwu (2001), it characterized the whole process of solving a problem, which is very essential for handling problem-solving situation or for carrying out tasks in vocation training situations.

4. The vocational and technical education curriculum must be based on and contain experiences intrinsic to the life of the learner. There are stages in vocational training programmes and when students pass through the pre vocational to the vocational concepts and characteristics, they develop new ideas, shape their values and can by so doing, solve their individual problems. These students can constantly undergo the process of exploring and testing out ways of getting to where they want to. In this manner, these students will learn, and this learning process requires direct thinking. These students can in this process discover new materials relevant to the solution of their problems. Such materials must be intrinsic to them because they discovered the materials themselves and found it useful for solving their immediate problem. These materials will remain internalized in the students because they have fixed the knowledge into the repertoire of their abilities and understanding.

Agriculture

It was reported by Adebayo (1999) that youths are not only energetic with the ability to replace the older generation in agriculture, but are filled with new innovations and technological competence to carry out commercial and technological agriculture. Despite these attributes, youths in Nigeria particularly rural youths have been ignored

for a long time in agricultural policies and programmes. Youths have great roles to play in agricultural development in Nigeria as they are considered to be the active working group (Oyekale, 2011). The various governments in Nigeria have in the past introduced various agricultural development programmes for the benefit of all citizens, especially youths. Umeh and Odo (2002) noted that various states in Nigeria have designed and executed several self-empowerment programmes to enhance the economic empowerment of youths. These programmes include Farm Settlement Schemes (FSS) intended to increase commodity output and create employment for young school leavers;

• River Basin Development Authorities (RBDAs) for the purpose of harnessing water resources for farmers;

• Green Revolution Scheme (GRS) which encouraged all Nigerians in both urban and rural areas to go into agriculture for both commercial and provision of food for home consumption;

• Fadama programme which was initiated in 1992 to enhance food self-sufficiency, reduce poverty, and create opportunities for employment for youths in the rural areas; and

• Agricultural Development Programmes (ADPs), among others (Oyekale, 2011).

It is unfortunate that young farmers club and farm settlement scheme are no longer functioning effectively in involving youths in agriculture. In the past, myriad of non-challant policies and programmes of youths's development were initiated by various successive administrations in Nigeria with the aim of uplifting the living standards of youths and make them self-reliant by establishing their own businesses independently,

but unfortunately all efforts put in place by the predecessor administration were hampered by time constraint. As a result of this phenomenon, thousands of youths are left to hang around and search for what to do to survive with their families. In view of this, government has embraced the culture of training the youths to do certain work or to teach them how to handle farm implements or machines to learn how to become specialists on fish pond farming; livestock and poultry production; and irrigation as well as related dry season farming in order to be self-reliant after graduation (World Bank, 2003).

Artisan

Some of the crafts and skills that can be imparted on youths in the communities include: clothe weaving, tie and dye, farming, hair dressing, dress making, soap making, fashion design etc. This system is functional and skill oriented in nature. The reason why some youths dropped out of formal schooling is because of the technical aspect of the education and the rigidity of the curriculum. Similarly, in its efforts aimed at reducing youth unemployment and poverty in the state, the Oyo state government train unemployed youths in the acquisition of skills and trades such as computer studies, fashion designing, hair-dressing, barbing, catering services, auto-mechanic, electrical installations, bricklaying, panel-beating, carpentry, cobbling etc (Salami, 2011). Therefore, for youths particularly in the rural areas to be relevant in the society, the government should try to harness vocational skill training: such as clothe weaving, tie and dye, farming, hair dressing, soap making, fashion design etc., in her curriculum at all levels of education.

Electronics

The state education provides different trades, some of them include candle making, soap and detergent making, foundry, metalwork fabrication, hair dressing, vulcanizing, carpentry, agricultural processing, printing and publishing, block and concrete making, butchering and cold storage, refrigeration and air conditioning, auto-engineering services, textile and garment making, entrepreneur training, welding, computer business, training/repairing and electrical and electronics repairs (Ekpenyong, 2011; Adebisi and Oni, 2012). These skills are acquired from the non-formal sector where the trainees are attached to establishments belonging to government and private owners. The trainees are expected to be trained between the periods of six months to three years under a reputable master craftsman. The present growth in electrical/electronic technology necessitated the training needs for repairs in electronics products. Electronics are products and appliances which work on the principle of flow of electrons by the absorption or emission of electricity (Adebisi and Oni, 2012). Electronics can generally be classified into analogue, digital or photon. Most of the modern electronic products available in our country today are digital electronics which work on the principle of logic gates and make use of integrated circuits. According to Theraja and Sedha (2009), modern electronic products such as pocket personal computer (PC), personal digital assistant (PDA), MP3 players, digital cameras, digital camcorders, mobile phones, digital dictionaries and digital translators, compact disk (CD) players, digital versatile disk (DVD) player, Liquid crystal display(LCD) and Light emitting device (LED) televisions also make use of ICs extensively.

Factors Militating against Implementation of Vocational training Programmes in Imo State.

The problem facing the effective implementation of functional vocational training programmes in Imo State. Oranu (2004) states that lack of physical facilities is one of the problems of vocational training programmes in Imo state. On the problem existing in the vocation colleges and the system of education, it is lack of materials and necessary equipment for effective teaching of vocational training programmes, science and technology subjects (Aromolaron 2004). Okoro (2004) states that the facilities, which include the buildings, equipment, tools and technical college materials available, are inadequate for effective use and implementation of vocational programmes curriculum college. The state of inadequate equipment and facilities for teaching and effective implementation of vocational curriculum in colleges has been a source of concern to various people and government of various times. Functional vocational and curriculum for sustainable growth empowerment in Nigeria is clearly stipulated in the National Policy of Education (2004). The policy stated that equipment and other facilities: Technical institutions will be utilized also for evening classes and for adult and non-formal education, for instance, in establishing training programme for groups of traders and road side mechanics. In this way, maximum use would be made of this equipment from their use in normal day class. The realization of the objectives of functional vocational curriculum depends to a large extent on different factors.

The attainment and actualization of functional vocational education for sustainable youth empowerment was also emphasized by the National Policy on Education (2004). The policy is aimed at:

- a. Providing trained manpower in applied technology particularly at, craft, advanced craft and technical levels
- b. Provide the technical knowledge and vocational skills necessary for agriculture, commercial and electronic development.
- c. Give training and impart the necessary skills to individuals who shall be self-reliant economically. When discussing problems militating against proper implementation of technical education, the teachers and students always come to mind because it is the teacher that uses the vocational equipment, books and facilities in teaching the students during the implementation of the vocational college curriculum. Ikpazu(2002) undertook a study of the problem facing vocational college and secondary school in Imo state in Nigeria. Ikpazu noticed that the shortage of teachers to effectively use these available tools and equipment in terms of quality and quantity available in schools is the major problems facing vocational curriculum. He recommended that there should be need to train teachers to effectively make use of the technical equipment in vocational and technical college.

Some of the other challenges facing the implementation of vocational training programmes for youth empowerment in Imo State. Vocational training programme for youth empowerment has contributed immensely to the reduction of extreme poverty, hunger and unemployment has. But is handicapped by numerous challenges. Oranu (2004) observed that despite the good intention of successive Nigeria governments, vocational training programmes are still taught with a lot of challenges which include:

- Low level of industrialization

- Lack of saleable skills by the trainees as a result of emphasis on theory rather than practical.
- In adequate curriculum
- Funding
- Rapid rate of technological changes
- Dilapidated infrastructures
- Communication gap, to mention but a few

The Process of Youths Empowerment

There are process for youth empowerment to be effective which were expanded to five points by Mary, Margaret and Kavtha (2011). First empower youths by giving them more control over their own learning. This ranges from allowing youths to select their own curriculum. The selection of a curriculum usually means, in practice, choosing which teaching programmes they can attend and the assessment they undertake.

Secondly, empowering youths is equated with youth evaluation. In this case, youth are called to provide their views on the content and organization of the programmes of study in which they are involved. These are fed back into the day to day vocational training programmes and into the longer term strategic plans.

Thirdly, sharing information with young people (youths) about all the aspects of the programmes, for budgets to organizational policies, is first step to fostering empowerment. Such sharing ensures that youth clearly understand the parameters

within which the programme has to operate. It also conveys a message of trust. Again, sharing information encourages youths to act like "Owners" or shareholders of the programmes.

Fourth, through examining the role of the youths, when the actual steps in the empowerment process are reviewed. Their, the role of youths empowerment begins to sound much like that of a facilitator, a very different role for many people. This can be achieved by introducing youth vocational training programmes to help youths develop competencies and feel empowered.

Finally, youth are empowered by developing their critical thinking or mental cognition. This requires an approach to teaching and learning of vocational programmes that goes beyond the requirement of youths to learn body of knowledge and be able to apply it analytically.

Review of Related Empirical Study

A study was carried out by Onweh and Akpan (2013) on youth empowerment and the integration of entrepreneurship education into technical vocational education and training (TVET) in Uyo Akwa Ibom state. The study specifically ascertained the extent to which entrepreneurship training and integration of EE into TVE seeks to provide students with knowledge, skills and motivation to encourage entrepreneurial success. The questionnaire was the major instrument used. The study adopted the use of descriptive survey method for data collected on the research question one and two. The population of the study was four hundred and fifty (450) and two research questions were thus answered by the use of mean ratings. The findings revealed among others,

that vocational training programmes through entrepreneurship education enables the youth to understand vocation suitable for them. The researchers recommended that there should be industry-academia interactions and that students should be guided to discover knowledge by themselves. This study and the present one are related in purpose because they seek for youth empowerment through vocational skills and training but differed in area, population and sample sizes.

Onwuade (2015) carried out a research on repositioning of non formal education programme for women empowerment and sustainable development in Enugu State, Nigeria. Two research questions and two null hypotheses guided the study. The population of the study comprised 5760 Community-Based Women Organization (CBWO) Members from 321 CBWO groups in the State. Through simple random sampling technique by balloting 10 percent of the entire population (576) was used for the study. The design adopted for the study was a descriptive survey. A 14 items questionnaire titled Repositioning of Non-Formal Education Programmes for Women Empowerment and Sustainable Development Questionnaire (RONFEPWEASDQ) collection. Mean Score, standard, deviation and t-test statistics were used for the data analysis. The findings revealed amongst other that repositioning of non-formal education curriculum content would enhance women entrepreneurial skills, equip them with relevant life-skills for economic independence, bequeath to them economic security/stability etc. It showed that repositioning of non-formal education learning environment could enhance the socio-political potentials of women for sustainable development, as it will make the learning environment safe and secure, enhance the emotional and interactive climate necessary for quality learning, make it match the work

styles/life styles of women etc. Based on the findings, it was recommended amongst others that policy makers, education planners and other stakeholders in the field of adult and non-formal education should ensure that non-formal education curriculum content are designed based on the of the participants and their societal demands. Adequate needs assessment should be carried out by NFE providers to ensure that the curriculum content would equip participants with requisite creative, innovative skills for empowerment and sustainable development of their community in general.

Sanjaya & Etsuo, (2007) carried out a research on empowering rural women through a community development approach in Napel. The paper explores a community development strategy to empower rural women through educational and small-scale household economic activities. Qualitative and Quantitative data analysis method were used to assess the impact of a community development project launched in a remote hill distract of Napel. Focusing on two project components, the paper concludes that a functional literacy programme is a good start, which has revealed its dynamism with practical extensions in a post literacy period. On the other hand, group savings and credit programmes provides the diving force to help illiterate rural women start small-scale economic activities that are effective in absorbing the female workforce in these communities. Community development programme should be ready to meet changing needs of the target population to make them truly self reliant offer the completion of the project.

In another related study Williams and Dutch (2003) investigated the vocational training programmes for youth empowerment at Wesley Western University Moravia. The purpose of the study was to determine the impacts of vocational training

programmes on youth empowerment. The research design used for study was descriptive survey design. From a population of 1,452 adult learners and instructors, samples of 726 participants were selected through the proportionate random sampling technique. The questionnaire titled impacts of adult vocational training programmes on youth empowerment (AVTPYE), was used for data collection. Five research questions were raised and answered with descriptive statistics. Results showed that, vocational training programmes are very important in the process of youth empowerment (86%) as it increases learners understanding (72%), increase adult learner's academic achievement (69%) and over all performances on the process of youth empowerment setting (66%). The process of youth empowerment has significant impact on the level of academic achievement of learners. This present study is related to that of Williams and Dutch in the areas of variables such as vocational training programmes for youth empowerment covered by both studies. However, the studies differed in the areas of specific objectives, research questions and hypotheses, populations and sample size and areas of the studies.

It was also reviewed by Patton (2001) the impact of positive management of vocational training programmes at South African University, Johannesburg. The objective of the research was to highlight the impacts of vocation training programmes and education towards youths empowerment in the society. The design adopted for the study was a survey design. The instrument for data collection was questionnaire. Respondent were selected using randomized cluster sampling among the students and lecturers. A sample of 175 students and 75 lecturers were included in the study. Frequencies and percentage were used for analysis. The response rate was 100% out

of 175 respondents; there were more students (11,65.7%) than lecturers (60, 34.3%). The findings of the study established that proper management of vocational training programmes for the youths remained the pivoted mechanism of youths development. The study revealed further that improper administration and management of vocational training programme will create apathetic emotions in the youths to engage in vocational training programmes. The study is related to present study because, both addressed the issue of self-dependence, economical balance and skill acquisition of the youth through vocational training programmes but differed in the study area, population and sample sizes.

In another study carried out by Mbara, Anyanwu and Oforji, (2013) the role of adult vocational training programme for youth employment in the Owerri Metropolis of Imo state was examined. The study adopted the descriptive survey design method. The instrument for data collection was structured questionnaire. The population of the study was made up of 126 instructors and 150 apprentices, totaling 380 drawn from 38 registered Adult vocational centres. The cronchbach Alpha method was used to determine the internal consistency of the instrument. A reliability coefficient of 0.84 was obtained which indicated that the instrument was reliable. Ten research assistants helped in the distribution of copies of the questionnaire to the 38 adult vocational training centres in the area of study. The mean and standard deviation statistics were used to analyzed data that were collected for the study. The findings revealed among other that vocational training programmes requires serious attention as to empower the youth gain employment. The study of Mbara, Anyanwu and Oforji is related to this present study because both were concerned with how youths can benefit from

vocational training programmes but they differ in the area of the former examining adult vocational training programmes for youth employment in the Owerri metropolis, Imo State while the present focused on vocational training programmes for youth empowerment in Owerri metropolis, Imo State.

Summary of Literature Review

This chapter concentrated on the apt and concise analysis of vocational training programmes as regards youth empowerment. The concept of youth was discussed, youths empowerment and vocational training programmes that are available at centres for the facilitators to teach the learners for the better understanding of skills that can suit them. Vocational training programmes activities promote youth empowerment practices, challenges of vocational training programmes against youths empowerment implementation and effect means of implementing them for proper youth empowerment programmes. It was discovered that adequate process of youth empowerment and model, as it involves identifying and selecting a course of action to toe in a bid to solve the endless problems of vocational training programmes for youth empowerment in Imo state.

Moreover, it was revealed that the importance of youths empowerment gives way to positive relationship between the model effectiveness and the level of involvement in vocational training programmes practices and hence, should be encouraged. The researcher discussed the theory of Ely's nature of training vocation, Grant vocation training learner's theory, theory of planned behavioural change and developmental Career Theory. A review of empirical literature was examined in relation to vocational

programmes for youth empowerment practices. Generally, the review however, acknowledged the effort of government, NGO, individuals based participatory research involves a collaborative partnership in a cyclical process in which youths identify, vocational training and resources; selecting priority issues to address; collecting, interpreting and translating research findings in ways that will benefit the youth and emphasizing the reciprocal transfer of knowledge skills, capacity and power. Although some empirical studies have been carried out with regard to vocational training programme but the researcher found out that none was on vocational training programme for youth empowerment in Imo state, hence, the need to fill this gap.

CHAPTER THREE

RESEARCH METHOD

This chapter presented the method that was adopted for the study according to the following sub-headings. Research Designs, Area of the Study, Population of the Study, sample and Sampling Technique, Instruments for data collection, validation of the instruments, Reliability of the instrument, Procedure for data collection and Method of Data Analysis.

Research Design

The study adopted a descriptive design. According to Frankfort- Nachmias, & Wachias, (2006) descriptive survey design involves the gathering of information by collecting information from a portion of a population from where generalization can be made. The design was therefore appropriate for this present study because it sought to investigate into an existing phenomenon without any intention by the researcher to influence any of the variables.

Area of the Study

The study was carried out in Owerri Imo State. The state is made up of 27 local government areas. Imo state is bounded in the north by Anambra State, in the South by Rivers State, in the west by Abia State and the East by Ebonyi State. Imo state is made up of 27 local government areas that are delineated into 3 educational zones. Imo state came into being in the year 1976 and was created out from the old Eastern Central

State. (Osuji, personal communication, Nov. 16th, 2015). People in Imo state comprise of traders, public servants, farmers and artisans. The major languages are Igbo and English. The choice of Imo State as the area of study is because of reported low rate in enrollment in vocational training programmes (Merechukwu, 2014).

Population of the Study

The population of this study was made up of 561 instructors & trainees. 161 were instructors while 400 were trainees in vocational training centers from three local governments selected from zones under study. Source (State Agencies for Adult and Non-formal education, 2015).

Sample and Sampling Technique

A sample of 255 respondents were selected for the study. The sample was made up of all the 204 trainees and 51 instructors drawn from the three educational zone. The stratified sampling technique was adopted by the researcher in the selection of the sample. This was done so as to ensure even distribution of the respondents. According to Uzoagulu (2011) stratified technique helps to select sample representatives in a concise and clear manner. Shown on Appendix B & C is the calculation for the sample.

Instrument for Data Collection

The instrument used for data collection was a researcher developed questionnaire titled Vocational Training Programmes for Youth Empowerment in Imo state (VTPYEQ). The questionnaire was divided into sections A and B. Section A sought for background information on the respondent. Section B contained items

organized in five clusters that provided answers to the five research questions that were used to guide the study.

Respondents were required to indicate their opinion on each item based on a modified four point scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) with assigned weights of 4, 3, 2 and 1.

Validation of the Instrument

The instrument was validated by three experts from the Faculty of Education, University of Nigeria, Nsukka. The validators included two experts from the Department of Adult Education and Extra mural studies and one from the Department of Measurement and Evaluation. Suggestions made by the experts which are relevant to the study were incorporated in the final draft that was used as the instrument of the study.

Reliability of the Instrument

To determine the reliability of the instrument for this study, the researcher administered 30 copies of the questionnaire to 30 trainees drawn from outside the sample group. The two responses were collected and analyzed separately and further correlated using Cronbach alpha statistics. The following results of 0.77, 0.77, 0.74, 0.79 and 0.77 were obtained for clusters A, B, C, D & E respectively. The overall reliability was 0.77

Procedure for Data Collection

The researcher administered copies of the questionnaire with the help of 5 trained assistants who he use. The research assistants were briefed on what the research was all about and what was required for them to do so that the instrument will be properly filled on the spot and retrieved promptly.

Method of Data Analysis

The mean was used to analyse data collected, while the Z test was used to test the hypotheses at a significant level; of $P < (0.05)$

For research questions, any mean from 2.50 and above was seen as high extent while any item with mean score below 2.50 is seen as low extent. The null hypotheses were tested at 0.05 level of significance when the calculated value of Z was equal to or less than the Z critical. If the calculation was otherwise, the alternative hypotheses were accepted.

A criterion mean score was obtained by adding all scores assigned to the response options and dividing the sum by the number of responses as follows

$$\text{Mean} = \frac{4 + 3 + 2 + 1}{4} = \frac{10}{4} = 2.50$$

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

In this chapter, the result of data analysis were summarized and presented. The presentation is done according to research questions and hypotheses.

Answers to Research Questions

Research Question One

To what extent has vocational training programme empowered youths in the area of Business in Imo state? *Results of the analysis of data are summarized and presented in table 1*

Table 1: Mean response of instructors and youth vocational trainees on the extent vocational training programme have empowered youths in the area of Business in Imo state.

S/N	Item Statement	Instructors N=51			Trainees' N=204		
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
1	Guided them on how to start their own business	3.10	.98	High Extent	2.99	1.00	High Extent
2	Banks and microfinance provide soft loans to the trainees to start their own business	3.00	1.02	High Extent	2.96	.99	High Extent
3	Developed the expertise for them to successfully start and manage their own businesses	3.00	.94	High Extent	2.94	1.00	High Extent
4	Enabled them to develop the insight needed to discover and create entrepreneurial opportunities	3.10	1.04	High Extent	2.93	.98	High Extent
5	Exposed the trainees to the content, context, and contacts that can enable them to design and launch successful new ventures.	2.00	.87	Low Extent	1.92	.77	Low Extent
6	Equipping students with skills in vulcanizing.	2.90	1.08	High Extent	2.98	.96	High Extent
7	Train them on how to write good business proposal	2.96	1.02	High Extent	2.99	.99	High Extent
	Mean of Means	2.87			2.82		

The result in table 1 shows the mean response of instructors and youth vocational trainees on the extent vocational training programme have empowered youths in the area of Business in Imo state. It was discovered that except for item 5, all other items were seen by the instructors and trainees as high extent because their mean scores were above the criterion mean of 2.50. That is, that only item 5 was seen as low extent since its mean score was below 2.50. The table also indicated that the mean of means were 2.87 and 2.82 for the instructors and trainees respectively. The conclusion is that the extent vocational training programmes have empowered youths in the area of Business in Imo state is to a high extent as the programme have guided them on how to start their own business, provided soft loans to the trainees to start their own business, developed the expertise for them to successfully start and manage their own businesses etc.

Research Question Two

To what extent has the vocational training programme empowered youths in the area of Agriculture in Imo state?

Results of the analysis of data are summarized and presented in table 2

Table 2: Mean response of instructors and youth vocational trainees on the extent vocational training programme have empowered youths in the area of Agriculture in Imo state.

S/N	Item Statement	Instructors' N=51			Trainees' N=204		
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
8	Provided fertilizers	2.16	.90	Low Extent	2.06	.76	Low Extent
9	How to apply fertilizer to crops	3.08	1.00	High Extent	2.95	.95	High Extent
10	Provide them with free seed	2.98	.95	High Extent	2.94	.98	High Extent
11	How to rear animals	3.10	.85	High Extent	2.95	.99	High Extent
12	How to run a poultry farm	2.94	.97	High Extent	2.94	.99	High Extent
13	Training students on livestock.	2.84	1.01	High Extent	2.96	.94	High Extent
14	Train the youths on pig rearing	2.04	1.02	Low Extent	2.06	.98	Low Extent
15	Fish farming training	2.98	.91	High Extent	2.94	.98	High Extent
	Mean of Means	2.77			2.73		

The result in table 2 shows the mean response of instructors and youth vocational trainees on the extent vocational training programme have empowered youths in the area of Agriculture in Imo state. It was indicated in the table that items 8 and 14 were regarded by the respondents as low extent because their mean scores were below the criterion mean of 2.50, while items 9, 10, 11, 12, 13 and 15 were regarded as high extent since their mean scores were above the criterion mean of 2.50. The table also indicated that the mean of means were 2.77 and 2.73 for the instructors and trainees respectively. It can therefore be concluded that the trainees are taught how to apply fertilizer to crops, provide them with free seed, how to rear animals, how to run a poultry farm, train students on livestock and fish farming training to a high extent. But provision of fertilizer and train the youths on pig rearing is to a low extent.

Research Question Three

To what extent has vocational training programme empowered youths in the area of Artisan in Imo state?

Results of the analysis of data are summarized and presented in table 3

Table 3: Mean response of instructors and youth vocational trainees on the extent vocational training programme have empowered youths in the area of Artisan in Imo state.

S/N	Item Statement	Instructors' N=51			Trainees' N=204		
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
16	How to use head warmer for hair saloon	3.10	1.06	High Extent	2.96	.94	High Extent
17	Measure, design and cut cloths and bags	3.04	1.02	High Extent	2.96	1.00	High Extent
18	Encouraged the spirit of creativity among the trainees	2.96	1.06	High Extent	2.99	.99	High Extent
19	Developed the spirit of initiative among the trainees	3.00	.96	High Extent	2.99	.97	High Extent
20	How to make different hair styles	2.96	.87	High Extent	2.98	.96	High Extent
21	Training people in carpentry and upholstery making.	2.98	.95	High Extent	2.97	.96	High Extent
22	Training people in all kinds of fashion designing.	2.96	1.02	High Extent	2.90	.98	High Extent
23	Training on the skills of hairdressing.	3.04	.96	High Extent	2.91	.99	High Extent
24	Students are also trained to become metalworkers (welding work).	3.14	1.02	High Extent	2.95	1.04	High Extent
25	Training students on interior decoration.	2.94	.93	High Extent	2.98	.98	High Extent
26	Training students on shoe making.	3.12	1.01	High Extent	2.95	1.00	High Extent
27	Training students on bead and jewelries making	3.12	.95	High Extent	2.96	1.00	High Extent
Mean of Means		3.03			2.96		

The result in table 3 shows the mean response of instructors and youth vocational trainees on the extent vocational training programme have empowered youths in the area of Artisan in Imo state. It was discovered that all the items in the table had mean scores above the criterion mean of 2.50 and were therefore regarded as high extent. The mean of means were seen to be 3.03 and 2.96 for the instructors and trainees respectively. The conclusion is that, the trainees are trained in the area of artisan as they are taught and trained how to use head warmer for hair saloon, measure, design and cut cloths and bags, encouraged the spirit of creativity among the trainees, develop the spirit of initiative among the trainees etc.

Research Question Four

To what extent has vocational training programme empowered youths in the area of Electronics work in Imo state?

Results of the analysis of data are summarized and presented in table 4

Table 4: Mean response of instructors and youth vocational trainees on the extent vocational training programme have empowered youths in the area of Electronics work in Imo state.

S/N	Item Statement	Instructors' N=51			Trainees' N=204		
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
28	Knowledge of computer packages	3.08	1.13	High Extent	2.95	.96	High Extent
29	Repair of electrical appliances like television set, radio etc	3.14	.98	High Extent	2.96	.95	High Extent
30	How to service electronic devices	2.92	.91	High Extent	2.97	.96	High Extent
31	How to change damaged parts in electrical devices	2.94	.79	High Extent	2.94	1.02	High Extent
32	How to identify and run hardware and softwares in computer	2.92	.84	Low Extent	2.97	.98	Low Extent
33	Training people in building technology.	1.80	.89	Low Extent	2.26	.88	Low Extent
34	Equipping people with auto electrical works	2.94	.90	High Extent	2.93	.98	High Extent
35	Training people on all kinds of computer skills.	2.94	.95	High Extent	2.93	.98	High Extent
36	Training students on computer operation	3.06	.93	High Extent	2.94	.99	High Extent
	Mean of Means	2.86			2.87		

The result in table 4 shows the mean response of instructors and youth vocational trainees on the extent vocational training programme have empowered youths in the area of Electronics work in Imo state. It was seen in the table that only item 33 was seen as low extent since the mean score was below the criterion mean of 2.50, but all other items (28, 29, 30, 31, 32, 34, 35, and 36) were regarded as high extent having recorded mean scores above the criterion mean of 2.50. It was further indicated that the mean of means stood at 2.86 and 2.87 for instructors and trainees respectively. The conclusion is that the Electronic works the vocational trainees were exposed to in Imo State in the course of their vocational training are: knowledge of computer packages, repair of electrical appliances like television set, radio etc, how to service electronic devices, how to change damaged parts in electrical devices, how to identify and run hardware and softwares in computer, training people on all kinds of computer skills and equipping people with auto electrical works.

Research Question Five

What are the enhancement strategies for vocational training programmes for youth employment in Imo State?

Results of the analysis of data are summarized and presented in table 5.

Table 5: Mean response of instructors and youth vocational trainees on the enhancement strategies for vocational training programmes for youth employment in Imo State.

S/N	Item Statement	InstructorsôN=51			TraineesôN=204		
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
37	Curriculum should be well planned and development to address the needs of the trainee and society.	3.06	1.02	High Extent	3.03	1.01	High Extent
38	Government should fund the vocational programmes for her citizens.	3.04	.96	High Extent	3.02	1.11	High Extent
39	All classes of citizens should engage in vocational training.	3.14	1.02	High Extent	3.13	.92	High Extent
40	Parents and guidance should give way for their wards to enroll in vocational training	3.11	.97	High Extent	3.12	.94	High Extent
41	Adequate skills facilitators should be engaged in order to produce skilled manpower for the development of the society.	3.13	.92	High Extent	3.00	.96	High Extent
42	Regular maintenance and replacement of equipment should be periodically done.	3.10	.87	High Extent	3.09	.88	High Extent
43	There is need to provide adequate training facilities for the trainees.	3.04	.88	High Extent	3.01	.81	High Extent
44	There should be adequate public sensitization on the various programmes available in adult training vocational institution for youth employment.	3.01	.96	High Extent	3.05	.93	High Extent
45	Proper funding by government should be made available to individuals	3.02	.89	High Extent	3.06	.87	High Extent
	Mean of Means	3.07			3.06		

The result in table 5 shows the mean response of instructors and youth vocational trainees on enhancement strategies for vocational training programmes for youth employment in Imo State. It was seen in the table that all the items (37-45) were

seen as high extent by both the instructors and trainees since the mean score were above the criterion mean of 2.50. It was further indicated that the mean of means stood at 3.07 and 3.06 for instructors and trainees respectively. The conclusion is that the enhancement strategies for vocational training programmes for youth employment in Imo State include among others: that curriculum should be well planned and development to address the needs of the trainee and society, Government should fund the vocational programmes for her citizens and all classes of citizens should engage in vocational training.

Test of Hypotheses

To guide the study, the following null hypotheses were formulated and tested at 0.05 level of significant.

Hypothesis One

Ho₁: There is no significant difference in the mean responses of instructors and youth vocational trainees on the extent vocational training programme has empowered youths in the area of Business in Imo state.

Results of the analysis of data are summarized and presented in table 6

Table 6: Z-test analysis of difference between the mean responses of instructors and youth vocational trainees on the extent vocational training programme has empowered youths in the area of Business in Imo state.

Respondents	N	$\bar{X}$	S.D	Df	Z _{cal}	Z _{tab}	Decision
Instructors	51	2.87	0.39				
Trainees	204	2.82	0.40	253	0.24	1.96	Ho Not Significant

Table 6 shows the z-test analysis of difference between the mean opinion of instructors and youth vocational trainees on the extent vocational training programme have empowered youths in the area of Business in Imo state. The mean of means and standard deviation of the 51instructors are 2.87 and 0.39 respectively while the mean of means and standard deviation of the 204trainees are 2.82 and 0.40 respectively. With a degree of freedom of 253 and the z-test statistics application, it revealed that z-calculated is 0.24 while z-tabulated is 1.96. Since the z-calculated is less than the z-tabulated, it shows that the null hypothesis is accepted. The conclusion is that there is no significance difference in the mean opinion of instructors and youth vocational trainees on the extent vocational training programme have empowered youths in the area of Business in Imo State.

Hypothesis Two

Ho₂: There is no significant difference between the mean response of instructors and youth vocational trainees on the extent vocational training programme have empowered youths in the area of Agriculture in Imo state.

Results of the analysis of data are summarized and presented in table 7

Table 7: Z-test analysis of difference between the mean response of instructors and youth vocational trainees on the extent vocational training programme have empowered youths in the area of Agriculture in Imo state.

Respondents	N	$\bar{X}$	S.D	Df	Z _{cal}	Z _{tab}	Decision
Instructors	51	2.77	0.42	253	0.19	1.96	Ho Not Significant
Trainees	204	2.73	0.41				

Table 7 shows the z-test analysis of difference between the mean opinion of instructors and youth vocational trainees on the extent vocational training programme have empowered youths in the area of Agriculture in Imo state. The mean of means and standard deviation of the 51instructors are 2.77 and 0.42 respectively while the mean of means and standard deviation of the 204trainees are 2.73 and 0.41 respectively. With a degree of freedom of 253 and the z-test statistics application, it revealed that z-calculated is 0.19 while z-tabulated is 1.96. Since the z-calculated is less than the z-tabulated, it shows that the null hypothesis is accepted. The conclusion is that there is no significance difference in the mean opinion of instructors and youth vocational trainees on the extent vocational training programme has empowered youths in the area of agriculture in Imo State.

Hypothesis Three

Ho₃: There is no significant difference between the mean responses opinion of instructors and youth vocational trainees on the extent vocational training programme has empowered youths in the area of Artisan in Imo state.

Results of the analysis of data are summarized and presented in table 8

Table 8: Z-test analysis of difference between the mean opinion of instructors and youth vocational trainees on the extent vocational training programme has empowered youths in the area of Artisan in Imo state.

Respondents	N	$\bar{X}$	S.D	Df	Z _{cal}	Z _{tab}	Decision
Instructors	51	3.03	0.07	253	3.14	1.96	Ho Significant
Trainees	204	2.96	0.03				

Table 8 shows the z-test analysis of difference between the mean response of instructors and youth vocational trainees on the extent vocational training programme has empowered youths in the area of Artisan in Imo state. The mean of means and standard deviation of the 51instructors are 3.03 and 0.07 respectively while the mean of means and standard deviation of the 204trainees are 2.96 and 0.03 respectively. With a degree of freedom of 253 and the z-test statistics application, it revealed that z-calculated is 0.19 while z-tabulated is 1.96. Since the z-calculated is greater than the z-tabulated, it shows that the null hypothesis is rejected. The conclusion is that there is significant difference in the mean opinion of instructors and youth vocational trainees on the extent vocational training programme has empowered youths in the area of agriculture in Imo State.

Hypothesis Four

Ho₄: There is no significant difference in the mean response of instructors and youth vocational trainees on the extent vocational training programme has empowered youths in the area of Electronics work in Imo state.

Results of the analysis of data are summarized and presented in table 9

Table 9: Z-test analysis of difference between the mean opinion of instructors and youth vocational trainees on the extent vocational training programme has empowered youths in the area of Electronics work in Imo state.

Respondents	N	$\bar{X}$	S.D	Df	Z_{cal}	Z_{tab}	Decision
Instructors	51	2.86	0.41				Ho Not
Trainees	204	2.87	0.23	253	0.08	1.96	Significant

Table 9 shows the z-test analysis of difference between the mean opinion of instructors and youth vocational trainees on the extent vocational training programme have empowered youths in the area of Electronics work in Imo state. The mean of means and standard deviation of the 51instructors are 2.86 and 0.41respectively while the mean of means and standard deviation of the 204trainees are 2.87 and 0.23 respectively. With a degree of freedom of 253 and the z-test statistics application, it revealed that z-calculated is 0.08 while z-tabulated is 1.96. Since the z-calculated is less than the z-tabulated, it shows that the null hypothesis is accepted. The conclusion is that there is no significance difference in the mean opinion of instructors and youth vocational trainees on the extent vocational training programme has empowered youths in the area of Electronics work in Imo State.

Hypothesis Five

Ho₅: There is no significant difference in the mean responses of instructors and youth vocational trainees on the enhancement strategies for vocational training programmes for youth employment in Imo State.

Results of the analysis of data are summarized and presented in table 10

Table 10: Z-test analysis of difference in the mean opinion of instructors and youth vocational trainees on the enhancement strategies for vocational training programmes for youth employment in Imo State.

Respondents	N	$\bar{X}$	S.D	Df	Z _{cal}	Z _{tab}	Decision
Instructors	51	3.07	0.049	253	0.69	1.96	Ho Not Significant
Trainees	204	3.07	0.047				

Table 10 shows the z-test analysis of difference in the mean opinion of instructors and youth vocational trainees on the enhancement strategies for vocational training programmes for youth employment in Imo State. The mean of means and standard deviation of the 51instructors are 3.07 and 0.049 respectively while the mean of means and standard deviation of the 204trainees are 3.06 and 0.047 respectively. With a degree of freedom of 253 and the z-test statistics application, it revealed that z-calculated is 0.69 while z-tabulated is 1.96. Since the z-calculated is less than the z-tabulated, it shows that the null hypothesis is accepted. The conclusion is that there is no significance difference in the mean opinion of instructors and youth vocational trainees on the enhancement strategies for vocational training programmes for youth employment in Imo State.

Summary of Findings

The findings of this study were summarized as follows, that;

1. the extent vocational training programme has empowered youths in the area of Business in Imo state is to a high extent as the programme have guided them on how to start their own business, provided soft loans to the trainees to start their own business, developed the expertise for them to successfully start and manage their own businesses etc.
2. the trainees are taught how to apply fertilizer to crops, provide them with free seed, how to rear animals, how to run a poultry farm, train students on livestock and fish farming training to a high extent. But provision of fertilizer and train the youths on pig rearing is to a low extent.

3. the trainees are trained in the area of artisan as they are taught and trained how to use head warmer for hair saloon, measure, design and cut cloths and bags, encouraged the spirit of creativity among the trainees, develop the spirit of initiative among the trainees etc.
4. the Electronic activities of vocational trainees were exposed to in Imo State in the course of their vocational training are: knowledge of computer packages, repair of electrical appliances like television set, radio etc, how to service electronic devices, how to change damaged parts in electrical devices, how to identify and run hardware and softwares in computer, training people on all kinds of computer skills and equipping people with auto electrical works.
5. there is no significant difference in the mean opinion of instructors and youth vocational trainees on the extent vocational training programme have empowered youths in the area of Business in Imo state.
6. there is no significant difference in the mean opinion of instructors and youth vocational trainees on the extent vocational training programme have empowered youths in the area of Agriculture in Imo state.
7. there is significant difference in the mean opinion of instructors and youth vocational trainees on the extent vocational training programme have empowered youths in the area of Artisan in Imo state.
8. there is no significant difference in the mean opinion of instructors and youth vocational trainees on the extent vocational training programme have empowered youths in the area of Electronics work in Imo state.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter contained the following subheadings: discussion of the findings, educational implications of the findings, limitations of the study, recommendations, suggestions for further studies, conclusion of the study and summary of the entire study.

Discussion of Findings

The extent vocational training programme has empowered youths in the area of Business in Imo State

The study revealed that the extent vocational training programmes have empowered youths in the area of Business in Imo state is to a high extent as the programme have guided them on how to start their own business, provided soft loans to the trainees to start their own business, developed the expertise for them to successfully start and manage their own businesses etc. In the order of the hypothesis, the study established that there is no significant difference in the mean opinion of instructors and youth vocational trainees on the extent vocational training programme have empowered youths in the area of Business in Imo state. This implies that there is a consensus agreement of the respondents on issue raised on vocational empowerment in relation to business training. In line with this finding, Onweh and Akpan (2013) findings revealed among others, that vocational training programmes through entrepreneurship education enables the youth to understand vocation suitable for them. The researchers recommended that there should be industry-academia interactions and

that students should be guided to discover knowledge by themselves. The agreement in the findings, could be linked to similar nature of the vocational training programmes in the area of studies.

The extent vocational training programme have empowered youths in the area of Agriculture in Imo State

It was revealed in this study that the trainees are taught how to apply fertilizer to crops, provide them with free seed, how to rear animals, how to run a poultry farm, train students on livestock and fish farming training to a high extent. But provision of fertilizer and train the youths on pig rearing is to a low extent. It was further established in this study that there is no significant difference in the mean opinion of instructors and youth vocational trainees on the extent vocational training programme have empowered youths in the area of Agriculture in Imo state. This can mean that the respondents' agreement was tending towards the same view. In congruent with this finding

Williams and Dutch (2003) results showed that, vocational training programmes are very important in the process of youth empowerment (86%) as it increases learners understanding (72%), increase adult learner's academic achievement (69%) and over all performances on the process of youth empowerment setting (66%). The reason for the similarities in these findings could be that there is similarity in the characteristics of the respondents and their programmes.

The extent vocational training programme have empowered youths in the area of Agriculture in Imo State

It was indicated in this study that the trainees are trained in the area of artisan as they are taught and trained how to use head warmer for hair saloon, measure, design

and cut cloths and bags, encouraged the spirit of creativity among the trainees, develop the spirit of initiative among the trainees etc. The above result led to the conclusion that there is significant difference in the mean opinion of instructors and youth vocational trainees on the extent vocational training programme have empowered youths in the area of Artisan in Imo state. This implies that there is conflict agreement among the respondents, or say that there level of agreement differs. But it is obvious that Artistry works creates and exposes an individual to skill oriented crafts and arts that can empower youths in the future. In line with this finding, Patton, (2001) study established that proper management of vocational training programmes for the youths remained the pivoted mechanism of youths development. The study revealed further that improper administration and management of vocational training programme will create apathetic emotions in the youths to engage in vocational training programmes. The level of agreement in these studies could be as a result of the level of trainees' involvement in practical trainings.

The extent vocational training programme have empowered youths in the area of Electronic works in Imo State

It was finally found in this study that the Electronic works the vocational trainees were exposed to in Imo State in the course of their vocational training are: knowledge of computer packages, repair of electrical appliances like television set, radio etc, how to service electronic devices, how to change damaged parts in electrical devices, how to identify and run hardware and softwares in computer, training people on all kinds of computer skills and equipping people with auto electrical works. This finding led to the establishment that there is no significant difference in the mean opinion of instructors

and youth vocational trainees on the extent vocational training programme have empowered youths in the area of Electronics work in Imo state. The above finding shows that there is a total agreement among the respondents on the issue raised above, as well, serious attention is required to empower the youths for self reliance. Corroborating this finding, Mbara and Anyanwu (2013) finding revealed among others that vocational training programme requires serious attention as to empower the youth gain employment. The agreement of these studies could be linked to same area of studies.

Implications of the Study

Youths looking for employment opportunity increase day by day. Nigeria's educational practices were tailored towards acquisition of the so-called 'white collar' job after graduation. These so called jobs are no longer there and have not also led us anywhere in the development of our nation. It is important to note that vocational training programme can be a means to an end. It can be a tool for empowerment, securing employment and sustainable development in Nigeria. Vocational training programme is designed to offer training to improve individual's general proficiency especially in relation to their present or future occupation. This training will lead to self-reliance and sustainable scientific and technological development.

Technological development of a nation depends on the available technical know-how, the rudiment of which is a function of the quantity and quality of available vocational training programmes. It is a clear view that current preoccupation with formal education in Nigeria reduces socio-economic opportunities of those who are more

oriented towards work than academics. Graduates of vocational training programmes will be highly skilled entrepreneurs. They will rely on their effort and abilities. Nigerians hire engineers who are being paid huge sum of money to build roads and bridges. These people are graduates of vocational colleges.

Unemployment is everywhere in Nigeria because most of our youths lack employability skills that are often acquired from vocational trainings. Vocational training programme has been an integral part of national development strategies in many societies because of the impact on human resource development, productivity and economic growth. To achieve youth empowerment, attention is to be paid to strengthening the bridge between education and schooling and preparation for the world of work with attention paid to improving vocational training programmes in Nigeria. This is because the society needs competent auto mechanics and truck drivers, carpenters, plumbers, electricians, electronics and computer operators, database, web and network technicians (and other personnel in this category) to function well. These are some of the skill in short supply in Nigeria.

Conclusion

This study investigated vocational training programmes for youth empowerment in Imo State, Nigeria. The study presented a background that called for the importance of the study with four research questions and four hypotheses. The study also reviewed some literatures in related areas.

A sample of 255 learners and instructors were selected for the study. The sample was made up of 51 (100%) for trainees and 204 (40%) for instructors drawn from the three educational sizes respectively. The stratified sampling technique was adopted by

the researchers in the selection of the sample 255 from population of 561. A 45 item structured questionnaire titled "questionnaire on vocational training programmes for youth empowerment in Imo state (QVTPFYIMS)" validated by experts was used for data collection. The reliability of the instrument was established at 0.77, 0.77, 0.74, 0.79 and 0.77 for sections A, B, C, D&E respectively using Cronbach alpha statistic.

The data obtained were analyzed using mean scores for the research questions while independent Z-test statistic was used for the test of the hypotheses. Among the findings of the study was that; the trainees are taught how to apply fertilizer to crops, provide them with free seed, how to rear animals, how to run a poultry farm, train students on livestock and fish farming training to a high extent. But provision of fertilizer and train the youths on pig rearing is to a low extent. It was further revealed that the Electronic works the vocational trainees were exposed to in Imo State in the course of their vocational training are: knowledge of computer packages, repair of electrical appliances like television set, radio etc, how to service electronic devices, how to change damaged parts in electrical devices, how to identify and run hardware and softwares in computer, training people on all kinds of computer skills and equipping people with auto electrical works.

Based on these findings, the study recommended among others that; the trainees should therefore be exposed to such training like; how to identify and run hardware and softwares in computer. There should be adequate emphasis on practical aspect of vocational education to enable the recipients acquire skills and reduce the over dependence on government paid jobs.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. The administrators of vocational training programmes in Imo State should as a matter of urgency expose the trainees to the content, context, and contacts that can enable them to design and launch successful new ventures.
2. They should as well ensure that they train them in pig rearing as well as providing fertilizer to trained farmers for effective crop planting and harvesting.
3. The trainees should therefore be exposed to such training like; how to identify and run hardware and softwares in computer.
4. There should be adequate emphasis on practical aspect of vocational education to enable the recipients acquire skills and reduce the over dependence on government paid jobs.

Limitations of the Study

The study was limited by the fact that it is a survey which involves sampled number of the population which cannot be generalized to other states that are not part of this study that were not involved in the study.

Suggestions for further Studies

Based on the limitations of this study, the following suggestions were made for further study

1. The study could be replicated in other states of the Federation.

2. A similar study could be carried out on the constraints of vocational training programmes in Imo State.
3. The Impact of acquired vocational skill on youth empowerment in Imo State.

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APPENDIX A

QUESTIONNAIRE

Department of Adult education
And Extra-Mural Studies,
Faculty of Education,
University of Nigeria, Nsukka,
Enugu State
5th November, 2014.

Dear Respondent

QUESTIONNAIRE SCHEDULE FOR VOCATIONAL TRAINING PROGRAMMES FOR YOUTH EMPOWERMENT IN IMO STATE (QSVTPFYEIS)

I am a post-graduate student in the above mentioned university in the Department of Adult Education and Extra-Mural Studies. I am writing on vocational training programmes for youth empowerment in Imo state, Nigeria.

You are please, requested to tick the appropriate answer in your response to the items in the questionnaire. I promise that whatever information you give as an answer will be treated with utmost confidentiality.

Thanks for your co-operation

Yours faithfully

Ibeh Johnmark Bello

PG/MED/12/62256

SECTION A (PERSONAL DATA)

Instruction: Please indicate your answer to each question by putting a tick (ã) in the boxes provided

Vocation Centre (Zone): é ..

Name of centre: é

Instructors

Trainees

Key: (Response Statement)

Very High Extent = VHE

High Extent = HD

Very Low Extent = VLE

Low Extent = LE

Strongly Agreed = SA

Agreed = A

Strongly Disagreed = SD

Disagree = D

SECTION B

Cluster A

What extent has the vocational training programme empowered youths in the area of Business in Imo state?

S/N	Items Statement	VHE	HE	LE	VLE
1	Guided them on how to start their own business				
2	Provided soft loans to the trainees to start their own business				
3	Developed the expertise for them to successfully start and manage their own businesses				
4	Enabled them to develop the insight needed to discover and create entrepreneurial opportunities				
5	Exposed the trainees to the content, context, and contacts that can enable them to design and launch successful new ventures.				
6	Equipping students with skills in vulcanizing.				
7	Train them on how to write good business proposal				

Cluster B

What extent has the vocational training programme empowered youths in the area of Agriculture in Imo state?

S/N	Items statement	VHE	HE	LE	VLE
1	Provided fertilizers				
2	How to apply fertilizer to crops				
3	Provided them with free seed				
4	How to rear animals				
5	How to run a poultry farm				
6	Training students on livestock.				
7	Train the youths on pig rearing				
8	Fish farming training				

Cluster C

What extent have the vocational training programme empowered youths in the area of Artisan in Imo state?

S/N	Items statement	VHE	HE	LE	VLE
1	How to use head warmer for hair saloon				
2	Measure, design and cut cloths and bags				
3	Encouraged the spirit of creativity among the trainees				
4	Developed the spirit of initiative among the trainees				
5	How to make different hair styles				
6	Training people in carpentry and upholstery making.				
7	Training people in all kinds of fashion designing.				
8	Training on the skills of hairdressing.				
9	Students are also trained to become metalworkers (welding work).				

10	Training students on interior decoration.				
11	Training students on shoe making.				
12	Training students on bead and jewelries making				

Cluster D

What extent have the vocational training programme empowered youths in the area of Electronics work in Imo state?

S/N	Items statement	VHE	HE	LE	VLE
1	Knowledge of computer packages				
2	Repair of electrical appliances like television set, radio etc				
3	How to service electronic devices				
4	How to change damaged parts in electrical devices				
5	How to identify and run hardware and softwares in computer				
6	Training people in building technology.				
7	Equipping people with auto electrical works				
8	Training people on all kinds of computer skills.				
9	Training students on computer operation				

Cluster E

What are the enhancement strategies for vocational training programmes for youth empowerment in Imo State?

S/N	Items statement	SA	A	SD	D
1	Curriculum should be well planned and development to address the needs of the trainee and society.				
2	Government should fund the vocational programmes for her citizens.				
3	All classes of citizens should engage in vocational training.				
4	Parents and guidance should give way for their wards to enroll in vocational training				
5	Adequate skills facilitators should be engaged in order to produce skilled manpower for the development of the society.				
6	Regular maintenance and replacement of equipment should be periodically done.				
7	There is need to provide adequate training facilities for the trainees.				
8	There should be adequate public sensitization on the				

	various programmes available in adult training vocational institution for youth employment.				
9	Proper funding by government should be made available to individuals				

APPENDIX B

Population distribution of instructors and learners in vocational training centres from the three educational zones in Imo State.

S/N	Senatorial District	Selected LGA	Population
1	Imo East	Owerri Municipal	250
2	Imo West	Orlu	179
3	Imo North	Okigwe	132
	Total	3	561

APPENDIX C

Sample distribution of instructors and learners in vocational training centres from three educational zones in Imo State used for the study

LGA	Owerri Municipal	Orlu	Mbano	Total
Instructors	250	179	80	509
Learners	11	32	8	51
Population	239	147	72	458
Sample	200	79	30	309

APPENDIX D

DATASET NAME section A

RELIABILITY

/VARIABLES= VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR00006
VAR00007 VAR00008 VAR00009 VAR00010 VAR00011 VAR00012 VAR00013
VAR00014 VAR00015

/SCALE (ALL VARIABLES) ALL/MODEL=ALPHA

/STATISTICS=DESCRIPTIVE SCALE/SUMMARY=MEANS VARIANCE COV CORR.

Reliability Scale: ALL VARIABLES

Case Processing Summary

	N	%
Cases valid	30	100.0
Excluded ^a	0	.0

Total	30	100.0
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Listwise deletion based on all variables in the procedure

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of items
.764	.774	15

Item Statistics

	Mean	Std. Deviation	N
VAR00001	2.7667	1.38174	30
VAR00002	1.5667	.93526	30
VAR00003	1.3000	.74971	30
VAR00004	2.8000	1.34933	30
VAR00005	1.4000	.81368	30
VAR00006	1.2333	.50401	30
VAR00007	1.2667	.58329	30
VAR00008	2.4333	1.13512	30
VAR00009	1.5000	.82001	30
VAR00010	1.8333	.87428	30
VAR00011	1.9000	.84486	30
VAR00012	1.5667	.89763	30

VAR00013	1.5667	.89763	30
VAR00014	1.5667	.89763	30
VAR00015	3.2333	.77385	30

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum/ Minimum	Variance	N of Items
Item Means	1.908	1.233	3.233	2.000	2.622	.455	13
Item Variances	.867	.254	1.909	1.655	7.516	.259	13
Inter-item covariances	.585	.185	1.848	1.663	9.988	.068	13
Inter-item correlations	.742	.368	.991	.623	2.693	.029	13

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Scale Statistics

Mean	Variance	Std. Deviation	N of Items
24.8000	102.510	10.12474	13

DATASET NAME

SECTION B

RELIABILITY/VARIABLES= VAR00001 VAR00002 VAR00003 VAR00004 VAR00005
 VAR00006 VAR00007 VAR00008 VAR00009 VAR00010 VAR00011 VAR00012
 VAR00013 VAR00014 VAR00015

/SCALE (ALL VARIABLES) ALL/MODEL=ALPHA

/STATISTICS=DESCRIPTIVE SCALE/SUMMARY=MEANS VARIANCE COV CORR.

Reliability Scale: ALL VARIABLES

Case Processing Summary

	N	%
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Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

Case Processing Summary

	N	%
Cases		
Valid	30	100.0
Excluded ^a	0	.0
Total	30	100.0

a. List wise deletion based on all variables in the procedure

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of items
.773	.780	18

Item Statistics

	Mean	Std. Deviation	N
VAR00001	2.7667	1.38174	30
VAR00002	1.5667	.93526	30
VAR00003	1.3000	.74971	30
VAR00004	2.8000	1.34933	30
VAR00005	1.4000	.81368	30
VAR00006	1.2333	.50401	30

VAR00007	1.2667	.58329	30
VAR00008	2.4333	1.13512	30
VAR00009	1.5000	.82001	30
VAR00010	1.8333	.87428	30
VAR00011	1.9000	.84486	30
VAR00013	1.5667	.89763	30
VAR00015	3.2333	.77385	30
VAR00020	1.4000	.81368	30
VAR00019	2.8000	1.34933	30
VAR00018	1.3000	.74971	30
VAR00017	1.5667	.93526	30
VAR00016	2.7667	1.38174	30

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum/ Minimum	Variance	N of Items
Item Means	1.924	1.233	3.233	2.000	2.622	.455	18
Item Variances	.950	.254	1.909	1.655	7.516	.301	18
Inter-item covariances	.633	.185	1.909	1.724	10.317	.104	18
Inter-item							

correlations	.732	.368	1.000	.632	2.716	.037	18
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Scale Statistics

Mean	Variance	Std. Deviation	N of Items
34.6333	210.792	14.51868	18

RELIABILITY DATASET NAME section C

/VARIABLES= VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR00006
VAR00007

SCALE (ALL VARIABLES) ALL

MODEL=ALPHA/STATISTICS=DESCRIPTIVE SCALE/SUMMARY=MEANS

VARIANCE COV CORR.

Reliability Scale: ALL VARIABLES

Case Processing Summary

	N	%
Cases Valid	30	100.0
Excluded ^a	0	.0
Total	30	100.0

a. Listwise deletion based on all variables in the procedure

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of items
.702	.741	7

Item Statistics

	Mean	Std. Deviation	N
VAR0001	2.7667	1.38174	30
VAR0002	1.5667	.93526	30
VAR0003	1.3000	.74971	30
VAR0004	2.8000	1.34933	30
VAR0005	1.4000	.81368	30
VAR0006	1.2333	.50401	30
VAR0007	1.2667	.58329	30

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum/ Minimum	Variance	N of Items
Item Means	1.762	1.233	2.800	1.567	2.270	.499	7
Item Variances	.918	.254	1.909	1.655	7.516	.461	7
Inter-Item Covariances	.521	.280	1.848	1.568	6.590	.109	7
Inter-item correlations	.696	.368	.991	.623	2.693	.061	7

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
12.333	28.299	5.31967	7

RELIABILITY DATASET NAME section D

/VARIABLES= VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR00006
VAR00007 VAR00010 VAR00009 VAR00008

SCALE (ALL VARIABLES) ALL

MODEL=ALPHA/STATISTICS=DESCRIPTIVE SCALE/SUMMARY=MEANS

VARIANCE COV CORR.

Reliability Scale: ALL VARIABLES

Case Processing Summary

	N	%
Cases Valid	30	100.0
Excluded ^a	0	.0
Total	30	100.0

a. Listwise deletion based on all variables in the procedure

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of items
.958	.965	8

Item Statistics

	Mean	Std. Deviation	N
VAR00001	1.2333	.50401	30
VAR00002	1.2667	.58329	30
VAR00003	2.4333	1.13512	30
VAR00004	1.5000	.82001	30
VAR00005	1.8333	.87428	30
VAR00006	1.9000	.84486	30
VAR00010	3.2333	.77385	30
VAR00008	1.5667	.89763	30

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum/Minimum	Variance	N of Items
Item Means	1.871	1.233	3.233	2.000	2.622	.454	8
Item Variances	.680	.254	1.289	1.034	5.072	.100	8
Inter-Item Covariances	.502	.185	.815	.603	4.404	.033	8

Inter-item correlations	.777	.469	.957	.488	2.043	.015	8
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Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Square Multiple Correlation	Cronbach's Alpha if Item Deleted
VAR00001	13.7333	28.754	.840	.924	.956
VAR00002	13.7000	27.941	.854	.952	.954
VAR00003	12.5333	22.809	.872	.919	.954
VAR00004	13.4667	25.499	.891	.909	.949
VAR00005	13.1333	24.809	.916	.929	.947
VAR00006	13.0667	25.168	.905	.928	.948
VAR00010	11.7333	27.168	.717	.775	.959
VAR00008	13.4000	24.593	.916	.883	.947

Scale Statistics

Mean	Variance	Std. deviation	N of Items
14.9667	33.551	5.79229	8

APPENDIX E

Descriptive Statistics for Instructors				
	N	Sum	Mean	Std. Deviation
VAR00001	51	158.00	3.10	.98
VAR00002	51	153.00	3.00	1.02
VAR00003	51	153.00	3.00	.94
VAR00004	51	158.00	3.10	1.04
VAR00005	51	102.00	2.00	.87
VAR00006	51	148.00	2.90	1.08
VAR00007	51	151.00	2.96	1.02
VAR00008	51	110.00	2.16	.90
VAR00009	51	157.00	3.08	1.00
VAR00010	51	152.00	2.98	.95
VAR00011	51	158.00	3.10	.85
VAR00012	51	150.00	2.94	.97
VAR00013	51	145.00	2.84	1.01
VAR00014	51	104.00	2.04	1.02
VAR00015	51	152.00	2.98	.91
VAR00016	51	158.00	3.10	1.06
VAR00017	51	155.00	3.04	1.02
VAR00018	51	151.00	2.96	1.06

VAR00019	51	153.00	3.00	.96
VAR00020	51	151.00	2.96	.87
VAR00021	51	152.00	2.98	.95
VAR00022	51	151.00	2.96	1.02
VAR00023	51	155.00	3.04	.96
VAR00024	51	160.00	3.14	1.02
VAR00025	51	150.00	2.94	.93
VAR00026	51	159.00	3.12	1.01
VAR00027	51	159.00	3.12	.95
VAR00028	51	157.00	3.08	1.13
VAR00029	51	160.00	3.14	.98
VAR00030	51	149.00	2.92	.91
VAR00031	51	150.00	2.94	.79
VAR00032	51	149.00	2.92	.84
VAR00033	51	92.00	1.80	.89
VAR00034	51	150.00	2.94	.90
VAR00035	51	150.00	2.94	.95
VAR00036	51	156.00	3.06	.93
Valid N (listwise)	51			

Descriptive Statistics for Vocational Trainees				
	N	Sum	Mean	Std. Deviation
VAR00001	204	610.00	2.99	1.00
VAR00002	204	604.00	2.96	.99
VAR00003	204	600.00	2.94	1.00
VAR00004	204	597.00	2.93	.98
VAR00005	204	392.00	1.92	.77
VAR00006	204	607.00	2.98	.96
VAR00007	204	609.00	2.99	.99
VAR00008	204	421.00	2.06	.76
VAR00009	204	601.00	2.95	.95
VAR00010	204	599.00	2.94	.98
VAR00011	204	601.00	2.95	.99
VAR00012	204	600.00	2.94	.99
VAR00013	204	603.00	2.96	.94
VAR00014	204	420.00	2.06	.98
VAR00015	204	599.00	2.94	.98
VAR00016	204	604.00	2.96	.94
VAR00017	204	604.00	2.96	1.00
VAR00018	204	610.00	2.99	.99
VAR00019	204	610.00	2.99	.97
VAR00020	204	607.00	2.98	.96

VAR00021	204	605.00	2.97	.96
VAR00022	204	591.00	2.90	.98
VAR00023	204	594.00	2.91	.99
VAR00024	204	602.00	2.95	1.04
VAR00025	204	607.00	2.98	.98
VAR00026	204	601.00	2.95	1.00
VAR00027	204	603.00	2.96	1.00
VAR00028	204	601.00	2.95	.96
VAR00029	204	603.00	2.96	.95
VAR00030	204	605.00	2.97	.96
VAR00031	204	599.00	2.94	1.02
VAR00032	204	606.00	2.97	.98
VAR00033	204	461.00	2.26	.88
VAR00034	204	598.00	2.93	.98
VAR00035	204	598.00	2.93	.98
VAR00036	204	600.00	2.94	.99
Valid N (listwise)	204			